

THE TRANSFER TEST

GL

Practice Test
English Paper 8

Time: 50 minutes

This test must not be copied.

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.

Alice's Adventures in Wonderland

1 Alice was beginning to get very tired of sitting by her sister on the bank, and of having nothing to do: once or twice she had peeped into the book her sister was reading, but it had no pictures or conversations in it, 'and what is the use of a book,' thought Alice, 'without pictures or conversation?'

5 So she was considering in her own mind (as well as she could, for the hot day made her feel very sleepy and stupid), whether the pleasure of making a daisy-chain would be worth the trouble of getting up and picking the daisies, when suddenly a White Rabbit with pink eyes ran close by her.

10 There was nothing so very remarkable in that; nor did Alice think it so very much out of the way to hear the Rabbit say to itself, 'Oh dear! Oh dear! I shall be late!' (when she thought it over afterwards, it occurred to her that she ought to have wondered at this, but at the time it all seemed quite natural); but when the Rabbit actually took a watch out of its waistcoat pocket, and looked at it, and then hurried on, Alice started to her feet, for it flashed across her mind that she had never before seen a rabbit
15 with either a waistcoat-pocket, or a watch to take out of it, and burning with curiosity, she ran across the field after it, and fortunately was just in time to see it pop down a large rabbit-hole under the hedge.

In another moment down went Alice after it, never once considering how in the world she was to get out again.

20 The rabbit-hole went straight on like a tunnel for some way, and then dipped suddenly down, so suddenly that Alice had not a moment to think about stopping herself before she found herself falling down a very deep well.

Please go to the next page >>>

Either the well was very deep, or she fell very slowly, for she had plenty of time as she went down to look about her and to wonder what was going to happen next.

25 First, she tried to look down and make out what she was coming to, but it was too dark to see anything; then she looked at the sides of the well, and noticed that they were filled with cupboards and book-shelves; here and there she saw maps and pictures hung upon pegs. She took down a jar from one of the shelves as she passed; it was labelled 'ORANGE MARMALADE', but to her great disappointment it
30 was empty: she did not like to drop the jar for fear of killing somebody, so managed to put it into one of the cupboards as she fell past it.

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 prevented Alice from making a daisy chain?
- A she wasn't sure if she could be bothered to gather the materials needed
 - B she didn't enjoy making daisy chains
 - C she wanted to read instead
 - D she fell down a hole
 - E she would rather have had a conversation

- 2** Where did the rabbit disappear from Alice's sight?
- A a field
 - B a rabbit hole
 - C a well
 - D a bank
 - E behind a hedge

- 3** What first struck Alice as unusual about the rabbit?
- A it was speaking
 - B it took a watch from a waistcoat pocket
 - C it went down a rabbit hole
 - D it had pink eyes
 - E it was white

Please go to the next page >>>

4

What did Alice do with the jar of marmalade?

- A she opened it
- B she dropped it
- C she put it into a cupboard
- D she labelled it 'ORANGE MARMALADE'
- E she put it on a shelf

5

Why didn't Alice read her sister's book?

- A her sister wouldn't let her
- B she wanted to have a conversation instead
- C it didn't have illustrations or dialogue in it
- D she didn't like reading books
- E she was too tired to read

6

How do we know that the well was very deep?

- A because it took a long time to get to the bottom
- B because it had a loud echo
- C because it had cupboards and shelves
- D because it was disguised as a rabbit hole
- E because it was too dark to see anything properly

7

Which word in the first paragraph is closest in meaning to *glanced*?

- A tired
- B sitting
- C pictures
- D beginning
- E peeped

Please go to the next page >>>

8

What is meant by the phrase, “there was nothing so very remarkable in that” in line 9?

- A it was not an unusual occurrence
- B it was not an ordinary event
- C it seemed peculiar
- D no one made any remarks about it
- E the Rabbit made a remark

9

What are the adjectives in line 8?

- A Rabbit and eyes
- B white and pink
- C ran and close
- D suddenly and ran
- E with and her

10

What is the adverb in line 16?

- A ran
- B field
- C fortunately
- D see
- E she

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.

