

**ENTRANCE EXAMINATION 2009
 PART 1 ENGLISH EXAMINATION**

Time available: 30 minutes

Surname:

First Name(s):

School:

There are 40 questions in this paper and each question is worth one mark.

Answer all the questions by doing them in the order in which they appear. If you find that you cannot answer a particular question straight away, leave it, and return to it later if you have time.

It is best to use capital letters, which are easier to read. If you need to change an answer, cross it through and write the new answer clearly alongside the box.

Instead of leaving blank answer-spaces, you should use any available time at the end of the examination to make the best attempt you can at questions you have not done.

A	
B	
C	
D	

	Marker 1	Marker 2
Total number of ticks	<input type="text"/>	<input type="text"/>
Total number of crosses	<input type="text"/>	<input type="text"/>
	Check total is 40 and initial here	Check total is 40 and initial here

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A.

Ten words have been missed out of the following passage. Each missing word has been given a number in the passage. At the bottom of this page is a list of words, each one of which is identified by a capital letter. We want you to choose the word from the list which BEST fits the meaning of the passage in each of the ten places. In the numbered answer-spaces provided, write the capital letter which identifies the word you choose. Each word may be used only once.

Bond's eyes (...1...) as he gazed into the murk of Regent's Park and his face in the faint dashlight was cruel and hard.

1	
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He drew up in the mews behind the gaunt high building, handed his car over to one of the plain-clothes (...2...) from the pool and walked round to the main entrance. He was taken up in the (...3...) to the top floor and along the thickly (...4...) corridor he knew so well to the door next to M's. The Chief of Staff was (...5...) for him and at once spoke to M on the intercom.

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"007's here now, Sir."

"Send him (...6...)"

6	
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The desirable Miss Money Penny, M's all-powerful private secretary, gave him an (...7...) smile and he walked (...8...) the double doors. At once the green light came on, high on the wall in the room he had left. M was not to be (...9...) as long as it burned.

7	
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8	
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9	
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A reading lamp with a green glass shade made a pool of light across the red (...10...) top of the broad desk. The rest of the room was darkened by the fog outside the windows.

10	
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- | | | |
|------------|----------------|---------------|
| A. through | H. altogether | O. aggressive |
| B. denied | I. narrowed | P. pen |
| C. away | J. set | Q. carpeted |
| D. into | K. encouraging | R. praying |
| E. drivers | L. leather | S. waiting |
| F. lift | M. swimmers | T. disturbed |
| G. closed | N. in | |

A		Question Total	
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B.

In studying words, we can often tell what kind of a word we have come across from its form, often from the letters the word ends with. In English a word ending *-ness* usually refers to a quality. The quality *roundness* is the quality of being round. And as long as we know what the colour pink is, we can know more or less what pinkness means.

In the language of Grattish we can tell the meaning of a whole set of words formed around one basic word, involving changes and additions to both the beginning and ending of the basic word.

Here are two examples of Grattish words based on a single idea:

Example 1:

dormus	sleep
dormo	I sleep
didormo	I slept
dadormo	I shall sleep
dormusa	sleepy
dormiora	more sleepy
dormiorasa	very sleepy
edormusa	sleepily
dormusus	sleepiness
dormor	a sleeper

Example 2:

ludus	a game
ludo	I play a game
liludo	I played a game
laludo	I shall play a game
ludusa	playful
ludusiora	more playful
ludusiorasa	very playful
eludusa	playfully
ludusus	playfulness
ludor	a player

Using the two examples above, and the information given in the list below, indicate what you think is the nearest translation of each Grattish word in the questions on the opposite page.

Meanings:	cattus	- a competition
	laudus	- a cheer
	pleno	- I cry, weep
	irgiora	- more angry
	tamtor	- a thinker

11. irgor means:

- A an angry person
- B angry
- C I am angry
- D very angry

11

12. tamtiorasa means:

- A a thought
- B very thoughtful
- C I think
- D thoughtfulness

12

13. ecattusa means:

- A I compete
- B competitively
- C competitive
- D more competitive

13

14. lalaudo means:

- A I cheered
- B cheerful
- C I shall cheer
- D cheerfulness

14

15 tamtus means:

- A thoughtful
- B I shall think
- C a thought
- D more thoughtful

15

The information on page 4 is reprinted here to help you answer the questions on page 7.

