FREE SAMPLE

Quest style (Bexley, Slough, Wirral, Bournemouth and Poole): Set 2 (Tests 5 to 8)

Four more full mock tests in the same format as Set 1, with new questions throughout, answer sheets, answers and the parent guide.

In this sample

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

In the full set2

- Four complete mock tests (Tests 5 to 8)
- 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

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NITU · Next Intake Test Uplift · Digichange Publication

NITU · NEXT INTAKE TEST UPLIFT · QUEST ASSESSMENTS STYLE · ORIGINAL PRACTICE MATERIAL

Quest-style Entrance Mock Test 5

English booklet

25 questions · about 25 minutes (assumed) · for entry to Year 7 in September 2028

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 and which booklets to sit together for your area.

What this paper is based on. This booklet follows the published format of Quest Assessments tests as described by Quest and by the admissions pages of Bexley, Slough, Wirral and Bournemouth/Poole (Dorset): paper-based multiple choice, a separate answer sheet per subject, answers marked with a horizontal line, content up to the end of Year 5, and questions that may need more than one answer. Each area combines the subjects differently and sets its own timings. **Our assumptions:** the number of questions, the time for this booklet, and five answer options per question, because these are not published. All questions are original. Raw scores cannot be converted to a standardised score or compared with any pass mark.

Original mock test, not an official paper and not produced by Quest Assessments, any council or any school.

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English · Part A: Comprehension

Questions 1–10

Read the passage, then answer the questions.

Dinner in a Tin

In the 1790s, France was at war, and its army faced a problem that no general could solve with soldiers alone: food. Fresh meat and vegetables went bad within days, and soldiers far from home often went hungry. In 1795 the French government offered a large cash prize to anyone who could find a way of keeping food safe to eat for months.

One of the people who took up the challenge was Nicolas Appert, a Paris chef and sweet-maker. He packed food into thick glass bottles, sealed them tightly with corks and wax, and then heated the bottles in boiling water. The food inside stayed good for months. Appert did not know why his method worked: nobody yet understood that tiny living things called bacteria make food rot, and that heat destroys them. In 1810 he was awarded the prize.

Glass, however, is heavy and fragile, and a bumpy road could smash a whole cartload of bottles. In the same year, an Englishman named Peter Durand was granted a patent for storing food in containers made of iron coated with tin. Tins did not shatter when they were dropped, and by 1813 a factory in London was supplying tinned food to the Royal Navy.

There was just one difficulty. Early tins were so thick and heavy that people opened them with a hammer and chisel, and sailors and soldiers hacked at them with knives and even bayonets. The first can openers did not appear until the 1850s, more than forty years after the tin can itself. Yet the idea behind every can made today is still Appert’s: seal the food in, then heat it.

1. Why did the French army need a new way of keeping food?

A Soldiers did not like vegetables
B Fresh food went bad within days
C The army had no cooks
D Food was too expensive
E Farmers refused to sell food

2. What did the French government offer in 1795?

A A job in the army
B A medal from the king
C A factory in Paris
D A large cash prize
E A free supply of tins

3. What was Nicolas Appert’s job?

A Chef and sweet-maker
B Soldier
C Scientist
D Tin-maker
E Farmer

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4. What did Appert do after sealing the bottles?

A He buried them in the ground
B He left them in the sun
C He heated them in boiling water
D He packed them in ice
E He wrapped them in paper

5. What did Appert NOT understand?

A How to seal a bottle
B How to boil water
C How to cook meat
D What the prize was for
E Why his method worked

6. In paragraph 3, “fragile” most nearly means

A very cheap
B easily broken
C see-through
D very strong
E hard to find

7. What did Peter Durand suggest using instead of glass?

A Wooden barrels
B Clay pots
C Paper bags
D Iron containers coated with tin
E Leather bottles

8. Who was being supplied with tinned food by 1813?

A The Royal Navy
B The French army
C Paris restaurants
D Farmers
E Schools

9. Why does the writer mention the hammer and chisel?

A To show tins were made by blacksmiths
B To explain how food was cooked
C To show how hard early tins were to open
D To describe a soldier’s weapons
E To show that tins were cheap

10. Which statement is TRUE according to the passage?

A Appert invented the tin can
B Durand won the French prize
C Early tins were made of thin steel
D The first tins came with a can opener
E The can opener was invented long after the tin can

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

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

> Grandad’s shed was full of (1) things: rusty tools, old jam jars and a bicycle with no wheels. Maya (2) to find a torch among the clutter. She lifted a dusty box and sneezed so (3) that a spider dropped from the ceiling. Inside the box, wrapped in newspaper, was a medal. Grandad had never (4) it to anyone. When she showed him, he went quiet, and then, with great (5), he began to tell her its story.

