



The Charles Kalms • Henry Ronson
Immanuel College
Academic Excellence • Jewish Tradition • Contemporary Society

SPECIMEN Entrance Examination
for entry in September 2010
(there are 4 specimen papers in this pack)

English

Time Allowed: 1 hour

Name _____

Instructions

- You must answer Part 1 and Part 2 on separate sheets of paper.
- You have one hour for this paper
- Spend half an hour on Part 1 and half an hour on Part 2.
- Write in pen and in full sentences, with your name and question number on every answer sheet.
- Marks will be awarded for accurate spelling, punctuation and grammar, and good presentation of work.
- Check your work carefully.

Read this poem slowly and at least twice before you look at the questions on the next page.
(Read all of the first column first, then the second column.)

HARD CHEESE

The grown-ups are all safe
Tucked up inside,
Where they belong.

They doze into the telly
Bustle through the washing-up,
Snore into the fire,
Rustle through the paper.

They're all there,
Out of harm's way.

Now it's *our* street:
All the back-yards,
All the gardens,
All the shadows,

All the dark corners,
All the privet hedges,
All the lamp-posts,
All the doorways.

Here is an important announcement:
The army of occupation
Is confined to barracks.
Hooray.

We're the natives
We creep out at night,
Play everywhere
Swing on *all* the lamp-posts
Slit your gizzard?

Then, about nine o'clock
They send out search-parties.

We can hear them, coming.
And we crouch
In the garden-sheds,
Behind the dust-bins
Up the alley-ways.

Inside the dustbins
Or stand stock-still,
And pull ourselves in,
As thin as a pin,
Behind the lamp-posts.

And they stand still
And peer into the dark,
They take a deep breath -
You can hear it for miles -
And, then, they bawl,
They shout, they caterwaul:
"J-i-i-i-i-mmeeee!"
"Timeforbed D'youhearme?"
"M-a-a-a-a-reeee!"

"J-o-o-o-o-o-hnneee!"
"S-a-a-a-a-mmeeee!"
"Mary!" "Jimmy!"
"Johnny!" "Sammy!"
Like cats. With very big mouths.

Then we give ourselves up.
Prisoners-of-war,
Till tomorrow night.

But just you wait.
One of these nights
We'll hold out.

We'll lie doggo,
And wait, and wait,
Till they just give up
And mumble
And go to bed.
You just wait.
They'll see!

COMPREHENSION QUESTIONS

Instructions: Answer the following questions in full sentences.
Make sure your answers are clear and detailed.
Spend half an hour only on this section.

- | | <u>MARKS</u> |
|---|---------------------|
| 1. How do the adults spend their evenings? | [2] |
| 2. How do the children spend their evenings? | [2] |
| 3. “The army of occupation
Is confined to the barracks
Hooray!” | |
| What is the poet suggesting about the relationship between adults and children? | [2] |
| 4. Find three examples of how the poet describes adults in the way that children are usually described. | [3] |
| 5. Why do you think the poet repeats “all” so often? | [2] |
| 6. Explain the meaning of the following:- <ul style="list-style-type: none">• “the natives”• “stand stock-still”• “caterwaul”• “Lie doggo” | [4] |
| 7. Why has the poet written the following words in the way that he does?
“J-i-i-i-i-mmee!”
“Timeforbed. D’youhear-me?” | [2] |
| 8. Whose side do you think the poet is on – the adults’ or the children’s side?
Give reasons for your answer. | [4] |
| 9. Find a simile in this poem and explain what it means. | [2] |
| 10. Find a metaphor in this poem and explain what it means. | [2] |

TOTAL 25 Marks

... *Turn over*

...

PART 2:

ESSAY

30 minutes

Instructions:

Write a composition using ONE of the following ideas.

Remember to write in proper sentences and paragraphs.

A little planning might help. Think for a minute or two – what is your composition going to be about and how might it develop. Don't try to make too much happen. Make your composition as interesting as possible!

