



**ALL IN ONE PLACE BASE CAMP  
CITY OF LONDON SCHOOLS FOR BOYS  
ENGLISH GROUP 2 SPECIMEN PAPER 1**

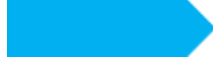
**Time: 60 minutes  
ANSWER ALL THE QUESTIONS**

**Section A**

***Read the poem, and then answer the questions.***

***To Autumn***

*Season of mists and mellow fruitfulness,  
Close bosom-friend of the maturing sun;  
Conspiring with him how to load and bless  
With fruit the vines that round the thatch-eaves run;  
To bend with apples the moss'd cottage-trees,  
And fill all fruit with ripeness to the core;  
To swell the gourd, and plump the hazel shells  
With a sweet kernel; to set budding more,  
And still more, later flowers for the bees,  
Until they think warm days will never cease,  
For summer has o'er-brimm'd their clammy cells.*



*Who hath not seen thee oft amid thy store?  
Sometimes whoever seeks abroad may find  
Thee sitting careless on a granary floor,  
Thy hair soft-lifted by the winnowing wind;  
Or on a half-reap'd furrow sound asleep,  
Drows'd with the fume of poppies, while thy hook  
Spares the next swath and all its twined flowers:  
And sometimes like a gleaner thou dost keep  
Steady thy laden head across a brook;  
Or by a cyder-press, with patient look,  
Thou watchest the last oozings hours by hours.*

*Where are the songs of spring? Ay, Where are they?  
Think not of them, thou hast thy music too,--  
While barred clouds bloom the soft-dying day,  
And touch the stubble-plains with rosy hue;  
Then in a wailful choir the small gnats mourn  
Among the river sallows, borne aloft  
Or sinking as the light wind lives or dies;  
And full-grown lambs loud bleat from hilly bourn;  
Hedge-cricket sing; and now with treble soft  
The red-breast whistles from a garden-croft;  
And gathering swallows twitter in the skies.*

**John Keats**

1. In your own words, explain how the poet feels about autumn. Use two examples from the first stanza of the poem to support your answer.

**[4 marks]**

<p><b>ANSWER</b></p> <hr/> <hr/> <hr/> <hr/> <hr/>
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2. Why is autumn a *close-bosom friend* of the sun?  
**[2 marks]**

**ANSWER**

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3. Is the poem set in early or late autumn? Explain your answer.  
**[2 marks]**

**ANSWER**

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7. Does the poet miss *the songs of spring*?  
Explain your answer using a quote from the poem.  
**[3 marks]**

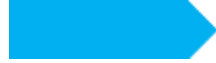
**ANSWER**

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8. What does the word **hue** mean from the third stanza of the poem?  
**[2 marks]**

**ANSWER**

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9. Explain how the ending of the poem is compared to the ending of a day.  
**[3 marks]**

**ANSWER**

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10. Keats uses personification throughout the poem. In each stanza, autumn is compared to a different person. In the first stanza, autumn is a **conspiring bosom friend**. Who is autumn being compared to in the second and third stanzas?  
**[2 marks]**

**ANSWER**

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12. Write about 60 words describing your impressions of autumn.  
**[6 marks]**

<p><b>ANSWER</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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**Total for Section A = 38 marks**



## Section B

1. In this passage from '*Alice in Wonderland*', there are **12** spelling mistakes. In the table, write the correct spelling of the incorrectly spelt words next to a number.

'Perhaps it doesn't understand English,' though Alice; 'I darsay it's a French mouse, come over with William the Conqeror.' (For, with all her knoweledge of history, Alice had no very clear notion how long ago anything had happened.) So she began again: 'Ou est ma chatte?' which was the first sentence in her French lesson-book. The Mouse gave a sudden leap out of the water, and seemed to qiver all over with fright. 'Oh, I beg your pardon!' cried Alice hastily, afraid that she had hurt the poor animal's feelings. 'I quite forgot you didn't like cats.'

'Not like cats!' cried the Mouse, in a shril, passionate voice. 'Would you like cats if you were me?'

'Well, perhaps not,' said Alice in a sothing tone: 'don't be angry about it. And yet I wish I could show you our cat Dinah: I think you'd take a fancy to cats if you could only see her. She is such a dear quit thing,' Alice went on, halve to herself, as she swam lazily about in the pool, 'and she sits puring so nicely by the fire, licking her paws and washing her face--and she is such a nice soft thing to nurse--and she's such a capital one for cathing mice--oh, I beg your pardon!'

1		7	
2		8	
3		9	
4		10	
5		11	
6		12	

**Question 1 = 12 marks total**

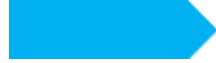


2. In this passage, there are **11** numbered places where punctuation marks have been either misused, deliberately omitted, or are not needed at all. In the table, write the numbers next to the code letter that corresponds to the required punctuation mark or correction. If no punctuation mark is needed, write **K**.

You may need to use some code letters more than once. You may not need to use some of the code letters. The first mistake has been corrected in the table.

