

SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2017 SESSION

SUBJECT:	English Language
PAPER NUMBER:	I – Part 1 – a) Listening Comprehension
DATE:	18 th March 2017

SESSION 1

EXAMINER'S PAPER

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.
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- Check with the candidates whether you can be heard clearly.

Procedure during the session:

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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 three 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 three 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 three 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 three 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 three 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 three minutes to complete their answers.

The examiner reads out the following:

Text A

You are going to listen to a talk about festivals.

Hello, I'm going to talk about festivals. I'm sure you've heard about the festival of *Diwali in **Leicester. Today, we're going to learn more about this festival.

Diwali, also known as the Festival of Lights, is an ancient Hindu festival celebrated all over the world by 800 million people, between mid-October and mid-November. Diwali is a national holiday in 12 countries among which is India, where Diwali is the biggest and brightest festival.

The Hindu Festival of Lights is in fact a big celebration in the UK too. Leicester, in the north of England, has, due to the city's Asian community, one of the most important Diwali celebrations outside of India. The festivities in Leicester had their humble beginnings in the 1960s, and these have continued right up to the internationally renowned celebrations today.

Leicester's Diwali celebrations are world famous. There is a Diwali Village, an aerial firework display, as well as a 35-metre Ferris Wheel, which is lit at night to provide a glittering centrepiece to the festivities.

Up to 40,000 people usually watch the lights switch-on, which follows a vibrant programme of music and dance on the Belgrave Road stage, hosted by the Leicester Hindu Festival Council and Leicester City Council.

The stage programme runs from 5.30 p.m. to 8 p.m. After speeches in English and Hindi from local dignitaries, a noisy countdown starts, climaxing at 7.30 p.m. with the switch-on of around 6,500 multicoloured lights, an explosion of confetti and a cacophony of cheers. Eventually the crowd works its way down the road – dubbed the “Golden Mile”. This is followed by fireworks which can be viewed from Belgrave Road. The Golden Mile is bathed in light throughout the two-week festive period until Diwali Day.

The atmosphere is one of a spectacular street party. There's music, dancing and other live performances, plus stalls selling a mouth-watering array of traditional foods. There is also late-night shopping and restaurants stay open late too.

Everyone is invited – tourists, visitors and local residents are all welcome to enjoy the fun! This is a great chance for people of all nationalities to experience part of the UK's Hindu culture. And, of course, to see some spectacular displays of lanterns, candles and fireworks – this is the Festival of Lights after all.

So, that is just a taste of the Diwali Festival.

* to be read: dee-wa-li

** to be read: les-te

Adapted from: <https://www.roughguides.com/article/party-time-ten-great-festivals-and-events-across-the-uk/>

The examiner reads out the following:

Text B

Now you are going to listen to a radio programme about Child Heroes.

Today you're going to hear about Sam Taylor who saved his father in a *snowmobile accident. On a crisp day last April, as nine-year-old Sam Taylor and his father John wrapped up their afternoon on their snowmobile around Beaver Creek, a twig jammed in the throttle of John's vehicle. Unable to slow down, John careened towards a pine tree. He moved to jump off the vehicle before it crashed, but his trousers got caught underneath it. In an instant, John felt his leg snap. As he sank 15 centimetres into the powdery snow, he could at once tell that his ribs and shoulder were injured too. Sam rushed to dig his father out of the snow, but John stopped him. They had no water, little food, and no mobile phone reception and they needed to get help fast before the situation deteriorated further. John told Sam to get on to the snowmobile and follow the road.

After a 20-minute ride alone on the snowmobile, Sam found help when he spotted a tour group and asked the guide to radio for assistance. As a result, the Sheriff's Search and Rescue Unit and firefighters quickly appeared on the scene, and Sam led them through the white wilderness to his father, who was very pale and in excruciating pain.

While waiting for a helicopter to airlift John to nearby Valley Medical Centre, the rescuers stabilised his leg and Sam reassured his father that he would soon be fine. Within an hour, John was having surgery for a broken leg and internal bleeding.

Five weeks later, John's leg has healed well enough for him to take his son out on scrambler bikes. Father and son now carry a walkie-talkie with an emergency button on their treks. Nevertheless, Sam is still afraid to go out on a snowmobile even if he has started to gain confidence and is feeling better about it.

John and his wife Tisha are proud of their son's courage and quick thinking. It has led them to treat him very differently, as more of an adult than a child. They even let him stay up later at night because they now trust his judgement.

* to be read: snow-mo-beel

Adapted from: <http://www.rd.com/true-stories/survival/kid-heroes/>

SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2017 SESSION

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SESSION 2

EXAMINER'S PAPER

INSTRUCTIONS TO EXAMINERS

Preparation before the session:

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Read Text A.
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You have THREE minutes to continue working on the questions.
Give the candidates three 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 three 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 three 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 three 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 three minutes to complete their answers.

The examiner reads out the following:

Text A

You are going to listen to a talk about festivals.

Hello, I'm going to talk about festivals. I'm sure you've heard about the *Hogmanay Festival in Scotland. Today, we're going to learn more about this festival.

Hogmanay is what the Scots call New Year's Eve – 31st December – the big night that marks the arrival of the new year. It is believed that many of the traditional Hogmanay celebrations were originally brought to Scotland by the invading Vikings in the early 8th century. The Vikings paid particular attention to the arrival of the Winter Solstice or the shortest day of the year, and fully intended to celebrate its passing with some serious partying.

It may surprise many people to note that Christmas was not celebrated as a festival in Scotland for around 400 years, from the end of the 17th century to 1950. Instead, Scots celebrated the New Year when they would gather to exchange presents, which came to be known as hogmanays. An integral part of Hogmanay is to welcome friends and strangers with warm hospitality and lots of kissing.

Edinburgh's famous Hogmanay party has drawn thousands every year since 1992. Here the festival presents three days of spectacular events welcoming amazing audiences from every corner of the globe, bringing the capital's streets alive. Ten thousand torch-bearers are followed by crowds of people dressed as Vikings, playing pipes and drums in a procession which is enjoyed by over 30,000 spectators. Together, they march through the heart of Edinburgh with flaming torches, creating a river of fire from the historic Royal Mile to a light and sound show and fireworks **finale on ***Calton Hill that wonderfully illuminates the city.

As the bells strike midnight, the world-famous Edinburgh Hogmanay Midnight Fireworks on the castle ramparts are let off. Immediately after midnight, it is traditional to sing Robert Burns' poem "Auld Lang Syne". Burns published his version of this popular song in 1788 although the tune had already been around for over 80 years. Usually people join hands with friends they have just met from across the globe.

No other nation in the world celebrates the New Year with quite as much revelry and passion as Scotland does, and it's hardly surprising that the enormous celebration that engulfs the country is legendary the world over.

So, that is just a taste of the Hogmanay Festival.

* to be read: hog-me-nay

** to be read: fee- na-le

*** to be read: Kol-tin

Adapted from: <https://www.roughguides.com/article/party-time-ten-great-festivals-and-events-across-the-uk/>

The examiner reads out the following:

Text B

Now you are going to listen to a radio programme about Child Heroes.

Today you're going to hear about Simon Armstrong who saved a girl from drowning. On a sizzling afternoon in June, Simon Armstrong, aged 10, went camping with his parents and two younger brothers on the outskirts of Austin, Texas. Soon after setting up their tents around the creek, Simon's mother and little brother Ben dropped the family kayak into the creek and paddled off while Simon, his brother Will and their father, went for a swim.

Simon dived from a four-metre high rock and swam in the cool waters of the deep creek. He then sat, resting on the bank watching a group of young summer campers taking their turn jumping off the rocks. Suddenly, a seven-year-old girl lost her step, slipped and was soon in difficulty in the water. As he watched the little girl bobbing up and down and struggling in the deep water, Simon started to panic but one look from his father was enough for him to know what he had to do. Five years in the Boy Scouts had taught Simon never to enter a dangerous situation without an exit strategy. He took a few seconds to consider the situation and he jumped in. In no time, he was next to the struggling girl who tried to climb on top of him in her panic-stricken state. Simon went under for a bit but then came up, trying his best to stay calm.

Carefully pulling her onto his back, Simon followed the rocks' contours around the edge of the creek and slowly made his way to the shore. Soon, someone threw a swim float and pulled both of them out of the water. The girl fell to the ground, coughing but too stunned to cry.

Simon's mother walked on to the scene after her kayaking trip and saw the crowd gathered near the rocks. At first, her heart sank but when a woman came up and told her that Simon had saved a girl's life, she felt very proud.

Six weeks later, Simon received a bravery award at his Scouts' group and after thanking the audience present, he admitted that when he jumped off the rocks and dived into the creek that day, he had endangered his life.

Adapted from: <http://www.rd.com/true-stories/survival/kid-heroes/>

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SESSION 3

EXAMINER'S PAPER

INSTRUCTIONS TO EXAMINERS

Preparation before the session:

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Read Text A.
- (2) Tell the candidates:
You have THREE minutes to continue working on the questions.
Give the candidates three 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 three 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 three 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 three 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 three minutes to complete their answers.

The examiner reads out the following:

Text A

You are going to listen to a talk about festivals.

Hello, I'm going to talk about festivals. I'm sure you've heard about the Hobby Horse Festival. Today, we're going to learn more about this festival.

One of the most distinctive May Day festivals in the UK is the Hobby Horse Festival. It is a traditional community celebration that takes place in the fishing village of Padstow in Cornwall. Indeed, Padstow celebrates May Day in a truly unique way. Over 30,000 people pack themselves into the streets of Padstow to witness this annual event.

The festival has been on Padstow's calendar for centuries but the exact origins of the celebrations are lost in time. There is extensive documentary evidence of British community May Day celebrations in the 16th century and earlier, although the earliest mention of the Hobby Horse at Padstow dates from 1803. Indeed, C.S. Gilbert wrote about what he saw there more than 200 years ago.

The celebration itself starts at midnight on the eve of 1st May with unaccompanied singing around the town, starting at the Golden Lion Inn. By the morning, the town is dressed with greenery, flowers and flags, with the focus being the maypole. The climax arrives when two groups of dancers progress through the town, one of each team dressed as a horse. The two horses are known as the "Old Horse" and the "Blue Ribbon Horse". Each person dressed as a horse is in flowing robes wearing a mask with a grotesque, but colourful, caricature of a horse.

The Blue Ribbon Horse, is the newer of the two, created in the 19th century by members of a group trying to discourage the excessive consumption of alcohol during the proceedings by the Old Horse followers.

At 10 a.m. the Blue Ribbon Horse makes its first appearance from its stable, followed at 11 a.m. by the appearance of the Old Horse. Occasionally, in the late afternoon, the horses meet at the maypole and dance together. All the supporters then meet up around the maypole at midnight to sing and dance once again.

Indeed it's impossible for the thousands of visitors not to get swept away in the tangle of decorated streets crammed with revellers. The festival programme is in the Radio Times magazine.

So, that is just a taste of the Hobby Horse Festival.

Adapted from: <https://www.roughguides.com/article/party-time-ten-great-festivals-and-events-across-the-uk/>

The examiner reads out the following:

Text B

Now you are going to listen to a radio programme about Child Heroes.

Today you're going to hear about Charlie Duncan who saved his father after a fall. On a cloudless summer's day in August, 13-year old Charlie Duncan set out rock climbing with his father David. This was to be their third climb in two weeks and being both experienced climbers, they tackled a rock 250 metres above the valley floor. David was inching his way up searching for a line of cracks that would lead them to the top. Meanwhile, Charlie stood on a ledge 10 metres to the right as he fed rope to his father. Reaching up, David dislodged a small stone, which tumbled off and the next moment, he heard a sharp crack from above. Something large broke loose and David had no time to scream as everything went black.

When Charlie saw his father sailing through the air alongside the massive boulder that had struck him, he yanked on the rope. An instant later, an automatic braking device broke the fall. Charlie called out to his father but got no answer. He knew he needed to do something so he set off to get help from a couple of volunteers living in a cabin some 19 kilometres away. Charlie hoped that once he got there, the volunteers would be able to make use of their two-way radio to call for help for his father.

