FREE SAMPLE

Plymouth, Torbay and Devon style (English and maths): four-test pack

Four full mock tests with multiple-choice English and maths booklets and a writing task, for the Plymouth and Torbay grammar schools and Colyton, based on the published format, with answer sheets, explanations and a parent guide.

In this sample

- The first 5 pages of Test 1 (1 English)
- The first 2 pages of the Test 1 answers

In the full pack

- Four complete mock tests (Tests 1 to 4)
- Answer sheets (where the test uses them), answers and explanations or mark schemes
- A parent guide to the format, timings and how to use the tests

Original practice material, written for NITU. Not an official paper and not produced by any school, council, consortium or test provider. Where the real test's details are not published, the papers say so and label our choice as an assumption. Practice cannot predict a result and does not guarantee a place.

You may print this sample for use in your own household.

NITU · Next Intake Test Uplift · Digichange Publication

NITU · NEXT INTAKE TEST UPLIFT · PLYMOUTH, TORBAY AND DEVON STYLE · ORIGINAL PRACTICE MATERIAL

Plymouth, Torbay and Devon Style Mock Test 1

English booklet

25 questions · about 40 minutes (assumed) · for entry to Year 7 in September 2028 · use the booklets your school's test covers

Name: _____ **Date:** _____

Instructions

1. Answer on the **English** answer sheet, not in this booklet. Draw **one horizontal line** through the box beside the answer you choose. Do not tick, shade or cross.
2. To change an answer, rub it out completely and mark the new box. Check that the question number on the sheet matches the question you are answering.
3. Choose one answer for each question unless the question tells you to mark two.
4. No calculator. You may write in the margins of this booklet. There is no penalty for a wrong answer.
5. Check the parent guide for how long to allow for your school's papers.

What this paper is based on. The Plymouth grammar schools are reported to use multiple-choice English and maths papers of about 40 minutes each from Quest Assessments (Devonport High School for Boys reportedly adds its own writing paper), the Torbay grammar schools a GL-style English and maths test of about 50 minutes per paper, and Colyton its own English and maths test with a short piece of extended writing. This booklet practises those papers. **Our assumptions:** the number of questions, the time allowed and five answer options, because these are not published. All questions are original. Raw scores cannot be converted to the standardised scores schools use.

Original practice material, not an official paper and not produced by Quest Assessments, GL Assessment or any school.

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English · Part A: Comprehension

Questions 1–10

Read the passage, then answer the questions.

The Foal in the Gorse

Mira had walked across the moor with her aunt every Saturday since spring, but she had never seen it look so empty. The heather was brown and wiry, the sky hung low and grey, and the only sound was the wind combing through the grass. Aunt Bel strode ahead with her flask bumping against her hip, pointing out things Mira had stopped noticing: a buzzard circling high above, a stone gatepost leaning like a tired old man.

They were halfway up the slope below Gallowmere Tor when Mira heard it: a thin, high whinny, more like a question than a call. She stopped. It came again, from somewhere inside a great tangle of gorse to their left.

“Wait,” said Aunt Bel, catching her arm. “Ponies kick when they’re frightened. Let’s look before we leap.” They crept round the edge of the bushes until they could see a small brown foal, no taller than Mira’s shoulder, standing very still. A loop of rusty wire was wound round one back leg, and every time the foal tried to pull free, the gorse needles scratched its flanks.

Aunt Bel did not rush in. She sat down on a boulder, took out her phone and called the farmer whose ponies grazed this part of the moor. Then she turned to Mira. “Talk to it,” she said. “Quietly. Tell it anything.” So Mira crouched at a safe distance and told the foal about her school, her brother’s terrible jokes and the long drive to her grandmother’s house. Slowly, its ears turned towards her and its trembling eased.

When the farmer arrived on his quad bike, he cut the wire in three quick snips while Mira kept talking. The foal limped two steps, shook its mane and trotted off to where a grey mare stood waiting on the skyline. “You’ve a good voice for ponies,” the farmer told Mira. On the walk home, the moor did not seem empty at all.

1. Who did Mira walk across the moor with?

A Her brother
B Her aunt
C Her grandmother
D The farmer
E Her teacher

2. The phrase ‘the wind combing through the grass’ suggests that the wind was

A tearing the grass up by its roots
B making the grass wet
C completely still
D smoothing the grass in long, even strokes
E turning the grass brown

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3. What is described as ‘leaning like a tired old man’?

