

JUNIOR LYCEUM ANNUAL EXAMINATIONS 2009

Directorate for Quality and Standards in Education
Educational Assessment Unit

FORM 2

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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Time: 15 minutes

You are going to listen to author Melvin Burgess talking about his career as a writer:

“I was a very poor student all through my school days. I was just too busy day-dreaming. I couldn’t for the life of me concentrate on subjects I didn’t like, which was most of them. I loved reading, though.

When I finished primary school, I failed the eleven plus exams and was sent to a secondary school where I met Mrs Stafford. She was very different from my primary school teacher. She praised my stories to the skies and made me feel for the first time that I was good at something. It was because of her encouragement that I first wanted to be a writer.

It took me a long time to learn how to write novels, even though I was always good with words, and found characters and situations easy to do. The hard thing for me was: what to write about? And I think it’s the same for a lot of people, because the question I’m most often asked is, “Where do you get your ideas from?” I think that for years I went around imagining that somehow there was an idea for a novel if only I could think of it.

Now I know that a good idea for a novel never comes in one go: novels are just too long to see in their entirety. They grow. The secret is to get an idea that can grow into a novel. It can be almost anything that takes my attention – usually a subject I’m interested in or something I’ve seen – like *The Earth Giant*, which all came about from a tree I saw ripped out of the ground by a storm. The one thing they all have in common is that, when I start them, I have no idea how they are going to develop. I usually know a few scenes I’m going to use, or a person, or even the end of the book. But how those scenes will fit in, or what exactly the character will be like, or how to get to the end, I have no idea. Once I start, it usually comes to me quite quickly, though.

The thing is, ideas come from writing, not from thinking. I know it sounds odd, but thinking too hard doesn’t work. When I don’t know what to do next, I take a walk, or have a bath, or just go and lie down for a while. I turn things over in my mind and then forget about it for a bit... After a while, something pops up. If it doesn’t I just write the scene anyway and come back to it later when I’ve finished the book – it’s always easier then. I remember at school how they were always urging me to “use your imagination!” I kept trying, but it just wasn’t there. They didn’t know – you don’t *use* your imagination; you have to talk to it, and wait for it to come to you.”

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T
F

FORM 2

ENGLISH
LISTENING COMPREHENSION

Time: 15 minutes

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

A. Put a tick (✓) in the correct box according to whether the statement is TRUE (T) or FALSE (F). **4 marks []**

- Melvin Burgess hated all school subjects.
- As a child he loved to read.
- He failed his exams when he was eleven years old.
- His primary school teacher praised his stories.
- He decided to be a writer when he was still at school.
- It is easy for Melvin Burgess to create characters.
- Melvin Burgess never had any difficulty finding a topic to write about.
- The advice teachers gave him helped him become a good writer.

T	F

B. Tick (✓) the correct answer. **1 mark []**

When Melvin Burgess is writing a novel he:

- | | |
|--------------------------|--|
| <input type="checkbox"/> | a. plans his story in detail before he starts writing. |
| <input type="checkbox"/> | b. he starts to write even before he knows how the story will end. |
| <input type="checkbox"/> | c. he gets most ideas for novels by going for long walks in the countryside. |
| <input type="checkbox"/> | d. he has to think hard before starting a novel. |

C. List five ways how Melvin Burgess finds ideas about what to write. **5 marks []**

- _____
- _____
- _____
- _____
- _____

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FORM 2 **ENGLISH** **Time: 2h**

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

Marks			
Oral Assessment	Listening Comprehension	Written Paper	Total

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

Dear Daniela,

Thanks a lot for the dictionary you (0) sent (send) me last week for my birthday. As you know I (1) _____ (sit) for my annual exams next week and I really need a dictionary to help me study.

I (2) _____ (have) a great birthday. At first I (3) _____ (think) that all my friends (4) _____ (forget) my birthday but in the evening I was taken to a friend's house and I (5) _____ (find) out that they (6) _____ (organise) a surprise birthday party.

Next month I (7) _____ (spend) a week at my grandmother's house in Spain. She's my favourite member of the family. And she (8) _____ (make) delicious cakes, too!

Have you any plans for the holidays? You (9) _____ (mention) that you (10) _____ (never be) to Malta. Would you like to come and visit us? It would be fun to meet you at last. Let me know what you think! I look forward to showing you all the beautiful places in my country.

