

**Sample questions for girls preparing for the
entrance examination
for the Senior School at 10/11+ for admission**

English Paper I (Comprehension)

English Paper II (Composition)

Mathematics

English Paper I

This paper will contain material for comprehension with questions which will test the candidate's basic understanding of vocabulary, style and ideas.

The paper consists of two passages, one non-fiction and one fiction, and questions to be answered about them. The answers must be written in complete sentences. The time allowed for this paper is 40 minutes (including reading time).

The non-fiction passage could come from a newspaper or magazine article and the fiction passage could be from a novel or poem. The questions on the non-fiction passage will focus on the way in which the material is presented in terms of the vocabulary and style, and how this is linked to the purpose and readership. The questions on the literary passage will be designed to test understanding of the course of the narrative, the presentation of character and how feelings and ideas are expressed, particularly in the use of figurative language.

The work undertaken during the Literacy Hour at primary school and wide personal reading will prepare candidates well for this paper.

Candidate's Number



Manchester High School for Girls
Senior School Entrance Examination
English Comprehension Paper

Time allowed: 40 minutes

Read the following instructions carefully:

1. Put your examination number at the top right hand corner of this sheet.
2. This paper consists of two sections and questions to be answered about them. **Read section A first.**
3. Answer the questions on section A before reading section B.
4. Take care to answer in complete sentences unless told to do otherwise.
5. This paper will take 40 minutes. Spend approximately **20 minutes on section A** and about **20 minutes on section B.**

Passage A (fiction)

Kite

The following passage has been taken from the novel “Kite” by Melvin Burgess. Taylor has taken an egg from the nest of a kite to save it from being destroyed. Now that the egg has hatched, Taylor hopes to keep the bird and train it. In this extract he shows the chick to his friend, Alan, for the first time.

Sitting on Alan’s bed, Taylor gently removed the top off the shoe box on his lap. Alan looked doubtfully at the pathetic lump lying there.

Taylor leaned across and whispered, ‘It’s a red kite. I told you they were here! I rescued it!’

5 ‘No, it isn’t. No, you didn’t,’ said Alan. A kite? It didn’t even look like a bird. It was more like a blob of melted grease held together with scabs and rolled in fluff.

‘Idiot, it’s a chick. Harris ordered Dad to poke out the nest, so I went and got there first. It’s the *only* survivor. I rescued it. It’s a total SECRET!’

Alan goggled.

10 The chick peeped. Taylor took out the pincers and a blob of mincemeat he’d pinched from the larder at home. He began popping little shreds into the gaping beak. As he did it he told the story.

How he’d climbed the tree while no one was there. How he’d tucked them under the mother hen. How she’d pecked the other two chicks to death before he got back to them. Of course he didn’t dare let his dad or anyone except Alan know that he was bringing up a real kite. And it was true ... except that some of it was a whacking great pack of lies and he left bits out.

By this time Alan was mopping it all up. Taylor was a hero! He’d always known that, somehow. Taylor knew how to do things. He could clean a gun; he could fire a gun! He could gut a rabbit or snap its neck; he knew how to go ferreting, how to train dogs, how to dose sick pheasants and how to set traps for weasels, rabbits and anything else. Now he’d started rescuing endangered birds of prey. Of course!

20 If it had been the other way round, if Alan had been telling all this to Taylor, Taylor would never have believed a word of it! Alan was so excitable, if he told you anything you started to think he’d made it up almost at once. But Taylor was different. He never made things up. So when he did tell fibs, they were obviously true.

25 Alan leapt to his feet. ‘We have to tell someone!’ he crowed.

‘No!’ Taylor grabbed his arm. ‘We can NEVER tell ANYONE! I’ll get arrested for robbing the nest.’

30 ‘But you saved them, Taylor.’

‘Doesn’t matter, I still robbed it. Dad would lose his job. It’s a *total* secret. We’re gonna bring it up and release it into the wild.’

Questions (passage A)

“Kite”

Read passage A in the separate booklet and then answer the following questions in the spaces provided, taking care to answer in complete sentences unless told to do otherwise.

