

THE TRANSFER TEST

English Multiple Choice

Sample Test Paper

What follows is a **sample** of an English Multiple Choice Paper showing some questions.

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English Multiple Choice

Practice Test
Paper 1

Time: 50 minutes

Introduction

In this booklet there are some stories. There are passages from different types of books. We hope you will find them interesting and informative. You will be asked some questions on the passages themselves and on using books in general.

As you work through the booklet refer to the Glossary and Contents pages whenever you wish.

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Read this passage through, then answer the questions on the following pages. If there are any words you don't understand, you may find them in the Glossary at the end of the booklet.

Five Children and It

- 1 You get into bed at night, and lie down quite flat on your little back with your hands straight down by your sides. Then you say 'I must wake up at five' (or six, or seven, or eight, or nine, or whatever the time is that you want), and as you say it you push your chin down on to your chest and then bang your head back on the pillow. And
- 5 you do this as many times as there are ones in the time you want to wake up at. (It is quite an easy sum.) Of course everything depends on your really wanting to get up at five (or six, or seven, or eight, or nine); if you don't really want to, it's all of no use. But if you do - well, try it and see. Of course in this, as in doing Latin proses or getting into mischief, practice makes perfect. Anthea was quite perfect.
- 10 At the very moment when she opened her eyes she heard the black-and-gold clock down in the dining-room strike eleven. So she knew it was three minutes to five. The black-and-gold clock always struck wrong, but it was all right when you knew what it meant. It was like a person talking a foreign language. If you know the language it is just as easy to understand as English. And Anthea knew the clock language.
- 15 She was very sleepy, but she jumped out of bed and put her face and hands into a basin of cold water. This is a fairy charm that prevents your wanting to get back into bed again. Then she dressed quickly, and folded up her nightgown. She did not tumble it together by the sleeves, but folded it by the seams from the hem, and that will show you the kind of well-brought-up little girl she was.
- 20 Then she took her shoes in her hand and crept softly down the stairs. She opened the dining room window and climbed out. It would have been just as easy to go out by the door, but the window was more romantic, and less likely to be noticed by Martha.

Please go to the next page >>>

- 25 Her heart was beating very fast, for she was carrying out a plan quite her own. She could not be sure that it was a good plan, but she was quite sure that it would not be any better if she were to tell the others about it. And she had a feeling that, right or wrong, she would rather go through with it alone. She put on her shoes under the iron verandah, on the red and yellow shining tiles, and then she ran straight to the sand-pit, and found the Psammead's place, and dug it out; it was very cross indeed.
- 30 "I'm so sorry," said Anthea gently, and she took off her white pinafore and covered the Sand fairy up with it, all but its head, its bat's ears, and its eyes that were like a snail's eyes.

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**What was unusual about the clock?**

- A it was black and gold
- B it spoke a foreign language
- C it always gave the wrong time
- D it was in the dining room
- E it woke Anthea up anytime she wanted it to

There would be 8 additional questions in this section.

10**What is the proper adjective in line 14?**

- A understand
- B English
- C Anthea
- D clock
- E language

Please go to the next page >>>

In this 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 the letter for it on your answer sheet. If there is no mistake, choose option N on your answer sheet.

Biography

11

A biography is a book which explains the events in a person's life.

 A B C D

12

Biographies are usually about famous or infamous people. They are

 A B C D

There would be 8 additional questions in this section.

Please go to the next page >>>

Read this passage through, then answer the questions which follow. If there are any words you don't understand, you may find them in the Glossary at the end of the booklet.

Ants

1 Location

Ants live almost everywhere in the world. The only places that do not have ants are very cold climates such as the Arctic and Antarctic or some high mountains. There are more than 12,000 species of ants all over the world. It is likely that there are still some
5 ant species that scientists haven't discovered yet.

Strength

Ants are very strong. An ant can lift 20 times its own body weight. They have both inner and outer jaws. They use their outer jaws or mandibles to pick things up. If a seven year old was as strong as an ant, and able to lift 20 times her own body weight, she
10 would be able to pick up a car!

