

## **Mid Programme Entries 2015**

**Year 3**

**ENGLISH**

**Time allowed: 1 hour and 30 minutes**

### **Instructions**

- Answer all the questions on the exam paper.
- Write your answers in the space provided.
- Read the instructions carefully.
- Answer each question as clearly and as neatly as possible.
- Total marks: 50

Good luck!



## **Comprehension (25 marks)**

This extract is taken from *Ribblestrop* by Andy Mulligan.

Sam Arthur Tack knew that he was on the **threshold** of an adventure: the biggest adventure of his life. In fact it was his first adventure, being as he was only 12 years old. He wasn't to know just how dark and dangerous his adventure would be, but he was still close to tears.

"Be brave, son", said his father.

His mother had tears rolling down both cheeks. "You make sure you write", she said. "As soon as you get there."

"I can't, though, I-"

"As best you can, love. Draw a picture".

"I will". Sam's voice was a cracked whisper and his lips were **wobbling**.

"It's an opportunity," said his mother. Her voice was swerving and shaking too: she tried hard to steady it. "If anything goes wrong, I want you to promise me-"

"Nothing will go wrong," said his father. "He's only off to school. Now, where's that pound that I gave you?"

"In my pocket".

"You buy a sandwich when you get to Exeter. We're going to miss you, son." He shook his son's hand. "Good luck. Goodbye."

The train should have left then, to avoid further **embarrassment**. But trains never leave conveniently and this one was already six minutes late due to a mix up over staff in the buffet car. The sad farewell had a little while yet to run. Sam rested his chin on the window of the carriage door and let his hands disappear into two long blazer sleeves. He was wearing brand new clothes: jacket, cap, shorts, and shoes, all of them too big. The only thing that fitted him was the black-and-gold striped tie, which **roped in** an oversized grey shirt collar. He pushed the window a little lower, and everyone tried to think of something to say.

It was luck for them that just at this moment an overweight boy, in the same unmistakable school colour-the black and gold of a bee-should cross the platform **lugging** a well-stocked briefcase, plus various parcels.

"Darling, look!" said Mrs. Tack. "A Ribblestrop blazer!"

It was true. The boy was wearing the very same garment as her son: the same vivid stripes that caused the eye to jar slightly as if a mild **hallucination** was taking place."

"Hello. Are you Ribblestrop?" said Mr. Tack.

The overweight boy looked up. He was breathing heavily. "Yes I am," he said. "Jacob Ruskin, I'm a second year-I thought I'd missed this train!" He had a cheery voice and was full of beaming confidence. "Can I get in here? Is this your boy? I say a new student!"

"This is Sam."

"I thought I'd missed this train. I'll just-"

"Watch out!" cried Mr. Tack.

The boy **yanked** open the door and Sam immediately fell on top of him. His parents watched as their son's two bare knees smacked into the concrete platform and the new school cap, grabbed at and scrambled for, rolled between platform and train.

There was a moment of silence.

"I'm sorry," said the boy. "I didn't realize he was leaning-I thought he was...oh....is he alright?"

"Blast it" said Mr. Tack. Mr. Tack was lowering himself painfully and was staring into the dark space under the train.

"Nobody wears those caps", said the overweight boy. "I wore mine once for the school photo: I couldn't tell you where it is now. I say, your son's very brave....Do you need a handkerchief? Look..."

The boy climbed up into the carriage and offered Sam, who had staggered to his feet, hand. Sam was more worried about the fact that his left eye had hit the boy's head when he fell, and he now felt as dizzy as if he had been punched. There was a **throbbing** in his skull and the station was swimming.

"I'll get your cap, Sam", said his father. "I'm worried this blasted train will set off and-

"Excuse me", said a voice. "Excuse me", said the voice again. It was pitched high, but had a strange **grating** sound under the shrillness. It was an elderly woman; severe, tall and thin.

