



KCDDS Sample Entrance Exam

Exam Sections:

PART 1-5

1. **Infographic Response – "Healthy Habits for a Better Life"**
2. **Non-Fiction Response – "The Power of Daily Routines"**
3. **Short Story Response – "The Change in Charlie"**
4. **Personal Response Paragraph**

Allotted Time for Parts 1-4: 60 minutes

5. **Interview**

PART ONE: "Healthy Habits for a Better Life"

Read the infographic titled, "Healthy Habits for a Better Life" and circle the best answer from the information.



A. Multiple Choice

- 1. What is one benefit of having a regular sleep schedule?**
 - A) You can stay up later at night.
 - B) You feel more tired during the day.
 - C) You have more energy and focus.
 - D) You eat more junk food.

- 2. What is a good habit to improve your health?**
 - A) Drinking lots of soda and juice drinks.
 - B) Watching TV and playing video games all day.
 - C) Eating fruits and vegetables.
 - D) Skipping breakfast.

- 3. Why is it important to exercise regularly?**
 - A) It makes you sleepy.
 - B) It helps keep your body strong and healthy.
 - C) It gives you more screen time.
 - D) It helps you eat more.

- 4. What is NOT a recommended habit for a healthy lifestyle?**
 - A) Getting enough sleep each night.
 - B) Eating diets high in fibre and protein.
 - C) Playing video games all night.
 - D) Going for a walk or riding a bike.

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B. Short Answer

Read the infographic titled, “*Healthy Habits for a Better Life*” and write answers in complete sentences based on the images and information.

1. Why is it important to eat healthy food every day? (2)

2. List three things you can do to be healthy or to improve your health. (2)

3. Why should students have a consistent routine on school days? (3)

4. Name one healthy habit you want to improve and explain why. (3)

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PART TWO: "The Power of Daily Routines"

Read the non-fiction text that describes the importance of daily routines and respond to each question by circling the correct answer.

The Power of Positive Daily Routines

Haruka is a Grade 9 student who dreams of studying at a British Columbia Offshore high school in Japan. Every morning, she follows a simple routine. When her alarm rings at 6:30 am, she gets up and makes her bed. After some gentle stretches and exercises, she eats a healthy breakfast of eggs, fruit and cereal at 7:00 am. Then she rides her bike for 12 minutes to the station and she takes the train each day at 7:40 am to arrive at school by 8:15 am. Starting her day with these same steps makes Haruka feel calm and organized. Her routine gives her a sense of predictability and control, which reduces her stress and helps her be more prepared for school each day.

At school, Haruka feels awake and energized because she was well-rested the night before after sleeping for 8 hours. She listens to teachers carefully in class and finishes her work on time. After school at 3:30 pm, she takes the Kentetsu train home and has a light snack before starting her study time at 4:00 pm. Next, she works on math until 4:30 pm and then studies English from 4:40 to 5:30. Haruka enjoys having dinner with her family at 6:00 pm. Each night, she writes her homework and test deadlines and dates in a planner, so she doesn't forget anything. Having a regular study time helps Haruka manage her time and to stay focused, while still leaving space in her day to relax and have fun.

In the evening, Haruka winds down by listening to music, reading or talking with her friends and family. She turns off her phone and computer by 9:00 pm to give her brain time to rest. By 9:30, she brushes her teeth and prepares her clothes, her lunch, and school bag for the next day. She is in bed by 10:00 pm. Going to sleep at the same time each night helps her wake up feeling refreshed and ready for another successful day.

After several months of following her routine, Haruka notices how positive and strong that she feels. She is not stressed, has increased confidence, and is consistently focused in class. She feels happy and her mood is mostly positive. Her test scores continue to improve, and she often feels proud of her progress. Most importantly, her routine supports her long-term goal of studying at a British Columbia Offshore School in Japan. With clear structures throughout her day, Haruka feels balanced—she has the energy and time required for success at school,

while being able to enjoy her hobbies and friends, and get plenty of rest. Her experience shows how powerful daily routines can be for students who want to succeed in school and in life.

A. Multiple Choice

1. **What is a benefit of having a morning routine?**
 - A) You can sleep all day.
 - B) You start your day in a calm and organized way.
 - C) You skip your homework.
 - D) You miss breakfast.

2. **How can routines help reduce stress?**
 - A) They make life more confusing.
 - B) They create a sense of control and order.
 - C) They make you late for school.
 - D) They make you forget your goals.

3. **Why are routines helpful for students?**
 - A) They help students remember to play more.
 - B) They help students stay focused and manage time.
 - C) They help students avoid school.
 - D) They make students tired.

4. **What is NOT a reason to follow a routine?**
 - A) It helps build good habits.
 - B) It supports your goals.
 - C) It makes you feel bored all the time.
 - D) It gives you structure.

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B. Short Answer

Using your own experiences, and the information that you have learned from reading the texts, and reviewing the infographic, answer each question by writing 2-3 well-written sentences.

