

ENGLISH PAPER MAIN TEST 1 FOR 2018 ENTRY

Name:

Candidate Number:

Primary School:

Boy or Girl:

Date of Birth:

Today's Date:

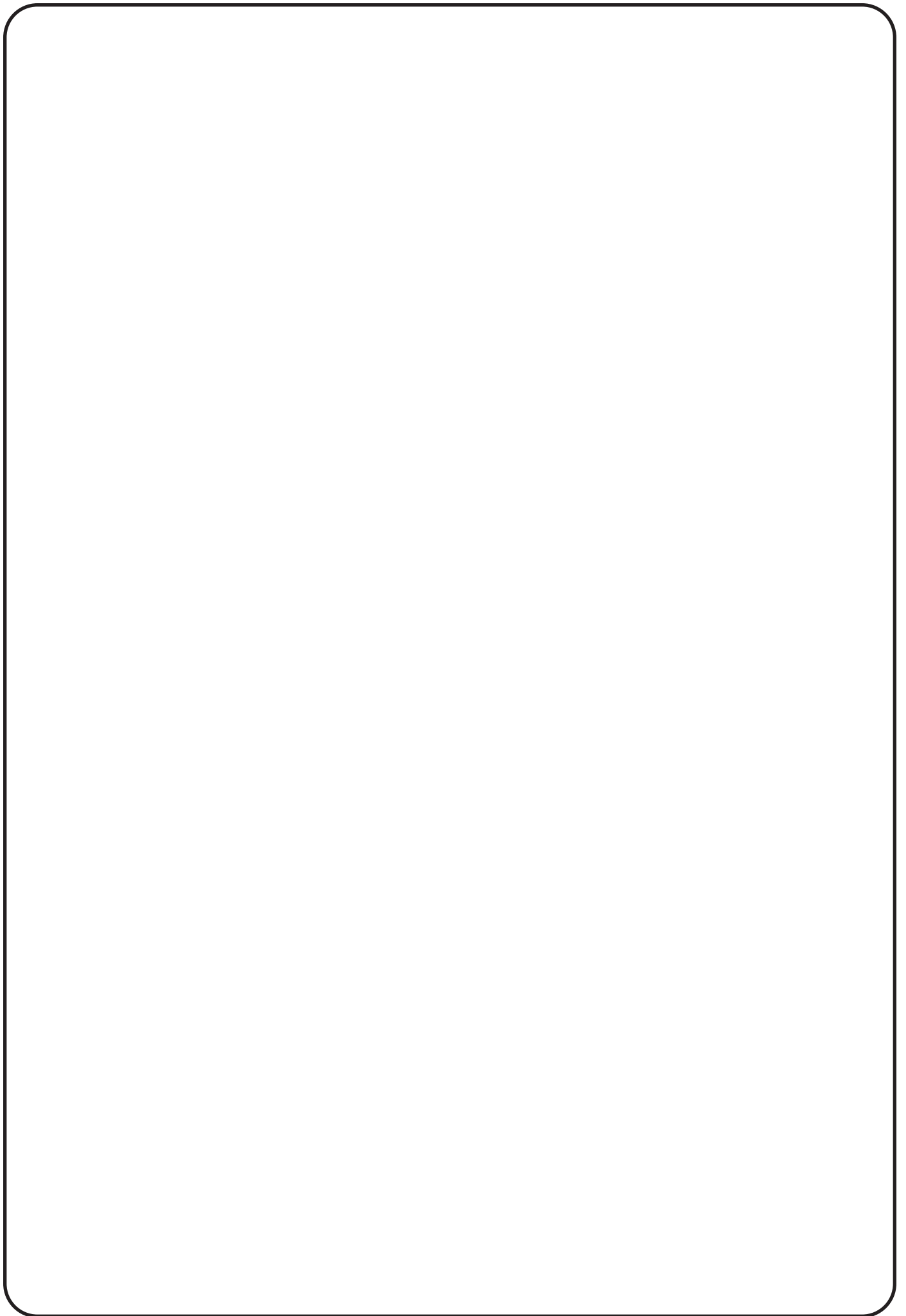
Test Taken At:

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 (5)		
2 (17)		
3 (13)		
4 (5)		
5 (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. How are Philip and Ambrose related to each other?
(Tick **one** box.)

1 mark

- A. Ambrose is Philip's father
- B. Ambrose is Philip's cousin
- C. Ambrose is Philip's brother

2. What event caused Philip to come and live with Ambrose when he was eighteen months old?

1 mark

.....
.....

3. What did Ambrose do when he caught Philip's nurse smacking him with a hair brush?
(Tick **two** boxes.)

2 marks

- A. He laughed.....
- B. He got angry
- C. He smacked her with a hair-brush himself
- D. He fired her
- E. He shouted at her

4. How does Ambrose educate Philip?
(Tick **one** box.)

1 mark

- A. He made Philip spend a lot of time staring at books
- B. He made Seecombe teach Philip
- C. He found twenty-six swearwords to match each letter of the alphabet

R
W
(5)

Please do not write in this space

5. Write two sentences that explain Ambrose's attitude towards women. You must write in complete sentences.

4 marks

(i).....
.....
.....

(ii).....
.....
.....

6. Read lines 20-21. How does Philip describe Ambrose as he sits in the chair?
(Tick **three** boxes.)

3 marks

- A. He sits in a polite, upright way
- B. He sits in a messy way
- C. He laughs a lot.....
- D. He laughs only a little bit.....
- E. His laugh is very noisy
- F. His laugh is very quiet.....

