



# TOM NEWBY SCHOOL EXAMINATION

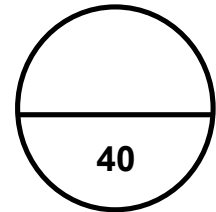


<b>Subject</b>	<b>ENGLISH PAPER 2: COMPREHENSION AND LANGUAGE</b>	<b>Examiner</b>	<b>MRS V NAIDOO</b>
<b>Date</b>	<b>JUNE 2019</b>	<b>Total marks</b>	<b>40</b>
<b>Grade</b>	<b>6</b>	<b>Duration</b>	<b>1 HOUR</b>
		<b>Moderator</b>	<b>MRS A SINGH</b>
<b>Special instructions/ Equipment</b>	<b>Learners are not allowed to use a dictionary or thesaurus. Learners are allowed to use highlighters.</b>		
This assessment has been compiled using notes and information contained in the Tom Newby School resource material. The marking memorandum has been compiled accordingly. While alternative responses will be given due acknowledgement, the official memorandum will be considered a priority document to ensure uniformity of marking.			

Name:	Surname:	Class:
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### Instructions:

1. This paper is made up of Section A: Comprehension (25 marks) and Section B: Language (15 marks).
2. **Answer all questions on the question paper.**
3. Answer in full sentences, unless stated otherwise.
4. Answer according to the mark allocation per question.
5. You will not be allowed to use a dictionary during the exam.



**SECTION A: COMPREHENSION (25 MARKS)**

Read the questions first, and then the text. Thereafter, answer the questions.

### Village school

In this extract from “Cider with Rosie”, Laura Lee describes the school he attended in an English village in the 1920s.

1 She was a punitive little body, and the school had christened her “Crabby”; she had a sour yellow look, lank hair and the skin and voice of a turkey. We were all afraid of Miss B. She was a terror!

2 Each morning was war without declaration. No one knew who would catch it next. We stood to attention, half-crippled in our desks, till Miss B walked in, whacked the walls with a ruler, and fixed us with her squinting eye. “Good morning children!”

3 “Good morning Teacher!” The greeting was like a rattling of swords. Then she would scowl at the floor and begin to growl, “Our Father...”, reciting the Lord’s Prayer. But scarcely had we bellowed the last “Amen”, would she knock some poor boy sideways.

4 “Shuffling your feet! Playing with the desk! I will not have it!”

5 Then came the inevitable day when rebellion raised its standard, when the tension was broken and a hero emerged.

6 Spadge Hopkins had, had enough. He began to roll his eyes, kick with his boots, and mutter, “She’d better look out. Crabby B, she better, that’s all I can tell you” Then he threw down his pen, got up, and walked to the door.

7 “And where are you going, young man?” asked Crabby

8 Spadge paused and looked her straight in the eye. “If it’s any business of yours.” We shivered with pleasure at this defiance.

9 “Sit down this instant!” Crabby screamed. “I won’t have it!”

10 “Ta-ta,” said Spadge.

11 Then Crabby sprang like a yellow cat, spitting and clawing with rage. She caught Spadge in the doorway and fell upon him. Spadge caught her hands in his great red fists.

12 “Come and help me, someone!” wailed Crabby. We watched in silence as Spadge lifted Crabby up and placed her on top of the cupboard. We then began to stamp on the floor in unison, while she drummed her heels and wept.

Source: *Cider and Rosie*  
Word count: 328 words

**Questions:**

1.1 What nickname did the children give to Miss B? (1)

1.2 Write two sentences to describe Miss B's appearance? (2)

1.3 Describe the class routine when Miss B walked into the class? (2)

1.4 Explain the meaning of the sentence, from paragraph 2, in your own words:  
"No one knew who would catch it next." (2)

1.5 List two things that the children did in class, that Miss B found punishable? (2)

1.6 Explain the meaning of the following sentence, from paragraph 2, in your own words:  
"Each morning was a war without declaration." (1)

1.7 Who had enough of Miss B and her constant punishment? (1)

1.8 What were the signs of this person's rebellion against Miss B? (2)

1.9 Describe Miss B's reaction when this person refused to obey her instruction to sit down? (2)

1.10 Why did the class “shiver with pleasure at his defiance” – paragraph 10? (1)

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1.11 Did the class see this person as a hero? Give a reason for your answer. (2)

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1.12 Why was there a moment of silence before the children began to stamp their feet?. (2)

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1.13 Who do you think was responsible for the grim atmosphere in the class? Give a reason to support your answer. (2)

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1.14 In two sentences, provide a suitable ending to the story. (2)

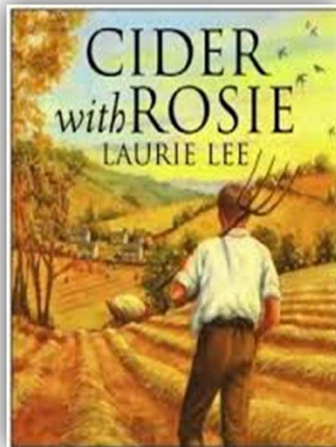
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1.15 How would you have felt if you were a learner in Miss B’s classroom? (1)

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**Total Section A: 25 marks**

**SECTION B: LANGUAGE STRUCTURES AND CONVENTIONS (15 MARKS)**

2.1 Find a **synonym** in **paragraph 2** for the word:

hit - \_\_\_\_\_ (1)

2.2 Find an **antonym** in **paragraph 5** for the word:

villain - \_\_\_\_\_ (1)

2.3 Underline the **preposition** in the sentence below. (1)

**Spadge caught her hands in his great red fists.**

2.4 Circle the **proper noun** and underline the **collective noun**. (2)

**Crabby looked at the class of learners, ready to give them their punishment.**

2.5 Change the **Direct Speech** sentence below, to **Indirect Speech**. (2)

**“Miss B is a very strict teacher,” said the learners.**

Begin with:

The learners said

\_\_\_\_\_

\_\_\_\_\_

2.6 Change the sentence below to the **tenses** listed. (2)

**Spadge threw down his pen.**

**a) Present Continuous Tense**

\_\_\_\_\_

**b) Simple Future Tense**

\_\_\_\_\_

2.7 Join the two simple sentences with the **conjunction** in brackets. (2)

**The children were afraid of Miss B. Miss B was a terror. (because)**

\_\_\_\_\_

\_\_\_\_\_

2.8 Rewrite the sentence below and insert the necessary **punctuation**. (2)

**do you want to get punished for your bad behaviour**

\_\_\_\_\_

\_\_\_\_\_

2.9 Write down the **comparative and superlative form of the adjective below.** (2)

<b>Positive</b>	<b>Comparative</b>	<b>Superlative</b>
afraid	b.	c.

**Total Section B: 15 marks**

**Grand Total: 40 marks**