Charlie never made it to the cabin and after a long hike, he encountered two climbers who directed him to the next valley before they disappeared. Unfazed, he carried on walking, determined to bring back a helicopter that would carry his father to safety. Twenty four hours later, rescuers arrived at the scene and Charlie watched his father being strapped into a harness and lifted by cable into a hovering helicopter.

David woke up in hospital two days later where he spent the next few months undergoing surgery. It was a slow and painful recovery but after six months, David is well enough to climb again. Speaking about his misadventure, he describes Charlie as strong as anyone he has ever known. No words can ever tell how proud he is of his son.

Adapted from: <http://www.rd.com/true-stories/survival/kid-heroes/>

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SESSION 4

EXAMINER'S PAPER

INSTRUCTIONS TO EXAMINERS

Preparation before the session:

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Read Text A.
- (2) Tell the candidates:
You have THREE minutes to continue working on the questions.
Give the candidates three 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 three 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 three 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 three 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 three minutes to complete their answers.

The examiner reads out the following:

Text A

You are going to listen to a talk about festivals.

Hello, I'm going to talk about festivals. I'm sure you've heard about the Notting Hill Carnival. Today, we're going to learn more about this festival.

Notting Hill Carnival is an internationally renowned street festival, and a significant event in British culture. In 2006, the UK public voted it onto the list of icons of England. It is held every August Bank Holiday weekend in the streets of London. Notting Hill Carnival is an amazing array of sounds, colourful sights and social solidarity.

The Notting Hill Carnival dates back to the Abolition of Slavery Act in 1833 and the first Caribbean carnival, which was held in Trinidad. The carnival was a celebration of freedom, which was expressed through song, dance and flamboyant costumes. This tradition continued as each year people took to the streets and as large numbers of West Indian immigrants travelled to the UK in the 1950s, this spectacular event established itself in London.

The first carnival in London took place in 1959 and was held in a town hall in St. Pancras. The carnival was staged in town halls until it moved to Notting Hill in 1964. The event generally grew in stature as word about the Notting Hill Carnival spread and more London residents of all cultural backgrounds joined the celebrations. By 1970, the Notting Hill Carnival consisted of two music bands and 500 dancing spectators.

The Notting Hill Carnival retains its Caribbean influences, which are evident in the extravagant and colourful costumes and the melodic calypso and soul music playing throughout the weekend. However, historically, the Notting Hill Carnival has always been the event which is best loved for promoting tolerance amongst communities.

Every year the Notting Hill Carnival promises to repeat its own unique blend of music, from West African drumming and steel bands to hip hop, salsa and house music. Last year, there were 38 sound systems keeping the crowds going with their carnival sounds along the route, as well as over 15,000 performers in the parades, which included costumed masquerade bands and floats. About 300 food stalls kept revellers' bellies full with traditional West Indian food.

All this guarantees a party atmosphere. It can well be said that Notting Hill Carnival is a dynamic celebration of London's multicultural diversity.

So, that is just a taste of the Notting Hill Carnival.

Adapted from: <https://www.roughguides.com/article/party-time-ten-great-festivals-and-events-across-the-uk/>

The examiner reads out the following:

Text B

Now you are going to listen to a radio programme about Child Heroes.

Today you're going to hear about Kate Brown who saved her sister after a hiking accident. On a fine spring day in April, 12-year old Kate Brown set out hiking with her sister, Fiona. This was to be their second outing that month and being both experienced hikers, they decided to hike along the 300-metre Red Cliffs nature trail. They chose this trail because it led into a narrow canyon, only a few feet wide, onto a small stream. They hiked steadily on and they came across a boulder that blocked their trail. As Fiona was stepping around it, looking for a foothold, she suddenly lost her footing. Her backpack slid off her shoulder, with both their mobile phones disappearing down the canyon. Fiona tumbled down five metres, hit her head against a rock and lost consciousness.

Kate called out to her sister a number of times but got no reply. As a result, she knew that she had to act fast and she set off, carefully making her way down the path to get help from a group of holidaymakers staying in a caravan site some 10 kilometres away. Kate hoped that once she got there, she would be able to make use of a mobile phone to call for help for her sister. Kate never made it to the caravan site and after a long hike, she met three tourists who gave her directions before they disappeared. Knowing she just had to get help, she carried on walking, determined to bring back a helicopter that would carry her sister to safety. Nine hours later, rescuers arrived at the scene of the accident and Kate watched her sister being assisted by a team of paramedics and lifted into the helicopter.

Fiona woke up in hospital three days later, where she spent the next few weeks recovering from several injuries. It was a long and difficult road to recovery but five months later, Fiona is strong enough to go hiking again. Recounting her unfortunate accident, she describes Kate as brave and determined and says she couldn't be more proud of her younger sister.

Adapted from: <http://www.rd.com/true-stories/survival/kid-heroes/>

SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2017 SESSION

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SESSION 5

EXAMINER'S PAPER

INSTRUCTIONS TO EXAMINERS

Preparation before the session:

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Read Text A.
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Give the candidates three minutes to continue working on the questions.
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You have THREE minutes to complete your answers.
Give the candidates three 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 three 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 three 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 three minutes to complete their answers.

The examiner reads out the following:

Text A

You are going to listen to a talk about festivals.

Hello, I'm going to talk about festivals. I'm sure you've heard about the Edinburgh Festival Fringe. Today, we're going to learn more about this festival.

The Edinburgh Festival Fringe takes place every August for three weeks in Edinburgh, Scotland's capital city. In 2016, the festival was the largest ever arts festival in the world. There were 50,266 performances of 3,269 shows in 294 venues.

Every year about 28,000 performers take to hundreds of stages all over Edinburgh to present shows for every taste. From big names in the world of entertainment to unknown artists looking to build their careers, the festival caters for everyone and includes theatre, comedy, dance, physical theatre, circus, children's shows, musicals, opera, music, spoken word, exhibitions and events.

The Fringe story dates back to 1947, when eight theatre groups turned up uninvited to perform at the then newly formed Edinburgh International Festival, an initiative created to celebrate European cultural life in the wake of World War Two. Not being part of the programme of the International Festival didn't stop these performers as they just went ahead and staged their shows on the 'Fringe of the Festival' thus coining the phrase and name 'Edinburgh Festival Fringe'. Year upon year, more and more performers followed their example and in 1958, the Festival Fringe Society was created in response to the success of this growing trend. That year, 19 companies participated in the Festival Fringe.

The Festival Fringe Society formalised the existence of the performances, provided information to artists, published the Fringe programme and created a central box office. What is more important is that the Society takes no part in vetting the festival's programme. Anyone with a story to tell and a venue willing to host the artists, can be included in the programme.

Indeed, no one decides who becomes a part of the festival; performers just pay to be included in the programme. You can watch brilliantly clever or enormously stupid stand-up comedy, check out splendid new work from daring playwrights or stand in a big top and watch a circus reinvent itself.

It's possible to have a fabulous time watching the shows or just chatting with the performers. The festival programme is available online or as a paper copy in many outlets.

So, that is just a taste of the Edinburgh Festival Fringe.

Adapted from: <https://www.roughguides.com/article/party-time-ten-great-festivals-and-events-across-the-uk/>

The examiner reads out the following:

Text B

Now you are going to listen to a radio programme about Child Heroes.

Today you're going to hear about Jake Green who saved his uncle in a skiing accident. On a freezing morning last December, as eleven-year-old Jake Green and his uncle Mark were skiing down the slopes around Lake *Tahoe, an exposed rock made Mark go off course. His efforts to slow down proved useless and Mark lurched towards a tree. At the same time, he tried to remove his skis but as he pushed down on the back of his skis, he hit the tree. Mark felt his arm snap. As he sank 20 centimetres into the powdery snow, he could immediately tell that his shoulders were injured too. Jake rushed to dig his uncle out of the snow, but Mark stopped him. They had no first aid kit, no food, and no mobile phone reception and they needed to get help fast before the situation got out of hand. Mark told Jake to get back on the piste to the nearest ski resort.

After 30 minutes of solitary skiing, Jake found help when he spotted a group and asked the skiing instructor to radio for assistance. As a result, the Search and Rescue Unit and paramedics quickly appeared on the scene, and Jake led them through the white wilderness to his uncle, who was drifting in and out of consciousness.

While waiting for a helicopter to airlift Mark to nearby Barton Memorial Hospital, the rescuers stabilised his arm and Jake reassured his uncle that he would soon feel better. After two hours, Mark was having surgery for a fractured arm and internal bleeding.

Four weeks later, Mark's arm has healed well enough for him to take his nephew out again on the slopes. Mark and Jake now carry a two-way radio with them on their treks. Nevertheless, Jake is still afraid to go skiing even if he has started to gain confidence and is feeling better about it.

Jake's parents are proud of their son's courage and fast thinking. As a result of this incident, they have started to treat him differently, as more of an adolescent than a child. They even let him walk home from school alone because they now trust his judgement.

* to be read: Ta-ho

Adapted from: <http://www.rd.com/true-stories/survival/kid-heroes/>

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD
UNIVERSITY OF MALTA, MSIDA
SECONDARY EDUCATION CERTIFICATE LEVEL
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SESSION 1

CANDIDATE'S PAPER
TEXT A – FESTIVALS

Total

- 1. Match the items in Column A to the items in Column B according to what you have listened to in the text.**

Column A		Column B	
a.	800 million		number of multicoloured lights
b.	12		number of weeks festive period lasts
c.	35		number of countries where Diwali is a national holiday
d.	40,000		number of people who celebrate Diwali in the world
e.	5.30 p.m.		when lights are switched on
f.	7.30 p.m.		when stage programme starts
g.	6,500		number of people who watch the lights switch-on
h.	2		height in metres of Ferris wheel

(Total: 8 marks)

- 2. Are the following statements TRUE or FALSE? Circle the correct answer and give evidence from what you have listened to for each of your answers.**

a. The Festival of Lights is a recent festival.

(True/False) because _____.

b. The festivities in Leicester had a modest beginning in the 1960s.

(True/False) because _____.

c. The Leicester Diwali programme of music and dance is presented by two Councils.

(True/False) because _____.

d. The Golden Mile is brightly lit only on Diwali Day.

(True/False) because _____.

e. Shops close early on Diwali night.

(True/False) because _____.

(Total: 5 marks)

- 3. Underline the correct answer.**

Leicester's Diwali celebrations are

a. popular in England only and unite different peoples together.

b. world-renowned and unite different peoples together.

c. world-renowned and are celebrated only by the Asian community.

(Total: 2 marks)

TEXT B – CHILD HEROES

Total

1. Fill in the grid with the missing information.

a.		Sam's age
b.		the part of the day when the accident took place
c.		the depth of snow John sank into
d.		the time it took Sam to find help
e.		the time it took John to recover
f.		the device father and son now carry when out on their bikes

(Total: 6 marks)**2. Tick (✓) the THREE correct statements. You will be penalised if you tick more than three.**

a.	John managed to slow down slightly before hitting the tree.	
b.	John immediately realised that his injuries were serious.	
c.	The boy and his father were well-prepared for accidents.	
d.	Sam led the search party to find John.	
e.	The accident did not affect Sam's confidence.	
f.	Ever since the accident, Sam's parents have changed the way they treat him.	

(Total: 3 marks)**3. Put the following items of information in the order IN WHICH YOU HEAR THEM. Number them 1 to 6.**

John's trousers got caught in the snowmobile.	
John asked Sam to get onto the snowmobile.	
Sam spoke to a guide.	
The snowmobile went out of control.	
John tried to get off the snowmobile.	
A twig got caught in John's snowmobile.	

(Total: 6 marks)

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD
UNIVERSITY OF MALTA, MSIDA
SECONDARY EDUCATION CERTIFICATE LEVEL
MAY 2017 SESSION

SUBJECT:	English Language	SESSION 2
PAPER NUMBER:	I – Part 1 – a) Listening Comprehension	
DATE:	18 th March 2017	

CANDIDATE'S PAPER
TEXT A – FESTIVALS

Total

- 1. Match the items in Column A to the items in Column B according to what you have listened to in the text.**

	Column A		Column B
a.	8th century		when Burns' song was published
b.	400		number of spectators
c.	1992		when Vikings introduced Hogmanay to Scotland
d.	3		number of years tune had already been around
e.	10,000		number of years Christmas had not been celebrated in Scotland
f.	30,000		number of torch-bearers
g.	1788		when Edinburgh Hogmanay festival started being celebrated
h.	80		number of days of Hogmanay celebrations in Edinburgh

(Total: 8 marks)

- 2. Are the following statements TRUE or FALSE? Circle the correct answer and give evidence from what you have listened to for each of your answers.**

a. The Vikings celebrated enthusiastically.