7. Select from the passage **ONE WORD** which most closely corresponds to the word or phrase on the left. Guidance is given in the right hand column below on the lines within which the word may be found.

10 marks

	Word from passage	Look in lines
A. Peculiar	3 - 6
B. Delicate	3 - 6
C. Unimportant	10 - 12
D. Understand	10 - 12
E. First	14 - 16
F. Polite	17 - 18
G. Quickly	22 - 24
H. Noisy children	22 - 24
I. Career	29 - 31
J. Unavoidably	34 - 37

R
W
(17)

Please do not write in this space

8. How does Ambrose try to comfort Philip when he has to go away for school? Write two ways Ambrose tries to comfort Philip in complete sentences:

4 marks

- (i)
-
-
- (ii)
-
-

9. What is the name of the coachman who would drive Philip off to catch the London coach?

1 mark

.....

10. Pick four phrases or words between lines 25-37 which show how much Philip dislikes school.

4 marks

- (i)
- (ii)
- (iii)
- (iv)

11. The passage suggests Ambrose 'is rich'. Write two sentences that give evidence of this.

4 marks

- (i)
-
-
- (ii)
-
-

R
W
(13)

12. Re-write the sentence below so that the punctuation and grammar is correct:

Ambrose who adopt's philip is a kind man

.....
.....
.....

5 marks

Please do not write in this space

GO TO NEXT PAGE FOR APPLIED REASONING QUESTIONS.

(5)

R
W

SECTION TWO

Please do not write in this space

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

Find a letter that will complete both words. This letter will be doubled in the middle of the first word and will go at the beginning and end of the second word.

For example:

MI() ()ENS : ()ROU() is answered with a T

MI(**T**)(**T**)ENS : (**T**)ROU(**T**)

Question 1

1 mark

PI() ()OW : ()EVE()

Question 2

1 mark

CHE() ()Y : ()OA()

Question 3

1 mark

RI() ()LE : ()ARSNI()

Complete the words below by using two letters which are next to each other in the alphabet. The letter that starts the word is always the letter in the alphabet that comes immediately before the letter that ends the word.

For example:

()ILEN()

The answer is ST: (**S**)ILEN(**T**)

Question 4

1 mark

()LOSE()

Question 5

1 mark

()ATE()

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

R
W
(5)



The Consortium of Selective Schools in Essex

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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
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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 'My Cousin Rachel' by Daphne du Maurier.

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

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GO TO NEXT PAGE

The passage below is from the start of 'My Cousin Rachel', a novel by Daphne du Maurier and published in 1951. In this extract, the main character, Philip, tells some details about his childhood.

1 I never had any desire to be anywhere but at home. Apart from my schooldays at
2 Harrow, and afterwards at Oxford, I had never lived in any place but this house, where I had
3 come at the age of eighteen months after my young parents had died. Ambrose, in his odd
4 generous way, was seized with pity for his small orphaned cousin, and so brought me up
5 himself, as he might have done a puppy, or a kitten, or any frail and lonely thing needing
6 protection.

7 Ours was a strange sort of household from the first. He sent my nurse packing when
8 I was three years old, because she smacked my bottom with a hair-brush. I don't remember
9 the incident, but he told me later.

10 "It made me so awfully angry," he said to me, "to see that woman belabouring your
11 small person with her great coarse hands for some trifling misdemeanour that she was too
12 unintelligent to comprehend. After that, I corrected you myself."

13 I never had reason to regret it. There could not be a man more fair, more just, more
14 lovable, more full of understanding. He taught me my alphabet in the simplest possible way
15 by using the initial letters of every swearword – twenty-six of them took some finding, but he
16 achieved it somehow, and warned me at the same time not to use the words in company.
17 Although invariably courteous he was shy of women, and mistrustful too, saying they made
18 mischief in a household. Therefore he would only employ menservants, and the tribe was
19 controlled by old Seecombe.

20 I can see Ambrose now, half hunched, half sprawling in his chair – I caught the habit
21 from him – shaking with silent laughter. I came to appreciate his qualities all the more when
22 I went to Harrow. The holidays passed all too swiftly, as I compared his manners and his
23 company with the urchins who were my schoolmates, and the masters, stiff and sober,
24 lacking to my mind all humanity.

25 “Never mind,” he used to say, patting my shoulder before I started off, white-faced, a
26 trifle tearful, to catch the coach to London. “It’s just a training process, like breaking in a
27 horse; we have to face it. Once your schooldays are behind you, and they will be before
28 you’ve even counted, I’ll bring you home here for good, and train you myself.”

29 “Train me for what?” I asked.

30 “Well, you’re my heir, aren’t you? That’s a profession in itself.”

31 And away I would go, driven by Wellington the coachman to pick up the London
32 coach at Bodmin, turning for a last glimpse of Ambrose as he stood leaning on his stick with
33 the dogs beside him, his eyes wrinkled in sure and certain understanding, his thick curling
34 hair already turning grey; and as he whistled to the dogs and went back into the house I
35 would swallow the lump in my throat and feel the carriage wheels bear me away, inevitably
36 and fatally, along the crunching gravel drive across the park and through the white gate, past
37 the lodge, to school and separation.

END OF PASSAGE

C|S|S|E

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