Cambridge Secondary 1 Progression TestQuestion paper



1 hour 10 minutes

English Paper 2

Stage 7

Name

Additional materials: Insert

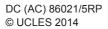
READ THESE INSTRUCTIONS FIRST.

Answer **all** questions in the spaces provided on the question paper.

You should pay attention to punctuation, spelling and handwriting.

The number of marks is given in brackets at the end of each question or part question. The total number of marks for this paper is 50.

For teacher's use		
Page	Mark	
1		
2		
3		
4		
5		
6		
7		
8		
Total		





Section A: Reading

For Teacher's Use

Read the passage in the INSERT and then answer these questions.

	From whose point of view does the wi	riter tell the story?	
	Give a reason to support your answer		
Where is George at the beginning of the passage? Underline the correct answer.			
ĺ	in his garden	in a shed	
	iii iii3 garacii		
	in a street Here are some events from the story.	in his mother's shop w the order in which they happen.	
	in a street Here are some events from the story. Number the events from 1 to 5 to short George's mother brushes away a col	w the order in which they happen.	
	in a street Here are some events from the story. Number the events from 1 to 5 to sho	w the order in which they happen.	
	in a street Here are some events from the story. Number the events from 1 to 5 to short George's mother brushes away a col	w the order in which they happen.	
	in a street Here are some events from the story. Number the events from 1 to 5 to short George's mother brushes away a cold George is told that he can wash the control of the story.	w the order in which they happen.	
	in a street Here are some events from the story. Number the events from 1 to 5 to short George's mother brushes away a cold George is told that he can wash the George is feeling ill.	w the order in which they happen.	

© UCLES 2014 E/S7/02

For Teacher's Use

George	picture Josh and Matt's faces' (Line 48) Give an adjective which describes how feels.
	[1]
the bike	quotation from the passage which shows that George's mother thinks the colour of is not important.
	[1]
Read th	is sentence from the passage.
'Is there (Lines 5	a part of the brain that stops working when you get to twenty-one or something?' 1–52)
What do	pes George think of people who are twenty-one?
	[1]
	wo synonyms does George's mother use to describe the size of the electricity bill?
	es George feel before he sees his mum? (Line 13) one box.
George	feels
guilty at	oout buying sweets.
angry th	at his bike was stolen.
disappo	inted with the amount of money he found. [1]
Give on	e reason why George wishes he hadn't told his mother about his bike.
	[1]

For Teacher's Use

11	How popular is George's mum's shop?
	Give a phrase from the passage to support your answer.
	[Z]
12	What do the words 'She looked hurt' suggest about George's mother? (Line 50)
	[1]
13	The writer uses italics on words throughout the passage, e.g. 'Mum, I'm a boy.' (Line 43) Why does the writer use italics in this phrase?
	[1]
14	Find an example of a simile in the passage.
	[1]
15	Find one example of onomatopoeia and one example of alliteration in the passage.
	onomatopoeia
	alliteration[2]
16	Look at lines 13–34 (By the time I got homeStuff happens.)
	(a) How would you describe the relationship between George and his mother?
	[1]
	(b) Give a quotation from the passage to support your answer.
	[1]

© UCLES 2014 E/S7/02

Section B: Writing

For Teacher's Use

17 In the passage you have read George finds some money, and that is when his problems begin. Write a story of your own where a girl or boy finds something. You will need to consider: **Character** Are there any other characters? What are they like? Setting Where is the thing found? Will the story end in the same place? **Plot** What is found? How much money is found? What happens? Write your plan in the box. Content and Audience [7] Punctuation [5] **Text Structure** [5] Vocabulary [4] Sentence Structure [5] Spelling [4]

Write your story here.

8

BLANK PAGE

Copyright Acknowledgements:

 $\label{thm:constant} \mbox{Veronica Cossanteli; } \mbox{\it The Extincts}; \mbox{\it Chicken House}.$

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity

Cambridge International Examinations is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.

© UCLES 2014 E/S7/02