


# English 2

## Read the following with your child:

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1. You have to read a passage and then answer some questions about it. You can look back at the passage to check your answers as many times as you want. There are also some spelling, punctuation and grammar exercises to do.
  2. This is a multiple-choice paper in which you have to mark your answer to each question on the separate answer sheet.
  3. Draw a firm line clearly through the rectangle next to your answer like this . If you make a mistake, rub it out as completely as you can and put in your new answer.
  4. Be sure to keep your place on the answer sheet. Mark your answer in the box that has the same number as the question in the booklet.
  5. You may find some of the questions difficult. If you cannot do a question, **do not waste time on it but go on to the next**. If you are not sure of an answer, choose the one you think is best.
  6. **Work as quickly and as carefully as you can.**
- 

Familiarisation

Read this passage carefully, then answer the questions that follow.

## The Secret Garden

by Frances Hodgson Burnett

*While walking in the garden Mary watched a robin and, after following it, discovered a key on the ground.*

1. She looked at the key quite a long time. She turned it over and over, and thought about it. All she thought about the key was that if it was the key to the closed garden, and she could find out where the door was, she could perhaps open it and see what was inside the walls, and what had happened to the old rose-trees. It was because it had been shut
5. up so long that she wanted to see it. It seemed as if it must be different from other places and that something strange must have happened to it during ten years. Besides that, if she liked it she could go into it every day and shut the door behind her, and she could make up some play of her own and play it quite alone, because nobody would ever know where she was, but would think the door was still locked and the key buried in the earth. The
10. thought of that pleased her very much.

Living in a house with a hundred mysteriously closed rooms and having nothing whatever to do to amuse herself, had set her inactive brain to working and was actually awakening her imagination.

- She put the key in her pocket and walked up and down her path. No one but herself
15. ever seemed to come there, so she could walk slowly and look at the wall, or, rather, at the ivy growing on it. The ivy was the baffling thing. Howsoever carefully she looked she could see nothing but thickly growing, glossy, dark green leaves. She was very much disappointed as she paced the path and looked over it at the tree-tops inside. It seemed so silly, she said to herself, to be near it and not be able to get in. She took the key in her
  20. pocket when she went back to the house, and she made up her mind that she would always carry it with her when she went out, so that if she ever should find the hidden door she would be ready.

\* \* \*

- The skipping-rope was a wonderful thing. The sun was shining and a little wind was blowing – not a rough wind, but one which came in delightful little gusts and brought a
25. fresh scent of newly turned earth with it.

Mary skipped round all the gardens and round the orchard, resting every few minutes. At length she went to her own special path and made up her mind to try if she could skip the whole length of it. It was a good long skip and she began slowly, but before she had gone half-way down the path she was so hot and breathless that she was obliged to stop. She

30. did not mind much, because she had already counted up to thirty. She stopped with a little laugh of pleasure, and there, lo and behold, was the robin swaying on a long branch of ivy. He had followed her and he greeted her with a chirp. As Mary had skipped toward him she felt something heavy in her pocket strike against her at each jump, and when she saw the robin she laughed again.
35. “You showed me where the key was yesterday,” she said. “You ought to show me the door today; but I don’t believe you know!”

The robin flew from his swinging spray of ivy on to the top of the wall and he opened his beak and sang a loud, lovely trill, merely to show off. Nothing in the world is quite as adorably lovely as a robin when he shows off – and they are nearly always doing it.

40. One of the nice little gusts of wind rushed down the path, and it was a stronger one than the rest. It was strong enough to wave the branches of the trees, and it was more than strong enough to sway the trailing sprays of untrimmed ivy hanging from the wall. Mary had stepped close to the robin, and suddenly the gust of wind swung aside some loose ivy trails, and more suddenly still she jumped toward it and caught it in her hand. This she did
45. because she had seen something under it – a round knob which had been covered by the leaves hanging over it. It was the knob of a door.

- She put her hands under the leaves and began to pull and push them aside. Thick as the ivy hung, it nearly all was a loose and swinging curtain, though some had crept over wood and iron. Mary’s heart began to thump and her hands to shake a little in her delight and
50. excitement. The robin kept singing and twittering away and tilting his head on one side, as if he were as excited as she was. What was this under her hands which was square and made of iron and which her fingers found a hole in?

- It was the lock of the door which had been closed ten years and she put her hand in her pocket, drew out the key and found it fitted the keyhole. She put the key in and turned it.
55. It took two hands to do it, but it did turn.

And then she took a long breath and looked behind her up the long path to see if anyone was coming. No one was coming. No one ever did come, it seemed, and she took another long breath, because she could not help it, and she held back the swinging curtain of ivy and pushed back the door which opened slowly – slowly.

