



DAME ALICE OWEN'S  
SCHOOL  
est. 1613

## Practice Test 3

In these sentences, a word of **four letters** is hidden at the **end** of one word and the **beginning** of the next.

Find the pair of words that contains the hidden word and mark its letter on your answer sheet.

**Example** My scar took weeks to fade.

- A My scar
- B scar took
- C took weeks
- D weeks to
- E to fade.

**Answer** **scar took**

**Solution** In this sentence, the hidden four-letter word is '**cart**', which is made up of the last three letters of the word '**scar**' and the first letter of the word '**took**'. So the pair of words that contains the hidden word is '**scar took**'.

**1** That food tickles the taste buds.

- A That food
- B food tickles
- C tickles the
- D the taste
- E taste buds.

**2** The drink calms my nerves and soothes my aches.

- A The drink
- B calms my
- C nerves and
- D soothes my
- E my aches.

**3** I told you to snap out of it!

- A I told
- B told you
- C you to
- D snap out
- E out of

**4** She seldom entertains guests at home.

- A She seldom
- B seldom entertains
- C entertains guests
- D guests at
- E at home.

5

The storm battered the house for two long hours.

- A The storm
- B storm battered
- C the house
- D for two
- E long hours.

6

An oat has more protein than other grains.

- A An oat
- B oat has
- C more protein
- D than other
- E other grains.

7

The audience cheered the yoyo champion.

- A The audience
- B audience cheered
- C cheered the
- D the yoyo
- E yoyo champion.

In these questions, three of four words are given in code.

The codes are **not** written in the same order as the words and one code is missing.

Choose the correct answer to each question and mark it on your answer sheet.

**Example**

**TEAM**

**TIED**

**MODE**

**IDOL**

**7568**

**3745**

**3421**

**Solution**

To answer this question, you have to work out which number represents each letter. Begin by focusing on one number that appears more than once. Look at where the number appears in the codes; you might be able to spot the same pattern in the letters. For example, The number 7 appears in two number codes: once in 1st position (7568) and once in 2nd position (3745). The only letter this could be is **I**. Comparing the two codes and words, 7568 = IDOL and 3745 = TIED. Using this information, you can work out what other numbers stand for and answer further questions on missing words or codes.

Three of these four words are given in code.

The codes are **not** written in the same order as the words and one code is missing.

**HALT**

**DONE**

**LEAD**

**DENT**

**6723**

**6127**

**4853**

Choose the correct answer and mark it on your answer sheet.

8

Find the code for the word **LEAD**.

- A 5786
- B 6723
- C 4853
- D 5237
- E 8264

9

What word has the number code **4127**?

- A HEAD    B LANE    C DATE    D DEAL    E HONE

10

What is the code for the word **HEAL**?

- A 3782    B 4785    C 2358    D 4635    E 8132

Three of these four words are given in code.

The codes are **not** written in the same order as the words and one code is missing.

EACH	TICK	MAKE	HATE
<b>8763</b>	<b>1426</b>	<b>3725</b>	

Choose the correct answer and mark it on your answer sheet.

11

Find the code for the word **TICK**.

- A 3725    B 5713    C 1426    D 8235    E 4127

12

What word has the number code **5463**?

- A MACE    B CAME    C HACK    D HIKE    E HATE

13

What is the code for the word **CHAT**?

- A 7512    B 2571    C 8243    D 2638    E 4167

Read the following information, then find the correct answer and mark its letter on your answer sheet.

14

Ajay, Ben, Chika, Digby, Eli and Florence are evenly spaced around a circular table.

Ajay is directly opposite Ben.

Chika is directly to the left of Florence, but not next to Ben.

Digby is directly opposite Chika.

**Who is to the right of Digby?**

- A Florence
- B Chika
- C Ben
- D Ajay
- E Eli

In these questions, find the **two** words, **one** from each group, that are **most opposite** in meaning.

Mark **both** words on your answer sheet.

**Example** (knew new known) (think meet old)

- |         |         |
|---------|---------|
| A knew  | X think |
| B new   | Y meet  |
| C known | Z old   |

**Answer** new old

**Solution** The two words, one from each group, that are **most opposite** in meaning are '**new**' from group one and '**old**' from group two.

**15** (thank submissive unhelpful) (obliging lazy please)

- |              |            |
|--------------|------------|
| A thank      | X obliging |
| B submissive | Y lazy     |
| C unhelpful  | Z please   |

**16** (placid nervous vertigo) (excitable edge reliable)

- |           |             |
|-----------|-------------|
| A placid  | X excitable |
| B nervous | Y edge      |
| C vertigo | Z reliable  |

**17** (mean backlash extreme) (disarm compliment moderate)

- |            |              |
|------------|--------------|
| A mean     | X disarm     |
| B backlash | Y compliment |
| C extreme  | Z moderate   |

**18** (jolly issue chapter) (undertaker serious article)

- |           |              |
|-----------|--------------|
| A jolly   | X undertaker |
| B issue   | Y serious    |
| C chapter | Z article    |

**19** (painful letter uneven) (odd smooth outnumber)

- |           |             |
|-----------|-------------|
| A painful | X odd       |
| B letter  | Y smooth    |
| C uneven  | Z outnumber |

**20**

(amuse pig hole) (bore eat incomplete)

- |         |              |
|---------|--------------|
| A amuse | X bore       |
| B pig   | Y eat        |
| C hole  | Z incomplete |

**21**

(bee bitter symphony) (sweet sugar honey)

- |            |         |
|------------|---------|
| A bee      | X sweet |
| B bitter   | Y sugar |
| C symphony | Z honey |

**22**

(artificial robot creator) (invention uncreative natural)

- |              |              |
|--------------|--------------|
| A artificial | X invention  |
| B robot      | Y uncreative |
| C creator    | Z natural    |

**A B C D E F G H I J K L M N O P Q R S T U V W X Y Z**

The alphabet is here to help you with these questions.

Find the letters that will complete the sentence in the best way and mark the correct answer on your answer sheet.

**Example EF** is to **HI** as **ST** is to [ ? ]

- A VV      B TU      C VW      D VX      E UW

**Answer** **VW**

**Solution** Look at the first two pairs of letters. The letter H is three places after E in the alphabet, and the letter I is three places after F. The second two pairs of letters must go together in the same way. The letter that is three places after S in the alphabet is V, and the letter that is three places after T is W, so the answer is **VW**.

**23**

**XD** is to **UF** as **YL** is to [ ? ]

- A WM      B WN      C VN      D VM      E UN

**24**

**UC** is to **PG** as **XP** is to [ ? ]

- A RT      B ST      C TT      D SS      E TU

**25**

**QF** is to **RD** as **SO** is to [ ? ]

- A TM      B UM      C TL      D UN      E UL

**26**

**IE** is to **RV** as **TN** is to [ ? ]

- A GN      B GL      C HM      D GM      E HN

27

**IM** is to **MH** as **NE** is to [ ? ]

- A RZ      B SZ      C RY      D RA      E SA**

28

**VH** is to **TI** as **IK** is to [ ? ]

- A** HK      **B** HL      **C** GM      **D** GL      **E** FL

29

**QE** is to **TJ** as **GG** is to [ ? ]

- A IL B JM C JL D JK E KM**

30

**FM** is to **UN** as **UN** is to [ ? ]

- A** GM      **B** EM      **C** FN      **D** FM      **E** GN

In these questions, the three words in the second group go together in the **same** way as the three words in the first group.

