

SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2016 SESSION

SUBJECT:	English Language
PAPER NUMBER:	I – Part 1 Listening Comprehension
DATE:	2 nd April 2016

EXAMINER'S PAPER

Session 1

INSTRUCTIONS TO EXAMINERS

Preparation before the session:

- Familiarise yourself with the texts before reading them aloud and take note of the punctuation in order to make the texts sound as natural as possible.
- Check the footnotes for the pronunciation of certain words.
- Check with the candidates whether you can be heard clearly.

Procedure during the session:

- (1) **Tell the candidates:**
You are going to listen to two passages and answer questions on both of them on the sheet provided.
You may answer the questions at any time during the session.
First, you have three minutes to read the questions on Text A.
Give the candidates 3 minutes to read the questions on Text A.

Read Text A.

- (2) **Tell the candidates:**
You have three minutes to continue working on the questions.
Give the candidates 3 minutes to continue working on the questions.

Read Text A for the second and last time.

- (3) **Tell the candidates:**
You have three minutes to complete your answers.
Give the candidates 3 minutes to complete their answers.

- (4) **Tell the candidates:**
The three minutes are up. Kindly turn the page.
You now have three minutes to read the questions on Text B.
Give the candidates 3 minutes to read the questions on Text B.

Read Text B.

- (5) **Tell the candidates:**
You have three minutes to continue working on the questions.
Give the candidates 3 minutes to continue working on the questions.

Read Text B for the second and last time.

- (6) **Tell the candidates:**
You have three minutes to complete your answers.
Give the candidates 3 minutes to complete their answers.

The examiner reads out the following:

Text A

You are going to listen to a talk about the history of milk.

The history of milk begins 12,000 years ago, when nomadic tribes decided to stop roving and settle down in farming communities. This era is generally referred to as the Agricultural Revolution; with it came domesticated animals and the advent of by-products such as milk.

Later, in ancient Egypt, milk and other dairy products were available, but reserved for royalty, priests and the very wealthy. By the fifth century in Western Europe, milk was obtained from both cows and sheep, but in the fourteenth century, cow's milk was more popular. However, milk was never the drink of choice amongst the general populace. In Britain and other Western European countries, in the sixteenth and seventeenth centuries, beer, cider and other alcoholic drinks were popular, but not milk.

In Western Europe and the United States in the nineteenth century, milk was becoming more common, but only for infants. Babies could only drink fresh cow's milk because the further it got from the cows which produced it, the more it was likely to be contaminated by bacteria.

As infant mortality rose in cities, practices for making milk safer began to emerge. Louis Pasteur's research demonstrated that harmful microbes in milk and wine caused sickness, and he invented a process – now called pasteurization. In this process liquids are rapidly heated and cooled to kill most of the organisms. Commercial pasteurization machines were introduced in 1895.

Pasteur is also credited with revolutionizing the safety of milk and, in turn, the ability to store and distribute milk well beyond the farm. The first glass milk bottle was patented in 1884 by Dr Henry Thatcher, after he witnessed a milkman making deliveries from an open bucket into which a child's filthy rag doll had accidentally fallen. In the 1930s, milk cans were replaced with large on-farm storage tanks.

In the 1950s and 1960s, many dairies began to introduce the square paper carton to replace bottles. The new cartons reduced the cost of milk for consumers since disposable paper cartons were cheaper than glass bottles.

And so began the journey of the acceptance of milk as a staple of the Western diet.

The examiner reads out the following:

Text B

Now you are going to listen to a programme in the series *My Career*.

I'm Amy White and I'm going to talk about how I became a gardener. I'm 27 and I've known I wanted to be a gardener since I was 14. My mother was an interior designer and we moved house frequently because she loved doing up old houses. The inside of our house was always creative and immaculate, but the garden was always in a mess because no one had any interest in it. I always thought it was a pity, so I took up the challenge.

Lacking the funds to go to university, I was forced to leave school at 18 and I completed a diploma in horticulture at Newton College. Then I was given a 40-hour a week post at Cottage Garden Nursery in Longtown and I fitted in a degree in garden design simultaneously. I started the nursery job in the coldest winter in ten years. It proved my passion for gardening because when you're out in the freezing glass houses and only your fingers are moving in cold, wet compost, it's a challenge at best. However, it's the best experience I've had because I got to see plants at every stage of life. I saw plants as seedlings in spring, as flowers in summer and as twigs in winter. It's rewarding when you see plants you've grown going home with an eager gardener.

Five years ago, I moved to London to be near the leading nurseries and in no time I discovered that gardening is a different experience in the capital because people there are more demanding. It can be frustrating when a client insists on something which you know is wrong. One wanted me to remove a hedge from his front garden and replace it with a plant which didn't go with the rest of the street. However, London does have its rewards which are visible and enduring. The best thing is the sense of achievement when you start with a barren garden and then see the transformation.

For those of you who dream of becoming gardeners, I advise you to get as much hands-on experience as possible and a thorough grounding in plants before focussing on the more glamorous options of garden design. You have to be a manager, salesperson, artist and architect. The one thing it doesn't involve, I'm afraid, is weekends pottering in my own garden. Now that I live in London, I have to make do with two flower pots outside my flat.

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD
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EXAMINER'S PAPER

Session 2

INSTRUCTIONS TO EXAMINERS

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Give the candidates 3 minutes to read the questions on Text A.

Read Text A.

- (2) **Tell the candidates:**
You have three minutes to continue working on the questions.
Give the candidates 3 minutes to continue working on the questions.

Read Text A for the second and last time.

- (3) **Tell the candidates:**
You have three minutes to complete your answers.
Give the candidates 3 minutes to complete their answers.

- (4) **Tell the candidates:**
The three minutes are up. Kindly turn the page.
You now have three minutes to read the questions on Text B.
Give the candidates 3 minutes to read the questions on Text B.

Read Text B.

- (5) **Tell the candidates:**
You have three minutes to continue working on the questions.
Give the candidates 3 minutes to continue working on the questions.

Read Text B for the second and last time.

- (6) **Tell the candidates:**
You have three minutes to complete your answers.
Give the candidates 3 minutes to complete their answers.

The examiner reads out the following:

Text A

You are going to listen to a talk about the history of tea.

Although the custom of drinking tea dates back to 5,000 years ago in China, it was not until the seventeenth century that the beverage first appeared in Britain.

The use of tea spread gradually from China, reaching Europe around 1560, although it was the Portuguese and Dutch traders who first imported tea to Europe, with regular shipments by 1610. Britain was a latecomer to the tea trade as the East India Company did not capitalise on tea's popularity until the mid-eighteenth century.

Curiously, it was the 500 London coffee houses that were responsible for introducing tea to Britain. Tea gained popularity so quickly in the coffee houses that by 1750, tea had become the preferred drink of Britain's lower classes.

A 1676 law taxed tea and required coffee house operators to apply for a licence. This was just the government's attempt to profit from the popularity of tea in Britain. By the mid-eighteenth century, the duty on tea had reached an absurd 119%. This heavy taxation had the effect of creating a whole new industry – tea smuggling. In 1784 William Pitt introduced the Commutation Act. This dropped the tax on tea to 12.5%, effectively ending smuggling, which led to the opening of the teashop.

The teashop can be traced to one person. In 1864 the manager of a bread company began the custom of serving food and drink to her customers. Her best customers were served tea. Soon everyone was asking for the same treatment. The concept of teashops spread throughout Britain like wildfire.

In the early twentieth century, tea bags were invented in America, but sales only really took off in Britain in the 1970s. Nowadays, it would be hard for many tea drinkers to imagine life without them. Such is the British enthusiasm for tea, that even after the dismantling of the Empire, British companies continue to play a leading role in the world's tea trade and British brands still dominate the world market. With recent scientific research indicating that tea drinking may have direct health benefits, it is assured that for centuries to come, there will be a place at the centre of British life for a nice cup of tea.

The examiner reads out the following:

Text B

Now you are going to listen to a programme in the series *My Career*.

I'm Paul Smith and I'm going to talk about how I became a helicopter pilot. I'm 44 and I haven't been a pilot for long. I started my career as a newscaster but I left because I felt it was becoming repetitive and I also felt undervalued. So I started my own decorating business and later I set up a shop specialising in hats for women. One day an airline pilot came in; when I told her how much I'd love to fly, she suggested I give it a try. I passed the necessary medical tests and I enrolled for four years of training at Surrey aerodrome. After that I also trained at Cranfield flying school for a few months.

I was forced to make major changes in order to fund my qualification. I sold my shop and moved back in with my parents before completing my advanced pilot training in 2008. I began looking for a job as a helicopter pilot just as the recession started and so there weren't many openings for me. I managed to pick up a job as a flying instructor. Although it was a case of the blind leading the blind, as I feel I only had marginally more experience than my students, I still felt sure of myself on the first day.

After that, through a network of contacts, I heard of a helicopter company that was expanding in the Seychelles and so I used the last of my money to fly out there and beg for a job in person. Luckily, I was offered a job flying tourists around the islands. Really, as a helicopter pilot, you're a glorified chauffeur so if you're not a people person, it's not the right job. I'd picked up numerous customer skills when I used to run the shop and that's where I learned how to deal with people and soothe them when they become aggressive.

Helicopters appeal to me more than aeroplanes because the experience is more thrilling. Flying an aeroplane is a bit like playing a video game in which you push a few buttons and the aeroplane flies itself. Helicopters, on the other hand, require precise mental and physical co-ordination. Eight years on, flying hasn't lost its edge for me but I must say, it's a hard-won thrill. Hundreds of hours of training and thousands of pounds are required for a pilot to become employable and even then jobs can be hard to come by.

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EXAMINER'S PAPER

Session 3

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Give the candidates 3 minutes to read the questions on Text A.

Read Text A.

- (2) **Tell the candidates:**
You have three minutes to continue working on the questions.
Give the candidates 3 minutes to continue working on the questions.

Read Text A for the second and last time.

- (3) **Tell the candidates:**
You have three minutes to complete your answers.
Give the candidates 3 minutes to complete their answers.

- (4) **Tell the candidates:**
The three minutes are up. Kindly turn the page.
You now have three minutes to read the questions on Text B.
Give the candidates 3 minutes to read the questions on Text B.

Read Text B.

- (5) **Tell the candidates:**
You have three minutes to continue working on the questions.
Give the candidates 3 minutes to continue working on the questions.

Read Text B for the second and last time.

- (6) **Tell the candidates:**
You have three minutes to complete your answers.
Give the candidates 3 minutes to complete their answers.

The examiner reads out the following:

Text A

You are going to listen to a talk about the history of bread.

Bread, in all its various forms, is the most widely consumed food in the world. Recent research suggests humans started baking bread at least 30,000 years ago. Prehistoric man had already been making gruel from water and grains, so the next step was to start cooking this mixture into a solid by frying it on stones.

How did humanity get from this prehistoric flatbread to a fluffy, grocery store loaf? Leavening* with yeast is what makes bread rise into a light and fluffy loaf. Bread without leavening is known as flatbread which is the most closely related to the first breads. Commercial yeast production dates back to the skilled bread makers of Ancient Egypt 2,300 years ago.

Thanks to milling, which created smooth, finely ground flour, the quality of bread was enhanced. The earliest bread grains were ground by hand with rocks. This resulted in coarse, wholegrain bread. The Mesopotamians refined this process using two flat, circular stones stacked one on top of another to grind the grain. These stones were continuously rotated by animals or slaves.

Millers everywhere continued to use the ancient methods of wind and watermills. In the middle of the nineteenth century, a Swiss engineer invented a new type of mill; abandoning the use of the stone mill wheels, he designed rollers made of steel, which operated one above the other. It was called the reduction roller-milling system; these machines soon became accepted all over Europe in the bread-making industry. They were driven by steam engines, which had by now much improved, and the new method proved a great success. With the introduction of these new machines into Britain in 1880, more than three-quarters of the windmills and watermills were demolished or left to rot. Thanks to this system, fine, white bread could be produced.

For hundreds of years, the finest white breads were sold in whole loaves to be cut at home. But in 1917, a jeweller created the first mechanized bread slicer. Initially, many companies were convinced that housewives wouldn't be interested, and his bread-slicing machine wasn't installed in a factory until 1928. However, within two years, 90% of store-bought bread was factory-sliced.

Progress has led us to what some consider to be the ideal loaf of bread: white, ultra-fluffy and pre-cut into even slices.

*To be read: /levniŋ/

The examiner reads out the following:

Text B

Now you are going to listen to a programme in the series *My Career*.

I'm Mark Jones and I'm going to talk about how I became a butcher. I'm now 46 and when I look back I can say that I fell almost by accident into the butchery trade. I was working at a petrol station and one day I filled the van of a butcher, who mentioned he needed an apprentice and offered me an interview. After that, I began training at a butcher shop in Aberdeen. The sight of meat dangling from ceiling hooks didn't daunt me and as soon as I stepped into the shop, I knew it was my way of life.

It was the interaction with the customers, rather than with the animal carcasses, that enticed me, but after a first year behind the counter, I was eager to get my hands dirty. I don't remember minding the dirt and the smell when I turned up for work at seven in the morning. I began learning to cut and trim the meat in the back room. Mincing was one of my principal chores while I learnt the science of meat cuts. My knife slipped a few times and made me ruin a joint. However, I learnt that every piece of meat can be saved and that, in a small shop, I had time to prepare before customers arrived.

After nine years in this shop, I was promoted to manager and the charms of the job began to fade. I was under a lot of pressure and so when I saw an advert for a job at the Russell meat store, I applied. At first, I didn't like working in such a huge meat store because I went from cutting one steak a week to a hundred a day. However, this job taught me new skills, especially the art of maturing meat. I learnt that there's more to a good steak than a healthy cow and that it depends mainly on the way the meat is matured, handled and cut.

In the 25 years that I've worked in the trade, I've seen many new meat products come on the market. I've also seen the introduction of more stringent health and safety requirements. Surprisingly, however, customer tastes have remained pretty much unchanged, with beef still a staple in the shops.

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EXAMINER'S PAPER

Session 4

INSTRUCTIONS TO EXAMINERS

Preparation before the session:

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Give the candidates 3 minutes to read the questions on Text A.

