

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

**SECONDARY EDUCATION CERTIFICATE LEVEL**

**MAY 2012 SESSION**

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SUBJECT:	<b>English Language</b>
PAPER NUMBER:	I - Part 1 (a) Listening Comprehension

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**EXAMINER'S PAPER**

**SESSION 1**

**DIRECTIONS FOR CONDUCTING THE LISTENING COMPREHENSION**

1. Before the session, **Examiners conducting the listening comprehension sessions** are to:
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**Next, you will listen to the same passage for the second and last time. Once again, you may take down more notes. Then complete your answers.**

**This procedure will be repeated for the second passage.**

## Passage 1A

### Oral Examiner reads out the following:

Good morning. Welcome to the 8 o'clock news on Radio London.

\*

At least 12 people have been killed in an earthquake in Turkey less than three weeks after a large tremor claimed more than 600 lives in the same area. The earthquake has reportedly brought down 25 buildings that were damaged in last month's incident. Some 100 people are said to be trapped under rubble. Rescue workers have pulled more than 28 survivors from three of the buildings that collapsed, while riot police used tear gas to break up a protest following the earthquake. The demonstrators were angry at the level of relief effort from the government.

\*

According to a new study commissioned by the Rainbow Foundation in the UK, over a third of young people have been affected by cyber-bullying but many fail to tell anyone. It was found that 38 per cent of the eight hundred young people interviewed had been victims or knew someone who had been a victim. More than one in four of those who had experienced it themselves, or witnessed it, had never told anyone. Cyber-bullying can happen 24 hours a day, seven days a week, because it takes place online or via mobile phones. Bullies can also act anonymously to hide their identity which stops them being traced. Maggie Turner, chief executive of the foundation, says more needs to be done to combat the practice.

\*

The men's Great Britain football team, coached by Stuart Pearce, will begin their London 2012 campaign at Old Trafford on Thursday 26<sup>th</sup> July. Coached by Hazel Powell, the women's team will kick off the tournament simultaneously at the Millennium Stadium, with their following match at the same venue on Saturday 28<sup>th</sup> July. The team manager, Andy Hunter, said that they are delighted that the group fixtures for both men's and women's football will allow fans throughout the country to experience the Olympic Games while showing support for the British team.

\*

The musical *Matilda*, an adaptation of the Roald Dahl classic, has made a hit with critics after opening in the West End. The production has already been named the best musical at the Evening Standard Theatre Awards and Bertie Carvel has won the Best Actor award. Songs were written by Australian comedian Tim Minchin and the script adapted by playwright Dennis Kelly. This is the latest adaptation of the novel after it was turned into a film in 1996 and a two-part play for Radio 4.

\*

And that brings us to the end of the news.

\* *Pause slightly between one news item and another.*

## Passage 1B

### Oral Examiner reads out the following:

Welcome to today's programme in our series of pet stories.

Chris Duke speaks proudly of his mongrel dog, Rufus, when he relates how it once saved his life. In 2009, Sergeant Duke was stationed in a desolate and dangerous province in Afghanistan. A pack of wild dogs prowled the area and Chris, homesick for family and his own dogs back in Georgia, befriended a white dog he named Rufus. The dog ran with another dog the soldiers named Target and a puppy named Sasha. Chris fed Rufus scraps from his plate and the two quickly became friends. Rufus has a mind of his own and he likes to run in the woods and stay out all night.

Until one night in March 2010, when Rufus also became his hero. That night, Chris and his colleagues were settling down in their barracks for the night, laughing and talking in their rooms as they prepared to settle down for the night but Chris was in the main hallway on a computer when the other men heard frenzied barking outside. Some of the men got up to quieten down the dogs. Suddenly, the main door to the barracks was flung open revealing a stranger, dressed in local clothing, struggling with Rufus and Target, who had sunk their teeth into his legs. Little Sasha was leaping around the intruder, yelping and snapping.

Trapped in the doorway by the dogs, unable to move forward and escape, the trespasser threw a hand grenade sending metal shards down the hallway and injuring five men, including Chris. Miraculously, though all of them were wounded in the attack, none of them died or were permanently injured. Unfortunately, Rufus did not fare as well. After the attack, the men found Rufus with grave injuries to his paws and most of his fur burned off. From that day on, Rufus was a hero to the men. In fact, after his unit was sent home a month later, Chris decided to take the dog home with him. Rufus now lives with him and his family in his home in the countryside.

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PAPER NUMBER:	I - Part 1 (a) Listening Comprehension

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**EXAMINER'S PAPER**

**SESSION 2**

**DIRECTIONS FOR CONDUCTING THE LISTENING COMPREHENSION**

1. **Before** the session, **Examiners conducting the listening comprehension sessions** are to:
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**This procedure will be repeated for the second passage.**

## Passage 2A

### Oral Examiner reads out the following:

Good morning. Welcome to the 8 o'clock news on Radio London.

\*

At least 20 people have been killed in an earthquake in Japan less than two weeks after a large tremor killed more than 400 in the same area. The earthquake, in southeast Osaka, has reportedly brought down buildings that were damaged in the last incident. Some 80 people are said to be trapped under rubble, among them aid workers and journalists still in the area after the previous quake. Rescue workers have pulled more than 19 survivors from four of the five buildings that collapsed, while residents used flashlights to try and find injured relatives as night fell.

\*

According to a poll by the Starlight Foundation in the UK, children are being threatened via the internet and their mobile phones. Parents are being urged to supervise their children's internet access after the study revealed that 20 per cent of 10 and 11-year-olds had been subjected to abuse. Over a fifth said they thought a good way to stop cyber-bullying would be for parents to know how to deal with it. The poll reveals that 40 per cent of the 200 children surveyed said they used social networking sites despite the fact that many sites specify that users should be over 13. The foundation recommended that parents know which websites their children visit.

\*

The men's Great Britain rowing team, coached by Michael Johnson, will begin their London 2012 campaign at Bedford near Windsor on Friday 27<sup>th</sup> July, followed by another event on Saturday 28<sup>th</sup> July. Coached by Sue Black, the women's team will inaugurate the tournament on the 30<sup>th</sup> July also at Bedford, with their next race at the same venue on Tuesday 31<sup>st</sup> July. The team manager, Pete Smith, said that they are delighted that the fixtures for both men's and women's rowing events will allow enthusiasts to experience the Olympic Games while showing support for the British team.

\*

Actor John Hurt has one of the most distinctive voices in the business but in the 18-minute film *Sailcloth*, he has no lines at all. Seen recently in the last two Harry Potter films, Hurt says he has never done anything like this before. Hurt plays an elderly widower whose getaway plans include a journey out at sea. *Sailcloth* premiered at the Rhode Island Film festival and it will feature in the short film category at the Oscars.

\*

And that brings us to the end of the news.

\* *Pause slightly between one news item and another.*

## Passage 2B

### Oral Examiner reads out the following:

Welcome to today's programme in our series of pet stories.

Glen Kruger speaks proudly of his cat, Inky, who helped save his life. When Glen picked the kitten eight years ago from the SPCA in New York, he never expected more than for Inky to sit on his lap. Yet, from the start, it was clear that there was an unusual connection between him and the small black cat with the white paws.

Glen grew up on a dairy farm and had only kittens and cats as friends. The former mechanic says his hearing was damaged by the noise of farm equipment. So, he learned to connect with animals and he and Inky were able to communicate without words.

Inky liked to roam outdoors during the day but went inside at night to escape foxes. Indoors, it was a typical cat sharing the house with five other cats. But on a January night in 2009, Inky did something that would set it apart from ordinary cats forever. Glen had gone down to the basement to turn off the heater for the night. When he was finished, he climbed to the top of the stairs and reached to turn off the lights. In doing so, he knocked aside a board that propped up a ladder leading to the attic. The ladder came crashing down, slammed against his right shoulder and sent Glen headfirst down the stairs. He felt his bones crack.

Lying on the floor, Glen felt himself going into shock. He yelled for help but his wife Brenda was asleep at the opposite end of the house. Then, Glen noticed Inky watching from the top of the stairs. He called and told the cat to get Brenda. Inky dashed away immediately and Glen's heart sank. However, the cat was on a mission. Inky ran to the bedroom door and scratched until Brenda opened it. Then Inky led her down to the basement where she found her husband at the bottom of the stairs. Glen was rushed to hospital where he was diagnosed with serious injuries. He has now recovered and since the accident, Inky never leaves his side.

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**EXAMINER'S PAPER**

**SESSION 3**

**DIRECTIONS FOR CONDUCTING THE LISTENING COMPREHENSION**

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**This procedure will be repeated for the second passage.**

### Passage 3A

#### Oral Examiner reads out the following:

Good morning. Welcome to the 8 o'clock news on Radio London.

\*

At least 65 people have died after a 6.3 magnitude earthquake hit Christchurch in New Zealand only five weeks after another tremor killed 70 people in the same area. The earthquake has reportedly caused widespread damage as it occurred during lunchtime when Christchurch was at its busiest. The damage is said to be far worse than that caused in the last one with scores of people trapped under rubble, among them a dozen Japanese students visiting the city for the first time. Rescue workers have pulled more than 35 survivors from the office towers which collapsed while helicopters plucked others to safety from rooftops and dumped water on fires.

\*

According to a new study commissioned by the Sunbeams Foundation in the UK, almost half of all 14-year olds are the victims of cyber-bullying. It was found that 47 per cent of teenagers reported being bullied and that cyber-bullying, by mobile phone, email and on websites, is now as common as name-calling. The study also revealed that many teenagers try to stop parents getting involved or informing the school. However, when the parents do get involved, teenagers are less likely to suffer from bullying. Results show that, while it is important for young people to use technology to learn, have fun and stay in touch, they should be aware of the dangers and report any incidents to their parents.

\*

The men's Great Britain archery team coached by Mike Addis will begin their London 2012 campaign at the Lord's Ground on Friday 27<sup>th</sup> July, followed by another event the next day. Coached by Stephanie Wilson, the women's team will inaugurate the tournament also on Friday 27<sup>th</sup> July, with their second event on Sunday 29<sup>th</sup> July. The team manager, Bill Smith, said that they are delighted that the fixtures for both men's and women's archery events will allow enthusiasts to experience the Olympic Games while showing support for the British team.

\*

*The King's Speech*, starring Colin Firth as King George the Sixth, has won the main prize at the Toronto Film Festival. It has also won three of the four awards for which it was nominated. The movie also stars Geoffrey Rush as the king's speech therapist and Helena Bonham Carter as the Queen Mother. *The King's Speech* is set to arrive on stage early next year with plans for productions in the West End and on Broadway.

\*

And that brings us to the end of the news.

\* *Pause slightly between one news item and another.*



### Passage 3B

#### Oral Examiner reads out the following:

Welcome to today's programme in our series of pet stories.

Emma Wilson speaks proudly of her horse Stormy, who helped save her life and that of her brother, Liam. The auburn-coloured horse has always been special. Originally a rescue horse, Stormy worked as a therapy animal for children with disabilities until the stable that hosted the programme needed to make room for younger horses. As luck would have it, Emma's family read about this in their local newspaper. They had been looking for a horse for their daughter and Stormy seemed the perfect match. Soon, Emma was riding the horse every day. Never had Emma felt so content than when she was with Stormy.

One day in September 2009, Emma went riding on Stormy. Liam accompanied them on foot carrying his favourite toy car. The trio headed down a country road leading into a forest of pine and oak. Emma guided Stormy up one narrow trail tangled with undergrowth while Liam marched behind. As they walked, the typically calm Stormy became fretful. Suddenly, Emma heard something thrashing in the woods behind her.

As she turned in the saddle to look, a wild boar crashed through the undergrowth. It was a huge, filthy-looking beast with sharp tusks jutting out of its mouth and black bristles up its back. It stomped and snorted, just six feet from Liam. Emma screamed to her brother to run but the boy stood frozen in fear.

Stormy turned and trotted directly past the wild pig, putting itself between the boar and the boy and then gently nudged Liam to safety. The boar became agitated but when it charged, Stormy was ready. As Emma hung on, Stormy lashed out with its hind legs, slamming its ironclad hooves into the animal's face. With a squeal of pain, the boar shot off into the woods.

When Emma and her brother got home safe and sound, they were white with fright and crying so much that their mother could barely understand what they were saying. Between sobs, they described the terrifying incident and how Stormy had saved them.

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**EXAMINER'S PAPER**

**SESSION 4**

**DIRECTIONS FOR CONDUCTING THE LISTENING COMPREHENSION**

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**This procedure will be repeated for the second passage.**

## Passage 4A

### Oral Examiner reads out the following:

Good morning. Welcome to the 8 o'clock news on Radio London.

\*

Flooding is continuing to cause problems and disruption across much of central, west and southern France after a night of torrential rain. Homes and businesses have been flooded and roads badly hit. Firefighters rescued 27 children from a Paris primary school after a dam burst its banks and water flooded the building. In some areas, people were stuck in their cars for hours as the emergency services worked to clear flood water. The President praised drivers and commuters for their patience and said the testing conditions were set to continue during the next 24 hours. More heavy rain and strong winds are forecast for the next two days.

\*

According to a new study commissioned by the Disneyland Foundation in the UK, youngsters now sit in front of a TV or computer screen for over four-and-a-half hours a day. 2,500 children between the age of five and sixteen were questioned about their computer and TV daily habits. The study suggests that screens are increasingly turning into electronic babysitters and young people in the UK are spending more time plugged in than ever. It found that children spend more time in front of a screen in one day than they spend exercising in the entire week.

\*

The men's Great Britain cycling team, coached by Chris Abbot, will begin their London 2012 campaign at Hampton Court Palace on Saturday 28<sup>th</sup> July, followed by another event the next day. Coached by Pam White, the women's team will start their first race on Sunday 29<sup>th</sup> July also at Hampton Court Palace. The team manager, Mark Cavendish, said that they are delighted that the fixtures for both men's and women's cycling events will allow enthusiasts to experience the Olympic Games while showing support for the British team.

\*

This weekend sees actress Kate Winslet in her first major screen role as the title character *Mildred Pierce*. The TV series on Channel One is based on the novel of the same name. Set in California, the story is about a woman who tries to maintain her family's social position. Kate Winslet will be following in the footsteps of Hollywood legend Joan Crawford who played the same part in a 1945 film. Winslet has received very good reviews for the role which she describes as unique. She says that it is the first time she has played the part of a character with such a blend of strength and vulnerability.

\*

And that brings us to the end of the news.

\* *Pause slightly between one news item and another.*

## Passage 4B

### Oral Examiner reads out the following:

Welcome to today's programme in our series of pet stories.

Tessa Ripley speaks proudly of her dog Digger, which helped save a neighbour's life. Digger had been abandoned in the parking area of Tessa's favourite supermarket. When she found him there on a sunny day in July 2008, she knew at once that she had to take him home with her. At first, her husband was not too happy with the addition of yet another pet, but eventually he grew to love the brown and white puppy.