Find the word that is missing from the second group and mark it on your answer sheet.

**Example** (pit [bit] dab) (far [ ? ] sue)

- A** fur      **B** ear      **C** rue      **D** use      **E** era

## **Answer ear**

**Solution** In the first group, the word 'bit' is made from the last letter of 'dab' and the last two letters of 'pit'. In the second group, when put together, the last letter of the word 'sue' and the last two letters of the word 'far' make the word **'ear'**.

31

(ban [bar] arm) (mop [ ? ] awe)

- A** paw      **B** mow      **C** woe      **D** map      **E** pea

32

(float [pals] wispy) (sneak [ ? ] badly)

- A** lane      **B** lady      **C** leak      **D** land      **E** lake

33

(sleepy [pie] liable) (cinema [ ? ] marrow)

- A** men      **B** mar      **C** ram      **D** rag      **E** man

34

(amen [mean] clam) (barn [ ? ] twig)

- A** grin      **B** gran      **C** warn      **D** gain      **E** qnat

**35** (stair [pear] prime) (blast [ ? ] weigh)  
A wail    B west    C what    D wait    E stew

**36** (forget [form] muffle) (bright [ ? ] pedant)  
A dear    B tear    C dare    D date    E drip

**37** (peanut [pun] turnip) (tirade [ ? ] person)  
A tin    B tip    C ten    D tea    E tee

In these questions, the **same** letter must fit into **both** sets of brackets to complete the word in front of the brackets and begin the word after the brackets.

Find this letter and mark it on your answer sheet.

**Example**    boa [ ? ] idy                         car [ ? ] urn  
A r            B m            C d            D t            E s

**Answer**    **t**

**Solution**    The letter that fits into both sets of brackets to make four words is **t**. The four words are **boat, tidy, cart, turn**.

**38**            sli [ ? ] ane                         dor [ ? ] are  
A m            B d            C t            D r            E b

**39**            pal [ ? ] ore                         her [ ? ] eas  
A e            B m            C t            D s            E b

**40**            rea [ ? ] ite                         sca [ ? ] oar  
A l            B r            C b            D t            E m

**41**            ion [ ? ] els                         star [ ? ] ars  
A t            B c            C e            D p            E s

**42**            dum [ ? ] lay                         har [ ? ] eel  
A f            B s            C k            D c            E p

**43**

epi [ ? ] are

tal [ ? ] ram

**A** t

**B** c

**C** e

**D** p

**E** s

**44**

plo [ ? ] our

man [ ? ] awn

**A** y

**B** t

**C** s

**D** p

**E** f

In these questions, the three numbers in each group are related in the **same** way.

Find the number that completes the last group and mark it on your answer sheet.

**Example** (4 [ 8 ] 2)

(3 [ 15 ] 5)

(6 [ ? ] 3)

**A** 3

**B** 6

**C** 12

**D** 14

**E** 18

**Answer** **E**

**Solution**

In the first two groups, the number in square brackets is produced by multiplying the two numbers on either side, i.e.  $4 \times 2 = 8$  and  $3 \times 5 = 15$ . Therefore, the number that completes the last group in the same way is  $6 \times 3 = 18$ .

**45**

(15 [ 13 ] 2)

(8 [ 5 ] 3)

(24 [ ? ] 19)

**A** 43

**B** 15

**C** 5

**D** 10

**E** 6

**46**

(63 [ 9 ] 7)

(56 [ 8 ] 7)

(121 [ ? ] 11)

**A** 110

**B** 11

**C** 132

**D** 12

**E** 10

**47**

(11 [ 8 ] 7)

(22 [ 16 ] 14)

(10 [ ? ] 4)

**A** 7

**B** -6

**C** 4

**D** 10

**E** 12

**48**

(9 [ 45 ] 6)

(8 [ 39 ] 5)

(17 [ ? ] 7)

**A** 85

**B** 24

**C** 150

**D** 72

**E** 130

**49**

(15 [ 9 ] 7)

(26 [ 16 ] 11)

(18 [ ? ] 5)

**A** 14

**B** 11

**C** 2

**D** 64

**E** 10

**50**

(5 [ 4 ] 3)

(17 [ 36 ] 11)

(40 [ ? ] 31)

**A** 81

**B** 35

**C** 18

**D** 54

**E** 11

**51**

(27 [ 3 ] 40)

(36 [ 9 ] 55)

(9 [ ? ] 26)

**A** 1

**B** 2

**C** -1

**D** 13

**E** 7

In these questions, find the **two** words, **one** from each group, that will complete the sentence in the best way.

Mark **both** words on your answer sheet.

**Example** Up is to (vertical forward down) as left is to (horizontal right turn).

- |            |              |
|------------|--------------|
| A vertical | X horizontal |
| B forward  | Y right      |
| C down     | Z turn       |

**Answer** **down right**

**Solution** The correct sentence is: Up is to **down** as left is to **right**. The two pairs of words are antonyms (opposites). For other questions, the word relationship will be something different (pay attention to word type as well as meaning). The important thing to remember is that the two relationships in each sentence are connected.

**52** Mathematics is to (subject number calculator) as linguistics is to (English synonym word).

- |              |           |
|--------------|-----------|
| A subject    | X English |
| B number     | Y synonym |
| C calculator | Z word    |

**53** Trap is to (trick careful part) as net is to (snare ten catch).

- |           |         |
|-----------|---------|
| A trick   | X snare |
| B careful | Y ten   |
| C part    | Z catch |

**54** Watch is to (screen wrist binoculars) as brace is to (teeth fall strap).

- |              |         |
|--------------|---------|
| A screen     | X teeth |
| B wrist      | Y fall  |
| C binoculars | Z strap |

**55** Mouth is to (full breathe wash) as lip is to (stick red portmanteau).

- |           |               |
|-----------|---------------|
| A full    | X stick       |
| B breathe | Y red         |
| C wash    | Z portmanteau |

56

Keyboard is to (piano music finger) as pedal is to (fuel foot press).

- |   |        |   |       |
|---|--------|---|-------|
| A | piano  | X | fuel  |
| B | music  | Y | foot  |
| C | finger | Z | press |

57

One is to (hand saying none) as two is to (bush birds worth).

- |   |        |   |       |
|---|--------|---|-------|
| A | hand   | X | bush  |
| B | saying | Y | birds |
| C | none   | Z | worth |

58

Shakespeare is to (writer poet Hamlet) as Orwell is to (1984 George novel).

- |   |        |   |        |
|---|--------|---|--------|
| A | writer | X | 1984   |
| B | poet   | Y | George |
| C | Hamlet | Z | novel  |

In these questions, there are two pairs of words.

Only one of the five possible answers will go equally well with **both** of these pairs.