Example 1:

dormus	sleep
dormo	I sleep
didormo	I slept
dadormo	I shall sleep
dormusa	sleepy
dormiora	more sleepy
dormiorasa	very sleepy
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dormusus	sleepiness
dormor	a sleeper

Example 2:

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Meanings:	cattus	- a competition
	laudus	- a cheer
	pleno	- I cry, weep
	irgiora	- more angry
	tamtor	- a thinker

16. laudo means:

- A I shall cheer
- B I cheered
- C cheerful
- D I cheer

16	
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17. irgus means:

- A angry
- B very angry
- C I shall be angry
- D anger

17	
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18. plenusus means:

- A more tearful
- B I cried
- C tearfulness
- D crying

18	
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19. pipleno means:

- A I cried
- B I shall cry
- C I cry
- D crying

19	
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20. cacattis means:

- A more competitive
- B to compete
- C a competitor
- D you shall compete

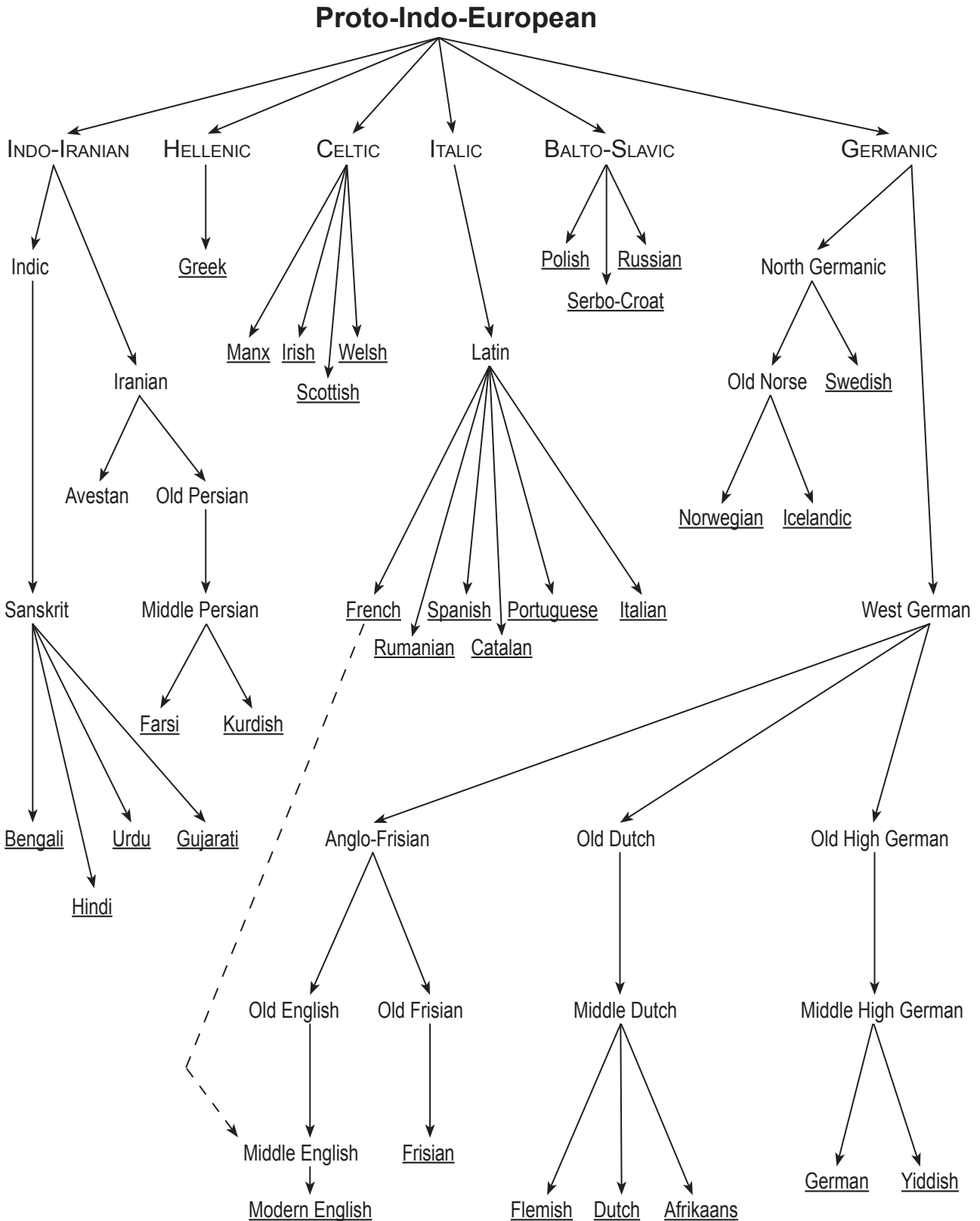
20	
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B		Question Total	
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PLEASE TURN OVER

C.

