



ENTRANCE EXAMINATION

In ENGLISH

2017

Time: One hour

WRITE YOUR NAME IN CAPITAL LETTERS IN THIS BOX

Do all your answers in this booklet

Reading Test: Read the passage on the separate sheet carefully. The questions are on pages 1 - 5 of this booklet. You should spend 30 minutes on this reading paper. This test is worth 25 marks.

Writing Test: This is on pages 6 - 18. The writing test should take about 30 minutes. Write at least a page if you can in the answer booklet. This test is worth 25 marks.

Reading Section

The reading material you have been given is about three children, Bobbie, Peter and Phyllis, who are having a picnic by the railway near their house. This section describes an accident that happens while they are waiting for the next train to go past.

Reread paragraphs 1 – 4 (starting “Hush! Stop!...” and ending, “walking down the side of the cutting”).

1. . Write down two details that suggest the children are frightened. (2 marks)

2. Find 3 details you have found out about the trees. (3 marks)

Reread the line, "...the tree with the grey leaves bringing up the rear like some old shepherd driving a flock of green sheep."

3. Explain, in your own words, what you think is happening and what the **simile** in this line makes you think or feel. (4 marks)

Remind yourself of the final paragraphs of the extract, from ‘...Look what a great mound it’s made.’ to the end.

4. How would you describe the different ways the children respond to the disaster? Use the table below to write down three words of your own and explain your choices. (6 marks)

Child	Word describing their reaction	Explanation
Bobbie		<hr/> <hr/> <hr/> <hr/> <hr/>
Peter		<hr/> <hr/> <hr/> <hr/> <hr/>
Phyllis		<hr/> <hr/> <hr/> <hr/> <hr/>

5. Peter says, "We must let them know at the station, or there'll be a most frightful accident."
What do you think he means when he describes the accident as "frightful"? (1 mark)

6. What are the children planning to use to stop the train? Find a detail from the extract to prove what you are saying. (2 marks)

7. **Looking at the passage as a whole**, how does the writer make it feel like something frightening is happening? Refer to what the children see and hear and how the writer uses specific words and phrases. (7 marks)

Writing Paper

30 Minutes

(25 Marks)

Select **ONE** of the following questions to answer.

Use the planning sheets to help you plan your writing.

You will be assessed on:

- the content (ideas) of your writing
- the way you structure and paragraph your writing
- the accuracy of your spelling, punctuation and grammar

Either:

1. Write a story which ends with the line:

It was a disaster!

Or:

2. You have been asked to write a short newspaper article about the events in the reading extract. You should:
 - Explain what happened
 - Write an appropriate headline
 - Remember to include information about who was involved, what happened and what they did.

Or:

3. Describe your favourite place. (This may be real or imagined)

Planning Sheet

1. Write a story which ends with the line:

It was a disaster!

Genre / type of story:

Plot / what happens:

Setting / descriptions:

Now consider the order of your ideas, paragraph by paragraph:

How will your story begin?

How will your story end?

Characters:

Think about: Who is telling the story?

Planning Sheet

2. **You have been asked to write a short newspaper article about the events in the reading extract.** You should:

- Explain what happened
- Write an appropriate headline
- Remember to include information about who was involved, what happened and what they did.

Important notes: You should begin your article with your headline. You do not need to write in columns and do not need to include a picture. You should focus on what you are writing.

Overview of what happened:

Your headline:

Other details you would like to include:

The order you will write your article:

How you will begin:

How it will end:

Planning Sheet

3. Describe your favourite place. (This may be real or imagined)

Your favourite place:

What the place your favourite place is like: (Think about describing the details of what you saw, heard, touched, and smelt; what you did; what happened there; etc.)

What impression this place made on you (think about your feelings and impressions when you were there). Why is it your favourite place?

Now consider the order of your ideas - paragraph by paragraph:

