

JUNIOR LYCEUM ANNUAL EXAMINATIONS 2009

Directorate for Quality and Standards in Education
Educational Assessment Unit

FORM 1

ENGLISH LISTENING COMPREHENSION

15 minutes

Teacher's Paper

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 - Read questions
- b. 3 minutes - First reading aloud of passage while students take notes
- c. 3 minutes - Answer questions
- d. 3 minutes - Second reading of passage and possibility to answer questions
- e. 3 minutes - Final revision

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ENGLISH **LISTENING COMPREHENSION**

Time: 15 minutes

HOPSCOTCH

Not many people know that hopscotch, known in Malta as 'passju', actually owes its origins to the training of Roman soldiers. In every corner of the Roman Empire, footsoldiers ran Hopscotch courses, which consisted of a number of squares marked on the ground, to keep them fit, improve their footwork and build up their stamina. Hopscotch was one of the Roman army's many strategies for winning during battles. The others were well-made weapons and equipment, discipline and teamwork. Hopscotch helped soldiers build up their individual skills while practising together as a team. The army took its stamina and footwork training seriously. Military Hopscotch courses usually stretched over 30 metres or more. The soldier running the course needed to avoid all obstacles presented to him by his comrades in order to win.

Roman children, watching the soldiers' training, imitated them. The children marked out their own courses, created their own scoring system, and played hopscotch wherever they could.

Nowadays, hopscotch is just a game. Many primary school playgrounds have a hopscotch pitch painted or marked out on them. However, children are just as likely to draw the course on a pavement or in a yard. The arrangement of squares differs slightly from place to place, but usually involves a series of boxes in which they draw the numbers one to ten in numerical order.

Even today, children follow very similar rules to those first invented by Roman streetplayers. Before each game, each player collects his own marker. Typically, Roman children used small stones. Today schoolyard players usually use bean bags or small rubber rings provided for safe play by the teachers. At home or out of school, players probably use small coins, bottle tops or other easy-to-find markers.

The game starts with one player tossing the marker into the first numbered square. The marker must land in the square without touching a line or bouncing out of the square. If the marker is not in the correct square or lands on a line then the next player has a turn. Once the marker is thrown into the correct square, the player hops and jumps onto each of the other squares, making sure not to jump onto the square containing their marker. When the player reaches the tenth square he or she then hops and jumps back in the correct order to the start while picking up their marker on the way.

To win the game, a player must be first to throw their marker into each numbered square correctly while hopping and jumping successfully around the entire course.

Hopscotch continues to delight children in every part of Europe where the mighty armies of Rome used to march. The discipline of the Roman army is clear in the very similar ways that people still play the game despite the different countries they live in and the many centuries since the last Roman army walked around their towns. Most importantly, the benefits of playing hopscotch remain unchanged from those Roman times – the enjoyment of team play - while showing individual fitness, agility and ability.

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ENGLISH
LISTENING COMPREHENSION

Time: 15 minutes

Name: _____ Index No: _____ Class: _____

A. Tick (✓) according to whether the statement is TRUE (T) or FALSE (F). 6 m []

1. The Roman soldiers played hopscotch to pass the time.
2. During hopscotch the Roman soldiers used well-made weapons.
3. Hopscotch was the only strategy used by the Roman army.
4. Military hopscotch courses were about twenty five metres long.
5. Roman children imitated the soldiers' games in the streets.
6. The Roman children used small rubber rings as markers.
7. Children in school are not allowed to play hopscotch.
8. All hopscotch courses are painted and ready-made.
9. If the marker drops on a line, the next player has a turn.
10. Players have to jump into the square containing their marker.
11. To win the game, you need to pick up your marker on the way back.
12. The mighty armies of Rome still march all over Europe.