Study this diagram carefully and then answer the questions by writing A, B, C or D in the answer-spaces. The diagram is reprinted on page 10 to help you when you are working on the questions on page 11.



There are about 6000 languages spoken on Earth today. Many of these languages have developed from a single language, called Proto-Indo-European or PIE, spoken about 7 or 8 thousand years ago. The 'family tree' diagram on the opposite page shows how some languages are related to one another and to PIE. An arrow shows that one language is descended from another. Languages that are spoken today are underlined.

21. There are two steps from PIE to Latin. How many steps are there from PIE to Flemish?

- A 4
- B 5
- C 6
- D 7

21	<input type="text"/>
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22. How many languages descended from Indo-Iranian and spoken today are shown on the diagram?

- A 12
- B 7
- C 6
- D 4

22	<input type="text"/>
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23. Which of the following languages is most closely connected to PIE?

- A English
- B German
- C Greek
- D Italian

23	<input type="text"/>
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24. Which of the following descendents of PIE has given rise to the largest number of languages spoken today?

- A Indo-Iranian
- B Italic
- C Balto-Slavic
- D Germanic

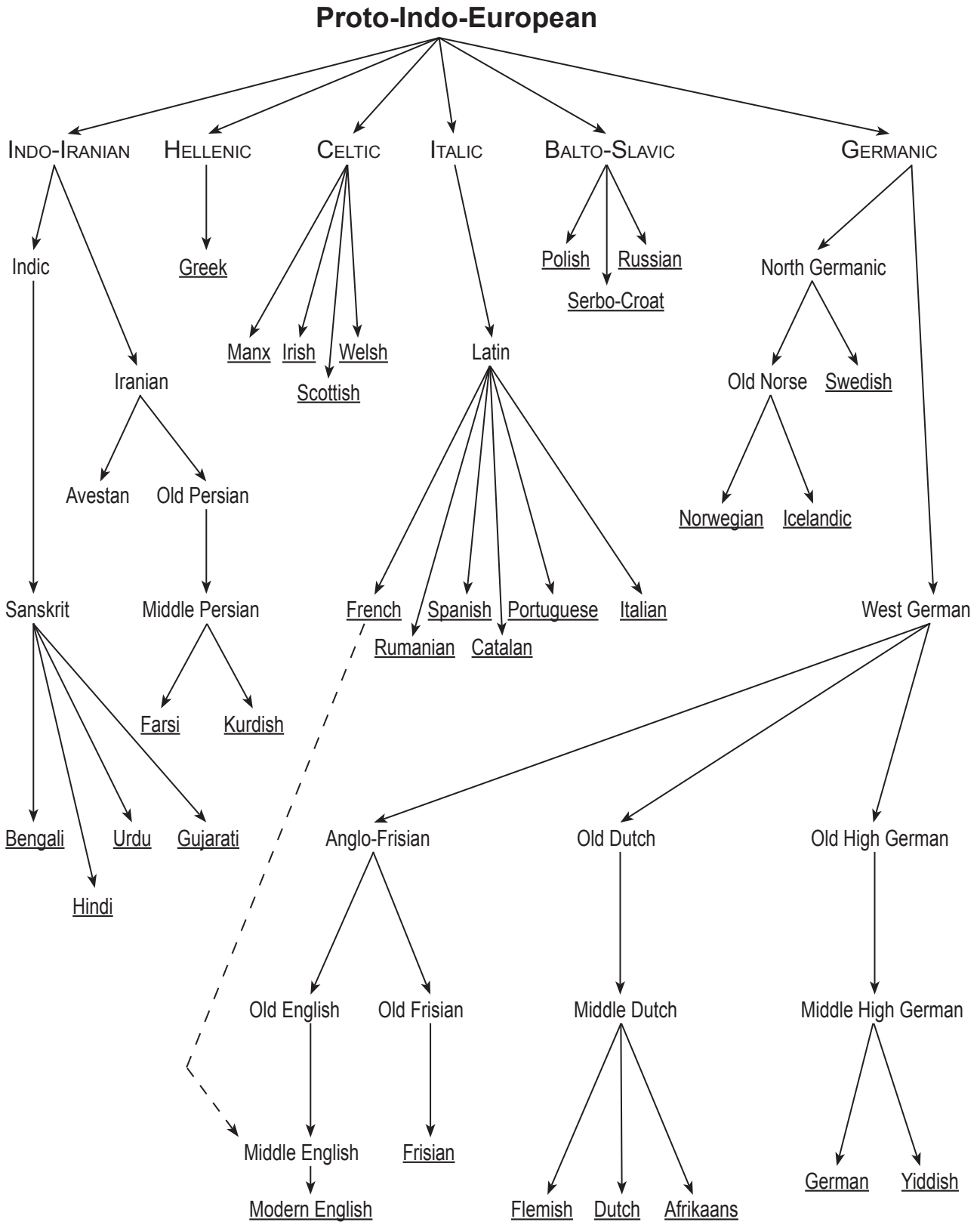
24	<input type="text"/>
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25. A Romance language is one descended directly from the language of Ancient Rome. How many Romance languages are shown in the diagram?