(True/False) because _____.

b. Not many people wear Vikings costumes during these celebrations.

(True/False) because _____.

c. The participants in the festival march through the outskirts of the city.

(True/False) because _____.

d. New Year's Eve celebrations end with a light and sound show and a fireworks display.

(True/False) because _____.

e. The passionate celebrations during Hogmanay are internationally renowned.

(True/False) because _____.

(Total: 5 marks)

- 3. Underline the correct answer.**

Hogmanay celebrations are

- quite recent and welcome friends and strangers alike.
- centuries old and welcome friends and strangers alike.
- centuries old and welcome friends and Vikings alike.

(Total: 2 marks)

TEXT B – CHILD HEROES

Total

1. Fill in the grid with the missing information.

a.		the part of the day when the accident took place
b.		Simon's age
c.		the height of the rock
d.		the girl's age
e.		the number of years Simon has been a Boy Scout
f.		the number of weeks after which Simon received an award

(Total: 6 marks)**2. Tick (✓) the THREE correct statements. You will be penalised if you tick more than three.**

a.	Simon was watching a group of youngsters when he saw the girl fall.	
b.	Simon went for a swim before resting on the bank.	
c.	When Simon reached her, the girl stopped panicking.	
d.	The girl started to cry as soon as she came out of the water.	
e.	Simon's mother was in the kayak when she found out what her son had done.	
f.	Simon and the girl were helped out of the water.	

(Total: 3 marks)**3. Put the following items of information in the order IN WHICH YOU HEAR THEM. Number them 1 to 6.**

Simon looked at his father.	
Simon saw the girl.	
Simon sat on the bank.	
Ben and his mother got into the kayak.	
Simon and his father went for a swim.	
The girl lay on the ground.	

(Total: 6 marks)

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD
UNIVERSITY OF MALTA, MSIDA
SECONDARY EDUCATION CERTIFICATE LEVEL
MAY 2017 SESSION

SUBJECT: **English Language**
PAPER NUMBER: I – Part 1 – a) Listening Comprehension
DATE: 18th March 2017

SESSION 3

CANDIDATE'S PAPER
TEXT A – FESTIVALS

Total

- 1. Match the items in Column A to the items in Column B according to what you have listened to in the text.**

Column A		Column B	
a.	30,000		number of horses
b.	16 th century		first mention of the Hobby Horse at Padstow
c.	1803		when Blue Ribbon Horse was created
d.	midnight		number of people who visit Padstow for celebrations
e.	2		when the celebration starts
f.	19 th century		when British community May Day celebrations' were documented
g.	10 a.m.		when Old Horse comes out of stable
h.	11 a.m.		when Blue Ribbon Horse comes out of stable

(Total: 8 marks)

- 2. Are the following statements TRUE or FALSE? Circle the correct answer and give evidence from what you have listened to for each of your answers.**

a. The exact origins of the celebrations are unknown.

(True/False) because _____.

b. The centre of the May Day decorations in Padstow is the maypole.

(True/False) because _____.

c. In the 19th century, followers of the Old Horse used to drink great amounts of alcohol.

(True/False) because _____.

d. The two horses usually meet and dance around the maypole.

(True/False) because _____.

e. The Hobby Horse celebrations are enjoyed only by the inhabitants of Padstow.

(True/False) because _____.

(Total: 5 marks)

- 3. Underline the correct answer.**

The Hobby Horse Festival is

- a. common throughout the UK and its origins go back in history.
b. unique in the UK and its origins go back to the First World War.
c. unique in the UK and its origins go back in history.

(Total: 2 marks)

TEXT B – CHILD HEROES

Total

1. Fill in the grid with the missing information.

a.		the month in which the accident took place
b.		Charlie’s age
c.		the height of the rock David attempted to climb
d.		the distance Charlie had to travel to reach the cabin
e.		the number of hours after which David was rescued
f.		the number of days after which David woke up in hospital

(Total: 6 marks)

2. Tick (✓) the THREE correct statements. You will be penalised if you tick more than three.

a.	It was the second time David and Charlie went climbing together.	
b.	David never called Charlie for help.	
c.	Charlie did not manage to make use of the radio belonging to the volunteers.	
d.	The two climbers whom Charlie met walked with him to the next valley.	
e.	Charlie did not accompany his father to hospital in the helicopter.	
f.	The accident has left David unable to climb again.	

(Total: 3 marks)

3. Put the following items of information in the order IN WHICH YOU HEAR THEM. Number them 1 to 6.

David moved a stone in the rock.	
David heard a loud crack from above.	
Charlie pulled the rope.	
Charlie threw the rope to his father.	
David looked for a line of cracks.	
Charlie called his father.	

(Total: 6 marks)

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD
UNIVERSITY OF MALTA, MSIDA
SECONDARY EDUCATION CERTIFICATE LEVEL
MAY 2017 SESSION

SUBJECT: **English Language**
PAPER NUMBER: I – Part 1 – a) Listening Comprehension
DATE: 18th March 2017

SESSION 4

CANDIDATE'S PAPER
TEXT A – FESTIVALS

Total

- 1. Match the items in Column A to the items in Column B according to what you have listened to in the text.**

Column A		Column B	
a.	2006		when Carnival moved to Notting Hill
b.	1833		when first Carnival took place in London
c.	1959		when abolition of Slavery Act was passed
d.	1964		when Carnival was voted on list of icons of England
e.	500		number of performers
f.	38		number of foodstalls
g.	15,000		number of spectators
h.	300		number of sound systems

(Total: 8 marks)

- 2. Are the following statements TRUE or FALSE? Circle the correct answer and give evidence from what you have listened to for each of your answers.**

a. The Notting Hill Carnival is world famous.

(True/False) because _____.

b. Costumes worn during the Carnival are extravagant.

(True/False) because _____.

c. The Notting Hill Carnival has moved away from its Caribbean influences.

(True/False) because _____.

d. The Notting Hill Carnival is a weeklong festival.

(True/False) because _____.

e. The music at the Notting Hill Carnival is similar to that of any other festival in the UK.

(True/False) because _____.

(Total: 5 marks)

- 3. Underline the correct answer.**

The Notting Hill Carnival celebrates

- London's diversity through different forms of entertainment.
- London's history through different forms of entertainment.
- London's diversity through different forms of literary art.

(Total: 2 marks)

TEXT B – CHILD HEROES

Total

1. Fill in the grid with the missing information.

a.		the month in which the accident took place
b.		Kate's age
c.		the length of the Red Cliffs nature trail
d.		the distance Kate had to travel to reach the caravan site
e.		the number of hours after which Fiona was rescued
f.		the number of days after which Fiona woke up in hospital

(Total: 6 marks)**2. Tick (✓) the THREE correct statements. You will be penalised if you tick more than three.**

a.	It was the first time Kate and Fiona went hiking together.	
b.	Fiona called Kate for help.	
c.	Kate's plan to reach the caravan site failed.	
d.	The three people Kate met walked with her until she found help.	
e.	Kate stayed behind when Fiona was taken to hospital by helicopter.	
f.	The accident has not stopped Fiona from ever going hiking again.	

(Total: 3 marks)**3. Put the following items of information in the order IN WHICH YOU HEAR THEM. Number them 1 to 6.**

Fiona lost consciousness.	
The backpack slid off Fiona's shoulder.	
Fiona looked for a hold.	
Kate called Fiona.	
Fiona slipped.	
Their mobile phones were lost.	

(Total: 6 marks)

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD
UNIVERSITY OF MALTA, MSIDA
SECONDARY EDUCATION CERTIFICATE LEVEL
MAY 2017 SESSION

SUBJECT: **English Language**
PAPER NUMBER: I – Part 1 – a) Listening Comprehension
DATE: 18th March 2017

SESSION 5

CANDIDATE'S PAPER
TEXT A – FESTIVALS

Total

- 1. Match the items in Column A to the items in Column B according to what you have listened to in the text.**

Column A		Column B	
a.	3		number of companies
b.	2016		when the Festival Fringe Society was set up
c.	3,269		number of performers
d.	294		number of shows
e.	28,000		number of venues
f.	1947		when festival was the largest arts festival in the world
g.	1958		when the Edinburgh Festival Fringe started
h.	19		number of weeks the Edinburgh Festival Fringe lasts

(Total: 8 marks)

- 2. Are the following statements TRUE or FALSE? Circle the correct answer and give evidence from what you have listened to for each of your answers.**

a. Only legendary artists take part in the festival.

(True/False) because _____.

b. The Edinburgh International Festival aimed to celebrate European cultural life before World War Two.

(True/False) because _____.

c. The Festival Fringe Society made the performances official.

(True/False) because _____.

d. To be included in the programme, the artists need a place for their show.

(True/False) because _____.

e. The performers' participation in the Festival is free of charge.

(True/False) because _____.

(Total: 5 marks)

- 3. Underline the correct answer.**

The Edinburgh Festival Fringe is a

- a. winter festival and it celebrates art in its diverse forms.
- b. summer festival and it celebrates art in its diverse forms.
- c. winter festival and it celebrates one art form.

(Total: 2 marks)

TEXT B – CHILD HEROES

Total

1. Fill in the grid with the missing information.

a.		the part of the day when the accident took place
b.		Jake's age
c.		the depth of snow Mark sank into
d.		the time it took Jake to find help
e.		the time it took Mark to recover
f.		the device Mark and Jake now carry when out on the snow

(Total: 6 marks)**2. Tick (✓) the THREE correct statements. You will be penalised if you tick more than three.**

a.	Mark did not manage to slow down slightly before hitting the tree.	
b.	Mark did not realise that his injuries were serious.	
c.	The boy and his uncle were ill-prepared for accidents.	
d.	Jake led the search party to find Mark.	
e.	The accident did not affect Jake's confidence.	
f.	Since the accident, Jake's parents have not changed the way they treat him.	

(Total: 3 marks)**3. Put the following items of information in the order IN WHICH YOU HEAR THEM. Number them 1 to 6.**

Jake met a skiing instructor.	
Mark went off track.	
Mark approached a tree.	
Mark pushed down on the back of his skis.	
Jake got back on the piste.	
Mark could not slow down.	

(Total: 6 marks)

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

**SECONDARY EDUCATION CERTIFICATE LEVEL
MAY 2017 SESSION**

SUBJECT:	English Language	SESSION 1
PAPER NUMBER:	I – Part 1 – Conversation	
DATE:	3 rd April 2017	

EXAMINER'S PAPER

Instructions to examiners

- Follow the procedure indicated below.
- Ask questions 1, 2 and 3 to **ALL** the candidates and ask **ANY THREE** questions of your choice from questions 4 to 9 so that the candidate is engaged in conversation long enough (about 5 minutes) to enable you to make an 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.

SESSION 1: FREE TIME

Greet the candidate and hand out the Candidate's Paper.

Tell the candidate: **Take a look at these pictures.**

Proceed to ask questions 1, 2 and 3.

1. What can you see in the first picture?
2. How is the second picture different from the first picture?
3. Now imagine a storm breaks out suddenly, and you are one of the people in these pictures.
What would you do?

Tell the candidate: **Now let's move away from the pictures and talk about activities in your free time.**

Proceed to ask **ANY THREE** of these questions:

4. What are some benefits and drawbacks of picnics?
5. How do you normally spend the weekend?
6. What are some benefits and drawbacks of fishing?
7. Do people your age have a lot of free time? Why? / Why not?
8. How do you generally spend Summer?
9. Do people your age spend most of their free time on the internet? Why? / Why not?

(Total: 10 marks)

CONVERSATION – ROLE-PLAY

1A

Instructions to examiners

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

Read out to the candidate:

In this role-play, we are two friends who meet and discuss future career plans. You plan to become a doctor, but I am still undecided about my career.

You're going to give me some advice.

Examiner: Hello. I've been thinking about the job I could do in the future. What would you like to do?

Candidate: (1) Talk about your plan to become a doctor and give **TWO** reasons for your choice.

Examiner: That's great! Not everyone's cut out to become a doctor.