Find the word and mark it on your answer sheet.

**Example** (twig cane) (adhere affix)

- A** stick    **B** branch    **C** glue    **D** cling    **E** sugar

## **Answer stick**

**Solution** The word that goes equally well with both pairs is **stick**.

It can be used as a noun to mean a piece of wood (as in twig and cane) and as a verb to mean to attach something (as in adhere and affix).

59

(material substance) (satisfied fulfilled)

- A content
  - B desperate
  - C happy
  - D stuffy
  - E sad

60

(counter stand) (delay procrastinate)

- A** oppose
  - B** upright
  - C** stall
  - D** dice
  - E** slow

61 (injury lesion) (twisted turned)

- A** gash
  - B** round
  - C** twirled
  - D** break
  - E** wound

62 (period stretch) (amulet curse)

- A** time
  - B** spell
  - C** elastic
  - D** bracelet
  - E** swear

63 (rush dash) (group caste)

- A** gathering
  - B** hurry
  - C** variety
  - D** race
  - E** plaster

64 (country land) (express declare)

- A** province
  - B** quick
  - C** announce
  - D** nation
  - E** state

65 (feat deed) (suppress inhibit)

- A exploit
  - B squash
  - C stunt
  - D action
  - E achievement

Read the following information, then find the correct answer and mark its letter on your answer sheet.

66 All tennis players play squash regularly.  
All regular squash players like volleyball.

**Which one of the following statements must be true?**

- A All regular squash players like tennis.
  - B All volleyball players play squash.
  - C Most regular squash players like tennis.
  - D All tennis players like volleyball.
  - E Some tennis players like volleyball.

In these questions, find the **two** words, **one** from each group, that go together to make one correctly spelt word without changing the order of the letters.

The word from the first group will always come first.

Mark **both** words on your answer sheet.

**Example** (con par four) (ride text ward)

- |   |      |   |      |
|---|------|---|------|
| A | con  | X | ride |
| B | par  | Y | text |
| C | four | Z | ward |

## Answer con text

**Solution** When put together, 'con' from the first group of words and 'text' from the second group of words make the word '**context**'. These are the only two words that go together to make one correctly spelt word.

67 (ship coop mince) (irate meant ping)

- |   |       |   |       |
|---|-------|---|-------|
| A | ship  | X | irate |
| B | coop  | Y | meant |
| C | mince | Z | ping  |

68 (test ant lot) (money ion dote)

- |   |      |   |       |
|---|------|---|-------|
| A | test | X | money |
| B | ant  | Y | ion   |
| C | lot  | Z | dote  |

69 (in rep core) (tell corporate placate)

- |   |      |   |           |
|---|------|---|-----------|
| A | in   | X | tell      |
| B | rep  | Y | corporate |
| C | core | Z | placate   |

70 (awe star beg) (gaze full rye)

- |   |      |   |      |
|---|------|---|------|
| A | awe  | X | gaze |
| B | star | Y | full |
| C | beg  | Z | rye  |

71 (tie sir rain) (tire loin died)

- |   |      |   |      |
|---|------|---|------|
| A | tie  | X | tire |
| B | sir  | Y | loin |
| C | rain | Z | died |

**72**

(pro imp ear)

(paled prove pane)

- |              |                |
|--------------|----------------|
| <b>A</b> pro | <b>X</b> paled |
| <b>B</b> imp | <b>Y</b> prove |
| <b>C</b> ear | <b>Z</b> pane  |

**73**

(fall an cat)

(tic tier hard)

- |               |               |
|---------------|---------------|
| <b>A</b> fall | <b>X</b> tic  |
| <b>B</b> an   | <b>Y</b> tier |
| <b>C</b> cat  | <b>Z</b> hard |

In these questions, you must unscramble the words to form the longest sentence possible. **One** of the words is not needed.

Identify the word that is not needed and mark it on your answer sheet.

**Example** camping huge holiday family a of amount with going my is fun

- A** a      **B** holiday    **C** with      **D** camping    **E** of

**Answer** **holiday**

**Solution** The longest sentence that can be made from these letters is: Going camping with my family is a huge amount of fun. The word '**holiday**' is not needed.

**74**

lead places in under your need keep you to dog control public

- A** public    **B** lead    **C** your    **D** under    **E** control

**75**

discrimination tolerate off form will of not any we racial

- A** any    **B** form    **C** of    **D** tolerate    **E** off

**76**

zone patches your of step for it good is you to out comfort

- A** zone    **B** of    **C** comfort    **D** out    **E** patches

**77**

school subject is at weakest English learn my

- A** subject    **B** weakest    **C** my    **D** learn    **E** school

**78**

best is all ask better that try I you your

- A** all    **B** best    **C** better    **D** ask    **E** try

**79**

family swim the a crazy fun for whole is golf activity

- A** crazy    **B** fun    **C** swim    **D** whole    **E** a

**80**

visibility you drive roads when is should slowly reduced

- A** roads    **B** slowly    **C** should    **D** reduced    **E** visibility

## Passage

### **From *Frankenstein* by Mary Shelley**

*In this extract, the narrator (a scientist by the name of Victor Frankenstein) describes the night he managed to bring a dead body to life, creating some sort of creature.*

It was on a dreary night of November that I beheld the accomplishment of my toils. With an anxiety that almost amounted to agony, I collected the instruments of life around me, that I might infuse a spark of being into the lifeless thing that lay at my feet. It was already one in the morning; the rain pattered dismally against the panes, 5 and my candle was nearly burnt out, when, by the glimmer of the half-extinguished light, I saw the dull yellow eye of the creature open; it breathed hard, and a convulsive motion agitated its limbs.

How can I describe my emotions at this catastrophe, or how delineate the wretch whom with such infinite pains and care I had endeavoured to form? His limbs were in 10 proportion, and I had selected his features as beautiful. Beautiful! Great God! His yellow skin scarcely covered the work of muscles and arteries beneath; his hair was of a lustrous black, and flowing; his teeth of a pearly whiteness; but these luxuriances only formed a more horrid contrast with his watery eyes, that seemed almost of the same colour as the dun-white sockets in which they were set, his shrivelled 15 complexion and straight black lips.

The different accidents of life are not so changeable as the feelings of human nature. I had worked hard for nearly two years, for the sole purpose of infusing life into an inanimate body. For this I had deprived myself of rest and health. I had desired it with an ardour that far exceeded moderation; but now that I had finished, the beauty of 20 the dream vanished, and breathless horror and disgust filled my heart. Unable to endure the aspect of the being I had created, I rushed out of the room and continued a long time traversing my bed-chamber, unable to compose my mind to sleep. At length lassitude succeeded to the tumult I had before endured, and I threw myself on the bed in my clothes, endeavouring to seek a few moments of forgetfulness. But it 25 was in vain; I slept, indeed, but I was disturbed by the wildest dreams. I thought I saw Elizabeth, in the bloom of health, walking in the streets of Ingolstadt. Delighted and surprised, I embraced her, but as I imprinted the first kiss on her lips, they became livid with the hue of death; her features appeared to change, and I thought that I held the corpse of my dead mother in my arms; a shroud enveloped her form, and I saw the grave-worms crawling in the folds of the flannel. I started from my 30 sleep with horror; a cold dew covered my forehead, my teeth chattered, and every limb became convulsed; when, by the dim and yellow light of the moon, as it forced its way through the window shutters, I beheld the wretch—the miserable monster whom I had created. He held up the curtain of the bed; and his eyes, if eyes they may 35 be called, were fixed on me. His jaws opened, and he muttered some inarticulate sounds, while a grin wrinkled his cheeks. He might have spoken, but I did not hear; one hand was stretched out, seemingly to detain me, but I escaped and rushed downstairs. I took refuge in the courtyard belonging to the house which I inhabited,

where I remained during the rest of the night, walking up and down in the greatest  
40 agitation, listening attentively, catching and fearing each sound as if it were to  
announce the approach of the demoniacal corpse to which I had so miserably given life.

