This is a Class 2 exam

Lebanon Evangelical School for Boys and Girls

Lebanon Evangelical School

for Boys and Girls Loueizeh - Baabda

Stage Exam 04

20-25JUN2025

Do NOT write in this box. Your MARK will be placed here.

Subject :	English
Class :	9A
Teacher :	Mrs. Lilian Hadaya
Duration :	1 hour

Write the answers on the exam sheet.

You are to answer the questions to this exam on : This exam paper

Your name :		*Time taken to complete exam*
Your Class :		
Exam Room :		
How many sheets, including cover sheet :		

- Do not open this paper until the teacher in charge instructs you to do so.
- The most important thing to remember in taking an exam is NEVER PANIC.
- If you are caught cheating in this exam, you will be awarded zero for ALL exams that are taken on this day.

SECTION A: Reading

Answer ALL questions in this section.

You should spend 1 hour on this section.

Read Text One in the Extracts Booklet, adapted from an American article called *My Weather Story*.

1 Using the first paragraph, name **one** thing that frightened the writer.

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.....

(Total for Question 1 = 1 mark)

2 Using lines 26–33, identify **one** experience the writer has of the storm.

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(Total for Question 2 = 1 mark)

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3 Explain how the writer presents her experiences of the weather.

You should support your answer with close reference to the passage, including **brief** quotations.

(10)

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Read Text Two in the Extracts Booklet, adapted from a book called *Songs at the River's Edge*.

4 Using the second paragraph, state **one** effect of the monsoon.

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.....

(Total for Question 4 = 1 mark)

5 In lines 19–35, the writer explains the difficulties she faced during the monsoon.

Identify **two** of the difficulties.

1 .....

.....

2 .....

.....

(Total for Question 5 = 2 marks)

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6 How does the writer describe the monsoon and its effects?

You should support your answer with close reference to the passage, including **brief** quotations.

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Refer to BOTH Text One and Text Two to answer the following question.

7 Compare how the writers of Text One and Text Two present their ideas and perspectives about the weather.

Support your answer with examples from **both** texts.

(15)

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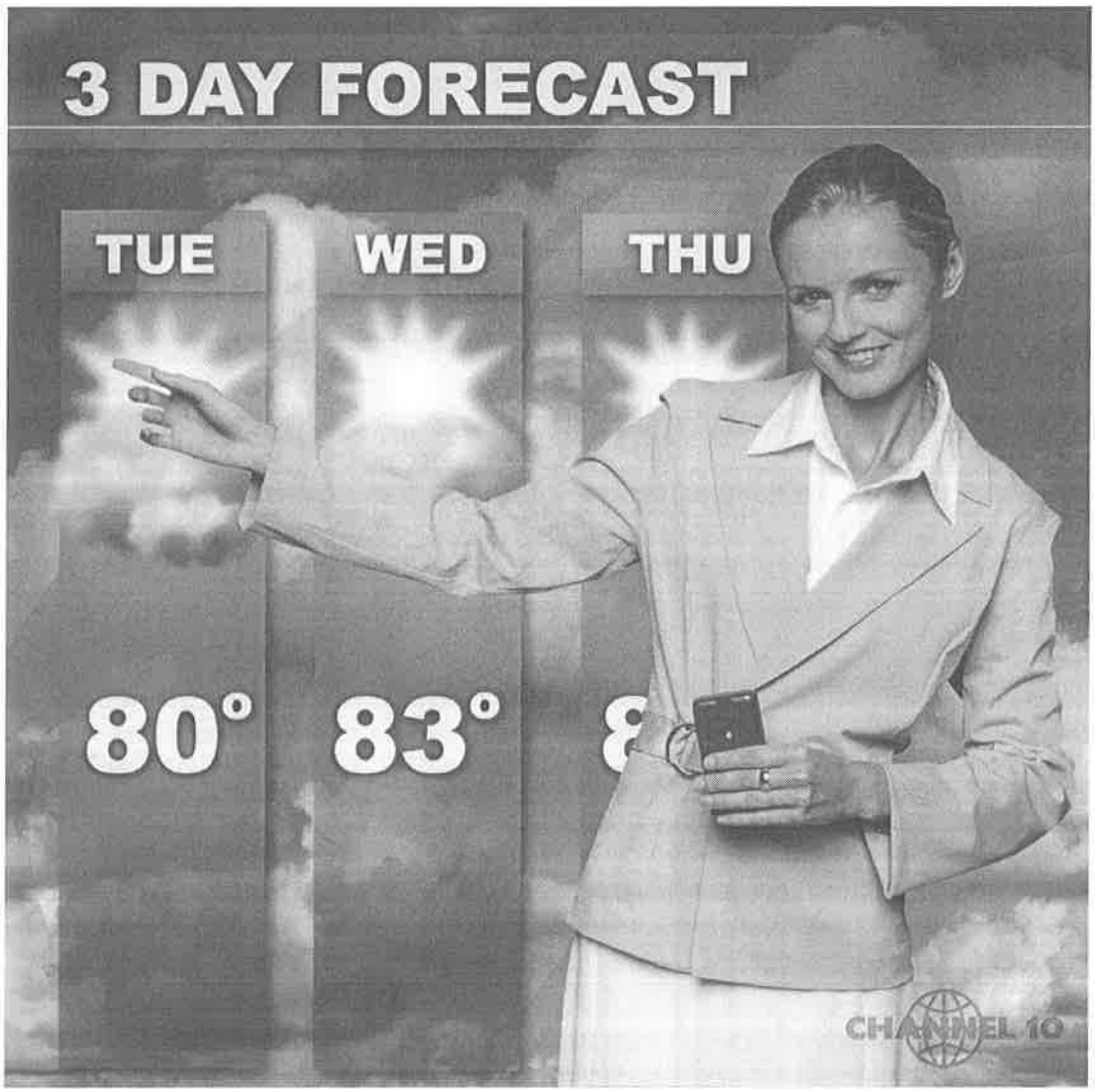
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Text One