One freezing night in December 2009, Digger stirred at the foot of the bed where Tessa was sleeping and began whining to go outside. It was 2 o'clock in the morning and Tessa had no intention of getting out of bed. Digger had already got her out of bed once at midnight. But Digger kept pleading. So, she stumbled into the kitchen and out into the garage to let him out. She watched him through the window as he sat down on the porch. Digger sat perfectly still and when Tessa called him, he wouldn't budge. Tessa had no choice but to go outside and grab the dog's collar. However, Digger got away and went back on the porch, once again staring at the fence that separates Tessa's property from that of her neighbour.

It was then that Tessa heard a muffled cry calling for help. She dashed back inside and phoned for help. Minutes later, a police car pulled up and Tessa led the officers to her neighbour's backyard. There they found her, an 83-year-old woman on her hands and knees, conscious but disoriented. She was dressed only in a nightgown and was soaking wet from the snow.

Tessa believes that the elderly woman had wandered outside, slipped on the ice and in her confusion, crawled away from the house. Emergency workers later reported that the woman had been in critical condition when she was discovered. Tessa is convinced that if Digger had not behaved the way he did, she would never have heard the faint cries.

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**EXAMINER'S PAPER**

**SESSION 5**

**DIRECTIONS FOR CONDUCTING THE LISTENING COMPREHENSION**

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**This procedure will be repeated for the second passage.**

## Passage 5A

### Oral Examiner reads out the following:

Good morning. Welcome to the 8 o'clock news on Radio London.

\*

Flooding is still causing problems and disruptions across much of Italy as the authorities have issued fresh safety warnings. Heavy rains have hit the country over the past two weeks, especially in the north-west, and one person has died in the province of Naples, bringing this week's death toll to seven. Thousands of people in low-lying areas near Turin have been told to leave their houses while the city's schools, as well as those in Milan, were ordered to close on Monday as a precaution. Geologists have accused the government of failing to provide a national emergency plan when bad weather batters the country.

\*

According to a new study commissioned by the Fairyland Foundation in the UK, 10 and 11-year-olds are often watching TV while simultaneously using iPads, smart phones and hand-held gaming computers. Researchers warn that such behaviour is believed to greatly increase the risk of obesity and mental health problems in youngsters. The study questioned a hundred children aged between 10 and 11 years old and found that the children enjoy looking at more than one screen at a time. They use a second device to fill in breaks during their entertainment, often texting friends during adverts or while waiting for games to load.

\*

The men's Great Britain basketball team, coached by James Smith, will begin their London 2012 campaign at the Basketball Arena on Saturday 28<sup>th</sup> July, followed by another game on Monday 30<sup>th</sup> July. Coached by Anne More, the women's team will play their first game on Sunday 29<sup>th</sup> July, this time at the Millennium Arena. The team manager, Sam Green, said that they are delighted that the fixtures for both men's and women's basketball events will allow enthusiasts to experience the Olympic Games while showing support for the British team.

\*

The novel *War Horse* by Michael Morpurgo is the story of a friendship between a young English boy and his horse during World War One. It has been adapted for the stage and has become one of the most popular British plays, winning five awards among which is one for best play. Now it has been made into a film for the first time by well-known director Stephen Spielberg. In an interview, Spielberg said that his youngest daughter, who loves horses, inspired him to make the film. The film opens next month in New York and stars Jeremy Irvine and Emily Watson.

\*

And that brings us to the end of the news.

\* *Pause slightly between one news item and another.*

## Passage 5B

### Oral Examiner reads out the following:

Welcome to today's programme in our series of pet stories.

Sarah Lester speaks proudly of Freckles, the gold-coloured guide dog she has had for a year and who saved her life. Sarah can make out shapes and very large print when she wears corrective lenses but she is legally blind. As a child and a teenager, she used a walking-stick and was dependent on her mother and sister. She kept running into things and she couldn't go where she wanted without help. So, being given Freckles has helped Sarah enormously. She can make friends more easily thanks to the dog. A university student, Sarah is more confident now because she can get around by herself and she is not afraid. She is able to attend classes on her own and joins in university activities along with other students.

One cold evening in January 2009, after Sarah had said goodnight to her family and headed to bed, Freckles stopped abruptly at the door of the computer room connected to her bedroom. The dog blocked her entry and would not budge. Sarah was forced to call for help as she could not move forwards or backwards. Her father rushed upstairs, and on entering the room, was alerted by a strange smell. It was hard to tell what was causing it but after checking the room, he found that the computer monitor was smouldering. He grabbed it in time and carried it outside to prevent a fire from starting. The danger was over. So, the family said goodnight once again and went to bed. Freckles, however, refused to settle down until it couldn't smell even a whiff. This meant that the family was up until 3 o'clock in the morning airing out the house.

Sarah believes that Freckles saved her life because she had not realized that anything was wrong. She feels that this is remarkable because Freckles was not trained to do what it did. After all, guide dogs are trained to navigate obstacles, not detect fires and they do not perform body blocks.

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**EXAMINER'S PAPER**

**SESSION 6**

**DIRECTIONS FOR CONDUCTING THE LISTENING COMPREHENSION**

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**This procedure will be repeated for the second passage.**



## Passage 6A

### Oral Examiner reads out the following:

Good morning. Welcome to the 8 o'clock news on Radio London.

\*

Flooding is continuing to cause problems across a great part of the Thai capital, Bangkok, as flood water moves south towards the sea. 500 people have lost their lives as a result of the floods and there are concerns about communities living among the increasingly dirty water. City authorities have been given more pumps to try to force the flood water through more quickly. However, most experts agree that not enough is being done and several areas will remain submerged for at least another two weeks.

\*

According to a new study commissioned by the Wonderland Foundation in the UK, students who spend much of their time online find it harder to concentrate in class because their attention span is shorter. It was found that over half of the 500 teachers interviewed believe that students are becoming more and more obsessed with social networks and this is affecting their ability to concentrate. The study also shows that the quality of children's homework is extremely poor as they rush to finish it so that they can communicate with others online. 54 per cent of those interviewed say that students cannot write as well as they should because they are more used to keyboards and touch pads.

\*

The men's Great Britain swimming team, coached by Ron Lewis, will begin their London 2012 campaign at the Aquatics Centre on Saturday 28<sup>th</sup> July, followed by another event on Monday 30<sup>th</sup> July. Coached by Liz Johnson, the women's team will also start their first race on Saturday 28<sup>th</sup> July at the same venue. The team manager, Will Bates, said that they are delighted that the fixtures for both men's and women's swimming events will allow enthusiasts to experience the Olympic Games while showing support for the British team.

\*

The film *Kung Fu Panda* has emerged as the main winner at the Annie Awards, which recognize achievement in animation. Set in China, *Kung Fu Panda* follows the journey of a clumsy panda in his efforts to become a kung fu warrior. The cartoon film features the voices of well-known actors Dustin Hoffman and Angelina Jolie. *Kung Fu Panda's* 15 awards out of 16 nominations have made it one of the most popular films of the year and the producers say that a sequel is in the pipeline already.

\*

And that brings us to the end of the news.

\* *Pause slightly between one news item and another.*

## Passage 6B

### Oral Examiner reads out the following:

Welcome to today's programme in our series of pet stories.

Matt Bryant speaks proudly of his dog, Velvet, who helped save his life. In 2005, Matt crossed the Nevada desert with some friends. There, they came across a black Labrador which seemed to be lost. Concerned for the poor dog, Matt and his friends gave him water and some food. Immediately after that, it was clear that Velvet wouldn't leave them and Matt found himself taking the dog home.

Early in 2007, Matt and seven of his friends set out to climb Mount Hood, camp out for the night and then head back home. They were experienced climbers so they packed carefully and Matt took Velvet along. Once halfway up the mountain, the men found a suitable spot and settled down for the night. However, the weather changed dramatically overnight and they woke up to find that it had snowed heavily and that a strong wind had picked up.

Abandoning the climb, the men focussed on how to get back down the mountain. On their way down the steep descent, they tried to make it to a nearby ski area but Matt lost his footing and fell over the edge of a cliff, pulling his dog and friends with him. Matt was unhurt but one of his friends was knocked unconscious for a couple of minutes and Velvet ended up with a bleeding paw. After calling for help, they went in search of a sheltered spot to wait for the storm to be over. The men trudged for 45 minutes until they reached a boulder where they spread their belongings. They climbed into their sleeping bags and pulled Velvet inside with them. Without any prompting, the dog stretched out across each of the men again and again, warming them with its body heat.

Eventually, help arrived and Matt believes that they made it off the mountain without any permanent damage because Velvet kept them warm when they could not move.

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

**SECONDARY EDUCATION CERTIFICATE LEVEL**

**MAY 2012 SESSION**

SUBJECT:	<b>English Language</b>	Total
PAPER NUMBER:	I - Part 1 (a) Listening Comprehension	

**CANDIDATE'S PAPER 1A**

**THE 8 O'CLOCK NEWS ON RADIO LONDON**

- 1. Tick (✓) the four categories of the news items you have listened to. (2 marks)**

	Sport		World news
	Business		Travel
	UK news		Entertainment
	Politics		Science

- 2. Fill in the missing information. (6 marks)**

	the number of people killed in the latest earthquake
	the name of the organisation to commission the cyber-bullying study
	the number of young people involved in the cyber-bullying study
	the date of the first football match to be played in the Olympic games
	the position held by Andy Hunter in the Olympic football team
	the nationality of the songwriter of the musical <i>Matilda</i>

- 3. Based on what you have listened to, underline the correct answer in the brackets. (6 marks)**

- a) This has been the (*second, third, fourth*) earthquake to hit Turkey recently.
- b) Relief effort was considered (*adequate, lacking, excellent*) by people in Turkey.
- c) The study shows that (*less than, exactly, more than*) a third of young people are victims of cyber-bullying.
- d) The women's football games will be played (*before, at the same time as, after*) the men's games.
- e) *Matilda* the musical has won (*two, three, four*) awards so far.
- f) The musical *Matilda* is the (*most recent, the first, the only*) adaptation of the novel.

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**SECONDARY EDUCATION CERTIFICATE LEVEL**

**MAY 2012 SESSION**

SUBJECT:	<b>English Language</b>	Total
PAPER NUMBER:	I - Part 1 (a) Listening Comprehension	
<b>CANDIDATE'S PAPER 1B</b>		

**PET STORIES**

**1. Based on what you have listened to, underline what the pet story is about. (1 mark)**

- a) An owner saves pet
- b) A pet adventure
- c) A pet to the rescue

**2. Place the following items of information in the order in which you have listened to them. Number them from 1 to 5. (5 marks)**

Chris takes Rufus home.	
A local man appears at the military building.	
Chris is injured.	
Chris goes to Afghanistan.	
Chris and Rufus make friends.	

**3. Based on what you have listened to, are the following statements TRUE or FALSE? Give reasons for your answers. (10 marks)**

a) Rufus was Chris's first pet. ( \_\_\_\_\_ ) because \_\_\_\_\_

\_\_\_\_\_

b) Chris and Rufus made friends in no time. ( \_\_\_\_\_ ) because \_\_\_\_\_

\_\_\_\_\_

c) Chris himself heard the dog barking on the night of the incident. ( \_\_\_\_\_ ) because \_\_\_\_\_

\_\_\_\_\_

d) Rufus alone stopped the intruder entering the barracks. ( \_\_\_\_\_ ) because \_\_\_\_\_

\_\_\_\_\_

e) The men and the dogs were unhurt after the intruder appeared. ( \_\_\_\_\_ ) because \_\_\_\_\_

\_\_\_\_\_

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

**SECONDARY EDUCATION CERTIFICATE LEVEL**

**MAY 2012 SESSION**

SUBJECT:	<b>English Language</b>	Total
PAPER NUMBER:	I - Part 1 (a) Listening Comprehension	
<b>CANDIDATE'S PAPER 2A</b>		

**The 8 o'clock news on Radio London**

1. Tick (✓) the four categories of the news items you have listened to. (2 marks)

	Sport		World news
	Business		Travel
	UK news		Entertainment
	Politics		Science

2. Fill in the missing information. (6 marks)

	the number of people killed in the latest earthquake
	the name of the organisation to commission the cyber-bullying study
	the number of young people involved in the cyber-bullying study
	the date of the first rowing event to take place in the Olympic games
	the position held by Sue Black in the Olympic rowing team
	the length of John Hurt's latest film

3. Based on what you have listened to, underline the correct answer in the brackets. (6 marks)

- a) This has been the (*second, third, fourth*) earthquake to hit Japan recently.
- b) Rescue workers have managed to save people from (*only one, most, all*) of the damaged buildings.
- c) The cyber-bullying study shows that (*less than, exactly, more than*) a fifth of young people think that parental involvement helps.
- d) The first women's rowing event will take place (*before, at the same time as, after*) the men's event.
- e) Before the film *Sailcloth*, John Hurt had (*once, occasionally, never*) played a part with no lines at all.
- f) The film *Sailcloth* is so called because the main character (*lives at, dies at, escapes to*) sea.

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD  
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**SECONDARY EDUCATION CERTIFICATE LEVEL**

**MAY 2012 SESSION**

SUBJECT:	<b>English Language</b>	Total
PAPER NUMBER:	I - Part 1 (a) Listening Comprehension	
<b>CANDIDATE'S PAPER 2B</b>		

**PET STORIES**

**1. Based on what you have listened to, underline what the pet story is about. (1 mark)**

- a) A pet to the rescue
- b) An owner saves pet
- c) A pet adventure

**2. Place the following items of information in the order in which you have listened to them. Number them from 1 to 5. (5 marks)**

Inky goes to the bedroom door.	
Glen is injured.	
Glen turns off the heater.	
Inky goes to the staircase.	
Glen takes Inky home.	

**3. Based on what you have listened to, are the following statements TRUE or FALSE? Give reasons for your answers. (10 marks)**

a) It took some time for Glen and Inky to make friends. ( \_\_\_\_\_ ) because \_\_\_\_\_

\_\_\_\_\_

b) Glen had never had pets before Inky. ( \_\_\_\_\_ ) because \_\_\_\_\_

\_\_\_\_\_

c) Inky did not feel safe being outside at night. ( \_\_\_\_\_ ) because \_\_\_\_\_

\_\_\_\_\_

d) Glen dropped the ladder in the garage. ( \_\_\_\_\_ ) because \_\_\_\_\_

\_\_\_\_\_

e) Both Glen and Inky were injured in the accident. ( \_\_\_\_\_ ) because \_\_\_\_\_

\_\_\_\_\_

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD  
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**SECONDARY EDUCATION CERTIFICATE LEVEL**  
**MAY 2012 SESSION**

SUBJECT:	<b>English Language</b>	Total
PAPER NUMBER:	I - Part 1 (a) Listening Comprehension	
<b>CANDIDATE'S PAPER 3A</b>		

**The 8 o'clock news on Radio London**

1. Tick (✓) the four categories of the news items you have listened to. (2 marks)

	Sport		World news
	Business		Travel
	UK news		Entertainment
	Politics		Science

2. Fill in the missing information. (6 marks)

	the number of people killed in the latest earthquake
	the name of the organisation to commission the cyber-bullying study
	the age of the young people involved in the cyber-bullying study
	the date of the first men's Olympic archery event
	the position held by Bill Smith in the Olympic archery team
	the part played by Helena Bonham Carter in <i>The King's Speech</i>

3. Based on what you have listened to, underline the correct answer in the brackets.

(6 marks)

- a) This has been the (*second, third, fourth*) earthquake to hit Christchurch recently.
- b) The city of Christchurch was (*closed off, deserted, crowded*) when the earthquake took place.
- c) The cyber-bullying study shows that (*less than, more than, exactly*) half of all young people are victims.
- d) The first women's archery event will take place (*before, on the same day as, after*) the first men's events.
- e) *The King's Speech* has won (*none, most, all*) of the awards for which it was nominated.
- f) The production of the play based on the film *The King's Speech* is planned for the (*beginning, middle, end*) of next year.

