1.28-3 Creative Writing Focus Set 3: Test Pack

GL ASSESSMENT / CSSE 11+ Entrance English (GL Assessment / CSSE style) · about 30 minutes

Total Marks

Name: _____ Date: ____ / ____ / _____

Answer ALL questions.

1 The passage below is written as one long run-on sentence, joined incorrectly by commas (comma splices). Rewrite it correctly, using a mixture of full stops and at least ONE semicolon OR at least ONE subordinating conjunction to fix the punctuation. Do not change the content or the order of ideas: 'The coach pulled up outside the museum, everyone rushed to get their bags, Mr Owusu-Adjei counted the class twice, he was worried someone had been left behind, the doors of the museum were huge and made of dark wood, they creaked when the guide pushed them open, inside the air smelled of polish and old paper, nobody spoke for a moment, it felt like stepping into another century.'

(6)

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2 The words 'nice', 'said', 'big' and 'walked' are used in the short passage below. Replace EACH one with a more precise, context-appropriate alternative. Do not change any other words: 'It was a nice morning. "Come on," said Grandad. We walked to the big oak tree at the end of the lane.'

(a) Replace 'nice'. **(1)**

(b) Replace 'said'. **(1)**

(c) Replace 'walked'. **(1)**

(d) Replace 'big', AND check that all four of your replacement words together keep a consistent, natural tone across the whole passage. **(2)**

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3 For each subject below, write ONE original simile and ONE original metaphor. Your images must be fresh: do not use well-known comparisons such as 'as brave as a lion' or 'time is money'.

(5)

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4 Below are the topic sentences that open three consecutive paragraphs describing a school sports day. As currently written, they do not link together. The first is done for you: 'The sports day started at nine o'clock.' Rewrite sentences 2 and 3 below (keeping their main content) so that each uses a cohesive device, such as a time connective or a reference back to the paragraph before, to link clearly to what came before it.

(a) Sentence 2: 'There was a long jump competition.' **(2)**

(b) Sentence 3: 'The prize-giving happened at the end.' **(2)**

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5 Before writing a story titled 'The Last Delivery', complete the five-box planning grid below. Write brief notes (not full sentences) for each stage of the story.

(a) Opening: introduce the character and setting. **(1)**

(b) Build-up: something starts to go wrong or feel strange. **(1)**

(c) Climax: the most dramatic moment of the story. **(1)**

(d) Resolution: how the immediate problem is sorted out. **(1)**

(e) Ending: how the story finishes, AND briefly explain why your five notes fit together as one connected story (not five separate ideas). **(2)**

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6 The three sentences below all start with 'The'. Rewrite each one using the opener type stated in brackets. You may reorder the information, but you must not lose any of it.

(a) The dog ran across the field, barking loudly. (Rewrite using an -ing opener, e.g. 'Barking...') **(1)**

(b) The rain hammered against the window all night. (Rewrite using an adverb opener, e.g. 'Relentlessly,...') **(1)**

(c) The children hid behind the wall when the alarm sounded. (Rewrite using a preposition opener, e.g. 'Behind...') **(1)**

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7 The passage below is set in an abandoned funfair at night. Add ONE precise word to each gap to build an eerie atmosphere. Write only your chosen word for each gap, not the whole sentence.

(a) 'The rusted carousel turned with a ____ that echoed across the empty field.' (an onomatopoeic sound word) **(1)**

(b) 'Strings of fairy lights hung ____, some still flickering weakly.' (a precise visual detail) **(1)**

(c) 'Somewhere in the dark, a gate ____ against its rusted hinges.' (an onomatopoeic sound word) **(1)**

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Mark scheme · 1.28-3 Creative Writing Focus Set 3: Test Pack

Question 1

'The coach pulled up outside the museum' and 'everyone rushed to get their bags' correctly separated (full stop, or accurately joined with a conjunction) cao **B1**

'Mr Owusu-Adjei counted the class twice' and 'he was worried someone had been left behind' correctly separated or accurately joined (e.g. with 'because') cao **B1**

'the doors of the museum were huge and made of dark wood' correctly separated from the surrounding text cao **B1**

'they creaked when the guide pushed them open' correctly separated, with the subordinating conjunction 'when' retained and accurately punctuated cao **B1**

'inside the air smelled of polish and old paper' and 'nobody spoke for a moment' correctly separated cao **B1**

no comma splices remain anywhere in the passage, AND at least one semicolon or subordinating conjunction is used correctly somewhere in the response cao **B1**

Answer: The coach pulled up outside the museum. Everyone rushed to get their bags. Mr Owusu-Adjei counted the class twice because he was worried someone had been left behind. The doors of the museum were huge and made of dark wood; they creaked when the guide pushed them open. Inside, the air smelled of polish and old paper. Nobody spoke for a moment. It felt like stepping into another century.