My Weather Story

adapted from an American article by Kelsie Knowles

In this passage, the writer explains how she became inspired to study the weather.



Growing up, I was scared of almost anything that could cause damage. This included volcanoes, fire, earthquakes, and last but not least, thunder and lightning. When I was a young kid, I was terrified of thunderstorms, especially in Lake Chelan (in Washington State, USA) where my family and I spent our holidays. I remember hiding inside the house during a storm when I was around seven, trying to stay away from the noise. This fear continued for quite a few years.

However, in the second grade, we had a study unit on weather, which culminated in a play called *The Weather Show*. The reason I bring that up is because this was the first time I really started to learn about weather. I believe the weather play and weather study unit sparked my interest in weather, and it made me realize I didn't have to fear it as much as I had previously. Shortly after that, my fear of thunder and lightning decreased, yet my interest in weather started to grow.

As I grew older, my interest in weather didn't subside. My parents began to notice, and started buying me weather books at book fairs. I was learning more and more, and the more I learned, the more I loved it all. I also started to watch The Weather Channel quite often. I'd watch it for hours on end, which annoyed my sister at times, but I still did it. This all happened for quite a few years before I truly realized how much I loved weather. I was in the eighth grade when I made the decision that I wanted to be a meteorologist (someone who studies the weather) when I grew up.

All throughout high school, I kept the end goal in mind. I took classes that I believed would help me get a degree in Meteorology. Then, in August of 2013, I experienced something that further cemented my love for weather and desire to become a meteorologist. I was on vacation with my family in Lake Chelan, which I do a few times each summer. It was fairly warm throughout the daytime, and it was perfect beach weather.

However, one evening, clouds began to form, and the wind began to pick up a bit. As the daylight fled, I started to see that something was forming. Then the lightning started. And it did not stop. There were visible strikes every few seconds for many, many hours. When my family went to bed, I stayed up. I was mesmerized by the insane lightning; I had never seen it like that before. At around one in the morning, I actually ended up seeing a strike of lightning that started a fire. Thankfully it got put out very fast and didn't cause any structural damage, but it was still a crazy sight to see. I finally fell asleep (reluctantly) at around 4am amazed at the weather that I had just seen.

When I woke up the next morning, I was upset that it was over. But that didn't last long. About twelve hours later, the storms were back—this time even stronger than the night before. Unlike the previous night, this storm was accompanied with very strong wind and rain. I remember standing outside on our front porch getting sand blown in my face, even when it was wet. The lightning was just as powerful as the night before, along with the wind and rain, which made for a very intense storm. I had no idea of the impact the storm had had until the next morning. One of the boat docks had been disconnected, and a part of it was missing. There were some boats washed up on the shore, along with some jet-skis. It was astonishing to see what the weather was capable of doing. Witnessing these storms made me realize that I was making the right career choice. I was no longer that scared little kid, trembling at the sound of thunder. I was instead that weather fanatic who couldn't get enough.

Now, every time there is a good storm (which doesn't happen that often where I live), I act the same way as I did during those storms in Chelan, even if they don't even compare in intensity. I'm like a kid in a candy store. The thought of a good storm just makes me want more. I want to see more and I want to know more. This is why I am pursuing a degree in Meteorology. Being a meteorologist will allow me to be surrounded by what I love every day. I will be taking the next step in my studies, as I am enrolled in the Atmospheric Sciences program at the University of Washington, which I am very excited about. I am looking forward to learning new things, and hopefully, there will be lots of awesome storms for me to see in the future.

