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.

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

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

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

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.

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

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

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

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

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

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.

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

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

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

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

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

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.

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

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

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

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

........................................................................................................
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.)

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”.

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.

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

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

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

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

14. Look at the section from lines 49-61.
   Mention two things that Laurie did which showed that he became more confident in school than he was on the first day.
15. (a) Why did Laurie think that his teacher was wearing a wig? (lines 53-64).

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

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

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

(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.

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.
## Applied Reasoning

(You should spend about 10 minutes on this section)

Complete the words by placing consecutive letters in the gap.

*For example:*

<table>
<thead>
<tr>
<th>For example:</th>
<th>should be completed</th>
<th>s(n)(o)rkel</th>
</tr>
</thead>
<tbody>
<tr>
<td>s(<em>)(</em>)rkel</td>
<td></td>
<td>s(n)(o)rkel</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 1</th>
<th>1 mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>c(<em>)(</em>)le</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 2</th>
<th>1 mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>ma(<em>)(</em>)e</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 3</th>
<th>1 mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>duc(<em>)(</em>)ing</td>
<td></td>
</tr>
</tbody>
</table>

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:*

<table>
<thead>
<tr>
<th>For example:</th>
<th>should be completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>a(_)ert</td>
<td>a(_)ert</td>
</tr>
<tr>
<td>(<em>)e(</em>)er</td>
<td></td>
</tr>
<tr>
<td>a(v)ert</td>
<td>a(l)ert</td>
</tr>
<tr>
<td>(l)e(v)er</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 4</th>
<th>1 mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>g(_)ade</td>
<td>g(_)ade</td>
</tr>
<tr>
<td>pea(<em>)(</em>)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 5</th>
<th>1 mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>ali(_)e</td>
<td>ali(_)e</td>
</tr>
<tr>
<td>(<em>)ni(</em>)es</td>
<td></td>
</tr>
</tbody>
</table>

**Go to separate booklet on your desk to answer the continuous writing questions.**
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.
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.

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

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

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

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

'What's this?' I said.

'You're starting school today.'

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

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

'I ain't.'

'You are.'

'Boo-hoo.'

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

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

I felt this was overdoing it rather, but I said no more after that. I arrived at the school
just three feet tall and fatly wrapped in my scarves. The playground roared like a rodeo, and the potato burned through my thigh. Old boots, ragged stockings, torn trousers and skirts, went skating and skidding around me. The rabble closed in; I was encircled; grit flew in my face like shrapnel. Tall girls with frizzled hair, and huge boys with sharp elbows, began to prod me with hideous interest. They plucked at my scarves, spun me round like a top, screwed my nose, and stole my potato.

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

‘What’s the matter, Loll? Didn’t he like it at school then?’

‘They never gave me the present!’

‘Present? What present?’

‘They said they’d give me a present.’

‘Well now, I’m sure they didn’t.’

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

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

The beautiful assistant left us at last and was replaced by a widow. She was tall, and smelt like a cart-load of lavender; and wore a hair net, which I thought was a wig.

I remember going close up and having a good look – it was clearly too square to be hair.

‘What are you staring at?’ the widow inquired.

I was much too soft-hearted to answer.

‘Go on. Do tell. You needn’t be shy.’

‘You’re wearing a wig,’ I said.

‘I can assure you I’m not!’ She went very red.

‘You are. I seen it,’ I said.

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

‘Now look very close. Is that really a wig?’

I looked hard, saw the net, and said ‘Yes’. 

END OF PASSAGE
SECTION THREE:
CONTINUOUS WRITING QUESTIONS

This Section may be completed at any time during the total 60 minutes. It is suggested that Candidates allow 20 minutes for this section.
1. In six or seven sentences, describe one of your relatives and explain what you like about that person.
2. In six or seven sentences, write down, for a friend who wants to draw or paint a picture at home, what steps to go through before getting started.