Read Text A.

- (2) **Tell the candidates:**
You have three minutes to continue working on the questions.
Give the candidates 3 minutes to continue working on the questions.

Read Text A for the second and last time.

- (3) **Tell the candidates:**
You have three minutes to complete your answers.
Give the candidates 3 minutes to complete their answers.

- (4) **Tell the candidates:**
The three minutes are up. Kindly turn the page.
You now have three minutes to read the questions on Text B.
Give the candidates 3 minutes to read the questions on Text B.

Read Text B.

- (5) **Tell the candidates:**
You have three minutes to continue working on the questions.
Give the candidates 3 minutes to continue working on the questions.

Read Text B for the second and last time.

- (6) **Tell the candidates:**
You have three minutes to complete your answers.
Give the candidates 3 minutes to complete their answers.

The examiner reads out the following:

Text A

You are going to listen to a talk about the history of chocolate.

Chocolate, the treat so loved worldwide, has very humble beginnings. The cocoa bean begins life inside a fruit, called a pod, on a tree in the tropics, primarily in remote areas of West Africa, Southeast Asia and Central and South America.

These delicate, flower-covered trees need much tending and, when farmed using sustainable methods, grow in harmony in tropical forests beneath other crops such as bananas, rubber or hardwood trees. Cocoa trees take five to eight years to mature.

Perhaps it is the temperament of the cocoa tree that gives chocolate some of its intense and exotic taste. Cocoa trees flourish only in the hot, rainy tropics, 20 degrees north and south of the Equator. One mature cocoa tree can be expected to yield about two kilos of chocolate per year. These are planted in the shade of larger trees such as bananas or mangoes, about 1,000 trees per plantation.

After being harvested from the trees, the pods, which contain the cocoa beans, are split open, the beans removed and put on trays covered with a coarse cloth for about a week until they brown. Then they are sun dried until the moisture content is below 7%. This normally takes another three days. After the beans are cleaned, they are weighed, selected and blended before being roasted at 120 degrees Celsius for two hours. Then shells are removed leaving the nib. Nibs are crushed to create a chocolate mass. This is the base raw material – the powder – from which all chocolate products are made.

The first recorded evidence of chocolate as a food product goes back to Pre-Columbian Mexico. The Mayan and Aztec civilisations were known to make a drink from the beans of the cocoa tree. In 1528, the conquering Spaniards returned to Spain with chocolate still consumed as a beverage. A similar chocolate drink was brought to a royal wedding in France in 1615, and Britain welcomed chocolate in 1662.

In 1847, the British chocolate company Fry and Sons introduced the first chocolate bar, but this did not attract much attention due to its bitter taste. In 1874, Daniel Peter, a famed Swiss chocolatier, experimented with various mixtures in an effort to balance the rough flavour of chocolate, and eventually stumbled upon that abundant product – milk. This changed everything and the acceptance of chocolate after that was quick and enthusiastic.

The examiner reads out the following:

Text B

Now you are going to listen to a programme in the series *My Career*.

I'm Emma Ford and I'm going to talk about how I became a paramedic. I'm 41 and I never gave any thought to a medical career when I was young. To the surprise of my career guidance teacher, I wanted to become a lorry driver. I studied tourism merely to buy time until I was 21 and could qualify for my licence. Then I hit the road in transcontinental trucks. This lasted six years and strange as it may sound, I started to feel that I wanted to make a difference. I also started to get road rage, and road rage in a huge truck is not a good thing. So I took an evening course in human biology and I found out that medicine enthused me.

Since I'm an impatient person, I didn't want to train for seven years to become a doctor. I decided to apply to be an ambulance technician, which involved a 16-week course in patient assessment and life-saving skills, followed by on-the-job training with a mentor. After four years as a technician, I applied to become a paramedic, a promotion that required five weeks' training at a Birmingham centre. This was followed by several weeks of work experience in Accident and Emergency departments.

There's a national shortage of paramedics so with my training, I had a menu of vacancies to choose from. Now, part of my role is as a training officer teaching schools how to perform first aid. On other shifts, I work in the control room where emergency calls come in. Thirdly, I work for the London Air Ambulance, a charitable organisation that deals with severe trauma cases. We make use of a helicopter by day, and a car by night which I, as the paramedic on duty, drive while the accompanying doctor navigates. Ordinary ambulance paramedics are dispatched from the nearest station, while the air ambulance covers all of London.

Despite ten years in the job, there is still some apprehension when a call comes in. As a team of paramedics, we might have to control or navigate an ambulance through heavy traffic or even face a murder victim. So you have to be prepared because you don't know what each day will hold. That's what I love most about the job.

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EXAMINER'S PAPER

Session 5

INSTRUCTIONS TO EXAMINERS

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Give the candidates 3 minutes to read the questions on Text A.

Read Text A.

- (2) **Tell the candidates:**
You have three minutes to continue working on the questions.
Give the candidates 3 minutes to continue working on the questions.

Read Text A for the second and last time.

- (3) **Tell the candidates:**
You have three minutes to complete your answers.
Give the candidates 3 minutes to complete their answers.

- (4) **Tell the candidates:**
The three minutes are up. Kindly turn the page.
You now have three minutes to read the questions on Text B.
Give the candidates 3 minutes to read the questions on Text B.

Read Text B.

- (5) **Tell the candidates:**
You have three minutes to continue working on the questions.
Give the candidates 3 minutes to continue working on the questions.

Read Text B for the second and last time.

- (6) **Tell the candidates:**
You have three minutes to complete your answers.
Give the candidates 3 minutes to complete their answers.

The examiner reads out the following:

Text A

You are going to listen to a talk about the history of coffee.

The history of a beverage so closely associated with good conversation starts with a storybook-like tale. Native only to parts of subtropical Africa, the stimulating effects of wild coffee beans are said to have been first discovered in the ninth century in Ethiopia, when a herd of goats feasted on red coffee berries and kept their goatherd up at night. The Ethiopian goatherd shared his discovery with the abbot at a local monastery, where monks first brewed the beans into a hot drink, revelling in the way it kept them awake during long hours of prayer.

It is thought that coffee spread to Arabia through Sudanese slaves. These slaves are thought to have eaten coffee beans to help them survive hunger as they rowed ships across the Red Sea between Africa and Arabia. By the late sixteenth century, the use of coffee was widespread throughout Arabia, North Africa and Turkey. The nutritional benefits of coffee were thought to be so great that coffee was considered as important as bread and water.

It was the Dutch who, in 1616, introduced a coffee plant into Europe for the first time. Then, in 1696, they founded the first European-owned coffee estate on colonial Java, now part of Indonesia.

Confident beyond caution, the Dutch began bestowing coffee trees on aristocrats around Europe in 1714. The French king received his Dutch coffee tree, which was planted in Paris's Royal Botanical Garden. Several years later a young naval officer was denied permission when he requested clippings from his king's tree.

Resolute, the naval officer led a moonlight raid of the Royal Botanical Garden – over the wall, into the hothouse, out with a sprout. When the mission was accomplished, he sailed for Martinique. Under armed guard, the sprout grew strong in Martinique, yielding an extended family of approximately 18 million trees in 50 years or so.

Coffee trees were also planted in Latin America. In 1727, Brazil's government wanted a cut of the coffee market. By 1800 Brazil's monster harvests would make coffee a drink for the people.

Coffee today employs 500 million people, from the workers toiling in the fields of Kenya to the teenage baristas in popular cafés. In a world of more than six billion people, enjoying a coffee is one of the few fixtures of everyday life common to cultures on every continent.

The examiner reads out the following:

Text B

Now you are going to listen to a programme in the series *My Career*.

I'm Edward Finch and I'm going to talk about how I became a puppeteer. I'm 63 years old and I've wanted to be an actor ever since I can remember. Nowadays, when I'm crouched on the floor with my hand in a puppet, I often think of all the Shakespearean speeches I used to envisage myself performing if ever I became a professional actor. I left school at 17, but in my second year with an amateur theatre company, I was asked to do character voices because they were casting for a children's television programme named *Pipkins*. No actor ever says no to anything, so with the bravado of youth, I decided to try it out.

My experience was limited to childhood puppet shows in my parents' living room, but somehow I persuaded the bosses at the television station of my skills and I spent the next nine years working with a cat and a mouse.

Creating a rounded personality with merely a voice and a hand is difficult, especially when hunched under a table out of sight. When actors act a scene, they can look at their fellow performers and take cues from them. With puppeteers, it's different and it took me a long time to get used to it. We'd be sitting under a bench on the floor wearing a huge microphone like a necklace and looking sideways at the screen while operating the puppets above our heads. It was a steep learning curve and in the first episode, you can see my head.

In 1981, I needed a break from this routine. A year later, I became a producer and director of a popular TV programme. However, I was soon approached to help with the second series of the well-known *Spitting Image*. In this TV series, I was involved in doing puppet caricatures of celebrities which was a challenge to me.

Four decades later, I'm still as enthusiastic as I was when it started. I'd say that a background in acting is essential for a career in puppets. Patience is also vital, since filming with puppets can be very boring with only two or three shots in a day and hours of waiting around.

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EXAMINER'S PAPER

Session 6

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Give the candidates 3 minutes to read the questions on Text A.

Read Text A.

- (2) **Tell the candidates:**
You have three minutes to continue working on the questions.
Give the candidates 3 minutes to continue working on the questions.

Read Text A for the second and last time.

- (3) **Tell the candidates:**
You have three minutes to complete your answers.
Give the candidates 3 minutes to complete their answers.

- (4) **Tell the candidates:**
The three minutes are up. Kindly turn the page.
You now have three minutes to read the questions on Text B.
Give the candidates 3 minutes to read the questions on Text B.

Read Text B.

- (5) **Tell the candidates:**
You have three minutes to continue working on the questions.
Give the candidates 3 minutes to continue working on the questions.

Read Text B for the second and last time.

- (6) **Tell the candidates:**
You have three minutes to complete your answers.
Give the candidates 3 minutes to complete their answers.

The examiner reads out the following:

Text A

You are going to listen to a talk about the history of soft drinks.

Soft drinks can trace their history back to the mineral water found in natural springs. Scientists soon discovered that carbon dioxide was behind the bubbles in natural mineral water. A soft drink is a non-alcoholic beverage, usually, but not necessarily, carbonated. It normally contains a natural or artificial sweetening agent, edible acids, natural or artificial flavours, and sometimes juice. Coffee, tea, milk, cocoa, and undiluted fruit and vegetable juices are not considered soft drinks.

Carbonated beverages and waters were developed from European attempts in the seventeenth century to imitate the popular and naturally effervescent waters of famous springs, which were reputed to be therapeutic. The effervescent feature of the waters was recognized early as most important in the production of soft drinks.

The first marketed non-carbonated soft drinks appeared in the seventeenth century as a mixture of water and lemon juice sweetened with honey. In 1676, the Company of Lemonade Sellers was formed in Paris and granted a monopoly for the sale of its products. Vendors carried tanks on their backs from which they dispensed cups of lemonade to thirsty Parisians.

Joseph Priestley is known as “the father of the soft drinks industry” for his experiments on gas obtained from the fermenting barrels of a brewery. In 1772 he demonstrated a small carbonating apparatus to the College of Physicians in London, suggesting that, with the aid of a pump, water might be more highly filled with air.

Thomas Henry, a British chemist, produced the first carbonated water which he made in 55-litre barrels using an apparatus based on Priestley’s. After reading Priestley’s papers, a jeweller in Geneva called Jacob Schweppe decided to construct a similar device. By 1794 he was selling his highly carbonated artificial mineral waters to his friends in Geneva; later he started a business in London. At first, bottled waters were used for medicine.

By about 1820, improvements in manufacturing processes allowed a much greater output, and bottled water became popular. Mineral salts and flavours were added: ginger in about 1820, lemon in the 1830s and tonic in 1858. In 1886 John Pemberton, a chemist in Atlanta, invented *Coca-Cola*, the first cola drink.

The examiner reads out the following:

Text B

Now you are going to listen to a programme in the series *My Career*.

I'm Debbie Sterling and I'm going to talk about how I became a toy inventor. I'm 35 and when I look back at what started me on the road to becoming a toy inventor, it was a visit to the pink aisle of a toy shop in London. Evidently, the toys there were for girls because they were all centred around the theme of beauty. At that moment, I knew that there was a huge gap in the toy market for girls.

It's always been my dream to invent something that would change the world. That led me to study at Stanford University, specialising in product design. I had never planned to become a toy inventor, but throughout my university experience, I was keenly aware that I was one of the few women studying engineering and that bothered me.

After university I took a job at a jewellery shop but after scrimping and saving for six months, I quit. It was a huge risk, of course, but I had saved enough to support myself for one year without a job. I told myself that whatever happened, I'd never be ashamed that I'd given it a try. I spent ten months reading, researching and talking to parents and children to try and understand why for years, construction toys had been so popular with boys but not with girls.

I came to the conclusion that girls love stories and characters, and that most construction toys lack these elements. Girls need to be engaged not just in what they're building but they need to know why they're doing it. So I came up with the idea of inventing a girl name, Goldie Blox. This character would go on adventures and solve problems by creating machines. I also came up with a storybook to go with the construction set; the idea is that you read the story and build along with Goldie.

Everyone told me that it would never sell and that no shop would ever put it on the shelves. My company is now two years old, I employ 30 people, and the best thing about it is that I spend time with children who play with my toys. My top tip for would-be toy inventors is not to spend too much time agonising about your decisions in the early stages. Just get started. Whip up a sample toy and get your idea into a format that can be shared with kids. It's incredibly fulfilling.

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD
UNIVERSITY OF MALTA, MSIDA
SECONDARY EDUCATION CERTIFICATE LEVEL
MAY 2016 SESSION

SUBJECT:	English Language	Total
PAPER NUMBER:	I – Part 1 Listening Comprehension	
DATE:	2 nd April 2016	

CANDIDATE'S PAPER – TEXT A**SESSION 1****THE HISTORY OF MILK****1. Fill in the grid with the missing information.****(5 marks)**

a.		when nomadic tribes decided to settle down
b.		when cow's milk was more popular than sheep's milk in Western Europe
c.		when commercial pasteurization machines were introduced
d.		when the first milk bottle was patented
e.		when the square paper carton replaced bottles

2. Are the following statements TRUE or FALSE? Circle the correct answer and give a reason for each of your answers.**(5 marks)**

a. Milk was the most popular drink in England in the sixteenth century.

