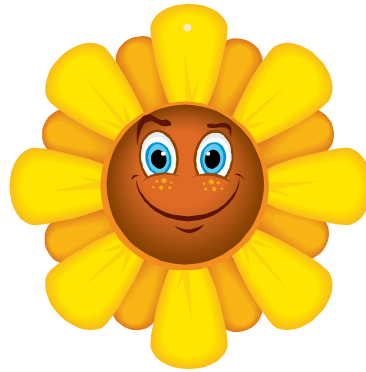


THE ENGLISH SCHOOL
ENTRANCE EXAMINATIONS 2013

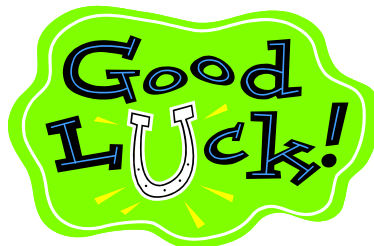


ENGLISH

Year 1 (non native speakers) Time allowed: 1 hour and 15 minutes

GENERAL INSTRUCTIONS

1. ANSWER **ALL** THE QUESTIONS IN THE SPACES PROVIDED ON THE QUESTION PAPER.
2. MAKE SURE YOU FOLLOW THE INSTRUCTIONS CAREFULLY.
3. WRITE NEATLY.
4. WRITE IN GOOD ENGLISH.



This paper is 10 pages.

Total Marks: 100



SECTION A:

Evaluating writing skills through Creative Writing (30 marks)

*You are advised to spend **about 30 minutes** on this section.*

*Choose **ONE** of the following questions and write about **220- 250 words**. Keep in mind the importance of*

- *vocabulary*
- *expression*
- *accuracy*
- *planning*
- *content*

Write an interesting beginning and a good closing paragraph. Give vivid descriptions of place, characters, feelings and thoughts.

1. Read the extract from a poem below and, based on the messages and ideas you get from it, write about an experience you have had (it could be an imaginary experience).

*A friend is like a flower,
a rose to be exact,
Or maybe like a brand new gate
that never comes unlatched.
A friend is like an owl,
both beautiful and wise.
Or perhaps a friend is like a ghost,
whose spirit never dies.
A friend is like a heart that goes
strong until the end.*

OR

2. Write what happened on a day when you found a blue envelope on your doorstep.



OR

3. Describe a time when you visited a new country and the impression that this made on you.



OR

4. Write an imaginary story that includes a gold plate, a large collection of dolls, two children, a small ivory box and a hat.



Write your composition here with the **TITLE** number:



SECTION B: Comprehension and Usage tasks (55 marks)

Read the text and do the tasks that follow. Write complete sentences unless you are asked not to:

In this adapted extract below from **Boy** by Roald Dahl, the writer writes about how the boys were punished at school. At the age of seven, Roald and his friends played a trick on Mrs Pratchett, who owned the local sweet shop. They put a dead mouse into a jar of sweets, and it gave her a nasty shock. She went to the school and identified the boys. The boys were summoned to the Headmaster's study where the Headmaster, Mr Coombes, and Mrs Pratchett were waiting.



Problems at School

Thwaites knocked on the door. 'Enter!' Mr Coombes said. We sidled in. The room smelled of leather and tobacco. Mr Coombes was standing in the middle of it, dominating everything, a giant of a man if ever there was one, and in his hands he held a long yellow cane which curved round at the top like a walking stick.



'I don't want any lies,' he said. 'I know very well you did it and you were all in it together.

Line up over there against the bookcase...'

'You,' Mr Coombes said, pointing the cane at Thwaites, 'come over here.'

Thwaites went forward very slowly. *'Bend over,' Mr Coombes said.*

Thwaites bent over: Our eyes were focused on him. We were hypnotised by it all. We knew, of course, that boys were punished and got the cane now and again, but we had never heard of anyone being made to watch...

My own turn came at last. My mind was swimming and my eyes had gone all blurry as I went forward to bend over. **I can remember wishing my mother would suddenly come bursting into the room shouting. 'Stop! How dare you do that to my son!'** But she didn't. All I heard was Mrs Pratchett's dreadful high-pitched voice behind me screeching:

'This one's the naughtiest of the lot! Make sure you let him have it good and strong!'