Oh! No mortal could support the horror of that countenance. A mummy again endued  
with animation could not be so hideous as that wretch. I had gazed on him while  
unfinished; he was ugly then, but when those muscles and joints were rendered  
45 capable of motion, it became a thing such as even Dante could not have conceived.

I passed the night wretchedly. Sometimes my pulse beat so quickly and hardly that I  
felt the palpitation of every artery; at others, I nearly sank to the ground through  
languor and extreme weakness. Mingled with this horror, I felt the bitterness of  
50 disappointment; dreams that had been my food and pleasant rest for so long a  
space were now become a hell to me; and the change was so rapid, the overthrow  
so complete!

Morning, dismal and wet, at length dawned and discovered to my sleepless and aching  
eyes the church of Ingolstadt, its white steeple and clock, which indicated the sixth  
hour. The porter opened the gates of the court, which had that night been my asylum,  
55 and I issued into the streets, pacing them with quick steps, as if I sought to avoid the  
wretch whom I feared every turning of the street would present to my view. I did not  
dare return to the apartment which I inhabited, but felt impelled to hurry on, although  
drenched by the rain which poured from a black and comfortless sky.

I continued walking in this manner for some time, endeavouring by bodily exercise to  
60 ease the load that weighed upon my mind. I traversed the streets without any clear  
conception of where I was or what I was doing. My heart palpitated in the sickness of  
fear, and I hurried on with irregular steps, not daring to look about me:

Like one who, on a lonely road,  
Doth walk in fear and dread,  
65 And, having once turned round, walks on,  
And turns no more his head;  
Because he knows a frightful fiend  
Doth close behind him tread.

Continuing thus, I came at length opposite to the inn at which the various diligences  
70 and carriages usually stopped. Here I paused, I knew not why; but I remained some  
minutes with my eyes fixed on a coach that was coming towards me from the other  
end of the street. As it drew nearer I observed that it was the Swiss diligence; it  
stopped just where I was standing, and on the door being opened, I perceived Henry  
Clerval, who, on seeing me, instantly sprung out. "My dear Frankenstein," exclaimed  
75 he, "how glad I am to see you! How fortunate that you should be here at the very  
moment of my alighting!"

Nothing could equal my delight on seeing Clerval; his presence brought back to my  
thoughts my father, Elizabeth, and all those scenes of home so dear to my  
recollection. I grasped his hand, and in a moment forgot my horror and misfortune; I  
80 felt suddenly, and for the first time during many months, calm and serene joy. I  
welcomed my friend, therefore, in the most cordial manner, and we walked towards

my college. Clerval continued talking for some time about our mutual friends and his own good fortune in being permitted to come to Ingolstadt. "You may easily believe," said he, "how great was the difficulty to persuade my father that all necessary knowledge was not comprised in the noble art of book-keeping; and, indeed, I believe I left him incredulous to the last, for his constant answer to my unwearied entreaties was the same as that of the Dutch schoolmaster in *The Vicar of Wakefield*: 'I have ten thousand florins a year without Greek, I eat heartily without Greek.' But his affection for me at length overcame his dislike of learning, and he has permitted me to undertake a voyage of discovery to the land of knowledge."

"It gives me the greatest delight to see you; but tell me how you left my father, brothers, and Elizabeth."

"Very well, and very happy, only a little uneasy that they hear from you so seldom. By the by, I mean to lecture you a little upon their account myself. But, my dear Frankenstein," continued he, stopping short and gazing full in my face, "I did not before remark how very ill you appear; so thin and pale; you look as if you had been watching for several nights."

"You have guessed right; I have lately been so deeply engaged in one occupation that I have not allowed myself sufficient rest, as you see; but I hope, I sincerely hope, that all these employments are now at an end and that I am at length free."

1. What is effective about the creature not being given a name?

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(1 mark)

2. Pick out **three** quotes that tell us Frankenstein worked hard to bring the dead body to life.

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(3 marks)

- 3.** Reread the second paragraph and then describe the appearance of the creature *in your own words*.

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(5 marks)

4. Frankenstein's reaction to the creature is unkind.

Write a short paragraph that includes **two** points that support this statement.  
Use evidence from the extract to back up your points.

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(3 marks)

5. Frankenstein's reaction to the creature is entirely reasonable.

Write a short paragraph that includes **two** points that support this statement.  
Use evidence from the extract to back up your points.

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(3 marks)

6. Give **two** examples of how weather is used effectively in this extract.

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7. Why did Clerval's father not want Clerval to go to Ingolstadt (a university town), and why did he end up letting him go there?

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8. What was Frankenstein hoping for at the end of the extract and why is it ironic?

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9. Explain the meaning of the following words, *as they are used in the passage*:

(a) endeavouring (line 59) \_\_\_\_\_

(b) conception (line 61) \_\_\_\_\_

(c) entreaties (line 86) \_\_\_\_\_

10. Make **two** points about why the inclusion of the extract from Coleridge's poem *The Rime of the Ancient Mariner* is effective.

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## **SECTION B**

**Some parents believe that residential school trips for pupils in Year 6 are a fantastic idea; however, other parents disagree and would rather these trips were not on offer. Write a discursive essay that covers both points of view.**

You will be assessed on the quality of your writing in this section. Marks will be awarded for:

- variety of sentences and punctuation
  - use of appropriate tone and language
  - accuracy in punctuation, spelling and use of paragraphs.



1. Multiply 999 by 12

.....

2. Subtract 1.05 from 57.1

.....

3. The 9 in the number 3792 has a value of 90.

What is the product of the values of the 3s in 5378 and 724.38?

.....

4. What is the difference between the sixth prime number and the fourth square number?

.....

**For questions 5, 6 and 7, fill in the missing numbers.**

5.  $623 \div 7 + 1 = 9 \times \underline{\hspace{2cm}}$

6.  $3.5 \times 12 = 50 - \underline{\hspace{2cm}}$

7.  $18 - 7 \times 2 = 84 \div \underline{\hspace{2cm}}$

**For questions 8, 9 and 10, use this information.**

Here is a multiplication table with some numbers missed out.

$\times$	2	7	8		P
1	2				
	8		Q	40	
		56			96
N				120	

8. What is the value of N?

.....