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**SECONDARY EDUCATION CERTIFICATE LEVEL**

**MAY 2012 SESSION**

SUBJECT:	<b>English Language</b>	Total
PAPER NUMBER:	I - Part 1 (a) Listening Comprehension	
<b>CANDIDATE'S PAPER 3B</b>		

**PET STORIES**

**1. Based on what you have listened to, underline what the pet story is about. (1 mark)**

- a) An owner saves pet
- b) A pet adventure
- c) A pet to the rescue

**2. Place the following items of information in the order in which you have listened to them. Number them from 1 to 5. (5 marks)**

Emma hangs on to Stormy.	
The children return home.	
Stormy becomes fretful.	
Stormy makes way for younger horses.	
The children go out into the forest.	

**3. Based on what you have listened to, are the following statements TRUE or FALSE? Give reasons for your answers. (10 marks)**

a) The Wilson family found Stormy by chance. ( \_\_\_\_\_ ) because \_\_\_\_\_

\_\_\_\_\_

b) Both Emma and Liam went out riding one day in September 2009. ( \_\_\_\_\_ ) because \_\_\_\_\_

\_\_\_\_\_

c) Liam was unable to run away from danger. ( \_\_\_\_\_ ) because \_\_\_\_\_

\_\_\_\_\_

d) Stormy shielded Liam from the wild boar. ( \_\_\_\_\_ ) because \_\_\_\_\_

\_\_\_\_\_

e) Both Emma and Liam were injured in the accident. ( \_\_\_\_\_ ) because \_\_\_\_\_

\_\_\_\_\_



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**SECONDARY EDUCATION CERTIFICATE LEVEL**  
**MAY 2012 SESSION**

SUBJECT:	<b>English Language</b>	Total
PAPER NUMBER:	I - Part 1 (a) Listening Comprehension	
<b>CANDIDATE'S PAPER 4A</b>		

**The 8 o'clock news on Radio London**

1. Tick (✓) the four categories of the news items you have listened to. (2 marks)

<input type="checkbox"/>	Sport	<input type="checkbox"/>	World news
<input type="checkbox"/>	Business	<input type="checkbox"/>	Travel
<input type="checkbox"/>	UK news	<input type="checkbox"/>	Entertainment
<input type="checkbox"/>	Politics	<input type="checkbox"/>	Science

2. Fill in the missing information. (6 marks)

<input type="text"/>	the number of children rescued in the flood
<input type="text"/>	the name of the organisation to commission the study about computer use
<input type="text"/>	the number of children involved in the study about computer use
<input type="text"/>	the position held by Pam White in the women's Olympic cycling team
<input type="text"/>	the date of the first women's Olympic cycling event
<input type="text"/>	the place where the story <i>Mildred Pierce</i> is set

3. Based on what you have listened to, underline the correct answer in the brackets.

(6 marks)

- a) (A small area, Most, The eastern part) of France is affected by the floods.
- b) The poor weather conditions in France are (*likely, unlikely, sure*) to improve within a day.
- c) The study shows that children spend (*less than, more than, exactly*) four and a half hours a day in front of a screen.
- d) The women's first cycling event will take place (*before, at the same time as, after*) the men's first event.
- e) Before the TV series, actress Kate Winslet had (*once, occasionally, never*) played a similar part.
- f) Kate Winslet's performance has received (*poor, average, excellent*) reviews.

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**SECONDARY EDUCATION CERTIFICATE LEVEL**  
**MAY 2012 SESSION**

SUBJECT:	<b>English Language</b>	Total
PAPER NUMBER:	I - Part 1 (a) Listening Comprehension	
<b>CANDIDATE'S PAPER 4B</b>		

**PET STORIES**

**1. Based on what you have listened to, underline what the pet story is about. (1 mark)**

- a) An owner saves pet
- b) A pet to the rescue
- c) A pet adventure

**2. Place the following items of information in the order in which you have listened to them. Number them from 1 to 5. (5 marks)**

Tessa calls for help.	
Tessa takes Digger home.	
Tessa hears her neighbour's cry for help.	
Tessa watches Digger from the window.	
Tessa finds Digger in the car park.	

**3. Based on what you have listened to, are the following statements TRUE or FALSE? Give reasons for your answers. (10 marks)**

a) Digger was Tessa's first pet. ( \_\_\_\_\_ ) because \_\_\_\_\_

\_\_\_\_\_

b) On the night of the incident, Tessa was woken up more than once. ( \_\_\_\_\_ ) because \_\_\_\_\_

\_\_\_\_\_

c) Digger refused to go back inside. ( \_\_\_\_\_ ) because \_\_\_\_\_

\_\_\_\_\_

d) Tessa's neighbour lay unconscious in the backyard. ( \_\_\_\_\_ ) because \_\_\_\_\_

\_\_\_\_\_

e) Emergency workers found Tessa's neighbour in a very poor state. ( \_\_\_\_\_ ) because \_\_\_\_\_

\_\_\_\_\_

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD  
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**SECONDARY EDUCATION CERTIFICATE LEVEL**

**MAY 2012 SESSION**

SUBJECT: **English Language**  
PAPER NUMBER: **I - Part 1 (a) Listening Comprehension**  
**CANDIDATE'S PAPER 5A**

Total
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**The 8 o'clock news on Radio London**

1. Tick (✓) the four categories of the news items you have listened to. (2 marks)

	Sport		World news
	Business		Travel
	UK news		Entertainment
	Politics		Science

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2. Fill in the missing information. (6 marks)

	the total number of people who died in the floods
	the name of the organisation to commission the study about computer use
	the number of children involved in the study about computer use
	the position held by Anne More in the Olympic basketball team
	the date of the first game of the women's Olympic basketball team
	the nationality of the main character in <i>War Horse</i>

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3. Based on what you have listened to, underline the correct answer in the brackets. (6 marks)

- a) (A *small part*, *Most*, *All*) of Italy is affected by the floods.
- b) Relief efforts in Italy are considered (*lacking*, *adequate*, *excellent*) by geologists.
- c) The study has found that children who make use of more than one screen at the same time are (*not*, *quite*, *very*) likely to suffer consequences later on in life.
- d) The first men's basketball event will take place (*before*, *at the same time as*, *after*) the first women's event.
- e) The (*play*, *novel*, *film*) *War Horse* has won five awards.
- f) Spielberg decided to make the film because of (*his youngest daughter*, *a young English boy*, *World War I*).

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**SECONDARY EDUCATION CERTIFICATE LEVEL**  
**MAY 2012 SESSION**

SUBJECT: **English Language**  
PAPER NUMBER: **I - Part 1 (a) Listening Comprehension**  
**CANDIDATE'S PAPER 5B**

Total

**PET STORIES**

**1. Based on what you have listened to, underline what the pet story is about. (1 mark)**

- a) Pet to the rescue
- b) Owner saves pet
- c) Pet adventure

**2. Place the following items of information in the order in which you have listened to them. Number them from 1 to 5. (5 marks)**

Sarah goes to her bedroom.	
Sarah goes to university.	
Freckles sits outside the door.	
Sarah and her family stay up late at night.	
Freckles is given to Sarah.	

**3. Based on what you have listened to, are the following statements TRUE or FALSE? Give reasons for your answers. (10 marks)**

a) Sarah has had Freckles ever since she was a child. ( \_\_\_\_\_ ) because \_\_\_\_\_

\_\_\_\_\_

b) The incident took place at university. ( \_\_\_\_\_ ) because \_\_\_\_\_

\_\_\_\_\_

c) Sarah went to her bedroom to check what was wrong. ( \_\_\_\_\_ ) because \_\_\_\_\_

\_\_\_\_\_

d) Freckles went to Sarah's father to get help. ( \_\_\_\_\_ ) because \_\_\_\_\_

\_\_\_\_\_

e) Once the danger was over, Freckles did not go to sleep at once. ( \_\_\_\_\_ ) because \_\_\_\_\_

\_\_\_\_\_

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**SECONDARY EDUCATION CERTIFICATE LEVEL**  
**MAY 2012 SESSION**

SUBJECT:	<b>English Language</b>	Total
PAPER NUMBER:	I - Part 1 (a) Listening Comprehension	
<b>CANDIDATE'S PAPER 6A</b>		

**The 8 o'clock news on Radio London**

1. Tick (✓) four of the following news items you have listened to. (2 marks)

<input type="checkbox"/>	Sport	<input type="checkbox"/>	World news
<input type="checkbox"/>	Business	<input type="checkbox"/>	Travel
<input type="checkbox"/>	UK news	<input type="checkbox"/>	Entertainment
<input type="checkbox"/>	Politics	<input type="checkbox"/>	Science

2. Fill in the missing information. (6 marks)

<input type="checkbox"/>	the number of people who died in the floods
<input type="checkbox"/>	the name of the organisation to commission the study about computer use
<input type="checkbox"/>	the number of teachers involved in the study about computer use
<input type="checkbox"/>	the date of the first women's Olympic swimming event
<input type="checkbox"/>	the position held by Will Bates in the Olympic swimming team
<input type="checkbox"/>	the country where the film <i>Kung Fu Panda</i> takes place

3. Based on what you have listened to, underline the correct answer in the brackets. (6 marks)

- a) (*A small part, Most, All*) of Bangkok is affected by the floods.
- b) Relief effort in Bangkok is considered (*adequate, excellent, lacking*) by experts.
- c) The study has shown that the quality of children's work suffers (*slightly, considerably, negligibly*) because of computers.
- d) The men's first swimming event will take place (*before, on the same day as, after*) the first women's event.
- e) *Kung Fu Panda* has won (*one, most, all*) of the awards it was nominated for.
- f) Another *Kung Fu Panda* is (*expected, unlikely, not going*) to be produced.

**SECONDARY EDUCATION CERTIFICATE LEVEL**

**MAY 2012 SESSION**

SUBJECT:	English Language	Total
PAPER NUMBER:	I - Part 1 (a) Listening Comprehension	
<b>Candidate's Paper 6B</b>		

**PET STORIES**

**1. Based on what you have listened to, underline what the pet story is about. (1 mark)**

- a) An owner saves pet
- b) A pet to the rescue
- c) A pet adventure

**2. Place the following items of information in the order in which you have listened to them. Number them from 1 to 5. (5 marks)**

Velvet injures his paw.	
The men climb Mount Hood.	
The men walk a long way and come to a boulder.	
Matt finds Velvet in the desert.	
The men wait for help.	

**3. Based on what you have listened to, are the following statements TRUE or FALSE? Give reasons for your answers. (10 marks)**

a) It took Matt a long time to make friends with Velvet. ( \_\_\_\_\_ ) because \_\_\_\_\_

\_\_\_\_\_

b) Matt climbed to the top of the mountain. ( \_\_\_\_\_ ) because \_\_\_\_\_

\_\_\_\_\_

c) Matt was the only climber who was unhurt. ( \_\_\_\_\_ ) because \_\_\_\_\_

\_\_\_\_\_

d) After calling for help, the men decided against climbing down the mountain. ( \_\_\_\_\_ )

because \_\_\_\_\_

e) It was Velvet's idea to lie across the men. ( \_\_\_\_\_ ) because \_\_\_\_\_

\_\_\_\_\_

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD  
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**SECONDARY EDUCATION CERTIFICATE LEVEL**  
**MAY 2012 SESSION**

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SUBJECT: **English Language**  
PAPER NUMBER: I - Part 1 (b) Conversation – Visual Prompt

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**EXAMINER'S PAPER**

**(10 marks)**

**INSTRUCTIONS TO THE EXAMINERS**

1. Greet the candidate and hand out the candidate's paper.
2. Ask all the candidates the questions in Set 1.
3. Ask all candidates a minimum of three questions of your choice from Set 2. Each time, choose a different combination of three questions from the list so that, by the end of the examination, all the questions in this set will have been used.
4. If the candidate's responses are brief, ask further questions from Set 2 to ensure that the candidate is engaged in conversation long enough (approximately 5 minutes) to enable you to make a more accurate and fair assessment of his/her speaking skills.
5. When the candidate is ready, collect the candidate's paper.

**Do not rephrase or improvise questions.**

**Use the further prompts in the brackets only when the candidate stops short of giving a full response to the main questions.**

**Refer closely to the marking guidelines relating to the candidate's handling of English to enable you to arrive at a fair assessment of his/her ability to use spoken English.**

**CONVERSATION PROMPTS**

**SESSION 1**

**Set 1**

1. Talk about what you can see in the two pictures.
2. Do you prefer the situation in Picture A or in Picture B? (Why?)
3. What is your favourite food? (Why?)

**Set 2**

1. Would you like to work in a restaurant? (Why? / Why not?)
2. Do you agree with a non-smoking policy in restaurants? (Why? / Why not?)
3. What are some benefits of home cooking?
4. Why do some people prefer to eat out?
5. Do you cook at home? (If the answer is yes, talk about some dishes that you cook. If the answer is no, why not?)
6. Do you think that schools should provide school meals? (Why is that?)

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**MAY 2012 SESSION**

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SUBJECT: **English Language**  
PAPER NUMBER: I - Part 1 (b) Conversation – Visual Prompt

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**EXAMINER'S PAPER**

**(10 marks)**

**INSTRUCTIONS TO THE EXAMINERS**

1. Greet the candidate and hand out the candidate's paper.
2. Ask all the candidates the questions in Set 1.
3. Ask all candidates a minimum of three questions of your choice from Set 2. Each time, choose a different combination of three questions from the list so that, by the end of the examination, all the questions in this set will have been used.
4. If the candidate's responses are brief, ask further questions from Set 2 to ensure that the candidate is engaged in conversation long enough (approximately 5 minutes) to enable you to make a more accurate and fair assessment of his/her speaking skills.
5. When the candidate is ready, collect the candidate's paper.

**Do not rephrase or improvise questions.**

**Use the further prompts in the brackets only when the candidate stops short of giving a full response to the main questions.**

**Refer closely to the marking guidelines relating to the candidate's handling of English to enable you to arrive at a fair assessment of his/her ability to use spoken English.**

**CONVERSATION PROMPTS**

**SESSION 2**

**Set 1**

1. Talk about what you can see in the two pictures.
2. Do you prefer the situation in Picture A or in Picture B? (Why?)
3. Do you like watching films? (Why? / Why not?)

**Set 2**

1. Do you think that Malta should have an outdoor cinema? (Why? / Why not?)
2. Who is your favourite actor/actress? (Why?)
3. Is there too much violence shown in films? (Why? / Why not?)
4. Would you like to take part in a film? (Why? / Why not?)
5. What do you prefer – to watch a film at home or at the cinema?
6. Do you like horror movies? (Why? / Why not?)