Mr Coombes did just that. As the first hit landed, I was thrown forward so violently that if my fingers hadn't been touching the carpet, I think I would have fallen flat on my face. As it was, I was able to catch myself on the palms of my hands and keep my balance. At first I heard only the

crack and felt absolutely nothing at all, but a fraction of a second later the burning sting that flooded across my backside was so terrific that all I could do was gasp. I gave a great gushing gasp that emptied my lungs of every breath of air that was in them.

It felt, I promise you, as though someone had laid a red-hot iron against my flesh and was pressing down on it hard. The second hit was worse than the first and this was probably because Mr Coombes was well practised and had a splendid aim. He was able, so it seemed, to land the second one almost exactly across the narrow line where the first one had struck. It is bad enough when the cane lands on fresh skin, but when it comes down on bruised and wounded flesh, the agony is unbelievable.

The third one seemed even worse than the second ...

By the time the fourth hit was delivered, my entire backside seemed to be going up in flames.

Far away in the distance, I heard Mr Coombe's voice saying, '*Now get out.*'



1. In note form (not complete sentences)give the information on the following:

- Title of the text: -----
- Title of the story the text is based on:-----
- The writer's full name:-----
- Mrs Pratchett's occupation:-----
- Mr Coombes' occupation:-----

(5 marks)

2. What does the expression '*sidled in*' tell you about how the boys were feeling as they entered the Headmaster's study? **(3 marks)**

3. Describe the cane in not more than ten words. **(3 marks)**

4. The boys at the school got caned '*now and again*'. What was unusual about this caning? **(3 marks)**

5. When it was the writer's turn, his mind was '*swimming*' and his eyes had gone '*all blurry*'. What does this tell you about the way he was feeling? **(3 marks)**

6. Underline the sentence that gives the best meaning for the part of the text which is in bold.

(3 marks)

- His mother wished she had been there to protect him
- He heard his mother shouting 'stop'
- He wished his mother had been there to stop the Headmaster

7. How does the writer describe what the first stroke of the cane felt like? **(3 marks)**

8. Why, do you think, does Mr Coombes' voice sound '*far away in the distance*' when he tells the boys to leave? **(3 marks)**

9. Imagine you are Mrs Pratchett. The boys have left the Headmaster's office. What do you say to the Headmaster? **(5 marks)**

Begin like this: *Mr Coombes, thank you so much for*-----

10. Explain the following words/expressions as they are used in the text (they are underlined for your convenience). Use one word or a short phrase to explain each: **(10 marks)**

- Identified-----
- Summoned-----
- A giant of a man-----
- Hypnotised-----
- entire-----

11. Imagine the Headmaster had asked the boys some questions when they arrived at his office.

Complete the questions below: **(14 marks)**

- Do you know.....here?
- Have in this office before?
- Who.....this horrible trick on Mrs Pratchett?
- What will you tell your parentsthis evening?
- Do youto say to Mrs Pratchett?
- Are you proud.....done?
- How, do you think, Mrs Pratchett..... the dead mouse in the jar?

Section C: Directed Writing (15 marks):

Imagine you are the writer, Roald. When you return home that afternoon you tell your mother about your experience in the Headmaster's office. Fill in the gaps in the conversation which is based on the text.

Writer: Hello mum, I'm so happy to be back home today, more than any other day.

Mum: Hello my son. What's wrong? Youpale! Sit down.

Writer: Idown, mum. It's so painful. My backside is hurting me so much.

Mum: Why? What....., Roald? Please tell me, I'm so worried.

Writer: Do you remember what I told you yesterday about the trick my friends and IMrs Pratchett?

Mum: Do youabout the mouse.....? I do, and I told nasty thing to do. Well, what.....?

Writer: I know it was a nasty trick but wefun. Well, Mrs Pratchettthe Headmaster. She office with him this morning. And you should have been there to see.....she looked at us. Nasty woman!

Mum: Well,any questions?

Writer: No,.....! He just made us..... the bookcase and he.....cane andcaning Thwaites.

Mum: Do you mean all of you were made to watch..... happening to the others?

Writer: Yes, mum, it.....to watch our friends suffering like that. Do you think.....fair? And that awful woman the Headmaster to be harsher on me; she I hate her.

Mum: Iappointment to see the Headmaster tomorrow morning. Now let's go to the bathroom to help you have a bath and I will put some special comforting cream on your backside, dear. You.....better soon. And when your father..... from work this evening we.....it. I'm sure he

.....as I am and he will probably
.....me to the Headmaster's office tomorrow.

Writer: Thank you, mum, I knew you..... me.
You arein the whole world!



This is the end of the paper. If you have some time, check for careless errors.