60. Then she slipped through it, and shut it behind her, and stood with her back against it, looking about her and breathing quite fast with excitement, and wonder, and delight.

She was standing inside the secret garden.

Please answer these questions. (Look at the passage again if you need to.)  
You should choose the **best** answer and mark its letter on your answer sheet.

1

**For how many years had the secret garden been locked?**

- A seven
- B eight
- C nine
- D ten
- E eleven

2

**Which of the following facts do we know about the secret garden from the passage?**

- A It receives a lot of sunlight.
- B There is lots of space for playing.
- C There is a pond.
- D There are trees inside.
- E There is a gardener.

3

**What word best describes Mary as she ‘turned it [the key] over and over’?**

- A regretful
- B frustrated
- C pensive
- D frightened
- E ecstatic

4

**What made Mary especially keen to see the secret garden?**

- A It had been inaccessible for so long.
- B People had been saying how beautiful it was inside.
- C She could see a bit of it through the wall and it looked very tempting.
- D She was bored of playing in the rest of the garden.
- E Her parents had encouraged her to play outside.

5

**Mary was keen to keep the garden a secret even if she found the entrance. Why?**

- A Mary didn’t like spending time with other people.
- B People had warned her that she shouldn’t go into the garden.
- C Mary wanted to play by herself.
- D Mary found it thrilling to keep secrets.
- E Mary had promised a friend that she would keep it a secret.

6

**What did Mary plan to do in the secret garden?**

- A play with her skipping rope
- B invite her friends over to play
- C tend to the plants
- D read her books
- E play her own games

7

**According to the first paragraph, where had the key been hidden? (line 9)**

- A on the wall
- B next to a flower pot
- C in the earth
- D in a bird's nest
- E on the window-sill

8

**According to the passage, what accounted for Mary's particularly strong imagination?**

- A Mary had been brought up with no toys.
- B Mary had always been a very creative child.
- C Mary's school encouraged imaginative activities.
- D Mary had nothing to entertain her at home.
- E Mary's parents had instilled in Mary a love of imaginative games.

9

**According to the passage, what impression do we get of the house in which Mary lived?**

- A It was an inviting place.
- B The house contained many secrets.
- C The house was an old, dilapidated building.
- D The people who lived there were very posh.
- E All the neighbours were in awe of the house.

10

**Why was it particularly hard to see if there was a door to the garden?**

- A The garden walls were covered in thick ivy.
- B The garden was so large it was hard to get all the way around it.
- C There were trees obscuring the garden walls.
- D Mary only ever looked for the door after dark, when no one was around.
- E The house towered over the garden so the walls were in shadow.

11

**Why did Mary decide to keep the key on her at all times?**

- A She didn't trust anyone else to keep it safe.
- B She had nowhere to store it in her house.
- C She wanted to be able to open the door whenever she found it.
- D She often lost things, even if they were important.
- E It might get lost amongst the other keys.

12

**What best describes the wind that blew along the path?**

- A gentle gust
- B strong wind
- C stiff breeze
- D gale-force
- E high wind

13

**What else did Mary skip around other than the gardens?**

- A the old rose trees
- B the summerhouse
- C the stables
- D the orchard
- E the boating lake

14

**What challenge did Mary set herself as she played in the gardens?**

- A Mary decided to run from one side to the other.
- B Mary wanted to skip all the way down the path.
- C Mary aimed to do more than thirty skips.
- D Mary aimed to exercise for thirty minutes without getting out of breath.
- E Mary wanted to run up and down the path to find her friend, the robin.

15

**What happened just before Mary's discovery of the key AND the hidden door?**

- A Mary came across the robin.
- B Mary played with her skipping rope.
- C The winds increased.
- D Mary felt breathless.
- E Mary started laughing.

16

**Which of the following quotations from the passage suggests that the gardens in which Mary played were neglected?**

- A "thickly growing, glossy, dark green leaves" (line 17)
- B "fresh scent of newly turned earth" (line 25)
- C "skipped round all the gardens and round the orchard" (line 26)
- D "the robin swaying on a long branch of ivy" (line 31)
- E "trailing sprays of untrimmed ivy" (line 42)

17

**What was the significance of the wind in the story?**

- A The wind filled the silence.
- B The wind stopped Mary doing what she wanted to do.
- C The wind brushed aside the earth to uncover the key.
- D The wind propelled the robin to Mary.
- E The wind blew the ivy to reveal the doorknob.

18

**What metaphor is used when describing the ivy?**

- A It is a curtain.
- B It is thick.
- C It is untrimmed hair.
- D It is like a swing.
- E It is glossy.

