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Who this book is for

The ability to read and make meaning from written information are crucial skills for students of all ages. These skills are tested regularly in state, grammar and independent/private schools.

When children move from primary school to secondary school at the end of Year 6 aged 11 years, some parents may wish their child to take examinations in order to achieve a place at a grammar or independent/private school. Because the entry requirements to such schools vary from place to place around the country it is important for parents to prepare themselves by doing some research about the schools that they may wish their child to attend.

Schools publish their entry requirements for students moving schools at age 11+ and it is important that parents find out about the admissions policies of the school and any examinations that the school may set in order that they can prepare their children properly.

Examinations in English tend to be a reading passage accompanied by either a multiple choice or standard answer comprehension test, plus a piece of written creative writing, composition or essay.

For multiple choice answer tests, answers are recorded by ticking or marking a box on an answer sheet. For standard comprehension tests answers are written in an answer book.

It is my experience as a tutor that many parents enter children for more than one type of school. The Tutor Master papers take this into account by providing two separate books with practice tests for both Multiple Choice English Comprehension and Standard English Comprehension papers.

This book has been written with the aim of helping students practise their comprehension skills as a way of improving their abilities to understand written information.

The tests contained in this book have been prepared for children in school years 5, 6 and 7, ages 9 – 13 years old. As well as being helpful for general revision and practice, these comprehension tests are written to assist particularly students who are preparing for entrance examinations at 11+ for grammar schools and independent schools.

They may well also be of assistance for students preparing for 12+ and 13+ examinations as an aid to revision and practice.

How to use this book

This book contains important, practical advice on the best ways to approach multiple choice comprehension tests and how to write effective and purposeful answers. The book also provides tips and advice for writing composition/essays. These are writing tests that cover aspects of creative writing such as stories, reports and letters.

Five multiple choice comprehension tests are provided, each with a reading passage followed by questions that are answered by the students on the papers provided.

Each of the five comprehension tests is accompanied by a composition/essay test that provides a choice of two tasks for the student to attempt.

A clear, helpful and detailed mark scheme is provided for both the comprehension test and compositions to enable an accurate assessment to be made of each student's performance.

Read the passage below and answer the following questions carefully. It is a good idea to go back and check the passage to find your answers. Mark your answers neatly on the answer sheet.

The Battle of Hastings

This famous battle was fought on 14th October 1066 between Harold Godwin, the King of England and William, Duke of Normandy, from the country we now call France. The battle was fought to decide who should be the rightful King of England.

5 The Background to the Battle

King Harold had, only nineteen days earlier, fought another major battle in the north of England at Stamford Bridge near York. He had been forced to take his men north on a march that took about a week. He won a great victory over the King of Norway, Harold Hardrada and his army of Norsemen, but even as he was feasting and resting after the battle, news was brought to him that Duke William of Normandy had landed in Sussex. William had brought a fleet of ships numbering between 500 and 700 vessels and an army of 7500 men.

King Harold was forced to march back to London immediately with his victorious but exhausted army, to regroup and recover. He spent six days in London before deciding to march south to confront William. Harold's army numbered about 8500 men but was not at its full strength due to injuries sustained earlier and the fact that not all men had arrived from across the country of England.

20 The Site of the Battle

On the morning of 14th October 1066 King Harold deployed his army below Caldbec Hill on the ridge facing south and guarding the route to London. His command post was high up on the hill (later to be called Senlac Hill by the Normans) and below, his army stretched 300 yards to the east and west, tightly packed in ranks 10 to 12 men deep.

King Harold's Army

In the front ranks stood the Housecarles. These were Harold's strongest and best disciplined soldiers. They were well-armed, well-paid, professional soldiers. They rode to battle but fought on foot. They wore helmets and chain-mail for body protection and carried long triangular shields. They were armed with heavy axes, hurling javelins and they were expected to bear the brunt of the enemy onslaught.

Behind the Housecarles were the select Fyrdsmen who were recruited and paid for by towns or villages which also supplied food and arms. Then there were the general Fyrdsmen, farmers and other assorted folk who had joined Harold's army to fight in order to protect their families and homesteads from the Norman invaders. The Fyrdsmen and peasants were more lightly armed with spears, javelins, bill hooks, scythes and stone headed axes for throwing.

Answer these questions carefully. It is good idea to go back and check the passage to find your answers. You should choose the best answer and mark its letter on your answer sheet.