(True/False) because _____

b. In the nineteenth century everyone drank fresh cow's milk in Europe and the United States of America.

(True/False) because _____

c. Dr. Henry Thatcher is credited with revolutionizing the safety of milk.

(True/False) because _____

d. The introduction of cartons made no difference to consumers.

(True/False) because _____

e. Milk is one of the main foodstuffs in the West.

(True/False) because _____

3. Put the following items of information in the order in which you hear them. Number them 1 to 5.**(5 marks)**

By the fifth century both cow's and sheep's milk was used in Europe.	
Nomadic tribes settled down.	
Animals were domesticated.	
The Agricultural Revolution took place.	
Milk and dairy products were only available to royalty and the rich in Egypt.	

CANDIDATE'S PAPER – TEXT B

SESSION 1

Total

MY CAREER

1. What do the following refer to?

(7 marks)

a.	27	
b.	14	
c.	Newton College	
d.	40	
e.	Longtown	
f.	5	
g.	2	

2. Underline the correct word or phrase in brackets.

(8 marks)

- When she was young, Amy (*seldom, often, sometimes*) moved house with her mother.
- Amy was (*upset, complacent, sorry*) about the state of the garden when she was a teenager.
- Amy (*decided not to, could not, never wanted to*) go to university.
- Amy studied for her degree in garden design (*before, after, at the same time as*) holding a job at a nursery.
- Amy looks back at her first job with (*regret, satisfaction, anger*).
- It took Amy (*a long, some, very little*) time to realise that her new customers were demanding.
- Amy states that hands-on experience for prospective gardeners is (*inadvisable, unnecessary, recommended*).
- The fact that Amy doesn't have a garden now leaves her feeling (*disappointed, relieved, thrilled*).

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD
UNIVERSITY OF MALTA, MSIDA
SECONDARY EDUCATION CERTIFICATE LEVEL
MAY 2016 SESSION

SUBJECT:	English Language	Total
PAPER NUMBER:	I – Part 1 Listening Comprehension	
DATE:	2 nd April 2016	

CANDIDATE'S PAPER – TEXT A**SESSION 2****THE HISTORY OF TEA****1. Fill in the grid with the missing information.****(5 marks)**

a.		when tea first appeared in Britain
b.		when tea reached Europe
c.		number of London coffee houses that introduced tea to Britain
d.		by when tea became the favourite drink of the lower classes
e.		when tea bags became popular in Britain

2. Are the following statements TRUE or FALSE? Circle the correct answer and give a reason for each of your answers.**(5 marks)**

a. The use of tea spread very quickly from China to Europe.

(True/False) because _____

b. The idea of the tea-shop became very popular in Britain.

(True/False) because _____

c. The tea bag has become indispensable nowadays.

(True/False) because _____

d. British companies are second in the world's tea trade.

(True/False) because _____

e. Tea drinking may have direct health benefits.

(True/False) because _____

3. Put the following items of information in the order in which you hear them. Number them 1 to 5.**(5 marks)**

Tea smuggling began.	
Tax duty on tea reached 119%.	
A 1676 law taxed tea.	
Coffee house operators required a licence.	
William Pitt introduced the Commutation Act.	

CANDIDATE'S PAPER – TEXT B
SESSION 2

Total

MY CAREER**1. What do the following refer to?****(7 marks)**

a.	44	
b.	4	
c.	Cranfield	
d.	2008	
e.	Seychelles	
f.	8	
g.	Hundreds	

2. Underline the correct word or phrase in brackets.**(8 marks)**

- Paul left his job as a newscaster for (*two, three, four*) reasons.
- Paul was encouraged to have a go at flying by (*a newscaster, a helicopter pilot, an airline pilot*).
- Paul made (*no, small, drastic*) changes in order to fund his training as a helicopter pilot.
- There were (*no, few, numerous*) vacancies when Paul was looking for a job as a helicopter pilot.
- Paul felt (*insecure, confident, apprehensive*) on his first day as a flying instructor.
- Paul learnt to deal with difficult customers when he was a (*chauffeur, helicopter pilot, shop owner*).
- Flying helicopters is (*easier, more challenging, safer*) than flying aeroplanes, according to Paul.
- Paul is (*tired of, complacent about, excited about*) his job as a helicopter pilot.

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD
 UNIVERSITY OF MALTA, MSIDA
SECONDARY EDUCATION CERTIFICATE LEVEL
MAY 2016 SESSION

SUBJECT:	English Language	Total
PAPER NUMBER:	I – Part 1 Listening Comprehension	
DATE:	2 nd April 2016	

CANDIDATE’S PAPER – TEXT A

SESSION 3

THE HISTORY OF BREAD

1. Fill in the grid with the missing information.

(5 marks)

a.		when bread started being produced
b.		when commercial yeast production started in Egypt
c.		when the reduction roller-milling machine was introduced in Britain
d.		when the mechanized bread slicer was invented
e.		percentage of bread that was factory-sliced

2. Are the following statements TRUE or FALSE? Circle the correct answer and give a reason for each of your answers. **(5 marks)**

a. It has long been established that prehistoric man baked bread.

(True/False) because _____

b. The reduction roller-milling system was invented by an English engineer.

(True/False) because _____

c. These new machines soon became popular.

(True/False) because _____

d. All windmills and watermills were demolished or left to rot.

(True/False) because _____

e. The mechanized slicer was installed in factories as soon as it was invented.

(True/False) because _____

3. Put the following items of information in the order in which you hear them. Number them 1 to 5. **(5 marks)**

Finely ground flour affected the quality of bread.	
The Mesopotamians refined the process of grinding grain.	
The result was coarse, wholegrain bread.	
Ancient methods of wind and watermills continued to be used until the 19 th century.	
The earliest bread grains were ground by hand with rocks.	

CANDIDATE'S PAPER – TEXT B

SESSION 3

Total

MY CAREER

1. What do the following refer to?

(7 marks)

a.	46	
b.	Aberdeen	
c.	7	
d.	9	
e.	Russell	
f.	25	
g.	beef	

2. Underline the correct word or phrase in brackets.

(8 marks)

- Mark's (*first, second, third*) choice of career was that of a butcher.
- Getting an interview to become a butcher's apprentice was (*deliberate, impossible, coincidental*).
- Mark was (*attracted to, put off by, indifferent to*) the interaction with customers at the butcher's shop.
- When he was an apprentice, Mark started to cut meat (*eagerly, reluctantly, apprehensively*).
- The smell and dirt at the butcher's shop left Mark (*unaffected, pleased, disgusted*).
- Mark (*once, often, sometimes*) ruined the joints of meat he was learning to cut.
- Mark enjoyed his job as a manager (*more than, less than, as much as*) that of a butcher.
- Mark (*immediately, eventually, never*) took to his job at the large meat store.

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD
UNIVERSITY OF MALTA, MSIDA
SECONDARY EDUCATION CERTIFICATE LEVEL
MAY 2016 SESSION

SUBJECT:	English Language	Total
PAPER NUMBER:	I – Part 1 Listening Comprehension	
DATE:	2 nd April 2016	

CANDIDATE'S PAPER – TEXT A **SESSION 4**
THE HISTORY OF CHOCOLATE

1. Fill in the grid with the missing information. (5 marks)

a.		number of trees per plantation
b.		maximum percentage of moisture content of beans
c.		number of degrees Celsius at which beans are roasted
d.		when chocolate was brought to a royal wedding in France
e.		when the first chocolate bar was introduced in Britain

2. Are the following statements TRUE or FALSE? Circle the correct answer and give a reason for each of your answers. (5 marks)

- a. A mature chocolate tree may be seven years old.
(True/False) because _____
- b. Cocoa trees are abundant north of the Equator only.
(True/False) because _____
- c. Chocolate was first introduced to Europe as a drink.
(True/False) because _____
- d. The chocolate bar introduced by Fry and Sons was immediately liked.
(True/False) because _____
- e. Daniel Peter always knew that milk would lead to the acceptance of chocolate.
(True/False) because _____

3. Put the following items of information in the order in which you hear them. Number them 1 to 5. (5 marks)

Beans are shelled.	
Beans are harvested.	
Beans are weighed.	
Beans are covered and sun dried.	
Selected beans are blended and roasted.	

CANDIDATE'S PAPER – TEXT B
SESSION 4

Total

MY CAREER**1. What do the following refer to?****(7 marks)**

a.	41	
b.	tourism	
c.	21	
d.	16	
e.	Birmingham	
f.	London Air Ambulance	
g.	10	

2. Underline the correct word or phrase in brackets.**(8 marks)**

- Emma's career guidance teacher was (*pleased with, angry about, startled by*) her choice of career.
- Studying human biology made Emma realise that she was (*eager about, bored by, indifferent to*) medicine.
- Emma decided to train as an ambulance technician (*soon after, long after, before*) she trained as a paramedic.
- It was (*very, not, somewhat*) difficult for Emma to find a job once her training was complete.
- Being a paramedic means that Emma takes on (*one role, two roles, several roles*) as part of her job.
- During the day, the team responds to severe trauma cases by (*helicopter, helicopter and car, helicopter and ambulance*).
- Emma is (*rarely, sometimes, often*) worried when a call for help comes in.
- Emma enjoys the (*unpredictability, security, independence*) of her job.

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD
UNIVERSITY OF MALTA, MSIDA
SECONDARY EDUCATION CERTIFICATE LEVEL
MAY 2016 SESSION

SUBJECT:	English Language	Total
PAPER NUMBER:	I – Part 1 Listening Comprehension	
DATE:	2 nd April 2016	

CANDIDATE'S PAPER – TEXT A**SESSION 5****THE HISTORY OF COFFEE****1. Fill in the grid with the missing information.****(5 marks)**

a.		when the use of coffee spread to Arabia, North Africa and Turkey
b.		when the first coffee plant was brought to Europe by the Dutch
c.		number of coffee trees grown in 50 years on Martinique
d.		by when coffee became a drink for the people
e.		number of people the coffee industry employs worldwide today

2. Are the following statements TRUE or FALSE? Circle the correct answer and give a reason for each of your answers.**(5 marks)**

a. Coffee is native to all subtropical Africa.

(True/False) because _____

b. Coffee was brought to Arabia by an Ethiopian goatherd.

(True/False) because _____

c. Coffee was thought to be beneficial.

(True/False) because _____

d. The naval officer took the coffee clippings with the King's blessing.

(True/False) because _____

e. Brazil recognised the financial gain from coffee.

(True/False) because _____

3. Put the following items of information in the order in which you hear them. Number them 1 to 5.**(5 marks)**

Monks were the first to brew the beans into a hot drink.	
The goats kept their owner awake at night.	
The goatherd shared his find with an abbot at a local monastery.	
The stimulating effects of wild coffee beans were discovered in Ethiopia.	
The goats ate the red coffee beans.	

CANDIDATE'S PAPER – TEXT B

SESSION 5

Total

MY CAREER

1. What do the following refer to?

(7 marks)

a.	63	
b.	17	
c.	<i>Pipkins</i>	
d.	9	
e.	1981	
f.	<i>Spitting Image</i>	
g.	4	

2. Underline the correct word or phrase in brackets.

(8 marks)

- Edward's interest in acting is (*long-standing, recent, brand new*).
- Edward performed (*no, some, many*) Shakespearean speeches at the beginning of his career.
- Edward accepted the offer to take part in a children's television programme because he didn't (*have another job, want to miss an opportunity, think he could become an actor*).
- When he joined the children's television programme, Edward had (*no, little, vast*) experience in puppeteering.
- Edward believes that being an actor is (*more difficult than, as difficult as, less difficult than*) being a puppeteer.
- Edward found that doing puppet caricatures of celebrities was (*straightforward, tedious, demanding*).
- Edward's enthusiasm for his job has (*increased, remained unchanged, decreased*) over time.
- Edward identifies (*two, three, four*) requirements to being a successful puppeteer.

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD
UNIVERSITY OF MALTA, MSIDA
SECONDARY EDUCATION CERTIFICATE LEVEL
MAY 2016 SESSION

SUBJECT:	English Language	Total
PAPER NUMBER:	I – Part 1 Listening Comprehension	
DATE:	2 nd April 2016	

CANDIDATE'S PAPER – TEXT A**SESSION 6****THE HISTORY OF SOFT DRINKS****1. Fill in the grid with the missing information.****(5 marks)**

a.		when the first soft drinks appeared on the market
b.		when the Company of Lemonade Sellers was formed in Paris
c.		when Joseph Priestley demonstrated a carbonating apparatus to the College of Physicians in London
d.		number of litres in the barrels used by Thomas Henry
e.		when tonic was added to mineral water

2. Are the following statements TRUE or FALSE? Circle the correct answer and give a reason for each of your answers.**(5 marks)**

a. A soft drink is always carbonated.

(True/False) because _____

b. The sweetening agent in soft drinks can only be natural.

(True/False) because _____

c. The effervescent waters of famous springs were thought to be beneficial to health.

(True/False) because _____

d. Jacob Scheppe is considered to be the father of the soft drinks industry.

(True/False) because _____

e. An industrialist from Atlanta invented *Coca-Cola*.

(True/False) because _____

3. Put the following items of information in the order in which you hear them. Number them 1 to 5.**(5 marks)**

At first bottled waters were used for medicine.	
Carbonated water was first produced by Thomas Henry.	
Scheppe built a carbonating device.	
Scheppe started a business in London.	
Scheppe started selling carbonated artificial waters in Geneva.	