19

**What suggests that the robin was as excited as Mary at finding the door to the garden?**

- A The robin was silent as Mary uncovered the door.
- B The robin flew around frantically.
- C The robin made lots of noise.
- D The robin started pecking at the doorknob.
- E The robin came and sat on Mary's shoulder.

20

**Why is "no one" repeated in line 57?**

- A The author couldn't think of anything else to write.
- B Repetition can build suspense.
- C Mary's actions were repetitive.
- D Mary was feeling lonely at that moment.
- E It reflects Mary's muddled thoughts.

21

**Why is there an emphasis on Mary's breathing in the last seven lines of the passage?**

- A Mary had been skipping a lot and was out of breath.
- B The key was very hard to turn so Mary had to breathe deeply to give her strength.
- C Mary was being dramatic so she was exaggerating her breathing.
- D Mary was breathless with excitement and anticipation.
- E Mary was inhaling deeply before calling to her friends.

22

**What type of words are the following?**

**mysteriously** (line 11) **carefully** (line 16) **thickly** (line 17)  
**adorably** (line 39)

- A nouns
- B verbs
- C adjectives
- D adverbs
- E prepositions

23

**Which of these words is an adjective?**

- A swaying (line 31)
- B trailing (line 42)
- C singing (line 50)
- D tilting (line 50)
- E standing (line 62)



# Punctuation

In these sentences there are some **punctuation** mistakes. On each numbered line there is either **one** mistake or **no** mistake. Find the group of words with the mistake in it and mark its letter on your answer sheet. **If there is no mistake, mark N.**

24 'Why don't you play outside today,' suggested Tom's aunt.  
A B C D

25 Even the best, most expensive detergent, couldn't remove the mud stains.  
A B C D

26 The recipe had two simple stages: finely chop the ingredients and then blend together.  
A B C D

27 Caitlin had carelessly lost Asaf's charger (his brand new one)  
A B C D

28 'I'd book first because the restaurant is so popular especially on Fridays.'  
A B C D

29 Looking through my parents music collection, I was amazed to see so many CDs!  
A B C D

30 If we hadnt seen the road sign, we would have ended up in Wales.  
A B C D

31 We were lucky to win tickets to see The Nutcracker this Winter.  
A B C D

# A Ghostly Encounter

In these sentences there are some **spelling** mistakes. On each numbered line there is either **one** mistake or **no** mistake. Find the group of words with the mistake in it and mark its letter on your answer sheet. **If there is no mistake, mark N.**

There was something different about the school playground today: not the usual lull

32 before exams or antispation before sports day. This was a one-off, whatever it  
A B C D

was. One thing you couldn't fail to notice on entering the school gates was a sea of

33 hats, as far as the eye could see: not the usual peeked caps but wide-brimmed  
A B C D

hats with feathers. There were also helmets (not the bicycle kind) and even some

crowns. No-one was wearing modern clothes either; the usual sportswear

34 was knowhere in sight. The vast majority of children wore robes, some adorned  
A B C D

35 with jewels and others very plane. You could say it was an attempt by the school  
A B C D

36 to bring the past to life. In spite of their altered appearance, pupils lined up  
A B C D


as normal and Class 5B waited for Mr Holterson to take the register. The only

37 differance on this morning, however, was that pupils answered to the name of  
A B C D

their chosen person from history.

'Cleopatra! Gandhi! Einstein!... Einstein?'

38 After a slight delay, a mumbled response emerged from the line of pupils.



39 'Wow, Johnny, that's a really good impersonation. You even sound German!'




'That's because I am Albert Einstein.'

'Very good, Johnny!' the teacher laughed.

But Einstein did not laugh and, instead, started to cough: an old-man's cough that couldn't possibly come from a ten-year-old – could it?

40 Mr Holterson looked worried for a moment, then shepherded the pupils, or rather the phantoms of the past, inside.



## Caught Out?

In this passage you have to choose the **best** word, or **group of words**, to complete each numbered line so that it makes sense and is written in correct English. Choose the **best** answer and mark its letter on your answer sheet.

Ellie launched the ball into the air and watched it for

41 

the	an	this	a	that
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 split-second before racing to first base. It was  
A B C D E

summer and that meant rounders: a game which not all pupils enjoyed,

42 

least	most	top	less	more
-------	------	-----	------	------

 of all the green team because they  
A B C D E

always seemed to lose. Perhaps the other teams had velcro attached to their hands or super-human vision even in bright sunlight

43 

unless	because	whereas	although	while
--------	---------	---------	----------	-------

 they never failed to pull  
A B C D E

off miraculous catches and thunderous strikes of the ball.

44 The green team 

were finishing	will finish	finish	are finishing
----------------	-------------	--------	---------------

  
A B C D

had finished
--------------

 their previous round of batting feeling disheartened, having only  
E

managed to score three-and-a-half rounders compared to the yellow team's six.