Take care,

Sarah

(5 marks)

B. Fill in the blanks with a preposition. The first one (0) has been done for you.

I was playing football (0) in a field near my house. Suddenly the ball was kicked (1) _____ the wall and into the road. Without thinking I ran (2) _____ the ball. My friend Ray shouted to me to stop but it was too late. A car was coming (3) _____ me. All kinds of thoughts went through my mind (4) _____ that moment in time. The car hit me and I don't remember anything else. Ray says they put me (5) _____ a stretcher and then took me to hospital (6) _____ ambulance. I suppose they must have done because I woke up (7) _____ hospital. However, before regaining consciousness, I had a strange experience. It was like a dream. I was floating in the air (8) _____ the hospital bed. Looking (9) _____ I could see the doctors. I wondered what they were doing to me. When I did wake up, Mum and Dad were sitting (10) _____ me. I am much better now and I should be going home soon.

(5 marks)

C. Rewrite the sentences correctly punctuated.

Jane went to the village shop to get some bread. The shopkeeper was reading a newspaper article about a murder that had taken place the previous day.

1. Horrible business isnt it said the shopkeeper.

2. Yes its very scary replied Jane.

3. Do you think the murderer could be someone in the village he asked.

4. I am sure she said it couldn't be anyone we know.

5. Just then they both froze people were screaming outside the shop and a man was shouting help

(5 marks)

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

Most people do not (0) like getting up early, and some people find it impossible to wake up on (1)_____. For these people the alarm clock is a wonderful (2)_____, but there are other people (3)_____ have become so used to (4)_____ regular ringing sounds of their alarm clock (5)_____ they continue to sleep straight through the noise. I am one of these people. When I was a child and used to go to school, I kept two alarm clocks besides my bed (6)_____ my mother still had to shake me (7)_____ I woke up. Waking up is still a problem even now that I am an adult. I was employed by (8)_____ advertising agency. Despite the help from several loud alarm clocks I was late for (9)_____ four times in one week and I was fired. Next week I will start a new (10)_____. Will I lose this one too?

(5 marks)

E. Comprehension. Read the following passage carefully.

Punch and Judy

Traditional seaside holidays in the UK usually mean braving the **unpredictable** British weather, playing on the beach, making sandcastles and enjoying donkey rides beside the pier. But there is another traditional pastime that many adults and children remember with great affection – the Punch and Judy Show. This puppet show, usually performed on a small stage
5 on the beach, has entertained audiences of all ages for centuries. Sadly, Punch and Judy Shows are gradually dying out and are being replaced by noisy, neon-lit amusement arcades.

In the past, the Punch and Judy Show was one of the most common and popular forms of seaside entertainment. Punch and Judy, the two leading hand-puppets, fought and insulted each other for almost the **entire** performance. While today's audiences view **the traditional**
10 **puppet show** as violent and full of aggressive behaviour, people in the past did not think so. For generations, the Punch and Judy Show provided an opportunity to share a lot of fun and laughter.

A typical Punch and Judy show consists of a number of short scenes, each scene involving two characters, most typically Punch and one other character. The show is traditionally performed
15 by a single puppeteer, known as a "Professor".

The Punch and Judy Show started in the 16th century. The figure of Punch was developed from the Italian comic character of Pulcinella. Punch is a hunchback whose hooked nose almost meets his curved jutting chin. Punch speaks in a high-pitched type of squawking tone which children find amusing, and he carries a stick, as large as himself, with which he hits all
20 the other characters in the show.

Apart from Punch and Judy, other characters in the show are Judy's baby, Joey the Clown, a Policeman, an Alligator (who steals Judy's sausages), and Old Jack who tempts Punch into

doing bad things. A typical show involves a great deal of each puppet beating the other stick.

- 25 The tale of Punch and Judy varies from puppeteer to puppeteer and has changed over time, but it typically involves Punch behaving badly, struggling with his wife Judy and the Baby, and then **triumphing** against the forces of law and order.

- 30 Punch is always untrustworthy and scheming. However, most audiences like Punch. Despite themselves, **they** find themselves drawn in to **his** schemes and watch with interest to see if his tricks and lies succeed or fail. This creates the comic situations in each act of the show.

