

**JUNIOR LYCEUM ANNUAL EXAMINATIONS 2004**

Educational Assessment Unit – Education Division

**FORM 4****ENGLISH LITERATURE****TIME: 2 hours****Name:** \_\_\_\_\_**Class:** \_\_\_\_\_

Choose ONE question from each of SECTIONS A, B, C and answer ALL questions in SECTION D. All sections carry equal marks. You are reminded of the necessity for good English and orderly presentation of material. Write on the paper provided. Answers should be supported by evidence from the texts.

**SECTION A - DRAMA****(25 marks)****Romeo and Juliet**

1. Read the following passage and answer the questions on it:

Juliet: O Romeo, Romeo, wherefore art thou Romeo?  
Deny thy father and refuse thy name;  
Or if thou wilt not, be but sworn my love,  
And I'll no longer be a Capulet.

Romeo: *[Aside]* Shall I hear more, or shall I speak at this?.

Juliet: 'Tis but thy name that is my enemy;  
Thou art thyself, though not a Montague.  
What's Montague? It is nor hand nor foot,  
Nor arm nor face, nor any other part  
Belonging to a man. O be some other name!  
What's in a name? That which we call a rose  
By any other word would smell as sweet;  
So Romeo would, were he not Romeo called,  
Retain that dear perfection which he owes  
Without that title. Romeo, doff thy name  
And for thy name, which is no part of thee,  
Take all myself.

- Describe briefly what is happening at this point in the play. **(5 marks)**
  - Write, in your own words, what Juliet is saying in this extract. **(5 marks)**
  - Comment on the language used by Romeo and Juliet in the scene. **(5 marks)**
  - Describe briefly the scene when Romeo and Juliet meet for the first time. **(10 marks)**
2. Show how the opposing elements of love and hate evolve in the first two acts of *Romeo and Juliet*.
3. Describe the scene in which Romeo and Juliet meet for the first time and say why it is a very effective scene on stage.

**King Henry V**

4. Read the following passage and answer the questions on it:

King Henry: Now, lords, for France; the enterprise whereof  
 Shall be to you, as us, like glorious.  
 We doubt not of a fair and lucky war,  
 Since God so graciously hath brought to light  
 This dangerous treason lurking in our way  
 To hinder our beginnings. We doubt not now  
 But every rub is smoothed on our way.  
 Then forth, dear countrymen: let us deliver  
 Our puissance into the hand of God,  
 Putting it straight in expedition.  
 Cheerly to sea; the signs of war advance:  
 No king of England, if not king of France.

- a. Explain what “enterprise” King Henry is talking about. **(5 marks)**
  - b. Explain in full the reference to “this dangerous treason”. **(6 marks)**
  - c. How was Henry’s claim “No King of England, if not King of France” justified? **(6 marks)**
  - d. What aspects of Henry’s character are revealed in the part of the play you have studied so far? **(8 marks)**
5. Show how, in Acts I and II, Shakespeare builds the image of Henry V as an ideal king.
6. Choose one scene (or part of a scene) that you find particularly effective. Say what happens in the scene and what qualities (e.g. characterisation, language, humour, action on stage, etc.) make the scene effective.

**Burning Everest and Mariza’s Story**

7. By referring to specific actions in the play, describe the character and behaviour of Jim and say how far you sympathise with him.
8. Climbing a mountain may be associated with facing challenges or running away from life. What is the importance of mountains or pictures of mountains in the play?

**The Long, and the Short and the Tall**

9. In the play, as in life, you meet characters you like and others you do not like. Choose one character you like. Write about his role in the play and say why you sympathise with him.
10. “We are human beings and we must behave like human beings even in war”. With close reference to particular episodes and characters, say how the author develops this theme in the play.

**The Glass Menagerie**

11. All the characters in the play day-dream about their past or their future. Describe the contrast between their dreams and the reality they are living.

12. Read the following:

Tom: *[hoarsely]* Mother. I – I apologize, Mother. *[Amanda draws a quick, shuddering breath. Her face works grotesquely. She breaks into childlike tears.]* I'm sorry for what I said, for everything that I said, I didn't mean it.

Amanda: *[sobbingly]* My devotion has made me a witch and so I make myself hateful to my children!

Write about the relationship between Amanda and her children.

**SECTION B - POETRY**

**(25 marks)**

13. Choose two poems about EITHER love OR war OR childhood that you have studied this year. Show how the poets develop the topic of your choice.
14. Choose two poems that you would recommend for the Poetry Section of the school magazine. Explain why you find these two poems interesting and effective.
15. Show how poets use figurative language (e.g. simile, metaphor, alliteration, etc.) to make poems interesting and effective. Refer to at least two poems you have studied this year.

**SECTION C - PROSE**

**(25 marks)**

**Into the Wind**

16. Choose two short stories in which women are oppressed by men. Show, with reference to specific incidents, how the women feel and react.
17. In the introduction, the editor writes: "Several of the stories explore aspects of racial conflicts." Choose two short stories on the theme of racism and show how the authors develop this theme.

**The Time Machine**

18. Describe the main characteristics of the Eloi and the Morlocks and the relationship between them.
19. Describe the part played by Weena in the novel.

**Lord of the Flies**

20. Imagine you ended up on the island with the other boys. Whom would you make friends with? Choose one or two boys. With reference to particular episodes in the novel, give reasons for your choice.
21. Narrate one episode in the novel that you find particularly effective. Explain what, in your opinion, makes it interesting reading.

*Stories Then and Now*

22. Choose two short stories from the selection. Describe how these short stories end and say how far you consider their conclusion effective.
23. Choose two short stories in which a person finds himself/herself in a frightening situation. Say how the author builds up the climax and how the persons cope with the situation.

**SECTION D - UNSEEN TEXT****(25 marks)**

24. Read the poem carefully and then answer the questions on it.

*From the Classroom Window*

Sometimes, when heads are deep in books,  
 And nothing stirs,  
 The sunlight touches that far hill,  
 And its three dark firs;  
 5 Then on those trees I fix my eyes –  
 And teacher hers.

Together awhile we contemplate  
 The air-blue sky  
 And those dark tree-tops; till, with a tiny  
 10 Start and sigh,  
 She turns again to the printed page –  
 And so do I.

But our two thoughts have met out there  
 Where no school is –  
 15 Where, among call of birds and faint  
 Shimmer of bees,  
 They rise in sunlight, resinous, warm –  
 Those dark fir-trees!

*John Walsh*

- a. Choose the correct answer. **(2 marks)**
- The fir-trees fill the speaker with wonder.
  - The speaker does not care about the fir-trees.
  - The fir-trees make him feel angry.
  - The fir-trees block the speaker's view.
- b. Much of the poem's effectiveness depends on the appeal to the various senses. Quote a word or phrase that appeals to: **(4 marks)**
- the sense of sight.
  - the sense of hearing.
  - the sense of touch.
  - the sense of movement.
- c. Which two separate feelings do the words "start" (line 10) and "sigh" (line 10) convey?

- (2 marks)
- d. The last-but-one line of each stanza ends with a dash. What effect does the poet intend to achieve by the use of the dash? (2 marks)
- e. In the last line of the first stanza (“And teacher hers” line 6) the poet leaves out the word “fixes”. Suggest a possible reason for this. (2 marks)
- f. Find from the text ONE example of
- i) personification. (1 mark)
  - ii) alliteration. (1 mark)
- g. Mention ONE example of contrast used in the poem. (1 mark)
- h. In 50 to 60 words, show by reference to the text how the poet brings the teacher and the speaker together. (10 marks)