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**MAY 2012 SESSION**

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SUBJECT: **English Language**  
PAPER NUMBER: I - Part 1 (b) Conversation – Visual Prompt

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**EXAMINER'S PAPER**

**(10 marks)**

**INSTRUCTIONS TO THE EXAMINERS**

1. Greet the candidate and hand out the candidate's paper.
2. Ask all the candidates the questions in Set 1.
3. Ask all candidates a minimum of three questions of your choice from Set 2. Each time, choose a different combination of three questions from the list so that, by the end of the examination, all the questions in this set will have been used.
4. If the candidate's responses are brief, ask further questions from Set 2 to ensure that the candidate is engaged in conversation long enough (approximately 5 minutes) to enable you to make a more accurate and fair assessment of his/her speaking skills.
5. When the candidate is ready, collect the candidate's paper.

**Do not rephrase or improvise questions.**

**Use the further prompts in the brackets only when the candidate stops short of giving a full response to the main questions.**

**Refer closely to the marking guidelines relating to the candidate's handling of English to enable you to arrive at a fair assessment of his/her ability to use spoken English.**

**CONVERSATION PROMPTS**

**SESSION 3**

**Set 1**

1. Talk about what you can see in the two pictures.
2. Do you prefer the situation in Picture A or in Picture B? (Why?)
3. Do you practise any sport? (If the answer is yes, talk about the sport. If the answer is no, is there a sport that you would like to take up?)

**Set 2**

1. Would you like to be a famous sports star? (Why? / Why not?)
2. Do schools promote sports enough? (Why do you think so?)
3. Do you think that there is too much sport shown on television? (Why? / Why not?)
4. What are some advantages of practising a sport?
5. Are there good sport facilities in your country for people your age?
6. Do you like watching the Olympics? (Why? / Why not?)

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**MAY 2012 SESSION**

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SUBJECT: **English Language**  
PAPER NUMBER: I - Part 1 (b) Conversation – Visual Prompt

---

**EXAMINER'S PAPER**

**(10 marks)**

**INSTRUCTIONS TO THE EXAMINERS**

1. Greet the candidate and hand out the candidate's paper.
2. Ask all the candidates the questions in Set 1.
3. Ask all candidates a minimum of three questions of your choice from Set 2. Each time, choose a different combination of three questions from the list so that, by the end of the examination, all the questions in this set will have been used.
4. If the candidate's responses are brief, ask further questions from Set 2 to ensure that the candidate is engaged in conversation long enough (approximately 5 minutes) to enable you to make a more accurate and fair assessment of his/her speaking skills.
5. When the candidate is ready, collect the candidate's paper.

Do not rephrase or improvise questions.

Use the further prompts in the brackets only when the candidate stops short of giving a full response to the main questions.

Refer closely to the marking guidelines relating to the candidate's handling of English to enable you to arrive at a fair assessment of his/her ability to use spoken English.

**CONVERSATION PROMPTS**

**SESSION 4**

**Set 1**

1. Talk about what you can see in the two pictures.
2. Do you prefer the situation in Picture A or in Picture B? (Why?)
3. What would you like to do when you grow up? / What is your job?

**Set 2**

1. Who has the best job in the world? Why do you think so?
2. What should you keep in mind when choosing a career?
3. Should there be jobs which are only for men or only for women? (Why? / Why not?)
4. Why do people choose to work abroad?
5. Did your school offer advice on career choice? In what ways was it helpful?
6. Would you consider becoming a teacher? (Why? / Why not?)

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SUBJECT: **English Language**  
PAPER NUMBER: I - Part 1 (b) Conversation – Visual Prompt

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**EXAMINER'S PAPER**

**(10 marks)**

**INSTRUCTIONS TO THE EXAMINERS**

1. Greet the candidate and hand out the candidate's paper.
2. Ask all the candidates the questions in Set 1.
3. Ask all candidates a minimum of three questions of your choice from Set 2. Each time, choose a different combination of three questions from the list so that, by the end of the examination, all the questions in this set will have been used.
4. If the candidate's responses are brief, ask further questions from Set 2 to ensure that the candidate is engaged in conversation long enough (approximately 5 minutes) to enable you to make a more accurate and fair assessment of his/her speaking skills.
5. When the candidate is ready, collect the candidate's paper.

**Do not rephrase or improvise questions.**

**Use the further prompts in the brackets only when the candidate stops short of giving a full response to the main questions.**

**Refer closely to the marking guidelines relating to the candidate's handling of English to enable you to arrive at a fair assessment of his/her ability to use spoken English.**

**CONVERSATION PROMPTS**

**SESSION 5**

**Set 1**

1. Talk about what you can see in the two pictures.
2. Do you prefer the situation in Picture A or in Picture B? (Why?)
3. How are you going to spend your summer?

**Set 2**

1. How would you feel if there weren't any holidays? (Why?)
2. What are some benefits of having holidays?
3. Do you feel that students have enough holidays? (Why? / Why not?)
4. What can ruin a holiday?
5. What is your idea of a perfect holiday?
6. If you could go abroad for a holiday, where would you go? (Why?)

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SUBJECT: **English Language**  
PAPER NUMBER: I - Part 1 (b) Conversation – Visual Prompt

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**EXAMINER'S PAPER**

**(10 marks)**

**INSTRUCTIONS TO THE EXAMINERS**

1. Greet the candidate and hand out the candidate's paper.
2. Ask all the candidates the questions in Set 1.
3. Ask all candidates a minimum of three questions of your choice from Set 2. Each time, choose a different combination of three questions from the list so that, by the end of the examination, all the questions in this set will have been used.
4. If the candidate's responses are brief, ask further questions from Set 2 to ensure that the candidate is engaged in conversation long enough (approximately 5 minutes) to enable you to make a more accurate and fair assessment of his/her speaking skills.
5. When the candidate is ready, collect the candidate's paper.

**Do not rephrase or improvise questions.**

**Use the further prompts in the brackets only when the candidate stops short of giving a full response to the main questions.**

**Refer closely to the marking guidelines relating to the candidate's handling of English to enable you to arrive at a fair assessment of his/her ability to use spoken English.**

**CONVERSATION PROMPTS**

**SESSION 6**

**Set 1**

1. Talk about what you can see in the two pictures.
2. Do you prefer the situation in Picture A or in Picture B? (Why?)
3. Do you remember anything about your best friends when you were younger? (If the answer is yes, what do you remember? If the answer is no, why not?)

**Set 2**

1. What makes a good friend?
2. Where do you like to hang out with your friends? (Why is that?)
3. Are friends more important than family? (Why? / Why not? )
4. What may break up a friendship?
5. How can one stay in touch with friends?
6. What do you think of making friends online?

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SUBJECT: **English Language**  
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**CANDIDATE'S PAPER**

**(10 marks)**

**SESSION 1**

PICTURE A



PICTURE B



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**CANDIDATE'S PAPER**

**(10 marks)**

**SESSION 2**

PICTURE A



PICTURE B





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SUBJECT: **English Language**  
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**CANDIDATE'S PAPER**

**(10 marks)**

**SESSION 3**

PICTURE A



PICTURE B



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**SUBJECT:** English Language  
**PAPER NUMBER:** I - Part 1 (b) Picture Interpretation

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**CANDIDATE'S PAPER**

**(10 marks)**

**SESSION 4**

**PICTURE A**



**PICTURE B**





**SECONDARY EDUCATION CERTIFICATE LEVEL**

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**SUBJECT:** English Language  
**PAPER NUMBER:** I - Part 1 (b) Picture Interpretation

---

**CANDIDATE'S PAPER**

**(10 marks)**

**SESSION 5**

**PICTURE A**



**PICTURE B**



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**MAY 2012 SESSION**

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**SUBJECT:** English Language  
**PAPER NUMBER:** I - Part 1 (b) Picture Interpretation

---

**CANDIDATE'S PAPER**

**(10 marks)**

**SESSION 6**

**PICTURE A**



**PICTURE B**



**SECONDARY EDUCATION CERTIFICATE LEVEL**

**MAY 2012 SESSION**

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SUBJECT: **English Language**  
PAPER NUMBER: **I - Part 1 (c) Conversation – Role Play**

---

**CONVERSATION – ROLE PLAY 1A**

**EXAMINER'S PAPER**

**(10 marks)**

**Directions to Oral Examiners**

**Use a normal speaking voice when interacting with candidates and try to make your exchanges sound as natural as possible.**

**You may repeat the question to the candidate but do not improvise any questions.**

**Refer closely to the marking guidelines relating to the candidate's handling of English to enable you to arrive at a fair assessment of his/her ability to use spoken English.**

**Explain to Candidate:**

<p>In this situation, you meet a friend and discuss your plans for the week. You talk about joining the music club at school again this year. I will play the role of your friend.</p>
--

**Examiner:** Hello (*name of candidate*). I am so busy these days. How about you?

**Candidate:** (1) Agree and talk about your plans for the week which include joining the music club at school again this year.

**Examiner:** That sounds wonderful. So, what will it be like?

**Candidate:** (2) Talk about some of the activities that you generally do when you meet at the music club.

**Examiner:** That should be fun. Who runs the club?

**Candidate:** (3) Name the person who runs the music club and describe his/her character that makes him/her suitable for the role.

**Examiner:** I'd love to come to the club one day. How did you hear about it?

**Candidate:** (4) Explain how you came to know about the music club and invite your friend to join the club.

**Examiner:** Well, to tell you the truth, I won't be able to make it every single session. Do you think that I'll manage even if I attend just a few sessions?

**Candidate:** (5) Reassure your friend and tell him/her how he/she can manage to attend more often.

**Examiner:** Yes, I could do that. Shall we go and check the club's activities right away or would you rather go later?

**Candidate:** (6) Reply accordingly.

**PLEASE ENSURE THAT YOU COLLECT THE CANDIDATE'S SHEET**

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SUBJECT: **English Language**  
PAPER NUMBER: I - Part 1 (c) Conversation – Role Play

---

**CONVERSATION – ROLE PLAY 1B**

**EXAMINER'S PAPER**

**(10 marks)**

**Directions to Oral Examiners**

Use a normal speaking voice when interacting with candidates and try to make your exchanges sound as natural as possible.

You may repeat the question to the candidate but do not improvise any questions.

Refer closely to the marking guidelines relating to the candidate's handling of English to enable you to arrive at a fair assessment of his/her ability to use spoken English.

**Explain to Candidate:**

<p>In this situation, you meet a friend and discuss your plans for the weekend. You talk about helping out at the local animal shelter, as you have been doing for some time now. I will play the role of your friend.</p>
--

**Examiner:** Hello (*name of candidate*). I am so busy getting things ready for the weekend. How about you?

**Candidate:** (1) Agree and talk about your plans for the weekend which include helping out at the animal shelter.

**Examiner:** That is a wonderful idea. So, what does it involve?

**Candidate:** (2) Describe the animal shelter and talk about how one can lend a hand there.

**Examiner:** That is really useful. Who runs the place?

**Candidate:** (3) Name the person who runs the place and describe his/her character that makes him/her ideal for the role.

**Examiner:** I'd love to come along one of these days. How can I be of help?

**Candidate:** (4) Explain to your friend how he/she may help out at the animal shelter and ask about your friend's availability.

**Examiner:** Well, at most, I can only make it on a couple of Saturdays. Do you think that I'll manage?

**Candidate:** (5) Reassure your friend and give some suggestions of how he/she can manage to attend.

**Examiner:** Yes, I could do that. Shall we go and check out the animal shelter now or would you prefer to go tomorrow?

**Candidate:** (6) Reply accordingly.

**PLEASE ENSURE THAT YOU COLLECT THE CANDIDATE'S SHEET**

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SUBJECT: **English Language**  
PAPER NUMBER: I - Part 1 (c) Conversation – Role Play

---

**CONVERSATION – ROLE PLAY 2A**

**EXAMINER'S PAPER**

**(10 marks)**

**Directions to Oral Examiners**

Use a normal speaking voice when interacting with candidates and try to make your exchanges sound as natural as possible.

You may repeat the question to the candidate but do not improvise any questions.

Refer closely to the marking guidelines relating to the candidate's handling of English to enable you to arrive at a fair assessment of his/her ability to use spoken English.

**Explain to Candidate:**

<p>In this situation, you meet a friend and discuss your plans for summer. You talk about helping a charity group to organize a night hike, as you did last year. I will play the role of your friend.</p>
--

- Examiner:** Hello (*name of candidate*). I am ever so busy catching up with everything else. How about you?
- Candidate:** (1) Agree and talk about your plans for summer, which include helping a charity group organize a night hike.
- Examiner:** That is a wonderful idea. So, what will it involve?
- Candidate:** (2) Describe what the charity group is for and give some details of the arrangements that need to be made for the night hike.
- Examiner:** That sounds really great. Who else is helping you organize it?
- Candidate:** (3) Name the person who is in charge of organizing the night hike. Describe his/her character that makes him/her ideal for the role.
- Examiner:** I would love to help the group as well. How do I go about it?
- Candidate:** (4) Explain how one may join the charity group and ask about your friend's free time.
- Examiner:** Well, with exams coming up, I'm free only on Mondays and not every Monday at that. Do you think that this is alright?
- Candidate:** (5) Reassure your friend and give some suggestions of how he/she can manage to make it.
- Examiner:** Yes, I agree. That's a good idea. Shall we go and speak to the person in charge right now or shall we go later?
- Candidate:** (6) Reply accordingly.

**PLEASE ENSURE THAT YOU COLLECT THE CANDIDATE'S SHEET**

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SUBJECT: **English Language**  
PAPER NUMBER: I - Part 1 (c) Conversation – Role Play

---

**CONVERSATION – ROLE PLAY 2B**

**EXAMINER'S PAPER**

**(10 marks)**

**Directions to Oral Examiners**

Use a normal speaking voice when interacting with candidates and try to make your exchanges sound as natural as possible.

You may repeat the question to the candidate but do not improvise any questions.

Refer closely to the marking guidelines relating to the candidate's handling of English to enable you to arrive at a fair assessment of his/her ability to use spoken English.

**Explain to Candidate:**

<p>In this situation, you meet a friend and discuss your plans for this month. You talk about helping your class teacher organize a fun run at school to raise funds, as you did last year. I will play the role of your friend.</p>
--

- Examiner:** Hello (*name of candidate*). I am so busy right now. How about you?
- Candidate:** (1) Agree and talk about your plans for this month which include helping your class teacher organize a fun run at school.
- Examiner:** That is a wonderful idea. So, what will it involve?
- Candidate:** (2) Describe what the funds from the fun run are for and talk about some arrangements that need to be made.
- Examiner:** That sounds really great. Who else is in charge of the arrangements?
- Candidate:** (3) Name the class teacher who is in charge of the activities and describe his/her character that makes him/her ideal for the role.
- Examiner:** I would love to do something as well. What can I do?
- Candidate:** (4) Explain to your friend how he/she may also help the class teacher and ask about your friend's free time.
- Examiner:** Well, I have some free time tomorrow afternoon. Do you think that that is enough?
- Candidate:** (5) Reassure your friend and suggest how she/he can manage to make it.
- Examiner:** Yes, that sounds good. Shall we go and look for the class teacher right away or would you rather go later on?
- Candidate:** (6) Reply accordingly.

