

# English

Section 1, 50% - 45 Minutes

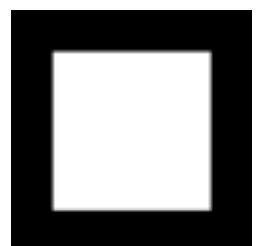
**READING.** You should read the texts and then answer the questions provided.

Section 2, 20% - 15 Minutes

**LANGUAGE.** A set of questions testing your specific knowledge of key features of grammar and punctuation.

Section 3, 30% - 30 Minutes

**WRITING.** You should use one of the provided stimuli to write an extended piece of writing. **In this section your spelling, punctuation and grammar counts towards your final mark**



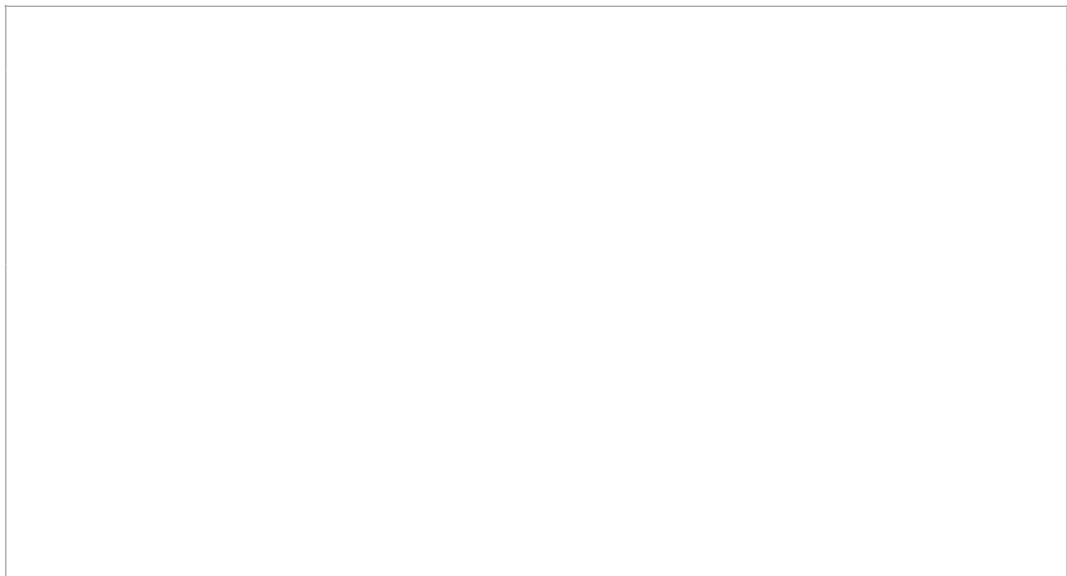
SECTION 1: READING - 50% [45 Minutes]

**A: READ THE FOLLOWING EXTRACT FROM SAMUEL TAYLOR COLERIDGE'S "Kubla Khan, Or, a vision in a dream (Autumn 1797)"**

In Xanadu did Kubla Khan  
A stately pleasure-dome decree:  
Where Alph, the sacred river, ran  
Through caverns measureless to man  
Down to a sunless sea.  
So twice five miles of fertile ground  
With walls and towers were girdled round:  
And here were gardens bright with sinuous rills,  
Where blossomed many an incense-bearing tree;  
And here were forests ancient as the hills,  
Enfolding sunny spots of greenery.

**ANSWER THE FOLLOWING QUESTIONS IN THE SPACES PROVIDED**

- 1. Draw a simple image of Xanadu including at least 5 features based on the words of the poem:**



[you may label the image if you wish]

2. **Write down three adjectives (these describe nouns) from the poem.** What additional effect do these adjectives have on our understanding of the events that are being described?

ADJECTIVES:

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EFFECT:

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3. **Draw a line to match the following words from the poem with their best synonyms** (synonym: words that mean the same thing)

decree

productive

fertile

band

girdle

surround

enfolding

command

4. **Find an example of alliteration in the passage and copy it below.** (Alliteration: starting sounds of words are the same) Why do you think the author uses this device?

EXAMPLE:

EXPLANATION:

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5. **Re-write the passage in your own words.** Try to write the passage as if it were you trying to say the same things to someone you know.

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6. **What tense is used in the following quotation?** Why do you think Coleridge used it?

*"In Xanadu did Kubla Khan  
A stately pleasure-dome decree:"*

To decree means **to order**.

TENSE:

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WHY IT WAS USED:

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**B: READ THIS NEWSPAPER ARTICLE**

**ANSWER THE FOLLOWING QUESTIONS IN THE SPACES PROVIDED**

## **Third bite is deepest for Luis Suárez and his World Cup may be over**

Another World Cup and another row with the Uruguay striker at its heart but this is not his first 'bite' or even the second

Luis Suárez failed to puncture Italy's defence in Natal, leaving that duty to his team-mate Diego Godín. But he did his best to puncture an Italian defender, the deep red marks on Giorgio Chiellini's shoulder appearing to confirm the suspicion that the striker had leaned in for more than just a friendly nuzzle as the pair tussled off the ball in the 79th minute.

And so here we are again: another World Cup and another controversy with the Uruguay striker at its heart. His goal-line handball against Ghana in South Africa four years ago divided opinion. There will always be those who stand in support of a player who commits an instinctive foul to keep his country in a World Cup.

