

## 11+ PRACTICE PACK

# CSSE 11+ English 2018

## Complete Practice Pack

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#### **01** Question Booklet

CSSE 11+ English. Work through this paper first.

Includes Paper Notes: overview, topics, revision tips, common mistakes.

#### **02** Answers

CSSE 11+ English. Use to mark your work against the official answer key.

Includes Paper Notes: score interpretation, selected worked examples, next steps.

PRACTISE THE REAL THING

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## 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.

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**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.**

R  
W  
(5)

**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)



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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 '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.*

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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 Looking 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**



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# Paper Notes: 11+ English Question Booklet

Compiled by [SATs-Papers.co.uk](https://www.SATs-Papers.co.uk) to help you get the most from this paper.

## Overview

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This is a **CSSE 11+ English** question booklet for **2018 entry**, consisting of three distinct sections that test reading comprehension, applied reasoning, and continuous writing. The paper is taken under timed conditions with a **ten-minute reading period** followed by **60 minutes** to complete all sections. It is designed to assess candidates' ability to analyse literary texts, demonstrate vocabulary knowledge through word puzzles, and produce structured creative or descriptive writing.

The comprehension passage is drawn from **Daphne du Maurier's My Cousin Rachel**, a mid-twentieth-century novel that explores themes of family, upbringing, and emotional attachment. The questions require close reading, retrieval of detail, inference, and the ability to explain textual evidence in full sentences. Spelling, grammar, and punctuation are explicitly penalised, reflecting the high standards expected at selective grammar school entry level.

This paper is suitable for Year 6 pupils preparing for **CSSE consortium grammar school entrance** and for pupils working at greater depth in English who wish to practise comprehension and reasoning under realistic exam conditions. The combination of literary analysis, linguistic puzzle-solving, and extended writing mirrors the demands of competitive 11+ assessments.

## How this paper is organised

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The paper is divided into **three sections** and carries a total of **45 marks** for the comprehension and applied reasoning components. Section One, the comprehension, allocates **30 minutes** (plus the initial ten-minute reading time) and is worth a total of **40 marks** across twelve questions. These questions include multiple-choice tick boxes, short written answers, and longer responses requiring full sentences. Marks are clearly indicated in the right-hand margin of each question.

Section Two consists of **five applied reasoning questions** worth **one mark each**, to be completed in **ten minutes**. These are letter-completion puzzles testing vocabulary, alphabet sequencing, and pattern recognition. The final section, continuous writing, is answered in a **separate booklet** and lasts **20 minutes**. The rubric emphasises that candidates may move between sections without waiting for further instructions after the initial reading time.

Line numbers appear to the left of the passage text, allowing candidates to locate phrases and quotations efficiently when answering comprehension questions. The front cover includes a candidate information grid and explicit warnings about spelling, punctuation, and the importance of selecting the **most appropriate** response where multiple options are offered.

## Topics covered

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- Close reading of a **Daphne du Maurier** narrative extract with attention to character relationships and setting
- Retrieval of explicit information from the text, including identification of named characters (Ambrose, Philip, Seecombe, Wellington)
- Inference of character attitudes and motivations, particularly Ambrose's views on women and education
- Vocabulary extension through synonym matching across specified line ranges (lines 3-6, 10-12, 14-16, etc.)
- Textual evidence location, requiring candidates to identify phrases and words that convey emotion or dislike (lines 25-37)
- Multiple-choice comprehension questions testing understanding of physical description and narrative detail (lines 20-21)
- Sentence-level writing tasks requiring complete sentences with correct grammar and punctuation
- Correction of punctuation and grammar errors, including apostrophe misuse and capitalisation (question 12)
- Applied reasoning: double-letter word completion puzzles requiring pattern recognition and alphabetic knowledge
- Applied reasoning: consecutive alphabet-letter word completion (e.g., ST for SILENT)
- Extended continuous writing task (details in separate booklet) assessing composition, structure, and creativity

## How to use this paper for revision

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- Read the passage carefully during the **ten-minute reading period** and jot down brief notes about character names, relationships, and key themes before attempting the questions.
- For synonym-matching questions (question 7), scan the specified line ranges methodically and check each word against the definition before writing your final answer.
- When asked to write in **full sentences**, ensure your response begins with a capital letter, ends with a full stop, and includes a subject and a verb; incomplete phrases will lose marks.
- In multiple-choice questions that ask you to tick **two or three** boxes, double-check you have ticked the correct number, as ticking too many or too few will forfeit the mark.
- For the applied reasoning letter puzzles, write out the alphabet on scrap paper if necessary and test each candidate letter in the blanks before committing your answer.
- Leave time at the end to proofread your written answers for spelling and punctuation errors, as the rubric states these will be **penalised** in the marking.
- In the continuous writing section, plan your response briefly (two or three minutes) to ensure a clear structure and coherent argument or narrative before you begin writing.

## Common mistakes to avoid

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- Failing to answer in **complete sentences** when the question explicitly demands them, resulting in lost marks even if the content is correct.
- Confusing character relationships in question 1, for example thinking Ambrose is Philip's father rather than his cousin and guardian.
- Overlooking the instruction to tick **two or three** boxes in questions 3 and 6, leading to incomplete or over-complete answers that score zero.
- Writing more than one word in question 7 synonym-matching tasks, when the instruction specifies **ONE WORD** from the passage.
- Quoting entire sentences in questions 10 and 11 when only a brief phrase or clause is required to demonstrate evidence from the text.
- In applied reasoning questions, filling in a letter that completes only **one** of the two words rather than checking both conditions (doubled letter in the middle of the first word, same letter at start and end of the second).