**PLEASE ENSURE THAT YOU COLLECT THE CANDIDATE'S SHEET**

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SUBJECT: **English Language**  
PAPER NUMBER: I - Part 1 (c) Conversation – Role Play

---

**CONVERSATION – ROLE PLAY 3A**

**EXAMINER'S PAPER**

**(10 marks)**

**Directions to Oral Examiners**

Use a normal speaking voice when interacting with candidates and try to make your exchanges sound as natural as possible.

You may repeat the question to the candidate but do not improvise any questions.

Refer closely to the marking guidelines relating to the candidate's handling of English to enable you to arrive at a fair assessment of his/her ability to use spoken English.

**Explain to Candidate:**

<p>In this situation, you meet a friend and discuss your plans for the week. You talk about joining the drama club at school again this year. I will play the role of your friend.</p>
--

**Examiner:** Hello (*name of candidate*). I am so busy these days. How about you?

**Candidate:** (1) Agree and talk about your plans for the week which include joining the drama club at school again this year.

**Examiner:** That sounds wonderful. So, what will it be like?

**Candidate:** (2) Talk about some of the activities that you generally do when you meet at the drama club.

**Examiner:** That should be fun. Who runs the club?

**Candidate:** (3) Name the person who runs the drama club, describe his/her character and why it makes him/her suitable for the role.

**Examiner:** I'd love to come to the club one day. How did you hear about it?

**Candidate:** (4) Explain how you came to know about the drama club and invite your friend to join the club.

**Examiner:** Well, to tell you the truth, I won't be able to make it every single session. Do you think that I'll manage even if I attend just a few sessions?

**Candidate:** (5) Reassure your friend and tell him/her how he/she can manage to attend more often.

**Examiner:** Yes, I could do that. Shall we go and check the club's activities right away or do you prefer to go tomorrow?

**Candidate:** (6) Reply accordingly.

**PLEASE ENSURE THAT YOU COLLECT THE CANDIDATE'S SHEET**



**SECONDARY EDUCATION CERTIFICATE LEVEL**

**MAY 2012 SESSION**

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SUBJECT: **English Language**  
PAPER NUMBER: I - Part 1 (c) Conversation – Role Play

---

**CONVERSATION – ROLE PLAY 3B**

**EXAMINER'S PAPER**

**(10 marks)**

**Directions to Oral Examiners**

Use a normal speaking voice when interacting with candidates and try to make your exchanges sound as natural as possible.

You may repeat the question to the candidate but do not improvise any questions.

Refer closely to the marking guidelines relating to the candidate's handling of English to enable you to arrive at a fair assessment of his/her ability to use spoken English.

**Explain to Candidate:**

In this situation, you meet a friend and discuss your plans for summer. You talk about helping out at the summer school, as you did last year. I will play the role of your friend.
---

**Examiner:** Hello (*name of candidate*). I am so busy getting things ready for summer. How about you?

**Candidate:** (1) Agree and talk about your plans for summer which include helping out at the summer school as you did last year.

**Examiner:** That is a wonderful idea. So, what will it involve?

**Candidate:** (2) Describe the summer school and talk about how one can lend a hand there.

**Examiner:** That sound fun. Who runs the place?

**Candidate:** (3) Name the person who runs the place and describe his/her character and why it makes him/her ideal for the role.

**Examiner:** I'd love to come along one of these days. How can I be of help?

**Candidate:** (4) Explain to your friend how he/she may help out at the summer school and ask about your friend's availability.

**Examiner:** Well, at most, I can only make it on a couple of days every week. Do you think that I'll manage?

**Candidate:** (5) Reassure your friend and give some suggestions of how she/he can manage to make it.

**Examiner:** Yes, I could do that. Shall we go and check out the summer school right away or would you rather go next week?

**Candidate:** (6) Reply accordingly.

**PLEASE ENSURE THAT YOU COLLECT THE CANDIDATE'S SHEET**



**SECONDARY EDUCATION CERTIFICATE LEVEL**  
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SUBJECT: **English Language**  
PAPER NUMBER: I - Part 1 (c) Conversation – Role Play

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**CONVERSATION – ROLE PLAY 4A**

**EXAMINER'S PAPER**

**(10 marks)**

**Directions to Oral Examiners**

Use a normal speaking voice when interacting with candidates and try to make your exchanges sound as natural as possible.

You may repeat the question to the candidate but do not improvise any questions.

Refer closely to the marking guidelines relating to the candidate's handling of English to enable you to arrive at a fair assessment of his/her ability to use spoken English.

**Explain to Candidate:**

In this situation, you meet a friend and discuss your plans for summer. You talk about helping to organize a barbecue for charity again this year. I will play the role of your friend.
---

**Examiner:** Hello (*name of candidate*). I am ever so busy catching up with everything else. How about you?

**Candidate:** (1) Agree and talk about your plans for summer, which include helping a charity group organize a barbecue again this year.

**Examiner:** That is a wonderful idea. So, what will it involve?

**Candidate:** (2) Describe what the charity group is for and give some details of the arrangements that need to be made for the barbecue.

**Examiner:** That sounds really great. Who else is helping you set it up?

**Candidate:** (3) Name the person who is in charge of organizing the barbecue and describe his/her character that makes him/her ideal for the role.

**Examiner:** I would love to help the group as well. How do I go about it?

**Candidate:** (4) Explain how one may join the charity group and ask about your friend's free time.

**Examiner:** Well, with exams coming up, I'm free only on Tuesdays and not every Tuesday at that. Do you think that this is alright?

**Candidate:** (5) Reassure your friend and give some suggestions of how she/he can make it.

**Examiner:** Yes, I agree. That's a good idea. Shall we go and speak to the person in charge right now or shall we go this evening?

**Candidate:** (6) Reply accordingly.

**PLEASE ENSURE THAT YOU COLLECT THE CANDIDATE'S SHEET**

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**MAY 2012 SESSION**

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SUBJECT: **English Language**  
PAPER NUMBER: I - Part 1 (c) Conversation – Role Play

---

**CONVERSATION – ROLE PLAY 4B**

**EXAMINER'S PAPER**

**(10 marks)**

**Directions to Oral Examiners**

**Use a normal speaking voice when interacting with candidates and try to make your exchanges sound as natural as possible.**

**You may repeat the question to the candidate but do not improvise any questions.**

**Refer closely to the marking guidelines relating to the candidate's handling of English to enable you to arrive at a fair assessment of his/her ability to use spoken English.**

**Explain to Candidate:**

<p>In this situation, you meet a friend and discuss your plans for the month. You talk about helping your class teacher organize a hot dog day at school to raise funds again this year. I will play the role of your friend.</p>
---

- Examiner:** Hello (*name of candidate*). I am so busy right now. How about you?
- Candidate:** (1) Agree and talk about your plans for this month which include helping your class teacher organize a hot dog day at school.
- Examiner:** That is a wonderful idea. So, what will it involve?
- Candidate:** (2) Describe what the funds from the hot dog day are for and talk about some arrangements that need to be made.
- Examiner:** That sounds really great. Who is in charge of the arrangements?
- Candidate:** (3) Name the class teacher who is in charge of the activities and describe his/her character that makes him/her ideal for the role.
- Examiner:** I would love to do something as well. What can I do?
- Candidate:** (4) Explain to your friend how he/she may help in preparing for the event and ask about your friend's free time.
- Examiner:** Well, I have some free time tomorrow afternoon. Do you think that that is enough?
- Candidate:** (5) Reassure your friend and suggest how he/she can make it.
- Examiner:** Yes, that sounds good. Shall we go and look for the class teacher right now or do you want to go later?
- Candidate:** (6) Reply accordingly.

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**SECONDARY EDUCATION CERTIFICATE LEVEL**

**MAY 2012 SESSION**

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SUBJECT: **English Language**  
PAPER NUMBER: I - Part 1 (c) Conversation – Role Play

---

**CONVERSATION – ROLE PLAY 5A**

**EXAMINER'S PAPER**

**(10 marks)**

**Directions to Oral Examiners**

**Use a normal speaking voice when interacting with candidates and try to make your exchanges sound as natural as possible.**

**You may repeat the question to the candidate but do not improvise any questions.**

**Refer closely to the marking guidelines relating to the candidate's handling of English to enable you to arrive at a fair assessment of his/her ability to use spoken English.**

**Explain to Candidate:**

<p>In this situation, you meet a friend and discuss your plans for the week. You talk about joining the art club at school again this year. I will play the role of your friend.</p>
--

**Examiner:** Hello (*name of candidate*). I am so busy these days. How about you?

**Candidate:** (1) Agree and talk about your plans for the week which include joining the art club at school again this year.

**Examiner:** That sounds wonderful. So, what will it be like?

**Candidate:** (2) Talk about some of the activities that you generally do when you meet at the art club.

**Examiner:** That should be fun. Who runs the club?

**Candidate:** (3) Name the person who runs the art club and describe his/her character that makes him/her suitable for the role.

**Examiner:** I'd love to come to the club one day. How did you hear about it?

**Candidate:** (4) Explain how you came to know about the club and invite your friend to join the club.

**Examiner:** Well, to tell you the truth, I won't be able to make it every single session. Do you think that I'll manage even if I attend just a couple of sessions?

**Candidate:** (5) Reassure your friend and tell him/her how he/she can manage to attend more often.

**Examiner:** Yes, I could do that. Shall we go and check the club's activities right away or would you rather we go later?

**Candidate:** (6) Reply accordingly.

**PLEASE ENSURE THAT YOU COLLECT THE CANDIDATE'S SHEET**

**SECONDARY EDUCATION CERTIFICATE LEVEL**

**MAY 2012 SESSION**

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SUBJECT: **English Language**  
PAPER NUMBER: I - Part 1 (c) Conversation – Role Play

---

**CONVERSATION – ROLE PLAY 5B**

**EXAMINER'S PAPER**

**(10 marks)**

**Directions to Oral Examiners**

Use a normal speaking voice when interacting with candidates and try to make your exchanges sound as natural as possible.

You may repeat the question to the candidate but do not improvise any questions.

Refer closely to the marking guidelines relating to the candidate's handling of English to enable you to arrive at a fair assessment of his/her ability to use spoken English.

**Explain to Candidate:**

In this situation, you meet a friend and discuss your plans for the weekend.  
You talk about helping out at the play group for kindergarten, as you have been doing for the past few weekends.  
I will play the role of your friend.

**Examiner:** Hello (*name of candidate*). I am so busy getting things ready for the weekend. How about you?

**Candidate:** (1) Agree and talk about your plans for the weekend which also include helping out at the play group for kindergarten.

**Examiner:** That sounds like fun. So, what does it involve?

**Candidate:** (2) Describe the play group for kindergarten and talk about how one can lend a hand there.

**Examiner:** That will be really useful. Who runs the place?

**Candidate:** (3) Name the person who runs the place and describe his/her character that makes him/her ideal for the role.

**Examiner:** I'd love to come along one day. How can I be of help?

**Candidate:** (4) Explain to your friend how he/she may help out at the play group for kindergarten and ask about your friend's availability.

**Examiner:** Well, at most, I can only make it on a couple of Saturdays. Do you think that I'll manage?

**Candidate:** (5) Reassure your friend and give some suggestions of how she/he can make it.

**Examiner:** Yes, I could do that. Shall we go and check out the play group for kindergarten now or do you want to go tomorrow?

**Candidate:** (6) Reply accordingly.

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**SECONDARY EDUCATION CERTIFICATE LEVEL**

**MAY 2012 SESSION**

---

SUBJECT: **English Language**  
PAPER NUMBER: I - Part 1 (c) Conversation – Role Play

---

**CONVERSATION – ROLE PLAY 6A**

**EXAMINER'S PAPER**

**(10 marks)**

**Directions to Oral Examiners**

Use a normal speaking voice when interacting with candidates and try to make your exchanges sound as natural as possible.

You may repeat the question to the candidate but do not improvise any questions.

Refer closely to the marking guidelines relating to the candidate's handling of English to enable you to arrive at a fair assessment of his/her ability to use spoken English.

**Explain to Candidate:**

<p>In this situation, you meet a friend and discuss your plans for summer. You talk about helping to organize a surprise party for a friend, as you did last year. I will play the role of your friend.</p>
---

- Examiner:** Hello (*name of candidate*). I am ever so busy catching up with everything else. How about you?
- Candidate:** (1) Agree and talk about your plans for summer, which include helping to organize a surprise party for a friend.
- Examiner:** That is a wonderful idea. So, what will it involve?
- Candidate:** (2) Describe who the surprise party is for and give some details of the arrangements that need to be made for the party.
- Examiner:** That sounds really great. Who else is helping you organize it?
- Candidate:** (3) Name the person who is in charge of organising the surprise party and describe his/her character that makes him/her ideal for the role.
- Examiner:** I would love to help as well. How do I go about it?
- Candidate:** (4) Explain how one may help and ask about your friend's free time.
- Examiner:** Well, with exams coming up, I'm free only for a couple of hours tomorrow. Do you think that it is alright?
- Candidate:** (5) Reassure your friend and give some suggestions of how she/he can make it.
- Examiner:** Yes, I agree. That's a good idea. Shall we go and speak to the other organizer right now or would you rather go later?
- Candidate:** (6) Reply accordingly.

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

**SECONDARY EDUCATION CERTIFICATE LEVEL**

**MAY 2012 SESSION**

---

SUBJECT: **English Language**  
PAPER NUMBER: I - Part 1 (c) Conversation – Role Play

---

**CONVERSATION – ROLE PLAY 6B**

**EXAMINER'S PAPER**

**(10 marks)**

**Directions to Oral Examiners**

**Use a normal speaking voice when interacting with candidates and try to make your exchanges sound as natural as possible.**

**You may repeat the question to the candidate but do not improvise any questions.**

**Refer closely to the marking guidelines relating to the candidate's handling of English to enable you to arrive at a fair assessment of his/her ability to use spoken English.**

**Explain to Candidate:**

<p>In this situation, you meet a friend and discuss your plans for the month. You talk about helping your class teacher organize a car wash at school to raise funds again this year. I will play the role of your friend.</p>
--

- Examiner:** Hello (*name of candidate*). I am so busy right now. How about you?
- Candidate:** (1) Agree and talk about your plans which include helping your class teacher organize a car wash at school.
- Examiner:** That is a wonderful idea. So, what will it involve?
- Candidate:** (2) Describe what the funds from the car wash are for and talk about some arrangements that need to be made.
- Examiner:** That sounds really great. Who else is in charge of the arrangements?
- Candidate:** (3) Name the class teacher who is in charge of the activities and describe his/her character that makes him/her ideal for the role.
- Examiner:** I would love to do something as well. What can I do?
- Candidate:** (4) Explain to your friend how he/she may also help and ask about your friend's free time.
- Examiner:** Well, I have some free time tomorrow afternoon. Do you think that it is enough?
- Candidate:** (5) Reassure your friend and suggest how she/he can make it.
- Examiner:** Yes, that sounds good. Shall we go and look for the class teacher now or would you rather we go later?
- Candidate:** (6) Reply accordingly.

