

GL Pack 1

SAMPLE PAGES

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

Time: **30 minutes**



English 1a

The Eleven Plus Tutors Ltd

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Time: **30 minutes**



Comprehension

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

Text adapted from *Tales of St Austin's* by PG Wodehouse, which is in the public domain.

1 Another fruitful source of discomfort is provided by the type of master who lectures on a subject for half an hour, and then, with a bland smile, invites, or rather challenges, his form to write a 'good, long note' on the quintessence of his discourse. For the inexperienced this is an awful moment. They must write
5 something—but what? For the last half hour they have been trying to impress the master with the fact that they belong to the class of people who can always listen best with their eyes closed. Nor poppy, nor mandragora, nor all the drowsy syrups of the world can ever medicine them to that sweet sleep that they have just been enjoying. And now they must write a 'good, long note'. It is in
10 such extremities that your veteran shows up well. He does not betray any discomfort. Not he. He rather enjoys the prospect, in fact, of being permitted to place the master's golden eloquence on paper. So he takes up his pen with alacrity. No need to think what to write. He embarks on an essay concerning the master, showing up all his flaws in a pitiless light, and analysing his thorough
15 worthlessness of character. On so congenial a subject he can, of course, write reams, and as the master seldom, if ever, desires to read the 'good, long note', he acquires a well-earned reputation for attending in school and being able to express himself readily with his pen. Vivat floreatque.

But all these forms of notes are as nothing compared with the notes that youths
20 even in this our boasted land of freedom are forced to take down from dictation. Of the 'good, long note' your French scholar might well remark: 'C'est terrible', but justice would compel him to add, as he thought of the dictation note: 'mais ce n'est pas le diable'. For these notes from dictation are, especially on a warm day, indubitably le diable.

25 Such notes are always dictated so rapidly that it is impossible to do anything towards understanding them as you go. You have to write your hardest to keep up. The beauty of this, from one point of view, is that, if you miss a sentence, you have lost the thread of the whole thing, and it is useless to attempt to take it up again at once. The only plan is to wait for some perceptible break in the flow
30 of words, and dash in like lightning. It is much the same sort of thing as boarding a bus when in motion. And so you can take a long rest, provided you are in an obscure part of the room. In passing, I might add that a very pleasing indoor game can be played by asking the master, 'what came after so-and-so?' mentioning a point of the oration some half-hour back. This always provides a
35 respite of a few minutes while he is thinking of some bitter repartee worthy of the occasion, and if repeated several times during an afternoon may cause much innocent merriment.

Of course, the real venom that lurks hid within notes from dictation does not
40 appear until the time for examination arrives. Then you find yourself face to face with sixty or seventy closely and badly written pages of a note-book, all of which

must be learnt by heart if you would aspire to the dizzy heights of half-marks. It is useless to tell your examiner that you had no chance of getting up the subject. 'Why,' he will reply, 'I gave you notes on that very thing myself.' 'You did, sir,' you say, as you advance stealthily upon him, 'but as you dictated those
45 notes at the rate of two hundred words a minute, and as my brain, though large, is not capable of absorbing sixty pages of a note-book in one night, how the suggestively asterisked aposiopeses do you expect me to know them? Ah-h-hh!

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

“Another fruitful source of discomfort” (line 1). What were the other sources of discomfort?

- A Having to be at school.
- B Taking lessons.
- C Listening to lectures.
- D The bad weather.
- E It is impossible to tell.

2

What is “his form”? (line 3)

- A It is impossible to tell.
- B His body.
- C His shadow.
- D His class.
- E His previous behaviour.

3

What type of word is “awful” as it is used in line 4?

- A Adjective.
- B Verb.
- C Preposition.
- D Adverb.
- E Noun.

Cloze

Choose the most appropriate word for sentence.

21 We were _____ by the sudden noise.

invented	perturbed	concern	performed	discourse
A	B	C	D	E

22 She was _____ by the results of her exams.

delighted	despicable	divide	demand	delivered
A	B	C	D	E

23 The teacher was _____ at the poor performance of his pupils.

luxurious	alive	obliged	livid	luxury
A	B	C	D	E

24 The _____ of the experiment was that the hypothesis was proven.

sum	derision	conclusion	action	conclude
A	B	C	D	E

25 We were pleased to pick up such a _____ at the shops.

barter	average	belated	bargain	again
A	B	C	D	E

26 Sadly, a lot of people were _____ to step forward.

reluctant	stagnant	related	refuse	extreme
A	B	C	D	E

PRACTICE PAPER ANSWER SHEET - English 1a



Pupils Name									
School Name									
UNIQUE PUPIL NUMBER									
SCHOOL NUMBER									

DATE OF TEST		
Day	Month	Year

DATE OF BIRTH		
Day	Month	Year

Please mark boxes with a thin horizontal line like this .