**9.** What is the value of  $P$ ?

.....

---

**10.** What is the value of  $Q$ ?

.....

---

**11.** A box of pins weighs 30 g.  
There are 50 pins in the box.

If the box, when empty, weighs 12 g, how much does one pin weigh?

g

---

**For questions 12, 13, 14 and 15, use this information.**

$$564^2 = 318\,096.$$

**12.** What is the value of  $563 \times 564$ ?

.....

---

**13.** What is the final digit of the answer to  $564^2 \times 564^2$ ?

.....

---

**14.** What is the value of  $318\,096 \div 564$ ?

.....

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- 15.** 316 969 is a square number.

Which is the next largest square number?

---

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- 16.** I think of a whole number.  
I subtract 19 from my number.  
I then divide that result by 5, add 7 and then, finally, multiply by 4.  
The answer is 36.

What number did I first think of?

---

---

- 17.** Four teams compete in a double-round all-play-all during a season.

How many matches are played altogether?

---

---

- 18.** A league has a number of teams, so they play each other team just once.

If 36 matches are played in total, how many teams are in that league?

---

---

- 19.** Amy purchases two apples and three comics for £6.90.  
The comics cost the same as each other and the apples cost the same as each other.

If one apple costs 60p, what is the price of one comic?

£

---

---

- 20.** The average weight of four puppies is 6 kg.  
The average weight of five kittens is 4.2 kg.

What is the average weight of all nine puppies and kittens?

kg

---

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- 21.** A parallelogram has side lengths of 4 cm and 20 cm.



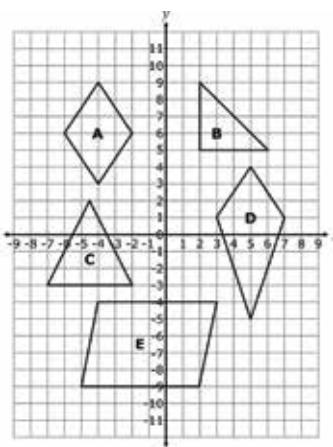
Without wasting any of the shape, what is the minimum number of rhombuses that can be cut from the parallelogram?

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---

**For questions 22, 23, 24 and 25, use this information.**

On the grid there are five shapes.



- 22.** Which shape has a line that is parallel to a line in shape A?

.....

- 23.** Which two shapes together have a total area of 30 square units?

.....

- 
- 24.** How many lines of reflective symmetry do all the shapes have when added together?

.....

- 
- 25.** The line  $x = -3$  is drawn on the grid.  
(To find the line, you can plot points that all have  $x = -3$ .)

Through how many shapes does the line pass?

.....

- 
- 26.** Four consecutive odd numbers have a total of 96.

What is the smallest of the four numbers?

.....

**For questions 27, 28 and 29, use this information.**

$$A = 5, B = 8, C = 9, D = 11 \text{ and } E = 15$$

- 27.** Write a number in the space to make the equation correct.

$$(D + A) \times E \div A - (A \times B + B) = B \times \underline{\hspace{1cm}}$$

- 28.** Write a number in the box to make the equation correct:

$$\frac{C - A}{A + E} + \frac{D - B}{E - A} = \frac{C - B}{\boxed{\hspace{1cm}}}$$

- 
- 29.** Write a **letter** in the empty box to make the equation correct:

$$B \times E - C \times D = (E - B) \times \frac{A \times \boxed{\hspace{1cm}}}{E}$$

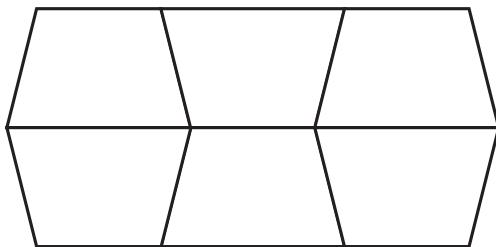
- 30.** A regular trapezium has a perimeter of 18 cm.



Three of the sides are equal in length.

The ratio of the length one of the shorter sides to the length of the longer side is 2:3.

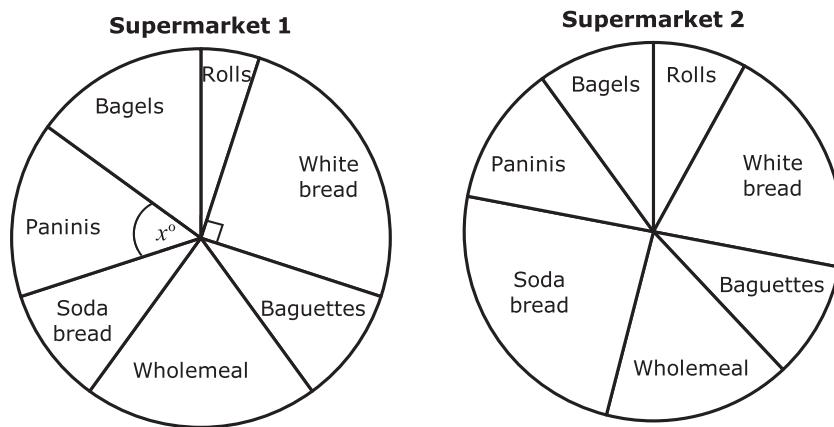
What is the perimeter of the following shape, which is made up of six such identical trapezia?



.....cm

**For questions 31, 32, 33 and 34, use this information.**

The two pie charts show the sales of bread at two different supermarkets on one day. There were 2500 bread items sold in Supermarket 1 and 2400 sold in Supermarket 2.



- 31.** One in 20 bread items sold in Supermarket 1 were rolls.

How many rolls were sold?

.....

- 
- 32.** 15% of bread items sold in Supermarket 1 were paninis.

What is the size of angle  $x$ ?

.....

---

- 33.** There were 145 more loaves of white bread sold in Supermarket 1 than in Supermarket 2.

What percentage of bread sold in Supermarket 2 was white bread?

%

---

- 34.** 8% of the bread items sold in Supermarket 2 were rolls.

How many rolls were sold in Supermarket 2?

.....