Candidate: (2) Agree and give **ONE** drawback of being a doctor.

Examiner: I, on the other hand, haven't decided yet.

Candidate: (3) Ask about your friend's career preferences.

Examiner: I think I'd like to work in tourism.

Candidate: (4) Suggest a career in tourism to your friend and describe what is good about this job.

Examiner: Yes, I think I'd like that. So, what should I do?

Candidate: (5) Encourage your friend to attend a career seminar and give a reason.

Examiner: Thanks. You're always so helpful.

(Total: 10 marks)

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

CONVERSATION – ROLE-PLAY

1B

Instructions to examiners

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

Read out to the candidate:

In this role-play, we are two friends who meet and discuss future career plans. You plan to become a firefighter, but I am still undecided about my career.

You're going to give me some advice.

Examiner: Hello. I've been thinking about the job I could do in the future. What would you like to do?

Candidate: (1) Talk about your plan to become a firefighter and give **TWO** reasons for your choice.

Examiner: That's great! Not everyone's cut out to become a firefighter.

Candidate: (2) Agree and give **ONE** drawback of being a firefighter.

Examiner: I, on the other hand, haven't decided yet.

Candidate: (3) Ask about your friend's career preferences.

Examiner: I think I'd like to work in the entertainment industry.

Candidate: (4) Suggest a career in the entertainment industry to your friend and describe what is good about this job.

Examiner: Yes, I think I'd like that. So, what should I do?

Candidate: (5) Encourage your friend to attend a career seminar and give a reason.

Examiner: Thanks. You're always so helpful.

(Total: 10 marks)

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

CONVERSATION – VISUAL PROMPT

1A

FREE TIME



picnics



fishing

(Total: 10 marks)

CONVERSATION – VISUAL PROMPT

1B

FREE TIME



picnics



fishing

(Total: 10 marks)

*Pictures taken from: <http://ookaboo.com/o/pictures>
<http://pics.tech4learning.com/>
<https://en.m.wikipedia.org/>*

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

SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2017 SESSION

SUBJECT: **English Language**
PAPER NUMBER: I – Part 1 – Conversation
DATE: 3rd April 2017

SESSION 1A

CANDIDATE'S PAPER

CONVERSATION – ROLE-PLAY

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

In this role-play, you meet your friend and discuss future career plans. You plan to become a doctor, but your friend is still undecided.

You're going to give your friend some advice on what to do.

Examiner:

Candidate: (1) Talk about your plan to become a doctor and give **TWO** reasons for your choice.

Examiner:

Candidate: (2) Agree and give **ONE** drawback of being a doctor.

Examiner:

Candidate: (3) Ask about your friend's career preferences.

Examiner:

Candidate: (4) Suggest a career in tourism to your friend and describe what is good about this job.

Examiner:

Candidate: (5) Encourage your friend to attend a career seminar and give a reason.

Examiner:

(Total: 10 marks)

PLEASE HAND BACK THE SHEET AT THE END OF THE EXAMINATION

CONVERSATION – VISUAL PROMPT

1A

FREE TIME



picnics



fishing

(Total: 10 marks)

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

SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2017 SESSION

SUBJECT: **English Language**
PAPER NUMBER: I – Part 1 – Conversation
DATE: 3rd April 2017

SESSION 1B

CANDIDATE'S PAPER

CONVERSATION – ROLE-PLAY

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

In this role-play, you meet your friend and discuss future career plans. You plan to become a firefighter, but your friend is still undecided.

You're going to give your friend some advice on what to do.

Examiner:

Candidate: (1) Talk about your plan to become a firefighter and give **TWO** reasons for your choice.

Examiner:

Candidate: (2) Agree and give **ONE** drawback of being a firefighter.

Examiner:

Candidate: (3) Ask about your friend's career preferences.

Examiner:

Candidate: (4) Suggest a career in the entertainment industry to your friend and describe what is good about this job.

Examiner:

Candidate: (5) Encourage your friend to attend a career seminar and give a reason.

Examiner:

(Total: 10 marks)

PLEASE HAND BACK THE SHEET AT THE END OF THE EXAMINATION

CONVERSATION – VISUAL PROMPT

1B

FREE TIME



picnics



fishing

(Total: 10 marks)

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

**SECONDARY EDUCATION CERTIFICATE LEVEL
MAY 2017 SESSION**

SUBJECT:	English Language	SESSION 2
PAPER NUMBER:	I – Part 1 – Conversation	
DATE:	4 th April 2017	

EXAMINER'S PAPER

Instructions to examiners

- Follow the procedure indicated below.
- Ask questions 1, 2 and 3 to **ALL** the candidates and ask **ANY THREE** questions of your choice from questions 4 to 9 so that the candidate is engaged in conversation long enough (about 5 minutes) to enable you to make an 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.

SESSION 2: FREE TIME

Greet the candidate and hand out the Candidate's Paper.

Tell the candidate: **Take a look at these pictures.**

Proceed to ask questions 1, 2 and 3.

1. What can you see in the first picture?
2. How is the second picture different from the first picture?
3. Now imagine a storm breaks out suddenly, and you are one of the people in these pictures.
What would you do?

Tell the candidate: **Now let's move away from the pictures and talk about activities in your free time.**

Proceed to ask **ANY THREE** of these questions:

4. What are some benefits and drawbacks of hiking?
5. How do you normally spend Sunday evening?
6. Are people your age generally very busy? Why? / Why not?
7. What are some benefits and drawbacks of playing beach volleyball?
8. How do you generally spend a public holiday?
9. Do people your age prefer using technology in their free time? Why? / Why not?

(Total: 10 marks)

CONVERSATION – ROLE-PLAY

2A

Instructions to examiners

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

Read out to the candidate:

In this role-play, we are two friends who meet and discuss future career plans. You plan to become a dentist, but I am still undecided about my career.

You're going to give me some advice.

Examiner: Hello. I've been thinking about the job I could do in the future. What would you like to do?

Candidate: (1) Talk about your plan to become a dentist and give **TWO** reasons for your choice.

Examiner: That's great! Not everyone's cut out to become a dentist.

Candidate: (2) Agree and give **ONE** drawback of being a dentist.

Examiner: I, on the other hand, haven't decided yet.

Candidate: (3) Ask about your friend's career preferences.

Examiner: I think I'd like to work in fashion and design.

Candidate: (4) Suggest a career in fashion and design to your friend and describe what is good about this job.

Examiner: Yes, I think I'd like that. So, what should I do?

Candidate: (5) Encourage your friend to attend a career seminar and give a reason.

Examiner: Thanks. You're always so helpful.

(Total: 10 marks)

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

CONVERSATION – ROLE-PLAY

2B

Instructions to examiners

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

Read out to the candidate:

In this role-play, we are two friends who meet and discuss future career plans. You plan to become a singer, but I am still undecided about my career.

You're going to give me some advice.

Examiner: Hello. I've been thinking about the job I could do in the future. What would you like to do?

Candidate: (1) Talk about your plan to become a singer and give **TWO** reasons for your choice.

Examiner: That's great! Not everyone's cut out to become a singer.

Candidate: (2) Agree and give **ONE** drawback of being a singer.

Examiner: I, on the other hand, haven't decided yet.

Candidate: (3) Ask about your friend's career preferences.

Examiner: I think I'd like to work in theatre.

Candidate: (4) Suggest a career in theatre to your friend and describe what is good about this job.

Examiner: Yes, I think I'd like that. So, what should I do?

Candidate: (5) Encourage your friend to attend a career seminar and give a reason.

Examiner: Thanks. You're always so helpful.

(Total: 10 marks)

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

CONVERSATION – VISUAL PROMPT

2A

FREE TIME



hiking



playing beach volleyball

(Total: 10 marks)

CONVERSATION – VISUAL PROMPT

2B

FREE TIME



hiking



playing beach volleyball

(Total: 10 marks)

*Pictures taken from: <http://ookaboo.com/o/pictures>
<http://pics.tech4learning.com/>
<https://en.m.wikipedia.org/>*

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

SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2017 SESSION

SUBJECT: **English Language**
PAPER NUMBER: I – Part 1 – Conversation
DATE: 4th April 2017

SESSION 2A

CANDIDATE'S PAPER

CONVERSATION – ROLE-PLAY

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

In this role-play, you meet your friend and discuss future career plans. You plan to become a dentist, but your friend is still undecided.

You're going to give your friend some advice on what to do.

Examiner:

Candidate: (1) Talk about your plan to become a dentist and give **TWO** reasons for your choice.

Examiner:

Candidate: (2) Agree and give **ONE** drawback of being a dentist.

Examiner:

Candidate: (3) Ask about your friend's career preferences.

Examiner:

Candidate: (4) Suggest a career in fashion and design to your friend and describe what is good about this job.

Examiner:

Candidate: (5) Encourage your friend to attend a career seminar and give a reason.

Examiner:

(Total: 10 marks)

PLEASE HAND BACK THE SHEET AT THE END OF THE EXAMINATION

CONVERSATION – VISUAL PROMPT

2A

FREE TIME



hiking



playing beach volleyball

(Total: 10 marks)

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

SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2017 SESSION

SUBJECT: **English Language**
PAPER NUMBER: I – Part 1 – Conversation
DATE: 4th April 2017

SESSION 2B

CANDIDATE'S PAPER

CONVERSATION – ROLE-PLAY

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

In this role-play, you meet your friend and discuss future career plans. You plan to become a singer, but your friend is still undecided.

You're going to give your friend some advice on what to do.

Examiner:

Candidate: (1) Talk about your plan to become a singer and give **TWO** reasons for your choice.

Examiner:

Candidate: (2) Agree and give **ONE** drawback of being a singer.

Examiner:

Candidate: (3) Ask about your friend's career preferences.

Examiner:

Candidate: (4) Suggest a career in theatre to your friend and describe what is good about this job.

Examiner:

Candidate: (5) Encourage your friend to attend a career seminar and give a reason.

Examiner:

(Total: 10 marks)

PLEASE HAND BACK THE SHEET AT THE END OF THE EXAMINATION

CONVERSATION – VISUAL PROMPT

2B

FREE TIME



hiking



playing beach volleyball

(Total: 10 marks)

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

SECONDARY EDUCATION CERTIFICATE LEVEL
MAY 2017 SESSION

SUBJECT:	English Language	SESSION 3
PAPER NUMBER:	I – Part 1 – Conversation	
DATE:	5 th April 2017	

EXAMINER'S PAPER

Instructions to examiners

- Follow the procedure indicated below.
- Ask questions 1, 2 and 3 to **ALL** the candidates and ask **ANY THREE** questions of your choice from questions 4 to 9 so that the candidate is engaged in conversation long enough (about 5 minutes) to enable you to make an 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.

SESSION 3: FREE TIME

Greet the candidate and hand out the Candidate's Paper.

Tell the candidate: **Take a look at these pictures.**

Proceed to ask questions 1, 2 and 3.

1. What can you see in the first picture?
2. How is the second picture different from the first picture?
3. Now imagine a storm breaks out suddenly, and you are one of the people in these pictures.
What would you do?

Tell the candidate: **Now let's move away from the pictures and talk about activities in your free time.**

Proceed to ask **ANY THREE** of these questions:

4. What are some benefits and drawbacks of canoeing?
5. How do you normally spend the summer holidays?
6. Do people your age like to spend time indoors? Why? / Why not?
7. What are some benefits and drawbacks of barbecues?
8. How do you generally spend your free time?
9. Which activities can people your age enjoy in your town or village?

(Total: 10 marks)

CONVERSATION – ROLE-PLAY

3A

Instructions to examiners

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

Read out to the candidate:

In this role-play, we are two friends who meet and discuss future career plans. You plan to become a nurse, but I am still undecided about my career.

You're going to give me some advice.

Examiner: Hello. I've been thinking about the job I could do in the future. What would you like to do?

Candidate: (1) Talk about your plan to become a nurse and give **TWO** reasons for your choice.

Examiner: That's great! Not everyone's cut out to become a nurse.

Candidate: (2) Agree and give **ONE** drawback of being a nurse.

Examiner: I, on the other hand, haven't decided yet.

Candidate: (3) Ask about your friend's career preferences.

Examiner: I think I'd like to work in management.

Candidate: (4) Suggest a career in management to your friend and describe what is good about this job.

