

St Olave's English Test for Year Seven Entry

Sample Question-Paper

Introductory note for parents

The first and most important thing to understand about our Entrance Test in English is that there really isn't anything that can be done to 'cram' or 'revise' for it. The things it tests are, on the whole, skills and habits rather than factual knowledge - things, in other words, which a child picks up over a period of years rather than weeks. And this is quite deliberate. We want to see what candidates are capable of without any special preparation.

What we don't want, however, is for good candidates to come unstuck simply because they got lost in all the instructions or panicked at the sheer unfamiliarity of the tasks. Hence this sample paper, which has the same format as the real thing. Your son will almost certainly find it useful to work through these 'taster' questions. This will familiarise him with the procedure, and thus, with any luck, reduce the anxiety and confusion - thereby making it easier for him to do **himself** justice on the day.

Section One tests **Reading** by multiple choice questions, based on fiction or non-fiction passages. **Section Two** tests **Writing** and the task will be in line with SATS writing questions. Assessment will be made of the ability to choose a form and content appropriate to the task; use syntax and paragraphing to shape meaning; use punctuation correctly and expressively; use vocabulary creatively; spell accurately; use handwriting, layout and presentation effectively.

One thing worth getting used to is the fact that the test involves different pieces of paper: (1) the Test Paper itself, on which all the questions are printed; (2) the Reference Sheet, containing the comprehension passages for use with Section One and (3) the Answer Booklets, on which all answers must be recorded.

Finally, a word about timing. The test lasts one hour and the marks are allocated equally for the reading and writing sections. Candidates are advised to spend about the same amount of time on each section and to make sure they read the questions and texts thoroughly before answering. They should also carefully check and correct their writing before the end of the test.

Good luck!

SECTION ONE

This section is based on the Comprehension Passage which you will find on the separate Reference Sheet.

Read the passage carefully, and then answer the questions below by circling the right letter for each one on your Answer Booklet. Each question has only one right answer. You may look back at the passage as often as you like. You may also work in rough on this paper, or on the Reference Sheet, if it helps.

1. Rat woke up when:
 - A. morning came
 - B. his book fell to the floor
 - C. his head jerked sharply backwards
 - D. he found himself sleep-walking on the river bank
 - E. the fire erupted into sudden activity

2. Rat suspected that Mole had left the house, because:
 - A. Mole didn't answer when Rat asked him a question
 - B. the door was wide open
 - C. Mole's cap was not in its usual place
 - D. Mole's umbrella had disappeared
 - E. Rat heard footsteps running towards the Wild Wood

3. The goloshes [**Line 13 etc.**] were all of the following **EXCEPT**:
 - A. recently-acquired
 - B. scarcely-used
 - C. distinctly-marked
 - D. smooth-soled
 - E. seasonally-appropriate

4. The word "grave" [**Line 17**] could most accurately be replaced by:
 - A. "tomb"
 - B. "concerned"
 - C. "uncertain"
 - D. "hard"
 - E. "sad"

1. The “faces” [**Line 23**] vanished back into their holes because:
 - A. Rat had caught sight of them
 - B. they felt safe again once they had seen Rat
 - C. they quickly lost interest
 - D. they realised that Rat was a dangerous opponent
 - E. the whistling and pattering noises had now stopped

6. The word “forsaking” [**Line 27**] could most accurately be replaced by:
 - A. “checking”
 - B. “following”
 - C. “abandoning”
 - D. “covering”
 - E. “inspecting”

7. Rat called out “cheerfully” [**Line 29**] because:
 - A. he was delighted to see Mole
 - B. he knew that the Wild Wood held no real danger
 - C. he was enjoying the game of hide-and-seek
 - D. he had no doubt that Mole would shortly turn up
 - E. he wished to reassure his friend

8. The shortness of the two sentences on **Line 8** is effective because it gives us a feeling of Rat’s:
 - A. concentration
 - B. panic
 - C. eagerness
 - D. annoyance
 - E. haste

9. Which of the following would be the most appropriate title for the whole passage?
 - A. ‘A Thrilling Adventure’?
 - B. ‘A Loyal Friend’?
 - C. ‘A Woodland Riddle’?
 - D. ‘An Unplanned Hike’?
 - E. ‘A Desperate Chase’?

