

ENGLISH PAPER MAIN TEST 1 FOR 2016 ENTRY

Name:

Candidate Number:

Primary School:

Boy or Girl:

Date of Birth:

Today's Date:

Test Taken At:

READ THE FOLLOWING CAREFULLY:
 This test consists of three parts:
 ● A COMPREHENSION (30 minutes plus 10 minutes reading time)
 ● APPLIED REASONING QUESTIONS (10 minutes)
 ● CONTINUOUS WRITING (20 minutes)
 TOTAL TIME: 1 hour 10 minutes
AFTER THE FIRST 10 MINUTES YOU DO NOT NEED TO WAIT TO BE TOLD TO CARRY ON TO THE NEXT SECTION.

1. Do not open this booklet until you are told to do so.
2. Inside the booklet is a separate passage. Read the passage and questions carefully when you are told to do so. **You have 10 minutes.**
 Then answer the questions in the booklet.
3. Think carefully about the passage and its meaning.
4. Work quickly but carefully through the questions.
5. The number of marks available for each section is indicated in the right hand margin.
6. Incorrect spelling and grammar will be penalised.
7. Punctuation should be clear and exact.
8. Where you are asked to choose between a number of responses choose always the most appropriate response.
9. If you finish with time to spare please remember to check your work.
10. **Once the test has begun you should not ask questions about the test.**

NOT TO BE FILLED IN BY PUPIL		
PAGE	SCORE	
	R	W
1 (7)		
2 (8)		
3 (15)		
4 (6)		
5 (4)		
6 (5)		
TOTAL (45)		
INITIALS OF MARKER(S)		

REMEMBER: this is not a test of memory. You can look back at the passage to check your answers as many times as you want.

SECTION ONE

Please do not write in this space

1. "...ways of living" as used in the first sentence means...
(Tick **one** box only.)

1 mark

- A. Roads to other places
- B. Things to do
- C. Types of paid work
- D. Sorts of housing
- E. Collecting-points for tools

2. What needs (lines 2-3) might be supplied by...

2 marks

The church?

.....

The pub?

.....

3. Which two adjectives in paragraph 2 (lines 4-11) tell us that the children's knowledge of geography and history was unclear?

2 marks

.....

.....

4. Look again at paragraph 2 (lines 4-11). Which **two** of the following are true? (Tick only **two** boxes.)

2 marks

- A. The schoolchildren did not want to learn much
- B. The village school provided a lot of instruction
- C. The village school taught field and factory work
- D. All the schoolchildren lived nearby
- E. Some of their grandparents never went to school

R
W
(7)

Please do not write in this space

5. Which **two** of the following best explain why, according to the writer, the school was “packed...to the walls”? (line 13) (Tick only **two** boxes.)

2 marks

- A. Four-year-olds went to school.....
- B. The wild boys and girls attended regularly
- C. The law said that everyone had to go to school.....
- D. Children came for the food
- E. Parents were having a lot of children at that time

6. How do we know that Laurie (the writer) did not expect to go to school on that first day? Give **one** reason. Write a complete sentence.

2 marks

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7. Line 32: “I felt this was overdoing it rather...”
In a sentence, explain as clearly as you can what Laurie thought about his sisters’ statement in the previous two lines.

2 marks

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8. Laurie refers to boots, stockings, trousers and skirts (lines 34-35). In a sentence explain why he refers to these items of clothing instead of the children wearing them.

2 marks

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R
W
(8)

Please do not write in this space

9. Look at the section from "The playground roared..." (line 33) to the end of the paragraph (line 38). In what way does the writer make his experience seem particularly uncomfortable? (Tick **two** boxes.)

2 marks

- A. He makes the girls' hair sound startling.....
- B. He was on his own.....
- C. He looks at the experience from both sides
- D. We see it from his point of view
- E. He describes the old clothes the children wore

10. In line 39 Laurie says that he was rescued by a "gracious lady".

2 marks

What does he mean by "gracious"?.....

.....

Why is it a little strange that he calls her a "lady"?.....

.....

11. Select from the passage **one word** which most closely corresponds in meaning to the word on the left. The line numbers on the right show where in the passage the word is to be found.