T	F

B. Tick (✓) the 4 pieces of information which are correct. 2 m []

- | | |
|--------------------------|---------------------------------------|
| <input type="checkbox"/> | The Roman army practised hopscotch to |
| <input type="checkbox"/> | march all over Europe. |
| <input type="checkbox"/> | prepare well-made weapons. |
| <input type="checkbox"/> | keep them physically fit. |
| <input type="checkbox"/> | keep discipline. |
| <input type="checkbox"/> | improve their footwork. |
| <input type="checkbox"/> | improve their stamina. |
| <input type="checkbox"/> | practise fighting. |
| <input type="checkbox"/> | train as a team. |

C. Tick (✓) the correct ending in numbers 1 and 2. 2 m []

1. To win a game of hopscotch, a player must hop from square one to
 - ☐ a. the last square without falling or stepping on a line.
 - ☐ b. the marker and come back without falling.
 - ☐ c. the last square and come back in reverse.
 - ☐ d. the last, and pick up the marker on the way back.
2. People still play hopscotch
 - ☐ a. with many different rules and procedures.
 - ☐ b. with very similar rules to those of the Romans.
 - ☐ c. in the towns where the Romans roam around.
 - ☐ d. to develop their agility for battle.

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FORM 1

ENGLISH

Time: 2hrs

Name: _____ **Index No:** _____ **Class:** _____

Marks			
Oral Assessment	Listening Comprehension	Written Paper	Total

A. Look at the picture and then fill in the blanks with words from the box. Use each word ONCE only.

under	between	in	round	on
through	on	beside	in front of	behind

Aunt Jane is sitting (1)_____ a large room. She is writing a letter (2)_____ her lap. She is wearing beads (3)_____ her neck and glasses (4)_____ her nose. There is a painting hanging on the wall (5)_____ Aunt Jane. (6)_____ the armchair there is a small table where there is a book and a vase of flowers. The doily (7)_____ the vase of flowers was made by Aunt Jane. The round table is (8)_____ the armchair and the window. Two indoor plants are (9)_____ a window. (10)_____ the window, Aunt Jane can see a view of the sea.

5 marks

B. Put the verbs in brackets into the correct form. The first one (0) has been done for you.

Dear Grandma,

I (0) am writing (write) this from Aunt Marie's cottage where we
 (1) _____ (stay) for a few days to explore the area on our bikes. The nearby
 town, Fernly, is quite small, but very pretty. Aunt Marie and Uncle Jack
 (2) _____ (be) really glad they (3) _____ (move) here.
 Mum (4) _____ (tell) me on the phone yesterday that her cough
 (5) _____ (be) better, so (6) _____ (not worry) about her,
 Grandma!

After a week of our holiday, I'm already tired! Yesterday, while I
 (7) _____ (cycle) I (8) _____ (not see) a stone and I
 (9) _____ (fall) off. Luckily I was OK.

Anyway, it's time for dinner now and I (10) _____ (starve), so I'd better
 go.

Love,

Emily

5 marks

C. Fill in the blanks with a suitable word. The first one (0) has been done for you.

Our last school (0) trip was a visit to the Science Museum. It was
 (1) _____ interesting because there was an (2) _____
 about inventions. We learnt about (3) _____ of the people who invented
 many of the items we (4) _____ all the time – things
 (5) _____ computers and mobile phones. The display included information
 on (6) _____ everyday things like pens and buttons had developed over the
 years, too. I can't really imagine how people managed to live (7) _____
 we had things like planes and telephones. Life must have been virtually impossible. I think it
 would be great to be an inventor, (8) _____ you? They probably have lots
 of ideas going through their (9) _____ all the time and choose the best ones
 to invent. I wonder if I would be able to do it. I don't (10) _____ I'm
 talented enough – but I might invent something brilliant by accident, I suppose!