- A 1
- B 6
- C 7
- D 9

25	<input type="text"/>
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The diagram on page 8 is reprinted here to help you answer the questions on page 11.



26. Afrikaans, a language spoken in South Africa, is closely related to Dutch, spoken in Holland. Which of the following is the best explanation of this?

- A People from South Africa have settled in Holland.
- B Dutch people have settled in South Africa.
- C Dutch people and South Africans are both descended from Germans.
- D All modern languages are related to one another.

26

27. The diagram shows a dotted line from French to Middle English. Which of the following is the best explanation of what this means?

- A Lots of French words have come into English.
- B Middle English is actually a branch of French.
- C Modern French is similar to Middle English.
- D Many French people now speak English.

27

28. Which of the following languages is no longer spoken and has left no descendants?

- A Avestan
- B Greek
- C Latin
- D Manx

28

29. The Danish language, spoken in Denmark and Greenland, is descended from PIE but is not shown on the diagram. Which of the following is most likely to be the branch on which Danish should be put?

- A Celtic
- B Germanic
- C Indo-Iranian
- D Italic

29

30. Some languages, such as Hungarian and Finnish, could not be shown on this diagram. What is the best explanation of this?

- A They are not descended from PIE.
- B They descend from PIE but form a separate branch.
- C They are no longer spoken.
- D Nobody has investigated where they come from.

30

C	<input type="text"/>	Question Total	<input type="text"/>
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D.

Read the passage carefully and answer the questions by writing the letter A, B, C or D in the appropriate answer-spaces. The passage is reprinted on page 14 to help you when you are working on the questions on page 15.

Edgar's visit to his uncle

Edgar is an only child who visits his uncle regularly during the holidays from his boarding school. On his visits he often encounters local children, who try to intimidate him. Uncle Montague lives in a large, cold and dark house in a wood. Edgar has just arrived at the house.

We sat either side of the fire, my uncle and I, with the tray on a small table between us, my uncle with his elbows on the arms of his chair and his fingertips together.

When he leaned back, his face disappeared into shadow entirely.

'Your journey here was uneventful, I trust?' he asked.

5 'Yes, Uncle,' I said.

'You saw... nothing - in the woods?'

Uncle Montague often asked this question, and my reply was always the same.

'No, Uncle,' I said, not seeing the need to mention the village children, as I could not imagine they would be of interest to a man like my uncle. 'I did not see anything in

10 the woods.'

My uncle smiled strangely and nodded, taking a sip of tea. He sighed wistfully.

'There is nothing quite like a wood at night, eh, Edgar?' he said.

'No,' I replied, trying to sound as though I might have some knowledge of nocturnal woodland.

15 'And where should mankind be without trees?' he continued. 'Timber is the very engine of civilisation, Edgar: from the plough to paper, from the wheel to the house, from tool handles to sailing ships. Man would have been nothing without trees, lad.'

He went to put another log on the hearth and the flames seemed to almost leap out and wrest it from his grip. 'After all, what could symbolise man's separation from the animal world more than fire -fire's warmth and fire's light?' We both looked into the fire, mesmerised for a while by its dancing flames.