1. Look at lines 1 to 2
Which two words tell the reader that Taylor and Alan feel differently about what is in the box? (2 marks)

2. Why do you think Taylor whispers to Alan? (line 3) (1 mark)

3. Look at lines 5 to 6
Why does Alan not believe Taylor at first? (1 mark)

4. Why is this chick special to Taylor? (1 mark)

5. Look at lines 11 to 16
How does the writer make Taylor’s story seem exciting? Explain your ideas fully. Try to refer to the way the author writes as well as what is said. (3 marks)

Please turn over

6. Look at lines 18 to 22
Explain why Alan is finally persuaded by Taylor's story? (2 marks)

7. Look at lines 23 to 26
In what way are Alan and Taylor different? Explain your answer fully (2 marks)

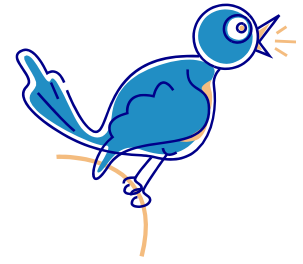
8. Why is Taylor worried about others discovering the bird? Give two reasons (2 marks)

9. Look back at the whole extract.
Taylor says: "We're gonna bring it up and release it into the wild".
Explain two ways in which Taylor has behaved like a parent to the chick in the passage. (4 marks)

Now read passage B.

Passage B (non-fiction)

Baby Birds



It's common in spring and summer to find young birds sitting on the ground or hopping about without any sign of their parents.

This is perfectly normal, so there's no need to be worried.

- 5 The parents are probably just away collecting food - or are hidden from view nearby, keeping a watchful eye.

'Fledglings should be left where they are, in the care of their parents.'

- 10 The young of most familiar garden birds fledge once they are fully feathered, but before they're able to fly, they spend a day or two on the ground while their feathers finish developing.

Tawny owl chicks are mobile at a very early age, and can be seen climbing in and around their nest tree before they are even half grown.

- 15 If you find a fledgling or young owl, the best thing to do is to leave it where it is. Removal of a fledgling from the wild reduces its chances of long-term survival to a small fraction.

What if the bird is in danger?

- 20 If the bird is on a busy path or road, or other potentially dangerous, exposed location, it makes sense to pick it up and move it a short distance to a safer place. Birds have a poor sense of smell so handling a young bird does not cause its parents to abandon it but make sure you leave it within hearing distance of where it was found.

Just because you cannot see the adult birds does not mean that they are not there. They will be in cover, close by, and will tend to the youngster once you move away.

Can I put it back in its nest?

- 25 Only remove a fledgling as a very last resort if it is injured or has definitely been abandoned.

If the young bird is unfeathered or covered in fluffy down (a nestling) and has obviously fallen out of a nest by accident, it may be possible to put it back. If this can't be done, the chick is dependent on humans for survival, and it should be passed on to an expert rehabilitator, such as a local vet.

- 30 All birds, their nest and eggs are protected by law to give birds the very best chance of long-term survival.

Questions (passage B)

Baby Birds

Read the article in passage B of the separate booklet and then answer the following questions in the spaces provided, taking care to answer in complete sentences unless told to do otherwise.

1. Find a word which means a chick or baby bird. (1 mark)

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2. Explain why baby birds should be left where they are. (3 marks)

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3. Why does the writer use two questions in the article? (2 marks)

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4. When would it be right to pick a baby bird up? (1 mark)

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Please turn over

5. What must you make sure you do if you move a baby bird?

(2 marks)

6. Why would you need to take a baby bird to a vet?

(2 marks)

7. Look at line 26.
Why is the phrase 'a nestling' in brackets?

(1 mark)

End of examination

English Paper II

In this paper the candidate is required to write a composition.

The time allowed for this paper is 25 minutes plus 5 minutes preparation time for the candidate to jot down some ideas on a piece of coloured notepaper provided.

A choice of topics is given and the candidate must write on only one.

The following are typical of the categories of topics to be set:

1. Write a story using the title "Found"?
Try to use description as well as telling your reader what happened.

OR

2. Describe an occasion when you were given a special present.
Try to describe your feelings and reactions as well as what happened.

Mathematics

The exam will consist of one 40 minute paper which will contain a series of problems designed to test the candidate's ability to use the straightforward processes of arithmetic (addition, subtraction, multiplication and division) and to apply them in situations which are within their understanding and experience.

Candidates are expected to be able to work with simple fractions, decimals and percentages. They should also be familiar with the concept of area and negative numbers, and they may be asked to interpret simple charts representing statistical information. Formal knowledge of algebra is not required for the test. The paper may also contain questions which are deliberately designed to test response to a simple but unfamiliar mathematical idea for which no previous knowledge is required.

It cannot be emphasised too strongly that candidates should set out their working clearly and not assume that only the answer is of interest to the examiner.

Checking of work and questioning the reasonableness of a numerical answer are important and many candidates fail to realise this, even though they may have finished the paper early.

Candidate's Number.....



Senior School Entrance Examination

Mathematics Paper

Time allowed: 40 minutes

Answer all questions

Read the following instructions carefully:

Use pencil only for this paper.

Put your examination number in the space at the top right hand corner of the question paper.

Write the answers in the space provided.

Write down clearly all the working you need to do in the space near the question. In some questions marks are given for workings so do not rub this out.

