

GIFTED EDUCATION PROGRAMME

P4 GEP Common Test 2

English Language

Monday

15 August 2016

1 hour

Name: [scribbled out] (10)

Class: P4 Faith

School: Catholic High School.

Section	Components	Marks	
A	Grammar Cloze	5	5
B	Comprehension Cloze	15	15
C	Comprehension	15	20
	TOTAL	35	40

Parent's Signature: _____

Date: _____

Instructions:

1. Do NOT open this booklet until you are told to do so.
2. Write all your answers in the spaces provided.
3. Answer all questions.

This booklet consists of 10 printed pages, including this cover page.

SECTION A: Grammar Cloze [5 marks]

Fill in each blank with the correct form of the word in brackets.

When the four girls decided to go on a short camping trip, Kyesha gave a daring suggestion.

"Let's have a NO-PLAN campout. Each girl can just grab whatever she (1) thinks (think) the group needs. It will be fun," she said.

At noon the following day, Mrs Moss dropped the girls off at Bowman's Lake. The girls hiked down the trail to the clearing where Betsy's father had camped before. While the girls (2) were unloading (unload) their things at the camp site, they discovered that they had more than they needed.

Both Shanda and Francesca had brought bags of potato chips. Betsy and Kyesha realised that they (3) had packed (pack) a dozen toilet rolls between them. The girls took out their sleeping bags and air mattresses. Since no one remembered to bring an air pump, the girls had to inflate the mattresses the old-fashioned way.

"I (4) have been blowing (blow) air into this rubbery thing for the last fifteen minutes and it's just not working," Shanda moaned. Kyesha glanced over at Shanda's handiwork and said, "You (5) have wasted (waste) your effort completely. There's a big hole at the side of your mattress." Everyone broke into laughter upon hearing this.

SECTION B: Comprehension Cloze [15 marks]

Fill in each blank with a suitable word.

Time spent in a bookshop can be most enjoyable, whether you are a book-lover or merely there to buy a book as a present. You may even have entered the shop just to seek (1) shelter from a sudden burst of rain. Whatever the reason, you can soon become totally oblivious (2) to your surroundings after you have picked up a book. It is difficult to (3) resist the temptation to pick up a book with an attractive cover. (4) But/However, this method of selection should not be used as you might end up with a rather dull one. If you have chosen a good book, you are likely to become engrossed (5) in your reading. Often, it is only after many hours later that

you realise you have spent far too much (6) time there and must dash off to keep some forgotten appointment.

This opportunity to (7) escape from the realities of everyday life to an author's imaginary world is the main attraction of a bookshop. There are not many places where it is possible to do this. If it is a good shop, no assistant will (8) ask you the inevitable "Can-I-help-you-sir?" question. In a bookshop that treats its (9) customers well, an assistant should remain in the background until you have finished browsing. Only then should he (10) provide his services to you. You may want to find out (11) where a particular section is, but when he has led you there, the assistant should leave you alone.

There are book sellers who have gone the extra mile. There is an example that illustrates this. A poor medical student had to read a textbook which was far too (12) expensive for him to buy. It was unavailable in the library and the only copy he could find was in his neighbourhood bookshop. Every afternoon, he would go to the bookshop and read a little of the book. This (13) went on for quite some time. One day, he found the book missing from its (14) original place. He was about to leave in despair when he noticed the owner of the shop beckoning to him. Expecting to be told off by the owner, he went towards him.

To his surprise, the owner pointed to the book, which was tucked (15) in away secretly in a corner. "I put it there to prevent anyone from buying it," he said. Smiling warmly, he left the delighted student to resume his reading.

SECTION C: COMPREHENSION [20 marks]

Read the following passage carefully and answer the questions that follow.

Simon Martin sprawled over the three chairs outside the staffroom door. He had been sent there for being a nuisance in Assembly. He had only arrived four minutes earlier and already he was bored out of his skull. He had tried whistling (and had been told off for it by Miss Arnott on her way to the staffroom). He had tried tapping tunes with his feet (and had been told off for it by Mr Henderson on his way out). He had even tried seeing how many different clicking noises he could make with his tongue (and had been told off for it by Mr Spencer as he walked past).

They had left him with no choice, really.

They could not expect him to sit there all day doing nothing.

When the next teacher came out, he would give it a go.

The next teacher to come out was Mr Dupasque. As the teacher went past him, Simon Martin surreptitiously shifted one of his quite enormous feet a couple of inches backwards and used his heel to stop the door from closing properly.

It was their fault. Why did they pick on him in Assembly? They should not have made him stand outside the staffroom door which got him so bored that he ended up listening to what they were saying. They should have just left him alone while he was peacefully whistling, tapping and clicking.

Simon settled in for a good eavesdrop. In fact, if he turned his head to the right as if he were gazing down the corridor, he could even see a thin slice of the staffroom out of the corner of his eye. Across it, Mr Cartright, or Old Carthorse, as he was known to his pupils, was making one of his giant great fusses.

"I don't believe this," Mr Cartright was bellowing. "I cannot believe my ears. Are you seriously trying to tell me that these child development project ideas of yours are literally six pounds of plain white flour sewn into a sacking bag? And you intend to give one of these 'flour babies' to each of the maniacs in my class for the Science Fair?"