- 35 The earliest written record of the Punch and Judy Show in Britain dates from May 1662. However, it is likely that by this time the play was a fairly common form of entertainment on the streets of London. From the earliest times, the Punch and Judy Show encouraged participation from the audience. The crowd cheers and boos depending on how they feel about the action taking place on stage. The use of puppets allows the Punch and Judy Show to exaggerate the actions on stage to great comic effect. Characters are able to behave with one another in a way that would not be possible between actors in real life.

- 40 All is performed in the spirit of comedy and fun and is intended to provoke shocked laughter. Punch is a clown figure whose acts of violence are to be seen in the same way as those found in cartoons.

Adapted from an article by Rory Gear "Punch and Judy – that's the way to do it"

Answer the following questions.

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

2 marks []

- a. Both children and adults enjoy Punch and Judy Shows.
- b. Punch and Judy Shows are no longer found on British beaches.
- c. The Italian character Pulcinella was developed from the character of Punch.
- d. The first Punch and Judy Show was performed in 1662.

T	F

2. How do British children enjoy themselves at the beach?

2 marks []

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

3. Who is the "Professor"?

1 mark []

4. Describe Punch's physical appearance. **2 marks** []

5. (a) Mention a characteristic of Punch that makes audiences enjoy the show. **1 mark** []

(b) What would you expect audiences to do during the show? **1 mark** []

6. Mention **six** characteristics of a typical Punch and Judy Show. **3 marks** []

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____

7. Can a Punch and Judy Show be acted by real actors? Give a reason for your answer. **2 marks** []

8. Give the meaning of the following words as used in the passage. **3 marks** []

- a. unpredictable (line 1): _____
- b. entire (line 9): _____
- c. triumphing (line 27): _____

9. What do the following words refer to in the text? **3 marks** []

- a. the traditional puppet show (line 9 -10): _____
- b. they (line 29): _____
- c. his (line 29): _____

(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.

What is the title of the novel/short story/play **and** who wrote it?

1 mark []

Title: _____ Author: _____

- b. Describe an important event in the novel/short story/play mentioned in (a).

Give a reason why this event is important in the story.

4 marks []

- c. Which are your favourite **and** least favourite characters in **other** novels/short stories/plays you read in class this year? Give a reason for each choice.

2 marks []

Favourite character: _____

Reason: _____

Least favourite character: _____

Reason: _____

- d. Write a paragraph of about 30 words about **one** of the characters mentioned in (c).

3 marks []

(10 marks)

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

EITHER

1. Unprepared Poem: *Frog*

Under the bushes
sleek and slim
there's a middling frog.
I look for him
5 carefully, turning
stone by stone;
often I find him
quite alone
where the grass is specially
10 sharp and thin,
and the tangled ivy
closes in,
and the world is shadowed
in green and grey...
15 He hasn't got anything
much to say,
but his throat moves silently
as though
there were something I certainly
20 ought to know;

then he flicks his tongue
like a needle, where
the small gnats swirl
in the misty air.
25 He sometimes jumps.
He sometimes goes
wimbling wambling...
I suppose
a frog is a slithery
30 thing to be.
I wonder whatever
he thinks of ME?
Jean Kenward

a. Find an example of: 2 marks []

(i) simile: _____ (ii) alliteration: _____

b. What effect does the poet wish to create with the words “*wimbling wambling*” (line 27)? 2 marks []

c. What picture does the poet wish to create in our mind with the following words:
“*and the world is shadowed
in green and grey...*” (lines 13 -14)? 2 marks []

d. Most of the poem is made up of long sentences, except for line 25 “*He sometimes jumps.*”
What is the effect created by this short sentence? 2 marks []

e. Do you like the way the poet ended the poem? Answer the question by referring to the last two lines of the poem. 2 marks []

OR

2. Choose **two** poems you studied in class this year.

(a) Write the title of the poems and say who wrote them.

2 marks []

Title: _____ Poet: _____

Title: _____ Poet: _____

(b) Write a paragraph about each poem in which you show how each poet tries to make his poem interesting.

8 marks []

Poem 1: _____

Poem 2: _____

(10 marks)

G. Composition. Write a composition of about 200 words on **ONE** of the following. Write your composition on the foolscap provided.

1. '*The locked room.*' Write the **story**.

2. Write the **biography** of a famous person. (The person and the information can be real or imaginary.)

3. Write a **letter** to a friend in which you invite him/her to a surprise birthday party. Give some information about this party and include directions how to get to the place where the party is going to be held.

(20 marks)