20 'The Norse people believed that the world was suspended in the branches of a great ash tree. Did you know that, Edgar?'

'No, Uncle.'

25 'Yes,' he said. 'The people of the northern forests have always had a special relationship with the tree. After all, those ancient wild woods were their storehouse of building materials and fuel and food.

But they were also dark and mysterious, filled with bears and robbers and who knows what else...'

30 'Do you mean... witches, Uncle?'

His eyes twinkled. 'Witches, warlocks, wizards, wood sprites, werewolves -,'

'Werewolves?' I said with a little gulp.

'Perhaps.'

from ***Uncle Montague's Tales of Terror*** by Chris Priestley

31. Uncle Montague held his fingertips together (line 2) probably because:

- A. he was sitting a long way from the fire and his hands were cold.
- B. he was gripping the arms of the chair with his fingertips.
- C. this helped him to think hard about what his nephew Edgar was saying.
- D. both his elbows were resting on the same arm of the chair.

31

32. *'His face disappeared into shadow entirely'* (line 3). This was probably because:

- A. Edgar was sitting between Uncle Montague and the fire.
- B. Uncle Montague's face was no longer in the firelight.
- C. Uncle Montague's chair had no arms.
- D. Edgar had turned the light out.

32

33. *'You saw...nothing'* (line 6). Uncle Montague's hesitation suggests that:

- A. Uncle Montague thought he was asking a stupid question.
- B. Uncle Montague thought Edgar might think it a stupid question.
- C. Uncle Montague thought Edgar might have seen something frightening.
- D. Uncle Montague was desperately trying to think what question he could ask Edgar.

33

34. As well as thinking that the village children wouldn't be of interest to his uncle, Edgar:

- A. might have been embarrassed at having been intimidated by the children.
- B. might not have seen the children as he came through the woods.
- C. might have come through the woods too early in the morning for the children to be up and about.
- D. might not want to give the same answer as he usually gave to Uncle Montague's question.

34

35. Uncle Montague smiled strangely, nodded and sighed (line 11), probably because:

- A. he didn't know anything about woods and was now too old to find out.
- B. his tea was too cold to drink.
- C. he thought Edgar was more interested in the children than the trees.
- D. he was thinking about mysterious things that go on in the woods.

35

The passage on page 12 is reprinted here to help you answer the questions on page 15.

Edgar's visit to his uncle

Edgar is an only child who visits his uncle regularly during the holidays from his boarding school. On his visits he often encounters local children, who try to intimidate him. Uncle Montague lives in a large, cold and dark house in a wood. Edgar has just arrived at the house.

We sat either side of the fire, my uncle and I, with the tray on a small table between us, my uncle with his elbows on the arms of his chair and his fingertips together.

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'Werewolves?' I said with a little gulp.

'Perhaps.'

from ***Uncle Montague's Tales of Terror*** by Chris Priestley

36. *'Timber is the very engine of civilisation'* (lines 15-16) means that:

- A. steam trains use wood for fuel.
- B. people without wood cannot be regarded as civilised.
- C. wood is used by men for a huge variety of purposes.
- D. people cut down wood to make engines.

36	
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37. *'The flames seemed to almost leap out and wrest it from his grip'* (lines 18-19) means that:

- A. Uncle Montague put his hand in the fire.
- B. the fire blazed up and Uncle Montague nearly got his hand burned.
- C. the log almost bounced out of the fire.
- D. Uncle Montague had to fight to make sure he didn't drop the wood.

37	
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38. *'Man's separation from the animal world'* (lines 19-20) means that:

- A. men are very different from animals.
- B. men live in a colder world than animals do.
- C. men live in a darker world than animals do.
- D. men dance in the flames, whereas animals do not.

38	
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39. The Norse people believed that the world was suspended in the branches of a great ash tree, because:

- A. they had such a plentiful supply of wood for fuel and food.
- B. they had a relationship with the other people of the northern forests.
- C. they built storehouses in the northern forests.
- D. the forests were filled with trees, and not with bears or robbers.

39	
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40. In line 32, Edgar gave *'a little gulp'* because he:

- A. was happy.
- B. had drunk too much.
- C. had asthma and could only take small breaths.
- D. was scared.

40	
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END OF EXAMINATION

**USE ANY REMAINING TIME TO CHECK YOUR WORK
OR TRY ANY QUESTIONS YOU HAVE NOT ANSWERED.**

D		Question Total	
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