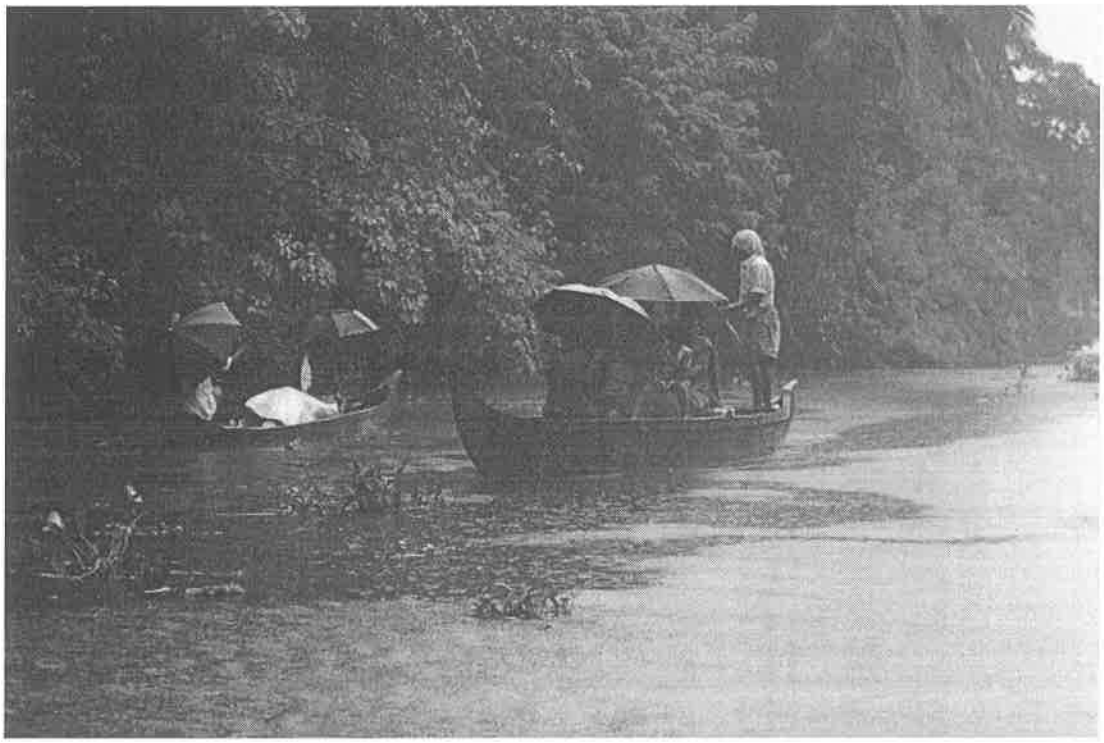
Text Two

Songs at the River's Edge

by Katy Gardner

adapted from a book about life in a Bangladeshi village.

In this passage, the writer describes the effects of the monsoon rains on the village.



By August the pattern of sudden storms which came from nowhere and ended quickly, had given way to the monsoon proper. I lay on my bed listening to the steady drip of water coming in through the rough plaster ceiling to muddy my floor and dampen my saris; it was 5am, as chilly as winter, and once again it was raining. Abba had already said his prayers, but now he was snoring again, and like him everyone else lay huddled under the covers, shivering and predicting fever. The compound was completely still, and strangely quiet. The little boys who usually filled it with noise had gone out fishing, running, splashing through the yard before dawn with their spears and pots from the kitchen. When they returned them later in the day, they would be filled with fish from the waterlogged fields. Rain, rain, rain. The days of early rising to wash in the cool morning sunlight seemed distant now, and even the birds, which in other seasons greeted the day uproariously, appeared to prefer the silence of sleep.

The monsoon had continued for at least a month, and once more the village was transformed. The paths had disintegrated into impassable mud, and the river was full again. These days, to get anywhere I had to call one of the village labourers to take me across the water and then, umbrella in hand, clamber aboard the village's rickety old boat, usually accompanied by a gaggle of goats being taken to the other side of the river for grazing.