Examiner: Yes, I think I'd like that. So, what should I do?

Candidate: (5) Encourage your friend to attend a career seminar and give a reason.

Examiner: Thanks. You're always so helpful.

(Total: 10 marks)

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

CONVERSATION – ROLE-PLAY

3B

Instructions to examiners

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

Read out to the candidate:

In this role-play, we are two friends who meet and discuss future career plans. You plan to become a tourist guide, but I am still undecided about my career.

You're going to give me some advice.

Examiner: Hello. I've been thinking about the job I could do in the future. What would you like to do?

Candidate: (1) Talk about your plan to become a tourist guide and give **TWO** reasons for your choice.

Examiner: That's great! Not everyone's cut out to become a tourist guide.

Candidate: (2) Agree and give **ONE** drawback of being a tourist guide.

Examiner: I, on the other hand, haven't decided yet.

Candidate: (3) Ask about your friend's career preferences.

Examiner: I think I'd like to work in news and broadcasting.

Candidate: (4) Suggest a career in news and broadcasting to your friend and describe what is good about this job.

Examiner: Yes, I think I'd like that. So, what should I do?

Candidate: (5) Encourage your friend to attend a career seminar and give a reason.

Examiner: Thanks. You're always so helpful.

(Total: 10 marks)

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

CONVERSATION – VISUAL PROMPT

3A

FREE TIME



canoeing



barbecues

(Total: 10 marks)

CONVERSATION – VISUAL PROMPT

3B

FREE TIME



canoeing



barbecues

(Total: 10 marks)

*Pictures taken from: <http://ookaboo.com/o/pictures>
<http://pics.tech4learning.com/>
<https://en.m.wikipedia.org/>*

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

SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2017 SESSION

SUBJECT: **English Language**
PAPER NUMBER: I – Part 1 – Conversation
DATE: 5th April 2017

SESSION 3A

CANDIDATE'S PAPER

CONVERSATION – ROLE-PLAY

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

In this role-play, you meet your friend and discuss future career plans. You plan to become a nurse, but your friend is still undecided.

You're going to give your friend some advice on what to do.

Examiner:

Candidate: (1) Talk about your plan to become a nurse and give **TWO** reasons for your choice.

Examiner:

Candidate: (2) Agree and give **ONE** drawback of being a nurse.

Examiner:

Candidate: (3) Ask about your friend's career preferences.

Examiner:

Candidate: (4) Suggest a career in management to your friend and describe what is good about this job.

Examiner:

Candidate: (5) Encourage your friend to attend a career seminar and give a reason.

Examiner:

(Total: 10 marks)

PLEASE HAND BACK THE SHEET AT THE END OF THE EXAMINATION

CONVERSATION – VISUAL PROMPT

3A

FREE TIME



canoeing



barbecues

(Total: 10 marks)

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

SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2017 SESSION

SUBJECT: **English Language**
PAPER NUMBER: I – Part 1 – Conversation
DATE: 5th April 2017

SESSION 3B

CANDIDATE'S PAPER

CONVERSATION – ROLE-PLAY

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

In this role-play, you meet your friend and discuss future career plans. You plan to become a tourist guide, but your friend is still undecided.

You're going to give your friend some advice on what to do.

Examiner:

Candidate: (1) Talk about your plan to become a tourist guide and give **TWO** reasons for your choice.

Examiner:

Candidate: (2) Agree and give **ONE** drawback of being a tourist guide.

Examiner:

Candidate: (3) Ask about your friend's career preferences.

Examiner:

Candidate: (4) Suggest a career in news and broadcasting to your friend and describe what is good about this job.

Examiner:

Candidate: (5) Encourage your friend to attend a career seminar and give a reason.

Examiner:

(Total: 10 marks)

PLEASE HAND BACK THE SHEET AT THE END OF THE EXAMINATION

CONVERSATION – VISUAL PROMPT

3B

FREE TIME



canoeing



barbecues

(Total: 10 marks)

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

**SECONDARY EDUCATION CERTIFICATE LEVEL
MAY 2017 SESSION**

SUBJECT: **English Language**
PAPER NUMBER: I – Part 1 – Conversation
DATE: 6th April 2017

SESSION 4

EXAMINER'S PAPER

Instructions to examiners

- Follow the procedure indicated below.
- Ask questions 1, 2 and 3 to **ALL** the candidates and ask **ANY THREE** questions of your choice from questions 4 to 9 so that the candidate is engaged in conversation long enough (about 5 minutes) to enable you to make an 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.

SESSION 4: FREE TIME

Greet the candidate and hand out the Candidate's Paper.

Tell the candidate: **Take a look at these pictures.**

Proceed to ask questions 1, 2 and 3.

1. What can you see in the first picture?
2. How is the second picture different from the first picture?
3. Now imagine a storm breaks out suddenly, and you are one of the people in these pictures.
What would you do?

Tell the candidate: **Now let's move away from the pictures and talk about activities in your free time.**

Proceed to ask **ANY THREE** of these questions:

4. What are some benefits and drawbacks of water-skiing?
5. What do you normally do on a Saturday morning?
6. Do people your age have the time to take part in sports activities? Why? / Why not?
7. What are some benefits and drawbacks of rock climbing?
8. What do you normally do on a Saturday afternoon?
9. What do people your age generally like to do in their free time?

(Total: 10 marks)

CONVERSATION – ROLE-PLAY

4A

Instructions to examiners

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

Read out to the candidate:

In this role-play, we are two friends who meet and discuss future career plans. You plan to become a vet, but I am still undecided about my career.

You're going to give me some advice.

Examiner: Hello. I've been thinking about the job I could do in the future. What would you like to do?

Candidate: (1) Talk about your plan to become a vet and give **TWO** reasons for your choice.

Examiner: That's great! Not everyone's cut out to become a vet.

Candidate: (2) Agree and give **ONE** drawback of being a vet.

Examiner: I, on the other hand, haven't decided yet.

Candidate: (3) Ask about your friend's career preferences.

Examiner: I think I'd like to work in the food industry.

Candidate: (4) Suggest a career in the food industry to your friend and describe what is good about this job.

Examiner: Yes, I think I'd like that. So, what should I do?

Candidate: (5) Encourage your friend to attend a career seminar and give a reason.

Examiner: Thanks. You're always so helpful.

(Total: 10 marks)

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

CONVERSATION – ROLE-PLAY**4B****Instructions to examiners**

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

Read out to the candidate:

In this role-play, we are two friends who meet and discuss future career plans. You plan to become a hairdresser, but I am still undecided about my career.

You're going to give me some advice.

Examiner: Hello. I've been thinking about the job I could do in the future. What would you like to do?

Candidate: (1) Talk about your plan to become a hairdresser and give **TWO** reasons for your choice.

Examiner: That's great! Not everyone's cut out to become a hairdresser.

Candidate: (2) Agree and give **ONE** drawback of being a hairdresser.

Examiner: I, on the other hand, haven't decided yet.

Candidate: (3) Ask about your friend's career preferences.

Examiner: I think I'd like to work in tourism.

Candidate: (4) Suggest a career in tourism to your friend and describe what is good about this job.

Examiner: Yes, I think I'd like that. So, what should I do?

Candidate: (5) Encourage your friend to attend a career seminar and give a reason.

Examiner: Thanks. You're always so helpful.

(Total: 10 marks)

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

CONVERSATION – VISUAL PROMPT

4A

FREE TIME



water-skiing



rock climbing

(Total: 10 marks)

CONVERSATION – VISUAL PROMPT

4B

FREE TIME



water-skiing



rock climbing

(Total: 10 marks)

*Pictures taken from: <http://ookaboo.com/o/pictures>
<http://pics.tech4learning.com/>
<https://en.m.wikipedia.org/>*

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

SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2017 SESSION

SUBJECT: **English Language**
PAPER NUMBER: I – Part 1 – Conversation
DATE: 6th April 2017

SESSION 4A

CANDIDATE'S PAPER

CONVERSATION – ROLE-PLAY

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

In this role-play, you meet your friend and discuss future career plans. You plan to become a vet, but your friend is still undecided.

You're going to give your friend some advice on what to do.

Examiner:

Candidate: (1) Talk about your plan to become a vet and give **TWO** reasons for your choice.

Examiner:

Candidate: (2) Agree and give **ONE** drawback of being a vet.

Examiner:

Candidate: (3) Ask about your friend's career preferences.

Examiner:

Candidate: (4) Suggest a career in the food industry to your friend and describe what is good about this job.

Examiner:

Candidate: (5) Encourage your friend to attend a career seminar and give a reason.

Examiner:

(Total: 10 marks)

PLEASE HAND BACK THE SHEET AT THE END OF THE EXAMINATION

CONVERSATION – VISUAL PROMPT

4A

FREE TIME



water-skiing



rock climbing

(Total: 10 marks)

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

SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2017 SESSION

SUBJECT: **English Language**
PAPER NUMBER: I – Part 1 – Conversation
DATE: 6th April 2017

SESSION 4B

CANDIDATE'S PAPER

CONVERSATION – ROLE-PLAY

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

In this role-play, you meet your friend and discuss future career plans. You plan to become a hairdresser, but your friend is still undecided.

You're going to give your friend some advice on what to do.

Examiner:

Candidate: (1) Talk about your plan to become a hairdresser and give **TWO** reasons for your choice.

Examiner:

Candidate: (2) Agree and give **ONE** drawback of being a hairdresser.

Examiner:

Candidate: (3) Ask about your friend's career preferences.

Examiner:

Candidate: (4) Suggest a career in tourism to your friend and describe what is good about this job.

Examiner:

Candidate: (5) Encourage your friend to attend a career seminar and give a reason.

Examiner:

(Total: 10 marks)

PLEASE HAND BACK THE SHEET AT THE END OF THE EXAMINATION

CONVERSATION – VISUAL PROMPT

4B

FREE TIME



water-skiing



rock climbing

(Total: 10 marks)

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

**SECONDARY EDUCATION CERTIFICATE LEVEL
MAY 2017 SESSION**

SUBJECT: **English Language**
PAPER NUMBER: I – Part 1 – Conversation
DATE: 10th April 2017

SESSION 5

EXAMINER'S PAPER

Instructions to examiners

- Follow the procedure indicated below.
- Ask questions 1, 2 and 3 to **ALL** the candidates and ask **ANY THREE** questions of your choice from questions 4 to 9 so that the candidate is engaged in conversation long enough (about 5 minutes) to enable you to make an 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.

SESSION 5: FREE TIME

Greet the candidate and hand out the Candidate's Paper.

Tell the candidate: **Take a look at these pictures.**

Proceed to ask questions 1, 2 and 3.

1. What can you see in the first picture?
2. How is the second picture different from the first picture?
3. Now imagine a storm breaks out suddenly, and you are one of the people in these pictures. What would you do?

Tell the candidate: **Now let's move away from the pictures and talk about activities in your free time.**

Proceed to ask **ANY THREE** of these questions:

4. What are some benefits and drawbacks of camping?
5. What do you normally do on a Sunday morning?
6. Do people your age usually like to spend time with their family? Why? / Why not?
7. What are some benefits and drawbacks of sailing?
8. What do you normally do on a public holiday?
9. How do people your age generally relax after a stressful day?

(Total: 10 marks)

CONVERSATION – ROLE-PLAY

5A

Instructions to examiners

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

Read out to the candidate:

In this role-play, we are two friends who meet and discuss future career plans. You plan to become a pilot, but I am still undecided about my career.

You're going to give me some advice.

Examiner: Hello. I've been thinking about the job I could do in the future. What would you like to do?

Candidate: (1) Talk about your plan to become a pilot and give **TWO** reasons for your choice.

Examiner: That's great! Not everyone's cut out to become a pilot.

Candidate: (2) Agree and give **ONE** drawback of being a pilot.

Examiner: I, on the other hand, haven't decided yet.

Candidate: (3) Ask about your friend's career preferences.

Examiner: I think I'd like to work in education.

Candidate: (4) Suggest a career in education to your friend and describe what is good about this job.

Examiner: Yes, I think I'd like that. So, what should I do?

Candidate: (5) Encourage your friend to attend a career seminar and give a reason.

Examiner: Thanks. You're always so helpful.