45 What they needed now was a moment 

to	at	of	with	in
----	----	----	------	----

  
A B C D E

inspiration and maybe – just maybe – Ellie could provide that.

'Go, Ellie, go – YES – you can do it - all the way!'

The encouragement lifted Ellie's spirits as she sprinted from first to second base,

46 hardly      to

A                      B                      C                      D                      E

believe that she might get all the way round.

47 The ball      a long time to

A                      B                      C                      D                      E

finally descend but, when it did, the green team's expressions of excitement turned to horror as they spotted the tallest boy in

48      year standing directly underneath

A                      B                      C                      D                      E

it, watching, waiting. However, the tension soon gave way to laughter: not cruel, mocking laughter but genuine disbelief. As soon as Ellie reached fourth base, she turned and looked to see what was going on. And there it was: a bird with the ball in its beak.

'Rounder!' the umpire shouted.

When the yellow team protested, the umpire simply smiled and said, 'Well, the

49 bird's not officially on your team,      ?'

A                      B                      C                      D                      E

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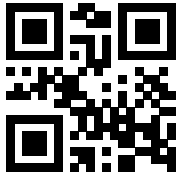
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Pupil's Name									
School Name									

DATE OF TEST		
Day	Month	Year

UNIQUE PUPIL NUMBER									

SCHOOL NUMBER					

DATE OF BIRTH		
Day	Month	Year

Please mark boxes with a thin horizontal line like this .

### The Swiss Family Robinson

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### Spelling Exercise

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### Hippos

38	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>	39	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>	40	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>	41	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>	42	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>	43	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>	44	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>	45	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>	46	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
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### Performance Time


47	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	E <input type="checkbox"/>	48	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	E <input type="checkbox"/>	49	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	E <input type="checkbox"/>	50	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	E <input type="checkbox"/>	51	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	E <input type="checkbox"/>	52	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	E <input type="checkbox"/>	53	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	E <input type="checkbox"/>	54	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	E <input type="checkbox"/>
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# English 1

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  6. **Work as quickly and as carefully as you can.**
- 

Familiarisation



Read this passage carefully, then answer the questions that follow.

## The Swiss Family Robinson

by Johann David Wyss

*This story is told by a father who has been shipwrecked on an island along with his wife and sons, Jack and Fritz, and their pet dogs. They have spent the winter safely in Falconhurst which is the home that they built. The weather has recently improved, and it is time to find out what effect the winter storms have had on their tree house and tents.*

1. The winds at length were lulled, the sun shot his brilliant rays through the clouds, the rain ceased to fall – spring had come. No prisoners set free could have felt more joy than we did as we stepped out from our winter home. We refreshed our eyes with the pleasant greenery around us, and our ears with the merry songs of a thousand happy birds, and
5. drank in the pure air of spring.

Our tree house was our first care: filled with leaves and broken and torn by the wind, it looked indeed dilapidated. We worked hard, and in a few days it was again habitable. I was anxious to visit the tent, for I feared that much of our precious stores might have suffered. The damage done to Falconhurst was nothing compared to the scene that

10. awaited us. The tent was blown to the ground, the canvas torn to rags, and the provisions soaked. We immediately spread the things that we hoped to preserve in the sun to dry.

The irreparable damage we had suffered made me resolve to find some safer and more stable winter-quarters before the arrival of the next rainy season. Fritz proposed that we should hollow out a cave in the rock. The difficulties such a task would present appeared

15. almost insurmountable, yet I was determined to make the attempt. We might not, I thought, cut out a cavern of sufficient size to serve as a room, but we might at least make a cellar for the more valuable and perishable of our stores.

Some days afterwards we left Falconhurst with the cart laden with a cargo of spades, hammers, chisels, pickaxes and crowbars, and began the work. On the smooth face of the

20. rock I drew out in chalk the size of the proposed entrance, and then, with minds bent on success, we battered away.

Six days of hard and incessant toil made little impression; I do not think that the hole would have been a satisfactory shelter for even our smallest dog. But we still did not despair, and were soon rewarded by coming to a softer and more yielding substance; our

25. work progressed, and our minds were relieved.

On the tenth day, as our persevering blows were falling heavily, Jack, who was working hard with a hammer and crowbar, shouted:

‘Gone, father! Fritz, my bar has gone through the mountain! It went right through the rock; I heard it crash down inside. Oh, do come and see!’

30. We sprang to his side, and I thrust the handle of my hammer into the hole. I could turn it in any direction I chose. Fritz handed me a long pole; I tried the depth with that. Nothing could I feel. A thin wall, then, was all that stood between us and a great cavern.