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**SECONDARY EDUCATION CERTIFICATE LEVEL**

**MAY 2012 SESSION**

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SUBJECT: **English Language**  
PAPER NUMBER: I - Part 1 (c) Conversation – Role Play

---

**CONVERSATION – ROLE PLAY 1A**

**CANDIDATE'S PAPER**

**(10 marks)**

**Read the situation and continue the dialogue by following all the six prompts in the order given to you.**

**SITUATION:**

<p>In this situation, you meet a friend and discuss your plans for the week. You talk about joining the music club at school again this year. The Examiner will play the role of your friend.</p>
---

**Examiner:**

**Candidate:** (1) Agree and talk about your plans for the week which include joining the music club at school again this year.

**Examiner:**

**Candidate:** (2) Talk about some of the activities that you generally do when you meet at the music club.

**Examiner:**

**Candidate:** (3) Name the person who runs the music club and describe his/her character that makes him/her suitable for the role.

**Examiner:**

**Candidate:** (4) Explain how you came to know about the music club and invite your friend to join the club.

**Examiner:**

**Candidate:** (5) Reassure your friend and tell him/her how he/she can manage to attend more often.

**Examiner:**

**Candidate:** (6) Reply accordingly.

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**SECONDARY EDUCATION CERTIFICATE LEVEL**

**MAY 2012 SESSION**

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SUBJECT: **English Language**  
PAPER NUMBER: I - Part 1 (c) Conversation – Role Play

---

**CONVERSATION – ROLE PLAY 1B**

**CANDIDATE'S PAPER**

**(10 marks)**

**Read the situation and continue the dialogue by following all the six prompts in the order given to you.**

**SITUATION:**

<p>In this situation, you meet a friend and discuss your plans for the weekend. You talk about helping out at the local animal shelter, as you have been doing for some time now. The Examiner will play the role of your friend.</p>
---

**Examiner:**

**Candidate:** (1) Agree and talk about your plans for the weekend which include helping out at the animal shelter.

**Examiner:**

**Candidate:** (2) Describe the animal shelter and talk about how one can lend a hand there.

**Examiner:**

**Candidate:** (3) Name the person who runs the place and describe his/her character that makes him/her ideal for the role.

**Examiner:**

**Candidate:** (4) Explain to your friend how he/she may help out at the animal shelter and ask about your friend's availability.

**Examiner:**

**Candidate:** (5) Reassure your friend and give some suggestions of how he/she can manage to attend.

**Examiner:**

**Candidate:** (6) Reply accordingly.

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**SECONDARY EDUCATION CERTIFICATE LEVEL**

**MAY 2012 SESSION**

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SUBJECT: **English Language**  
PAPER NUMBER: I - Part 1 (c) Conversation – Role Play

---

**CONVERSATION – ROLE PLAY 2A**

**CANDIDATE'S PAPER**

**(10 marks)**

**Read the situation and continue the dialogue by following all the six prompts in the order given to you.**

**SITUATION:**

<p>In this situation, you meet a friend and discuss your plans for summer. You talk about helping a charity group to organize a night hike, as you did last year. The Examiner will play the role of your friend.</p>
---

**Examiner:**

**Candidate:** (1) Agree and talk about your plans for summer, which include helping a charity group organize a night hike.

**Examiner:**

**Candidate:** (2) Describe what the charity group is for and give some details of the arrangements that need to be made for the night hike.

**Examiner:**

**Candidate:** (3) Name the person who is in charge of organizing the night hike. Describe his/her character that makes him/her ideal for the role.

**Examiner:**

**Candidate:** (4) Explain how one may join the charity group and ask about your friend's free time.

**Examiner:**

**Candidate:** (5) Reassure your friend and give some suggestions of how he/she can manage to make it.

**Examiner:**

**Candidate:** (6) Reply accordingly.

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**SECONDARY EDUCATION CERTIFICATE LEVEL**

**MAY 2012 SESSION**

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SUBJECT: **English Language**  
PAPER NUMBER: I - Part 1 (c) Conversation – Role Play

---

**CONVERSATION – ROLE PLAY 2B**

**CANDIDATE'S PAPER**

**(10 marks)**

**Read the situation and continue the dialogue by following all the six prompts in the order given to you.**

**SITUATION:**

<p>In this situation, you meet a friend and discuss your plans for this month. You talk about helping your class teacher organize a fun run at school to raise funds, as you did last year. The Examiner will play the role of your friend.</p>
---

**Examiner:**

**Candidate:** (1) Agree and talk about your plans for this month which include helping your class teacher organize a fun run at school.

**Examiner:**

**Candidate:** (2) Describe what the funds from the fun run are for and talk about some arrangements that need to be made.

**Examiner:**

**Candidate:** (3) Name the class teacher who is in charge of the activities and describe his/her character that makes him/her ideal for the role.

**Examiner:**

**Candidate:** (4) Explain to your friend how he/she may also help the class teacher and ask about your friend's free time.

**Examiner:**

**Candidate:** (5) Reassure your friend and suggest how she/he can manage to make it.

**Examiner:**

**Candidate:** (6) Reply accordingly.

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**SECONDARY EDUCATION CERTIFICATE LEVEL**

**MAY 2012 SESSION**

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SUBJECT: **English Language**  
PAPER NUMBER: I - Part 1 (c) Conversation – Role Play

---

**CONVERSATION – ROLE PLAY 3A**

**CANDIDATE'S PAPER**

**(10 marks)**

**Read the situation and continue the dialogue by following all the six prompts in the order given to you.**

**SITUATION:**

<p>In this situation, you meet a friend and discuss your plans for the week. You talk about joining the drama club at school again this year. The Examiner will play the role of your friend.</p>
---

**Examiner:**

**Candidate:** (1) Agree and talk about your plans for the week which include joining the drama club at school again this year.

**Examiner:**

**Candidate:** (2) Talk about some of the activities that you generally do when you meet at the drama club.

**Examiner:**

**Candidate:** (3) Name the person who runs the drama club, describe his/her character and why it makes him/her suitable for the role.

**Examiner:**

**Candidate:** (4) Explain how you came to know about the drama club and invite your friend to join the club.

**Examiner:**

**Candidate:** (5) Reassure your friend and tell him/her how he/she can manage to attend more often.

**Examiner:**

**Candidate:** (6) Reply accordingly.

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**SECONDARY EDUCATION CERTIFICATE LEVEL**

**MAY 2012 SESSION**

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SUBJECT: **English Language**  
PAPER NUMBER: I - Part 1 (c) Conversation – Role Play

---

**CONVERSATION – ROLE PLAY 3B**

**CANDIDATE'S PAPER**

**(10 marks)**

**Read the situation and continue the dialogue by following all the six prompts in the order given to you.**

**SITUATION:**

<p>In this situation, you meet a friend and discuss your plans for summer. You talk about helping out at the summer school, as you did last year. The Examiner will play the role of your friend.</p>
---

**Examiner:**

**Candidate:** (1) Agree and talk about your plans for summer which include helping out at the summer school as you did last year.

**Examiner:**

**Candidate:** (2) Describe the summer school and talk about how one can lend a hand there.

**Examiner:**

**Candidate:** (3) Name the person who runs the place and describe his/her character and why it makes him/her ideal for the role.

**Examiner:**

**Candidate:** (4) Explain to your friend how he/she may help out at the summer school and ask about your friend's availability.

**Examiner:**

**Candidate:** (5) Reassure your friend and give some suggestions of how she/he can manage to make it.

**Examiner:**

**Candidate:** (6) Reply accordingly.

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**SECONDARY EDUCATION CERTIFICATE LEVEL**

**MAY 2012 SESSION**

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SUBJECT: **English Language**  
PAPER NUMBER: I - Part 1 (c) Conversation – Role Play

---

**CONVERSATION – ROLE PLAY 4A**

**CANDIDATE'S PAPER**

**(10 marks)**

**Read the situation and continue the dialogue by following all the six prompts in the order given to you.**

**SITUATION:**

<p>In this situation, you meet a friend and discuss your plans for summer. You talk about helping to organize a barbecue for charity again this year. The Examiner will play the role of your friend.</p>
---

**Examiner:**

**Candidate:** (1) Agree and talk about your plans for summer, which include helping a charity group organize a barbecue again this year.

**Examiner:**

**Candidate:** (2) Describe what the charity group is for and give some details of the arrangements that need to be made for the barbecue.

**Examiner:**

**Candidate:** (3) Name the person who is in charge of organizing the barbecue and describe his/her character that makes him/her ideal for the role.

**Examiner:**

**Candidate:** (4) Explain how one may join the charity group and ask about your friend's free time.

**Examiner:**

**Candidate:** (5) Reassure your friend and give some suggestions of how she/he can make it.

**Examiner:**

**Candidate:** (6) Reply accordingly.

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**SECONDARY EDUCATION CERTIFICATE LEVEL**

**MAY 2012 SESSION**

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SUBJECT: **English Language**  
PAPER NUMBER: I - Part 1 (c) Conversation – Role Play

---

**CONVERSATION – ROLE PLAY 4B**

**CANDIDATE'S PAPER**

**(10 marks)**

**Read the situation and continue the dialogue by following all the six prompts in the order given to you.**

**SITUATION:**

<p>In this situation, you meet a friend and discuss your plans for the month. You talk about helping your class teacher organize a hot dog day at school to raise funds again this year. The Examiner will play the role of your friend.</p>
--

**Examiner:**

**Candidate:** (1) Agree and talk about your plans for this month which include helping your class teacher organize a hot dog day at school.

**Examiner:**

**Candidate:** (2) Describe what the funds from the hot dog day are for and talk about some arrangements that need to be made.

**Examiner:**

**Candidate:** (3) Name the class teacher who is in charge of the activities and describe his/her character that makes him/her ideal for the role.

**Examiner:**

**Candidate:** (4) Explain to your friend how she/he may help in preparing for the event and ask about your friend's free time.

**Examiner:**

**Candidate:** (5) Reassure your friend and suggest how she/he can make it.

**Examiner:**

**Candidate:** (6) Reply accordingly.

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**MAY 2012 SESSION**

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SUBJECT: **English Language**  
PAPER NUMBER: I - Part 1 (c) Conversation – Role Play

---

**CONVERSATION – ROLE PLAY 5A**

**CANDIDATE'S PAPER**

**(10 marks)**

**Read the situation and continue the dialogue by following all the six prompts in the order given to you.**

**SITUATION:**

<p>In this situation, you meet a friend and discuss your plans for the week. You talk about joining the art club at school again this year. The Examiner will play the role of your friend.</p>
---

**Examiner:**

**Candidate:** (1) Agree and talk about your plans for the week which include joining the art club at school again this year.

**Examiner:**

**Candidate:** (2) Talk about some of the activities that you generally do when you meet at the art club.

**Examiner:**

**Candidate:** (3) Name the person who runs the art club and describe his/her character that makes him/her suitable for the role.

**Examiner:**

**Candidate:** (4) Explain how you came to know about the club and invite your friend to join the club.

**Examiner:**

**Candidate:** (5) Reassure your friend and tell him/her how he/she can manage to attend more often.

**Examiner:**

**Candidate:** (6) Reply accordingly.

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**SECONDARY EDUCATION CERTIFICATE LEVEL**

**MAY 2012 SESSION**

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SUBJECT: **English Language**  
PAPER NUMBER: I - Part 1 (c) Conversation – Role Play

---

**CONVERSATION – ROLE PLAY 5B**

**CANDIDATE'S PAPER**

**(10 marks)**

**Read the situation and continue the dialogue by following all the six prompts in the order given to you.**

**SITUATION:**

<p>In this situation, you meet a friend and discuss your plans for the weekend. You talk about helping out at the play group for kindergarten, as you have been doing for the past few weekends. The Examiner will play the role of your friend.</p>
--

**Examiner:**

**Candidate:** (1) Agree and talk about your plans for the weekend which also include helping out at the play group for kindergarten.

**Examiner:**

**Candidate:** (2) Describe the play group for kindergarten and talk about how one can lend a hand there.

**Examiner:**

**Candidate:** (3) Name the person who runs the place and describe his/her character that makes him/her ideal for the role.

**Examiner:**

**Candidate:** (4) Explain to your friend how he/she may help out at the play group for kindergarten and ask about your friend's availability.

**Examiner:**

**Candidate:** (5) Reassure your friend and give some suggestions of how she/he can make it.

**Examiner:**

**Candidate:** (6) Reply accordingly.

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**SECONDARY EDUCATION CERTIFICATE LEVEL**

**MAY 2012 SESSION**

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SUBJECT: **English Language**  
PAPER NUMBER: I - Part 1 (c) Conversation – Role Play

---

**CONVERSATION – ROLE PLAY 6A**

**CANDIDATE'S PAPER**

**(10 marks)**

**Read the situation and continue the dialogue by following all the six prompts in the order given to you.**

**SITUATION:**

In this situation, you meet a friend and discuss your plans for summer. You talk about helping to organize a surprise party for a friend, as you did last year.  
The Examiner will play the role of your friend.

**Examiner:**

**Candidate:** (1) Agree and talk about your plans for summer, which include helping to organize a surprise party for a friend.

**Examiner:**

**Candidate:** (2) Describe who the surprise party is for and give some details of the arrangements that need to be made for the party.

**Examiner:**

**Candidate:** (3) Name the person who is in charge of organizing the surprise party and describe his/her character that makes him/her ideal for the role.

**Examiner:**

**Candidate:** (4) Explain how one may help and ask about your friend's free time.

**Examiner:**

**Candidate:** (5) Reassure your friend and give some suggestions of how she/he can make it.

**Examiner:**

**Candidate:** (6) Reply accordingly.

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**SECONDARY EDUCATION CERTIFICATE LEVEL**

**MAY 2012 SESSION**

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SUBJECT: **English Language**  
PAPER NUMBER: I - Part 1 (c) Conversation – Role Play

---

**CONVERSATION – ROLE PLAY 6B**

**CANDIDATE'S PAPER**

**(10 marks)**

**Read the situation and continue the dialogue by following all the six prompts in the order given to you.**

**SITUATION:**

In this situation, you meet a friend and discuss your plans for the month.  
You talk about helping your class teacher organize a car wash at school  
to raise funds again this year.  
The Examiner will play the role of your friend.

**Examiner:**

**Candidate:** (1) Agree and talk about your plans which include helping your class teacher organize a car wash at school.

**Examiner:**

**Candidate:** (2) Describe what the funds from the car wash are for and talk about some arrangements that need to be made.

**Examiner:**

**Candidate:** (3) Name the class teacher who is in charge of the activities and describe his/her character that makes him/her ideal for the role.

**Examiner:**

**Candidate:** (4) Explain to your friend how he/she may also help and ask about your friend's free time.

**Examiner:**

**Candidate:** (5) Reassure your friend and suggest how she/he can make it.

**Examiner:**

**Candidate:** (6) Reply accordingly.

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

**SECONDARY EDUCATION CERTIFICATE LEVEL**

**MAY 2012 SESSION**

SUBJECT:	<b>English Language</b>	<b>TOTAL</b>
PAPER NUMBER:	I - Part 2: Language Use	
DATE:	26 <sup>th</sup> April 2012	
TIME:	4:00 p.m. to 5:15 p.m.	

