

English Entry Assessment

Name Date Score

Time: about 60 minutes. Answer all questions. Read the passage twice. When analysing language, always name the technique, embed a short quotation and explain its effect on the reader. Aim for precise, developed points. You have 60 minutes. Marks are shown in brackets. Show your working where you can. Marks for each question are shown in brackets, like [2]. Total marks: **41**.

READ THIS, THEN ANSWER THE QUESTIONS

They called him the Clockmaker, though no one in the village had ever seen him mend a single clock. He kept his shutters closed against the daylight and his lamp burning against the dark, so that his window glowed at all hours like a single stubborn eye that refused to sleep. Children dared one another to knock at his door and then fled before the echo had finished, half-hoping, half-terrified, that it might open. When at last it did open, on a wet November evening, it was not a child who knocked but a stranger in a grey coat, and the Clockmaker, who had not spoken to another living soul in years, found that his voice came out rusted, like a hinge long left to the weather. Afterwards, the villagers would argue about what had passed between the two men, but the truth, like the Clockmaker himself, kept its shutters firmly closed.

- 1 Find and copy a phrase that shows the Clockmaker avoided the outside world. [1]

RETRIEVAL

- 2 Analyse the simile 'like a single stubborn eye that refused to sleep'. What does it suggest about the Clockmaker and his house? [3]

LANGUAGE ANALYSIS - SIMILE / PERSONIFICATION

- 3 'half-hoping, half-terrified'. Explain how this phrase captures the children's feelings, and comment on the writer's use of structure here. [3]

ANALYSIS - CONTRAST / STRUCTURE

- 4 The writer describes the Clockmaker's voice as coming out 'rusty, like a hinge long left to the weather'. Analyse the effect of this extended comparison. [4]

LANGUAGE ANALYSIS - EXTENDED METAPHOR / SIMILE

- 5 How does the writer create a sense of mystery around the Clockmaker throughout the passage? Make two developed points with evidence. [4]

ANALYSIS - WRITER'S CRAFT / WHOLE-TEXT

- 6 Comment on the effect of the final sentence, especially the repetition of the 'shutters' image. Why might the writer end this way? [3]

STRUCTURE / MOTIF

- 7 Identify the literary technique where a non-human thing (like the house or the truth) is given human qualities, and find one further example of it from the passage (other than those already discussed). [2]

TERMINOLOGY

- 8 Rewrite this sentence using a semicolon to join the two independent clauses correctly: 'The lamp burned all night. The Clockmaker never slept.' [2]

PUNCTUATION - SEMICOLONS

- 9 Identify the tense and voice (active or passive) of this sentence: 'The door had been locked by the Clockmaker for years.' [2]

GRAMMAR - TENSE AND VOICE

- 10 Insert the correct punctuation into this sentence: the stranger asked is anyone there but no one answered [2]

PUNCTUATION - DIRECT SPEECH / QUESTIONS

- 11 Explain the difference in meaning between 'The Clockmaker, who rarely spoke, opened the door' and 'The Clockmaker who rarely spoke opened the door'. Name the grammatical reason. [2]

GRAMMAR - RELATIVE CLAUSES (DEFINING VS NON-DEFINING)

- 12 Choose the word whose meaning is closest to 'reticent': (a) talkative (b) reserved (c) cheerful (d) careless. Then use 'reticent' correctly in a sentence of your own. [2]

VOCABULARY - ADVANCED

- 13 Rewrite this sentence to remove the ambiguity, and explain what was unclear: 'The stranger told the Clockmaker that he had made a terrible mistake.' [2]

GRAMMAR - PRONOUN AMBIGUITY

- 14 A writer wants the reader to feel sympathy for a lonely, isolated character WITHOUT stating directly that the character is sad. Explain TWO techniques they could use to achieve this, with examples. [4]

WRITING TECHNIQUE - 'SHOW NOT TELL'

- 15 Write the opening of a short story (4-5 sentences) introducing a mysterious character whom the reader does not fully understand. You must use: one extended metaphor or simile, deliberate withholding of information to create intrigue, and at least one complex sentence with correct punctuation. [4]

WRITING TECHNIQUE - CHARACTERISATION AND INTRIGUE

End of assessment. Hand your paper back when you are finished. Well done!