CANDIDATE’S PAPER – TEXT B

SESSION 6

Total

MY CAREER

1. What do the following refer to?

(7 marks)

a.	35	
b.	Stanford	
c.	6	
d.	10	
e.	Goldie Blox	
f.	2	
g.	30	

2. Underline the correct word or phrase in brackets.

(8 marks)

- a. The idea for a new toy for girls came to Debbie while she was at (*university, a toy shop, a market*).
- b. Debbie started her company (*before, at the same time as, after*) holding a job at a jewellery shop.
- c. It was (*very, not, somewhat*) risky for Debbie to get started on her toy invention.
- d. Debbie’s research on construction toys for girls led her to conclude that these toys (*were unacceptable, required adaptation, were unpopular*).
- e. The character in Debbie’s story (*invents, operates, repairs*) machines.
- f. Debbie took (*her colleagues’, nobody’s, her parents’*) advice when she started her own toy company.
- g. In her advice to toy inventors, Debbie believes that beginners should (*spend time researching, go for it, think long and hard*).
- h. Debbie describes her job as very (*difficult, monotonous, satisfying*).

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD
UNIVERSITY OF MALTA, MSIDA

**SECONDARY EDUCATION CERTIFICATE LEVEL
MAY 2016 SESSION**

SUBJECT:	English Language
PAPER NUMBER:	I – Part 1 Conversation
DATE:	1 st April 2016

EXAMINER'S PAPER

SESSION 1

INSTRUCTIONS TO EXAMINERS

- Follow the procedure indicated in italics below.
- Ask questions 1 to 4 and TWO questions of your choice from questions 5 to 8. Use the prompts in the brackets **ONLY WHEN** the candidate stops short of giving a full response to the main questions.
- **If** the candidate's responses are brief, ask **all** the questions (5-8) to ensure that the candidate is engaged in conversation long enough (about 5 minutes) to enable you to make a more accurate and fair assessment of their speaking skills.
- Do not rephrase questions or improvise.
- Ensure that the candidate's paper remains in the examination room.
- Refer closely to the rating scale relating to the candidate's handling of English to enable you to arrive at a fair assessment of their ability to use spoken English.

CHILDHOOD AND SCHOOL

(10 marks)

Greet the candidate and hand out the candidate's paper.

Tell the candidate: *Take a look at these pictures about childhood and school.* Proceed to ask **ALL** these questions:

1. Talk about what you can see in the first picture.
2. Look at the second picture. How is the girl at the front feeling? What could be the matter?
3. What do you remember most about your primary school?
4. Which lessons did you enjoy most back then? (Why?)

Tell the candidate: *Now let's move away from the pictures and talk about school.* Proceed to ask **any TWO** of these questions:

5. Is morning assembly necessary? (Why? / Why not?)
6. Do you think that school rules are important? (Why? / Why not?)
7. What do you think about Parents' Day? (Why?)
8. Is Prize Day a good idea? (Why? / Why not?)

EXAMINER'S PAPER

CONVERSATION – ROLE PLAY 1A

(10 marks)

INSTRUCTIONS TO EXAMINERS

- Use a normal speaking voice when interacting with the candidates and try to make your exchanges sound as natural as possible.
- You may repeat the question to the candidate but do not improvise.
- Refer closely to the marking guidelines relating to the candidates' handling of English to arrive at a fair assessment of their ability to use spoken English.

Explain to the Candidate:

Two friends, Ben and Jo, meet outside a shop and have a discussion about the use of the mobile phone.

You will be Ben and I will be Jo.

Examiner: Hello Ben.

Candidate: (1) Greet Jo and ask him/her where he/she has been.

Examiner: I went to buy a battery for my mobile phone. Do you use your mobile phone a lot?

Candidate: (2) Talk about how often you use your mobile phone.

Examiner: Mobile phones have become so important in our daily life.

Candidate: (3) Agree. Talk about how your mobile phone has helped you in your life and how it has improved life in general.

Examiner: Mobile phones really are the perfect invention, aren't they?

Candidate: (4) Mention two problems caused by mobile phones.

Examiner: That's true. Surely there's a solution to all this.

Candidate: (5) Suggest what people could do to overcome problems related to the mobile phone.

Examiner: You're right.

**PLEASE ENSURE THAT YOU COLLECT THE CANDIDATE'S PAPER
AT THE END OF THE EXAMINATION**

EXAMINER'S PAPER
CONVERSATION – ROLE PLAY 1B

(10 marks)

INSTRUCTIONS TO EXAMINERS

- Use a normal speaking voice when interacting with the candidates and try to make your exchanges sound as natural as possible.
- You may repeat the question to the candidate but do not improvise.
- Refer closely to the marking guidelines relating to the candidates' handling of English to arrive at a fair assessment of their ability to use spoken English.

Explain to the Candidate:

Two friends, Ben and Jo, meet outside a shop and have a discussion about homework.

You will be Ben and I will be Jo.

Examiner: Hello Ben.

Candidate: (1) Greet Jo and ask him/her how he/she spent his/her weekend.

Examiner: I was so busy with homework. Did you have a lot of homework?

Candidate: (2) Talk about how much homework you had over the weekend.

Examiner: Homework is important.

Candidate: (3) Agree. Talk about why homework is important.

Examiner: It's good to have homework everyday, isn't it?

Candidate: (4) Mention two problems created by having to do too much homework.

Examiner: That's true. Surely there's a solution to all this.

Candidate: (5) Suggest what could be done to minimize the problems related to too much homework.

Examiner: You're right.

**PLEASE ENSURE THAT YOU COLLECT THE CANDIDATE'S PAPER
AT THE END OF THE EXAMINATION**

EXAMINER'S PAPER

CHILDHOOD AND SCHOOL

CONVERSATION – VISUAL PROMPT 1A

(10 marks)



CONVERSATION – VISUAL PROMPT 1B

(10 marks)



MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD
UNIVERSITY OF MALTA, MSIDA

SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2016 SESSION

SUBJECT: **English Language**
PAPER NUMBER: I – Part 1 Conversation
DATE: 1st April 2016

CANDIDATE'S PAPER

CONVERSATION – ROLE PLAY 1A (10 marks)

Read the situation and continue the conversation by following all the five prompts in the order given to you.

SITUATION:

Two friends, Ben and Jo, meet outside a shop and have a discussion about the use of the mobile phone.

You will be Ben and the Examiner will be Jo.

Examiner:

Candidate: (1) Greet Jo and ask him/her where he/she has been.

Examiner:

Candidate: (2) Talk about how often you use your mobile phone.

Examiner:

Candidate: (3) Agree. Talk about how your mobile phone has helped you in your life and how it has improved life in general.

Examiner:

Candidate: (4) Mention two problems caused by mobile phones.

Examiner:

Candidate: (5) Suggest what people could do to overcome problems related to the mobile phone.

Examiner:

PLEASE HAND BACK THE SHEET AT THE END OF THE EXAMINATION

CANDIDATE'S PAPER

CONVERSATION – VISUAL PROMPT 1A

(10 marks)

CHILDHOOD AND SCHOOL



MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD
UNIVERSITY OF MALTA, MSIDA

SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2016 SESSION

SUBJECT: **English Language**
PAPER NUMBER: I – Part 1 Conversation
DATE: 1st April 2016

CANDIDATE'S PAPER

CONVERSATION – ROLE PLAY 1B (10 marks)

Read the situation and continue the conversation by following all the five prompts in the order given to you.

SITUATION:

Two friends, Ben and Jo, meet outside a shop and have a discussion about homework.
You will be Ben and the Examiner will be Jo.

Examiner:

Candidate: (1) Greet Jo and ask him/her how he/she spent his/her weekend.

Examiner:

Candidate: (2) Talk about how much homework you had over the weekend.

Examiner:

Candidate: (3) Agree. Talk about why homework is important.

Examiner:

Candidate: (4) Mention two problems created by having to do too much homework.

Examiner:

Candidate: (5) Suggest what could be done to minimize the problems related to too much homework.

Examiner:

PLEASE HAND BACK THE SHEET AT THE END OF THE EXAMINATION

CANDIDATE'S PAPER

CONVERSATION – VISUAL PROMPT 1B

(10 marks)

CHILDHOOD AND SCHOOL



MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD
UNIVERSITY OF MALTA, MSIDA

**SECONDARY EDUCATION CERTIFICATE LEVEL
MAY 2016 SESSION**

SUBJECT:	English Language
PAPER NUMBER:	I – Part 1 Conversation
DATE:	4 th April 2016

EXAMINER'S PAPER

SESSION 2

INSTRUCTIONS TO EXAMINERS

- Follow the procedure indicated in italics below.
- Ask questions 1 to 4 and TWO questions of your choice from questions 5 to 8. Use the prompts in the brackets **ONLY WHEN** the candidate stops short of giving a full response to the main questions.
- **If** the candidate's responses are brief, ask **all** the questions (5-8) to ensure that the candidate is engaged in conversation long enough (about 5 minutes) to enable you to make a more accurate and fair assessment of their speaking skills.
- Do not rephrase questions or improvise.
- Ensure that the candidate's paper remains in the examination room.
- Refer closely to the rating scale relating to the candidate's handling of English to enable you to arrive at a fair assessment of their ability to use spoken English.

CHILDHOOD AND PARTIES

(10 marks)

Greet the candidate and hand out the candidate's paper.

Tell the candidate: *Take a look at these pictures about childhood and parties.* Proceed to ask **ALL** these questions:

1. Talk about what you can see in the first picture.
2. Look at the second picture. How are the children feeling? What could be the matter?
3. What did you enjoy most about parties when you were younger?
4. Which is the best gift you have ever received so far? (Why?)

Tell the candidate: *Now let's move away from the pictures and talk about parties.* Proceed to ask any **TWO** of these questions:

5. Do expensive presents make the best presents? (Why? / Why not?)
6. Do you think that everybody likes birthdays? (Why? / Why not?)
7. Are surprise parties a good idea? (Why? / Why not?)
8. Do you think that birthdays should be celebrated with a party? (Why? / Why not?)

EXAMINER'S PAPER
CONVERSATION – ROLE PLAY 2A

(10 marks)

INSTRUCTIONS TO EXAMINERS

- Use a normal speaking voice when interacting with the candidates and try to make your exchanges sound as natural as possible.
- You may repeat the question to the candidate but do not improvise.
- Refer closely to the marking guidelines relating to the candidates' handling of English to arrive at a fair assessment of their ability to use spoken English.

Explain to the Candidate:

Two friends, Ben and Jo, meet outside a shop and have a discussion about the use of the Internet.

You will be Ben and I will be Jo.

Examiner: Hello Ben.

Candidate: (1) Greet Jo and ask him/her where he/she is going.

Examiner: I'm going to an Internet Service Provider to upgrade my Internet service. Do you use the Internet a lot?

Candidate: (2) Talk about how often you use the Internet.

Examiner: It seems that we can't do without the Internet.

Candidate: (3) Agree. Talk about how the Internet has helped you in your life and how it has improved life in general.

Examiner: The Internet is really beneficial, isn't it?

Candidate: (4) Mention two disadvantages of using the Internet.

Examiner: That's true. Surely there's a solution to all this.

Candidate: (5) Suggest what people could do to overcome disadvantages related to the Internet.

Examiner: You're right.

**PLEASE ENSURE THAT YOU COLLECT THE CANDIDATE'S PAPER
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EXAMINER'S PAPER
CONVERSATION – ROLE PLAY 2B

(10 marks)

INSTRUCTIONS TO EXAMINERS

- Use a normal speaking voice when interacting with the candidates and try to make your exchanges sound as natural as possible.
- You may repeat the question to the candidate but do not improvise.
- Refer closely to the marking guidelines relating to the candidates' handling of English to arrive at a fair assessment of their ability to use spoken English.

Explain to the Candidate:

Two friends, Ben and Jo, meet outside a shop and have a discussion about cycling.

You will be Ben and I will be Jo.

Examiner: Hello Ben.

Candidate: (1) Greet Jo and ask him/her about his/her morning.

Examiner: I cycled all the way to the beach and back. Do you go cycling often?

Candidate: (2) Talk about how often you go cycling.

Examiner: Cycling is good in so many ways.

Candidate: (3) Agree. Talk about how cycling is beneficial to both young and old.

Examiner: Cycling is always a good idea, isn't it?

Candidate: (4) Mention two problems created by cycling.

Examiner: That's true. Surely there's a solution to all this.

Candidate: (5) Suggest what could be done to overcome problems brought about by cycling.

Examiner: You're right.

**PLEASE ENSURE THAT YOU COLLECT THE CANDIDATE'S PAPER
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EXAMINER'S PAPER

CHILDHOOD AND PARTIES

CONVERSATION – VISUAL PROMPT 2A

(10 marks)



CONVERSATION – VISUAL PROMPT 2B

(10 marks)



MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD
UNIVERSITY OF MALTA, MSIDA

SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2016 SESSION

SUBJECT: **English Language**
PAPER NUMBER: I – Part 1 Conversation
DATE: 4th April 2016

CANDIDATE'S PAPER

CONVERSATION – ROLE PLAY 2A (10 marks)

Read the situation and continue the conversation by following all the five prompts in the order given to you.

SITUATION:

Two friends, Ben and Jo, meet outside a shop and have a discussion about the use of the Internet.

You will be Ben and the Examiner will be Jo.

Examiner:

Candidate: (1) Greet Jo and ask him/her where he/she is going.

Examiner:

Candidate: (2) Talk about how often you use the Internet.

Examiner:

Candidate: (3) Agree. Talk about how the Internet has helped you in your life and how it has improved life in general.

Examiner:

Candidate: (4) Mention two disadvantages of using the Internet.

Examiner:

Candidate: (5) Suggest what people could do to overcome disadvantages related to the Internet.

Examiner:

PLEASE HAND BACK THE SHEET AT THE END OF THE EXAMINATION

CANDIDATE'S PAPER

CONVERSATION – VISUAL PROMPT 2A

(10 marks)

CHILDHOOD AND PARTIES



MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD
UNIVERSITY OF MALTA, MSIDA

SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2016 SESSION

SUBJECT: **English Language**
PAPER NUMBER: I – Part 1 Conversation
DATE: 4th April 2016

CANDIDATE'S PAPER

CONVERSATION – ROLE PLAY 2B

(10 marks)

Read the situation and continue the conversation by following all the five prompts in the order given to you.

SITUATION:

Two friends, Ben and Jo, meet outside a shop and have a discussion about cycling.

You will be Ben and the Examiner will be Jo.

