INSTRUCTIONS TO THE EXAMINERS

1. Use one set of pictures with approximately half of the students and the other set of pictures with the other half.
2. Greet the candidate and hand out the candidate’s paper. (Candidate has previously prepared himself/herself outside the classroom for a maximum of 10 minutes)
3. Ask the candidate the first two questions in Set 1.
4. Ask all the candidates a minimum of three questions from Set 2.
5. Choose different combinations of questions from the list so that, by the end of the examination, all the questions will have been used.
6. If the candidate’s responses are brief, ask more than three questions from Set 2.
7. Make sure that the candidate is engaged in conversation for long enough (approximately 5 minutes) to enable you to make an accurate and fair assessment of his/her speaking skills.
8. Do not rephrase or improvise questions.
9. Refer closely to the Marking Criteria to enable you to arrive at a fair assessment of the candidate’s ability to use spoken English.

CONVERSATION PROMPTS

Set 1

1. Talk about what you can see in the pictures.

2. If you had to spend some time with your friends which of the four situations would you choose? Why?

Set 2

1. Where do you usually go together with your friends?

2. How important are friends in your life?

3. Mention some of the characteristics that make a good friend.

4. What could ruin a friendship?

5. ‘Finding a friend is like finding a treasure’ – how far would you agree with this saying?
Candidate’s Paper

Look at the following pictures to help you talk about: FRIENDSHIP
Look at the following pictures to help you talk about: TRAVEL
CONVERSATION PROMPTS

Set 1

1. Look at the 4 pictures. How do they differ from one another?

2. If you had to travel which one of the four holidays shown in the pictures would you choose? Why?

Set 2

1. Could you mention some of the benefits of going on holiday?

2. If you had the chance to travel this summer, where would you go? Why?

3. Imagine you are organising a holiday for people your age, which two of the holidays shown would be most enjoyable for them? Why?

4. Why do you think Malta is an excellent holiday destination for tourists?
You receive a phone call from a person who is carrying out a survey for a radio programme aimed at teenagers. In this situation, the examiner will play the role of the caller who would like to know the teenagers’ views on sports.

Examiner:

Candidate: Accept to take part in the survey.

Examiner:

Candidate: Give two reasons why practising a sport is important.

Examiner:

Candidate: Answer in the affirmative and talk about which sport you practise.

Examiner:

Candidate: State your opinion and give a reason.

Examiner:

Candidate: State whether or not there is enough awareness amongst teenagers about the importance of keeping fit and give a reason.

Examiner:

Candidate: Reply accordingly.
INSTRUCTIONS TO THE EXAMINERS
1. Use one role play with approximately half of the students and the other role play with the other half.
2. Use a normal speaking voice when interacting with candidates and try to make your exchanges sound as natural as possible.
3. You may repeat the question to the candidate but do not improvise any questions.
4. Refer closely to the Marking Criteria 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:
You receive a phone call from a person who is carrying out a survey for a radio programme aimed at teenagers. In this situation, the examiner will play the role of the caller who would like to know the teenagers’ views on sports.

Examiner: Hello. Good afternoon. I am carrying out a survey for a radio programme. I would like to ask you some questions on what teenagers think about practising sports. Would you like to take part?

Candidate: Accept to take part in the survey.

Examiner: Good. Why do you think practising a sport is important?

Candidate: Give two reasons why practising a sport is important.

Examiner: Do you practise any sport?

Candidate: Answer in the affirmative and talk about which sport you practise.

Examiner: Do you think that Maltese people in general practise enough sports?

Candidate: State your opinion and give a reason.

Examiner: Do you think that there is enough awareness amongst teenagers about the importance of keeping fit?

Candidate: State whether or not there is enough awareness amongst teenagers about the importance of keeping fit and give a reason.

Examiner: Well, thank you for your participation. What do you think about phoning-in during our next radio programme?

Candidate: Reply accordingly.
You receive a phone call from a person who is carrying out a survey for a radio programme aimed at teenagers. In this situation, the examiner will play the role of the caller who would like to know the teenagers’ views on school.

Examiner:

Candidate: Accept to take part in the survey.

Examiner:

Candidate: Give two reasons why attending school is so important.

Examiner:

Candidate: Explain why you do or do not like studying.

Examiner:

Candidate: Talk about two difficulties a student can face at school.

Examiner:

Candidate: State your opinion and give a reason.