**1. Complete the following article by forming ONE word from the one in brackets. The first one has been worked out for you. (5 marks)**

*A Healthy Lifestyle*

The problem of childhood <sup>(0)</sup> **obesity** (**obese**) is of great concern to today's generation. Young people need to help themselves and seek the help of adults to make the right <sup>(1)</sup> \_\_\_\_\_ (**decide**) about how they should run their lives healthily. They need to find <sup>(2)</sup> \_\_\_\_\_ (**solve**) for themselves so that they feel <sup>(3)</sup> \_\_\_\_\_ (**power**). Young people should seek nutritionists' <sup>(4)</sup> \_\_\_\_\_ (**expert**) and follow their <sup>(5)</sup> \_\_\_\_\_ (**recommend**) about healthy lifestyles. There exist healthy living courses that equip youths with new attitudes, skills and <sup>(6)</sup> \_\_\_\_\_ (**know**) about eating better and moving more. These courses are facilitated by teens and adults. Young people should not be <sup>(7)</sup> \_\_\_\_\_ (**courage**) and should seek the help they need to lead healthy lives. It is never too late for them to change their habits. They can maintain their <sup>(8)</sup> \_\_\_\_\_ (**fit**) by boosting their levels of general <sup>(9)</sup> \_\_\_\_\_ (**day**) **activity**. In this way young people can <sup>(10)</sup> \_\_\_\_\_ (**massive**) improve their health and energy.

**2. Punctuate the following dialogue. Rewrite the dialogue in the space provided. (5 marks)**

when do i have to confirm the booking jim asked the travel agent

---

at least a month before the departure date the agent replied

---

ill make sure of that id better jot down a reminder then

---

**3. Put the verbs in brackets in the correct form. The first one has been worked out for you. (10 marks)**

Scientists ***are trying*** (**try**) to understand how people can lose all memory of their past life and yet remember music. The answer may be that musical memories <sup>(1)</sup> \_\_\_\_\_ (**store**) in a special part of the brain. When British conductor and musician Clive Wearing <sup>(2)</sup> \_\_\_\_\_ (**contract**) a brain infection in 1985 he <sup>(3)</sup> \_\_\_\_\_ (**leave**) with a memory span of only 10 seconds. As a result of the infection, he <sup>(4)</sup> \_\_\_\_\_ (**not can**) recognise people he <sup>(5)</sup> \_\_\_\_\_ (**see**) moments earlier. Doctors established that though he <sup>(6)</sup> \_\_\_\_\_ (**suffer**) from one of the most severe cases of memory loss ever for such a long time, his musical ability and much of his musical memory <sup>(7)</sup> \_\_\_\_\_ (**be**) still intact. Nowadays, researchers believe that musical memory <sup>(8)</sup> \_\_\_\_\_ (**preserve**) in some people – even when they can remember almost nothing of their past. <sup>(9)</sup> \_\_\_\_\_ (**have**) scientists not noticed this phenomenon, they <sup>(10)</sup> \_\_\_\_\_ (**not be**) able to use this knowledge in therapy to improve the rehabilitation of other people with memory loss problems.

**4. Complete the following dialogue with a suitable question tag. The first one has been done for you. (5 marks)**

**Keith:** We're going shopping today, <sup>(0)</sup> aren't we?

**Chrissy:** Of course we are. Why do you ask?

**Keith:** I just wanted to make sure, <sup>(1)</sup> \_\_\_\_\_

**Chrissy:** Well we'd better hurry up, <sup>(2)</sup> \_\_\_\_\_

**Keith:** Right, or we'll be late, <sup>(3)</sup> \_\_\_\_\_

**Chrissy:** Yes, and there'll be loads of people too.

**Keith:** Oh, it looks like it's going to rain, <sup>(4)</sup> \_\_\_\_\_

**Chrissy:** That's the last thing we need, right now.

**Keith:** Let's hurry then, <sup>(5)</sup> \_\_\_\_\_

**5. Insert ONE word in each blank. The first one has been worked out for you. (5 marks)***Porridge*

Everything has its own <sup>(0)</sup> season. Winter is that <sup>(1)</sup> \_\_\_\_\_ of the year when the inner warmth of a good bowl of porridge really can beat the outside cold, sustaining <sup>(2)</sup> \_\_\_\_\_ and soul for more hours <sup>(3)</sup> \_\_\_\_\_ more fashionable breakfasts and is healthier, <sup>(4)</sup> \_\_\_\_\_. Not everything that swells and bubbles <sup>(5)</sup> \_\_\_\_\_ the hob in the name of porridge is the <sup>(6)</sup> \_\_\_\_\_ thing, though. Merely adding boiling water to a supermarket cardboard pot claiming to be porridge may be convenient, but it hardly approaches the nourishment or satisfaction of the homemade <sup>(7)</sup> \_\_\_\_\_. Authentic porridge is not difficult to <sup>(8)</sup> \_\_\_\_\_. You need a cupful of water, a pinch of salt and a handful of oatmeal per person which should all be <sup>(9)</sup> \_\_\_\_\_ by a wooden spoon. The addition of cream or milk – never sugar – completes a winter experience that can only be <sup>(10)</sup> \_\_\_\_\_ as truly wholesome.

**6. Complete the situation with a linking word or phrase. The first one has been done for you. (5 marks)**

Joe was so disappointed <sup>(0)</sup> because he hadn't passed his final exam. He hadn't made it <sup>(1)</sup> \_\_\_\_\_ he had studied so hard. <sup>(2)</sup> \_\_\_\_\_ he knows he should manage his study time better, he has asked his parents to help him work out a schedule to revise his work and time himself better. This has really helped him. <sup>(3)</sup> \_\_\_\_\_, he is already making good progress <sup>(4)</sup> \_\_\_\_\_ feels confident that next time round he will pass his exam, <sup>(5)</sup> \_\_\_\_\_ that he has already applied for the course he wants to join.

**7. Fill in with the correct form of five from the following phrasal verbs: (5 marks)**

**call out, call on, call in, put by, put up with, put up, charge up, charge on, charge with, get away with, get away from, get away, pick on, pick up, pick out.**

Whilst Susan was <sup>(1)</sup> \_\_\_\_\_ her friend Mark from the gym, she was hit by a car. The police were <sup>(2)</sup> \_\_\_\_\_ to the accident scene. They arrested the driver and <sup>(3)</sup> \_\_\_\_\_ him \_\_\_\_\_ dangerous driving. Hopefully he will not <sup>(4)</sup> \_\_\_\_\_ it. Susan's injuries have worsened and unfortunately she has to <sup>(5)</sup> \_\_\_\_\_ all the inconvenience.

**8. Finish rewriting the sentences in such a way that the meaning remains the same. (5 marks)**

**Example:** I've never met a smarter woman.

She's the *smartest woman I've ever met.*

1. Julie and Alex didn't go on holiday this year because they hadn't saved enough money.

If Julie and Alex \_\_\_\_\_  
\_\_\_\_\_

2. "I'll start looking for a part-time job," suggested Alex.

Alex suggested that \_\_\_\_\_

3. Julie advised that he shouldn't because she needed his help with the children more.

Julie advised, "If I \_\_\_\_\_  
\_\_\_\_\_

4. They agreed that they preferred helping each other to going on holiday.

They agreed that they'd \_\_\_\_\_  
\_\_\_\_\_

5. As soon as they made this decision they felt better.

No sooner \_\_\_\_\_

**9. Complete the two short stories by filling in the blanks with ONE word that best completes each expression. (5 marks)**

a. Dan was eager to see his plan take <sup>(1)</sup> \_\_\_\_\_. He was so angry when his friend Tom changed his <sup>(2)</sup> \_\_\_\_\_ and didn't want to <sup>(3)</sup> \_\_\_\_\_ witness to Dan's evidence. Now Dan had to play his <sup>(4)</sup> \_\_\_\_\_ right. He decided to <sup>(5)</sup> \_\_\_\_\_ a visit to his rival, James.

b. Louise was <sup>(1)</sup> \_\_\_\_\_ herself because she couldn't find her young son in the crowd. She was, however, determined to leave no <sup>(2)</sup> \_\_\_\_\_ unturned and she sought the help of a policeman who took her to the top floor from where they could have a bird's-eye <sup>(3)</sup> \_\_\_\_\_ of the crowd in the square. Almost immediately, Louise spotted her son whose red jacket <sup>(4)</sup> \_\_\_\_\_ out in the crowd. There he was wrapped in <sup>(5)</sup> \_\_\_\_\_ in front of the toy shop.

Index No: \_\_\_\_\_

SEC11/2Aw.12m

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

**SECONDARY EDUCATION CERTIFICATE LEVEL**

**MAY 2012 SESSION**

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SUBJECT:	<b>English Language</b>
PAPER NUMBER:	IIA – Question 1
DATE:	27 <sup>th</sup> April 2012
TIME:	4:00 p.m. to 6:00 p.m.

---

**WRITING TASK**

**(40 MARKS)**

**You are advised to:**

- **pay attention to vocabulary, grammar, paragraphing, layout, spelling, and punctuation.**
- **keep your writing to the number of words indicated.**

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

1. Write a short story entitled ‘There wasn’t even time to say goodbye’ to be published on the school website.
2. Write an article for a national teenage magazine entitled: ‘Young people should be encouraged to travel’.
3. Write an email to your local council to express your concern about the decision to hold an open-air concert in the main street of your town or village.  
You are Andrea Borg and your email address is [aborg@global.net](mailto:aborg@global.net) .  
The email address of your local council is [city.lc@gov.mt](mailto:city.lc@gov.mt) .

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

**SECONDARY EDUCATION CERTIFICATE LEVEL**

**MAY 2012 SESSION**

SUBJECT:	<b>English Language</b>	Total
PAPER NUMBER:	IIA – Question 2	
DATE:	27 <sup>th</sup> April 2012	
TIME:	4:00 p.m. to 6:00 p.m.	

**READING COMPREHENSION**

**(50 MARKS)**

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

**(29 marks)**

**PASSAGE 1**

Cabs glide through Saturday morning. The great avenues are quiet, the shops closed. From a bakery comes the scent of fresh bread. Suddenly there's a blur of movement. A man in blue coveralls is emerging from a hole in the pavement. His hair falls in dreadlocks, and there is a lamp on **his** head. Now a young woman emerges, holding a lantern. She has long, slender legs and wears skimpy shorts. Both wear rubber boots, both are smeared with beige mud, like a tribal decoration. The man shoves the iron cover back over the hole and takes the woman's hand, and together they run grinning down the street.

Paris has a deeper and stranger connection to its underground than almost any city, and that underground is one of the richest. The arteries and intestines of Paris, the hundreds of miles of tunnels that make up some of the oldest and densest subway and sewer networks in the world, are just the start of **it**. Under Paris there are spaces of all kinds: canals and reservoirs, crypts and bank vaults, wine cellars transformed into nightclubs and galleries. Most surprising of all are the *carrières*—the old limestone quarries that fan out in a deep and intricate web under many neighbourhoods, mostly in the southern part of the metropolis.

Modern Paris sits atop massive formations of limestone and gypsum. The Romans were the first to harvest the stone. Over the centuries, as Roman Lutetia became Paris, quarrymen burrowed deeper and wider, carving out the stuff of the city's great buildings—the Louvre, for example, and Notre Dame. Open pits evolved into networks of underground galleries.

In the beginning, the quarries lay far beyond the city limits. But as the city grew, parts of it sprawled directly above old tunnels. This progression happened over generations and without oversight. Quarrymen laboured in an unregulated world of torchlight, choking dust, and crushing accidents. When **they** exhausted a quarry, they stuffed it with rubble or simply abandoned it. At the surface, no one paid much attention. No one realized how porous the foundations of Paris had become.

The first major collapse occurred in December 1774, when an unstable tunnel crumbled, swallowing houses and people. More holes opened over the next few years, sending more houses tumbling into darkness. Small collapses still happen every year. In fact, as recently as 1961, the earth swallowed an entire neighbourhood in the southern suburbs, killing 21 people.

30 During the 19<sup>th</sup> century the caverns and tunnels in Paris were mined for building stone. After  
 that, farmers raised mushrooms in **them**, at one point producing hundreds of tons a year.  
 During World War II, French Resistance fighters—the underground—hid in some quarries;  
 the Germans built bunkers in others. Today, the tunnels are roamed by a different clandestine  
 35 group, a loose and leaderless community whose members sometimes spend days and nights  
 below the city. They're called cataphiles, people who love the Paris underground.

Entering the quarries has been illegal since 1955, so cataphiles tend to be young people  
 fleeing the surface world and its rules. Veterans say the scene blossomed in the 1970s and  
 1980s, when traditional Parisian rebelliousness got a fresh jolt from punk culture. Going  
 underground was easier then, because there were many more open entrances. Some  
 40 cataphiles discovered they could walk into the quarries through forgotten doorways in their  
 school basements, then crawl onward into tunnels filled with bones—the famous catacombs.  
 In places only **they** knew, the cataphiles partied, staged performances, created art, took drugs.  
 Freedom reigned underground, even anarchy.

At first, the surface world barely noticed these illicit activities. But, by the end of the 1980s,  
 45 the city and private property owners had shut most of the entrances, and an elite police unit  
 began patrolling the tunnels. Yet they couldn't manage to stamp out cataphilia. The young  
 couple climbing out of a manhole that morning were cataphiles. Maybe they had been on a  
 date; some people actually meet their future spouses in the tunnels, trading phone numbers by  
 flashlight. Cataphiles make some of the best guides to the Paris underworld. Most Parisians  
 50 are only dimly aware of its extent, even though, as they ride the Métro, they may be hurtling  
 above the bones of **their** ancestors.

## QUESTIONS

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

- (i) Cataphilia
- (ii) Underground Paris
- (iii) Paris Quarry Building

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

.....

2. Why does the writer say that the *Cabs glide* (line 1)? (1 mark)

.....

3. In line 9 what is Paris being compared to? (1 mark)

.....

4. Between lines 15 and 29 find a word that is opposite in meaning to: (3 marks)

- (a) very small .....
- (b) impermeable .....
- (c) secure .....

5. Are the following sentences **True** or **False**? Give reasons for your answers. (3 marks)

(a) The Romans are solely responsible for the present network of underground galleries.

( \_\_\_\_\_ ) because .....

(b) Parisians initially ignored the fact that their city was being built above quarries and tunnels.

( \_\_\_\_\_ ) because .....

(c) Nowadays the tunnels beneath Paris are of no danger to the city's buildings.

( \_\_\_\_\_ ) because .....

6. What **four** facts about cataphiles are mentioned between lines 30 and 37? (2 marks)

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

7. Explain what the writer means when he says that traditional Parisian rebelliousness *got a fresh jolt from punk culture* (line 38). (2 marks)

.....  
.....

8. Why were most of the underground entrances shut by the end of the 1980s? (2 marks)

.....  
.....