Laptops in the Classroom

11

Using laptops can be incredibly useful in the classroom. Typing on a keyboard is

 A B C D

12

very easy and can be faster than writing down information. For pupils with poor

 A B C D

13

handwriting, typed notes can be easier to read and simple to edit. Being connected

 A B C D

14

to the internet can help with researching projects and topics. There are many

 A B C D

15

different interactive games available which are fun and could help students really

 A B C D

16

enjoy learning. Many children may not have computers at home, so having a laptop

 A B C D

17

at school may be the first time they have a real chance to explore the technology.

 A B C D

18

Laptops in the classroom are better than computer stations in a computer suite as

 A B C D

19

kids can move around the room to work in different groups and can also fold the

 A B C D

20

screen down when they need to listen to what the teacher is saying.

 A B C D

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.

Gorillas

- 1 Primates are the family of animals that includes monkeys, apes and humans. Gorillas are the largest species of primates. A mature male gorilla can be 6ft tall and weigh 500 pounds. His arm span can be 8 feet across and he can be as strong as 4 to 8 human men. The males are usually twice as big as the females. Female gorillas grow to 4 ½ feet tall and weigh around 200 pounds.

- Like humans, gorillas have 5 toes on each foot and 5 fingers on each hand, opposable thumbs and big toes, small ears on the side of the head and 32 teeth. Unlike us, their arms are longer and more muscular than their legs, and their big toes look like thumbs. Their bodies are covered by thick dark hair. Gorillas are very intelligent and share a full range of emotions with humans. They laugh when they are tickled and cry when they are sad or hurt. However, when they cry, they do not produce tears, only sounds.

Gorillas have very long arms which they use to knuckle-walk. This is where they walk on all fours, on flat feet and knuckles. They don't stand upright very often, except to chest-slap to indicate aggression or excitement.

- 15 Gorillas can live for 35 years in the wild, but they can live for over 50 years in captivity. Females become adult at 10 to 12 years and males at 11 to 13 years. An adult male gorilla is called a silverback, because the once-black hair on his back has turned grey. New-born gorillas are very small and helpless at birth. They depend on their mothers for at least 3 years. They grow up in a family who will teach them how to find food, make nests and take care of the young. Gorillas live in groups of 6-12 called bands or troops, made up of one silverback, a couple of females and their young.

Gorillas can eat up to 50 pounds of food each day and are mostly herbivores. They eat leaves, berries, plants, fruits, flowers, shrubs, vines and occasionally small insects, such as ants, termites, grubs, worms and insect larvae.

Please go to the next page >>>

- 25 In nature, gorillas communicate with each other by using body language, facial expressions, sounds and chest-slaps. They cannot speak, although they can understand human spoken language. Gorillas have also been taught sign language in captivity, which they are able to use in order to communicate with humans.

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

According to the passage, the true statement is

- A an adult female gorilla can be 6ft and 500 pounds
- B an adult male gorilla can have an arm span of 6ft
- C the males are generally half the size of the females
- D gorillas are not as hairy as humans
- E an adult female gorilla can be over 4ft and 200 pounds

22

A group of gorillas is called a

- A herbivore
- B silverback
- C troop
- D nest
- E species

23

The main physical difference between gorillas and humans is

- A number of fingers and toes
- B position of ears
- C number of teeth
- D emotional reactions
- E gorillas have stronger arms than legs

24

How long can they live in their natural habitat?

- A 11-13 years
- B 35 years
- C 10-12 years
- D 50 years
- E 6-12 years

Please go to the next page >>>

- 25 Gorillas belong to the species called**
- A monkeys
 - B apes
 - C humans
 - D primates
 - E herbivores
- 26 Why would a gorilla stand up straight?**
- A to protect its knuckles
 - B to demonstrate hostility or enthusiasm
 - C to look a human in the eye
 - D to see over tall objects
 - E to look taller than a female
- 27 How can some gorillas communicate with humans?**
- A humans can understand gorilla spoken language
 - B sign language
 - C body language
 - D facial expression
 - E using scent
- 28 Which emotional reactions do humans and gorillas have in common?**
- A crying when upset
 - B shouting when angry
 - C smiling when happy
 - D being quiet when thoughtful
 - E trembling when afraid
- 29 The word 'aggression' in line 14 means**
- A kindness
 - B sorrow
 - C joy
 - D unfriendliness
 - E agreement