(Total: 10 marks)

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

CONVERSATION – ROLE-PLAY

5B

Instructions to examiners

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

Read out to the candidate:

In this role-play, we are two friends who meet and discuss future career plans. You plan to become a soldier, but I am still undecided about my career.

You're going to give me some advice.

Examiner: Hello. I've been thinking about the job I could do in the future. What would you like to do?

Candidate: (1) Talk about your plan to become a soldier and give **TWO** reasons for your choice.

Examiner: That's great! Not everyone's cut out to become a soldier.

Candidate: (2) Agree and give **ONE** drawback of being a soldier.

Examiner: I, on the other hand, haven't decided yet.

Candidate: (3) Ask about your friend's career preferences.

Examiner: I think I'd like to work in sports.

Candidate: (4) Suggest a career in sports to your friend and describe what is good about this job.

Examiner: Yes, I think I'd like that. So, what should I do?

Candidate: (5) Encourage your friend to attend a career seminar and give a reason.

Examiner: Thanks. You're always so helpful.

(Total: 10 marks)

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

CONVERSATION – VISUAL PROMPT

5A

FREE TIME



camping



sailing

(Total: 10 marks)

CONVERSATION – VISUAL PROMPT

5B

FREE TIME



camping



sailing

(Total: 10 marks)

*Pictures taken from: <http://ookaboo.com/o/pictures>
<http://pics.tech4learning.com/>
<https://en.m.wikipedia.org/>*

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

SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2017 SESSION

SUBJECT: **English Language**
PAPER NUMBER: I – Part 1 – Conversation
DATE: 10th April 2017

SESSION 5A

CANDIDATE'S PAPER

CONVERSATION – ROLE-PLAY

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

In this role-play, you meet your friend and discuss future career plans. You plan to become a pilot, but your friend is still undecided.

You're going to give your friend some advice on what to do.

Examiner:

Candidate: (1) Talk about your plan to become a pilot and give **TWO** reasons for your choice.

Examiner:

Candidate: (2) Agree and give **ONE** drawback of being a pilot.

Examiner:

Candidate: (3) Ask about your friend's career preferences.

Examiner:

Candidate: (4) Suggest a career in education to your friend and describe what is good about this job.

Examiner:

Candidate: (5) Encourage your friend to attend a career seminar and give a reason.

Examiner:

(Total: 10 marks)

PLEASE HAND BACK THE SHEET AT THE END OF THE EXAMINATION

CONVERSATION – VISUAL PROMPT

5A

FREE TIME



camping



sailing

(Total: 10 marks)

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

SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2017 SESSION

SUBJECT: **English Language**
PAPER NUMBER: I – Part 1 – Conversation
DATE: 10th April 2017

SESSION 5B

CANDIDATE'S PAPER

CONVERSATION – ROLE-PLAY

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

In this role-play, you meet your friend and discuss future career plans. You plan to become a soldier, but your friend is still undecided.

You're going to give your friend some advice on what to do.

Examiner:

Candidate: (1) Talk about your plan to become a soldier and give **TWO** reasons for your choice.

Examiner:

Candidate: (2) Agree and give **ONE** drawback of being a soldier.

Examiner:

Candidate: (3) Ask about your friend's career preferences.

Examiner:

Candidate: (4) Suggest a career in sports to your friend and describe what is good about this job.

Examiner:

Candidate: (5) Encourage your friend to attend a career seminar and give a reason.

Examiner:

(Total: 10 marks)

PLEASE HAND BACK THE SHEET AT THE END OF THE EXAMINATION

CONVERSATION – VISUAL PROMPT

5B

FREE TIME



camping



sailing

(Total: 10 marks)

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

**SECONDARY EDUCATION CERTIFICATE LEVEL
MAY 2017 SESSION**

SUBJECT:	English Language
PAPER NUMBER:	I – Part 1 – Conversation
DATE:	11 th April 2017

SESSION 6

EXAMINER'S PAPER

Instructions to examiners

- Follow the procedure indicated below.
- Ask questions 1, 2 and 3 to **ALL** the candidates and ask **ANY THREE** questions of your choice from questions 4 to 9 so that the candidate is engaged in conversation long enough (about 5 minutes) to enable you to make an 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.

SESSION 6: FREE TIME

Greet the candidate and hand out the Candidate's Paper.

Tell the candidate: **Take a look at these pictures.**

Proceed to ask questions 1, 2 and 3.

1. What can you see in the first picture?
2. How is the second picture different from the first picture?
3. Now imagine a storm breaks out suddenly, and you are one of the people in these pictures. What would you do?

Tell the candidate: **Now let's move away from the pictures and talk about activities in your free time.**

Proceed to ask **ANY THREE** of these questions:

4. What are some benefits and drawbacks of swimming with dolphins?
5. What do you normally do during the mid-term holidays?
6. Do people your age like to spend their free time with friends? Why? / Why not?
7. What are some benefits and drawbacks of horse riding?
8. What do you normally do in your free time in Winter?
9. What makes people your age take part in a new activity?

(Total: 10 marks)

CONVERSATION – ROLE-PLAY

6A

Instructions to examiners

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

Read out to the candidate:

In this role-play, we are two friends who meet and discuss future career plans. You plan to become a chef, but I am still undecided about my career.

You're going to give me some advice.

Examiner: Hello. I've been thinking about the job I could do in the future. What would you like to do?

Candidate: (1) Talk about your plan to become a chef and give **TWO** reasons for your choice.

Examiner: That's great! Not everyone's cut out to become a chef.

Candidate: (2) Agree and give **ONE** drawback of being a chef.

Examiner: I, on the other hand, haven't decided yet.

Candidate: (3) Ask about your friend's career preferences.

Examiner: I think I'd like to work with computers.

Candidate: (4) Suggest a career in computers to your friend and describe what is good about this job.

Examiner: Yes, I think I'd like that. So, what should I do?

Candidate: (5) Encourage your friend to attend a career seminar and give a reason.

Examiner: Thanks. You're always so helpful.

(Total: 10 marks)

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

CONVERSATION – ROLE-PLAY

6B

Instructions to examiners

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

Read out to the candidate:

In this role-play, we are two friends who meet and discuss future career plans. You plan to become a photographer, but I am still undecided about my career.

You're going to give me some advice.

Examiner: Hello. I've been thinking about the job I could do in the future. What would you like to do?

Candidate: (1) Talk about your plan to become a photographer and give **TWO** reasons for your choice.

Examiner: That's great! Not everyone's cut out to become a photographer.

Candidate: (2) Agree and give **ONE** drawback of being a photographer.

Examiner: I, on the other hand, haven't decided yet.

Candidate: (3) Ask about your friend's career preferences.

Examiner: I think I'd like to work in fitness.

Candidate: (4) Suggest a career in fitness to your friend and describe what is good about this job.

Examiner: Yes, I think I'd like that. So, what should I do?

Candidate: (5) Encourage your friend to attend a career seminar and give a reason.

Examiner: Thanks. You're always so helpful.

(Total: 10 marks)

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

CONVERSATION – VISUAL PROMPT

6A

FREE TIME



swimming with dolphins



horse riding

(Total: 10 marks)

CONVERSATION – VISUAL PROMPT

6B

FREE TIME



swimming with dolphins



horse riding

(Total: 10 marks)

*Pictures taken from: <http://ookaboo.com/o/pictures>
<http://pics.tech4learning.com/>
<https://en.m.wikipedia.org/>*

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

SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2017 SESSION

SUBJECT: **English Language**
PAPER NUMBER: I – Part 1 – Conversation
DATE: 11th April 2017

SESSION 6A

CANDIDATE'S PAPER

CONVERSATION – ROLE-PLAY

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

In this role-play, you meet your friend and discuss future career plans. You plan to become a chef, but your friend is still undecided.

You're going to give your friend some advice on what to do.

Examiner:

Candidate: (1) Talk about your plan to become a chef and give **TWO** reasons for your choice.

Examiner:

Candidate: (2) Agree and give **ONE** drawback of being a chef.

Examiner:

Candidate: (3) Ask about your friend's career preferences.

Examiner:

Candidate: (4) Suggest a career in computers to your friend and describe what is good about this job.

Examiner:

Candidate: (5) Encourage your friend to attend a career seminar and give a reason.

Examiner:

(Total: 10 marks)

PLEASE HAND BACK THE SHEET AT THE END OF THE EXAMINATION

CONVERSATION – VISUAL PROMPT

6A

FREE TIME



swimming with dolphins



horse riding

(Total: 10 marks)

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

SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2017 SESSION

SUBJECT: **English Language**
PAPER NUMBER: I – Part 1 – Conversation
DATE: 11th April 2017

SESSION 6B

CANDIDATE'S PAPER

CONVERSATION – ROLE-PLAY

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

In this role-play, you meet your friend and discuss future career plans. You plan to become a photographer, but your friend is still undecided.

You're going to give your friend some advice on what to do.

Examiner:

Candidate: (1) Talk about your plan to become a photographer and give **TWO** reasons for your choice.

Examiner:

Candidate: (2) Agree and give **ONE** drawback of being a photographer.

Examiner:

Candidate: (3) Ask about your friend's career preferences.

Examiner:

Candidate: (4) Suggest a career in fitness to your friend and describe what is good about this job.

Examiner:

Candidate: (5) Encourage your friend to attend a career seminar and give a reason.

Examiner:

(Total: 10 marks)

PLEASE HAND BACK THE SHEET AT THE END OF THE EXAMINATION

CONVERSATION – VISUAL PROMPT

6B

FREE TIME



swimming with dolphins



horse riding

(Total: 10 marks)

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

SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2017 SESSION

SUBJECT:	English Language	TOTAL
PAPER NUMBER:	I – Part 2	
DATE:	20 th May 2017	
TIME:	9:00 a.m. to 10:20 a.m.	

LANGUAGE USE

1. Underline the word that best fits the context. The first one has been done for you.

A new study reveals that children are (0) (spending, having, doing) too much time looking at a screen. Digital media is indeed taking up an (a) (**extensive**, enormous, expansive) amount of children's time, and this habit is extremely difficult to (b) (**break**, stop, prevent). Parents should really (c) (**keep**, prevent, avoid) using screen time as the only method to soothe children, as they might not develop the ability to (d) (**regulate**, grow, maintain) emotions on their own. The authors found a relationship between digital media exposure and childhood development, including (e) (**ending**, completing, making) tasks that are started, (f) (**showing**, having, being) interest in learning new things and (g) (**staying**, feeling, holding) calm when faced with challenges. Negative effects on children's well-being also include (h) (**fat**, waist, weight) gain and the risk that children will (i) (**fall**, stumble, happen) across content that is unsafe. Parents should consider these combined effects when (j) (**exceeding**, following, setting) limits on digital media devices.

(Total: 5 marks)

Please turn the page.

2. Complete the following passage by forming ONE word from the one in brackets. The first one has been done for you. Remember to use capital letters where required.

When I show a picture on my mobile phone, I (0) really (**real**) mean for you to see only the picture that I have (a) _____ (**care**) selected. This means that I am not giving you (b) _____ (**permit**) to scroll left and right in search of other pictures. It isn't that I have (c) _____ (**crime**) evidence on my phone, but I don't appreciate an (d) _____ (**invade**) of my privacy. In the days of wallet photos, it was easy to take a picture out and hand it to friends for (e) _____ (**admire**) without running the risk that they would help themselves to your cash. (f) _____ (**technology**) advances make it easy for others to read your (g) _____ (**correspond**) and to check your schedule. Handing over a mobile phone should not be taken as an (h) _____ (**invite**) to pry. Therefore, in order to avoid (i) _____ (**confuse**), you should retain (j) _____ (**possess**) of the device when you want to show something.

(Total: 5 marks)

3. Fill in the blanks to complete the phrasal verbs. The first one has been done for you.

The Victorian Slum is a TV series in which a Victorian slum was set (0) up in London. The area was fenced (a) _____ from the outside world and a group of 21st century people moved (b) _____. Their new home was an authentic Victorian building made (c) _____ of sparse rooms. These "slum dwellers" embarked (d) _____ a three-week adventure to find (e) _____ about the grim reality of living a life of poverty. They learned traditional trades such as tailoring and candle-making and even had to take (f) _____ the streets to sell their products to modern Londoners to scrape (g) _____ the money for food and rent. They had to do (h) _____ food if they did not have any money left (i) _____ after paying the rent. By the end of the series they were all looking forward (j) _____ going back to the 21st century!

