

THE UNIVERSITY OF MELBOURNE

This booklet (P) contains the following Intermediate and Leaving papers:

Intermediate Leaving English
Expression English English
Literature French French German
German Latin Latin

SCHOOL INTERMEDIATE EXAMINATION.-DECEMBER, 1952.

ENGLISH EXPRESSION

Time allowed Two hours.

This paper tests your ability to read English as well as to write it. Therefore give yourself time to read each question carefully.

Answer all FOUR questions.

1. Composition (about 300 words). Choose ONE of these subjects:

(a) Unexpected visitors.

(b) Hobbies I have given up.

(c) " Quick! Where's the nearest telephone? " (These 4 words, spoken by a stranger, lead you into an adventure which has an amusing ending.)

(d) A crocodile hunter's letter to his family.

(e) Mother's day out. (Your diary record of what happened when you were left in charge of the house.)

(f) Radio serials. (You are trying to convince a friend that listening to these broadcasts is a waste of time.

Write down both sides of the conversation.) (g)

Travelling to school.

-[45 minutes, 40 marks.]

212/63.-- 1952.

2. Read the following passage and then answer the questions on it:

Sea-urchins, are the porcupines of marine life; only a person with cast-iron fingers would dare pick one up, for, every inch of their bodies is protected with long pointed spines which are mounted in cleverly designed ball and socket joints. To fall on one would be a painful and dangerous experience, for their spines are frequently very poisonous, being covered with germ-filled slime that produces festering wounds difficult to sterilize. Often the spines are barbed and very brittle, breaking off where they enter the flesh.

How very wonderful these sea-urchins were I did not know until I had watched them for a long time from the sanctuary of my observation pool. One of the things that always astonished me was the immaculate appearance of their bodies. Although the surf at times piled loose carpets of torn seaweed over the boulders and cast up gritty piles of loose gravel and coarse sand, and although all the other animals, the snails, mussels and shell-fish, had a rubbed, worn look, or were covered with parasitic barnacles, the sea-urchins were always spotless; no grains of sand, strands of weed or blotches of parasites marred their jet black coats. This was particularly remarkable when one considered that their spines should have been catch-ails for all manner of debris. They had a very clever system of keeping themselves clean. When a fragment of sand or dirt fell between the needles, it was grasped by a tiny clamp or pincers equipped with a triple set of jaws, like those of certain types of dredges; these were mounted on a flexible shaft of muscle and skin which transported the debris to the next claw which carried it to another, or to one of the tube feet which were also scattered over portions of the creature's upper surface, and so on until the offending fragment was dropped into the water.

(a) Explain, in one sentence for each point, what makes the sea

- urchin-•(i) formidable,
- (ii) remarkable.

(b) Write in your own words a summary of, the main points of the passage. Your aim should be to produce a readable piece of good English. Length 100 to 110 words. (Note. Marks will be deducted for words in excess of the limit stated.)

-[30 minutes, 24 marks.]

3. (a) (i) Find a word (a different word for each) which best describes the sound, made by *three* of the following: (Example: An angry tiger, snarl.)

a pack of eager hounds,
a gentle wind blowing through pine trees,
an empty petrol drum falling on the roadway, a
motor truck climbing a steep hill, a horse
galloping along a paved street.

(ii) Make up *three* interesting sentences, each of which will include one of your *three* words with its accompanying phrase.

(Example: The snarl of the angry tiger made the natives tremble with fear.)

(b) Select *four* of the following words and write an adjective, followed by a suitable noun, corresponding to each one. (Example: Essence, essential, an essential commodity.) -

character, apology, fragment, method, shame, tyrant.

(c) Here are two definitions of a diary:

A diary is a book where you write things you don't want other people to read.

A diary is a daily record of events, or of transactions, or of matters usually affecting the writer personally.

(i) Giving reasons, say which of these definitions is the better.

(ii) Using the second definition of a diary as a model, define *two* of these:

cupboard, rifle, bucket, watch, fence.

-[30 minutes, 24 marks.]

4. (a) From the following passage select and write out in a clear list:

One adjectival phrase, one adverbial phrase, one main clause, one noun clause.

One example each of an abstract noun, a conjunction joining two principal clauses, an intransitive verb, a preposition introducing an adverbial phrase.

"The man up there raged aloud in two languages, and with a sincerity in his fury that almost convinced me I; had, in some way, sinned against the harmony of the universe. I could hardly see him, but I began to think that he would work himself into a fit."

(b) Improve *two* of these sentences:

- (i) Neither of these boys have obeyed my instruction which was " Do not dive straight into cold water when it is hot."
- (ii) It will be easy to get in as the new doorkeeper don't care who he admits.
- (iii) Between you and I, there's not much chance of them passing this year.

-[15 minutes, 12 marks.]