

DEPARTMENT OF EDUCATION

SCHOOL CERTIFICATE EXAMINATION, 1956

ENGLISH

Time allowed: Three hours

Ten minutes extra allowed for reading this paper. Marks up to five may be deducted for careless and untidy work

SECTION A

Answer **all four** questions in this section

1. Choose a subject from any one of the following groups of topics, and write on it. Only **one** essay is required in answer to this question; no more than two pages is expected.

- (a) Explain clearly to someone without previous knowledge **one** of the following:

How to cook a meal.
 How a .303 rifle works.
 How to use and care for a typewriter.
 How to be a discriminating film-goer.
 How a fountain pen works.
 How to make a toy for a child.
 How to care for cattle.

- (b) The best teacher I have ever known. .

- (c) Legends of the Maori.

- (d) Give an account from your own experience of **one** of the following:

Being in hospital.
 Spring cleaning.
 Dressing up for a play.
 Visiting a factory (or any other educational visit made with a school party).
 Helping on the farm.
 Learning to ride a horse.

- (e) Write a dialogue between yourself and a masked burglar who later turns out to be your father playing a trick on you.

- (f) New Zealand literature.

- (g) The autobiography of a book from our school library.

(20 marks for Question 1)

2. Read the following **passage** for **comprehension** carefully, and then answer the questions that follow:

Is it possible to walk without some stimulus to thought? I doubt it. The very movement seems to stir the mind into action. The jolt of even the smoothest gait tends to loosen ideas, give them a chance to rub against one another and mingle and find new proportion and arrangement. The physiologist will explain this by saying that exercise and fresh air improve the circulation and stimulate the brain by giving it more oxygen. But I doubt the sufficiency of that explanation. It reduces walking to the status of mere exercise; and whoever generated a great thought, or even an enduring one, by doing gymnastic exercises in front of an open window?

*Classroom
 Teacher
 J. H. H. H.*

- 10 stimulating. Even if you walk the same route day after day, there is change in the familiar things you see. In the country the wind, the clouds, the light, the growing things are never twice the same. But there is change, too, in a city street, in the shop windows and the doorways, in the people you meet. I shall forever own certain parts of a dozen cities, because I walked their streets, a stranger, and became familiar with their sights and sounds and smells and knew their people,
15 even though they did not know me.

On foot we have time for discovery and appraisal. We have an intimate look at the world around us. When the mood is right—and walking provokes such a mood when we are most in need of it—we can even see ourselves with particular clarity. We get our feet back on the ground.

- 20 There is a leisure about walking, no matter what pace you set, that reduces tension. It is your own pace. If you have set yourself a distance you can take it fast or slow, and if you have set yourself a time you can hurry or dawdle. The decision is yours.

- Some prefer to walk alone, aloof with their thoughts. I prefer a companion who understands economy of words as well as of energy. Perhaps those who prefer a dog's company have walked once too often with a person who kept up a continuous rattle of conversation. Such a talker is
25 no walker but an egotist afraid to let the world's immensity shrink him to his proper size.

- (a) What type of companion does the author prefer when he goes for a walk? Give the answer in your own words. (2 marks)
- (b) According to the author, how does walking benefit the mind? (2 marks)
- (c) Explain, in your own words, why there is a "leisure about walking, no matter what pace you set". (2 marks)
- (d) Write adjectives corresponding to the following nouns: clarity, mood, stimulus, tension. (2 marks)
- (e) What physical benefit does one derive from walking? (1 mark)
- (f) Why should one find it interesting to walk the same route every day in a city? (3 marks)

- (g) Explain, in your own words, what **five** of the following words and phrases mean **in their contexts**.

(NOTE—a mere dictionary meaning is not sufficient.)

- (i) Sufficiency (line 5).
(ii) Generated (line 6).
(iii) Leisurely (line 8).
(iv) Appraisal (line 16).
(v) Intimate (line 16).
(vi) A rattle of conversation (line 24).
(vii) Egotist (line 25).
(viii) The world's immensity (line 25).

(10 marks)

- (h) Supply a title. (2 marks)

(24 marks for Question 2)

3. (a) Sometimes we hear words pronounced in different ways. Show by choosing the word that rhymes what is considered to be the most correct pronunciation for the following words. Write the word and its rhyme beside it.