Comprehension

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

Answer Keys

Question	Answer	Explanation
1	E	We are not told.
2	D	He's a teacher, so it is his class.
3	A	It's an adjective.
4	A	It's being asked to write notes by the master.
5	E	They were dozing off, rather than concentrating.
6	C	How the veterans cope compared to the inexperienced.
7	B	He enjoys the task.
8	D	The veteran writes lots, but they are not about the subject they should be writing about!
9	A	The teacher "seldom" bothers to read it in detail if he sees a lot of notes taken.
10	A	
11	D	Dictation causes the biggest terror.
12	C	You may as well take a break if you lose your thread on the notes.
13	D	It's a simile – "like lightning"
14	E	So that you wouldn't be spotted!
15	C	It's to gain some relief by distracting and delaying the master.
16	A	Now you feel the pain of not having taken good notes.
17	C	It's a preposition.
18	B	It's an adjective.
19	C	
20	D	
21	B	
22	A	
23	D	
24	C	
25	D	
26	A	

Mathematics 1c

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Practice Paper 1c

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-
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-

Time: **50 minutes**



1

Work out $204 + 175$

379	369	389	381	377
A	B	C	D	E

2

What is two fifths plus four tenths?

Four fifths	Six tenths	Two thirds	Three fifths	Two fifths
A	B	C	D	E

3

Work out $\frac{3}{7} \times \frac{4}{5}$.

$\frac{7}{12}$	$\frac{5}{21}$	$\frac{9}{20}$	$\frac{1}{3}$	$\frac{12}{35}$
A	B	C	D	E

4

My dinner time is 7:15pm. I note there are two hours and eleven minutes until dinner. What time is it now?

5:15pm	4:58pm	5:04pm	5:01pm	5:02pm
A	B	C	D	E

5

What number finishes this sequence?

26, 4, 30, 34

38	64	39	41	50
A	B	C	D	E

6

Calculate:

4.8×5.4

26.86	24.68	22.86	25.92	25
A	B	C	D	E

25

A

B

C

D

E

26

A

B

C

D

E

27

A

B

C

D

E

28

A

B

C

D

E

29

A

B

C

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48

A

B

C

D

E

49

A

B

C

D

E

50

A

B

C

D

E

Verbal Reasoning 1b

The Eleven Plus Tutors Ltd

Practice Paper 1b

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Time: **30 minutes**



Anagrams

In these questions, one letter has been taken out of each of the anagrams that are marked in bold. Identify the missing letter. The sentence that you make must make sense.

Example:

The lion **arore** very **uolyl**.

d (*roared, loudly*)

A d

B e

C t

D s

E w

1

The **yrilar** is full of fantastic **koos**.

A t

B s

C t

D b

E w

2

The television **graempor** was a **tcudoneray** on the Royal Family.

A a

B s

C b

D d

E m

3

The **ta** curled up in the **nrrore** of the room.

A a

B c

C f

D l

E c

4

They needed money so got a **noI** from the **nkb**.

A c

B s

C a

D i

E f

5

I like to listen to my favourite **gns** in my **rodebm**.

A o

B a

C i

D e

E s

Non-Verbal Reasoning 1d

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Practice Paper 1d

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-
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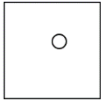
Time: **30 minutes**

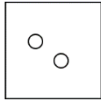


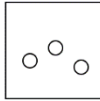
Section 1 – Matrices

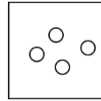
In these questions, you are presented with a grid that is filled with shapes apart from one empty square. They will all be following a sequence in some way. Work out the shape that should go in the empty square in order to complete the sequence and mark the answer on your answer sheet.

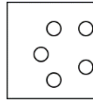
Example:


A


B

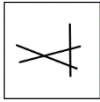

C

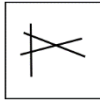

D

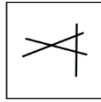

E

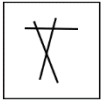
Answer **C** – Moving across the rows, one fewer circle.

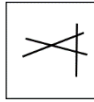
1


A

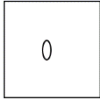

B

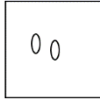

C

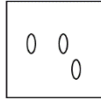

D

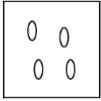

E


2


A


B


C


D


E

16

Why was Hong Kong so important for Fix?

- A Because it was the last place they were travelling to still under English jurisdiction.
- B Because it was the last place where he knew anyone.
- C Because he knew Fogg was getting off there.
- D It is impossible to tell.
- E Because he had many friends there.

17

Who was Fix addressing in lines 55-60?

- A Fogg.
- B Passepartout.
- C It is impossible to tell.
- D Himself.
- E Aouda.

18

In lines 61-65, what was Fix's plan?

- A We are not told.
- B To get the boat stopped before Hong Kong.
- C To tell Passepartout what he knew about Fogg .
- D To be confident that Passepartout would solve everything.
- E To Aouda what he knew about Fogg.

19

Why was Fix in a "sore strait"? (line 66)

- A We are not told.
- B Because he had seasickness.
- C Because he knew Passepartout could easily scupper his plan.
- D Because he knew it was a tough journey.
- E Because he couldn't come up with an alternative plan.

20

What was the "supposed intrigue"? (line 73)

- A We are not told.
- B How Aouda and Fogg had met.
- C When they would arrive at Hong Kong.
- D What would happen at Hong Kong.
- E Whether Fogg would win his wager.