The rains meant that the small activities around which I hung my days had suddenly become difficult and exhausting. The yard, usually sandy earth, had changed into a treacherous pit of the most slippery mud imaginable. Every day I managed to lose a flip-flop in it, and every day I escaped landing on my bottom by the merest fraction. To get to the pond to bathe became quite a challenge, and I usually came back muddier than before my wash. Trips to the latrine[1] were equally nerve-racking. If it was actually raining – and it usually was – I set off with my water pot, my umbrella and, at night, my lantern, to slide through the muddy morass which had once been our compound until, exhausted and victorious, I reached my destination. For the first time I cursed my sari for the way it trailed in the mud, and fantasised about clean, indoor, dry Western lavatories. The word 'bog' began to have special meanings for me, and every day I prayed fervently that now would not be the time when dysentery[2] struck. Infuriatingly, everyone else walked with sure and confident feet through the mud, and never slipped. Even more mystifyingly, if I was wading through deep swampiness I always arrived on the other side having been joined by several plump black leeches hanging on to my feet and ankles, yet whilst my companions screamed 'Jook! Jook!' and scurried around me to pick them off, their own limbs were invariably free of the dreaded creatures.

During the worst of the rains, life in the village seemed to slow down until it came almost to a standstill. There was little work for the labourers except cutting back the frantically growing water hyacinth, which was fed to the cattle, and fishing out in the flooded fields, and many men complained bitterly that over these months obtaining money for food was a struggle which often ended in hunger and debt. Social calls, as well as work, also stopped. People could move around only by boat now, for most of the village tracks were covered in water, and the rickshaws and motorbikes that had been a common sight a few months earlier had completely disappeared. But although most people preferred to stay within the confines of their homes, for others trips outside were unavoidable, and the wooden boats which all through the dry season had lain discarded in the water lilies were again put to work. Every morning, too, the 'engine boat' would come down the river, piled high with village men in their best lungis[3] and umbrellas out on a trip to Sylhet or Nobiganj (the nearest town). These days, instead of recognising figures over the fields, we would spot bamboo boats with painted cabins or great cloth sails slowly moving through the water lilies.

A few hours later, when the rain had subsided a little, Amma came into my room and handed me a cup of hot, sweet tea, and some fried cakes which she had prepared specially for me.

[1]*latrine* – a basic toilet, often outside
[2]*dysentery* – a severe stomach infection
[3]*lungis* – cloth garments covering the lower part of the body worn by many people, especially men, in Southern India, Sri Lanka, Bangladesh, Burma and Pakistan

SECTION A: Reading

Text One

Question Number	**AO1** Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	Mark
1	One mark for any **one** of the following: • anything that could cause damage • volcanoes • fire • earthquakes • thunder • lightning • thunderstorms	**(1)**

Question Number	**AO1** Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	Mark
2	One mark for any **one** of the following: • clouds begin to form • the wind began to pick up (a bit) • lightning (did not stop) • visible strikes every few seconds (for many, many hours) • mesmerized by the insane lightning/mesmerized by the storm • seeing a strike of lightning that started a fire	**(1)**

Question Number	Answer	Mark
3	Reward responses that demonstrate how the writer presents her experiences of the weather. Responses may include: • the opening paragraph suggests that weather has had a negative effect on her: 'I was scared of almost anything', 'I was terrified of thunderstorms', 'hiding inside the house' • the use of 'sparked' (metaphor) suggests how sudden the change is • the repetition of 'more' emphasises her enthusiasm • the use of 'further cemented' suggests how strong her intention is • the detailed description of the storm: 'daylight fled', 'lightning started' • the use of the short sentence: 'And it did not stop' for emphasis • 'many, many hours' shows how long the storm lasted • the use of 'reluctantly' shows how much she enjoyed herself • the description of the second storm: 'even stronger', 'very strong wind and rain', 'a very intense storm' • the juxtaposition of 'scared little kid' with 'weather fanatic' • the use of the simile/idiom 'like a kid in a candy store' • the repetition 'want more', 'see more', 'want to know more', again emphasising her desire for knowledge • the positivity of the end: 'awesome storms' • the writer adopts an informal style.	**(10)**

Text Two

Question Number	**AO1** Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	Mark
4	One mark for any **one** of the following: • the village was transformed • paths had disintegrated • there was impassable mud • the river was full • they had to use boats to get around • moving around was difficult	(1)

Question Number	**AO1** Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	Mark
5	One mark each for any **two** of the following: • activities became difficult/exhausting • the yard changed into a treacherous pit/slippery mud • every day she managed to lose a flip-flop • every day she nearly fell over • getting to the pond to bathe • she was muddier after washing than before • her trips to the latrine were nerve-racking • she had to carry her water pot, umbrella and lantern • she was sliding through the muddy morass • her sari became muddy • wading through deep swampiness • leeches (hanging onto her feet and ankles)	(2)