REFERENCE SHEET

COMPREHENSION PASSAGE FOR SECTION ONE

5 Meantime, the Rat, warm and comfortable, dozed by the fireside. His book slipped from his knee, his head fell back, his mouth opened, and he wandered by the green banks of dream rivers. Then a coal slipped, the fire crackled and sent up a spurt of flame, and he woke with a start. Remembering what he had been engaged upon, he reached down to the floor for his book, pored over it for a minute, and then looked round for the Mole to ask him something or other.

But the Mole was not there.

He listened for a time. The house seemed very quiet.

10 Then he called ‘Moly!’ several times, and, receiving no answer, went out into the hall. The Mole’s cap was missing from its accustomed peg. His goloshes, which always lay by the umbrella-stand, were also gone.

15 The Rat left the house and carefully examined the muddy surface of the ground outside, hoping to find the Mole’s tracks. There they were, sure enough. The goloshes were new, just bought for the winter, and the pimples on their soles were fresh and sharp. He could see the imprints of them in the mud, running along straight and purposeful, leading direct to the Wild Wood.

20 The Rat looked very grave, and stood deep in thought for a minute or two. Then he re-entered the house, strapped a belt round his waist, shoved a brace of pistols into it, took up a stout cudgel that stood in a corner of the hall, and set off for the Wild Wood at a smart pace.

25 It was already getting towards dusk when he reached the first fringe of trees and plunged without hesitation into the wood, looking anxiously on either side for any sign of his friend. Here and there wicked little faces popped out of holes, but vanished immediately at the sight of the valiant animal, his pistols, and the great ugly cudgel in his grasp; and the whistling and pattering, which he had heard quite plainly on his first entry, died away and ceased, and all was very still. He made his way manfully through the length of the wood to its furthest edge; then, forsaking all paths, he set himself to traverse it, laboriously working over the whole ground, and all the time calling out cheerfully, ‘Moly, Moly, Moly! Where are you? It’s me – it’s old Rat!’

30 He had patiently hunted through the wood for an hour or more, when at last to his joy he heard a little answering cry. Guiding himself by the sound, he made his way through the gathering darkness to the foot of an old beech tree with a hole in it, and from out of the hole came a feeble voice, saying, ‘Ratty! Is that really you?’

[From ‘The Wind in the Willows’, by Kenneth Grahame]

Turn over

**ENGLISH TEST FOR YEAR SEVEN ENTRY
SAMPLE ANSWER GRID**

NAME:

CANDIDATE NUMBER:

Write all of your answers *in pencil* on this grid.

Remember! If you make a mistake and need to change an answer, take care to rub out your original attempt.

SECTION ONE: 'WIND IN THE WILLOWS' COMPREHENSION PASSAGE

For each question, put a ring round the letter which corresponds to the correct answer.

Question No.	Answer				
1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E

SECTION TWO: 'WHERE WOULD YOU LIKE TO GO?'

SECTION TWO

WRITING – WHERE WOULD YOU LIKE TO GO?

Your school has asked for ideas as to where Year 6 should go for their school journey. Write a letter to your Head Teacher, giving your suggestions. You should include:

- A description of the sort of place you would like to stay.
- An explanation of the activities you would enjoy.
- A discussion of why Year 6 should go on a journey and how you would benefit from it.
- Any further ideas of your own.

You can plan your work in any way that you find helpful (spidergram/brainstorm/bullet points) before you start writing.

Remember to check and correct your work before the end of the test.

ENGLISH SAMPLE PAPER – ANSWERS

SECTION ONE

1. E
2. C
3. D
4. B
5. D
6. C
7. E
8. B
9. B

SECTION TWO

There is no model answer to this writing task.