Vase—days, jars, paws.

Says—days, fez, buys.

Ate—bet, hate, neat.

Women (first vowel)—vowel as in win, wool, won.

- (b) In each of the following groups which sentence is punctuated most correctly? In a column write the number of the group and the letter of the sentence you have chosen.

1. (a) Come Charles I wish to see you.
(b) Come Charles, I wish to see you.
(c) Come, Charles, I wish to see you.
(d) Come, Charles I wish to see you.
2. (a) There were five balls coloured as follows, red, yellow, blue and white, purple and green.
(b) There were five balls coloured as follows; red, yellow, blue and white, purple and green.
(c) There were five balls coloured as follows: red, yellow, blue and white, purple and green.
(d) There were five balls coloured as follows. Red, yellow, blue and white, purple and green.
(e) There were five balls coloured as follows, red, yellow, blue and white, purple, and green.
(f) There were five balls coloured as follows; red, yellow, blue and white, purple, and green.
(g) There were five balls coloured as follows: red, yellow, blue and white, purple, and green.
(h) There were five balls coloured as follows. Red, yellow, blue and white, purple, and green.

3. (a) Mr Smith the grocer called today.
 (b) Mr Smith, the grocer called today.
 (c) Mr Smith the grocer, called today.
 (d) Mr Smith, the grocer, called today.

(c) Give the English meaning of any **five** of the following abbreviations. In a column write the abbreviation with its meaning beside it:

R.S.V.P.
 U.K.
 V.C.
 U.N.E.S.C.O.
 viz.
 B.B.C.
 O.B.E.
 N.B.
 A.D.
 incog.
 R.D.
 etc.

(d) In each of the following sentences replace the italicised phrases with a single word of equivalent meaning; write these words in a column beside the appropriate number:

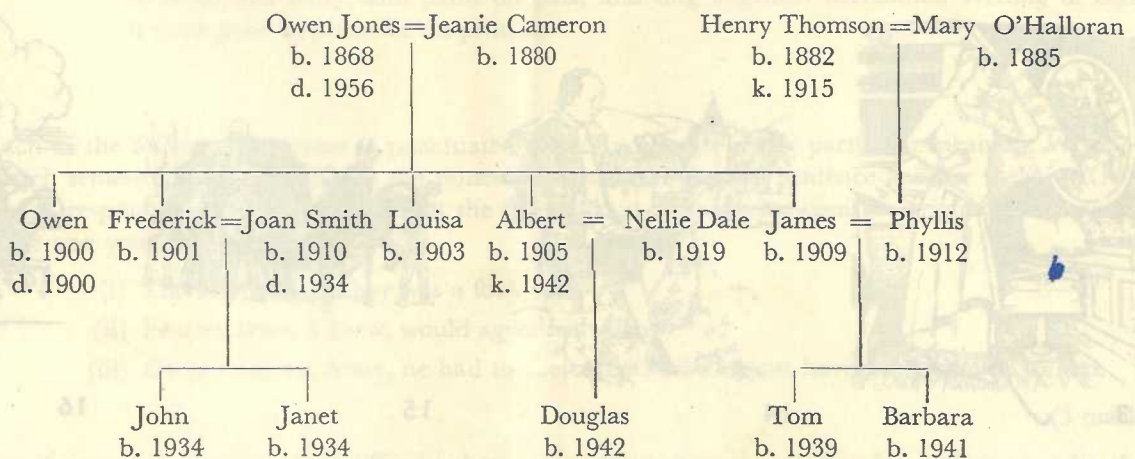
- (1) This *tale appearing in regular parts* is most amusing.
 ✕ (2) His defence depended on his *plea that he was in another place at the time in question*.
 (3) Her *process of recovering after an illness* was a very lengthy one.
 (4) The *clapping after a good performance* was spontaneous.
 (5) The *insecure framework on which builders work outside a building* attracted the attention of the architect.
 (6) He was ashamed of being *unable to pay his debts*.
 (7) We looked it up in the *book containing a list of words and their meanings*.
 (8) He sets a fine example of *love for his fellow men*.
 (9) The last question was completely *beside the point*.
 (10) They erected a building that was *to last only for a short time*.