Ant Types

Ants live in groups called colonies which can consist of millions of members. There are three different kinds of ants; the queen, the male and the female. Queens are the biggest and their job is to lay eggs to create more ants. Some queen ants can live for
15 many years and have millions of babies! When the queen of the colony dies, the colony can only survive for a few months. The male who mates with the queen doesn't live very long. The female worker builds the mounds and supplies food to the colony.

Ant Senses

An ant has eyes with many lenses. These lenses enable them to see nearby objects,
20 their surroundings and much more. However, there are some ants that are completely blind and have to navigate using their senses of touch and smell. Ants don't have ears. Instead they hear by feeling vibrations in the ground through their feet. When ant colonies are moving or when they have found a source of food, ants leave a scent trail for other ants to follow. An ant's antennae are also very useful. They allow the ant to
25 hear, taste, touch and smell.

Please go to the next page >>>

Ants use their antennae to communicate by touching one another. Ants don't have lungs. Oxygen enters through tiny holes all over the body and carbon dioxide leaves through the same holes.

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.

21**The death of the Queen ant means**

- A** that the colony must travel to another location
- B** that the males can live for longer
- C** the colony must survive without creating new ants
- D** that the colony must find a new Queen
- E** the death of the colony soon after

22**You are unlikely to find ants**

- A** at the North Pole
- B** in very warm climates
- C** in deserts
- D** in Northern Ireland
- E** in leafy environments

There would be 12 additional questions in this section.

Please go to the next page >>>

In this passage there are some mistakes in the use of capital letters and punctuation. On each numbers 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, choose option N on your answer sheet.

A Popular Schoolgirl

35

if Egbert exceeded the speed limit, he certainly had the excuse of a clear road

A

B

C

D

There would be 7 additional questions in this section.

Please go to the next page >>>

Read this passage through, then answer the questions which follow. If there are any words you don't understand, you may find them in the Glossary at the end of the booklet.

A Jolly Fellowship

1 I was sitting on the deck of a Savannah steam-ship, which was lying at a dock in the East River, New York. I was waiting for young Rectus, and had already waited some time; which surprised me, because Rectus was, as a general thing, a very prompt fellow, who seldom kept people waiting. But it was probably impossible for him to regulate his own movements this time, for his father and
5 mother were coming with him, to see him off.

I had no one there to see me off, but I did not care for that. I was sixteen years old, and felt quite like a man; whereas Rectus was only fourteen, and couldn't possibly feel like a man—unless his looks very much belied his feelings. My father and mother and sister lived in a small town some thirty miles from New York, and that was a very good reason for their not coming to the city just to
10 see me sail away in a steam-ship. They took a good leave of me, though, before I left home.

I shall never forget how I first became acquainted with Rectus. About a couple of years before, he was a new boy in the academy at Willisville. One Saturday, a lot of us went down to the river to swim. Our favourite place was near an old wharf, which ran out into deep water, and a fellow could take a good dive there, when the tide was high. There were some of the smaller boys along that
15 day, but they didn't dive any, and if they even swam, it was in shallow water near the shore, by the side of the wharf. But I think most of them spent their time wading about.

I was a good swimmer, and could dive very well. I was learning to swim under water, but had not done very much in that line at the time I speak of. We were nearly ready to come out, when I took a dive from a post on the end of the wharf, and then turned, under water, to swim in shore. I intended
20 to try to keep under until I got into water shallow enough for me to touch bottom, and walk ashore. After half a dozen strokes, I felt for the bottom and my feet touched it. Then I raised my head, but I didn't raise it out of the water. It struck something hard.

In an instant I knew what had happened. There was a big mud-scow lying by the side of the wharf, and I had got under that! It was a great flat thing, ever so long and very wide. I knew I must get
25 from under it as quickly as I could. Indeed, I could hardly hold my breath now. I waded along with my head bent down, but I didn't reach the side of it. Then I turned the other way, but my hands, which I held up, still touched nothing but the hard, slimy bottom of the scow. I must have been wading up and down the length of the thing.

