



Candidate's
name

English Language Entrance Test

Entry point: Years 9/10

EXEMPLAR

Time allowed: 1 hour 15 minutes

Instructions:

- Use black ink or ball-point pen.
- Fill in the box at the top of this page with your name.
- Answer all the questions in all Sections (Section A, B and C).
- Answer the questions in the spaces provided – there may be more space than you need.

Information

- The total mark for this paper is 60.
- The marks for each question are shown in brackets
- Quality of written communication, including vocabulary, spelling, punctuation and grammar, will be taken into account in your response to Section C.
- Dictionaries may not be used in this examination.

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.
- You are reminded of the importance of clear English and careful presentation in your answers.



SECTION A: READING COMPREHENSION

Firstly, please read the text. Then, answer ALL the questions in this section.

You should spend about 30 minutes on this section.

I hit the slope at the base of the cliff before I saw it coming. I was facing into the slope and both knees locked as I struck it. I felt a shattering blow in my knee, felt bones splitting, and screamed. The impact catapulted me over backwards and down the slope of the East Face. I slid, head-first, on my back. The rushing speed of it confused me. I thought of the drop below but felt nothing. Simon would be ripped off the mountain. He couldn't hold this. I screamed again as I jerked to a sudden violent stop.

10 Everything was still, silent. My thoughts raced madly. Then pain flooded down my thigh – a fierce burning fire coming down the inside of my thigh, seeming to ball in my groin, building and building until I cried out at it, and my breathing came in ragged gasps. My leg! ... My leg!

I hung, head down, on my back, left leg tangled in the rope above me and my right leg hanging slackly to one side. I lifted my head from the snow and stared, up across my chest, at a grotesque distortion in the right knee, twisting the leg into a strange zigzag. I didn't connect it with the pain which burnt my groin. That had nothing to do with my knee. I kicked my left leg free of the rope and swung round until I was hanging against the snow on my chest, feet down. The pain eased. I kicked my left foot into the slope and stood up.

20 A wave of nausea surged over me. I pressed my face into the snow, and the sharp cold seemed to calm me. Something terrible, something dark with dread occurred to me, and as I thought about it. I felt the dark thought break into panic: 'I've broken my leg, that's it. I'm dead. Everyone said it ... a broken ankle could turn into a death sentence ... if it's broken ... if ... It doesn't hurt so much, maybe I've just ripped something.'

30 I kicked my right leg against the slope, feeling sure it wasn't broken. My knee exploded. Bone grated, and the fireball rushed from groin to knee. I screamed. I looked down at the knee and could see it was broken, yet I tried not to believe what I was seeing. It wasn't just broken, it was ruptured, twisted, crushed, and I could see the kink in the joint and knew what had happened. The impact had driven my lower leg up through the knee joint. ...

40 I dug my axes into the snow, and pounded my good leg deeply into the soft slope until I felt sure it wouldn't slip. The effort brought back the nausea and I felt my head spin giddily to the point of fainting. I moved and a searing spasm of pain cleared away the faintness. I could see the summit of Seria Norte away to the west. I was not far below it. The sight drove home how desperately things had changed. We were above 19,000 feet, still on the ridge, and very much alone. I looked south at the small rise I had hoped to scale quickly and it seemed to grow with every second that I stared. I would never get over it. Simon would not be able to get me up it. He would leave me. He had no choice. I held my breath, thinking about it. Left here? Alone? ... For an age I felt overwhelmed at the notion of being left; I felt like screaming, and I felt like swearing, but stayed silent. If I said a word, I would panic. I could feel myself teetering on the edge of it.



1. What is meant by the term “catapulted” in line 3?

[1 mark]

2. Read lines 1-10 and choose two phrases that describe the injuries sustained by Joe.

[2 marks]

3. Identify one example of metaphor within lines 8-10 **and** say why you think it is impactful for you as a reader.

[3 marks]



4. Ellipsis is a piece of punctuation that authors use to create pauses and suspense in their writing. Find an example of an ellipsis in lines 19-23. Please quote precisely from the text in your answer to show what you mean.

[1 mark]

5. Read lines 19-23. **Using your own words**, describe Joe's thought process after being injured.

[2 Marks]

6. Select **two** words or phrases from lines 25-29 that make Joe's injuries seem particularly severe or painful.

[2 marks]

7. Re-read lines 31-40 for context. What effect does the use of the questions - "Left here? Alone?" - have in lines 38-40?

[2 marks]



SECTION B: USE OF ENGLISH

Answer ALL the questions in this section.

You should spend about 15 minutes on this section.

*Choose the correct answer for the following five sentences (there is only **one** possible answer per sentence). Circle your answer.*

1. Welcome to the ... of the school year!

- (a) beggining (b) beginning (c) begining (d) beginning

[1 mark]

2. Students can do various jobs to ... some money for the holidays.

- (a) achieve (b) advance (c) earn (d) win

[1 mark]

3. For some young people, taking part in a sports camp can ... in a thirst for adventure.

- (a) result (b) lead (c) cause (d) create

[1 mark]

4. Older students often take a 'gap year' from their studies in order to ... the world.

- (a) travel to (b) travel around (c) travel in (d) travel on

[1 mark]

5. Environmentally aware students ... making the world greener and healthier.

- (a) look at (b) look in (c) look up (d) look on

[1 mark]



Use the word given in capital letters to form a word that fits the gap:

EXAMPLE: The company "Gap Year Travel" offers a [**SELECT**] of student-friendly holidays.

ANSWER: SELECTION

6. There is a holiday to suit students of all levels of [**FIT**].

ANSWER: _____

[1 mark]

7. These holidays include sightseeing tours of [**HISTORY**] cities.

ANSWER: _____

[1 mark]

8. An [**ENJOY**] of walking can bring together a group of like-minded strangers.

ANSWER: _____

[1 mark]

9. Some travellers like walking in [**ATTRACT**] countryside, whilst some prefer being in old towns.

ANSWER: _____

[1 mark]

Complete this sentence with the correct article (a / an / the) or no article (-):

10. There wasn't obvious solution to problem and opinions varied as to best course of action.

[1 mark]



**AKADEMEIA
HIGH SCHOOL**