(e) Give a precise criticism of the following conversation (two or three lines should be enough):

- X. What's the date?
 Y. I don't know.
 X. Well, there's a newspaper on the arm of your chair.
 Y. That's no good—it's yesterday's.

(12 marks for Question 3)

4.

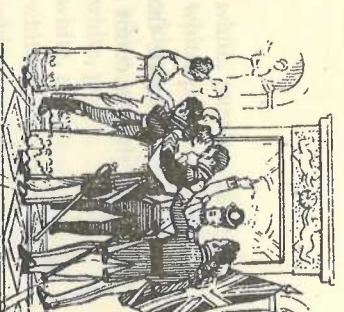
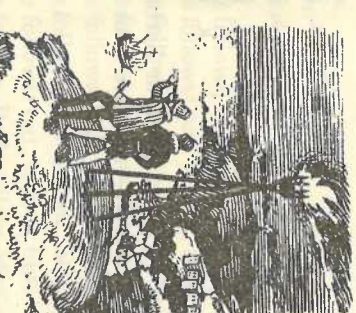
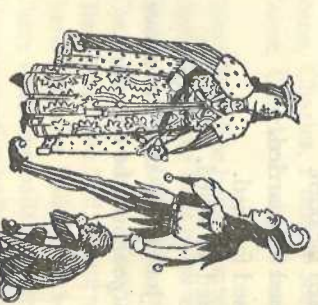
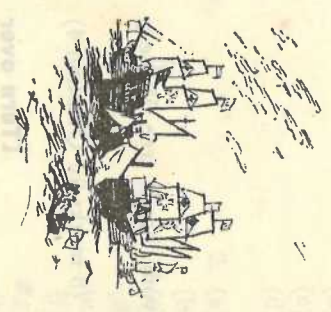
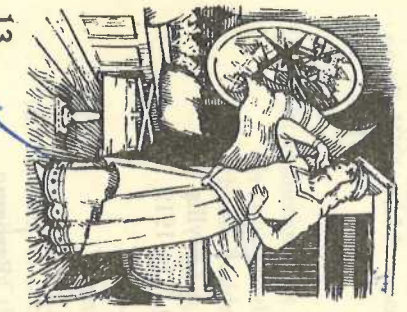
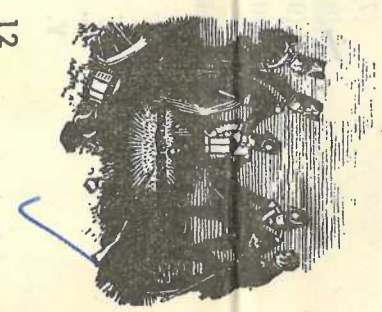
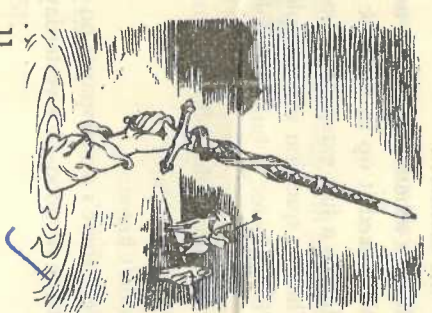
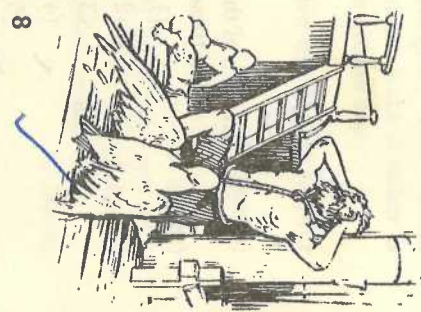
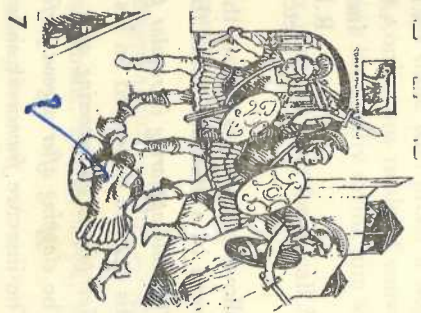
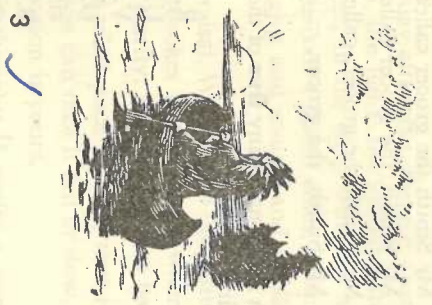
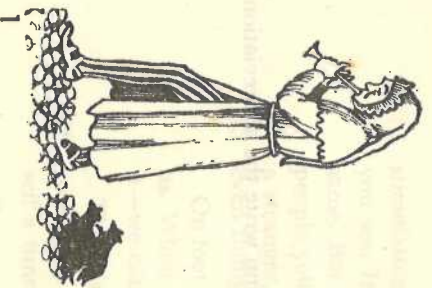


