

**THE ENGLISH SCHOOL, NICOSIA**  
**ENTRANCE EXAMINATIONS 2007**

**ENGLISH LANGUAGE**  
**Native/Near-Native Speakers**

**YEAR 2**

**Time allowed: 1 hour 30 minutes**

**GENERAL INSTRUCTIONS**

- 1. FILL IN YOUR NAME AND NUMBER ON THE SLIP ATTACHED.**
- 2. ANSWER ALL THE QUESTIONS IN THE SPACES PROVIDED AND THE WRITING TASK ON THE LINED PAPER IN THIS BOOKLET.**
- 3. MAKE SURE YOU FOLLOW ALL INSTRUCTIONS CAREFULLY.**
- 4. WRITE NEATLY. WRITE GOOD ENGLISH .**

**This booklet contains 14 pages**

Writing Skills (30 marks)

Choose **ONE** of the following questions. **Write between 250 and 300 words.** Take care with expression, vocabulary, grammar, punctuation and presentation. You will also be assessed on the originality and interest of your writing. Write your answer on the lined paper on the next page. You are advised to spend about 30 minutes on this section. **Make sure you keep to the requirements of the question you choose to answer.**

**1. A day you spent as a tourist on a beautiful island.** Make sure you describe the place and explain why you found it beautiful. Refer to the people you met, describe what happened on that day; describe your feelings and thoughts. Think carefully about how you will develop the characters. Make sure you stick closely to the requirements of the question.

**2. Write a story that includes the following items:**

- a mysterious beginning
- a key
- a black cat

**You need to finish the story with the following words:**

***'If only I had remembered!'***

Make sure you describe the place, people and feelings. Think carefully about how well you will develop the characters and the atmosphere.

Make sure you stick closely to the requirements of the question.

**3. Write an imaginary story which takes place on a hot summer day in the year 2075 and begins like this:** *It was about nine on a hot July morning when ASIMO 11, my personal robot, woke me up. I pressed his blue button which gave me all the details of what I had to do that day. The most important item on his screen was: **Remember the spaceship in your garage.....***

Make sure you describe the place, the robot, the people/creatures, feelings, thoughts, as well as what happened with the spaceship.







Reading Comprehension (30 marks)

Read the following passage carefully.

I told the boys to stay quiet while I went to fetch my gun.

It usually worked. For the five minutes that it took me to get to the locker in the common-room and to return to the classroom thirty fourteen-year-old semi-repressed hooligans could be counted on to be held in a state of fragile  
5 good behaviour, restrained only by the promise of a lesson they'd actually looked forward to. Physics in general they took to be unacceptably hard mental labour, but what happened when a gun spat out a bullet . . . that was interesting.

Jenkins delayed me for a moment in the common-room: Jenkins with his  
10 sour expression and bad-tempered moustache, telling me I could teach momentum more clearly with chalk on a blackboard, and that an actual firearm was on my part simply self-indulgent dramatics.

'No doubt you're right,' I said blandly, edging round him.

He gave me his usual look of frustrated spite. He hated my policy of  
15 always agreeing with him, which was, of course, why I did it.

'Excuse me,' I said, retreating, 'Four A are waiting.'

Four A, however, weren't waiting in the hoped-for state of gently  
simmering excitement. They were, instead, in collective giggles fast  
approaching mild hysteria.

20 'Look,' I said flatly, sensing the atmosphere with one foot through the door, 'steady down, or you'll copy notes . . .'

This direst of threats had no result. The giggles couldn't be stifled. The  
eyes of the class darted between me and my gun and the blackboard, which  
was still out of my sight behind the open door, and upon every young face  
25 there was the most gleeful anticipation.

'OK,' I said, closing the door, 'so what have you writ . . .'

I stopped.

They hadn't written anything.

One of the boys stood there, in front of the blackboard, straight and still:  
30 Paul Arcady, the wit of the class. He stood straight and still because,  
balanced on his head, there was an apple.

The giggles all around me exploded into laughter, and I couldn't myself  
keep a straight face.

'Can you shoot it off, sir?'

35 The voices rose above a general hubbub.

'William Tell could, sir.'

'Shall we call an ambulance, sir, just in case?'

'How long will it take a bullet to get through Paul's skull, sir?'

40 'Very funny,' I said repressively, but indeed it was very funny and they  
knew it. But if I laughed too much I'd lose control of them, and control of  
such a volatile mass was always precarious.

'Very clever, Paul,' I said. 'Go and sit down.'