Remember to check your work carefully. This paper will take 40 minutes.

Answer as many questions as you can. Do not worry if you do not answer all of the questions. If you come to a question you cannot do, go on to the next. You may have time to return to those missed out at the end.

1) What is $7052 + 832 - 523$ _____

2) Subtract 582 from 901 _____

3) $6342 \div 7 =$ _____

4) $423 \times 72 =$ _____

5) What is $\frac{3}{8}$ of 532? _____

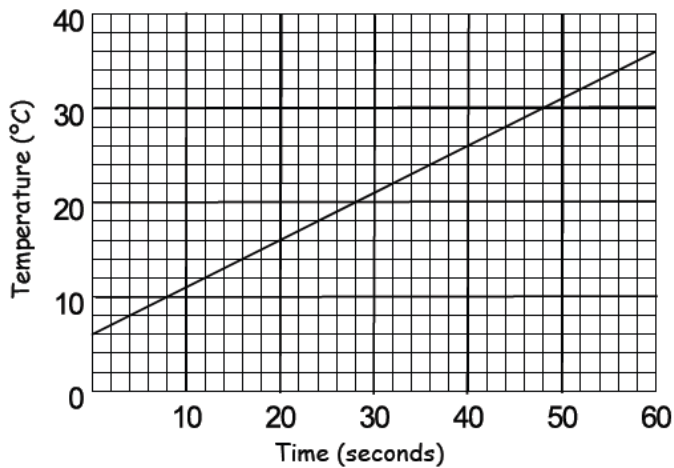
6) Write these numbers in order of size
11.01 10½ 10.11 -11.1 -10 10.105

7) It takes Mary 23 minutes to walk to school. If she arrives at quarter past eight, what time did she set off?

8) What is the change from £10 if I buy:
3 bars of chocolate at 88p each _____
500g of apples at 84p per kg _____
2 litres of milk at 40p per 0.5 litres _____

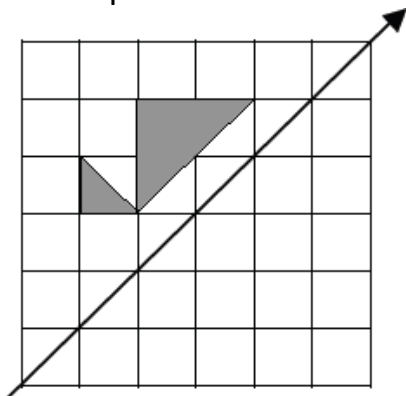
9) What is the difference between the hottest and coldest of these temperatures?
-10°C 16°C 9°C 2°C

- 10) In a science experiment, a metal bar is being heated up.
This graph shows the temperature of the bar over the first minute of heating.



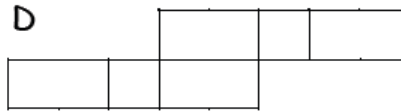
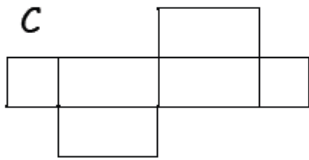
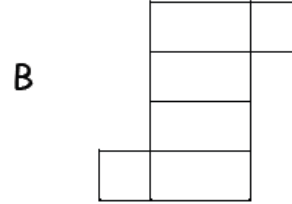
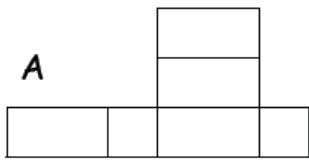
- a) What is the initial temperature of the bar? _____
- b) What is the temperature after 40 seconds? _____
- c) At what time was the bar at 20°C? _____
- 11) Two numbers add up to make 15 and multiply together to make 54. What are the two numbers. _____

- 12) Shade in this shape so that the arrow is a line of reflection

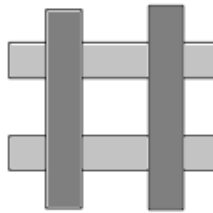


- 13) In a pond of 20 fish, 4 are striped and 45% are gold fish. _____
- a) What percentage of the fish have stripes? _____
- b) How many of the fish are goldfish? _____
- c) How many fish were neither striped nor goldfish? _____

14) Which of these shapes can be folded up to make a cuboid?



15) This shape is made of 4 rectangles, each of which is 14cm long and 3cm wide. Calculate the total shaded area.



16) Write down a fraction between 0.8 and 85%

17) £200 is shared between three people in the ratio 2 : 3 : 5. How much does each person get?