N.B.—b. is used for born.
 = is used for married.
 d. is used for died.
 k. is used for killed.

Imagine that you are Tom Jones or Barbara Jones, and that the above is your family tree. Write a short account of your family—no more than a page should be necessary.

(8 marks for Question 4)

[Turn over



SECTION B

Answer **any two** questions in this section

Each question is worth 18 marks

5. On the page opposite are representations of incidents from well-known narrative poems written by the following poets: Browning, Coleridge, Cowper, Goldsmith, Hunt, Longfellow, Macaulay, Scott, Tennyson, Whittier, and Wolfe, **Byron**.

And following are quotations from well-known prose literature.

In two columns name the work and the author of any **nine**—poetry, or prose, or mixed. Number your answers most carefully.

- (21) Bo-bo was strictly enjoined not to let the secret escape, for the neighbours would certainly have stoned them for a couple of abominable wretches, who could think of improving upon the good meat which God had sent them.
- (22) "I can see nothing," said I, handing it back to my friend.
"On the contrary, Watson, you can see everything. You fail, however, to reason from what you see. You are too timid in drawing your inferences."
- (23) Blessed are the merciful: for they shall obtain mercy.
Blessed are the pure in heart: for they shall see God.
Blessed are the peacemakers: for they shall be called the children of God.
- (24) Presently our Else nudged up close to her sister. But now she had forgotten the cross lady. She put out a finger and stroked her sister's quill; she smiled her rare smile.
"I seen the little lamp," she said softly.
Then both were silent once more.
- (25) Read not to contradict and confute, nor to believe and take for granted, nor to find talk and discourse, but to weigh and consider.
- (26) I would say to the House, as I said to those who have joined this Government, 'I have nothing to offer but blood, toil, tears, and sweat'.
- (27) It did. They started with breaking a cup. That was the first thing they did. They did that just to show you what they *could* do, and to get you interested.
Then Harris packed the strawberry jam on top of a tomato and squashed it, and they had to pick out the tomato with a teaspoon.
- (28) As he is landlord to the whole congregation, he keeps them in very good order, and will suffer nobody to sleep in it besides himself; for if by chance he has been surprised into a short nap at sermon, upon recovering out of it he stands up and looks about him, and if he sees anybody else nodding, either wakes them himself, or sends his servants to them.
- (29) "Here! you may nurse it a bit, if you like!" the Duchess said, flinging the baby at her as she spoke. "I must go and get ready to play croquet with the Queen," and she hurried out of the room. The cook threw a frying-pan after her as she went, but it just missed her.
- (30) "January 5.—Dear Margaret, it is a noble city, and a kind mother to arts. Here they cut in wood and ivory, and paint on glass, and sing angelical harmonies. Writing of books is quite gone by; here be six printers."

6. (a) Each of the following sentences is punctuated a certain way to give a particular meaning. Write out each sentence again and change the punctuation so as to give the sentence another meaning. After each re-punctuated sentence point out the difference in meaning between the original sentence and the one you have just written.

- (i) The man said the boy was a fool.
(ii) Few students, I knew, would agree with him.
(iii) On joining the Army, he had to obey orders which must have been irksome to him.

(3 marks)

- (b) Use the word "round" in **five** different short sentences to show that it may be used as an adjective, a noun, a verb, an adverb, and a preposition. Label your sentences clearly—otherwise they are worthless.