EITHER:

1. Write a story about a childhood memory in autobiographical form.

OR:

2. How do you imagine yourself in twenty years from now?
You may wish to write about some of the following ideas: your job, your family, your interests, where you will be living and even what the world around you may be like!

TOTAL 25 Marks

. END .

PART 1:

COMPREHENSION

30 minutes

Janet paused for a moment, wiping the perspiration from her brow with the back of a white-encrusted hand. The sack was heavy, and it was the tenth in the space of an hour, but she was thin and wiry from the work – and the moment’s rest was no more than that. With a grunt and a heave she got it to the house and attached the hook, then watched it vanish into the smoky darkness below. Above the clank and grind of the cogs she heard her mother’s voice. 1
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“That’s the last of old Jacob’s grain now, ducks, but we’ve the squire’s yet, so there’s no rest for the wicked. Don’t you wish the man was about the place still?”

She watched as her mother came down the ladder, a buxom ghost amidst a spectral cloud of flour, plump and panting. 10

“No, I don’t want no man of the house, thank you kindly,” Janet answered briskly. “It’s not as if he done anything for us when he were here. We’re better off without him.”

“None of that now, my girl,” said her mother, but without any tone of reprimand in her voice, only the faint hint of regret. 15

“That’s your father you’re on about. – Eh, but I’d rather be out in the sun than here in all this. Wouldn’t you rather, Jannie. Have you even seen outside today?”

Janet glanced through the narrow slit window at the stubble fields beyond the yellowing orchard treetops far below. For a moment her set features almost relaxed into a smile – vanishing at once, as the great wooden structure that imprisoned both of them creaked and groaned. 20

“Wind’s changing, mam,” she said, businesslike again. “You’ll want to be thinking of the sails.” 24

COMPREHENSION QUESTIONS

Instructions: Answer the following questions in full sentences.
Make sure your answers are clear and detailed.
Spend half an hour on this section.

- | | | <u>MARKS</u> |
|----|--|--------------|
| 1. | Give another word with the same meaning for each of <i>perspiration</i> and <i>brow</i> (both line 1) and <i>heave</i> (line 4). | (3) |
| 2. | Why were Janet's hands 'white-encrusted' (line 2)? | (2) |
| 3. | How do we know Janet was tired? What made her tired? | (4) |
| 4. | Why was the darkness 'smoky' (line 5)? | (2) |
| 5. | What words are used in the passage to describe the sounds of the mill? | (4) |
| 6. | What terms of endearment, or pet names, does Janet's mother use to address her daughter? | (2) |
| 7. | Who is 'the man' and 'the man of the house' (lines 8 and 11)? | (1) |
| 8. | Why is the mother called a ghost? | (2) |
| | What does 'spectral' mean? | (1) |
| | What does 'buxom' mean? | (1) |
| 9. | You may think Janet's English is not very grammatical. Can you give three examples of mistakes she makes? | (3) |

TOTAL 25 Marks

turn over

PART 2:

ESSAY

30 minutes

Instructions:

Write a composition using ONE of the following ideas.

Remember to write in proper sentences and paragraphs.

A little planning might help. Think for a minute or two – what is your composition going to be about and how might it develop. Don't try to make too much happen. Make your composition as interesting as possible!

EITHER:

1. Write a story starting with "I could not believe my eyes ..."

OR:

2. Describe the trip of a lifetime.

TOTAL 25 marks

... *END* ...

PART 1:

COMPREHENSION

30 minutes

Peter knocked without conviction at the door of number 27, the large letter that had been incorrectly delivered to his parents' house dangling limply from his hand. There was no answer, though all the picture windows of the house glowed with light – as they always did – revealing their magical contents both to the casual passer-by and to a boy who might happen, quite regularly, to stand staring in from a convenient vantage point beside the wrought-iron gates with their twin entwining dragons. The half-seen mysteries already included a clock with a face apparently of peacocks' feathers and a statue of an elephant-headed god; a bird-cage pagoda, and a sunburst of swords on the wall. And now, here he was on the very steps, endeavouring to give the appearance of one who could not care less. He knocked again, rather more loudly, and out of the depths came a voice that rattled the doorway. 1
5
10

“Turn the handle, you sea snake. That's what it's there for. For turning!”