9. How is the cataphiles' relationship with underground Paris different from that of most Parisians? (2 marks)

.....  
.....

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

(a) his (line 4) ..... (b) it (line 11) .....

(c) they (line 22) ..... (d) them (line 31) .....

(e) they (line 42) ..... (f) their (line 51) .....

11. In a paragraph of **only between 90 and 100 words**, summarise the main events in the history of underground Paris. (8 marks)

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

**(21 marks)**

## PASSAGE 2

5 Sita Brand is recounting to me the tale of how storytelling came to be in her blood, and as one might expect of a professional storyteller, she is doing a pretty good job of it. “I’ve always loved stories and storytelling ever since I was a little girl,” she recalls. “My mother read to me and my sisters a lot, and I remember I always wanted to be the one who read the story, to the point where my mother said to me, ‘Isn’t it time you wrote your own?’ I grew up in Bombay, in India, where everything is a story. There’s always some cultural festival taking place and there’s always a story behind it. There’s always a story being told to you.”

10 Sita has lived and worked in several parts of England but most recently in Settle, the Dales town beloved of walkers and railway enthusiasts; hitherto not known for its storytelling scene. In the four years since moving there, however, she has worked energetically to change that perception, establishing her own business, Settle Stories, as well as founding the annual Settle Storytelling Festival, the second of which will be held in October.

15 Having worked on and off as a storyteller for several years, Sita conceived the idea for the Settle storytelling festival as a way of establishing herself professionally in the area, while also doing something that would genuinely add to the town’s mix. “Settle’s a small place, and when I moved there, I looked around the town centre, with shops closing down in the recession. I felt it was a way to combine my passion and bring other artists together as well as to do something useful for the community. Which it did.”

20 She first arrived in the UK to study at Exeter University, and after graduating soon found work with Common Lore, a company of storytellers and musicians. After touring with them for several years, mostly around schools, libraries, festivals and theatres, she branched out and worked variously as an actor, writer, director and producer. “I meandered a bit really,” she admits. “But in my heart I’ve always loved stories and storytelling.”

25 To the surprise of many local people, the Settle festival’s first incarnation was pitched mainly at an adult audience, a deliberate move on Sita’s part to get across her conviction that storytelling should not just be aimed at children. “When you look at books of traditional stories, they’re called folk tales,” she says, raising her voice above the thudding jazz-rock bass emanating from beyond the tent. “They’re literally tales for the folk. That’s all of us.”

30 This year she says there will be more events specifically laid on for kids, “but the emphasis is very much on the oral tradition, about stories being passed down from generation to generation. Sometimes I feel we lose that in this technological age.” Despite this, a strong tradition of storytelling remains in parts of the British Isles, most notably in Scotland and Ireland, and Sita hopes that over time, it can be reawakened in England too.

35 She points out that many of the classic stories told today have evolved over many ages and through countless retellings. “These old folk tales like Cinderella or Little Red Riding Hood, or the different versions of them, can be found the world over,” she points out. “I like that.”

Sita says many of her own stories were themselves passed on from family members, that she has then changed and reworked. “The way I tell it today might be different to the way I tell it

40 tomorrow or the day after.” Through that process, like a Chinese whisper, she says a story is honed and shaped in different directions.

45 Yet, an interesting commonality among many traditional tales is the theme of fear. Many of the classic fairy stories are populated with episodes of cruelty, abandonment and the threat of being eaten. “One of the wonderful things about stories is the way, within that safety net, you can explore those difficult feelings and experiences you wouldn’t want to in real life,” Sita says. “And once you’ve come to terms with them and found a way through them, that allows you to put them to rest.”

**QUESTIONS**

1. What does the writer mean by *storytelling came to be in her blood* (line 1)? (2 marks)

.....  
.....

2. Mention **two** events from Sita’s childhood that influenced her choice of profession. (2 marks)

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

3. Which **two** useful things has Sita done for Settle? (2 marks)

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

4. Pick out words found between lines 1 and 18 that match the following meanings: (2 marks)

- (a) remembers ..... (b) setting up .....
- (c) came up with ..... (d) economic decline .....

5. What does Sita mean when she says *I meandered a bit really* (line 22)? (2 marks)

.....  
.....



6. For which reason did Sita decide to tell stories aimed mostly at adults during the first Settle Storytelling Festival? (1 mark)

.....

7. According to Sita what has been **one** of the effects of technology? (1 mark)

.....

8. Between lines 19 and 33 find: (2 marks)

(a) a phrasal verb that refers to the act of broadening one’s interests and activities

.....

(b) a phrasal verb that refers to the act of preparing or arranging something

.....

9. What **two** things does Sita like about classic stories? (2 marks)

(i) .....

(ii) .....

10. What does Sita mean when she says that with each retelling *a story is honed and shaped in different directions* (lines 39-40)? (2 marks)

.....

.....

11. Explain in **your own words** why, according to Sita, most stories act like a *safety net* (line 43). (3 marks)

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**WRITING TASK**

**(10 MARKS)**

You are Paul Gauci. Write a letter, using **only between 70 and 80 words**, inviting your cousin Gillian to join you on a visit to the book fair next Saturday. Use a fictitious address.

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

**SECONDARY EDUCATION CERTIFICATE LEVEL**

**MAY 2012 SESSION**

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SUBJECT:	<b>English Language</b>
PAPER NUMBER:	IIB – Question 1
DATE:	27 <sup>th</sup> April 2012
TIME:	4:00 p.m. to 6:00 p.m.

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**WRITING TASK**

**(40 MARKS)**

**You are advised to:**

- **pay attention to vocabulary, grammar, paragraphing, layout, spelling, and punctuation.**
- **keep your writing to the number of words indicated.**

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

1. Write a short story for an online writing competition. You are to include the following in your story, in any order you wish:  

<i>rush hour</i>	<i>elderly man with a walking stick</i>
<i>shopping centre</i>	<i>a piercing scream</i>
2. ‘Reading is nowadays considered a waste of time.’ Write an article for your school magazine in which you express your views.
3. Write an email to your cousin Sue in the UK, to invite her to attend a festival in your town. You are Kim Vella and your email address is [kvella@global.net](mailto:kvella@global.net) . Your cousin’s email address is [sue.millen@worldweb.net](mailto:sue.millen@worldweb.net) .

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

**SECONDARY EDUCATION CERTIFICATE LEVEL**

**MAY 2012 SESSION**

SUBJECT:	<b>English Language</b>	TOTAL
PAPER NUMBER:	IIB – Question 2	
DATE:	27 <sup>th</sup> April 2012	
TIME:	4:00 p.m. to 6:00 p.m.	

**READING COMPREHENSION**

**(50 MARKS)**

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

**(26 marks)**

**PASSAGE 1**

An hour out of Chiang Mai, the roaring Bangkok-bound express ground to a halt among teak trees in the hills above Lampang. The engine, which had started out by growling theatrically and belching black smoke through the suburbs, had begun to wheeze asthmatically now that it was up in the hills. So, its drivers decided to give **it** a rest.

5 I stuck my head out of the window of the restaurant car in time to witness a little human comedy, as the drivers clambered onto the roof while the rest of the train crew formed a human chain, transferring buckets of water from the nearest trackside spring. The diesel had overheated, so they were giving it a cold shower.

10 There was something surreal about my immediate surroundings inside, too. The restaurant, the only carriage in the train which was not air-conditioned, had all **its** windows open to the whistling breeze, and the chatter of the passengers had to compete with the flora and fauna of the rainforest. Outside, dusk was setting in, and distant car headlights flickered through the leaves, while inside the purple disco lights, strung along the carriage ceiling, flickered back in response.

15 All in all, it was a fairly bizarre scene, but **one** that made me smile at the time, and one that fills me with affection, as I write this, for Thai trains. I've always had a penchant for train journeys. While other forms of transport have become increasingly homogenised, a lot of far-away trains have retained their local character. Moreover, on a train you can talk to people and watch the landscape go past. Besides, my train ticket for the 14-hour trip between the two cities cost me just £17.20, and **that** included my sleeper berth. That's about half the cost of a flight.

20 In Thailand, trains like this one are particularly well set up for tourists, and I reckoned that at least 40 per cent of the passengers on my train were non-Thai. In my carriage, I got talking to an American missionary with three children under 10.

Every now and then a camp member of the train crew would come past and squeal a delighted "Hello babies!" at the missionary's children. I'd seen the crew on the platform of Chiang Mai

25 station before departure, where a dozen of **them** dressed in white had been drawn up in ranks, to be lectured by the train boss. But beside them, the train also had black-uniformed policemen, the catering crew in custard yellow, the train cleaners in turquoise overalls, and the operational staff in navy blue. There were at least 50 personnel for this one service alone.

30 By now it was long since dark and down in the sleeping carriages all the curtains had been pulled, isolating the individual berths into **their** own little worlds. So I climbed up into my cocoon, unwrapped the clean sheets and lay back with my book, until I was rocked to sleep by the rhythm of the train.

**QUESTIONS**

1. Underline the best title for the passage. (1 mark)

- (a) Thailand by night.
- (b) The pleasures of travelling by train.
- (c) Thailand by train.
- (d) A tiring experience.

2. From the first paragraph write down four verbs that the writer uses to describe the noise the train is making. (2 marks)

(i)..... (ii)..... (iii)..... (iv).....

3. In your own words explain what the writer is referring to by *a little human comedy* (line 5). (2 marks)

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4. In your own words explain which **two sounds** could be heard by the writer in the restaurant carriage. (2 marks)

(i) .....

(ii).....



5. Which **two pieces** of evidence found between lines 9 and 13 show that the train is not travelling in the daylight. (2 marks)

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

6. In your own words, explain how the writer feels as he looks back on his experience on the train. (2 marks)

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7. Between which **two cities** (line 18) is the writer travelling? (2 marks)

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

8. Between lines 14 and 22 of the passage find **four reasons** why the writer enjoys travelling by train. (2 marks)

(i).....

(ii).....

(iii).....

(iv).....

9. How can the writer distinguish between the various crew members on board the train? (1 mark)

.....  
.....

10. What evidence is there to suggest that trains in Thailand are popular with foreigners? (1 mark)

.....  
.....

11. What is the *cocoon* referred to in line 31? (2 marks)

.....

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

(a) it (line 4) .....

(b) its (line 10) .....

(c) one (line 14) .....

(d) that (line 19) .....

(e) them (line 25) .....

(f) their (line 30).....

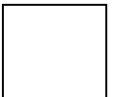
13. From the whole passage, write down **four items** of information about the train that the writer is travelling on. (4 marks)

(i).....

(ii).....

(iii).....

(iv).....



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

**(24 marks)**

### PASSAGE 2

A line of sweat loops off a young boxer's frame. It is a familiar scene in dozens of boxing gyms across the land but in this one there is a difference. The fighter standing before me is not a hard-as-nails professional. Instead it is a school-girl, one of a group of 10 pupils at Charter Academy in Southsea, Portsmouth, who have gathered for what has been billed as a boxing masterclass.

5 They are part of a larger group nationwide who are learning boxing seriously in a bid to secure a full GCSE qualification. And there is growing evidence that the dedication, focus and concentration required of them is helping youngsters, who were in danger of heading in the wrong direction, get back on the straight and narrow. Minutes earlier, I had been greeted by the school's principal, Dame Sharon Hollows and master coach, Shillingford who has developed a  
10 course that will result in a respected qualification encompassing everything from discipline to team work and diet. Three youngsters arrived at the gym from the local pupil referral unit. They journey in every Wednesday for tutoring in boxing accompanied by their teacher, Louise Driscoll, who specialises in dealing with expelled children.

15 Robert Thatcher, 14, explained to me, "I felt my life was going nowhere. I was often bored. I've been quite stubborn but boxing has calmed me down. I now want better things from life." He stressed his need for support to overcome a deep-seated fear of failure. Things had gone horribly wrong for him at school and he thought he could just "surf through life" until adulthood.

Jessica Chandler, an unassuming youngster, told me she wanted to become an entrepreneur with  
20 businesses across the world. Again, she had struggled with concentration but said boxing was providing focus and discipline.

I also spoke with Crystal, a Form 5 girl, whose story was intriguing. She had arrived in England from the Congo four years before. Her mother had major reservations about boxing. But, once assured that Crystal could learn the basic art of boxing without getting hit, she gave Crystal her  
25 blessing to pursue the GCSE course. It now forms a key part of her school day and this once quiet and withdrawn girl is today brimming with confidence.

After the recent scandal about much younger boys being taught to "cage fight" up in Preston in order to facilitate betting by adults, it would not be wholly surprising were there to be new reservations about children learning the skills of any form of combat. But that would be misplaced.

30 The programmes in place at the Charter Academy are a world away from such exploitation. Here, the emphasis is on the personal development and blossoming of previously troubled and under-confident young people. Coach Shillingford's programmes are exemplary and what he is achieving is, in my opinion, a revelation.

35 I believe his scheme should be introduced across inner cities, giving young people a focus on their future and, in some cases, unearthing talent that could represent Britain at international level.

**QUESTIONS**

1. Underline where you think this passage has been taken from. (1 mark)

- (a) A sports encyclopedia
- (b) A newspaper
- (c) An autobiography

2. Find an expression between lines 1 and 4 that shows how the writer views boxers. (1 mark)

.....

3. Write down a part-sentence found between lines 5 and 13 that shows that boxing gets youngsters out of trouble. (1 mark)

.....

4. What does Robert mean by *surf through life* (line 17)? (2 marks)

.....

.....

5. Write down **four ways** found between lines 14 and 25 in which Robert, Jessica and Crystal have benefitted from boxing. (4 marks)

(i).....

(ii).....

(iii).....

(iv).....

6. Between lines 14 and 25 find **single words** that match the following meanings: (3 marks)

(a) obstinate..... (b) get over .....

(c) fascinating/captivating..... (d) doubts.....

(e) follow..... (f) shy .....

7. What is the writer referring to by the word *exploitation*? (line 30) (2 marks)

.....  
.....

8. Which **three separate words** found between lines 30 and 35 show that the writer is in favour of children learning boxing? (3 marks)

(i)..... (ii)..... (iii).....

9. In your own words write down **two reasons** why the writer believes that the scheme should spread across cities. (2 marks)

(i).....

(ii).....

10. Are the following sentences **True** or **False**? Give reasons for your answers. (5 marks)

(a) In the UK boxing is being learnt only by 10 students in Portsmouth.

( \_\_\_\_\_ ) because.....

(b) Boxing is a subject studied at GCSE.

( \_\_\_\_\_ ) because.....

(c) Jessica Chandler is arrogant.

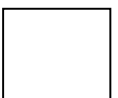
( \_\_\_\_\_ ) because.....

(d) Crystal's mother is still opposed to her daughter learning boxing.

( \_\_\_\_\_ ) because.....

(e) The writer thinks that the boxing programme may face criticism.

( \_\_\_\_\_ ) because.....



**WRITING TASK**

**(10 MARKS)**

You are Monica who lives at 56, St Thomas Road, Roundtown RNT 1120. Write a letter, **using between 50-60 words**, to encourage your friend Jane to join you in a boxing class this summer. **Do not write more than 60 words.**



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