5 marks

D. Fill in the blanks with the link words given below.

when	but	and	then	before
because	while	for example	also	after

Every night, a parrot sat watching a famous magician (1)_____ he entertained the passengers on a Mediterranean cruise. Unfortunately, the parrot ruined all his tricks. (2)_____ the magician hid a rabbit in his pocket, (3)_____, the parrot cried, "It's in his pocket! It's in his pocket!" (4)_____ when he hid a scarf up his sleeve, the parrot cried, "It's up his sleeve! It's up his sleeve!" The passengers loved it (5)_____ the magician didn't; he was furious (6)_____ the parrot was giving away his secrets. One evening, as the magician was showing the passengers a new (7)_____ very difficult trick, there was a tremendous explosion. The magician grabbed a lifejacket and jumped overboard just (8)_____ the ship sank. (9)_____ floating in the sea for many hours, he saw an empty lifeboat. He climbed into it – exhausted. Soon, the parrot (10)_____ joined him. The parrot slowly shook its head and said, "OK, I give up. It's a good trick. Now tell me – where's the ship?"

5 marks

E. Comprehension. Read the following passage carefully.

His first flight

The young seagull was alone on his ledge. His two brothers and his sister had already flown away the day before. He had been afraid to fly with *them*. Somehow when he had taken a little run forward to the edge of the ledge and attempted to flap his wings he became afraid. The great expanse of sea stretched down beneath, and *it* was such a long way down – miles
 5 down. He felt certain that his wings would never support him, so he bent his head and ran away back to the little hole under the ledge where he slept at night. Even when each of his older brothers and his little sister, *whose* wings were far shorter than his own, ran to the edge, flapped their wings, and flew away he failed to pluck up enough courage to take that plunge. His father and mother had come around calling to him shrilly, scolding him, threatening to let
 10 him starve on his ledge unless he flew away. But he could not move.

That was twenty-four hours ago. Since then nobody had come near him. The day before, all day long, he had watched his parents flying about with his brothers and sisters, perfecting them in the art of flight, teaching them how to dive for fish. He had, in fact, seen his older brother catch his first herring and gulp it down, standing on a rock, while his parents circled
 15 around raising a proud *cackle*. And all the morning the whole family had walked about on the opposite cliff, teasing him with his cowardice.

The sun was now rising, blazing warmly on his ledge. He felt the heat because he had not eaten since the previous nightfall. Then he had found a dried piece of mackerel's tail at the far end of his ledge. Now there was not a single **scrap** of food left.

- 20 'Ga, ga, ga,' he cried, begging his mother to bring him over some food. 'Gaw-ool-ah,' she screamed back angrily. But he kept calling plaintively, and after a minute or so he uttered a joyful scream. His mother had picked up a piece of fish and was flying across to him with it. He leaned out eagerly, tapping the rock with his feet, trying to get nearer to her as she flew across. But when she was just opposite him, by the ledge, she halted, her legs hanging limp, her wings motionless, the piece of fish in her beak almost within reach of his beak. He waited a moment in surprise, wondering why she did not come nearer, and then, maddened by hunger, he dived at the fish. With a loud scream he fell outwards and downwards into space. His mother had swooped upwards. As he passed beneath her he heard the swish of her wings. Then a monstrous terror seized him and his heart stood still. But *it* only lasted a moment. The next moment he felt his wings spread outwards. The wind rushed against his breast feathers, then under his stomach and against his wings. He could feel the tips of his wings cutting the air. He was not falling headlong now. He was floating gradually downwards. He was no longer afraid. He just felt a bit dizzy. Then he flapped his wings once and he soared upwards. He completely forgot that he had not always been able to fly and started to dive and **soar**, shrieking shrilly.

- He was near the sea now, flying straight over it, facing straight out over the ocean. He dropped his legs to stand on the green sea. His legs sank into it. He screamed with fright and attempted to rise again, flapping his wings. But he was tired and weak with hunger and he could not rise, exhausted by the strange exercise. His feet sank into the green sea and then his belly touched it and he sank no farther. He was floating on it. And around him his family was screaming, praising him and their beaks were offering him scraps of fish.

He had made his first flight.

Adapted from a short story by Liam O'Flaherty

Answer the following questions.