11. Gap 1: choose the word that fits.

A strangely
B strange
C strangeness
D strangle
E estrange

12. Gap 2: choose the word that fits.

A try
B tries
C trying
D tried
E trial

13. Gap 3: choose the word that fits.

A violently
B violent
C violence
D violet
E violents

14. Gap 4: choose the word that fits.

A showed
B show
C shown
D showing
E shows

15. Gap 5: choose the word that fits.

A careful
B carefully
C caring
D careless
E care

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Part C: Grammar, spelling and vocabulary (questions 16–25)

16. Choose the word that is spelt correctly.

A goverment
B government
C govermant
D guvernment
E governmint

17. Which sentence uses a colon correctly?

A Appert needed: three things bottles, corks and boiling water.
B Appert: needed three things bottles, corks and boiling water.
C Appert needed three: things bottles, corks and boiling water.
D Appert needed three things: bottles, corks and boiling water.
E Appert needed three things bottles: corks and boiling water.

18. Choose the word that completes the sentence. The army ___ the old fort at noon.

A passed
B past
C passt
D pased
E parsed

19. Which word is closest in meaning to PRESERVE?

A destroy
B waste
C keep
D cook
E sell

20. Which word is opposite in meaning to FRESH (when talking about bread)?

A new
B warm
C soft
D sweet
E stale

21. Which word is a conjunction? The food lasted because the bottle was sealed.

A food
B because
C lasted
D bottle
E sealed

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Quest-style Entrance Mock Test 5

Answers and explanations

Every question was written for this product. Maths, verbal reasoning and non-verbal answers were checked by script (arithmetic, letter patterns, hidden words, anagrams and every figure) 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. Each area weights the subjects differently (see the parent guide); raw scores cannot be converted to a standardised score.

English

Q	Ans	Skill	Why
1	**B**	Comprehension: retrieval	Paragraph 1 says fresh meat and vegetables went bad within days.
2	**D**	Comprehension: retrieval	It offered a large cash prize to anyone who could keep food safe for months.
3	**A**	Comprehension: retrieval	Paragraph 2 calls him a Paris chef and sweet-maker.
4	**C**	Comprehension: retrieval	He sealed them and then heated them in boiling water.
5	**E**	Comprehension: retrieval	Paragraph 2 says Appert did not know why his method worked.
6	**B**	Vocabulary in context	Glass could smash on a bumpy road, so fragile means easily broken.
7	**D**	Comprehension: retrieval	His patent was for containers made of iron coated with tin.
8	**A**	Comprehension: retrieval	Paragraph 3 says a London factory supplied the Royal Navy.
9	**C**	Comprehension: inference	The tins were so thick that people needed tools to open them.
10	**E**	Comprehension: true or false	Can openers appeared in the 1850s, more than forty years after the tin can.
11	**B**	Cloze: word forms	An adjective is needed to describe the things.
12	**D**	Cloze: tense	Past tense to match the story.
13	**A**	Cloze: word forms	An adverb describes how she sneezed.
14	**C**	Cloze: tense	“Had never shown” uses the past participle.
15	**E**	Cloze: word forms	“With great care” needs a noun.
16	**B**	Spelling	government: govern + ment, so keep the n.
17	**D**	Punctuation: colons	A colon comes after a complete clause to introduce a list.
18	**A**	Grammar: homophones	“Passed” is the verb; “past” is not a verb.
19	**C**	Vocabulary: synonyms	To preserve food is to keep it from going bad.
20	**E**	Vocabulary: antonyms	Fresh bread is newly made; stale bread is old and dry.
21	**B**	Grammar: word classes	“Because” joins the two clauses.
22	**D**	Grammar: tense	“Will open” shows the future.
23	**A**	Spelling: plurals	Many words ending in -fe change to -ves.

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24	**C**	Vocabulary: prefixes	impossible
25	**E**	Grammar: sentence types	A command tells someone to do something.

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