He was satisfied. He'd produced his effect perfectly. He took the apple  
off his head with a natural elegance and returned in good order to his place,

45 accepting as his due the admiring jokes and the envious catcalls.  
‘Right then,’ I said, planting myself firmly where he had stood, ‘by the end  
of this lesson you’ll all know how long it would take for a bullet travelling  
at a certain speed to cross a certain distance . . .’

50 The gun I had taken to the lesson had been a simple air gun, but I told  
them also how a rifle worked, and why in each case a bullet or a pellet came  
out fast. I let them handle the smooth metal: the first time many of them  
had seen an actual gun, even an air gun, at close quarters. I explained how  
bullets were made, and how they differed from the pellets I had with me.  
How loading mechanisms worked. How the grooves inside a rifle barrel  
55 rotated the bullet, to send it out spinning. I told them about air friction, and  
heat.  
They listened with concentration and asked the questions they always did.  
‘Can you tell us how a bomb works, sir?’  
‘One day,’ I said.  
60 ‘A nuclear bomb?’  
‘One day.’  
‘A hydrogen . . . cobalt . . . neutron bomb?’  
‘One day.’

65 They never asked how radio waves crossed the ether, which was to me  
a greater mystery. They asked about destruction, not creation; about power,  
not symmetry. The seed of violence born in every male child looked out of  
every face, and I knew how they were thinking, because I’d been there  
myself. Why else had I spent countless hours at their age practising with a  
70 .22 cadet rifle on a range, improving my skill until I could hit a target the  
size of a thumbnail at fifty yards, nine times out of ten. A strange, pointless,  
sublimated skill, which I never intended to use on any living creature, but  
had never since lost.  
‘Is it true, sir,’ one of them said, ‘that you won an Olympic medal for rifle  
shooting?’  
75 ‘No, it isn’t.’  
‘What, then, sir?’  
‘I want you all to consider the speed of a bullet compared to the speed  
of other objects you are all familiar with. Now, do you think that you could  
be flying along in an aeroplane, and look out of the window, and see a bullet  
80 keeping pace with you, appearing to be standing still just outside the  
window?’

The lesson wound on. They would remember it all their lives, because of  
the gun. Without the gun, whatever Jenkins might think, it would have faded  
into the general dust they shook from their shoes every afternoon at four  
85 o’clock. Teaching, it often seemed to me, was as much a matter of image-  
jerking as of imparting actual information. The facts dressed up in jokes  
were the ones they got right in exams.

*Twice Shy Dick Francis*

Now answer all of the following questions in the spaces provided in your own words.

1. What is the class's attitude to Physics? What evidence from the passage can you find to support your answer? (2 marks)

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2. Describe in your own words the joke played by the boys. (2 marks)

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3. To what extent was the lesson successful? Give reasons for your answer. (2 marks)

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4. What type of lesson do you think Jenkins would give? (2 marks)

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5. Describe the attitude of Jenkins towards the writer. (2 marks)

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6. 'It usually worked' (line 2). Explain in your own words what 'it' here means. (2 marks)

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7. Why did the boys' eyes dart 'between me and my gun and the blackboard'? (2 marks)

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8. Why does the writer believe the gun was worth taking to the class? (2 marks)

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9. What opinion of the boys and their interests does the writer have when he says 'they asked about destruction, not creation' (line 65)? (2 marks)

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10. In your own words explain the writer's view of what teaching is all about. Remember to use your own English! (2 marks)

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11. In a word or short phrase say what the following mean as they are used in the passage:

i. in a state of fragile good behaviour (lines 4-5) - \_\_\_\_\_

ii. the direst of threats (line 22 ) - \_\_\_\_\_

iii. general hubbub (line 35) \_\_\_\_\_

iv. volatile mass (line 41) - \_\_\_\_\_

v. at close quarters (line 52) \_\_\_\_\_

(5 marks)

12. Find words in the passage *between lines 1 and 35* which mean the same as the following:

i. - . real \_\_\_\_\_

ii. - without expression \_\_\_\_\_

iii - overwhelming excitement \_\_\_\_\_

iv. expectation - \_\_\_\_\_

v. burst - \_\_\_\_\_

(5 marks)

English Usage (40 marks)

Exercise A (10 marks)

Complete the following passage by using a word for each space provided in the box below: *(please note that not all the words can be used)*:

companion; expected, parallel, complaining, severely, academic, deliberately, dissatisfied, opinion, contribution, biology, speech, upheaval, criticism, humiliated, regrettable, miserable, harsh, preferred, compelled, compulsory, neighbour, voiced

Mr Jones was .....with the .....class he was teaching. Then he noticed that one student was constantly whispering to his ....., so Mr Jones roared: ‘You! The ..... fellow with the untidy hair. Your behaviour is ..... You are making no ..... whatsoever to the progress of the lesson. In fact, in my ....., you are ..... disrupting things!’