With a shout of joy, we battered vigorously at the rock; piece by piece fell, and soon the hole was large enough for us to enter. Fritz and I enlarged the opening, while Jack,

35. springing on his horse, thundered away to Falconhurst to bear the great and astonishing news to his mother.

He soon returned, quickly followed by the rest of our party in the cart. All were in the highest state of excitement.

Jack had stowed in the cart all the candles he could find, and we now, lighting these,

40. entered. I led the way. Silently we marched – my wife, the boys, and even the dogs seeming overawed with the grandeur and beauty of the scene. We were in a cave of diamonds – a vast chamber of glittering crystal. The candles reflected on the walls a golden light, bright as the stars, while great crystal pillars rose from the floor like mighty trees, mingling their branches which sparkled and glittered with all the colours of the rainbow.

45. The floor of this magnificent palace was formed of hard, dry sand, so dry that I saw at once that we might safely make our home inside it.

Please answer these questions. (Look at the passage again if you need to.)

You should choose the **best** answer and mark its letter on your answer sheet.

1

**At what time of year is the passage set?**

- A winter
- B spring
- C rainy season
- D mid-summer
- E autumn

2

**The father compares himself and his family to prisoners set free. Why?**  
(lines 2–3)

- A They had been held hostage by pirates.
- B They had been trapped in their cave.
- C They had been trapped in their house due to stormy weather.
- D They had been caught in heavy rain which had finally stopped.
- E They had been unfairly accused of crimes but the accusations had been dropped.

3

**‘The winds at length were lulled’ (line 1)**

**What is another way of saying ‘lulled’?**

- A rhythmic
- B weakened
- C welcomed
- D rocked
- E calmed

4

**Why might the author have decided to include water references in the first paragraph? (lines 1–5)**

- A The heavy rain had recently stopped.
- B Rain was still falling heavily.
- C Water makes the setting seem more peaceful.
- D The family hadn’t had a drink for a long time.
- E The family have found themselves on an island surrounded by water.

5

**How many adjectives can you count in the sentence beginning “We refreshed our eyes...”? (lines 3–5)**

- A 1
- B 2
- C 3
- D 4
- E 5

6

**‘in a few days it [the tree-house] was again habitable’ (line 7)**

**What does this mean?**

- A The family soon got used to the damage to the tree-house.
- B The tree-house was rapidly transformed into a luxury home.
- C The family were soon able to live in the tree-house again.
- D The tree-house was destroyed again within a few days.
- E The tree-house quickly dried out by itself.

7

**Where had the family kept their supplies over the winter?**

- A in a cellar
- B in their tree-house
- C in their tent
- D in a cave
- E outside, in barrels

8

**How did the family attempt to rescue their supplies?**

- A They shook all of the water off them.
- B They fetched new materials to mend them.
- C They took them to the tree-house instead of the tent.
- D They made a fire to dry them out.
- E They placed them out in the sun to dry.

9

**The father considered the damage inflicted on their property ‘irreparable’. (line 12) What does this word suggest he thought about the damage?**

- A It would be easy to repair the damage.
- B The damage was likely to be repeated.
- C The damage could be repaired but it would be difficult.
- D It would be impossible to repair all of the damage.
- E The father had never seen damage like it before.

10

**What is meant by ‘quarters’ (line 13)?**

- A sections
- B lodgings
- C storerooms
- D stables
- E beds

11

**What do we know about the climate on the island?**

- A The island is protected from heavy winds.
- B There is a rainy season.
- C The climate is very consistent.
- D Despite being warm, there is not much sun.
- E It rains all the time.

12

**Based on the passage, what was the main goal of hollowing out a cave in the rock?**

- A to provide a look-out point to watch for enemies
- B to provide a space for their animals
- C to test how much water had got into the rock
- D to provide an extra room in case they had visitors
- E to provide accommodation for the winter season

13

**If they only managed to carve out a smaller cave, what did the father hope to use it as?**

- A a shelter for emergencies
- B a house for their dog
- C a playroom for the children
- D a storage space for supplies
- E a shelter for rain showers

14

**How easy did the father think it would be to carve out a cave?**

- A very easy
- B easy as long as they set their minds to it
- C quite difficult, with no guarantee of success
- D so difficult it was nearly impossible
- E completely impossible

15

**‘with minds bent on success’ (lines 20–21)**

**What does this imply about their attitude to the work?**

- A They were indifferent as to whether they succeeded.
- B They wanted to succeed but struggled to believe they could.
- C They were absolutely determined to see it through.
- D They were so confident they felt they had already succeeded.
- E They worked cautiously because there was a high chance they wouldn’t succeed.