"Not give, Eric. Lend," corrected Dr Feltham, who was the head of the Science Department.

"Give. Lend." Simon caught a brief glimpse of a slice of Mr Cartright's

arms, thrown up in a gesture of despair. "With that pack of delinquents, what difference does it make? No one in 4C could take care of a stone without cracking it. You can't expect six-pound bags of flour to survive! There are nineteen boys in 4C this term, you know. Nineteen times six is one hundred and fourteen!" Mr Cartright growled.

35

With all this fancy talk of numbers, Simon's attention was flagging. He was about to slide his foot forward and let the door close again, when another slice of Mr Cartright reeled into view, and he heard his class teacher howl. Through the gap, Simon saw a strip of Mr Cartright's anxious face.

40

"It's over a hundred pounds of sifted white flour exploding in my classroom!"

Outside in the corridor, a look of sheer ecstasy spread over young Simon Martin's face. Could he be hearing right? One hundred pounds of sifted white flour? Exploding? In the classroom? Oh, what pure joy! Worth coming back to school for. Worth all the miserable hours spent scraping his massive knees under the tiny desks, being nagged at by teachers, and shrivelling with boredom.

45

One hundred pounds of sifted white flour.

50

BANG!!!

Oh, he could see it now. Drifts of it! Mountains of it! Clouds of it! The room would be knee-deep in flour. It would rain flour. Flour would puff out of the windows and track from the door.

The vision was so appealing, so white and perfect, so absolutely perfect, that Simon's ears were temporarily blocked by the ballooning magic force of his imagination, and he completely missed Dr Feltham's attempt to explain the experiment to his colleague.

55

'You've got it all wrong, Eric. It's the custard tins that explode, not the flour babies. The flour babies are a simple experiment in parent and child relationships. Each boy takes full responsibility for his flour baby for the whole three weeks, keeping a diary to chart his problems and attitudes. It's quite interesting what comes out. It's fascinating what they learn, about themselves and about parenthood. It's a very worthwhile experiment. You wait and see.'

60

65

Simon caught only the last words, 'Wait and see.' But he was seeing

it already! BANG!!! And then a floury mushroom cloud destroying the hated prison of the classroom.

Adapted from *Flour Babies* by Anne Fine

Read the following questions carefully and then answer them in complete sentences.

1. State two things Simon did to entertain himself while he was being punished. (2m)

He tried to whistle and tap tunes.

2. What does 'it' in Line 11 refer to? (1m)

It refers to Simon Martin listening to the teachers in the staffroom.

It refers to Simon Martin using his heel to stop the door from closing properly (to listen into the conversation taking place in the classroom).

3. Quote the sentence in the passage that tells us that Simon was not strong in Mathematics. (1m)

With all this fancy talk of numbers, Simon's attention was flagging.

4. Based on lines 44 to 49, give two pieces of evidence to show that Simon did not enjoy going to school. (2m)

He did not like to come to school and hated the

hours scraping his knees under desks, being nagged by teachers, shrivelling with boredom.

5. Explain in your own words why Simon had 'completely missed Dr Feltham's attempt to explain the experiment to his colleague'. (Lines 57 to 58) (2m)

He was busy dreaming about the flour babies exploding and could not hear what was happening.

6. The flour babies were an experiment in parent and child relationships. Simon, Mr Cartright and Dr Feltham had different views of the flour babies experiment. Fill in the table below with an appropriate response for each character. Answer in complete sentences. (4m)

Character	What he thought of the flour babies experiment	Why he thought of it this way
Simon	The flour babies would explode, and would be fun.	He and his classmates were going to make the flour babies explode in class. The pupils would learn something fascinating about themselves.
It was going to be a disaster Mr Cartright The pupils in his class could not take care of the flour babies.	The pupils could not handle the flour babies experiment. X	It would be a hundred pounds of white flour in the classroom. 1/2
Dr Feltham	It was a worthwhile experiment.	They would note realise how hard it is to raise a baby.

7. Write 'T' for True and 'F' for False for each of the following statements. Provide evidence from the passage to support your points. (2m)

No	Statement	True/False	Evidence
(a)	Simon Martin was punished for his misbehaviour in Assembly.	T	He was outside the staffroom standing X He has been set to stand outside the classroom. C
(b)	The bags of flour were meant to be used in a Mathematics lesson.	F	It was meant to be used in the Science Fair.

8a. Circle the adjective below that **best** describes Simon's attitude in this passage. (1m)

arrogant

rebellious

unscrupulous

b. Give a reason to support your answer in (a). (1m)

He was not regretful of his
behaviour. He did not obey school rules and
was punished by the teacher. C. 1 1/2
2 1/2

9. Sequence the steps that the pupils had to take to look after the flour babies by writing 1, 2 or 3 in each of the blanks next to the statement. (2m)

2

The students had to keep a diary to chart the problems faced when taking care of the flour baby.

3

The students would learn about themselves and the responsibilities faced by parents.

1

The students would be issued bags of flour to care for as 'babies'.

10. Find a word from the passage which has a similar meaning to the following:

~~(3m)~~ (2m)

(a) stealthily:

surreptitiously ✓

(b) extreme pleasure:

fascinating ✓

ecstasy ✓

~~(c)~~

~~destroying:~~

----- End of Paper -----

This page is intentionally left blank.