Startled into instant obedience – at which he had already had several years of practice – he turned the handle, and entered a hallway like that of a castle in Scotland he had once been to on an outing. Immediately in front of him, and therefore, most disconcerting of all, was a horse; but not just any horse, for this was a horse in armour. He almost, but not quite, gave a yell of fear. In fact he did give a small yell, but only of surprise. Of course it was a stuffed horse, but when you are not expecting a horse of any colour, that kind of detail is not always immediately apparent. Perhaps it was the glaring red rubies it had for eyes that quickly told him the truth of the matter. 15
20

As well as the horse, there were two suits of armour which flanked the doorway. The post that formed the end of the banister of the wide staircase seemed to be part of a Red Indian totem pole. Above the doorway to his right was a large glass case, containing what was very clearly – though he had never seen one before – a swordfish. 25

Despite these hints of wonders to be found within which he had glimpsed through the windows, he had positively, in fact deliberately, expected to be disappointed by the reality. If he was permitted inside at all – and he had not expected to be – he anticipated it would be the usual let down. His experience of life so far had always been along those lines. 30

COMPREHENSION QUESTIONS

Instructions: Answer the following questions in full sentences.
Make sure your answers are clear and detailed.
Spend half an hour on this section.

MARKS

1. Who is being referred to in lines 5 and 6? (1)
2. Why do you think the hallway may have reminded Peter of a castle in Scotland? (4)
3. Why was Peter surprised by the horse? (4)
4. Do you think the contents of the hall were what Peter hoped for or expected? (6)
5. Do you think that Peter has ever been inside the house before? (4)
6.
 - i) What does 'dangling' mean (line 2)
 - ii) Describe a banister (line 23) (2)
7. What do you understand by the following phrases?
 - i) without conviction (line 1)
 - ii) convenient vantage point (line 6) (4)

TOTAL 25 Marks

turn over

PART 2:

ESSAY

30 minutes

Instructions:

Write a composition using ONE of the following ideas.

Remember to write in proper sentences and paragraphs.

A little planning might help. Think for a minute or two – what is your composition going to be about and how might it develop. Don't try to make too much happen. Make your composition as interesting as possible!

EITHER:

1. Write a story starting with "I will never forget

OR

2. Describe the house of your dreams.

TOTAL 25 marks

... END ...

PART 1:

COMPREHENSION

30 minutes

Read the following passage. Then answer question 1 and question 2.

The writer of this passage, Helen Thayer, was the first woman to travel alone to the North Pole. Her sled (sledge) was pulled by a huskie dog called Charlie.

Here Helen is getting ready to leave her camp.

I put my day's supply of food into my day food bag and then began to pack the tent. I was completely engrossed in pulling the freezing tent poles out of the ice, when suddenly I heard a deep, long growl coming from the depths of Charlie's throat. I looked at him and then in the direction in which he was staring. Even before I looked I knew what I would see. A polar bear!

5

It was a female followed by two cubs coming slowly, purposefully, plodding through the rough shore ice towards me. They were two hundred yards away. With a pounding heart I grabbed my loaded rifle and flare gun and carefully walked sideways a few steps to Charlie, who was snarling with a savagery that caught my breath. Without taking my eyes of the bear, I unclipped Charlie from his ice anchor and, again walking sideways, I led him to the sled where I clipped his chain to a tie-down rope.

10

The bear, now only 150 yards away, wasn't stopping. Her cubs had dropped back but she came on with a steady measured stride while I frantically tried to remember all the advice I had been given. Keep eye contact, move sideways or slightly forward, never backward, stay calm, don't show fear, stand beside a tent, sled, or other large object to make my five feet three inches appear as large as possible. Don't shoot unless forced to. Don't wound a bear, you'll make it even more dangerous, and never run. Repeating to myself, "Stay calm, stay calm," I fired a warning shot to the bear's left. The loud explosion had no effect. On she came. I fired a flare, landing a little to her right. Her head moved slightly in its direction but she didn't stop. I fired another flare, this time dropping it right in front of her. She stopped, looked at the flare burning a bright red on the white ice, then looked at me. She was only one hundred feet away now.