Question Number	Answer	Mark
6	Reward responses that demonstrate how the writer describes the monsoon and its effects. Responses may include: • the use of descriptive language to show how unpleasant it is to wake up to the monsoon rains: 'steady drip', 'muddy', 'dampen', 'chilly' • the reaction of the people: 'huddled', 'shivering', 'predicting fever' • the description of the compound: 'completely still', 'strangely quiet' • the repetition of 'rain' and its use in a short sentence, which reinforces how much rain is falling • the reference to the time before the monsoon: 'cool morning sunlight' contrasts with the descriptions of the rain • the use of language to show how the rain affects the area: 'treacherous pit', 'most slippery mud imaginable', 'muddy morass' (alliteration), 'deep swampiness' • the writer's reactions: 'exhausted and victorious', 'cursed', 'fantasised', 'prayed fervently' • the negative impacts the monsoon has: 'slow down', 'came almost to a standstill', 'little work', 'stay within the confines of their homes', which suggests how limiting it is • the positive contrast of how some local people cope: 'piled high with village men in their best lungis', 'on a trip to Sylhet' • the description of the boats: 'painted cabins', 'great cloth sails', 'moving through the water lilies', which is an attractive contrast to the descriptions of the monsoon.	**(10)**

Question Number	Indicative content
7	Responses may include the following points: **Text One** • starts with a negative image of the writer: 'scared of almost anything', 'terrified' • uses time to show how she develops her interest: 'in second grade', 'as I grew older' • shows how her obsession with the weather increases: 'loved it all', 'watch it for hours on end', 'how much I loved the weather' • uses anecdotes to demonstrate her ideas: 'on vacation with my family' • the writer's reactions to the storms show her positivity: 'mesmerized', 'amazed', 'a weather fanatic who couldn't get enough' • ends positively with the writer's enthusiasm for her chosen course at university: 'to be surrounded by what I love every day', 'I am very excited', 'looking forward to learning new things'. **General points candidates may make on the whole of Text One** • it is a personal account / first-person account • the style is informal and anecdotal • it is enthusiastic and positive. **Text Two** • starts with negative impressions: 'steady drip of water', 'huddled under the covers, shivering', 'waterlogged fields' • maintains references to how wet it is throughout the text: 'drip', 'dampen', 'rain', 'the river was full again', 'flooded fields', 'covered in water' • emphasises the difficulties the weather causes: 'impassable mud', 'treacherous pit', 'muddy morass', 'wading through deep swampiness' • comments on the impact on other people: 'little work for labourers', 'many men complained bitterly', 'obtaining money for food was a struggle' • has some positivity towards the end: 'the 'engine boat' would come down the river, piled high with village men', 'on a trip to Sylhet', 'the rain had subsided a little'. **General points candidates may make on the whole of Text Two** • it is a personal / first-person account • it is informative / descriptive • it presents the weather as a problem. **Points of comparison** • Text One is a personal account about being inspired; Text Two is a descriptive account of a personal experience • Text One comments on short-term weather events, e.g. the storms; Text Two focuses on a longer-lasting weather event, e.g. the monsoon • Text One recounts the writer's personal experience over a considerable period of time and in different places; Text Two describes the impact of a specific weather event on one settlement • Text One has a positive perspective; Text Two has a negative perspective • Text One is about how the weather was an inspiration; Text Two shows how disruptive a weather event can be

	• both texts refer to bad weather: Text One - storms /Text Two - torrential rain • both texts are personal accounts • both texts describe dramatic events • both texts are first-person accounts • both texts clearly convey the writers' ideas and perspectives. Reward all valid points.

Question 7		
Level	**Mark**	**AO3** Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.
	0	No rewardable material.
Level 1	1-3	• The response does not compare the texts. • Description of writers' ideas and perspectives, including theme, language and/or structure. • The use of references is limited.
Level 2	4–6	• The response considers obvious comparisons between the texts. • Comment on writers' ideas and perspectives, including theme, language and/or structure. • The selection of references is valid, but not developed. **NB: candidates who have considered only ONE text may only achieve a mark up to the top of Level 2**
Level 3	7-9	• The response considers a range of comparisons between the texts. • Explanation of writers' ideas and perspectives, including theme, language and/or structure. • The selection of references is appropriate and relevant to the points being made.
Level 4	10–12	• The response considers a wide range of comparisons between the texts. • Exploration of writers' ideas and perspectives, including how theme, language and/or structure are used across the texts. • References are balanced across both texts and fully support the points being made.
Level 5	13–15	• The response considers a varied and comprehensive range of comparisons between the texts. • Analysis of writers' ideas and perspectives, including how theme, language and/or structure are used across the texts. • References are balanced across both texts; they are discriminating and fully support the points being made.