But there is no such obvious defence for chomping down on an opponent's shoulder. What Suárez thought this would achieve is not clear but the speed with which he fell to the ground after committing the offence suggests that he hoped to draw a reaction from Chiellini.

The only one he got was shock, the Italian defender pulling his shirt down at the neck to confirm to himself what had just occurred. Jokes were made in the

build-up to this game about the nickname of the referee Marco Rodríguez, known in his native Mexico as Chiqui Dracula. But the Azzurri had not braced themselves for a real-life pair of fangs.

Perhaps they should have done. This is not the first time for Suárez, nor even the second. His chomp on Branislav Ivanovic's forearm while playing for Liverpool against Chelsea in April 2013 earned him a 10-game suspension. Dutch authorities were slightly more lenient, banning him for only seven games after he bit PSV Eindhoven's Otman Bakkal back in 2010.

He was, eventually, apologetic in both instances. Explaining the more recent incident in an interview with Sports Illustrated earlier this month, he claimed that "it was a matter of frustration in the heat of the play ... you react in a fraction of a second. Something that may not seem like a big deal suddenly is and you aren't conscious of your reaction or the repercussions."

Certainly Italy had done a good job of frustrating Suárez in Natal, limiting him to only a pair of chances – both of which were well saved by Gianluigi Buffon. And a kick-off temperature of 33C, with 91% humidity, was enough to test even the coolest of heads.

But Suárez could hardly claim, at this point, to have been unaware of the potential fallout. If Fifa were to match the suspensions he has received for either of the previous two incidents, then his World Cup is already at an end. There was speculation on Tuesday night that the governing body might come down a whole lot harder than that.

1. **References are made in the article to the name of the referee in this match.** What is the reason for this - quote evidence from the text to support your answer

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2. The article uses the phrase "*at its heart*". **Explain what you think this phrase means** - try to provide evidence from the article to support your point.

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3. **The journalist uses a number of puns when he refers to Suárez biting his opponent.** *Puns are jokes where two meanings of a word could both apply.* Identify and explain two examples of pun used by the writer.

Pun 1:

EXPLANATION:

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Pun 2:

EXPLANATION:

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4. **Football can result in a lot of pressure.** With the help of the article, explain what *you think* causes players like Suárez to act the way he did.

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5. Imagine you are Louie Suárez the day after this game. **Write a letter he might write to his family explaining this event.** *Include his possible thoughts and feelings.*

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SECTION 2: GRAMMAR - 20% [15 Minutes]

**A: WORD CLASSES** (Nouns, Verbs, Adjectives, Adverbs, Prepositions)

**ANSWER THE FOLLOWING QUESTIONS IN THE SPACES PROVIDED**

**1. Copy an example of the following classes of word from this sentence:**

He remembered his new kit too late to avoid getting into grave trouble from his coach.

a. VERB:

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b. NOUN:

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c. ADJECTIVE:

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**2. Rewrite the following passage in the third person viewpoint and the past tense**

I know I shouldn't, but I always take this short-cut home. This time something is different. It is barely perceptible, but I sense someone watching me. The shadows are darker than I remember them to be, and the air is suddenly cooler. As I fumble in my pocket for my phone I realise that the battery is dead.

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Read the following extract from J.R.R Tolkein's "The Hobbit"

Bilbo crept away from the wall more quietly than a mouse; but Gollum stiffened at once, and sniffed, and his eyes went green. He hissed softly but menacingly. He could not see the hobbit, but now he was on the alert, and he had other senses that the darkness had sharpened: hearing and smell. He seemed to be crouched right down with his flat hands splayed on the floor, and his head thrust out, nose almost to the stone. Though he was only a black shadow in the gleam of his own eyes, Bilbo could see or feel that he was tense as a bowstring, gathered for a spring.

**3. Write words that are good synonyms for the following words in the extract** (synonym: words that mean the same thing)

• Menacingly

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• Splayed

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• Gleam

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• Tense

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**4. Copy a sentence from the passage. Underline a noun in the sentence and circle a verb.**

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**5. Use the following words in new sentences as verbs. Verbs are action words**

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ALERT:

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SPRING:

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HEAD:

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**6. Identify the following features in this quotation.**

*“Gollum stiffened at once, and sniffed, and his eyes went green.”*

TWO VERBS: 1.

2.

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PROPER NOUN:

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**7. Combine the following two simple sentences to create a single complex sentence:**

*“He could not see the creature”*

*“Gollum was tense as a bowstring, gathered for a spring”*

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SECTION 3: WRITING - 30% [30 Minutes]

**In this section you will be assessed on how well you use persuasive and informative language. You are encouraged to use persuasive devices. The accuracy of your spelling, punctuation and grammar will also be marked**

**CHOOSE ONE OPTION:**

**OPTION 1:** The school is revising its policy on the use of mobile phones.

**Write the text of a speech** to be presented at an assembly where you argue **either** for **or** against the idea of allowing the use of mobile phones in the classroom.

**OPTION 2:** You have been given a a week to preview a new console game (pictured below - you can make up its name) which will soon be released into the UK market.



**Write a review** of this device for a newspaper, **evaluating** its advantages and disadvantages to help people decide whether they should buy it.

You should write around 300-600 words, which is up to 2 pages. **Write in this booklet.**

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