Examiner:

Candidate: (1) Greet Jo and ask him/her about his/her morning.

Examiner:

Candidate: (2) Talk about how often you go cycling.

Examiner:

Candidate: (3) Agree. Talk about how cycling is beneficial to both young and old.

Examiner:

Candidate: (4) Mention two problems created by cycling.

Examiner:

Candidate: (5) Suggest what could be done to overcome problems brought about by cycling.

Examiner:

PLEASE HAND BACK THE SHEET AT THE END OF THE EXAMINATION

CANDIDATE'S PAPER

CONVERSATION – VISUAL PROMPT 2B

(10 marks)

CHILDHOOD AND PARTIES



MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD
UNIVERSITY OF MALTA, MSIDA

**SECONDARY EDUCATION CERTIFICATE LEVEL
MAY 2016 SESSION**

SUBJECT:	English Language
PAPER NUMBER:	I – Part 1 Conversation
DATE:	5 th April 2016

EXAMINER'S PAPER

SESSION 3

INSTRUCTIONS TO EXAMINERS

- Follow the procedure indicated in italics below.
- Ask questions 1 to 4 and TWO questions of your choice from questions 5 to 8. Use the prompts in the brackets **ONLY WHEN** the candidate stops short of giving a full response to the main questions.
- **If** the candidate's responses are brief, ask **all** the questions (5-8) to ensure that the candidate is engaged in conversation long enough (about 5 minutes) to enable you to make a more accurate and fair assessment of their speaking skills.
- Do not rephrase questions or improvise.
- Ensure that the candidate's paper remains in the examination room.
- Refer closely to the rating scale relating to the candidate's handling of English to enable you to arrive at a fair assessment of their ability to use spoken English.

CHILDHOOD AND SCHOOL ACTIVITIES

(10 marks)

Greet the candidate and hand out the candidate's paper.

Tell the candidate: *Take a look at these pictures about childhood and school activities.* Proceed to ask **ALL** these questions:

1. Talk about what you can see in the first picture.
2. Look at the second picture. How are the children feeling? What could be the matter?
3. Which school activities did you participate in when you were younger?
4. Which was the best school outing? (Why?)

Tell the candidate: *Now let's move away from the pictures and talk about school activities.* Proceed to ask any **TWO** of these questions:

5. Are school activities after school hours a good idea? (Why? / Why not?)
6. Should parents be involved in school activities? (Why? / Why not?)
7. How do you feel about school activities being held at weekends? (Why?)
8. Should after-school activities be free of charge? (Why? / Why not?)

EXAMINER'S PAPER
CONVERSATION – ROLE PLAY 3A

(10 marks)

INSTRUCTIONS TO EXAMINERS

- Use a normal speaking voice when interacting with the candidates and try to make your exchanges sound as natural as possible.
- You may repeat the question to the candidate but do not improvise.
- Refer closely to the marking guidelines relating to the candidates' handling of English to arrive at a fair assessment of their ability to use spoken English.

Explain to the Candidate:

Two friends, Ben and Jo, meet outside a shop and have a discussion about eating fast food.

You will be Ben and I will be Jo.

Examiner: Hello Ben.

Candidate: (1) Greet Jo and ask him/her what he/she had for lunch.

Examiner: I had a burger and chips again. Do you eat fast food often?

Candidate: (2) Talk about how often you eat fast food.

Examiner: Fast food is very popular.

Candidate: (3) Agree. Talk about what makes fast food popular.

Examiner: Fast food is always a better option for many, isn't it?

Candidate: (4) Mention two problems associated with fast food.

Examiner: That's true. Surely there's a solution to all this.

Candidate: (5) Suggest what people could do to stay away from fast food.

Examiner: You're right.

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EXAMINER'S PAPER
CONVERSATION – ROLE PLAY 3B

(10 marks)

INSTRUCTIONS TO EXAMINERS

- Use a normal speaking voice when interacting with the candidates and try to make your exchanges sound as natural as possible.
- You may repeat the question to the candidate but do not improvise.
- Refer closely to the marking guidelines relating to the candidates' handling of English to arrive at a fair assessment of their ability to use spoken English.

Explain to the Candidate:

Two friends, Ben and Jo, meet outside a shop and have a discussion about being part of a team.

You will be Ben and I will be Jo.

Examiner: Hello Ben.

Candidate: (1) Greet Jo and ask him/her about his/her day.

Examiner: I went to Greg's place to finish a project we're doing together. Have you often been part of a team?

Candidate: (2) Talk about how often you have been part of a team.

Examiner: Being part of a team is a good idea.

Candidate: (3) Agree. Talk about the advantages of being part of a team.

Examiner: Teamwork is always better, isn't it?

Candidate: (4) Mention two problems encountered when being part of a team.

Examiner: That's true. Surely there's a solution to all this.

Candidate: (5) Suggest what people could do to overcome problems related to being part of a team.

Examiner: You're right.

**PLEASE ENSURE THAT YOU COLLECT THE CANDIDATE'S PAPER
AT THE END OF THE EXAMINATION**

EXAMINER'S PAPER

CHILDHOOD AND SCHOOL ACTIVITIES

CONVERSATION – VISUAL PROMPT 3A

(10 marks)



CONVERSATION – VISUAL PROMPT 3B

(10 marks)



MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD
UNIVERSITY OF MALTA, MSIDA

SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2016 SESSION

SUBJECT: **English Language**
PAPER NUMBER: I – Part 1 Conversation
DATE: 5th April 2016

CANDIDATE'S PAPER

CONVERSATION – ROLE PLAY 3A (10 marks)

Read the situation and continue the conversation by following all the five prompts in the order given to you.

SITUATION:

**Two friends, Ben and Jo, meet outside a shop and have a discussion about eating fast food.
You will be Ben and the Examiner will be Jo.**

Examiner:

Candidate: (1) Greet Jo and ask him/her what he/she had for lunch.

Examiner:

Candidate: (2) Talk about how often you eat fast food.

Examiner:

Candidate: (3) Agree. Talk about what makes fast food popular.

Examiner:

Candidate: (4) Mention two problems associated with fast food.

Examiner:

Candidate: (5) Suggest what people could do to stay away from fast food.

Examiner:

PLEASE HAND BACK THE SHEET AT THE END OF THE EXAMINATION

CANDIDATE'S PAPER

CONVERSATION – VISUAL PROMPT 3A

(10 marks)

CHILDHOOD AND SCHOOL ACTIVITIES



MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD
UNIVERSITY OF MALTA, MSIDA

SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2016 SESSION

SUBJECT: **English Language**
PAPER NUMBER: I – Part 1 Conversation
DATE: 5th April 2016

CANDIDATE'S PAPER

CONVERSATION – ROLE PLAY 3B

(10 marks)

Read the situation and continue the conversation by following all the five prompts in the order given to you.

SITUATION:

Two friends, Ben and Jo, meet outside a shop and have a discussion about being part of a team.

You will be Ben and the Examiner will be Jo.

Examiner:

Candidate: (1) Greet Jo and ask him/her about his/her day.

Examiner:

Candidate: (2) Talk about how often you have been part of a team.

Examiner:

Candidate: (3) Agree. Talk about the advantages of being part of a team.

Examiner:

Candidate: (4) Mention two problems encountered when being part of a team.

Examiner:

Candidate: (5) Suggest what people could do to overcome problems related to being part of a team.

Examiner:

PLEASE HAND BACK THE SHEET AT THE END OF THE EXAMINATION

CANDIDATE'S PAPER

CONVERSATION – VISUAL PROMPT 3B

(10 marks)

CHILDHOOD AND SCHOOL ACTIVITIES



MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD
UNIVERSITY OF MALTA, MSIDA

**SECONDARY EDUCATION CERTIFICATE LEVEL
MAY 2016 SESSION**

SUBJECT:	English Language
PAPER NUMBER:	I – Part 1 Conversation
DATE:	6 th April 2016

EXAMINER'S PAPER

SESSION 4

INSTRUCTIONS TO EXAMINERS

- Follow the procedure indicated in italics below.
- Ask questions 1 to 4 and TWO questions of your choice from questions 5 to 8. Use the prompts in the brackets **ONLY WHEN** the candidate stops short of giving a full response to the main questions.
- **If** the candidate's responses are brief, ask **all** the questions (5-8) to ensure that the candidate is engaged in conversation long enough (about 5 minutes) to enable you to make a more accurate and fair assessment of their speaking skills.
- Do not rephrase questions or improvise.
- Ensure that the candidate's paper remains in the examination room.
- Refer closely to the rating scale relating to the candidate's handling of English to enable you to arrive at a fair assessment of their ability to use spoken English.

CHILDHOOD AND GAMES

(10 marks)

Greet the candidate and hand out the candidate's paper.

Tell the candidate: *Take a look at these pictures about childhood and games. Proceed to ask ALL these questions:*

1. Talk about what you can see in the first picture.
2. Look at the second picture. How are the children feeling? What could be the matter?
3. Which games did you play when you were younger?
4. Which was your favourite game? (Why?)

Tell the candidate: *Now let's move away from the pictures and talk about games. Proceed to ask any TWO of these questions:*

5. Is it important to always win in games? (Why? / Why not?)
6. Do you think that playing games is a waste of time? (Why? / Why not?)
7. How important are outdoor games? (Why? / Why not?)
8. Are expensive games the best ones? (Why? / Why not?)

EXAMINER'S PAPER

CONVERSATION – ROLE PLAY 4A

(10 marks)

INSTRUCTIONS TO EXAMINERS

- Use a normal speaking voice when interacting with the candidates and try to make your exchanges sound as natural as possible.
- You may repeat the question to the candidate but do not improvise.
- Refer closely to the marking guidelines relating to the candidates' handling of English to arrive at a fair assessment of their ability to use spoken English.

Explain to the Candidate:

In this situation, two friends Ben and Jo meet outside a shop and have a discussion about living in a tourist area.

You will be Ben and I will be Jo.

Examiner: Hello Ben.

Candidate: (1) Greet Jo and ask him/her about his/her day.

Examiner: I spent all day packing stuff. We're moving to a tourist area, very close to where you live. Do you like living there?

Candidate: (2) Talk about how much you like living in a tourist area.

Examiner: Mum says living in a tourist area is better.

Candidate: (3) Agree. Talk about how living in a tourist area makes life better for you and for all your family.

Examiner: Living in a tourist area is always better, isn't it?

Candidate: (4) Mention two problems created by living in a tourist area.

Examiner: That's true. Surely, there's a solution to all this.

Candidate: (5) Suggest what could be done by the authorities to overcome problems related to living in a tourist area.

Examiner: You're right.

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AT THE END OF THE EXAMINATION**

EXAMINER'S PAPER
CONVERSATION – ROLE PLAY 4B

(10 marks)

INSTRUCTIONS TO EXAMINERS

- Use a normal speaking voice when interacting with the candidates and try to make your exchanges sound as natural as possible.
- You may repeat the question to the candidate but do not improvise.
- Refer closely to the marking guidelines relating to the candidates' handling of English to arrive at a fair assessment of their ability to use spoken English.

Explain to the Candidate:

Two friends, Ben and Jo, meet outside a shop and have a discussion about borrowing books from the library.

You will be Ben and I will be Jo.

Examiner: Hello Ben.

Candidate: (1) Greet Jo and ask him/her about his/her weekend.

Examiner: Fine. On Saturday, I went to the library. How often do you go to the library?

Candidate: (2) Talk about how often you go to the library to borrow books.

Examiner: Going to the library is such a good idea.

Candidate: (3) Agree. Talk about why borrowing books from the library is important.

Examiner: It's always a good idea to borrow books from the library, isn't it?

Candidate: (4) Mention two drawbacks of borrowing books from the library.

Examiner: That's true. Surely there's a solution to all this.

Candidate: (5) Suggest what could be done to overcome drawbacks with borrowing books from the library.

Examiner: You're right.

**PLEASE ENSURE THAT YOU COLLECT THE CANDIDATE'S PAPER
AT THE END OF THE EXAMINATION**

EXAMINER'S PAPER

CHILDHOOD AND GAMES

CONVERSATION – VISUAL PROMPT 4A

(10 marks)



CONVERSATION – VISUAL PROMPT 4B

(10 marks)



MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD
UNIVERSITY OF MALTA, MSIDA

SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2016 SESSION

SUBJECT: **English Language**
PAPER NUMBER: I – Part 1 Conversation
DATE: 6th April 2016

CANDIDATE'S PAPER

CONVERSATION – ROLE PLAY 4A (10 marks)

Read the situation and continue the conversation by following all the five prompts in the order given to you.

SITUATION:

Two friends, Ben and Jo, meet outside a shop and have a discussion about living in a tourist area.

You will be Ben and the Examiner will be Jo.

Examiner:

Candidate: (1) Greet Jo and ask him/her about his/her day.

Examiner:

Candidate: (2) Talk about how much you like living in a tourist area.

Examiner:

Candidate: (3) Agree. Talk about how living in a tourist area makes life better for you and for all your family.

Examiner:

Candidate: (4) Mention two problems created by living in a tourist area.

Examiner:

Candidate: (5) Suggest what could be done by the authorities to overcome problems related to living in a tourist area.

Examiner:

PLEASE HAND BACK THE SHEET AT THE END OF THE EXAMINATION

CANDIDATE'S PAPER

CONVERSATION – VISUAL PROMPT 4A

(10 marks)

CHILDHOOD AND GAMES



MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD
UNIVERSITY OF MALTA, MSIDA

SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2016 SESSION

SUBJECT: **English Language**
PAPER NUMBER: I – Part 1 Conversation
DATE: 6th April 2016

CANDIDATE'S PAPER

CONVERSATION – ROLE PLAY 4B

(10 marks)

Read the situation and continue the conversation by following all the five prompts in the order given to you.

SITUATION:

Two friends, Ben and Jo, meet outside a shop and have a discussion about borrowing books from the library.

You will be Ben and the Examiner will be Jo.

Examiner:

Candidate: (1) Greet Jo and ask him/her about his/her weekend.

Examiner:

Candidate: (2) Talk about how often you go to the library to borrow books.

Examiner:

Candidate: (3) Agree. Talk about why borrowing books from the library is important.