1. Give two reasons why a routine can help students be successful. (2)

2. Name three things you can include to improve your evening routine. (2)

3. Why is it beneficial to plan and organize your time throughout the day? (3)

4. Think of your own routine. How does it help you stay organized and reduce stress? (3)

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PART THREE: "The Change in Charlie"

Read the short story below and then answer the questions.

The Changes in Charlie

Charlie used to feel tired every day. He would stay up late playing video games and often forgot to do his homework. In the morning, he sometimes rushed out the door without eating breakfast. At school, he felt sleepy and couldn't focus in class. His backpack was full of crumpled papers, and he usually forgot what homework was due the next class. Charlie didn't like school very much and he often felt stressed and overwhelmed.

One day, his teacher, Ms. Lee, asked to speak with him after class.

"Charlie," she said kindly, "I can see you're struggling. What's going on?"

Charlie shrugged. "I don't know. I'm just tired all the time. I can't seem to catch up on my schoolwork."

Ms. Lee smiled. "What if we made a small plan together for you to follow? Just a few changes might help you feel better and improve your learning and achievement in school."

Charlie agreed, even though he wasn't sure it would work. Ms. Lee helped him make four small goals to follow: go to bed earlier, eat breakfast, use a planner to stay organized, and make a study routine each night.

That night, Charlie turned off his video game at 9:00 p.m. and got ready for bed. He read a book for a few minutes and fell asleep before 10:00. The next morning, he woke up feeling more rested. He made toast and eggs for breakfast and packed a snack of apples, oranges, and nuts for later. At school, he had more energy and felt more awake than usual.

He started writing his homework and test dates in a planner that Ms. Lee gave him. Every day, he checked it and made a to-do list. He also began studying a little every night instead of cramming for everything the night before a test. At first, it was hard to remember all the changes, but Ms. Lee encouraged him to keep going.

After two weeks, Charlie noticed a big difference. He felt less stressed, and his grades started to improve. He even had more energy and time, so that he could go outside and play basketball after finishing his homework earlier.

One day, his friend Jake said, “Hey, Charlie, you’ve been doing great in class lately. What’s your secret?”

Charlie grinned. “It’s not really a secret. I just started following a routine to change my habits - I sleep more, I eat a healthy breakfast, I write things down, and I study a little bit each night.”

Jake nodded in agreement. “Maybe I should try that too.”

By the end of the term, Charlie had improved his marks in all his subjects. He still played video games, but only after completing his homework, and not too late at night. He felt proud of himself, and he was happier at school. He even helped his younger sister make her own study schedule.

Charlie learned that small changes in your daily habits can make a big difference in your quality of life. Now, he looks forward to school, feels healthier, and knows how to effectively manage his time. Whenever he feels overwhelmed, Charlie remembers what Ms. Lee told him: “Start small. Do one thing at a time. Keep going-don’t give up. You’ve got this.”

A. Multiple Choice

- 1. Why did Charlie struggle with school at the beginning of the story?**
 - A) He was too tired in the mornings.
 - B) He didn’t like his teachers.
 - C) He wanted to play video games all day.
 - D) He had too many friends.

- 2. What helped Charlie start to change his habits?**
 - A) A teacher gave him more homework.
 - B) A friend showed him a new schedule.
 - C) He started going to bed later.
 - D) He skipped school more often.

3. **What surprised Charlie after changing his routine?**

- A) He had more free time and better grades.
- B) He was more tired than before.
- C) He didn't have time for video games.
- D) He forgot his homework more often.

4. **What did Charlie learn by the end of the story?**

- A) Routines are boring.
- B) Habits don't make a difference.
- C) A good routine can improve your life.
- D) Studying is not important.

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B. Short Answer

1. What was Charlie's biggest problem at the start of the story? (2)

2. What was one big change Charlie made in his life? (2)

3. What event showed Charlie that his new routine was working? (3)

4. Do you think Charlie will continue his routine? Why or why not? (3)

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Interview Rubric

Descriptor	Indicators
10 points	Strong ability to understand and analyze images and spoken English. Speaking is fluent, clear, and grammatically correct with strong vocabulary and pronunciation. The student is able to self-correct.
8 points	Comprehends most oral questions and visual materials with minor misunderstanding. Speaking is generally clear, with some minor grammatical and/or pronunciation errors. May hesitate at times but is generally able to self-correct.
6 points	Understands the main idea of the oral questions and visual materials but struggles with nuance and specific details. Speaking is generally comprehensible but includes frequent grammatical errors, pronunciation errors, and/or long hesitations. Answers are generally related to the question but may be basic and/or single words. Rarely able to self-correct.
4 points	Struggles to comprehend the oral questions and/or visual materials presented during the interview. Speaking is disorganized, includes numerous grammatical errors, pronunciation errors, and requires effort to understand. Answers are sometimes on topic but are frequently very simple and/or single words. Some questions may be unanswered. Unable to self-correct.
2 points	Significant difficulties in comprehending the oral questions and/or basic instructions. Speaking is largely incomprehensible due to poor grammar, vocabulary, and pronunciation issues. The answers tend to be off-topic or single words. Many questions are left unanswered. Unable to self-correct.