16

**‘incessant toil’ (line 22)**

**What does the word ‘incessant’ say about the work they were doing?**

- A The work they were doing was very difficult.
- B They kept working without a break.
- C They worked hard but it was having no effect.
- D They worked on and off, taking frequent breaks.
- E The work was uninspiring and monotonous.

17

**What would be another word for ‘impression’ on line 22?**

- A impact
- B dent
- C consequence
- D trouble
- E achievement

18

**Why did the family feel ‘relieved’ after they had started their work? (line 25)**

- A They knew they couldn’t get any further and could stop working.
- B They had finally begun to make progress.
- C Somebody rewarded them for their six days of work.
- D They realised they could fit their dog in the hole.
- E They had learned from the experience so it hadn’t been a complete waste of time.

19

**What type of word is ‘persevering’ on line 26?**

- A noun
- B verb
- C adjective
- D adverb
- E preposition

20

**What type of words are the following? heavily (line 26), hard (line 27), vigorously (line 33), quickly (line 37), safely (line 46)**

- A nouns
- B verbs
- C adjectives
- D adverbs
- E prepositions

21

**What was the reaction when Jack lost his crowbar?**

- A Jack’s father was angry because Jack had lost one of their tools.
- B Jack was embarrassed because he looked incompetent.
- C Jack was excited because of what it implied about the rock.
- D Jack and his father were relieved because it meant they could stop work.
- E Jack and his father were nervous because they didn’t know what to expect.

22

**‘we battered vigorously at the rock’ (line 33)**

**Which of the following words is closest in meaning to ‘vigorously’?**

- A painfully
- B rebelliously
- C energetically
- D carefully
- E powerlessly

23

**What did Jack do while Fritz and his father enlarged the opening of the cave?**

- A Jack went for a ride on his horse to celebrate the work was over.
- B Jack went to inform his mother.
- C Jack shouted loudly.
- D Jack went to collect more tools.
- E Jack had a rest so that he could take over next.

24

**What type of words are the following? resolve (line 12), sprang (line 30), thrust (line 30), enlarged (line 34), thundered (line 35)**

- A nouns
- B verbs
- C adjectives
- D adverbs
- E prepositions

25

**What was the family’s reaction to the cave?**

- A They thought it was so beautiful they couldn’t possibly make a home inside.
- B They were excited but fearful about what was inside.
- C They couldn’t see much because it was so dark.
- D The cave was as they had expected and they immediately felt at-home.
- E They were overwhelmed at the dazzling appearance.

26

**What other word is used interchangeably with ‘diamonds’ in the description of the cave? (lines 41–44)**

- A gold
- B rainbow
- C silver
- D stars
- E crystal

27

Inside the cave, 'crystal pillars rose from the floor like mighty trees'  
(line 43)

**This is an example of...**

- A a metaphor
- B personification
- C exaggeration
- D a simile
- E alliteration

28

**Why was the cave considered suitable as a home?**

- A because it resembled the family's previous home
- B because it was high and hidden from animals
- C because the crystal made it brighter inside
- D because the hard, dry sand would protect against damp
- E because it was warm inside



## Spelling Exercises

In these sentences there are some **spelling** mistakes. On each numbered line there is either **one** mistake or **no** mistake. Find the group of words with the mistake in it and mark its letter on your answer sheet. **If there is no mistake, mark N.**

29 The local county's superior players dominated the tennis tournament.  
A B C D

30 I recieved an elaborate invitation to an exclusive party next week.  
A B C D

31 The telephone company persued the customers that did not pay.  
A B C D

32 Oli asked his mum for permission to attend the charity concert.  
A B C D

33 Yulia regretted postponing her annual expedition to Norway.  
A B C D

34 Attendance at the secret meeting was compulserly and critical.  
A B C D

35 Ezra's adorable new puppy was obedient but also enthusiastic and playfull.  
A B C D

36 Sam enjoyed climing mountains and spending time in the countryside.  
A B C D

37 Consistant hard work has contributed to significant improvements.  
A B C D

# Hippos

In these sentences there are some **punctuation** mistakes. On each numbered line there is either **one** mistake or **no** mistake. Find the group of words with the mistake in it and mark its letter on your answer sheet. **If there is no mistake, mark N.**

38 Mention the word hippo and you will probably think of a cute but robust animal  
A B C D

39 But how accurate is this. Hippos look like they have tough skin when, in fact, their  
A B C D

40 skin is highly sensitive and susceptible to burn in the sun. Hippo sweat even has special  
A B C D

41 properties to protect the skin from the suns harmful rays. The same fluid, red in  
A B C D

42 colour also moisturises and serves as an antibiotic. Imagine using hippo sweat  
A B C D

43 as a cosmetic or a medicine! Its true that hippos are omnivores but don't let yourself  
A B C D

44 be fooled they are not gentle creatures and can be quite dangerous, especially given the  
A B C D

45 speed they can run (up to 30 kilometres per hour. Hippos typically do their  
A B C D

46 running at night whilst hunting for food. During the day, they stay in the water.  
A B C D

In this passage you have to choose the **best** word, or **group of words**, to complete each numbered line so that it makes sense and is written in correct English. Choose the **best** answer and mark its letter on your answer sheet.