Please go to the next page >>>

- 30** Which words in the fourth paragraph are hyphenated?
A silver and back
B once and black
C help and less
D bands and troops
E females and males
- 31** The word in line 15, 'captivity' means
A natural habitat
B confinement
C freedom
D harmony
E fascination
- 32** The word 'but' in line 15 is
A a noun
B a verb
C an adjective
D an adverb
E a conjunction
- 33** The word in paragraph 5 that means 'plant eaters' is
A termites
B grubs
C herbivores
D food
E larvae
- 34** The verb in line 25 is
A communicate
B language
C facial
D gorillas
E body

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.

School Uniform

35 Many people believe that its unfair to force children to wear school uniform
 A B C D

36 and they should be able to wear casual clothes to school instead, They argue
 A B C D

37 that wearing their own clothes can help pupils to express their individuality and
 A B C D

38 sense of style. Those opposing uniform claim that although uniform's may be
 A B C D

39 cheaper than casual clothes, parents buy their children casual clothes to wear
 A B C D

40 outside school anyway. Why force them to pay extra for a uniform as well.
 A B C D

41 proponents of wearing school uniform claim that forcing children to wear
 A B C D

42 similar clothing at school is fair as not Everyone can afford expensive outfits.
 A B C D

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.

Whitefoot the Wood Mouse

1 It didn't take Farmer Brown's boy long to discover that Whitefoot the Wood Mouse was living in the little sugar-house. He caught glimpses of Whitefoot peeping out at him. Now Farmer Brown's boy is wise in the ways of the little people of the Green Forest. Right away he made up his mind to get acquainted with Whitefoot. He knew that not in all the Green
5 Forest is there a more timid little fellow than Whitefoot, and he thought it would be a fine thing to be able to win the confidence of such a shy little chap.

So at first Farmer Brown's boy paid no attention whatever to Whitefoot. He took care that Whitefoot shouldn't even know that he had been seen. Every day when he ate his lunch, Farmer Brown's boy scattered a lot of crumbs close to the pile of wood under which
10 Whitefoot had made his home. Then he and Farmer Brown would go out to collect sap. When they returned not a crumb would be left.

One day Farmer Brown's boy scattered some particularly delicious crumbs. Then, instead of going out, he sat down on a bench and kept perfectly still. Farmer Brown and Bowser the Hound went out. Of course Whitefoot heard them go out, and right away he poked his
15 little head out from under the pile of wood to see if the way was clear. Farmer Brown's boy sat there right in plain sight, but Whitefoot didn't see him. That was because Farmer Brown's boy didn't move the least bit. Whitefoot ran out and at once began to eat those delicious crumbs. When he had filled his little stomach, he began to carry the remainder back to his storehouse underneath the woodpile. While he was gone on one of these trips,
20 Farmer Brown's boy scattered more crumbs in a line that led right up to his foot. Right there he placed a big piece of bread crust.

Whitefoot was working so hard and so fast to get all those delicious bits of food that he took no notice of anything else until he reached that piece of crust. Then he happened to look up right into the eyes of Farmer Brown's boy. With a frightened little squeak Whitefoot
25 darted back, and for a long time he was afraid to come out again.

Please go to the next page >>>

But Farmer Brown's boy didn't move, and at last Whitefoot could stand the temptation no longer. He darted out halfway, scurried back, came out again, and at last ventured right up to the crust. Then he began to drag it back to the woodpile. Still Farmer Brown's boy did not move.

- 30 For two or three days the same thing happened. By this time, Whitefoot had lost all fear. He knew that Farmer Brown's boy would not harm him, and it was not long before he ventured to take a bit of food from Farmer Brown's boy's hand. After that Farmer Brown's boy took care that no crumbs should be scattered on the ground. Whitefoot had to come to him for his food, and always Farmer Brown's boy had something delicious for 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 **How did Farmer Brown's boy begin to earn Whitefoot's trust?**

- A he ignored him
- B he visited him often
- C he introduced himself
- D he behaved in a friendly manner
- E he invited him to tea

44 **Why did Whitefoot go to the boy's foot?**

- A he grew confident enough to approach him
- B he liked being near the boy
- C he was too distracted to notice where he was
- D he hoped to nibble at his shoes
- E he wanted to introduce himself

45 **How long did it take Whitefoot to lose all fear of the boy?**

- A 2-3 hours
- B 2-3 days
- C 2-3 minutes
- D 2-3 months
- E 2-3 weeks

Please go to the next page >>>

46

What kind of creature is Bowser?