Examiner:

Candidate: Reply accordingly.
Examiner’s Paper

INSTRUCTIONS TO THE EXAMINERS
1. Use one role play with approximately half of the students and the other role play with the other half.
2. Use a normal speaking voice when interacting with candidates and try to make your exchanges sound as natural as possible.
3. You may repeat the question to the candidate but do not improvise any questions.
4. Refer closely to the Marking Criteria 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:
You receive a phone call from a person who is carrying out a survey for a radio programme aimed at teenagers. In this situation, the examiner will play the role of the caller who would like to know the teenagers’ views on school.

Examiner: Hello. Good afternoon. I am carrying out a survey for a radio programme. I would like to ask you some questions on what teenagers think about school. Would you like to take part?

Candidate: Accept to take part in the survey.

Examiner: Good. Why is attending school so important?

Candidate: Give two reasons why attending school is so important.

Examiner: Do you like studying?

Candidate: Explain why you do or do not like studying.

Examiner: What are the main difficulties a student can face at school?

Candidate: Talk about two difficulties a student can face at school.

Examiner: What do you think motivates young people to continue their studies after Secondary Education?

Candidate: State your opinion and give a reason.

Examiner: Well, thank you for your participation. What do you think about phoning-in during our next radio programme?

Candidate: Reply accordingly.
Instructions for the conduct of the Listening Comprehension Examination

The teacher should instruct the candidates to answer the questions on the paper provided. The following procedure for reading the Listening Comprehension passage is to be explained to the candidates immediately before proceeding with the examination.

You have been given a sheet containing the Listening Comprehension questions. You will be given three minutes to read the questions based on the passage. I shall then read the passage at normal reading speed. You may take notes during the reading. After this reading there will be a pause of another three minutes to allow you to answer some of the questions. The passage will be read a second time and you may take further notes and answer the rest of the questions. After this second reading you will be given a further three minutes for a final revision of the answers.

a. 3 minutes - Candidates read questions
b. 3 minutes - First reading aloud of passage while candidates take notes
c. 3 minutes - Candidates answer questions
d. 3 minutes - Second reading of passage and possibility for candidates to answer questions
e. 3 minutes - Final revision
James Ruskin speaks about the importance of resting while training for a marathon:

Runners are a compulsive bunch. It can take a lot of courage to decide to have even one rest day, but that option is always better than picking up an injury. A day off also means you benefit from two nights’ sleep, and it’s at night that your body makes the adaptations necessary for you to run further and faster. Ultimately, whatever level you’re at, it’s not the amount of training you can do that counts, it’s the amount you can recover from. Training is all about adaptation, and as most runners are aware, the more you train, the more rest you need. The risk with doing even easy runs on tired legs is of doing more harm than good: they can be an effective way of turning a slight pain into an injury, or a sore throat into a cold.

For me, though, the strongest argument for being cautious about these runs is that there are nearly always better alternatives, like cross-training (swimming or cycling), yoga, strength or core stability work, or some sports massage. All of those will almost certainly be more beneficial than an easy run, and without the pounding to your joints. And don't forget the option lots of runners find the most difficult: just take a complete day off. You'll not lose any fitness, and your legs will be a lot fresher when you next train.

My friend, Shaun Dixon, who is a coach based in London, says it's all about finding the right balance: "A good weekly training plan will be built around two or three key runs, with sufficient rest between each effort. For elite athletes, "recovery" often involves easy paced running. But for most runners, taking a full day's rest or doing an activity that involves less impact, such as cycling, might be more appropriate. Ideally you want to approach your key sessions feeling fresh, so you gain the most from them."

Even the best runners in the world take days off: at Millrose Games in New York, 38-year-old Bernard Lagat won the two-mile race in an astonishing 8 minutes. Lagat takes a day off every week and five weeks off every autumn. Fellow American Ryan Hall also takes one day off a week, having previously fallen into the trap of thinking that the way to run faster was simply to run more and more.

In my experience there’s a lot to be said for making sure you’re getting the most from your "quality" training sessions before you start adding recovery runs. If there is a good time for an easy run, it's when you're on the comeback from illness or injury, to bridge the gap between a period of inactivity and resuming your training.