15

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By this time my nerves were as tight as violin strings and my heart could have been heard at base camp. The bear began to step around the flare, and I dropped another flare two feet in front of her. Again she stopped, looked at the flare and at me. Then she fixed her tiny black eyes on Charlie, who was straining at the end of his chain, snapping and snarling trying to reach her. She looked back at her cubs. I could sense her concern about Charlie's snarling and her cubs. She waited for her cubs to catch up, then moved to my left in a half circle. I fired two more flares in quick succession, trying to draw a line between her and me. She stopped, then moved back towards my right. I fired two more flares and again she stopped. She seemed to want to cross the line of flares but was unsure of the result and of Charlie, so she elected to stay back. She kept moving right in a half circle, still one hundred feet away. Finally, with a last long look she plodded north with her two new cubs trotting behind her, their snow-white coats contrasting with their mother's creamy, pale yellow colour.

The whole episode lasted fifteen minutes but seemed years long. My hands were shaking as I stood still holding my rifle and flare gun, watching the trio slowly move north. But in spite of the mind-numbing fear that still gripped me, I could feel deep down inside a real satisfaction. I now knew that I could stand up to a bear in the wild and stay calm enough to function. With Charlie's help I had passed my first test. The bear had been completely silent as it had approached and moved around me on paws thickly padded with fur on the undersides. I was thankful for Charlie's warning. Now he had stopped growling and snarling but still stood rigid, watching the bears as they zigzagged in and out of the rough ice hunting for the seals that lived in the cold waters beneath the ice. He seemed to hardly notice the giant hug I gave him. He was still on guard.

The bears were only about four hundred yards away but I decided to continue packing my tent, still keeping a wary eye on the bears. I finished packing and stood around until ten o'clock, keeping warm, until I was sure the bears had disappeared and weren't circling back to me. As I started out I thought about them. Even as frightened as I had been, it was a thrill to see a bear and her cubs in their natural environment. She was unafraid of me, powerful and dangerous, yet graceful. And she was a tender, attentive mother caring for her cubs.

from *Polar Dream* by Helen Thayer

turn over

COMPREHENSION QUESTIONS

Instructions:

Answer question 1 and question 2.

Make sure your answers are clear and detailed in full sentences.

Refer to words and phrases in the passage to support your ideas.

Spend half an hour only on this section.

1. Look again at lines 1 to 35.

Helen Thayer is in danger.

How does she build up and keep a sense of danger in these lines? (15)

In your answer you should comment on:

- how Helen describes Charlie's reactions to the danger;
- how the polar bear's movements towards Helen are described;
- Helen's actions and her feelings about the danger she is in.

2. In the last two paragraphs (line 36 to the end) Helen Thayer thinks about what has just happened.

Explain her mixed thoughts and feelings about this experience. (10)

TOTAL (25)

turn over ...

PART 2:

ESSAY

30 minutes

Choose *ONE* of the following:

EITHER

- [a] A place that is important to you is under threat. This place could be a park, an interesting building or part of the countryside.

Write an article for local people explaining why this place should be kept as it is.

In your writing you could include:

- a description of this place;
- why it is important to you;
- reasons why it should be saved;
- how other people could help you to save it.

OR

- [b] **Write about someone who is frightened or nervous but who tries to overcome these feelings.**

In your writing you could:

- write about a real or imaginary event;
- try to build up a feeling of tension or suspense.

OR

- [c] People who take part in dangerous sports, hobbies and expeditions risk their lives and sometimes the lives of the people who have to rescue them.

Write about whether you think people should take part in dangerous activities like these.

In your writing you could include:

- examples of dangerous sports, hobbies or expeditions which people take part in;
- reasons why people want to do these activities;
- some of the problems that can arise;
- whether there should be limits to what people are allowed to do.

TOTAL 25 marks