SEVENOAKS SCHOOL

YEAR 7 (11+) ENTRANCE EXAMINATION
January 2017
for entry in September 2017

ENGLISH

Name: _____

School: _____

Time allowed: 5 minutes reading time, then 1 hour exam.
You are advised to spend approximately 35 minutes on Section A and 25 minutes on section B.

Equipment needed: Pen and lined paper

Information for candidates:

1. Dictionaries are NOT allowed.
2. Write your name and school on this page.
3. You may NOT make notes on this exam paper during the 5 minutes of reading time.
4. Write your answers on the **separate paper** provided. Please put your name on all the sheets of paper you use. Answer both Section A and Section B.
5. You should write in full sentences and pay attention to both spelling and punctuation.
6. The paper will be marked out of 30. The marks for each question are indicated in square brackets [ ].

SECTION A

Spend approximately 35 minutes on Section A

Read the passage and answer **all** the questions below.

Of course you know what going into a tunnel is like? The engine gives a scream and then suddenly the noise of the running, rattling, train changes and grows different and much louder. Grown-up people pull up the windows and hold them by the strap. The railway carriage suddenly grows like night – with lamps, of course, unless you are in a slow local train, in which case lamps are not always provided. Then by and by the darkness outside the carriage window is touched by puffs of cloudy whiteness, then you see a blue light on the walls of the tunnel, then the sound of the moving train changes once more, and you are out in the good open air again, and grown-ups let the straps go.

All this, of course, is what a tunnel means when you are in a train. But everything is quite different when you walk into a tunnel on your own feet, and tread on shifting, sliding stones and gravel on a path that curves downwards from the shining metals to the wall. Then you see slimy, oozy trickles of water running down the inside of the tunnel, and you notice that the bricks are not red or brown, as they are at the tunnel's mouth, but dull, sticky, sickly green. Your voice, when you speak, is quite changed from what it was out in the sunshine, and it is a long time before the tunnel is quite dark.

It was not yet quite dark in the tunnel when Phyllis caught at Bobbie's[1] skirt, ripping out half a yard of gathers,[2] but no one noticed this at time.

'I want to go back,' she said; 'I don't like it. It'll be pitch dark in a minute. I *won't* go on in the dark. I don't care what you say, I *won't*.'

'Don't be a silly cuckoo,' said Peter; 'I've got a candle end and matches, and what's that?'

'That' was a low, humming sound on the railway line, a trembling of the wires beside it, a buzzing humming sound that grew louder and louder as they listened.

'It's a train,' said Bobbie.

'Which line?'

'Let me go back,' cried Phyllis, struggling to get away from the hand by which Bobbie held her.

'Don't be a coward,' said Bobbie; 'it's quite safe. Stand back.'

'Come on,' shouted Peter, who was a few yards ahead. 'Quick! Manhole!'

The roar of the advancing train was now louder than the noise you hear when your head is under water in the bath and both taps are running, and you are kicking with your heels against the bath's tin sides. But Peter had shouted for all he was worth, and Bobbie heard him. She dragged Phyllis along to the manhole. Phyllis, of course, stumbled over the wires and grazed both her legs. But they dragged her in, and all three stood in the dark, damp, arch recess while the train roared louder and louder. It seemed as if it would deafen them. And, in the distance, they could see its eyes of fire growing bigger and brighter every instant.

'It *is* a dragon – I always knew it was – it takes its own shape in here, in the dark,' shouted Phyllis. But nobody heard her. You see the train was shouting, too, and its voice was bigger than hers.

And now, with a rush and a roar and a rattle and a long dazzling flash of lighted carriage windows, a smell of smoke, and blast of hot air, the train hurtled by, clanging and jangling and echoing in the vaulted roof of the tunnel. Phyllis and Bobbie clung to each other. Even Peter caught hold of Bobbie's arm, 'in case she should be frightened', as he explained afterwards.

From *The Railway Children* by E Nesbit

Glossary:
[1] **Bobbie** is a girl (short for Roberta)
[2] "**half a yard of gathers**" – material from Bobbie's dress

Question Section A

1. Pick out 2 or 3 details from the passage which give you the impression that this book is set some time ago. Briefly explain why you chose those details. [2 marks]

2. How does the writer show the differences between the characters of the three children – Peter, Phyllis and Bobbie? You could refer to short phrases or words to make your point but do not copy out long sentences. [4 marks]

3. Look again at lines 40 - 42 " The roar of the advancing train….bath's tin sides". Why do you think it is effective to describe the noise of the train in this way? [5 marks]

4. Look again at lines 53 - 55 " And now…….the tunnel". How does the writer create the drama and tension of this moment? [4 marks]

PLEASE TURN OVER FOR SECTION B

PLEASE WRITE YOUR ANSWER TO SECTION B ON A SEPARATE SHEET OF PAPER

SECTION B

Spend approximately 25 minutes on Section B

Look at this painting below and answer ONE of the questions that follow:



G. Morland *The Wreckers 1790*

Choose ONE of the following options and write a creative response to this picture:

1. Imagine you are one of the people either on the beach or in the water. Write a description of the scene, your feelings, your observations and thoughts as if you are that character.

2. Write a story based on this picture.

[15 marks]