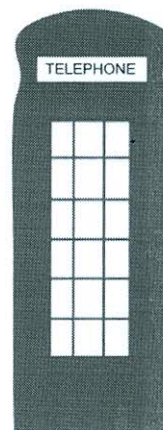


She was sweating with the strain of dragging a large suitcase-on-wheels while trying to talk into a mobile phone. The strap of a handbag had become coiled around one arm, and she was also carrying a large, box-like briefcase that appeared to be metal. She wore a high-necked white blouse under a grey suit and, as she fought her way forward, she gave off a powerful scent of cigarettes, perspiration and heavy perfume. Mrs. Tack, Sam and Ruskin tried to move out of the way as a wheel of the suitcase rolled over Sam's toes. They cowered back as best they could, and the woman grunted her way up into the train. Her metal case tipped dangerously, and Ruskin moved in to assist. "Leave it, thank you!" rasped the woman. "I can manage. What's that?" The suitcase **crunched** against the side of the train scratching the paintwork. "No", she barked into the mobile phone. "No, no, no...."

Mr. Tack was still on his knees trying to locate the fallen cap.

"Go on, darling", said Mrs. Tack, "You'd better get a seat, both of you."

Sam let the boy lead him shakily down the carriage. He pressed two handkerchiefs to his knees. It hadn't been a hard fall, and he wasn't a frail boy. But he suddenly felt rather faint: the result, he knew, from eating no breakfast. It was also, he knew, a result of the tension of the morning. From his parents' loving attentions as they admired his silly clothes, carried his trunk out to the car, and drove earnestly through the South London traffic to get to Paddington station way too early. They'd sat in a café for an hour not eating anything. When the train finally moved and the platform slipped away, Sam's faintness turned to sickness. He pressed one hanky to his mouth and waved the other.



Answer all of the following questions **in full sentences**, unless otherwise requested to do so.

1. In paragraph one, why is Sam Arthur Tack close to tears?

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(2 marks)

2. Why is the train running late?

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(1 mark)

3. What are the colours of the school he will be attending ?

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(1 mark)

4. What is the name of the other boy from Ribblestrop School?

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(1 mark)

5. What is your impression of the boy Sam met on the train from what the writer tells us? Use quotes to support your answer.

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(2 marks)

6. How does the writer convey Sam's unhappiness at being sent off to school in the text? Look at the effect of the language he uses. Use quotations to support your answer.

Quote: \_\_\_\_\_

Explanation: \_\_\_\_\_

Quote: \_\_\_\_\_

Explanation: \_\_\_\_\_

(2 marks)

7. Why is Sam feeling faint?

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(1 mark)

8. How do Sam's mother and father react differently to his going away to school? Use quotes to support your answers.

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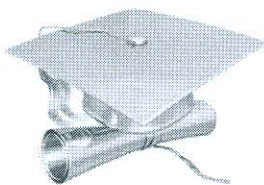
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(4 marks)



9. Which of the following words do you think best describes Ruskin? Circle the answer.

- Welcoming
- Aggressive
- Clumsy
- Impolite
- Enthusiastic

( 1 mark)

10. Write one sentence explaining your choice.

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(1 mark)

11. The writer describes the arrival of the elderly woman into the carriage. How does he make us feel about her? Look at the language he uses. Use quotes to support your answer.

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(4 marks)

12. Explain the meaning of the following words as they are used in the passage:

- Threshold \_\_\_\_\_
- Wobbling \_\_\_\_\_
- Embarrassment \_\_\_\_\_
- Roped in \_\_\_\_\_
- Lugging \_\_\_\_\_
- Hallucination \_\_\_\_\_
- Yanked \_\_\_\_\_
- Throbbing \_\_\_\_\_
- Grating \_\_\_\_\_
- Crunched \_\_\_\_\_

(5 marks)





## **Writing Task (25 marks)**

Choose **ONE** of the following tasks and write between 300-350 words.

### **Descriptive**

Imagine if you could start your own dream school; how would it be?

Include information about:

- What the school building would be like
- What subjects would be taught at the school
- The uniform or dress code of the school
- What food would be served
- What leisure facilities would be available

Remember to:

- Give a vivid description of your experience
- Use a wide range of descriptive language-adjectives, adverbs, imagery
- Refer to the senses for detail (e.g. sound, smell, touch etc.)
- Use accurate spelling, expression and grammar

### **Narrative**

Write a story called '**False Alarm**'

- Use narrative techniques to develop the story
- Use imagination to develop an original story and to clearly communicate what the false alarm was
- Use a wide range of vocabulary and sentence types
- Develop your narrative towards a suitable ending
- Use accurate spelling, expression and grammar

A blank sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are 20 lines in total, starting from the top margin and ending at the bottom margin. The paper is slightly aged and has a few small dark spots.