‘He’s ..... again,’ whispered the offending student to his .....

‘Yes’ said his friend. ‘I ..... Mr Dunstable, didn’t you?’

‘Sure. At least he couldn’t hear most of what was going on, could he?’

‘You are whispering *again!*’ screamed Mr Jones. ‘My recent ..... of your behaviour was apparently not enough. Well, now I feel ..... to punish you ..... You will attend my ..... detention class every week for a month. If you feel ..... by this punishment – well, you only have yourself to blame.’

Mr Jones’ ..... was followed by an ..... in the classroom as students leapt to their feet and ..... their discontent with this ..... punishment.

Exercise B (10 marks)

Finish each of the following sentences in such a way that it means exactly the same as the one printed before it.

Example: My brother’s refusal to even discuss the matter really upset me.

What .....

Answer: What *really upset me is my brother’s refusal to even discuss the matter.*

1. Inviting him to dinner would have meant cooking all afternoon.

If .....  
.....

2. It’s a pity you told everyone what we were doing.

I’d rather .....

3. We really should be leaving, shouldn't we?

It's high .....

4. Let me know when you're coming and I'll be able to book the seats.

Unless .....

.....

5. Whatever you do, don't open the back of the PC.

Under no .....

6. If we delay too long, we are unlikely to catch the bus home.

The longer .....

7. I wish you'd told me you were coming.

You .....

8. Could you get here before lunch?

Is there .....

9. It seems we made a mistake.

We .....

10. Peter was last heard of a week ago.

Nobody .....

### Exercise C (10 marks)

Complete the following sentences in the most appropriate way:

1. Whose \_\_\_\_\_ ?

2. Do you know how much \_\_\_\_\_ ?

3. None of \_\_\_\_\_ .

4. Why doesn't \_\_\_\_\_ ?
5. Where \_\_\_\_\_ born ?
6. I don't smoke now but when I was \_\_\_\_\_  
\_\_\_\_\_ two packets a day.
7. \_\_\_\_\_ me a favour, please?
8. How \_\_\_\_\_ of bread do you need to buy?
9. You haven't been here before, \_\_\_\_\_ ?
10. I am your best friend, \_\_\_\_\_ I?
11. Eleni is very interested \_\_\_\_\_ pets.
12. Ayshe \_\_\_\_\_ that bike for 10 years now.
13. Are you looking forward \_\_\_\_\_ ?
14. Were \_\_\_\_\_ last Easter?
15. Which \_\_\_\_\_ theirs?
16. How long \_\_\_\_\_ you went there?
17. This is the first time \_\_\_\_\_ to England.
18. Can he tell us what \_\_\_\_\_ ?
19. Robert would rather \_\_\_\_\_ tennis.

20. I'd rather \_\_\_\_\_ me any lies.

Exercise D (10 marks)

Circle or underline the word which bests completes each sentence.

Example: How many planets are there in our ..... system?

- a) solar b) universe c) sun d) planetary

Answer: a) solar

1. This room could do with another ..... of paint.  
a) coat b) jacket c) skin d) sliver
2. The wrecked cruise ship is still lying on the sea .....  
a) floor b) bed c) ground d) bottom
3. I slept badly last night and am feeling especially ..... this morning.  
a) far-reaching b) slow-witted c) off-hand d) top-heavy
4. My parents are quite ..... about my staying out late in the evening.  
a) cold-blooded b) long-suffering c) easy-going d) thick-skinned
5. The old man died of heart ..... at the age of 98.  
a) attack b) failure c) stoppage d) pressure
6. I doubt there is a ..... of truth in what she says.  
a) gust b) shred c) touch d) grain
7. The movie begins with the victim lying in a ..... of blood.  
a) bath b) puddle c) jet d) pool
8. .... can make a mistake; no one is perfect.  
a) Nobody b) Someone c) Anyone d) Each
9. Arguments are ..... and parcel of any relationship.  
a) package b) stamps c) part d) packet
10. We are desperately ..... of experienced workers.  
a) lacking b) needy c) short d) light