

ENTRY EXAM FOR INTERNATIONAL SECTION

Non-fiction example of text & questions

A Racing Legend

2020 was quite a year for British motor-racing driver, Lewis Hamilton. He equalled the record of seven World Drivers' Championship titles held by sport legend Michael Schumacher, attained the most wins overall in the sport, was voted Sport's Personality of the Year and was **awarded** a Knighthood.

Success might have been written in the stars for the boy, born to a mixed race, working class family in January 1985, for Lewis Carl Hamilton was named after Olympic athletics **icon**, Carl Lewis. At the age of five, his father bought him a radio-controlled car, and, at six, as a Christmas present, a go-kart. Lewis's path was set.

Hamilton began karting in 1993 and he quickly won races and championships. His father promised to support his racing career as long as he worked hard at school. He took redundancy from his job in IT, and worked on up to four jobs at a time to finance Lewis's karting club membership and to enable him to follow his dream.

In 1995, at only 10 years old, Lewis became the youngest winner of the British Cadet Kart Championship against adult competition. Approaching the McLaren Formula One team boss for an autograph during the awards ceremony, Lewis announced: "Hi. I'm Lewis Hamilton. I won the British Championship and one day I want to be racing your cars." **Memorably**, the boss wrote "Phone me in nine years, we'll sort something out then." as he signed his name in the book. Sure enough, less than three years later, Lewis was signed by McLaren to their Young Driver Support Programme and became a Formula One driver in 2007.

Now worth over \$285 million, Lewis has other goals to achieve. Hamilton recognises he is a role model and the **influence** and responsibilities that come with it. He is far broader than a driver in Formula One, with opinions about the environment, animal welfare, young people, fashion and music.

As a black person, Lewis has faced racist abuse since his earliest years. At five, he took up karate to defend himself from school bullies. At the start of his Formula One career, Lewis said that he "tried to ignore the fact that I was the first black guy ever to race in the sport" but later stated that he had "grown to appreciate the implications." In May 2020, after the death of George Floyd and the Black Lives Matter Movement, Lewis wrote "The way **minorities** are treated has to change, how you educate those in your country about equality, racism, classism and that we are all the same. We are not born with racism and hate in our hearts, it is taught by those we look up to."

"Lewis is a true hero. What he has achieved, both in and out of sport, is **phenomenal**," Formula One bosses announced as they congratulated him on his 2020 success. We can only agree.

Examples of questions that could be asked. (Teachers would choose from the list.)

FACT FINDING

1. In which sport does Lewis Hamilton compete?
2. Why was 2020 a good year for Lewis Hamilton? Give an example.
3. What early event helped to form Lewis's interest in his sport?
4. In which TWO ways did Lewis's father help him to achieve his dream?
5. What TWO things were remarkable about Lewis's competition win in 1995?

INFERENCE

1. Do you think that Lewis's parents hoped he would be good at sport? Explain your answer.
2. What evidence is there in the text to show that Lewis was confident and motivated about what he wanted to do when he grew up?
3. Was it easy for Lewis to become successful in his sport? Give examples.
4. How did Lewis react to being the first black person to compete in his sport?

VOCABULARY

The teacher will read a word and will then read a sentence which puts it in context. Pupils should demonstrate they understand the word's meaning by either giving a precise synonym or by explaining it.

EASIER

1. **awarded** - "he was awarded a Knighthood"
2. **icon** - "Olympic athletics icon, Carl Lewis"
3. **influence** - "Hamilton recognises he is a role model and the influence and responsibilities that come with it."

HARDER

4. **memorably** - Memorably, the boss wrote "Phone me in nine years, we'll sort something out then."
5. **minorities** - "The way minorities are treated has to change."
6. **phenomenal** - "What he has achieved both in and out of the sport is *phenomenal*."

DISCUSSION

1. Why do you think that racism continues to be such a problem in our society, and how can we change this?
2. Lewis Hamilton's story is inspirational. What do we learn from him about how to be a good citizen?

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Fiction example of text & questions

A Sudden Disturbance

It was a clear, moonlit night; the shadow of the church, and, beyond it, the long, pointed, **steeple**, stood out dark and sharp on the glistening grass of the square. Every object could be **distinguished** almost as clear as day. But, as far as the eye could reach, there was no sign of a living soul.

A little stone hut, a poky sort of place, was tucked beside the wall of the church. This was where the church sacristan slept (such was the way of things in the seventeenth century.)

Suddenly awoken by a confusion of shouting, he sat up, sprang hastily out of bed, opened the lattice of his little window, thrust out his head with **half-glued** eyes, and said, "What's up?"

"Quick! Ambroglio! HELP! People in the house!" came a call.

"Coming right away," he answered, pulled in his head and shut the window.

Though half asleep and more than half scared, he thought of a way to give even more help than he was asked, without getting himself involved, whatever the problem might be. **Grabbing** his trousers from his bed and the church keys, and tying a gown quickly about his nightshirt, he rushed to the bell tower. Seizing the rope of the bigger of the two bells, he rang out an alarm.

Ton, ton, ton, ton. Across the square, and beyond, over neighbouring fields, the population started up in bed, listened, and jumped to their feet.

"What is it? What is it? The alarm bell! Fire? Thieves? Bandits?"

The cowardly went back under their bed-clothes. The braver and more **inquisitive** went down to get their pitchforks and rifles, and hurried off towards the noise. Others stayed to wait and see.

Within a few minutes, a stream of people began running into the square, swelling in volume every moment. They looked into each other's faces. Everyone had a question to ask. No one had an answer to give. The first arrivals ran to the church door – it was locked. Then they ran to the outside of the bell tower. One of them put his mouth to a window, and shouted in "What is it?"

On hearing a familiar voice, Ambroglio let go of the rope, and, assured by the **buzz** that there was a big crowd, answered, "Just coming to open up." He hastily slipped on his trousers, went inside to the church door and opened up.

"What's all the row about? What is it? Where is it? Who is it?"

Examples of questions that could be asked. (Teachers would choose from the list.)

FACT FINDING

1. What makes the grass of the square glisten?
2. What sort of a night is it?
3. Where does Ambroglio live?
4. What is Ambroglio's job?
5. Why is Ambroglio woken up?
6. What does Ambroglio do before he leaves the stone hut?

INFERENCE

1. What sort of help do the villagers seem to imagine that they need to give? How do you know?
2. What is Ambroglio's reason for ringing the bell?
3. Not all the people who hear the bell come to help. Why is this?
4. What kind of a person do you understand Ambroglio to be? Use examples from the text.

VOCABULARY

The teacher will read a word and will then read a sentence which puts it in context. Pupils should demonstrate they understand the word's meaning by either giving a precise synonym or by explaining it.

EASIER

1. **half-glued** - "He thrust out his head with half-glued eyes."
2. **grabbing** - "Grabbing his trousers from his bed and the church keys..."
3. **buzz** - "assured by the buzz that there was a big crowd."

HARDER

4. **steeple** - "...the shadow of the church, and, beyond it, the long, pointed, steeple stood out dark and sharp..."
5. **distinguished** - "Every object could be distinguished almost as clear as day."
6. **inquisitive** - "The braver and more inquisitive went down to get their pitchforks and rifles..."

DISCUSSION

1. How would you have acted in Ambroglio's place? Explain your point of view. Try to give a full answer.
2. How would you have acted as one of the villagers? Explain your point of view. Try to give a full answer.