## Exam technique

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Begin by using the **ten-minute reading period** to read the passage slowly and attentively, underlining or mentally noting character names, relationships, and any descriptive phrases that might be tested. When the comprehension section begins, tackle the questions in order but skip any that prove difficult and return to them later. The line-number references in question 7 and question 10 are there to save you time, so use them to focus your search rather than re-reading the entire passage for each answer.

For the applied reasoning section, work quickly but do not guess wildly. If a letter does not fit both conditions of the puzzle, cross it out and try the next candidate. These questions are designed to be completed in **one to two minutes each**, so spending longer than that risks eating into your continuous writing time. Remember that Section Three is answered in a **separate booklet** and carries significant weight, so plan to leave at least the full 20 minutes for it.

In extended-answer questions, write in clear, grammatically correct sentences and check your spelling as you go. The rubric warns that **incorrect spelling and grammar will be penalised**, so treat every written response as an opportunity to demonstrate accuracy as well as comprehension. If you finish with time to spare, use it to re-read your answers and correct any careless errors rather than leaving early.

## What to revise alongside this paper

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Pupils working through this paper should also practise comprehension of other **twentieth-century fiction**, particularly narratives that explore family dynamics, coming-of-age themes, or historical settings. Familiarity with classic authors such as **Dickens, Austen, and Brontë** will help build confidence in analysing period vocabulary and formal prose styles.

For the applied reasoning section, regular practice with **verbal reasoning** puzzles, including word ladders, anagrams, and alphabet-sequence problems, will improve speed and accuracy. Bond, GL Assessment, and CEM-style workbooks offer extensive banks of similar questions. In preparation for the continuous writing task, candidates should work on structuring both **narrative and descriptive** writing under timed conditions, paying close attention to paragraphing, varied sentence openers, and the accurate use of punctuation.

Finally, revision of common **grammar and punctuation** rules, including apostrophe placement (possessive vs contraction), comma usage, and the correct formation of complex sentences, will help avoid the penalties flagged in the rubric. Regular dictation

exercises and sentence-correction practice are highly effective ways to consolidate these skills.

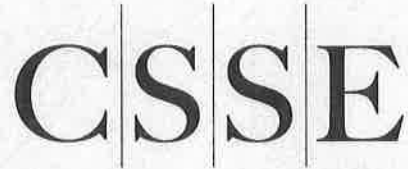
## Key terms

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**Comprehension, Inference, Textual evidence, Synonym, Character relationship, Multiple-choice, Full sentence, Punctuation, Apostrophe, Capital letter, Applied reasoning, Pattern recognition, Continuous writing, Narrative extract, Line reference**

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**2018 Entry  
Test 1  
ENGLISH**

**ENGLISH PAPER MAIN TEST 1  
FOR 2018 ENTRY**

**Marking Scheme**

**ENGLISH PAPER MAIN TEST 1 FOR 2018 ENTRY – ANSWERS (My Cousin Rachel)**

Candidates must **NOT** tick more boxes than they are instructed to. Any who do will lose all the marks for that question.

Question	Answer	Marks
1.	B	1 mark
2.	His parents died, orphaned/passed away.	1 mark
3.	B & D	2 marks
4.	C	1 mark
5.	Ambrose is shy of women.; Ambrose doesn't trust women.; Ambrose says that women are difficult/cause trouble in a house.; Ambrose will not employ any women – and so all of his servants are men; Ambrose is polite/courteous. (One mark for different point about Ambrose's attitude to women per sentence; 1 mark for accurate SPaG per sentence.)	4 marks
6.	B, C and F	3 marks
7.	A: odd B: frail C: trifling D: comprehend E: initial F: courteous G: swiftly H: urchins I: profession J: inevitably (Answers can only be marked as correct if words are spelt/copied correctly.)	10 marks
8.	Ambrose pats Philip on the shoulder/offers physical comfort. Ambrose tells Philip to never mind. Ambrose tells Philip that everyone has to face going to school. Ambrose tells Philip that school will be over faster than he can count. Ambrose will bring him back once school is over. Ambrose promises to train Philip in being an heir once school is over. It is just a training process. (One mark for how he comforts him. One mark for writing in a complete sentence.)	4 marks
9.	Wellington	1 mark
10.	White-faced Trifle tearful Swallow the lump in my throat Bear me away Inevitably Fatally Separation Turning for a last glimpse of Ambrose	4 marks
11.	Answers can include: Ambrose sends Philip to Harrow and Oxford or boarding school. Ambrose employs lots of servants. Ambrose needs an heir. Philip is driven down a drive, across the park and through the white gate which suggests Ambrose has a very large house and garden. Ambrose owns a coach and horse. (2 marks for evidence; 2 marks for SPaG)	4 marks
12.	Ambrose, who adopts Philip, is a kind man. <i>Alternatively</i> , Ambrose, who is a kind man, adopts Philip. (Uses same words and punctuation.) NB: Brackets are also accurate if used instead of commas on sub-clause.	5 marks
	<b>TOTAL</b>	<b>40 marks</b>
<b>Applied Reasoning</b> (1 mark per question)		<b>5 marks</b>
1.	L	
2.	R	
3.	P	
4.	CD	
5.	RS	
<b>Continuous Writing</b>		<b>15 marks</b>
This will be marked as one piece of work and candidates will be expected to write in appropriate styles for the two contrasting tasks. Candidates will be assessed on accuracy, spelling, punctuation, the quality of writing and originality.		