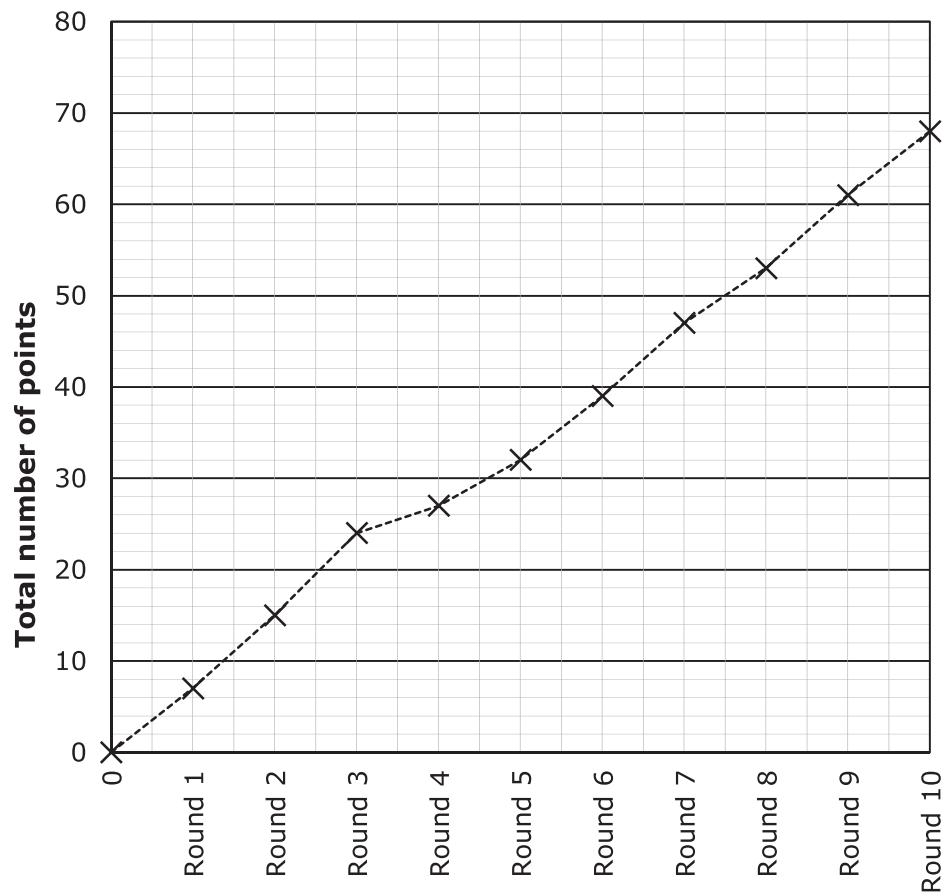
---

**For questions 35, 36, 37, 38 and 39, use this information.**

A quiz has 10 rounds.

In each round of the quiz, the teams score points, which are added to their total score.

The graph shows Team A's total score after each round of the quiz.



- 35.** How many points did Team A score in round 1?

.....

---

- 36.** In which round number did the team score their highest number of points?

.....

---

- 37.** What was the range of marks that the team scored over the 10 rounds?

.....

---

- 38.** How many marks did the team score in round 7?

.....

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- 39.** Team B scored 2 marks more than Team A.

Team B also scored the same number of points in every single round.

How many times did Team B outscore Team A in each individual round?

.....

---

- 40.** Ryan says, 'My number is the largest four-digit square number.'

What is Ryan's number?

.....

---

**For questions 41, 42 and 43, use this information.**

Isla has a number of 50p, 20p and 2p coins.

She has four times as many 2p coins as 20p coins and three times as many 2p coins as 50p coins.

She has £14.20 in total.

- 41.** How many 2p coins does Isla have?

.....

---

- 42.** How many 20p coins does Isla have?

.....

---

- 43.** How many 50p coins does Isla have?

.....

---

**For questions 44, 45, 46 and 47, use this information.**

The expressions in this table form a pattern.

$n - 1$	$n + 2$	$n + 6$	<b>A</b>	$n + 17$
$2(n - 1)$	$2n + 3$	$2n + 9$	<b>B</b>	$2(n + 12)$
$3(n - 1)$	$3n + 4$	$3(n + 4)$	<b>C</b>	$3n + 31$
$4(n - 1)$	$4n + 5$	$4n + 15$	<b>D</b>	$2(2n + 19)$

- 44.** Write an expression that could go in Box A.

.....

---

- 45.** Write an expression that could go in Box B.

.....

---

- 46.** Write an expression that could go in Box C.

.....

---

- 47.** Write an expression that could go in Box D.

.....

---

- 48.** What is the biggest multiple of 14 that is less than 1000 and divides by 5?

.....

---

**For questions 49 and 50, use this information.**

Cara wants to paint the four walls of her bedroom.  
She has five different colours.

- 49.** If Cara wants each wall to be a different colour and the order doesn't matter,  
how many different colour combinations are possible?  
(For example, colours 1, 2, 3 and 4 should be treated as the same colour  
combination as 1, 4, 3 and 2.)

.....

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- 50.** Cara decides that it would be alright to use the same colour on more than  
one wall.  
However, she does not want the same colour on adjacent walls (walls next to  
each other).

In how many different ways could Cara paint her bedroom?

.....



DAME ALICE OWEN'S  
SCHOOL  
est. 1613

## **Practice Test 3**

### **Answers**

## **English: Section A**

*Answers must be written in full sentences.*

1. Award the mark for anything along the lines of it making the creature seem non-human or something unknown (which helps to make it scary).

**Example**

*The creature not having a name is effective because it dehumanises the creature, making it seem scarier than it would be if it had a name.*

2. Award 1 mark for each appropriate quote you have chosen (up to 3 marks). There are a number of quotes you could pick.

**Example**

*Frankenstein worked hard to bring the dead body to life. The following quotes tell us this:*

*'I beheld the accomplishment of my toils'*

*'I had worked hard for nearly two years'*

*""I have not allowed myself sufficient rest""*

3. Award 1 mark for each accurate description you have given of a feature of the creature (up to 5 marks). You must use your own words and not lift phrases from the text. Use the second paragraph to get your information.

**Example**

*The creature has paper-thin skin that is a sickly golden colour. His dark lips, which turn neither up nor down at the corners, contrast sharply with the colour of his skin. Above his lips are his rheumy eyes. Bizarrely, he also has attractive features – he has an amazing head of long, dark hair and beautiful, sparkling teeth.*

4. Award 1 mark for making two points. Award an additional mark if you have supported one of your points with a quotation and an additional 2 marks if you have supported both points with quotations.

**Example**

*I think that Frankenstein's reaction to the creature is extremely unkind. He created the creature and yet he walks out on him because of the way he looks: 'Unable to endure the aspect of the being I had created, I rushed out of the room'. He does not give the creature a chance.*

*Furthermore, when the creature comes to him when he is in bed, Frankenstein does not make any attempt to check that the creature is alright. His thoughts are entirely about himself. The creature could be scared and lonely, but Frankenstein does not even seem to consider this or care that the creature might be trying to communicate with him: 'He might have spoken, but I did not hear. . . I escaped and rushed downstairs.'*

- 5.** Award 1 mark for making two points. Award an additional mark if you have supported one of your points with a quotation and an additional 2 marks if you have supported both points with quotations.

**Example**

*I think that Frankenstein's reaction to the creature is entirely reasonable. The creature has absolutely terrifying features. Who wouldn't want to leave the room in which there was a monster with a 'shriveled complexion and straight black lips'?*

*Furthermore, who can blame Frankenstein for rushing out into the courtyard when the creature entered his bedroom during the night? It seemed like the creature was going to grab him: 'one hand was stretched out, seemingly to detain me'. It was much better for Frankenstein to rush away than to risk being attacked.*

- 6.** Award 1 mark for noting one example of when weather is mentioned in the extract and 2 marks for noting two examples. Award an additional mark for explaining how one example is effective and an additional 2 marks if you have explained how both examples are effective.