9 marks

	Word from passage	Look in lines
A. teaching	4 - 6
B. muddled	7 - 10
C. smells	13 - 16
D. faced	16 - 18
E. mob	33 - 36
F. tweaked	36 - 40
G. simmering	39 - 41
H. hard-hearted	49 - 52
I. timid	58 - 62

12. In one or two sentences explain why Laurie was confused about "the present" (lines 42-48).

2 marks

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(15)

R
W

Please do not write in this space

13. Between line 56 and the end of the passage there is an instance of Laurie speaking in incorrect English.

a) Write down the incorrect expression he uses, and, underneath it, write down what, according to usual teaching, it should be.

2 marks

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b) Very briefly explain why the writer has included this and other incorrect expressions.

1 mark

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14. Look at the section from lines 49-61.

3 marks

Mention **two** things that Laurie did which showed that he became more confident in school than he was on the first day.

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R
W
(6)

Please do not write in this space

15. (a) Why did Laurie think that his teacher was wearing a wig?
(lines 53-64).

3 marks

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(b) Was she, in fact, wearing one?

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.....

(c) When he says in line 57 that he was too “soft-hearted” to tell her, what **one** word could replace “soft-hearted”?

.....

16. “But after a week I felt like a veteran...” (line 49). Choose **one** of the following which seems to you to describe best how he felt.

1 mark

- A. He seemed to have grown much older.....
- B. He would have liked to look after animals.....
- C. He felt like a soldier.....
- D. He was no longer frightened by school.....

GO TO NEXT PAGE FOR APPLIED REASONING QUESTIONS.

R
W
(4)

SPEND ABOUT 10 MINUTES ON THIS SECTION.

SECTION TWO

Please do not write in this space

APPLIED REASONING (You should spend about 10 minutes on this section)

Complete the words by placing consecutive letters in the gap.

For example:

s() () rkel *should be completed* s(n)(o)rkel

Question 1

1 mark

c() () le

Question 2

1 mark

ma() () e

Question 3

1 mark

duc() () ing

The first repeated word in each set can be completed in two different ways.

The letters used to complete the first word may then be placed to complete the second word.

For example:

a() ert a() ert () e () er

should be completed a(v)ert a(l)ert (l)e(v)er

Question 4

1 mark

g() ade g() ade pea() ()

Question 5

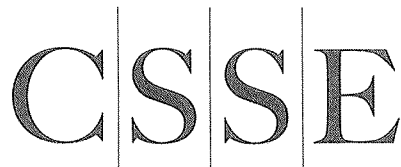
1 mark

ali() e ali() e () ni() es

GO TO SEPARATE BOOKLET ON YOUR DESK TO ANSWER THE CONTINUOUS WRITING QUESTIONS.

R
W

(5)

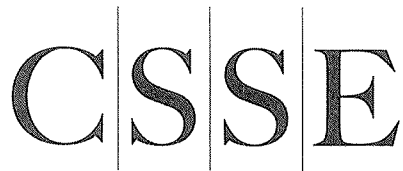


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Published by The Consortium of Selective Schools in Essex,
P.O. Box 3087, Chelmsford, Essex CM1 3SY.



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ENGLISH

10 MINUTES READING TIME

60 MINUTES TO COMPLETE THE TEST

Suggested timing for candidates:

READING TIME:10 minutes
SECTION ONE: COMPREHENSION.....30 minutes
SECTION TWO: APPLIED REASONING.....10 minutes

Go to the separate booklet on your desk to answer the continuous writing questions.
SECTION THREE: CONTINUOUS WRITING.....20 minutes

Read the passage that starts overleaf carefully when you are told to do so. After ten minutes has ended you will have 60 minutes to complete the test. Answer the questions which are on the following pages.

The passage is from 'Cider With Rosie' by Laurie Lee.

To the left of each line you will see the lines have been numbered. This will help you when you are answering the questions.

This text is from 'Cider With Rosie' by Laurie Lee, published by Chatto and Windus. Reprinted by permission of the Random House Group Limited.