If you're building up to a marathon, your overarching goal should be to arrive on the start line feeling fit and healthy (which can be a challenge in its own right). With that in mind, I'm convinced it's worth taking two days off after your longest training run to allow your body a complete recovery. One approach would be to take the first day off and then do some cross-training or similar on the second.
LISTENING COMPREHENSION

Name: ______________________________________ Class: _______

1. Tick (✓) the correct answer, according to the passage. 2 marks [ ]
   a) The risk of running on tired legs is that
      i. a whole training session can be wasted.
      ii. a slight ache can become a real injury.
      iii. a runner may end up with a sore throat.
      iv. a runner can’t adopt the correct running pace.

   b) According to Shaun Dixon runners have to
      i. balance their training plan with the appropriate rest.
      ii. rest a lot and do yoga.
      iii. balance their running time with a week’s rest.
      iv. rest a lot during the weekend.

2. List FOUR other activities that a runner can do to take a short break from running: 2 marks [ ]
   i. ____________________________ ii. ____________________________
   iii. ____________________________ iv. ____________________________

3. What do the following numbers refer to? 2 marks [ ]
   a) 2 ___________________________________________________________________
   b) 38 ___________________________________________________________________

4. State whether the following statements are True (T) or False (F). Give a reason for your answer. 4 marks [ ]
   a) The speaker believes in the usefulness of ‘recovery’ runs. _____
      Reason: ___________________________________________________________________
   b) Sleep is not an important factor to take into consideration in a training programme. _____
      Reason: ___________________________________________________________________
   c) Bernard Lagat and Ryan Hall never take a break from their training programme. _____
      Reason: ___________________________________________________________________
   d) To be at your peak before a marathon it’s best to avoid running for two days. _____
      Reason: ___________________________________________________________________
Riding in Patagonia's magical landscape

I wake up and, for a moment, have no idea where I am. The orange tent is inexplicable – I have spent half a lifetime avoiding camping and would describe myself, at best, as a "novice camper". And then I know – and have to pinch myself at the wonder of it – I am in a place I have dreamed of for years – Patagonia. I put my head outside. Seeing is not believing. The Torres Del Paine national park makes you feel you are about to meet God. This landscape of blue, green and silver, of granite spires, glaciers, lakes, mountains and daisy-filled meadows, robs you of words. I quote Gerard Manley Hopkins to myself, the nearest I can get to doing justice to the view beyond the tent's opening flap: "The world is charged with the grandeur of God..." – words that could have been written for this place.

We are camped beside Laguna Verde and the mountains are half-dressed in snow. We – a small group of riders from the US, Germany, France and the UK – are about to set out on a seven-day trail ride. It is the camping that is, for me, the challenge. I disqualify myself at every turn. In spite of having what a London shop assured me was a warm sleeping bag, I've had to put three jumpers over my pyjamas (the temperature can dip below freezing), wear a bedsock on my head and empty my suitcase's contents over the sleeping bag for extra weight. I mislay insect repellent and lip balm repeatedly.

Our group is led by Sabine, a lovely, animated guide, and Daniel and Armando, cowboys who ride with confidence. We have a sensational cook, Panchi, whose ability to conjure meals out of thin air makes this strenuous trip intermittently luxurious. It is summer in Patagonia, but we have been told to pack for every season. Florence Dixie uses "bracing" to describe the weather's volatility – an understatement applied to its famous winds. The day before the ride starts, the wind seems strong enough to push us over. The first night, it is like a mad animal trying to get inside the tent; outside, hectic grass and clover gyrate. The agitation in the air says: "Hurry up – get on your horse and go." And then it stops. Days of calm heat ensue, but with an attendant sense that the effort to overcome a perfect summer day cannot last. This is, after all, the wild south.

We are introduced to our horses – my horse, Totora, regards walking with disdain. Why walk when you can trot? Why trot when you could be cantering? The trip includes exuberant fast outbursts – joy riding across the pampas, through ancient beech forests, curving along the edges of lakes. The longest ride is 40km and takes more than eight hours.

On the third day we desert our horses and visit a glacier via a swing bridge which bounces at the end, making people look progressively drunker as they cross. We take a boat to Grey Glacier, which is 28km in length and covers a total surface area of 270km. Its frozen walls are almost 35m high. Seeing it is mind-blowing. It is the turquoise compressed ice that thrills me most. It is only 9.30am and the crew serves the Chileans' favourite drink, a mixture of glacial ice and alcohol. But we scarcely need the liquor – the glacier is intoxication enough.
Grey Glacier is our first. Our second, Glacier Dixon, is not much visited because of its inaccessibility. We glimpse it through mist and rain. It seems to belong to another world. Every day we stop for picnics in enchanted spots (looking over the Andes is especially marvellous) and slip into a rhythm of food and sleep – taking post-picnic snoozes in the sun.