## Performance Time

Waiting in the wings, the students' nerves soared as they listened to the

47 

excitement
------------

excite
--------

exciting
----------

excited
---------

excites
---------

 whispers from the audience.

A

B

C

D

E

48 All of 

there
-------

they're
---------

their
-------

those
-------

them
------

 friends and family had come to see them perform in the end-of-year show.

A

B

C

D

E

But what they were about to see was not what you

49 

considered
------------

would consider
----------------

are considering
-----------------

considering
-------------

wouldn't consider
-------------------

 a normal show.

A

B

C

D

E

Whilst the curtain was still down, Jamie and Farooq heaved the three boxes into the centre of the stage.

One of the boxes

50 

will open
-----------

was opened
------------

would open
------------

won't open
------------

had opened
------------

A

B

C

D

E

slightly so they hastily slammed it shut.

The noise from the audience was getting

51 

louder	loud	loudest	increased	increasing
--------	------	---------	-----------	------------

.

A

B

C

D

E

52 "Who 

has missed	misses	is missing	will miss	does miss
------------	--------	------------	-----------	-----------

 their

A

B

C

D

E

goggles?" asked their teacher in an urgent whisper.

Sara rushed forward to grab them and almost tripped on the ropes

53 

next to	to which	onto	in between	from
---------	----------	------	------------	------

 three of the students

A

B

C

D

E

were harnessed.

54 

As	Because	Although	Before	Even as
----	---------	----------	--------	---------

 the teacher nodded, the

A

B

C

D

E

three students rose into the air and the curtain lifted.

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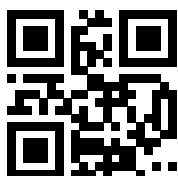
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Pupil's Name
School Name

DATE OF TEST		
Day	Month	Year
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UNIQUE PUPIL NUMBER									
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

SCHOOL NUMBER					
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

DATE OF BIRTH		
Day	Month	Year
<input type="text"/>	<input type="text"/>	<input type="text"/>

Please mark boxes with a thin horizontal line like this .

### The Secret Garden

<b>1</b>	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	E <input type="checkbox"/>
<b>2</b>	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	E <input type="checkbox"/>
<b>3</b>	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	E <input type="checkbox"/>
<b>4</b>	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	E <input type="checkbox"/>
<b>5</b>	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	E <input type="checkbox"/>
<b>6</b>	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	E <input type="checkbox"/>
<b>7</b>	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	E <input type="checkbox"/>
<b>8</b>	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	E <input type="checkbox"/>
<b>9</b>	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	E <input type="checkbox"/>
<b>10</b>	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	E <input type="checkbox"/>
<b>11</b>	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	E <input type="checkbox"/>
<b>12</b>	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	E <input type="checkbox"/>
<b>13</b>	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	E <input type="checkbox"/>
<b>14</b>	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	E <input type="checkbox"/>
<b>15</b>	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	E <input type="checkbox"/>
<b>16</b>	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	E <input type="checkbox"/>
<b>17</b>	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	E <input type="checkbox"/>
<b>18</b>	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	E <input type="checkbox"/>
<b>19</b>	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	E <input type="checkbox"/>
<b>20</b>	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	E <input type="checkbox"/>
<b>21</b>	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	E <input type="checkbox"/>
<b>22</b>	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	E <input type="checkbox"/>
<b>23</b>	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	E <input type="checkbox"/>

### Punctuation Exercise

<b>24</b>	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
<b>25</b>	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
<b>26</b>	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
<b>27</b>	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
<b>28</b>	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
<b>29</b>	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
<b>30</b>	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
<b>31</b>	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>

### A Ghostly Encounter

<b>32</b>	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
<b>33</b>	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
<b>34</b>	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
<b>35</b>	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
<b>36</b>	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
<b>37</b>	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
<b>38</b>	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
<b>39</b>	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>
<b>40</b>	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	N <input type="checkbox"/>

### Caught Out?

<b>41</b>	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	E <input type="checkbox"/>
<b>42</b>	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	E <input type="checkbox"/>
<b>43</b>	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	E <input type="checkbox"/>
<b>44</b>	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	E <input type="checkbox"/>
<b>45</b>	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	E <input type="checkbox"/>
<b>46</b>	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	E <input type="checkbox"/>
<b>47</b>	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	E <input type="checkbox"/>
<b>48</b>	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	E <input type="checkbox"/>
<b>49</b>	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>	E <input type="checkbox"/>



# English Parent's Guide

Familiarisation

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# English

The real 11+ English tests assess English in line with the new National Curriculum taught in schools up to the start of Year 6. The areas assessed typically include aspects of reading comprehension, spelling, punctuation and grammar.