GO TO NEXT PAGE

In this book 'Cider With Rosie' Laurie Lee described his early life in the years soon after the First World War. The memories he wrote about included his first day at school.

1 The villagers themselves had three ways of living: working for the Squire, or on the farms,
2 or down in the cloth-mills at Stroud. All other needs were supplied by a church, a chapel,
3 a vicarage, a wooden hut, a pub – and the village school.

4 The village school at that time provided all the instruction we were likely to ask for. It
5 was a small stone barn divided by a wooden partition into two rooms – The Infants and
6 The Big Ones. There was one dame teacher, and perhaps a young girl assistant. Every
7 child in the valley crowding there, remained till he was fourteen years old, then was
8 presented to the working field or factory with nothing in his head more burdensome than
9 a few facts learned off by heart, a jumbled list of wars, and a dreamy image of the world's
10 geography. It seemed enough to get by with, in any case; and was one up on our poor old
11 grandparents.

12 This school, when I came to it, was at its peak. Universal education and unusual fertility
13 had packed it to the walls with pupils. Wild boys and girls from miles around – from the
14 outlying farms and half-hidden hovels way up at the ends of the valley – swept down each
15 day to add to our numbers, bringing with them strange oaths and odours, quaint garments
16 and curious pies. They were my first amazed vision of any world outside the womanly
17 warmth of my family; I didn't expect to survive it for long, and I was confronted with it at
18 the age of four.

19 The morning came, without any warning, when my sisters surrounded me, wrapped me
20 up in scarves, tied up my bootlaces, thrust a cap on my head, and stuffed a baked potato
21 in my pocket.

22 'What's this?' I said.

23 'You're starting school today.'

24 'I ain't. I'm stopping 'ome.'

25 'Now, come on, Loll. You're a big boy now.'

26 'I ain't.'

27 'You are.'

28 'Boo-hoo.'

29 They picked me up bodily, kicking and bawling, and carried me up the road.

30 'Boys who don't go to school get put into boxes, and turn into rabbits, and get chopped
31 up Sundays.'

32 I felt this was overdoing it rather, but I said no more after that. I arrived at the school

33 just three feet tall and fatly wrapped in my scarves. The playground roared like a rodeo,
34 and the potato burned through my thigh. Old boots, ragged stockings, torn trousers and
35 skirts, went skating and skidding around me. The rabble closed in; I was encircled; grit
36 flew in my face like shrapnel. Tall girls with frizzled hair, and huge boys with sharp elbows,
37 began to prod me with hideous interest. They plucked at my scarves, spun me round like
38 a top, screwed my nose, and stole my potato.

39 I was rescued at last by a gracious lady – the sixteen-year-old junior teacher – who
40 boxed a few ears and dried my face and led me off to The Infants. I spent that first day
41 picking holes in paper, then went home in a smouldering temper.

42 'What's the matter, Loll? Didn't he like it at school then?'

43 'They never gave me the present!'

44 'Present? What present?'

45 'They said they'd give me a present.'

46 'Well now, I'm sure they didn't.'

47 'They did! They said: "You're Laurie Lee, ain't you? Well, just you sit there for the
48 present." I sat there all day but I never got it. I ain't going back there again!'

49 But after a week I felt like a veteran and grew as ruthless as anyone else. Somebody
50 had stolen my baked potato, so I swiped somebody else's apple. The Infant Room was
51 packed with toys such as I'd never seen before – coloured shapes and rolls of clay, stuffed
52 birds and men to paint.

53 The beautiful assistant left us at last and was replaced by a widow. She was tall, and
54 smelt like a cart-load of lavender; and wore a hair net, which I thought was a wig.
55 I remember going close up and having a good look – it was clearly too square to be hair.

56 'What are you staring at?' the widow inquired.

57 I was much too soft-hearted to answer.

58 'Go on. Do tell. You needn't be shy.'

59 'You're wearing a wig,' I said.

60 'I can assure you I'm not!' She went very red.

61 'You are. I seen it,' I said.

62 The new teacher grew flustered and curiously cross. She took me upon her knee.

63 'Now look very close. Is that really a wig?'

64 I looked hard, saw the net, and said 'Yes'.

END OF PASSAGE