On the last day, Daniel sings Spanish songs in passionate snatches as he rides on with an eagle's feather added to his hat – as if extra plumage were required. All week I have been charmed by the Chileans' laid-back friendliness. But by now I am almost singing, too, at the prospect of hot showers ahead – some of our camps have been "wild", with no showers or toilets. I have chapped lips, saddle sores and swollen eyelids that make me look like a condor. And yet – I could not be happier.

Panchi cooks a whole lamb over a fire as a parting feast.

On one side of us, the extraordinary Torres stand like gap teeth in a granite mouth. On the other, a full moon rises. It has been an awe-inspiring week. I am never going to be a natural at camping – but I do get the point: the total immersion in a landscape, with nothing to come between us and its beauty. And now, finally, it is time to say goodbye to the horses. Respectfully I scratch Totora's brow; he has been fast and unfurious for a heroic seven days. He responds by closing his eyes – almost.
A. Complete the following text by inserting the correct *phrasal verb* from the box below. Remember to put each *phrasal verb* in its correct form. The first one (0) has been done for you.

<table>
<thead>
<tr>
<th>take over</th>
<th>come across</th>
<th>bump into</th>
<th>turn out</th>
</tr>
</thead>
<tbody>
<tr>
<td>fool around</td>
<td>go out</td>
<td>set off</td>
<td>hang out</td>
</tr>
<tr>
<td>put up with</td>
<td>catch up</td>
<td>calm down</td>
<td></td>
</tr>
</tbody>
</table>

I often used to be bored at the weekend and hardly ever (0) **came across** anything which caught my attention. I wasn’t (1) ________________ with anyone and had nothing to do.

I (2) ________________ with my friends at the shopping centre but didn’t have any money to spend. Then one day I (3) ________________ an old friend whose dad had his own business and we (4) ________________ on old times. He told me that his father might give me a job so we (5) ________________ to see him. He was great and I started the next day working in his toyshop. I spent most of the first day (6) ________________ with the model trains! I don’t know how he (7) ________________ my behaviour but eventually I (8) ________________ and now, five years later I (9) ________________ the management of one of the biggest shops in our city which (10) ________________ to be the perfect job for me.

5 marks [    ]
B. Fill in the blanks with a word formed from those in brackets. The first one (0) has been done for you.

**Animal concerns**

Until recently all farm animals lived fairly *(0)* **natural** *(nature)* lives on farmland. However, as the world’s *(1)* __________________________ *(populate)* has increased, so has the *(2)* __________________________ *(consume)* of food. Factory farming methods and the *(3)* __________________________ *(develop)* of genetically engineered *(4)* __________________________ *(grow)* hormones are ways of increasing food *(5)* __________________________ *(produce)*. But factory farming and drug *(6)* __________________________ *(treat)* can cause animals a lot of distress. Many animals spend their entire *(7)* __________________________ *(exist)* in one building. Many people *(8) _____________ _____________ *(agree)* with the way this happens and argue that more emphasis should be given to alternative food stuffs, like cereals. They feel that, at the very least, more *(9) _____________ _____________ *(encourage)* should be given to farmers who use free-range methods, as this is both *(10)* __________________________ *(economy)* and more humane.

5 marks [    ]

C. Read the following passage and fill in the blanks with the correct form of the verb in brackets. The first one (0) has been given as an example.

Over the years we *(0)* **have become** *(become)* suspicious of emails from unknown organisations. Lately, internet criminals *(1) __________________________ *(work)* hard to invent new ways of getting people’s private information. One idea is phishing – *(2) __________________________ *(pronounce)* “fishing”. Phishing involves sending an email that *(3) __________________________ *(look)* like an email from a real organisation such as a bank. The email usually says that at the moment the bank *(4) __________________________ *(update)* its customer information. The email usually says that the customer needs *(5) __________________________ *(provide)* his/her personal credit card details. Thousands of these false emails *(6) __________________________ *(send)* every day. Recently a few bank customers have informed their bank that they *(7) __________________________ *(give)* their personal details before *(8) __________________________ *(realise)* what it meant. Unless internet users learn to be wary of such scams, phishing *(9) __________________________ *(continue)* to be used by internet criminals who *(10) __________________________ *(always/look)* for ways to deceive people.