## About the Familiarisation Papers

The English Familiarisation papers are designed to familiarise your child with the type of content in the real 11+ tests. The papers are presented in a similar way to many of the test papers used for selection at 11+. They provide practice in answering different types of English questions used in real 11+ tests and practice recording answers on the separate answer sheet. The papers may not be exactly the same difficulty level as the real tests, as the difficulty level varies between schools.

## Resources

Your child will need the following materials:

- **English Familiarisation 1 or 2 booklet**
- **English Familiarisation 1 or 2 answer sheet**
- **A pencil:** for the real 11+ tests, the answer sheets will need to be completed in pencil (not ink, felt-tip etc.) so they can be read by the computer.
- **A rubber** to change answers. Crossing out or placing an X next to the unintended answer on the answer sheet cannot be computer-marked.

## Working through the Papers

For the real 11+ tests, your child will need to: listen carefully to the instructions read out by the invigilator; read the instructions on the front of the test paper and the instructions at the top of each exercise; observe the messages at the bottom of the test paper telling them to go on to the next page or stop; and check/fill in the details at the top of the separate answer sheet.

Give your child the paper at an appropriate time, when they are both physically and mentally alert. Choose a suitable area for them to work in – make sure they can work comfortably and are free from any distractions.

Before your child takes a familiarisation paper, discuss with them the reasons they are doing the paper. Also, explain that they might find some of the questions difficult but that they should work as quickly and as carefully as they can. If they get stuck on a question, they should not waste too much time on it but move on to the next one. Encourage your child to work through each question independently. In the real 11+ tests, your child will work through each exercise without a break, however, for familiarisation purposes, you may wish to work through each exercise in separate sessions with your child.

Your child should mark their answers on the separate answer sheet provided. The real 11+ test will be marked by a computer, but it is important for your child to learn how to use the answer sheet properly in preparation for the real test. They should mark their answer in the appropriate box by drawing a clear line through it with a pencil. Mistakes should be rubbed out carefully, **not** crossed out, since in the real test this would not be recorded correctly by the computer. You can ignore the boxes at the top of the answer sheet marked 'Pupil Number', 'School Number' and 'Date of Birth'. Your child will be required to fill in or check these details in the real test, but it is not necessary for familiarisation purposes.

Note: For the spelling and punctuation exercises your child will be required to identify whether a question has either one error or no error. Where there is no error, option 'N' should be selected on the answer sheet.

## Timing the Papers

The real 11+ tests are timed but, for familiarisation purposes, give your child as much time as they need to complete each paper. If you do wish to time your child, however, allow 50 minutes to complete the whole paper.

## Marking and Feedback

The correct answers to the English Familiarisation Papers are provided on the following pages. Only these answers are allowed. One mark should be given for each correct answer—half marks should not be given. When you mark the paper you will be able to see how many questions your child got right overall. This will give you a good indication of their strengths and weaknesses. You may wish to go back over any questions your child got wrong and work through them together.

# Answer Keys

## English Familiarisation 1

### The Swiss Family Robinson

1. B
2. C
3. E
4. A
5. D
6. C
7. C
8. E
9. D
10. B
11. B
12. E
13. D
14. D
15. C
16. B
17. A
18. B
19. C
20. D
21. C
22. C
23. B
24. B
25. E
26. E
27. D
28. D

### Spelling Exercise

29. D
30. A
31. B
32. B
33. N
34. C
35. D
36. B
37. A

### Hippos

38. D
39. B
40. N
41. C
42. A
43. B
44. A
45. C
46. N

### Performance Time

47. D
48. C
49. B
50. E
51. A
52. C
53. B
54. A

## English Familiarisation 2

### The Secret Garden

1. D
2. D
3. C
4. A
5. C
6. E
7. C
8. D
9. B
10. A
11. C
12. A
13. D
14. B
15. A
16. E
17. E
18. A
19. C
20. B
21. D
22. D
23. B

### Punctuation Exercise

24. C
25. C
26. N
27. D
28. C
29. B
30. A
31. D

### A Ghostly Encounter

32. B
33. C
34. A
35. B
36. C
37. A
38. N
39. C
40. C

### Caught Out?

41. D
42. A
43. B
44. E
45. C
46. B
47. C
48. A
49. D

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