Examiner:

Candidate: (4) Mention two drawbacks of borrowing books from the library.

Examiner:

Candidate: (5) Suggest what could be done to overcome drawbacks with borrowing books from the library.

Examiner:

PLEASE HAND BACK THE SHEET AT THE END OF THE EXAMINATION

CANDIDATE'S PAPER

CONVERSATION – VISUAL PROMPT 4B

(10 marks)

CHILDHOOD AND GAMES



MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD
UNIVERSITY OF MALTA, MSIDA

**SECONDARY EDUCATION CERTIFICATE LEVEL
MAY 2016 SESSION**

SUBJECT:	English Language
PAPER NUMBER:	I – Part 1 Conversation
DATE:	7 th April 2016

EXAMINER'S PAPER

SESSION 5

INSTRUCTIONS TO EXAMINERS

- Follow the procedure indicated in italics below.
- Ask questions 1 to 4 and TWO questions of your choice from questions 5 to 8. Use the prompts in the brackets **ONLY WHEN** the candidate stops short of giving a full response to the main questions.
- **If** the candidate's responses are brief, ask **all** the questions (5-8) to ensure that the candidate is engaged in conversation long enough (about 5 minutes) to enable you to make a more accurate and fair assessment of their speaking skills.
- Do not rephrase questions or improvise.
- Ensure that the candidate's paper remains in the examination room.
- Refer closely to the rating scale relating to the candidate's handling of English to enable you to arrive at a fair assessment of their ability to use spoken English.

CHILDHOOD AND FRIENDS

(10 marks)

Greet the candidate and hand out the candidate's paper.

Tell the candidate: *Take a look at these pictures about childhood and friends.* Proceed to ask **ALL** these questions:

1. Talk about what you can see in the first picture.
2. Look at the second picture. How is the boy feeling? What could be the matter?
3. What did you do with your friends when you were younger?
4. Who was your best friend when you were younger? (Why?)

Tell the candidate: *Now let's move away from the pictures and talk about friends.* Proceed to ask any **TWO** of these questions:

5. Are friends very important in life? (Why? / Why not?)
6. Is it always important to be honest with friends? (Why? / Why not?)
7. What do you think is the best means of communication with friends? (Why?)
8. Do you think that it is difficult to find good friends these days? (Why? / Why not?)

EXAMINER'S PAPER
CONVERSATION – ROLE PLAY 5A

(10 marks)

INSTRUCTIONS TO EXAMINERS

- Use a normal speaking voice when interacting with the candidates and try to make your exchanges sound as natural as possible.
- You may repeat the question to the candidate but do not improvise.
- Refer closely to the marking guidelines relating to the candidates' handling of English to arrive at a fair assessment of their ability to use spoken English.

Explain to the Candidate:

Two friends, Ben and Jo, meet outside a shop and have a discussion about jogging outdoors.

You will be Ben and I will be Jo.

Examiner: Hello Ben.

Candidate: (1) Greet Jo and ask him/her about his/her morning.

Examiner: I went for a run. Do you often go jogging?

Candidate: (2) Talk about how often you go jogging.

Examiner: Jogging is important in so many ways.

Candidate: (3) Agree. Talk about how jogging is of benefit to both young and old.

Examiner: Jogging outdoors is always a good idea, isn't it?

Candidate: (4) Mention two problems created by jogging outdoors.

Examiner: That's true. Surely there's a solution to all this.

Candidate: (5) Suggest what could be done to overcome problems with jogging outdoors.

Examiner: You're right.

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EXAMINER'S PAPER
CONVERSATION – ROLE PLAY 5B

(10 marks)

INSTRUCTIONS TO EXAMINERS

- Use a normal speaking voice when interacting with the candidates and try to make your exchanges sound as natural as possible.
- You may repeat the question to the candidate but do not improvise.
- Refer closely to the marking guidelines relating to the candidates' handling of English to arrive at a fair assessment of their ability to use spoken English.

Explain to the Candidate:

Two friends, Ben and Jo, meet outside a shop and have a discussion about going to the cinema.

You will be Ben and I will be Jo.

Examiner: Hello Ben.

Candidate: (1) Greet Jo and ask him/her where he/she is going.

Examiner: I'm going to the cinema to watch the latest action movie. How often do you go to the cinema?

Candidate: (2) Talk about how often you go to the cinema.

Examiner: Going to the cinema is a good idea.

Candidate: (3) Agree. Talk about the advantages of going to the cinema.

Examiner: Going to the cinema is always a better option, isn't it?

Candidate: (4) Mention two disadvantages of going to the cinema.

Examiner: That's true. Surely there's a solution to all this.

Candidate: (5) Suggest what people could do to overcome disadvantages related to going to the cinema.

Examiner: You're right.

**PLEASE ENSURE THAT YOU COLLECT THE CANDIDATE'S PAPER
AT THE END OF THE EXAMINATION**

EXAMINER'S PAPER

CHILDHOOD AND FRIENDS

CONVERSATION – VISUAL PROMPT 5A

(10 marks)



CONVERSATION – VISUAL PROMPT 5B

(10 marks)



MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD
UNIVERSITY OF MALTA, MSIDA

SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2016 SESSION

SUBJECT: **English Language**
PAPER NUMBER: I – Part 1 Conversation
DATE: 7th April 2016

CANDIDATE'S PAPER

CONVERSATION – ROLE PLAY 5A (10 marks)

Read the situation and continue the conversation by following all the five prompts in the order given to you.

SITUATION:

Two friends, Ben and Jo, meet outside a shop and have a discussion about jogging outdoors.

You will be Ben and the Examiner will be Jo.

Examiner:

Candidate: (1) Greet Jo and ask him/her about his/her morning.

Examiner:

Candidate: (2) Talk about how often you go jogging.

Examiner:

Candidate: (3) Agree. Talk about how jogging is of benefit to both young and old.

Examiner:

Candidate: (4) Mention two problems created by jogging outdoors.

Examiner:

Candidate: (5) Suggest what could be done to overcome problems with jogging outdoors.

Examiner:

PLEASE HAND BACK THE SHEET AT THE END OF THE EXAMINATION

CANDIDATE'S PAPER

CONVERSATION – VISUAL PROMPT 5A

(10 marks)

CHILDHOOD AND FRIENDS



MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD
UNIVERSITY OF MALTA, MSIDA

SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2016 SESSION

SUBJECT: **English Language**
PAPER NUMBER: I – Part 1 Conversation
DATE: 7th April 2016

CANDIDATE'S PAPER

CONVERSATION – ROLE PLAY 5B

(10 marks)

Read the situation and continue the conversation by following all the five prompts in the order given to you.

SITUATION:

**Two friends, Ben and Jo, meet outside a shop and have a discussion about going to the cinema.
You will be Ben and the Examiner will be Jo.**

Examiner:

Candidate: (1) Greet Jo and ask him/her where he/she is going.

Examiner:

Candidate: (2) Talk about how often you go to the cinema.

Examiner:

Candidate: (3) Agree. Talk about the advantages of going to the cinema.

Examiner:

Candidate: (4) Mention two disadvantages of going to the cinema.

Examiner:

Candidate: (5) Suggest what people could do to overcome disadvantages related to going to the cinema.

Examiner:

PLEASE HAND BACK THE SHEET AT THE END OF THE EXAMINATION

CANDIDATE'S PAPER

CONVERSATION – VISUAL PROMPT 5B

(10 marks)

CHILDHOOD AND FRIENDS



MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD
UNIVERSITY OF MALTA, MSIDA

**SECONDARY EDUCATION CERTIFICATE LEVEL
MAY 2016 SESSION**

SUBJECT:	English Language
PAPER NUMBER:	I – Part 1 Conversation
DATE:	8 th April 2016

EXAMINER'S PAPER

SESSION 6

INSTRUCTIONS TO EXAMINERS

- Follow the procedure indicated in italics below.
- Ask questions 1 to 4 and TWO questions of your choice from questions 5 to 8. Use the prompts in the brackets **ONLY WHEN** the candidate stops short of giving a full response to the main questions.
- **If** the candidate's responses are brief, ask **all** the questions (5-8) to ensure that the candidate is engaged in conversation long enough (about 5 minutes) to enable you to make a more accurate and fair assessment of their speaking skills.
- Do not rephrase questions or improvise.
- Ensure that the candidate's paper remains in the examination room.
- Refer closely to the rating scale relating to the candidate's handling of English to enable you to arrive at a fair assessment of their ability to use spoken English.

CHILDHOOD AND SPORTS

(10 marks)

Greet the candidate and hand out the candidate's paper.

Tell the candidate: *Take a look at these pictures about childhood and sports.* Proceed to ask **ALL** these questions:

1. Talk about what you can see in the first picture.
2. Look at the second picture. How is the boy feeling? What could be the matter?
3. Which sports did you enjoy when you were younger?
4. What did you enjoy most about Sports Day? (Why?)

Tell the candidate: *Now let's move away from the pictures and talk about sports.* Proceed to ask **any TWO** of these questions:

5. Is sport educational? (Why? / Why not?)
6. Do you think that everybody should practise a sport? (Why? / Why not?)
7. Should children be allowed to take part in dangerous sports? (Why? / Why not?)
8. Does television give too much importance to sport? (Why? / Why not?)

EXAMINER'S PAPER
CONVERSATION – ROLE PLAY 6A

(10 marks)

INSTRUCTIONS TO EXAMINERS

- Use a normal speaking voice when interacting with the candidates and try to make your exchanges sound as natural as possible.
- You may repeat the question to the candidate but do not improvise.
- Refer closely to the marking guidelines relating to the candidates' handling of English to arrive at a fair assessment of their ability to use spoken English.

Explain to the Candidate:

Two friends, Ben and Jo, meet outside a shop and have a discussion about swimming in a pool.

You will be Ben and I will be Jo.

Examiner: Hello Ben.

Candidate: (1) Greet Jo and ask him/her where he/she is going.

Examiner: I'm going for a swim in a nearby pool. Do you often go swimming?

Candidate: (2) Talk about how often you go swimming.

Examiner: Swimming is important in so many ways.

Candidate: (3) Agree. Talk about how swimming is beneficial to both young and old.

Examiner: Swimming in a pool is always a good idea, isn't it?

Candidate: (4) Mention two problems of swimming in a pool.

Examiner: That's true. Surely there's a solution to all this.

Candidate: (5) Suggest what could be done to overcome problems with swimming in a pool.

Examiner: You're right.

**PLEASE ENSURE THAT YOU COLLECT THE CANDIDATE'S PAPER
AT THE END OF THE EXAMINATION**

EXAMINER'S PAPER
CONVERSATION – ROLE PLAY 6B

(10 marks)

INSTRUCTIONS TO EXAMINERS

- Use a normal speaking voice when interacting with the candidates and try to make your exchanges sound as natural as possible.
- You may repeat the question to the candidate but do not improvise.
- Refer closely to the marking guidelines relating to the candidates' handling of English to arrive at a fair assessment of their ability to use spoken English.

Explain to the Candidate:

Two friends, Ben and Jo, meet outside a shop and have a discussion about keeping a pet.

You will be Ben and I will be Jo.

Examiner: Hello Ben.

Candidate: (1) Greet Jo and ask him/her about his/her morning.

Examiner: I took my dog for a walk. Have you ever considered keeping a pet?

Candidate: (2) Talk about whether you have ever considered keeping a pet.

Examiner: Keeping a pet is important.

Candidate: (3) Agree. Talk about the benefits of keeping a pet.

Examiner: Owning a pet is always a good idea, isn't it?

Candidate: (4) Mention two disadvantages of keeping a pet.

Examiner: That's true. Surely there's a solution to all this.

Candidate: (5) Suggest what people could do to overcome disadvantages related to keeping a pet.

Examiner: You're right.

**PLEASE ENSURE THAT YOU COLLECT THE CANDIDATE'S PAPER
AT THE END OF THE EXAMINATION**

EXAMINER'S PAPER

CHILDHOOD AND SPORTS

CONVERSATION – VISUAL PROMPT 6A

(10 marks)



CONVERSATION – VISUAL PROMPT 6B

(10 marks)



MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD
UNIVERSITY OF MALTA, MSIDA

SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2016 SESSION

SUBJECT: **English Language**
PAPER NUMBER: I – Part 1 Conversation
DATE: 8th April 2016

CANDIDATE'S PAPER

CONVERSATION – ROLE PLAY 6A (10 marks)

Read the situation and continue the conversation by following all the five prompts in the order given to you.

SITUATION:

Two friends, Ben and Jo, meet outside a shop and have a discussion about swimming in a pool.

You will be Ben and the Examiner will be Jo.

Examiner:

Candidate: (1) Greet Jo and ask him/her where he/she is going.

Examiner:

Candidate: (2) Talk about how often you go swimming.

Examiner:

Candidate: (3) Agree. Talk about how swimming is beneficial to both young and old.

Examiner:

Candidate: (4) Mention two problems of swimming in a pool.

Examiner:

Candidate: (5) Suggest what could be done to overcome problems with swimming in a pool.

Examiner:

PLEASE HAND BACK THE SHEET AT THE END OF THE EXAMINATION

CANDIDATE'S PAPER

CONVERSATION – VISUAL PROMPT 6A

(10 marks)

CHILDHOOD AND SPORTS



MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD
UNIVERSITY OF MALTA, MSIDA

SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2016 SESSION

SUBJECT: **English Language**
PAPER NUMBER: I – Part 1 Conversation
DATE: 8th April 2016

CANDIDATE'S PAPER

CONVERSATION – ROLE PLAY 6B (10 marks)

Read the situation and continue the conversation by following all the five prompts in the order given to you.

SITUATION:

**Two friends, Ben and Jo, meet outside a shop and have a discussion about keeping a pet.
You will be Ben and the Examiner will be Jo.**

Examiner:

Candidate: (1) Greet Jo and ask him/her about his/her morning.

Examiner:

Candidate: (2) Talk about whether you have ever considered keeping a pet.

Examiner:

Candidate: (3) Agree. Talk about the benefits of keeping a pet.

Examiner:

Candidate: (4) Mention two disadvantages of keeping a pet.