A A stone gatepost
B Aunt Bel
C A buzzard
D The farmer
E A gorse bush

4. The whinny was ‘more like a question than a call’. This suggests the foal sounded

A angry and fierce
B loud and confident
C uncertain and unsure
D happy and playful
E far away and faint

5. Why did Aunt Bel catch Mira’s arm?

A Mira was about to fall
B She wanted to go home
C The gorse was on fire
D She had seen the farmer
E Ponies kick when they are frightened

6. What was wound round the foal’s back leg?

A A length of rope
B A loop of rusty wire
C A gorse branch
D A dog lead
E A strip of cloth

7. In paragraph 3, “flanks” most nearly means

A the hooves of a pony
B the edges of a field
C the long hair on a pony’s neck
D the sides of an animal’s body
E the leaves of a bush

8. Why did Aunt Bel ask Mira to talk to the foal?

A To calm it while they waited for help
B To teach it some words
C To make it run away
D To find out where it lived
E To call the grey mare

9. In paragraph 4, “eased” most nearly means

A worsened
B began
C lessened
D spread
E returned

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10. How has Mira’s view of the moor changed by the end of the story?

A She thinks it is more dangerous than before
B She never wants to go back
C She finds it more boring than ever
D She thinks it belongs to the farmer
E It no longer seems empty to her

Part B: Vocabulary in context (questions 11–15)

Read the paragraph. For each numbered gap, choose the word that fits best.

> In late summer, Gran took us blackberry picking along the lane. She (1) us a plastic tub each and warned us about the thorns. The best berries were always just out of (2), high above the nettles. By the time our tubs were full, our fingers were stained purple and our arms were (3) with scratches. Gran made a crumble that evening, and we agreed it was (4) every scratch. Even my little brother, who (5) eats fruit, asked for seconds.

11. Gap 1: choose the word that fits.

A give
B gave
C giving
D gives
E given

12. Gap 2: choose the word that fits.

A reached
B reaching
C reaches
D reach
E reacher

13. Gap 3: choose the word that fits.

A covered
B cover
C covering
D covers
E coverage

14. Gap 4: choose the word that fits.

A worthy
B worthless
C worth
D worthily
E worthwhile

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15. Gap 5: choose the word that fits.

A rare
B rarer
C rarest
D rareness
E rarely

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Plymouth, Torbay and Devon Style Mock Test 1

Answers and explanations

Every question was written for this product. Maths answers were checked by script before printing; English answers were checked against the passage and the grammar rules. If you spot a mistake, tell us and we will correct it. Answer positions are balanced across A–E in each booklet. Schools see age-standardised scores; these raw scores cannot be converted to them. Use them to find question types to practise.

English

Q	Ans	Skill	Why
1	**B**	Comprehension: retrieval	Paragraph 1 says she walked with her aunt.
2	**D**	Language: personification	A comb is pulled steadily through hair; the wind moves through the grass in the same way.
3	**A**	Language: simile	Paragraph 1: “a stone gatepost leaning like a tired old man”.
4	**C**	Comprehension: inference	A question is unsure; the foal is frightened and does not know what will happen.
5	**E**	Comprehension: retrieval	Aunt Bel says “Ponies kick when they’re frightened.”
6	**B**	Comprehension: retrieval	Paragraph 3 describes a loop of rusty wire.
7	**D**	Vocabulary in context	The gorse scratched the foal’s sides as it struggled.
8	**A**	Comprehension: inference	As Mira talked, the foal’s trembling eased: her voice calmed it.
9	**C**	Vocabulary in context	Its trembling eased: it became less.
10	**E**	Comprehension: change	At the start it looks empty; at the end it does not seem empty at all.
11	**B**	Cloze: tense	Past tense to match “took” and “warned”.
12	**D**	Cloze: word choice	“Out of reach” is the fixed phrase.
13	**A**	Cloze: verb forms	“Were covered with” uses the past participle.
14	**C**	Cloze: word choice	“Worth every scratch” means the crumble made the scratches worthwhile.
15	**E**	Cloze: word forms	An adverb is needed before “eats”; “even” shows he does not usually eat fruit.
16	**B**	Spelling	necessary: one c, double s.
17	**D**	Punctuation: speech marks	The comma goes inside the inverted commas and the sentence ends with a full stop.
18	**A**	Spelling: homophones	A mane is the long hair on a horse’s neck.
19	**C**	Vocabulary: synonyms	To tremble is to shake.
20	**E**	Vocabulary: antonyms	Frightened means afraid; calm is the opposite.
21	**B**	Grammar: word classes	“Behind” shows where the foal was in relation to the gorse.

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22	**D**	Punctuation: apostrophes	The ponies belong to the farmer (farmer's); the plural "ponies" needs no apostrophe.
23	**A**	Grammar: agreement	"Each" is singular, so it takes "has".
24	**C**	Vocabulary: prefixes	un- means not; -less in "fearless" is a suffix.
25	**E**	Grammar: sentence types	A command tells someone to do something.

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