



WESTMINSTER
SCHOOL

The Challenge (Core)

Specimen Paper First Examination 2027

LINGUISTICS AND LANGUAGE

Time: 60 minutes

A. LANGUAGE ANALYSIS (10 minutes)

Language can sometimes be interpreted in more than one way. For each sentence below:

- Explain the two possible meanings.
- Re-write the sentence to make each meaning completely clear.

1. I saw the sailor with the telescope.

Possible meaning 1

Possible meaning 2

Rewrite meaning 1 clearly

Rewrite meaning 2 clearly

2. I watched her duck.

Possible meaning 1

Possible meaning 2

Rewrite meaning 1 clearly

Rewrite meaning 2 clearly

Now try writing your own sentence that could have two meanings:

Your sentence

Possible meaning 1

Possible meaning 2

[14]

space for rough work

C. THE EDITOR'S DESK (15 minutes)

The editor of the school magazine has asked you to improve some sentences they have highlighted below before the magazine is published.

1. Consider the following sentences. You may change the word order, punctuation or vocabulary, but **you must keep the intended meaning**.

a) Running quickly down the corridor of the youth hostel, the bag fell from Sylvie's hand.

.....

b) David told John that his idea was ridiculous.

.....

c) When we arrived at the campsite, Olivia said to me: *"Let's eat Paul!"*

.....

d) After finishing dinner, the television was switched on to watch the match.

.....

2. Now follow some specific instructions from the editor, given in brackets:

e) The weather was bad. We still decided to continue along Hadrian's Wall **[rewrite as one sentence]**

.....

f) The teacher was like really angry. **[rewrite more formally]**

.....

g) The food that I chose to eat from that café and had by the river was extremely disgusting and expensive and it was difficult to eat. **[rewrite in fewer words]**

.....

h) Nobody finished the race because it was impossible. **[rewrite to make the sentence more dramatic]**

.....

[16]

D. HOW LANGUAGE WORKS (15 minutes)

Read the passage below and answer the questions that follow.

By the time Mr Parker realised that the so-called “quiet classroom hamster” had escaped, it was already racing enthusiastically through the school hall while two terrified Year 7 pupils climbed onto a bench. Meanwhile, the deputy head was attempting to deliver an extremely serious assembly about discipline. Unfortunately, the hamster suddenly disappeared inside a trumpet case, causing several musicians to panic, and one teacher then shouted dramatically: “Nobody cares!”

1. Parts of speech

- a) Find one adverb (e.g. quickly) from the passage.
- b) Find one past participle (e.g. eaten) from the passage.
- c) Find one personal pronoun (e.g. they) from the passage.
- d) Find one adjective (e.g. enormous) from the passage.

2. Style and Tone

- e) Why do you think “*quiet classroom hamster*” is written in inverted commas?
.....
.....
.....
- f) Give a word or phrase from the passage that makes the situation appear funny.
.....
Explain your answer:
.....
.....
- g) Give a phrase from the passage that describes movement.
.....
Explain why it is effective:
.....
.....

h) Replace the word 'terrified' from the second line with another suitable word.

.....
Explain your choice of word:
.....
.....

i) Does the final sentence "Nobody cares!" work well here?

.....
Explain your answer:
.....
.....
.....

[20]

END OF PAPER