Examiner:

Candidate: (5) Suggest what people could do to overcome disadvantages related to keeping a pet.

Examiner:

PLEASE HAND BACK THE SHEET AT THE END OF THE EXAMINATION

CANDIDATE'S PAPER

CONVERSATION – VISUAL PROMPT 6B

(10 marks)

CHILDHOOD AND SPORTS



MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD
UNIVERSITY OF MALTA, MSIDA

SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2016 SESSION

SUBJECT:	English Language	TOTAL
PAPER NUMBER:	I – Part 2	
DATE:	14 th May 2016	
TIME:	9:00 a.m. to 10:20 a.m.	

LANGUAGE USE

(50 MARKS)

1. Fill in the blanks with prepositions. The first one has been done for you. (5 marks)

Everyone loves a red squirrel. How could you not fall (0) for the red furry coat, large ear tufts and twitching tail? Squirrels are adored by people (1) _____ the country as beautiful animals associated (2) _____ glorious landscapes and have provided inspiration (3) _____ art and literature for centuries. Many people are (4) _____ the impression that red squirrels are becoming extinct in the UK because their numbers have fallen drastically (5) _____ the 1950s, plummeting (6) _____ around 3.5 million to perhaps less than 140,000 today. Volunteers involved (7) _____ the Squirrel Project are putting a lot of effort (8) _____ the conservation of the red squirrel. The spread of the grey squirrel has had a negative impact (9) _____ Britain's native red squirrel, putting conservation efforts (10) _____ a disadvantage.

2. Fill in each blank with one of the suffixes below. Use each one ONLY ONCE. The first one has been done for you. (5 marks)

~~tion~~ sion ence ance itive ative ible able ious eous ant

The restaurant was not in a good (0) location and we had difficulty finding it because it was not very (1) notice _____. We did not mind this because we were not really looking for something (2) extravag _____ after our long (3) excur _____. To our (4) annoy _____, the people at the next table were very noisy and (5) talk _____, but our attempt to ask them to lower their voices was met with (6) indiffer _____. The waiter told us about the day's (7) delic _____ specialities, but his voice was hardly (8) aud _____. He was very (9) court _____ and apologised for the (10) insens _____ behaviour of the other people.

3. Complete the following passage by filling in the blanks with one of the phrasal verbs below. There are some extra ones. Use each phrasal verb ONLY ONCE. The first one has been done for you. (5 marks)

~~catching up on~~ breaks up snapped up turned into looking forward to breaks down
catch on take it off came across looking into lives up to program in put off

I was (0) catching up on my reading when I (1)_____ an interesting article about how your favourite wristwatch can be (2)_____ a smartwatch with a small disc which sticks to the underside of any watch. I am sure this invention will (3)_____ very quickly because it comes complete with phone notifications and fitness tracking. You can also (4)_____ your preferred light and vibration patterns. The inventor of the device says that if it (5)_____, it is possible to (6)_____. The article said that the launch of the disc had to be (7)_____ last week but I am (8)_____ finding it online soon. I am sure that when it is on the market it will be (9)_____. I really hope it (10)_____ our expectations!

4. Copy the following sentences inserting all the necessary punctuation. (5 marks)

1. the manager explained your old unused gadgets can now protect your home

2. he added that he was going to talk about how a security system could be devised from four things a tablet a smartphone a laptop and a camera

3. but wont the software send an alert even if for example a cat walks in front of the camera asked a journalist

5. Fill in each blank with ONE suitable word. The first one has been done for you. (5 marks)

When extreme hiking (0) *enthusiast* Trevor Thomas began to go blind ten years ago, he found that (1)_____ expectations of him (2)_____. He was told to (3)_____ some organisation in order to (4)_____ funds for the blind. Today, Thomas uses a (5)_____ of technological (6)_____ to help him hike (7)_____ and to communicate with his followers on social media. He has (8)_____ the FarSight Association to (9)_____ blind children to get out into the great (10)_____ to enjoy the fresh air.

6. Complete the following passage by forming ONE word from the one in brackets. The first one has been done for you. (5 marks)

When Caleb quit his desk job at a Delhi (0) *insurance* (**insure**) firm to work as a taxi driver, he began to speak English with some (1)_____ (**fluent**). This was an (2)_____ (**expect**) upside to his new career. Caleb uses an English-language app to follow (3)_____ (**direct**). This has (4)_____ (**significant**) improved his language skills and has increased his (5)_____ (**confident**) in English during his (6)_____ (**interact**) with tourists. Language teachers see this advance in speaking English as a natural (7)_____ (**progress**) due to increased access to the latest technological (8)_____ (**develop**) in countries like India. Caleb's friends are (9)_____ (**impress**) by his (10)_____ (**improve**) since they have been speaking English at their workplace for a very long time!

7. Fill in the blanks in the following passage to complete the idioms. The first one has been done for you. (5 marks)

We thought building the model would be a piece of (0) *cake*, but we soon realised that we had bitten off more than we could (1)_____. It was also costing us an arm and a (2)_____, so we decided to cut (3)_____. When things went terribly wrong, we had to go back to the (4)_____ board. We couldn't quite get our (5)_____ round it. To add insult to (6)_____, our tutor told us to make some drastic changes to the model. This seemed to be the (7)_____ straw at first. However, it turned out to be a blessing in (8)_____ because we found more material to work with. Every cloud has a silver (9)_____ after all. We still have to work out how to make the model move, but we'll cross that (10)_____ when we come to it.

8. Fill in the blanks with the correct form of the verbs in brackets. The first one has been done for you. (10 marks)

In 2015, a 14-year-old boy, Lucas Etter, (0) solved (solve) a Rubik’s cube in under five seconds, therefore (1)_____ (beat) the previous world record time by 0.35 seconds. Lucas (2)_____ (participate) in a competition in Maryland when he (3)_____ (manage) to unmix the 3x3 cube in just 4.9 seconds. His parents were thrilled and said he (4)_____ (not train) for this competition for long. If he had, his timing (5)_____ (be) even better. Video footage (6)_____ (show) Lucas calmly working out his strategy. The World Cube Association confirmed that Lucas (7)_____ (beat) the previous best, but said that it still needed (8)_____ (verify) the time as an official world record. Lucas’ victory (9)_____ (feature) in the next edition of the record books. The World Rubik’s Cube Championship (10)_____ (take place) every two years since 2003.

9. Complete the second sentence so that it has a similar meaning to the first one. The first one has been done for you. (5 marks)

0. My job is testing board games.

I work *as a board game tester* _____.

1. There are more boys than girls doing this job.

There aren’t _____

_____.

2. I have worked hard on a new game so as to finish it quickly.

In order _____

_____.

3. I advise you to buy it as it is very entertaining.

If I _____

_____.

4. I’m sure we sold more than a million board games last Christmas.

We must _____

_____.

5. I am not sure if you would like to join our team.

Are you _____

_____?

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD
UNIVERSITY OF MALTA, MSIDA**SECONDARY EDUCATION CERTIFICATE LEVEL****MAY 2016 SESSION**

SUBJECT:	English Language
PAPER NUMBER:	IIA – Question 1
DATE:	14 th May 2016
TIME:	4:00 p.m. to 6:05 p.m.

WRITING TASK**(40 MARKS)**

Write between 320 and 350 words on ONE of the tasks below.

You are advised to:

- pay attention to layout, paragraphing, vocabulary, grammar, spelling and punctuation;
- keep your writing to the number of words indicated. You will be penalised if you write less than 320 or more than 350 words.

1. You are taking part in a local young writers' competition. Write a short story called 'The Spiral Staircase'.
2. Young people nowadays have an easy life. Discuss.
3. Write an article to be published in a teenage magazine entitled 'What makes a good teacher'.

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD
UNIVERSITY OF MALTA, MSIDA

SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2016 SESSION

SUBJECT:	English Language	TOTAL
PAPER NUMBER:	IIA – Question 2	
DATE:	14 th May 2016	
TIME:	4:00 p.m. to 6:05 p.m.	

READING COMPREHENSION AND SUMMARY

(50 MARKS)

PASSAGE 1

Read the following passage carefully and answer the questions that follow.

(24 marks)

There are only two places in the world that meet a record seven out of ten in UNESCO's World Heritage listing criteria. The first is Mount Tai, one of five gargantuan mountains in China's Shandong Province. The second is the Tasmanian Wilderness World Heritage area, a chain of six national parks that covers one fifth of Australia's southern island state.

- 5 Tasmania's Parks & Wildlife Service describes the area as one of the world's last true wilderness regions. And the wildest, largest and least-visited section is Southwest National Park, comprising 6,000 square kilometres of gold-green ranges, glacial lakes, untameable rivers, rainforests and moors in the southwest corner of the Apple Isle. Cyclonic-force winds and lashing rains pummel the park for nearly nine months of the year. When shards of sunlight finally pierce the thick rolling clouds, it welcomes two very exclusive groups of visitors.

- 10 The first group, numbering around 1,000 each year, is made up of independent hikers who fly to the former tin-mining settlement of Melaleuca on Tasmania's south coast, the starting point of the South Coast Track. With mind-boggling mountain vistas, fast-river crossings, cramp-inducing inclines and inclement weather, the 84-kilometre slog to the eastern hamlet of Cockle Creek is considered one of the world's most challenging wilderness treks. Hikers must be strong enough to carry large backpacks with a week's supply of clothing and food, as well as cooking equipment, tents, sleeping bags, first-aid kits and distress radio beacons.

- 15 The second group consists of the 100-odd people who join one of Roaring 40's eight annual kayaking tours, which run from early December to mid-March. One of only two ecotourism companies that can operate in the park, Roaring 40's intrepid three-day expeditions traverse the waters of Port Davey Marine Reserve, the most remote and unvisited part of Southwest National Park.

- 20 This exclusivity might quickly be disappearing, though, as Tasmania's Parks & Wildlife Service looks to turn the entire Tasmanian Wilderness Heritage area, including Southwest National Park, into the new ecotourism capital of the world. Among the 37 potential tourism proposals, according to the most recent figures from *The Sydney Morning Herald*, government officials are considering developing a luxury guided walk along the South Coast Track, which would require the construction of five permanent huts and clearly defined helicopter landing sites, bringing in many thousands more visitors to Southwest National Park each year.

- 25 "There's also talk of upgrading the landing strip at Melaleuca into an instrumental airfield," says Roaring 40's expedition leader, Reg Grundy. "If that went ahead, planes would be able to take off and land 12 months a year and it would make it economically feasible to build a bunch of eco-lodges

here. Whether or not that happens, I think it’s inevitable this place will change.” For those wishing to see the park before it does, Roaring 40 organizes three-day, 112-kilometre expeditions through the Port Davey Marine Reserve.

35

“How was the taxi ride in?” Grundy asks travellers as soon as they meet him. He is referring to the knuckle-clenching flight from the capital Hobart, which hugs the jagged, soaring sea cliffs of Tasmania’s south coast before landing at Melaleuca. A salt-of-the-earth character with a thick Aussie drawl, Grundy makes light out of everything – except safety.

40

“I won’t sugar-coat it,” he explains. “This is an expedition on the edge of the world. There is nothing here. If the weather turns, we need to be sufficiently self-assured to survive in the wilderness in a long-term situation.”

QUESTIONS ON PASSAGE 1

1a. Where is this passage most likely taken from? Underline the **most appropriate** answer. (1 mark)

- (i) An encyclopaedia (ii) A travel magazine (iii) An adventure novel

1b. Give a reason for your answer.

(1 mark)

2. What do Mount Tai and the Tasmanian Wilderness World Heritage area have in common?

(1 mark)

3. Mention **four** features of Southwest National Park.

(2 marks)

(i) (ii)

(iii) (iv)

4. Why is the verb *pierce* appropriately used in *shards of sunlight finally pierce the thick rolling clouds* (line 9)?

(2 marks)

5. Find **four** differences between the trips of the *two very exclusive groups of visitors* (line 10).

(2 marks)

(i)

(ii)

(iii)

(iv)

6. Find an **adjective** which means that the panorama was overwhelming. (1 mark)

.....

7. **In your own words**, give **three** reasons why the hike to Cockle Creek is *one of the world's most challenging wilderness treks* (lines 14-15). (3 marks)

(i)

(ii)

(iii)

8. In a paragraph of **not less than 50 and not more than 60 words**, summarise how the Tasmanian Wilderness Heritage area might be transformed into an ecotourism location. **Use your own words.** (7 marks)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

9. What does the writer imply when she describes the flight from Hobart as being *knuckle-clenching* (line 37)? (1 mark)

.....

10. What does Grundy mean when he says that he *won't sugar-coat* (line 40) the expedition? (1 mark)

.....

11. Between lines 36 and 42, find **single** words that are **opposite** in meaning to: (2 marks)

(i) smooth (ii) diffident

PASSAGE 2**Read the following passage carefully and answer the questions that follow.****(26 marks)**

In May 1993, just over three years after the Berlin Wall came down, I flew to the city with my grandmother, Elsie, and six of my cousins. In 1936, Elsie and her family – the Alexanders – had been driven out of Germany by the Nazis. Now 80, she was finally ready to show us the city where **she** had grown up.

5 On the plane over, my grandmother handed me a brown envelope. Inside was the swastika-stamped passport for her husband and father-in-law, along with a black piece of cloth on which had been sewn a yellow J. I knew that the Nazis had forced the Jews to wear such badges. Elsie’s message was clear – this is my history, and this is **your** history. Do not forget.

10 As we drove around Berlin in a tatty red van we had hired at the airport, my grandmother gave us a tour of the city: the location of her family’s apartment on Bundesallee Street, the liberal school that she had attended as a teenager, and the ruins of her synagogue, **which** had been burned to the ground during *Kristallnacht*, the Night of Broken Glass. This was a massive, coordinated attack on Jews throughout Germany on the night of November 9, 1938. Elsie then told us she wanted to take us to the family’s weekend lake house in Gross Glienicke, a small village 15 kilometres west of downtown
15 Berlin.