Please go to the next page >>>

30 I was bewildered. I couldn't think which way to turn. I could only think of one thing. I would be drowned in less than a minute. Scott would be head of the class. My mother, and little Helen—but I can't tell what my thoughts were then. They were dreadful. But just as I was thinking of Helen and mother, I saw through the water some white things, not far from me. I knew by their looks that they were a boy's legs.

35 I staggered toward them, and in a moment my hands went out of water, just at the side of the scow. I stood up, and my head with half my body came up into the air.

What a breath I drew! But I felt so weak and shaky that I had to take hold of the side of the scow, and stand there for a while before I waded ashore. The boy who was standing by me was Rectus. He did not have that name then, and I didn't know him.

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.

43**What is the most likely definition of a mud-scow?**

- A a sea-cow
- B a life-jacket
- C a canoe
- D a kind of whale
- E A large, flat-bottomed boat used for carrying mud

44**Why did the author's family not see him off to sea?**

- A he was too young to go to sea
- B he did not care about his family
- C they tended to be late and keep people waiting
- D they lived too far away
- E they did not believe he was going to sea

There would be 11 additional questions in this section.

Please go to the next page >>>

General Section

To answer these questions, you may have to think about the passages you have read. Look back at these if you need to. Look also at the Contents at the beginning of the booklet and the Index, Glossary, and Bibliography at the end of the booklet if you need to.

56

The two words which could be described as homonyms are

A calm and angry

B for and four

C small and tiny

D lion and cub

There would be 4 additional questions in this section.

END OF TEST

Glossary

antennae	a pair of long, thin sensory part on the heads of insects
carbon dioxide	a colourless, odourless gas produced by breathing
chronological	a list of events starting with the earliest
exceeded	go beyond what is allowed
hem	the edge of a piece of cloth or clothing
Latin	the language of Ancient Rome and its empire
mandibles	the jaw or a jawbone
oxygen	a gas which is the life-supporting component of the air
prose	written or spoken language
regulate	control or maintain the rate or speed
sauntering	Walk in a slow, relaxed manner, without hurry or effort
seams	a line where two pieces of fabric are sewn together
verandah	a porch along the outside of a building
wading	walk through water or another liquid
wharf	a level area to which a ship may be moored

Bibliography

Edith Nesbit, Five Children and It, 1902
 Biography, GL English Practice Test, 2013
 Ants, GL English Practice Test, 2013
 Angela Brazil, A Popular Schoolgirl, 1920
 Frank R Stockton, A Jolly Fellowship, 1901

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ENGLISH MULTIPLE CHOICE - SAMPLE PAPER ANSWERS

1 C	21 E	41
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10 B	30	50
11 N	31	51
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15	35 A	55
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17	37	57
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19	39	59
20	40	60

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English Paper - Answer Sheet

Please mark boxes with a thin horizontal line like this: 

1	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"/>
	N	<input type="checkbox"/>

12	A	<input type="checkbox"/>
	B	<input type="checkbox"/>
	C	<input type="checkbox"/>
	D	<input type="checkbox"/>
	N	<input type="checkbox"/>

21	A	<input type="checkbox"/>
	B	<input type="checkbox"/>
	C	<input type="checkbox"/>
	D	<input type="checkbox"/>
	E	<input type="checkbox"/>

22	A	<input type="checkbox"/>
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	D	<input type="checkbox"/>
	E	<input type="checkbox"/>

35	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"/>
	E	<input type="checkbox"/>

44	A	<input type="checkbox"/>
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	C	<input type="checkbox"/>
	D	<input type="checkbox"/>
	E	<input type="checkbox"/>

56	A	<input type="checkbox"/>
	B	<input type="checkbox"/>
	C	<input type="checkbox"/>
	D	<input type="checkbox"/>

END OF TEST