1. The Battle of Hastings was fought between:
 - a) King Harold and Harold Hardrada
 - b) Harold Godwin and King Harold
 - c) King William and the Duke of Normandy
 - d) King Harold and William Duke of Normandy
 - e) William Duke of Normandy and Harold Hardrada
2. The Battle of Hastings was fought between the armies of:
 - a) England and Norway
 - b) England and an allied army of Normans, French, Bretons and Flemings
 - c) England and Normandy
 - d) Normandy and Norway
 - e) Hastings and Normandy
3. King Harold of England was at a disadvantage because only weeks earlier
 - a) His army had been hit by disease.
 - b) His army had run out of weapons.
 - c) He had been forced to fight a major battle in the north of England.
 - d) He wasn't sure where the Norman army was.
 - e) He had got lost on the way back to London.
4. William Duke of Normandy landed in England at a place called
 - a) Suffolk
 - b) Essex
 - c) Middlesex
 - d) Sussex
 - e) York
5. William and his army arrived from Normandy by
 - a) ferry
 - b) aeroplane
 - c) coach
 - d) many ships
 - e) train
6. Of the two armies, Harold's was the bigger by about
 - a) 1000 men
 - b) 100 men
 - c) 10000 men
 - d) 10 men
 - e) none, they were about the same size.

25. The word ‘ceremonies’ (line 9) is an example of
- a) a common noun
 - b) a singular noun
 - c) a plural noun
 - d) a collective noun
 - e) an abstract noun

Read the following passage. 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 X.*

The Gardener

26. It was a windy and damp autum day.

A B C D X

27. The gardner had swept up all the leaves.

A B C D X

28. He leened on his broom and was having a rest.

A B C D X

29. He looked at the neat piles he had made.

A B C D X

30. Suddenley the wind blew and all his piles disappeared.

A B C D X

31. He was thoroughly fed up and really disappointed now.

A B C D X

32. He was begining to feel like giving up.

A B C D X

33. His kind nieghbour Don asked if he needed help.

A B C D X

34. Together they managed to sweep up the leaves.

A B C D X

English Comprehension Multiple Choice Set One

Read the following passage. 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 X.*

Getting to School

29. John decided to go to school earlier than usual.

A B C D X

30. There was keyboard practise in the hall before registration.

A B C D X

31. His mum made him his favorite tasty breakfast.

A B C D X

32. It tasted realy delicious. He packed his lunch

A B C D X

33. and went to catch the early bus to shcool.

A B C D X

34. At the bus stop he queued pateintly with his friends.

A B C D X

35. Eventually, the bus arrived, full up with passengers.

A B C D X

36. John sighed with extreme dissapointment and sadly

A B C D X

37. reasiled that his valiant attempt to be early

A B C D X

38. had not worked. He would try again tommorow morning.

A B C D X

39. In the end, John caught the next bus and eventually

A B C D X

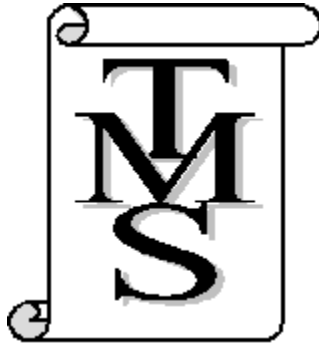
40. arrived late. He got detension for not being punctual.

A B C D X

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ENGLISH Composition/Essay Practice Test 1D

30 minutes
Total Marks: 50

Choose one of these to write

1. In the comprehension passage you have read, Heidi handed a letter to her grandfather (paragraph 6). What do you think was written in the letter?

Use your imagination to write the letter that Heidi handed to her grandfather. You might like to include some details about what Heidi has been doing at the house of Clara, Grandmamma and Herr Sesemann, the reasons why she was sent back to her grandfather and the purpose of the money in the purse.

OR

2. Write a story/composition about the time you met an old person. This could be someone you know well or someone you met for the first time. Use the title "**An Encounter with an Older Person**".

Use these ideas to help you write paragraphs about; how and where you met, what they looked like and how they dressed, and what they were like. Mention any interests or hobbies that they told you about.

- Remember that the examiners are looking to see if you have included speech correctly punctuated, feelings (of yourself or your characters) and good description.
- Remember to check your grammar, spelling and punctuation carefully.
- Write on the lined paper.
- If you make a mistake, cross it out neatly and write in your correction.