(5 marks)

- (c) Write the following words in three columns, putting the near-synonyms (words with almost the same meaning) in the same line. You will have ten lines each with three words. Do not guess.

Entreat, dexterous, askew, mitigate, astonished, pilfer, flabbergasted, beseech, deck, lessen, puny, secret, adroit, awry, garnish, implore, astounded, furtive, crooked, stealthy, skilful, reduce, weak, adorn, filch, feeble, finesse, skill, subtlety, steal.

(10 marks)

Turn over

7. No doubt at some time during the last three or four years you have taken part in the acting (on stage or in the classroom) of at least one scene from a play by one of our major playwrights: Shakespeare, Shaw, Galsworthy, Goldsmith, Sheridan, Barrie, Ben Jonson, Marlowe, T. S. Eliot, W. S. Gilbert (and Sullivan), or Christopher Fry.

- (i) Name the play.
 - (ii) Name the playwright.
 - (iii) About when did the playwright live? (1 mark)
 - (iv) Describe the events of the scene in no more than three sentences. (3 marks)
 - (v) Name the part that you acted, and explain how you tried to interpret it in this scene to the audience. Note that an apparently small part, e.g., a member of the chorus, is by no means really unimportant. (3 marks)
 - (vi) Quote about ten lines from the scene. These lines do not need to be consecutive, nor all by one speaker. (3 marks)
 - (vii) Draw a rough stage plan for this scene, and give the position for all the characters on the stage at any particular line—you may choose a line from (vi) if you wish. (3 marks)
 - (viii) Give an "acting" character study of one of the important characters in the play. (5 marks)
- (If possible try not to choose the Trial Scene from "The Merchant of Venice".)

8.

composer

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compressible

thoughts for action; tranquillize (oneself, passions, etc.), esp. in p.p., whence ~'edly² adv., ~'edness n., (-z). [f. F *com(poser)* f. LL *pausare* cease, lie or lay down, see *POSE*; confused with & replacing in compounds *pondre* f. L *ponere* posit-place]

compōser (-z), n. One who composes (usu. music). [prec. + -ER¹]

compōsing (-z), n. In vbl senses; ~ *machine* (for setting up type); ~ *stick*, metal instrument of adjustable width in which type is set. [-ING¹]

cōm'posite (-zi- or -zi-), a. & n. (Thing) made up of various parts; (Archit.) fifth classical ORDER, Ionic & Corinthian mixed; (plant) of the Natural Order *Compositae*, in which the so-called flower is a head of many flowers (as daisy, dandelion, etc.); (of ships) built of both wood and iron; || ~ (railway) *carriage*, one with compartments of different classes; ~ *candle* (of stearic acid & stearin of coco-nut oil); ~ *photograph* (produced by accurately superimposing several portrait-heads). Hence ~ly² adv., ~ness n. [f. L *com(ponere)* posit- put]

composition (-z), n. 1. Act of putting together; formation, construction; formation of words into a compound word; construction of sentences, art of literary production; act, art, of composing music; setting up of type. 2. Mental constitution, as a *touch of madness in his* ~. 3. Arrangement (of the parts of a picture etc.); thing composed, mixture; piece of music or writing. 4. Agreement for cessation of hostilities; compromise. 5. Compound artificial substance, esp. one serving the purpose of a natural one (often attrib., as ~ *billiard-balls*). 6. Agreement for payment of sum in lieu of larger sum or other obligation, as made a ~ with his creditors. [F. f. L *compositionem* (as prec., see -ION)]

compōsitive (-z), a. Combining. [f. L *compositivus* (as prec., see -IVE)]

compōsitor (-z), n. Type-setter. [f. AF *compositour* f. L *compositorem* (as prec., see -OR²)]

cōm'pōs (mēn'tis), a. In one's right mind; non ~, not in one's right mind; [L]

compōssible, a. Able to coexist (with). [F. f. med. L *compossibilis* POSSIBLE]

cōm'pōst¹, n. Compound manure; combination. [OF. f. L as COMPOSITE]

cōm'pōst², v.t. Treat with, make into, compost. [f. OF *composter* (prec.)]