5 marks [    ]
D. Fill in the blanks with ONE word. The first one (0) has been provided as an example.

The friends you (0) make when you are (1) ___________________ your teens are very important. Some of them could (2) _______________ be your friends many years in the future. As a teenager you (3) ____________ have lots of private concerns. You may be worried about your (4) ___________ with your parents or you might (5) _____________ self-confidence, or be confused about the opposite sex. If you have a real friend you can (6) ___________________ these problems without embarrassment. A real friend is someone you can (7) ____________ and who will be there for you no matter what. Friendships can be difficult sometimes but having a real friend is definitely (8) ________________ it. Your best friend may get (9) _______________ of you and go off with a new friend and then you could feel very hurt. If this happens, it may be a while before you feel (10) ____________ to trust a new friend.

5 marks

E. COMPREHENSION

Read the text ‘Riding in Patagonia’s magical landscape’ which is on a separate sheet, and then answer the following questions. 30 marks

1. Quote two consecutive words which show that the narrator is not used to camping. 1 mark

________________________________________________________________________________

2. In your own words explain the sentence: “The World is charged with the grandeur of God.” (line 8) 2 marks

________________________________________________________________________________

3. What problems does the narrator face during the first days of camping? 2 marks

a) _______________________  
b) ________________________

c) _______________________  
d) ________________________

4. Who is Totora? What is his favourite way of travelling? 1 mark

________________________________________________________________________________

5. What is the writer’s opinion of Grey Glacier? Quote a sentence to support your answer. 2 marks

________________________________________________________________________________

________________________________________________________________________________
6. Quote the sentence which shows the writer’s positive opinion of Chileans. 1 mark [ ]

___________________________________________________________________________

7. In your own words describe the writer’s feelings about the experience in Patagonia. 2 marks [ ]

___________________________________________________________________________

8. Explain the meaning of these words as they are used in the passage: 3 marks [ ]
   a) animated (line 17)  ______________________________________________________
   b) sensational (line 18) ____________________________________________________
   c) conjure (line 18)  ______________________________________________________
   d) intoxication (line 35) _________________________________________________
   e) glimpse (line 37)  _____________________________________________________
   f) enchanted (line 38) ____________________________________________________

9. What do the following refer to in the passage: 2 marks [ ]
   a) I (line 1):  __________________________________________________________
   b) this (line 9):  ________________________________________________________
   c) we (line 10):  _________________________________________________________
   d) it (line 24):  _________________________________________________________

10. Between lines 26 to 33, find words which match the following meanings: 3 marks [ ]

<table>
<thead>
<tr>
<th>a) considers</th>
<th>d) abandon</th>
</tr>
</thead>
<tbody>
<tr>
<td>b) galloping</td>
<td>e) jumps around</td>
</tr>
<tr>
<td>c) old</td>
<td>f) exciting</td>
</tr>
</tbody>
</table>

11. Show whether the following statements are True (T) or False (F). Give a reason to prove whether each statement is True or False. 4 marks [ ]
   a) The weather in Patagonia is quite stable.
      This statement is ______ because __________________________________________

   b) The average ride is 40 km a day.
      This statement is ______ because __________________________________________

c) One can easily reach Glacier Dixon.
   This statement is _______ because _________________________________________
   _________________________________________________________________________

d) It is usual for the writer and the other riders to take a nap after their daily picnic.
   This statement is _______ because _________________________________________
   _________________________________________________________________________

12. **Summary.** In a paragraph of between 60 to 65 words write about the discomforts and the joys of this camping trip in Patagonia. 7 marks [    ]
   _________________________________________________________________________
   _________________________________________________________________________
   _________________________________________________________________________
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   _________________________________________________________________________
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   _________________________________________________________________________
   _________________________________________________________________________
   No. of words [    ]

**F. COMPOSITION**

Write a composition of between 300 and 350 words about ONE of the following.
**Do NOT write less than 300 words or more than 350 words.** 30 marks [    ]

1. Write a **short story** for your school magazine which begins with the words: ‘It was the storm that changed my life’.

2. You were on holiday recently when thieves broke into your hotel room. Write a **letter** to your insurance company explaining the situation and claiming for the stolen property.

3. “There’s no need to write letters anymore. The social media offer a better way of communicating with people”. **Discuss.**

*Composition title number:_________
   _________________________________________________________________________
   _________________________________________________________________________
   _________________________________________________________________________
   _________________________________________________________________________
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