(Total: 5 marks)

4. Fill in each blank with ONE suitable word. The first one has been done for you.

The bond (0) between humans and animals is amazing. In many households, pets are an (a) _____ part of the family dynamic. Pet therapy, as it is widely (b) _____, has huge benefits. The mere sight of a cute puppy or fluffy kitten is (c) _____ to lift anyone's spirits. But whilst I would never advocate (d) _____ a pet simply because you are ill, the proven (e) _____ benefits of animals are vast. They (f) _____ stress, provide great company, and boost vitality. I got my dog, Noodle, as a puppy when I was seriously ill, and she was my little companion (g) _____ my treatment. The only time we were (h) _____ was when I was in hospital. Having her made me exercise regularly, as I had to (i) _____ her every day even when feeling really dizzy, mainly because it was (j) _____ to say no to her pleading eyes.

(Total: 5 marks)*Please turn the page.*

5. Fill in each blank with a suitable linking word. The first one has been done for you. Use each linking word ONLY ONCE. Remember to use capital letters where required.

(0) Although people think that multitasking is a positive thing, it is actually bad for your brain (a) _____ it wrecks productivity, causing us to make mistakes. It might seem that juggling lots of tasks will help you save time, (b) _____ one neuroscientist claims it could have the opposite effect (c) _____ warns that dealing with too many tasks at once can ruin productivity. (d) _____ claims that certain people are more capable, it appears that being good at multitasking is an illusion (e) _____ the brain can only hold a limited amount of information at any one time. An everyday example would be taking a phone call in the middle of a creative task, such as writing. (f) _____ the intrusion seems short, the reality is that the creative process can be derailed (g) _____ the brain has to stop focusing on writing, switch to listening, and then back to writing. In returning to the first task, the brain has to use more energy to focus, and this, (h) _____, increases the chances of making mistakes. Three steps can help to overcome this issue. Start by removing temptation, (i) _____ take a short break and (j) _____ move around.

(Total: 5 marks)

6. Copy the following sentences inserting all the necessary punctuation.

(a) one of Londons favourite tourist attractions the Museum of London is home to thousands of human bones in its basement

(b) its probably the largest single collection of human remains anywhere in the world says the curator

(c) in fact human remains are unearthed each time a building a railway a tunnel a bridge or a road is constructed do we know if theyve found infant bones among the remains

(Total: 5 marks)

Please turn the page.

7. Fill in the blanks in the following passage to complete the idiomatic expressions. The first one has been done for you.

Most children have a (0) whale of a time when they are colouring, painting, sticking and making things. Pre-schoolers, in particular, are always in (a)_____ heaven when they are getting into a mess. Parents often go out of their (b)_____ to encourage their children to do art and craft, even if it is difficult to hold their (c)_____ for long. But even when it doesn't go quite (d)_____ to plan, children and their families can reap huge (e)_____ from doing crafts together. Encouraging children to be creative and imaginative can actually help them to think outside the (f)_____ when they're faced with tough nuts to (g)_____ in adult life. Making things that they've dreamed up or painting things that go beyond their (h)_____ imaginings helps children to find different ways to approach problems. Making art is a safe way to discover that it's okay to mess (i)_____ up as this can later lead you to think on your (j)_____.

(Total: 5 marks)

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

The writer Parashar Kulkarni (0) has become (**become**) the first ever Indian author (a) _____ (**win**) the Commonwealth Short Story Prize, (b) _____ (**beat**) almost 4,000 short story entries which (c) _____ (**receive**) from 47 different countries. It is the first short story he (d) _____ (**write**), and (e) _____ (**focus**) on religion and violence in colonial India. It is about four men who (f) _____ (**look**) for a cow to feature in advertisements for chewing gum. He also said that he (g) _____ (**spend**) six months researching the subject and (h) _____ (**not begin**) to write the story until he was sure he had enough material for a short story. Meanwhile, he (i) _____ (**work**) on a novella for a whole year. He hopes that by this time next year it (j) _____ (**publish**).

(Total: 10 marks)

Please turn the page.

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

(0) I am going to start exercising more regularly.

I have decided to start exercising more regularly_____.

(a) We all know about the benefits of regular exercise on our bodies.

The _____

(b) Exercising can be painful, but it has a huge impact on our mental well-being too.

Painful though _____

(c) If you exercise regularly, you stand a good chance of coping better with stress.

It is highly _____

(d) “You should exercise at least twice a week,” a researcher said.

A researcher recommended _____

(e) You should never push yourself beyond your limits.

On no _____

(Total: 5 marks)

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD
UNIVERSITY OF MALTA, MSIDA**SECONDARY EDUCATION CERTIFICATE LEVEL****MAY 2017 SESSION**

SUBJECT:	English Language
PAPER NUMBER:	IIA – Question 1
DATE:	20 th May 2017
TIME:	4:00 p.m. to 6:05 p.m.

WRITING TASK

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. Write a short story called ‘The Buried Book’ to be published in the next issue of a local teenage magazine.
2. Write an email to the Editor of a newspaper in which you suggest ways in which young people can be more involved in the local community.
You are Jamie Cassar (jamie@blob.com) and the editor is Mr Zammit (zammit@towntalk.com).

From:	
To:	
Subject:	

3. Write an article for your school website entitled ‘A country’s participation in international competitions is a waste of money’.

(Total: 40 marks)

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

SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2017 SESSION

SUBJECT:	English Language	TOTAL
PAPER NUMBER:	IIA – Question 2	
DATE:	20 th May 2017	
TIME:	4:00 p.m. to 6:05 p.m.	

READING COMPREHENSION AND SUMMARY

Passage 1

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

In my day, adverts painted on buildings used to be a common sight in France. But the art of sign-writing is now in decline, and the disappearance of these murals tells a story about a changing country.

5 Anyone who, like me, has spent any time meandering through the quieter parts of France will recognise those lovely fading mural advertisements that you can still see on the sides of houses or, indeed, on any old wall.

You know the type of thing. In cobalt blue and sunflower yellow, but all the colours now attractively washed out – slogans for motor-oil, or chocolate, or once-popular types of alcohol like Suze and Dubonnet.

10 People go round collecting photos of these adverts and posting them online, and I don't blame them because they are at the same time things of beauty and symbols of a lost, more prosperous, simpler, time.

15 Those ads were made to last. Just like the painted signs you can just about still make out above old bakeries, pharmacies and other shops in small-town France, perhaps with the name of the family who founded them 100 years ago.

Sign-writing used to be an important skill, and it must have cost a bit to hire an artisan to decorate the front of the establishment. But it must have seemed worth it too. A good sign, painted all neat and properly on a nice beam of wood over the door was a statement of confidence in the future. And, as we can see, it worked – many have indeed resisted the ravages of the years.

20 Contrast that with the sign-writing of today and despair. Today, if a budding shop or bar owner in small-town France wants to announce their presence, it'll be on a cheap strip of garishly coloured plastic inscribed and laminated at the local printers. Or just possibly on a strip of tin. Aesthetically about as sustaining as a glass of cola.

25 And I've seen worse. More than once I've seen a recently opened shop, signalled only by a long piece of blackout material above the door with the function scrawled on the cloth in white paint.

There's no blame to be attached to any of this. It's merely economics playing itself out. The future of small French towns is grim and the chances of a shop lasting any reasonable length of time are poor. So what is the point of shelling out for fancy décor?

30 Take a town I know well, Cosne-sur-Loire, a town in the unfashionable Nièvre region, southeast of Paris. About 20 years ago, a first layer of supermarkets, garages and do-it-yourself stores sprang up

on the periphery. The old-established shops of the town centre began to suffer. Now a second layer of even bigger stores has sprung up on the outer periphery – toyshops, clothes shops, sports shops in those huge rectangular structures like children’s building blocks.

35 Business is being sucked in from all around. No one can possibly compete, especially given the extent of rural poverty here. So Cosne, like hundreds of other French towns with romantic names like Nevers and Montargis and Nemours, is emptying out.

40 It’s luckier than most because it still has a twice-weekly market. But more and more people are moving to newly built bungalows in the surrounding region. The housing stock in the old centre is getting run-down and too cheap to be worth renovating. The old hotel, which used to take in motorists travelling south, is now shut. The eateries are cheap kebab and pizza places – not inviting bistros serving up classic French cuisine.

45 This is happening all over France. We used to write nostalgically about the decline of the French village: the disappearance of the bar and the bakery from small rural communities. That’s ancient history. Now it’s the turn of these small and medium-sized towns to feel that their soul is being ripped out of them.

We tend to build in our heads an idealised version of small-town France. Don’t worry – the French do too. It’s a land of beautiful medieval architecture, of narrow streets with shops full of lovely local produce, happy farmers cycling to the market – and, yes, those old painted murals advertising Pernod and Noilly Prat. But they were the sign of those times. We have different ones now.

Adapted from: www.bbc.com/news/magazine-37871550

Questions on passage 1

1. What indicates that the art of sign-writing is no longer popular? (1)

2. Between lines 4 and 9, find an **adjective** and a **phrasal verb** which mean that the adverts’ colours have lost their brightness. (2)

a. _____ b. _____

3. **In your own words**, explain why ‘People go round collecting photos of these adverts and posting them online’ (line 10). (2)

4. What does the writer suggest when she says that ‘A good sign...was a statement of confidence in the future’ (lines 17-18)? (2)

DO NOT WRITE ABOVE THIS LINE

9. Over the past 20 years, how has business for the old-established shops been ‘sucked in from all around’ (line 34)? (2)

10. Find **FOUR** ways in which towns like Cosne are having ‘their soul...ripped out of them’ (lines 44-45). (2)

a. _____

b. _____

c. _____

d. _____

11. What does the writer suggest when she says ‘they were the sign of those times. We have different ones now’ (line 49)? (2)

(Total: 26 marks)

Passage 1

Passage 2

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

For thousands of years, the Cantabrian Sea has periodically engulfed the massive rock formations on Cathedrals Beach in Galicia, northwestern Spain, chipping the softened rock into soaring arches and dark caves. But as well as sculpting **this** revered and popular landscape, the constant floods may have also washed away evidence of ancient hidden treasure.

- 5 After the Romans conquered Galicia about 2,000 years ago, joining the territory to the vast and powerful Roman Empire, **they** minted coins with gold mined in the area. The Galician government, which still oversees abundant reserves of the precious metal, has recognized several local gold mines discovered and exploited by the invaders, who may have also extended their hunt for gold to the wet and weathered caves of Cathedrals Beach.
- 10 “Galicia is an area very rich in gold, and Cathedrals Beach is surrounded by gold mines,” says Manuel Miranda, president of Mariña Patrimonio, a cultural preservation group pushing the Galician government to examine potential evidence of a Roman gold mine at the beach. “The Romans knew perfectly well the great abundance of gold there was in this area, which is why they conquered **it**. We’re saying there is a possibility that there could also be a gold mine exploited by the Romans at
- 15 the beach.”

20 The beach stretches along the coast of Lugo province in Galicia, a region best known for pilgrimages on foot to St James Cathedral in its capital, Santiago de Compostela, the reputed burial site of the saint. The pilgrims can continue to Cape Finisterre, a peninsula on the west coast of Galicia, **which** was considered the end of the world during the Roman era. A prehistoric circle of stones a mile from Cathedrals Beach, **its** purpose unknown, has been likened to Stonehenge in England.

Before those legends arose, about 350 million years ago, the ancient continents Laurussia and Gondwana collided, breaking apart a mountain range as tall as the Himalayas. It's believed the rocks on Cathedrals Beach came from those mountains.

25 In the meantime, the beach continues to lose traces of its history. Miranda hopes to unravel the area's latest mystery and find the last vestiges of the past before they are gone, swallowed by the sea. "There could have been signs of human intervention in a gold mine on the beach that have since been eroded by the wind and sea," **he** says. "It's impossible to find that evidence because much of it has been destroyed. So, it's necessary to look for evidence around the beach, above sea level."

30 On a cliff overlooking Cathedrals Beach, geologists found an undated manmade canal carved in the ground, which bears similarities to canals used by the Romans to excavate gold mines in the area. During **their** searches for gold, the Romans would light fires on the ground and douse the flames with water carried by the canals, a process that cracked the ground so they could dig with hand tools, Miranda explains.