compōsure (-zher), n. Tranquil demeanour, calmness. [f. COMPOSE + -URE]

cōm'pōtation, n. Tippling together. So **cōm'pōtator**¹ n. [f. L *compotatio* f. + *com(potare)* drink see -ATION]

cōm'pōte, n. Fruit preserved in syrup. [F. f. OF *composte* f. L fem. p.p. as COMPOSITE]

compound¹, v.t. & f. 1. MIX (ingredients, lit. & fig.); combine (verbal elements) into a word; make up (a composite whole). 2. Settle (matter by mutual concession, debt by partial payment, subscription by lump sum, or abs.). 3. Condone (liability, offence) for money etc.; ~ a *felony*, forbear prosecution on private motive. 4. v.i. Come to terms (with person for forgoing claim etc. for offence). Hence ~ABLE a. [ME *compounen* f. OF *compondre* f. L *com(ponere)* put, whence obs. *componer*]

cōm'pound², a. & n. 1. Made up of several ingredients; consisting of several parts; combined, collective; ~ *fracture* (complicated with skin wound); ~ *addition*, *subtraction*, etc. (dealing with various denominations); ~ INTEREST¹; (Zool., Bot.) consisting of a combination of organisms, or simple parts, as ~ *animal*, ~ *flower*; || ~ *householder* (whose rates are paid by landlord & included in rent). 2. n. Mixture of elements, ~ thing, esp. ~ word. [orig. p.p. of *compoun*, see prec.]

cōm'pound³, n. (In India, China, etc.) enclosure in which house or factory stands. [perh. f. Malay *kampung*]

cōm'prador¹, n. (In China) chief native servant in European house of business. [Port., = buyer, f. LL *comparatorem* f. *com(parare)* furnish, see -OR²]

cōm'prēhēnd¹, v.t. Grasp mentally, understand, (person, thing); include, take in. [f. L *com(prehendere)* -hens-grasp]

cōm'prēhēn'sible, a. That may be understood; that may be comprised. Hence ~IBLY¹ n., ~IBLY² adv. [f. L *comprehensibilis* (as prec., see -IBLE)]

cōm'prēhēn'sion (-shn), n. Act, faculty, of understanding; inclusive power, as a term of wide ~; toleration of divergent opinions (esp. Eccl.). [f. L *comprehensio* (as prec., see -ION)]

cōm'prēhēn'sive, a. Of understanding, as ~ *faculty*; including much, as ~ *term*, ~ *grasp* (fig. & lit.). Hence ~LY² (-vl-) adv., ~NESS (-vn-) n. [f. L *comprehensivus* (as prec., see -IVE)]

comprēss¹, v.t. Squeeze together; condense (air, language, thoughts). Hence ~IVE a. [f. OF *compresser* f. L *compressare* f. *com(primere)* press- = *premere* press]

cōm'prēss², n. Soft pad of lint etc. for compressing artery etc.; piece of wet cloth covered with waterproof bandage, for relief of inflammation. [f. F *compresse* f. L fem. p.p. as prec.]

comprēssible, a. That may be compressed. Hence ~IBLY¹ n. [COMPRESS¹ + -IBLE, as if on L *comprimere*, not *compressare*]

The foregoing is a page from the "Concise Oxford Dictionary"—chosen because it contains the word *comprehension*.

A. Answer the following questions based on this page of the dictionary. Write in a column:

- (1) What is the word for "**able-to-be compressed**"?
- (2) What is a fruit preserved in syrup called?
- (3) What does "**compound a felony**" mean?
- (4) Write the missing word: *His mother put a wet — on his swollen ankle.*
- (5) What does "(**z**)" after *composer* mean?
- (6) What sort of person uses a "**composing-stick**"?
- (7) Give the Latin phrase for "**not in one's right mind**".
- (8) Why are "**composition**" billiard balls so called?
- (9) What is the difference between a simple fracture and a "**compound**" fracture?
- (10) Explain how a "**composite**" photograph of, say, a typical professor is obtained.
- (11) What is a possible derivation of the word "**compound**" as in *native compound*?
- (12) What words (derivatives) do we get from "**compose**"?
- (13) What parts of speech can the word "**compound**" be? (12 marks)

B. Give what you think the "Concise Oxford Dictionary" might say about the word "**catch**".

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(6 marks)