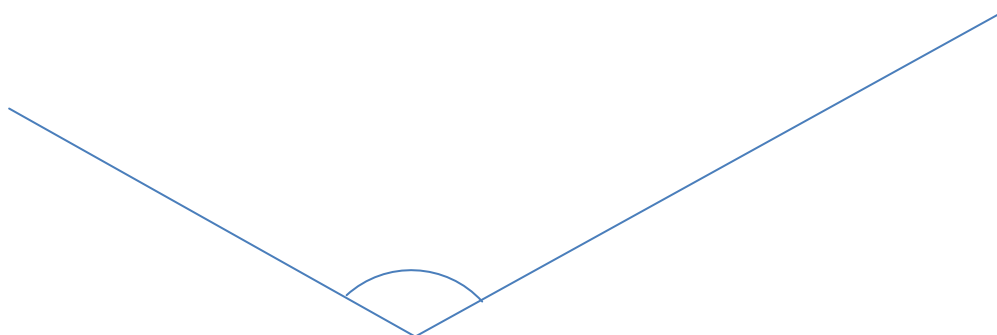
18) Write down the next number in these sequences

a) 3 6 12 24 48 _____

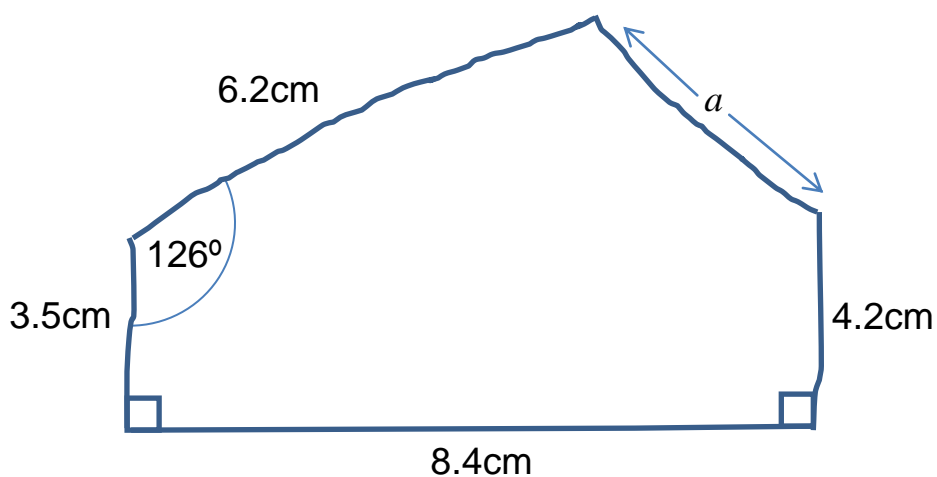
b) 14.8 14.6 14.4 14.2 14.0 _____

19) How many buckets which hold 8 litres each can you fill from a barrel which holds 120 litres? _____

20) a) Measure the size of this angle.



b) Make an accurate drawing of this shape using a ruler and protractor and then measure the length marked a .



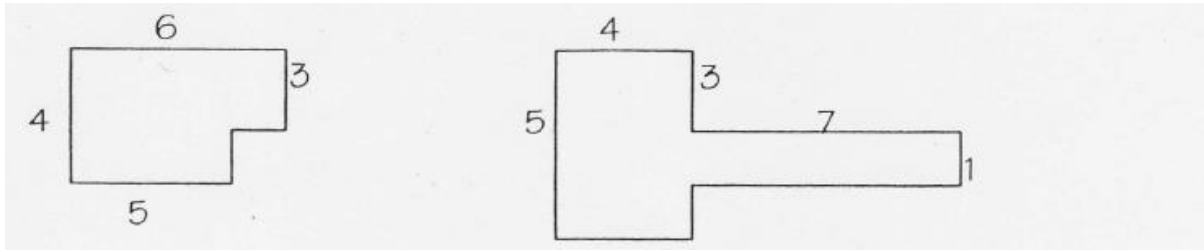
20) Fill in the boxes

$$\square - 235 = 187$$

$$\frac{1}{\square} + \frac{3}{4} = 1\frac{1}{4}$$

21) I was climbing a vertical cliff face.
I started 12 metres above the ground and climbed up 23 metres, then down 31 metres and finally up again 17 metres.
How high was I then above the ground?

22) What is the perimeter and area of these shapes?



23) Lydia thought of a number. She added 6 and then multiplied by 7. Her answer was 77.

What was the number she thought of?

24) 60 students visited different countries last summer.

The table below shows some information about these students. Complete the table.

	France	Germany	Spain	Total
Female			9	34
Male	15			
Total		25	18	60

Non-Verbal Reasoning

This is a multiple-choice test and the time allowed for this paper is 30 minutes.

Verbal Reasoning

This is a multiple-choice test and the time allowed for this paper is 50 minutes.

Practice papers are only issued to applicants registering for the I I+ entrance exam.