Forty minutes later, we were walking down a sandy lane littered with washing machines, rotting planks and old tyres. Our arrival was announced by a barking dog. Then **there** it was, the lake house. I was surprised how small the building was, no more than a double garage or a cricket pavilion. It was made of wood, with a flat roof, and four brick chimneys. Next to its windows hung black
20 shutters, each emblazoned with an orange-painted diamond.

A tall, slender man came out of the house wearing a snowflake-patterned sweater, blue work trousers and a fluffy Russian hat. When he muttered warily in German, asking what we wanted, Elsie handed over a bottle of whiskey and explained that the house had once been **hers**. “The Alexanders?” the man cried, his mood suddenly shifting. Seeing my grandmother nod, he excitedly gestured for us to
25 come in. We were soon gathered in the living room. It was cramped and gloomy, the windows covered by white curtains, and none of the lamps was on. Along with a grey plush sofa, an old sofa and a large wooden-sided television, the damp room was filled with knick-knacks and hanging plants.

Our host introduced himself as Wolfgang Kühne, along with his wife, Inge, and offered us a drink.
30 Elsie then set about explaining who lived where. “My sister and I lived over **there**,” she said, pointing to a corner whose door had long been papered over; “my twin brothers in that room by the fireplace, and my parents there,” she gestured to a room in the other corner, whose windows looked on to the lake. There were nine small rooms in all. Wolfgang explained that prior to his arrival, two families had lived in the house; at one point there were 13 people living here.

35 Elsie ordered Wolfgang to pay attention as she pulled photos from her handbag. He did not appear to mind the former occupant’s bossiness and gladly took the images passed to **him**. The old house was clearly recognisable, including the blue-and-white Delft tiles that had been installed by Elsie’s father and which still could be seen above the fireplace.

40 Wolfgang then walked us down to the lake. He pointed to a broken concrete path running along the shore, and explained that the Berlin Wall once stood here, between the water and the house, separating them for decades. Since it was first erected in August 1961, he explained, the wall had been steadily modified, the first fence replaced by a three-metre-high concrete wall, a second fence added, then **it**, too, replaced by a concrete wall. The 50-metre-wide “death strip” in between was

45 patrolled by security guards and German shepherd dogs, and illuminated by floodlights. Anyone who successfully scaled the second wall was shot on sight. When complete, the second wall stood less than 10 metres from Wolfgang’s back door. Where once they had been able to swim in the lake, they could no longer reach the water. For 25 years they had lived within a border security zone, in the shadow of the wall.

50 A few minutes later, having walked back to the house, we said our goodbyes. Elsie and Wolfgang hugged warmly, swapped telephone numbers and promised to keep in touch. It felt like the beginning of a new friendship. As we walked away, my grandmother said that she was glad that the tenants were taking care of the house, but wondered who now owned the place.

QUESTIONS ON PASSAGE 2

1. **Explain in your own words** what the writer means by *driven out of Germany* (line 3). (1 mark)

.....

2. Why did Elsie give the brown envelope to the writer? (1 mark)

.....

3. What was the purpose behind the family’s tour of Berlin? (1 mark)

.....

4. Find a **part sentence of not more than four words** which means that the persecution of Jews during the Night of the Broken Glass was conducted on a large scale and in a systematic manner.

(1 mark)

.....

5. Between lines 9 and 20, find **single** words that match the following meanings as used in the passage: (2 marks)

(i) poor condition (ii) city centre

(iii) decaying (iv) adorned

6. What was the writer expecting the lake house to be like before he saw it for the first time?

(1 mark)

.....

7. **In your own words:**

(a) How does the tall, slender man greet the Alexanders when he sees them? (1 mark)

.....

(b) How does the man's attitude change upon finding out who they are? (1 mark)

.....

8. **In your own words**, explain what impression does the writer get of the house's interior upon entering it. (1 mark)

.....

9. Are the following sentences **True** or **False**? Circle the correct answer and give a reason for each of your answers. (4 marks)

(a) The room previously occupied by Elsie's parents enjoyed views of the lake.

(True/False) because

(b) Wolfgang had always lived in the house since the departure of the Alexanders.

(True/False) because

(c) Wolfgang was offended by Elsie's domineering attitude towards him.

(True/False) because

(d) The house's interior was completely different from the way it appeared in Elsie's photos.

(True/False) because

10. In what ways were the occupants of the house personally affected by the Berlin Wall? (2 marks)

.....

11. List **two** of the changes that the Berlin Wall went through since it was first constructed. (1 mark)

(i)

(ii)

12. Mention **four** deterrents to anyone attempting to jump over the Berlin Wall. (2 marks)

- (i)
- (ii)
- (iii)
- (iv)

13. Mention **two** things that Elsie and Wolfgang do before they part. (1 mark)

- (i)
- (ii)

14. Why does the writer say that Elsie *wondered who now owned the place* (line 52) after her meeting with Wolfgang? (2 marks)

.....
.....

15. What do the words below refer to in the passage? (4 marks)

- | | | | |
|-----------------------|-------|----------------------|-------|
| (i) she (line 4) | | (ii) your (line 8) | |
| (iii) which (line 11) | | (iv) there (line 17) | |
| (v) hers (line 23) | | (vi) there (line 30) | |
| (vii) him (line 36) | | (viii) it (line 43) | |

Passage 2

Please turn the page.

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD
UNIVERSITY OF MALTA, MSIDA**SECONDARY EDUCATION CERTIFICATE LEVEL****MAY 2016 SESSION**

SUBJECT:	English Language
PAPER NUMBER:	IIB – Question 1
DATE:	14 th May 2016
TIME:	4:00 p.m. to 6:05 p.m.

WRITING TASK**(40 MARKS)**

Write between 180 and 200 words on ONE of the tasks below.

You are advised to:

- **pay attention to layout, paragraphing, vocabulary, grammar, spelling and punctuation;**
- **keep your writing to the number of words indicated. You will be penalised if you write less than 180 or more than 200 words.**

1. Write a short story entitled ‘A True Friend.’
2. All young people should be taught how to cook. Discuss.
3. Write an article entitled ‘The Ideal School’ for your local council’s magazine.

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD
UNIVERSITY OF MALTA, MSIDA

SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2016 SESSION

SUBJECT:	English Language	TOTAL
PAPER NUMBER:	IIB – Question 2	
DATE:	14 th May 2016	
TIME:	4:00 p.m. to 6:05 p.m.	

READING COMPREHENSION AND SUMMARY

(50 MARKS)

PASSAGE 1

Read the following passage carefully and answer the questions that follow.

(23 marks)

If a creature is smart enough to pick coconuts, is it fair to make **him** do so? This is the question at the heart of a controversy over monkeys in Thailand that excel at picking coconuts loved by Western consumers – but do so on leashes.

5 “What **I** find most distressing is that they take them from the wild, keep **them** tethered and keep them that way their whole life,” says Marji Beach, education director of the California farm sanctuary, Animal Place. “Monkeys should stay in the wild.”

Leaving the monkeys in the wild might deal quite a blow to the coconut business. Males can harvest an average of 1,600 coconuts per day, while females can harvest 600. Compared with their less-evolved brethren, humans are real apes at this game, bringing home just 80 per day.

10 “It would be difficult to find a coconut product made in Thailand that wasn’t picked by a monkey,” says Arjen Schroevers of the Monkey Training School (MTS) in Surat Thani, Thailand. On its website, the school, founded by Somporn Saekhow in 1957, bills **itself** as a monkey university – not a workhouse.

15 As his parents were coconut farmers, Saekhow experienced the traditional use of monkeys for the harvest of coconuts. These monkeys were often beaten by their owners when they didn’t perform as expected (e.g. when they left ripe coconuts on the tree). **This** gave him the idea to teach monkeys in a better way. His Buddhist teacher encouraged him to teach monkeys positively, without the use of force or violence. In time, his school became locally famous, and the largest monkey school of all of southern Thailand.

20 Indeed, in a documentary about the school shot in the 1990s, MTS seems like a bit of a monkey paradise. Saekhow handles a monkey less like a taskmaster than a father. “Do it quickly, son, and when we finish this, you can go home,” he says to a charge. **He** adds, “The monkeys are innocent. If we beat them, it’s a sin.”

But, then again, there’s that leash – an obvious sign that monkeys may not be into the monkey business set before them by management.

25 Monkey mistreatment has also inspired debate on activist websites such as *All American Vegan*. “Unfortunately, these monkeys spend their lives in endless toil and forced obedience to the will of humans.”

30 Interestingly, the monkeys may be taking matters into their own hands. A monkey in Thailand – fed up with performing the thankless task of climbing coconut trees to retrieve fruit for his owner to sell – apparently launched a coconut at the man’s head, killing him instantly.

QUESTIONS ON PASSAGE 1

1a. Underline the **most appropriate** title for this passage: (1 mark)

- (i) Monkey sanctuaries (ii) Monkeys in the wild (iii) Monkey workers

1b. Give a reason for your answer. (1 mark)

.....

2. **In your own words**, explain the *controversy* referred to in line 2. (2 marks)

.....

3. Write down **two** separate words or phrases found between lines 1 and 6 that mean *tied*. (1 mark)

- (i)..... (ii).....

4. **In your own words**, explain why *Leaving the monkeys in the wild might deal quite a blow to the coconut business* (line 7). (2 marks)

.....

5. Who are the *less-evolved brethren* referred to in lines 8-9? (1 mark)

.....

6. What does the writer mean by *humans are real apes at this game* (line 9) ? (2 marks)

.....

7. Write down **six** facts about the Monkey Training School that we learn from lines 7-12 of the passage. (3 marks)

(i).....

(ii).....

(iii).....

(iv).....

(v).....

(vi).....

8. Explain the meaning of *handles a monkey less like a taskmaster than a father* (line 20). (2 marks)

.....

.....

9. What does the writer mean by *the monkeys may be taking matters into their own hands* (line 28)? (2 marks)

.....

.....

10. Explain the meaning of *thankless task* (line 29) as used in the passage. (1 mark)

.....

.....

11. Write down **four** part-sentences of *not more than 7 words each*, found between lines 13-30, that demonstrate that monkeys are not treated well. (2 marks)

(i).....

(ii).....

(iii).....

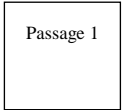
(iv).....

12. What do the following words refer to in the passage? (3 marks)

(i) him (line 1)..... (ii) I (line 4).....

(iii) them (line 4)..... (iv) itself (line 12).....

(v) This (line 15)..... (vi) He (line 21).....



PASSAGE 2

Read the following passage carefully and answer the questions that follow. (27 marks)

Despite being a savvy traveller, I had been hesitant for a very long time about visiting India. To be honest, I was intimidated by a number of things such as not being able to drink water, a lengthy Visa procedure and safety precautions. I was also worried my stomach would burn (I don't eat spicy food!). Finally, this year, I couldn't refuse an invitation to join my mother for the trip of a lifetime to visit all the spiritual sites in Northern India. Thankfully it didn't take long to obtain the e-Visa. Nervous, and freshly-studied in Indian culture, we were on our way to New Delhi.

5

Contrary to what I expected, India is not a country you see. It is a country you feel. You have no choice (yes, it will be uncomfortable at times) but to get out of your hard shell of western comforts and open up. In only one visit, this is all India did for me.

10

It only took a few minutes after leaving the airport for all my senses to be stimulated. Heavy traffic quickly generated by cars, bikes, rickshaws, and cows make for quite a visual, loud and somehow suffocating yet happy welcome. India is alive for sure. Everyone seems to make their own music with their honking. Bell sounds are abundant. I got to touch many floors barefoot (temples actually require you to do so as a form of respect). It's humbling to walk among others barefoot. The smell of Chai and spices moves your stomach. In one day, India makes you wonder if you have just been living numb all your life. It feels very human to reclaim your senses. I thank India for kick-starting all of mine again.

15

My visit to India also showed me the true essence of yoga. I began to practise yoga a few years before in the US, in a beautiful small yoga studio with peaceful music. In India, I found an intense and difficult practice which helped me recognize that the true essence of yoga and meditation is being able to be in a state of tranquillity regardless of what is happening around you. Calming the mind despite multiple external disruptions, is the true test. That is what daily practice means in India.

20

Along with 200,000 Sikh pilgrims, I visited the Golden Temple in Amritsar. The temple and its reflection on the water are breathtaking, but what left me pondering for days was witnessing the volunteering service that offered a free warm meal to everybody who visited. The kitchen is so magical and busy that the menu changes every two hours. Every station – chopping, cleaning, bread-making,

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cooking – is run by the hands and hearts of volunteers of all ages and backgrounds. The offering of these meals represents one of the most treasurable human values – the responsibility we have for each other’s wellbeing – even if that starts with a warm plate of food. It was humbling and touching.

30 Even in one visit, this magical country has the power to change one’s perspective on life. It shakes your beliefs and touches all your senses and you have no choice but to feel truly alive. I hope you don’t wait as long as I did to give India a try. Be ready to be shaken to the core for a refreshing awakening.

QUESTIONS ON PASSAGE 2

1. Which **two** consecutive words found between lines 1 and 6 show that the writer was an experienced holidaymaker? (1 mark)

.....

2. List **four** reasons why the writer *had been hesitant for a very long time about visiting India* (line 1). (2 marks)

(i)

(ii)

(iii)

(iv)

3. Explain the meaning of *freshly-studied in Indian culture* (line 6). (2 marks)

.....
.....

4. **In your own words**, explain how the writer felt as she was caught in traffic on arriving in India. (2 marks)

.....
.....

5. List **four** aspects of Indian life that managed to stimulate her senses. (2 marks)

(i)

(ii)

(iii)

(iv)

6. **In your own words**, explain in what way her visit to India showed her *the true essence of yoga* (line17). (2 marks)

.....

.....

7. Are the following statements **True** or **False**? Circle the correct answer and give a reason for each of your answers. (3 marks)

(i) The writer was very relaxed on her way to new Delhi.

(True/False) because.....

(ii) India did not turn out the way she imagined it to be.

(True/False) because.....

(iii) The writer did not experience any discomforts during her visit.

(True/False) because.....

8. Between lines 10 and 28 find **single** words that match the following meanings as used in the text: (3 marks)

(i) plentiful (ii) emotionless

(iii) regain..... (iv) thinking.....

(v) valuable..... (vi) moving.....