- A human
- B cat
- C mouse
- D dog
- E pig

47

Why did the boy want to befriend Whitefoot?

- A because it would be quite an achievement
- B because Whitefoot had no friends
- C because the boy was lonely
- D he understood that Whitefoot wanted a new friend
- E his father told him to

48

When the boy scattered crumbs, why didn't Whitefoot see him?

- A the boy was hiding
- B the boy stayed very still
- C he was too busy looking for food
- D he was very near-sighted
- E the boy left immediately after dropping crumbs

49

What made Whitefoot deliberately approach the boy for the first time?

- A he couldn't resist the food being offered
- B he trusted him entirely
- C he was forced to against his will
- D he was starving
- E his fear had disappeared

50

Why did the boy decide to stop leaving crumbs on the ground?

- A to make sure Whitefoot would come to him
- B he forgot about Whitefoot
- C he stopped caring about Whitefoot
- D his father told him to stop encouraging vermin
- E he wanted to keep the food for himself

Please go to the next page >>>

51**The proper noun in line 22 is**

- A food
- B delicious
- C working
- D Whitefoot
- E fast

52**The verbs in line 18 are**

- A delicious and little
- B stomach and crumbs
- C carry and filled
- D he and his
- E remainder and began

53**The noun in line 13 is**

- A Bowser
- B Farmer
- C still
- D bench
- E perfectly

54**The best meaning of 'timid' as used in line 5 is**

- A tired
- B wild
- C kind
- D friendly
- E fearful

55**The word in line 4, 'acquainted' means**

- A friendly
- B eat together
- C play together
- D hidden
- E full

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

A fictional narrative of considerable length with plot and characters is

A a novel

B a letter

C a diary

D a magazine

57

The words in the Glossary which are associated with gorillas are

A ...remainder and ventured

B ...technology and casual

C ...knuckles and species

D ...proponents and individuality

58

An exclamation mark (!) is used

A ...to indicate spoken words

B ...to indicate that a question has been asked

C ...to indicate the end of a sentence

D ...to indicate that something exciting has been written

59

The words which have the past tense of the verb 'do' and 'bring' are

A do / bring

B done / brung

C did / brought

D doed / bringed

60

In the next question you have to choose the best word to complete the sentence so that it makes sense. Choose one of the answers and mark the letter on the answer sheet.

The owl **seas** **sees** **seize** **Cs** the mouse and captures it.

A

B

C

D

END OF TEST

Glossary

casual	relaxed and unconcerned
individuality	the quality of a person that make them different from others
knuckles	part of a finger joint where the finger joins the hand
opposable thumbs	thumb that can be placed opposite the fingers of the same hand
ought	must
proponents	person who is in favour of a theory, proposal, or project
remainder	part, number, or quantity that is left over
species	a group of living organisms made up of similar individuals
technology	using scientific knowledge for practical purposes
ventured	daring to do something or go somewhere that may be dangerous

Bibliography

Lewis Carroll, Alice's Adventures in Wonderland, 1865
 Laptops in the Classroom, GL English Practice Test, 2013
 Gorillas, GL English Practice Test, 2013
 School Uniform, GL English Practice Test, 2013
 Thornton W. Burgess, Whitefoot the Wood Mouse, 1922

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GL ENGLISH PAPER 8**ANSWER SHEET**

1 A
2 B
3 B
4 C
5 C

6 A
7 E
8 A
9 B
10 C

11 D
12 N
13 B
14 B
15 D

16 N
17 A
18 B
19 A
20 C

21 E
22 C
23 E
24 B
25 D

26 B
27 B
28 A
29 D
30 B

31 B
32 E
33 C
34 A
35 B

36 D
37 N
38 D
39 N
40 D

41 A
42 C
43 A
44 C
45 B

46 D
47 A
48 B
49 E
50 A

51 D
52 C
53 D
54 E
55 A

56 A
57 C
58 D
59 C
60 B