<b>A</b>	<b><i>full-stop</i></b>			
<b>B</b>	<b><i>comma</i></b>			
<b>C</b>	<b><i>exclamation mark</i></b>			
<b>D</b>	<b><i>question mark</i></b>			
<b>E</b>	<b><i>apostrophe needed</i></b>	<b>1</b>		
<b>F</b>	<b><i>colon</i></b>			
<b>G</b>	<b><i>semi-colon</i></b>			
<b>H</b>	<b><i>apostrophe wrongly used</i></b>			
<b>J</b>	<b><i>quotation marks</i></b>			
<b>K</b>	<b><i>no punctuation required</i></b>			

**Question 2 = 20 marks total**



## Section C

At the beginning of the novel 'Lord of the Flies', a group of English school boys are stranded on an island after a plane crash. In this passage from the first chapter of the book, the boys are exploring the island.

*"This is real exploring," said Jack. "I bet nobody's been here before."*

*"We ought to draw a map," said Ralph, "only we haven't any paper."*

*"We could make scratches on bark," said Simon, "and rub black stuff in."*

*Again came the solemn communion of shining eyes in the gloom.*

*"Wacco."*

*"Wizard."*

*There was no place for standing on one's head. This time Ralph expressed the intensity of his emotion by pretending to knock Simon down; and soon they were a happy, heaving pile in the under-dusk.*

*When they had fallen apart Ralph spoke first.*

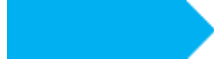
*"Got to get on."*

*The pink granite of the next cliff was further back from the creepers and trees so that they could trot up the path. This again led into more open forest so that they had a glimpse of the spread sea. With openness came the sun; it dried the sweat that had soaked their clothes in the dark, damp heat. At last the way to the top looked like a scramble over pink rock, with no more plunging through darkness. The boys chose their way through defiles and over heaps of sharp stone.*

*"Look! Look!"*

*High over this end of the island, the shattered rocks lifted up their stacks and chimneys. This one, against which Jack leaned, moved with a grating sound when they pushed.*





"Come on-"

*But not "Come on" to the top. The assault on the summit must wait while the three boys accepted this challenge. The rock was as large as a small motor car.*

"Heave!"

*Sway back and forth, catch the rhythm.*

"Heave!"

*Increase the swing of the pendulum, increase, increase, come up and bear against that point of furthest balance – increase - increase-*

"Heave!"

*The great rock loitered, poised on one toe, decided not to return, moved through the air, fell, struck, turned over, leapt droning through the air and smashed a deep hole in the canopy of the forest. Echoes and birds flew, white and pink dust floated, the forest further down shook as with the passage of an enraged monster: and then the island was still.*

"Wacco!"

"Like a bomb!"

"Whee-aa-oo!"

*Not for five minutes could they drag themselves away from this triumph. But they left at last.*

*The way to the top was easy after that. As they reached the last stretch Ralph stopped.*

"Golly!"

*They were on the lip of a circular hollow in the side of the mountain.*

*This was filled with a blue flower, a rock plant of some sort, and the overflow hung down the vent and spilled lavishly among the canopy of the forest. The air was thick with butterflies, lifting, fluttering, settling.*



*Beyond the hollow was the square top of the mountain and soon they were standing on it.*

*They had guessed before that this was an island: clambering among the pink rocks, with the sea on either side, and the crystal heights of air, they had known by some instinct that the sea lay on every side. But there seemed something more fitting in leaving the last word till they stood on the top, and could see a circular horizon of water.*

*Ralph turned to the others.*

*"This belongs to us."*

*It was roughly boat-shaped: humped near this end with behind them the jumbled descent to the shore. On either side rocks, cliffs, treetops and a steep slope: forward there, the length of the boat, a tamer descent, tree-clad, with hints of pink: and then the jungly flat of the island, dense green, but drawn at the end to a pink tail. There, where the island petered out in water, was another island; a rock, almost detached, standing like a fort, facing them across the green with one bold, pink bastion.*

*The boys surveyed all this, then looked out to sea. They were high up and the afternoon had advanced; the view was not robbed of sharpness by mirage.*

*"That's a reef. A coral reef. I've seen pictures like that."*

*The reef enclosed more than one side of the island, lying perhaps a mile out and parallel to what they now thought of as their beach. The coral was scribbled in the sea as though a giant had bent down to reproduce the shape of the island in a flowing chalk line but tired before he had finished. Inside was peacock water, rocks and weeds showing as in an aquarium; outside was the dark blue of the sea. The tide was running so that long streaks of foam tailed away from the reef and for a moment they felt that the boat was moving steadily astern.*



1. Why does Ralph think they should draw a map?  
**[2 marks]**

**ANSWER**

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2. What does Ralph usually do to express his excitement? Why does he pretend to knock Simon over instead?  
**[4 marks]**

**ANSWER**

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3. Why is the heat described as *dark* and *damp*?  
[4 marks]

ANSWER

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4. What are the shattered rocks compared to in the passage?  
[2 marks]

ANSWER

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5. Why is the word "*Heave*" repeated three times?  
[2 marks]

ANSWER

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10. Write a simile from the passage describing the second island.  
**[2 marks]**

**ANSWER**

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12. Write about 10 lines explaining the relationship between Jack, Ralph and Simon as described in the passage.  
**[5 marks]**

**ANSWER**

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**Total for Section C = 35 marks**