**Example**

*When the creature comes to life the weather is bad: 'rain pattered dismally against the panes'. This is effective because it makes the reader feel that the creature coming to life is not a good thing (just as we tend to see rain as a negative thing).*

*The next morning, Frankenstein gets 'drenched by the rain' when the gates open and he is able to go out. This mention of the weather is effective because it tells us that Frankenstein would rather get soaked than be anywhere near the creature, making us realise just how averse Frankenstein is to his own creation and how there is not likely to be a simple solution.*

- 7.** Award 1 mark for mentioning something to do with Clerval's father not believing in the pursuit of knowledge; 1 mark for mentioning that he thought Clerval should be content with a vocation (book-keeping); award 1 mark for saying that he ended up letting him go there because Clerval wanted to so much; and award the final mark for saying that his love for Clerval meant he wanted him to be happy.

**Example**

*Clerval's father did not want Clerval to go to Ingolstadt because he did not believe in the pursuit of knowledge; he believed that Clerval should be happy with being a bookkeeper (i.e. that he should be happy having a decent job). He ended up letting him go because Clerval had such a strong desire to do so and his love for his son meant he wanted him to be able to pursue his dream.*

- 8.** Award 1 mark for saying something along the lines of Frankenstein hoping the creature had gone so he could put the whole thing behind him. Award the second mark for saying it is ironic because he had gone to such trouble to create the creature in the first place.

**Example**

*Frankenstein was hoping that the creature would be gone and that he would be able to put the whole episode behind him. It is ironic because he had worked so hard to create the creature and it had taken him so long, but now he just wanted it to disappear.*

- 9.** Award 1 mark for each correct definition you have.

You need a response that shows you understand that *endeavouring* means trying.

You need a response that shows you understand that *conception* means idea in this context.

You need a response that shows you understand that *entreaties* means pleas / requests.

- 10.** Award 1 mark for having one sensible suggestion and 2 marks for having two sensible suggestions.

**Example**

*The inclusion of the extract from the poem is effective because it contains the words 'frightful fiend'. This is alliteration which emphasises the words, and we make a link between these words and the creature Frankenstein has brought to life. Is the creature a hideous devil? It creates a sense of foreboding – it's not just a creature but is potentially something evil.*

*It is also effective because of the line 'Doth close behind him tread.' This is effective because it creates a spooky atmosphere, making us feel that the creature will not leave Frankenstein alone but will pursue him.*

**(30 marks)**

## **English: Section B**

Marking a composition is more subjective and less rigid than marking a comprehension. However, in general, marks should be awarded for:

- a focused response to the question that fulfils the length requirement without straying off topic
- a clear structure with a beginning, a middle and an end, defined through the use of paragraphs
- use of interesting vocabulary and expressive adjectives and adverbs
- correct use of punctuation, including dialogue (if appropriate), and the use of sub-clauses
- good spelling and handwriting.

### **Sample mark scheme**

Punctuation and Spelling	4 marks
Vocabulary	4 marks
Structure and Development	10 marks
Presentation	2 marks

To gain full marks your response must demonstrate imagination and excellent language skills. Your essay must make sense and be written in correct English.

You will lose marks if you make a lot of errors with grammar, punctuation and spelling, so be careful to avoid basic mistakes.

The mark scheme that follows illustrates how the 20 marks might be awarded. If your response meets all the criteria for the first range of marks, move on to the next, and so on. If it meets just one or two of the criteria for a range, it will be at the bottom end of that range. If it meets all of the criteria, it will be at the top of that range.

### **1-10 marks**

#### **Content**

- You have written your answer as a discursive essay.
- Your essay covers at least one advantage of pupils in Year 6 having residential trips and one disadvantage.
- You have tried to use language in a way that makes the piece interesting.

#### **Organisation**

- The piece has a clear opening, middle and ending.
- You have used paragraphs but not always accurately.

### **Technical accuracy**

- You have written some clear sentences and with correct but basic punctuation.
- You have used basic sentence forms, e.g. simple and compound sentences.
- You have mostly used Standard English.
- Your basic spelling is accurate.

## **11–15 marks**

### **Content**

- You have the same number of advantages and disadvantages.
- You have effectively justified the conclusion that you came to (if you have given your opinion at the end).
- Your essay covers at least two advantages of pupils in Year 6 having residential trips and two disadvantages.

### **Organisation**

- You lead the reader fluently through your essay, following a logical sequence, e.g. having the advantages first and then following with the disadvantages (or vice versa).
- You have used paragraphs accurately and make one point per paragraph when it comes to the advantages and disadvantages.

### **Technical accuracy**

- Your sentences are mainly clear and accurate.
- You have used a range of punctuation.
- You have used a variety of sentence forms for effect.
- You have used Standard English appropriately and shown good control of grammar.
- Your spelling is generally accurate, including for complex and irregular words.

## **16–20 marks**

### **Content**

- You have a balanced essay which is not trying to persuade the reader to support one view or the other.
- You have used a wide and ambitious vocabulary.
- Your advantages and disadvantages are all compelling.

### **Organisation**

- You have fluently linked paragraphs using connectives.
- It is clear when you move on from advantages to disadvantages (or vice versa).

### **Technical accuracy**

- Your sentences are clear and accurate throughout the article.
- You have used a wide range of punctuation accurately.
- You have used a full range of sentence forms for effect.
- You have used Standard English consistently and shown strong control of grammar. There is a high level of accuracy in your spelling.

**On the following pages you will find two examples of responses to the question. The first is at the lower end of the marks range, and the second is at the higher end of the marks range.**

## **Example Response: Lower Level**

Some parents like residential school trips and some do not. I will tell you why some like them and some do not<sup>1</sup>.

Residential school trips mean children have fun away from parent's<sup>2a</sup>. Its<sup>2b</sup> good<sup>3a</sup> to have fun without parents. But some children might get homesick and that's<sup>2c</sup> not good<sup>3b</sup>. Children who get homesick might cry. Other children might make fun of them. These children might want to go home. They can't go home. Some freinds<sup>4a</sup> might argue. Then it will be hard<sup>3c</sup> for them. Other people might make new freinds<sup>4b</sup>. This would be a good<sup>3d</sup> thing. Parents will miss their children a lot. This might make parents sad. Other parents will enjoy it. They can go to a restaurent<sup>4c</sup> with other adults and not get a babysitter. They could enjoy the peace and quiet.

I think children should have residential trips. It will teach them to be independant<sup>4d</sup>. It will teach them to look after himself<sup>5</sup>. They will learn to be mateur<sup>4e</sup>.

## **Examiner's Comments**

1. Make sure that your introduction adequately reflects the task.  
You should include all the details of the task.
2. Be careful with your spelling.  
It should be 'friends' (a and b), 'restaurant' (c), 'independent' (d) and 'mature' (e).
3. Try to use interesting words and avoid repeating words unless it is for effect.  
What words could you use that would be more interesting than repeating 'good'? What would be more interesting than 'hard'?
  - a. 'It's *hugely beneficial* to have fun without parents.'
  - b. 'and that's not *ideal*.'
  - c. 'Then it will be *challenging* for them.'
  - d. 'This would be a *fantastic* thing.'
4. Be careful with your punctuation.
  - a. Plural words do not need an apostrophe unless it is to show possession; therefore, it should be 'have fun away from parents'.  
You should make sure you know when to use apostrophes – they should be used to indicate a missing letter (or letters) and to show possession.
    - b. it is = it's
    - c. that is = that'sAlso, try to use a wider variety of punctuation.
5. Check your work for any grammatical errors.  
It should be 'themselves', as 'them' is plural.
6. Only basic and compound sentences have been used. Try to use a wider variety of sentence structures.