Question 2

(a) a more precise adjective describing the morning, e.g. crisp, bright, mild, fresh oe **B1**

(a) Answer: crisp / bright / mild

(b) a more precise speech verb fitting an encouraging, slightly impatient tone, e.g. urged, called, chivvied oe **B1**

(b) Answer: urged / called

(c) a more precise verb of movement fitting a relaxed morning walk, e.g. strolled, ambled, wandered oe **B1**

(c) Answer: strolled / ambled

(d) a more precise adjective describing the oak tree, e.g. ancient, towering, sprawling oe **B1**

(d) all four replacement words together read naturally as one consistent passage, with no jarring shift in register or formality oe **B1**

(d) Answer: ancient / towering

Question 3

an original simile for 'fear', grammatically correct (using 'like' or 'as'), that fits the connotations of fear oe **B1**

an original metaphor for 'fear', stated directly (X is Y, or an equivalent construction), that fits the connotations of fear oe **B1**

an original simile for 'a busy road', grammatically correct, that fits the connotations of a busy road oe **B1**

an original metaphor for 'a busy road', stated directly, that fits the connotations of a busy road oe **B1**

none of the four images is a well-known cliche, and all four are apt to their subject cao **B1**

Answer: Fear (simile): Fear crept over her like cold water seeping into a shoe. Fear (metaphor): Fear was a fist closing slowly around her chest. A busy road (simile): The traffic moved like a line of ants refusing to break formation. A busy road (metaphor): The road was a river of metal, never once running dry.

Question 4

(a) the sentence retains its original core content (a long jump competition takes place) oe **B1**

(a) a genuine cohesive device links the sentence to the sports day starting (e.g. a time connective, or reference back to the start of the day) oe **B1**

(a) Answer: An hour after the opening whistle, the long jump competition began on the far side of the field.

(b) the sentence retains its original core content (a prize-giving takes place at the end of the day) oe **B1**

(b) a genuine cohesive device links the sentence to earlier events (e.g. echoed vocabulary, a time connective, or reference to the competitions already described) oe **B1**

(b) Answer: Once every event, including the long jump, had been completed, the whole school gathered for the prize-giving.

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Question 5

(a) relevant, specific notes introducing a character and setting, consistent with the title oe **B1**

(a) Answer: Jozef delivers parcels on his bike after school; tonight's last address on his list does not seem to exist.

(b) relevant notes showing an early sign of the coming problem, consistent with the story idea oe **B1**

(b) Answer: The address leads to a boarded-up shop; a light is on inside even though the shutters look untouched in years.

(c) relevant notes describing the most dramatic moment, directly connected to the earlier build-up oe **B1**

(c) Answer: Jozef knocks and the shutter rises on its own; inside, an old woman is waiting for a parcel addressed to someone who died thirty years ago.

(d) relevant notes showing the immediate problem being resolved, consistent with earlier stages oe **B1**

(d) Answer: Jozef hands over the parcel anyway; the woman thanks him quietly and the shutter comes down again before he can ask any questions.

(e) relevant notes providing a sense of ending or reflection, consistent with the rest of the plan oe **B1**

(e) a brief, valid explanation of how the five stages connect into one logical story arc, referring to at least two of the earlier stages oe **B1**

(e) Answer: Ending: Jozef checks the delivery firm's records the next day and finds the shop was demolished decades ago, and he never takes that route again. Why it connects: the strange light in stage 2 sets up the impossible shop in stage 3, and the woman's calm thanks in stage 4 makes the ending's discovery (that the shop cannot really exist) feel unsettling rather than random.

Question 6

(a) correct -ing opener (present participle) used at the start of the sentence, grammatically accurate, retaining both the running and the barking oe **B1**

(a) Answer: Barking loudly, the dog ran across the field.

(b) correct adverb opener used at the start of the sentence, followed by a comma, grammatically accurate, retaining all original information oe **B1**

(b) Answer: Relentlessly, the rain hammered against the window all night.

(c) correct preposition opener used at the start of the sentence, grammatically accurate, retaining all original information oe **B1**

(c) Answer: Behind the wall, the children hid when the alarm sounded.

Question 7

(a) any onomatopoeic word suggesting an unpleasant grinding, creaking or whining sound, fitting the sentence grammatically oe **B1**

(a) Answer: screech / groan / creak / whine

(b) any precise visual word suggesting disorder or decay (e.g. tangled, broken, sagging), fitting the sentence grammatically oe **B1**

(b) Answer: tangled / broken / sagging

(c) any onomatopoeic word suggesting a creaking or grating sound, fitting the sentence grammatically oe **B1**

(c) Answer: creaked / groaned / screeched

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