35 Another clue can be found inside the caves. "Considering that close to Cathedrals Beach there are mines that contain quartz veins, and those quartz veins have gold, **we** could conclude that the quartz veins on the beach might also have gold," Miranda says.

Excavators near the beach have also found a Roman furnace used to make ceramics and fragments of *dolium*, earthenware containers used during Roman times to move and store goods, which could further link the invaders to the beach.

40 If the findings prove the Romans did search for gold on the beach, historians can begin to retrace their steps. Miranda pointed out that the Romans would have mined amid a sea level lower than the current sea level, which has been rising due to global warming. "The coastal strip would not have looked the same during the Roman era as we see it now," he says.

45 What exactly the Romans saw on Cathedrals Beach looks set to remain a mystery. "Maybe one day an archaeologist will be interested in investigating Cathedrals Beach," Miranda says hopefully, noting that the result could change history. Until then, the secrets of the past will remain under the rise and fall of crashing waves.

Adapted from: www.bbc.com/travel/story/20161104

Questions on passage 2

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

- (i) A historical novel (ii) A culture magazine (iii) An encyclopaedia

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

2. Between lines 1 and 4, find **TWO** verbs which suggest that the sea shaped Cathedrals Beach. (1)

a. _____ b. _____

3. Between lines 1 and 9, find **single** words that are **opposite** in meaning to: (2)

a. despised _____ b. restricted _____

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

a. Galician gold was used by the Romans to produce their money.

(True/False) because _____

b. The Romans exhausted the supply of gold found in Galicia.

(True/False) because _____

c. The Romans invaded Galicia because they were aware of its gold.

(True/False) because _____

d. There is definite proof that in Roman times there was a gold mine at Cathedrals Beach.

(True/False) because _____

5. Which **TWO** 'legends' (line 21) is the writer referring to? (2)

a. _____

b. _____

6. Between lines 21 and 28, find **a part sentence of SEVEN words** which means that Miranda aims to solve a puzzle concerning Cathedrals Beach. (1)

7. What **TWO** reasons make it difficult to 'find the last vestiges of the past' (line 25)? (2)

a. _____

b. _____

8. List **FOUR** stages that the Romans followed when looking for gold. (2)

a. _____

b. _____

c. _____

d. _____

9. What does the presence of quartz veins indicate about the mines on Cathedrals Beach? (1)

10. What evidence suggests that ‘the Romans did search for gold on the beach’ (line 40)? (1)

11. Find a **part sentence of SIX words** which means it is improbable that the puzzle will be solved. (1)

12. Why does Miranda hope that ‘Maybe one day an archaeologist will be interested in investigating Cathedrals Beach’ (lines 44-45)? (1)

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

a. this (line 3) _____ b. they (line 6) _____

c. it (line 13) _____ d. which (line 18) _____

e. its (line 20) _____ f. he (line 27) _____

g. their (line 31) _____ h. we (line 35) _____

(Total: 24 marks)

Passage 2

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD
UNIVERSITY OF MALTA, MSIDA**SECONDARY EDUCATION CERTIFICATE LEVEL****MAY 2017 SESSION**

SUBJECT:	English Language
PAPER NUMBER:	IIB – Question 1
DATE:	20 th May 2017
TIME:	4:00 p.m. to 6:05 p.m.

WRITING TASK

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 called ‘An Accident in the Kitchen’ for the teenagers’ annual writing competition.
2. Write an email to your cousin Helen (helen@zmail.com) in which you tell her about a new neighbour who is very annoying. You are Kim Attard (kim@globe.com).

From:	
To:	
Subject:	

3. Write an article for a teen magazine entitled ‘People who seek excitement and danger are foolish’.

(Total: 40 marks)

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

SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2017 SESSION

SUBJECT:	English Language	TOTAL
PAPER NUMBER:	IIB – Question 2	
DATE:	20 th May 2017	
TIME:	4:00 p.m. to 6:05 p.m.	

READING COMPREHENSION AND SUMMARY

Passage 1

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

5 Even as the sun sets over Victoria Harbour, Hong Kong’s streets stay full. Well past midnight, visitors can find wooden junk boats sailing across the water, streets colourfully lit by intricate neon signs, crowded night markets selling everything from sneakers to bags full of goldfish – and, of course, the sounds of karaoke cutting through the fog-like humidity. But despite the seemingly limitless preoccupations of high-density Hong Kong, it’s the food that stands out as the true 24-hour cultural obsession.

10 In fact, Hong Kongers revere food so much that **they** have even created a little-known fourth meal – *siu yeh* (night-time snack) – that’s consumed late at night, typically between 9pm and 6am but any time between dinner and bed. While few restaurants are actually open 24 hours in Hong Kong, many open late – around 9pm – to do a *siu yeh* trade. Many restaurants, cafés and street stalls have special *siu yeh* menus, and even nightclubs can be known as much for their late-night munchies as for their DJs and glow-in-the-dark cocktails.

“Chinese people have a saying that you work and earn money for food,” says Silvana Leung of Hong Kong Foodie Tasting Tours. “It is a way to treat yourself.”

15 She explains that what sets Hong Kong’s *siu yeh* apart from other late-night snack cultures is the quality and variety. “It’s not just a sloppy kebab after a dizzying night of partying,” she says. “In Hong Kong, lots of the late night or all-night restaurants have full menus offering fresh seafood and intricately folded wontons.”

20 Most *siu yeh* options tend to be comfort-based, less fussy Cantonese classics. “All these foods are a part of the daily eating habits of people so **they** tend to go for the foods that they grew up with,” Leung says. “It’s a great way for loved ones to get together and share their day.”

Head to any street food stall late at night, and **you**’ll find onion pancakes, fried oyster omelettes, dumplings, fishballs, mix-and-match noodles (with a variety of noodle types, sauces and toppings), and a number of items served on a stick.

25 Janice Hayes, food writer and founder of Island East Markets, Hong Kong’s largest farmers’ market, pegs the origins of *siu yeh* in China’s Guangdong Province.

“Some say that in southern China **we** have longer days, so we tend to be awake for longer and have more meals, while others say it came from a Guangdong culture of meeting for tea or wine after dinner,” **she** says. “Ancient Chinese texts from as far back as the Tang Dynasty mention the practice.”

30 But it’s a number of contemporary contributing factors **that** have made this night-time snack an enduring cultural phenomenon. Hong Kong’s tropical heat and humidity can dampen a daytime appetite, which means that locals are accustomed to eating well after the sun has gone down. Residents often stay up late, thanks to both long working hours and a frenetic social life that usually takes place in public instead of very cramped high-density apartments.

Adapted from: www.bbc.com/travel/story/20160829

Questions on passage 1

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

- (i) A traveller’s diary
 - (ii) A restaurant review
 - (iii) A travel magazine
 - (iv) A travel advertisement
-

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

2. Write **ONE** word found between lines 1 and 12 of the passage that shows that the people of Hong Kong attach great importance to food. (1)

3. Between lines 1 and 18, find **single** words that match the following meanings as used in the passage. (3)

a. complex _____ b. running shoes _____

c. concerns _____ d. eaten _____

e. business _____ f. messy _____

4. Mention **FOUR** facts about ‘siu yeh’ that we learn between lines 7 and 21 of the passage. (2)

a. _____

b. _____

- c. _____
- d. _____

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

a. The streets of Hong Kong are very lively in the evenings.
(True/False) because _____

b. In Hong Kong, visibility is usually poor at night.
(True/False) because _____

c. Hong Kongers have replaced dinner with 'siu yeh'.
(True/False) because _____

6. What important role, mentioned between lines 15 and 21, does 'siu yeh' have in the lives of the people of Hong Kong? **Use your own words.** (1)

7. Why is 'siu yeh' believed to have originated in China's Guangdong Province? (1)

8. List **FOUR** factors that make life in Hong Kong difficult. (2)

a. _____

b. _____

c. _____

d. _____

Please turn the page.

9. What do the words below refer to in the passage? (3)

a. they (line 7) _____ b. they (line 20) _____

c. you (line 22) _____ d. we (line 27) _____

e. she (line 29) _____ f. that (line 30) _____

10. In a paragraph of **not less than 30 words and not more than 40 words**, describe the activities that visitors to Hong Kong may enjoy late at night. (8)

(Total: 26 marks)

Passage 1

Passage 2

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

Sven wanted to go out on the ice. The black-haired boy was already climbing into his snowsuit, zipping up the front before yanking soft mittens over his hands. Ingrid, the camp supervisor from Denmark, helped him with his boots and then pulled a woollen cap over his head.

5 Sven beckoned me to follow him outside into the frosty blank whiteness. The snow had been falling since the day before and now he was knee deep in the stuff, kicking at it with gusto before climbing onto his wooden sled.

10 He commanded me in Greenlandic. "He wants you to push him down the hill," guessed Ingrid, who knew no more Greenlandic than I. I nudged Sven gently down the slope, away from the camp where he was staying. Winter had replaced the slanted streets with a path of solid ice, and the boy flew away faster than I could waddle after him.

Once back at the camp, Sven shook off his winter wear and ran off to join some of the older children who were back from skiing.

15 The Children’s Winter Camp in Uummannaq is three times the size of a typical island camp, and the 40-odd children staying here, come from all over Greenland and have their own bedrooms filled with their own toys and belongings.

When we entered, good cooking smells hit my nose. Dinner was roasted narwhal. The meat was heavy and dark. Nobody spoke – not the children, not the many helpers who manage the camp day and night, not the visiting camp leaders from Denmark and not me. Silence is the rule at the table, and so I chewed the whale blubber quietly, swallowing hard.

20 After I said goodnight to Sven and the others, I bundled up and trudged through the snow to my own room in a separate section of the camp. The air stung my lungs but I could almost have stayed there all night listening once more to the mournful lullaby of dogs near and far.

25 The next morning, Uummannaq had disappeared. When I looked out of the window, the island was gone. There was nothing but white, and on my way to the kitchen, I couldn’t see my hand in front of my face. This was snow and fog together, a frozen cloud pressing down on us at the top of the world.

The storm continued for two days. My helicopter out was cancelled, granting me an extra night at the camp, where I spent a few hours showing Sven how to take pictures with my camera.

The sky cleared by morning. Sven did not understand my English goodbye, but I shook his little hand and said *qujanaq*, (the only word I knew in his language meaning *thank you*), over and over again.

30 I do not expect Sven to remember me but he is on me like a tattoo now. Years from now I will guess his age, and wonder what he is up to.

Adapted from: www.bbc.com/travel/story/20160721

Questions on passage 2

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

- (i) Greenland in Winter
 - (ii) A visit to a camp in Greenland
 - (iii) Skiing in Greenland
-

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

2. List **FOUR** items Sven wore to go out in the snow. (2)

- a. _____
 - b. _____
 - c. _____
 - d. _____
-

3. What does the writer mean by ‘frosty blank whiteness’ (line 4)? (2)

4. How was Sven feeling whilst he was in the snow? (1)

5. Write **TWO** part-sentences of **not more than FOUR words each** and found between lines 7 and 25 which show that it was very cold outside. (1)

a. _____ b. _____

6. Mention **SIX** facts about the Children’s Winter Camp in Uummannaq that we learn from the passage. (3)

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

7. Write **TWO** facts that show that the writer may not have liked what he ate for dinner. (2)

a. _____ b. _____

8. Write **TWO** separate verbs found between lines 7 and 22 that indicate that the writer found it difficult to walk in the snow. (1)

a. _____ b. _____

9. Where did the writer sleep during his visit to the Children’s Winter Camp in Uummannaq? (1)

10. Explain the meaning of ‘the mournful lullaby of dogs’ (line 22). (2)

11. Why does the writer say ‘the island was gone’ (lines 23-24)? (1)

12. **In your own words**, explain why the writer spent an extra night at the camp. (1)

13. In what **TWO** ways did the writer attempt to communicate with Sven at the end of his visit? (2)

a. _____

b. _____

14. What does the writer mean by ‘he is on me like a tattoo now’ (line 30)? (2)

15. Write down **TWO** part-sentences of **not more than SEVEN words each** which show whether the writer spoke Greenlandic or not. (1)

a. _____

b. _____

(Total: 24 marks)

Passage 2

