

Contents

Who this book is for	4
How to use this book.....	4
Tips and Advice	5
Comprehension Tips	6
Practical Advice	6
Tips for Writing Compositions.....	7
Practice Test 1A.....	8
Practice Test 1B.....	21
Practice Test 1C.....	33
Practice Test 1D.....	45
Practice Test 1E.....	57
Answers and Marking Schemes.....	69
Answers Paper 1A	70
Answers Paper 1B	72
Answers Paper 1C	73
Answers Paper 1D	75
Answers Paper 1E	76
Marking scheme for Compositions.....	78
Marking scheme for Letters	78
Marking scheme for Speech Conversations	79
Marking scheme for Report.....	79

Who this book is for

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). 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.

The ability to read and make meaning from written information is crucial for students of all ages. This is 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), 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.

How to use this book

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

Five standard 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. Write 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 SECTION

PLEASE WRITE OUT YOUR FULL NAME HERE:

MARKS

- 1. Which one word in the paragraph lines 5-13 is used to tell us that King Harold won the battle over the King of Norway? Write it on the line below.

1

.....

- 2. Which two words in the third paragraph tell us what King Harold and his army needed to do in order to prepare to fight Duke William of Normandy? Write them on the line below.

2

Word one Word two

- 3. Put a ring around the word or phrase which is closest in meaning to the word “deployed” (line 21).

2

employed arranged sent home protected

- 4. Take each of the following words or terms and put it into the correct box to show if it best suits: a) Housecarles b) Fyrdsmen

4

professional bill hooks heavy axes
stone headed axes paid for by town or village
well paid long triangular shields scythes

Housecarles	Fyrdsmen

English Comprehension Standard Set One

5. From the paragraph lines 39-43 write down five things that Harold's army should do in order to win the battle. 5

- a).....
- b).....
- c).....
- d).....
- e).....

6. Take each of the following terms and write the letter that is next to it in the correct box to show whether it best relates to Harold's or William's army. 3

more archers (A) more mounted cavalry (C) bigger army (E)
 fewer archers (B) fewer mounted cavalry (D) smaller army (F)

Harold's Army	William's Army

7. In your own words explain why William and his army had the more difficult task to win the battle. 3

.....

.....

.....

.....

.....

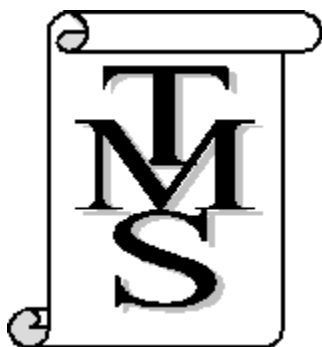
.....

.....

.....

.....

Tutor Master Services



ENGLISH Composition/Essay

Practice Test 1D

**30 minutes
Total Marks: 50**

Choose one of these to write

1. Write a story about the time you went to visit someone. This could be a visit made to a friend or relatives. The visit may have involved a journey and maybe you stayed for a few days.

Use the title "The Visit".

- Remember that the examiners are looking to see if you have included speech correctly punctuated, feelings (of yourself or your characters) and good description.

OR

2. Write a letter to a relative you have not seen for sometime telling them all about yourself. You may need to refresh their memory by giving some a) up to date details about yourself, b) details about school, c) hobbies and interests.

Remember to set out the letter in the correct format and to make it as interesting and informative as you can.

Use the title "A Letter to a Relative".

- 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.