1. Are the following TRUE (T) or FALSE (F)?

2 marks []

- a. The young seagull had never been off his ledge before.
- b. His sister was smaller than him.
- c. The young seagull fell off the ledge into the water.
- d. The seagull's family was afraid that he would drown.

T	F

2. Why was the seagull afraid to fly?

1 mark []

3. Mention **two** things the seagull's family did to try to force the seagull to fly off the ledge?

2 marks []

- a.

- b.

4. After a young seagull makes its first flight, what **two** things do its parents teach it? **2 marks** []
- a. _____
- b. _____
5. Why was it important for the young seagull to learn to fly? **2 marks** []
- _____
- _____
6. (i) Do you think the seagull's mother was cruel to the seagull? Give a reason for your answer. **2 marks** []
- _____
- _____
- (ii) What forced the young seagull to leave the ledge? **1 mark** []
- _____
7. Write the name of **two** types of fish mentioned in the story? **1 mark** []
- a. _____ b. _____
8. Mention two actions the seagull's family did to show that they were happy that he had flown off the ledge? **2 marks** []
- a. _____
- b. _____
9. Give the meaning of the following words as used in the passage. **3 marks** []
- a. cackle (line 15): _____
- b. scrap (line 19): _____
- c. soar (line 34): _____
10. What do the following words refer to in the text? **2 marks** []
- a. them (line 2): _____
- b. it (line 4): _____
- c. whose (line 7): _____
- d. it (line 29): _____

Total: 20 marks

F. Literature

Answer all Sections.

SECTION 1 - PROSE/DRAMA

a. Choose **ONE** of the novels/short stories/plays you read in class this year.

Give the title of the novel / short story / play **and** who wrote it.

1 mark []

title: _____ *author:* _____

b. In a paragraph of about 50 words describe **one** of the characters in the book you chose.

4 marks []

Character's name: _____

c. In a paragraph of about 40 words narrate an important episode from **another** novel / short story / play you read in class this year.

3 marks []

d. Which of the two novels/short stories/plays you wrote about would you suggest to your friends? Give **two** reasons for your answer.

2 marks []

10 marks

SECTION 2 – POETRY: Answer *either* question 1 or question 2.

EITHER

1. UNPREPARED TEXT: *And Suddenly Spring*

5

The winds of March were sleeping.
I hardly felt a thing.
The trees were standing quietly.
It didn't seem like spring.
Then suddenly the winds awoke
And raced across the sky.
They bumped right into April,
Splashing spring in my eye.

Margaret Hillert

- a. Tick (✓) the correct answer. 1 mark []

The poem has:

- | | |
|--------------------------|-------------|
| <input type="checkbox"/> | a. 1 line |
| <input type="checkbox"/> | b. 1 stanza |
| <input type="checkbox"/> | c. 1 verse |

- b. Why do you think the poem is called “And Suddenly Spring”? 2 marks []

- c. (i) There are many examples of a figure of speech in this poem. Name the figure of speech.

_____ 1 mark []

- (ii) Find **four** examples of this figure of speech. 2 marks []

1. _____
2. _____
3. _____
4. _____

- (iii) Choose **one** of the examples quoted above and explain what the poet means by these words. 2 marks []

- d. According to the poem in what way was March different from April? 1 mark []

- e. What is the rhyming pattern of this poem? 1 mark []

10 marks

OR

2. Choose **TWO** poems you studied in class this year and write about them. You are expected to give the following information about each poem:
- the title of the poem and say who wrote it;
 - what the poem is about;
 - at least one figure of speech.

Poem 1: _____

Poem 2: _____

(10 marks)

G. Composition. Write a composition of about 150 words on ONE of the following.

- My grandparents.
- Write a **letter** to a penfriend in England telling him/her about some games you enjoy playing alone or with your family or friends. Remember to use the correct letter format.
- Look at the following picture and say how this happened and how this accident affected your daily routine.

20 marks