7. Use paragraphs. You should have a separate paragraph for each point you make, and you should explain each point properly.

## **Example Response: Higher Level**

The idea of residential trips for Year 6 pupils gets a mixed response from parents; some think they are a fantastic idea and others are horrified by the thought of their child going away with their class for a week. I will discuss some of the advantages and disadvantages to Year 6 residential trips.

Let's start with the advantages:

Firstly, being away from parents is a fabulous way for children to develop their confidence because it will make them realise how capable they are. It is too easy for children to be reliant on their parents: parents tell them when to get up, remind them to brush their teeth, comb their hair for them and generally organise their lives for them. Staff won't have the time to do this, meaning the children will get on with it and will take responsibility for themselves. At the end of the week, they can then have a huge sense of pride in how well they have managed (which will lead to high self-esteem).

Furthermore, residential trips are an amazing opportunity for children to make new friends. Children may find that they are sharing a room with a fellow pupil they have never really conversed properly with before. They may hit it off and make a lifelong friendship. Maybe, a diffident pupil will find the confidence to speak to the pupil next to them at mealtimes and they will discover they have a lot in common. The opportunity to make new friends is an invaluable part of residential trips.

Finally, parents will get to enjoy the peace and quiet involved in having one less minor in the house!

I will consider the disadvantages now:

Firstly, children in Year 6 are only aged ten and eleven. This is far too young to be away from parents for any length of time. It is a critical age that requires plenty of input from the responsible adults that love and know the children really well (i.e. parents or guardians). School staff simply will not have the time to give the pupils the attention they so desperately need at this time in their lives, as they will be too busy running around trying to make sure the trip runs smoothly (they will mainly be concerned with health and safety).

In addition to this, children who get bullied at school will be stuck with those that bully them 24/7. This is simply not acceptable. Children need to be able to go home at the end of a school day and be safe and secure – not be away from home for a whole week. If a bullied child chooses not to go because of this, they may get teased for not going, so they really cannot win.

Lastly, parents will miss their child too much and will not enjoy the week at all.

It seems that there is no simple answer; there will always be parents that support the idea of residential school trips and parents that do not. There will always be children that enjoy them and children that do not.

## **Mathematics**

**Each correct answer is worth 1 mark.**

- |            |         |  |
|------------|---------|--|
| <b>1.</b>  | 11 988  |  |
| <b>2.</b>  | 56.05   |  |
| <b>3.</b>  | 90      |  |
| <b>4.</b>  | 3       | <b>36.</b> Round 3                                 |
| <b>5.</b>  | 10      | <b>37.</b> 6                                       |
| <b>6.</b>  | 8       | <b>38.</b> 8                                       |
| <b>7.</b>  | 21      | <b>39.</b> 3                                       |
| <b>8.</b>  | 12      | <b>40.</b> 9801                                    |
| <b>9.</b>  | 12      | <b>41.</b> 60                                      |
| <b>10.</b> | 32      | <b>42.</b> 15                                      |
| <b>11.</b> | 0.36    | <b>43.</b> 20                                      |
| <b>12.</b> | 317 532 | <b>44.</b> $n + 11$                                |
| <b>13.</b> | 6       | <b>45.</b> $2n + 16$ or $2(n + 8)$ or equivalent   |
| <b>14.</b> | 564     | <b>46.</b> $3n + 21$ or $3(n + 7)$ or equivalent   |
| <b>15.</b> | 318 096 | <b>47.</b> $4n + 26$ or $2(2n + 13)$ or equivalent |
| <b>16.</b> | 29      | <b>48.</b> 980                                     |
| <b>17.</b> | 12      | <b>49.</b> 5                                       |
| <b>18.</b> | 9       | <b>50.</b> 260                                     |
| <b>19.</b> | £1.90   |  |
| <b>20.</b> | 5       |  |
| <b>21.</b> | 5       |  |
| <b>22.</b> | D       |  |
| <b>23.</b> | A and D |  |
| <b>24.</b> | 5       |  |
| <b>25.</b> | 3       |  |
| <b>26.</b> | 21      |  |
| <b>27.</b> | 0       |  |
| <b>28.</b> | 2       |  |
| <b>29.</b> | C       |  |
| <b>30.</b> | 44      |  |
| <b>31.</b> | 125     |  |
| <b>32.</b> | 54      |  |
| <b>33.</b> | 20      |  |
| <b>34.</b> | 192     |  |
| <b>35.</b> | 7       |  |

1	C tickles the	37	tea	1	C tickles the
2	C nerves and	38	m	2	C nerves and
3	D snap out	39	s	3	D snap out
4	B seldom entertains / seldom entertains	40	r	4	B seldom entertains / seldom entertains
5	D for two	41	e	5	D for two
6	B oat has	42	p	6	B oat has
7	D the yoyo	43	c	7	D the yoyo
8	5786	44	y	8	5786
9	HONE	45	5	9	HONE
10	4785	46	11	10	4785
11	1426	47	12	11	1426
12	HIKE	48	72	12	HIKE
13	2571	49	14	13	2571
14	E	50	81	14	E
15	unhelpful / obliging	51	7	15	unhelpful / obliging
16	placid / excitable	52	number / word	16	placid / excitable
17	extreme / moderate	53	part / ten	17	extreme / moderate
18	jolly / serious	54	wrist / teeth	18	jolly / serious
19	uneven / smooth	55	wash / stick	19	uneven / smooth
20	amuse / bore	56	finger / foot	20	amuse / bore
21	bitter / sweet	57	hand / bush	21	bitter / sweet
22	artificial / natural	58	Hamlet / 1984	22	artificial / natural
23	VN	59	content	23	VN
24	ST	60	stall	24	ST
25	TM	61	wound	25	TM
26	GM	62	spell	26	GM
27	RZ	63	race	27	RZ
28	GL	64	state	28	GL
29	JL	65	stunt	29	JL
30	FM	66	D	30	FM
31	mow	67	ship ping	31	mow
32	land	68	lot ion	32	land
33	man	69	in corporate	33	man
34	grin	70	star gaze	34	grin
35	what	71	sir loin	35	what
36	drip	72	pro pane	36	drip
		73	an tic		
		74	lead (You need to keep your dog under control in public places.)		
		75	off (We will not tolerate any form of racial discrimination.)		
		76	patches (It is good for you to step out of your comfort zone.)		
		77	learn (English is my weakest subject at school.)		
		78	better (All I ask is that you try your best.)		
		79	swim (Crazy golf is a fun activity for the whole family.)		
		80	roads (You should drive slowly when visibility is reduced.)		