

## ENGLISH PAPER MAIN TEST 1 FOR 2017 ENTRY

Name: .....

Candidate Number: .....

Primary School: .....

Boy or Girl: .....

Date of Birth: .....

Today's Date: .....

Test Taken At: .....

### READ THE FOLLOWING CAREFULLY:

This test consists of three parts:

- A COMPREHENSION (30 minutes plus 10 minutes reading time)
- APPLIED REASONING QUESTIONS (10 minutes)
- CONTINUOUS WRITING (20 minutes)

TOTAL TIME: 1 hour 10 minutes

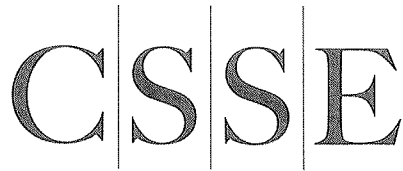
**AFTER THE FIRST 10 MINUTES YOU DO NOT NEED TO WAIT TO BE TOLD TO CARRY ON TO THE NEXT SECTION.**

1. Do not open this booklet until you are told to do so.
2. Inside the booklet is a separate passage. Read the passage and questions carefully when you are told to do so. **You have 10 minutes.** Then answer the questions in the booklet.
3. Think carefully about the passage and its meaning.
4. Work quickly but carefully through the questions.
5. The number of marks available for each section is indicated in the right hand margin.
6. Incorrect spelling and grammar will be penalised.
7. Punctuation should be clear and exact.
8. Where you are asked to choose between a number of responses choose always the most appropriate response.
9. If you finish with time to spare please remember to check your work.
10. **Once the test has begun you should not ask questions about the test.**

NOT TO BE FILLED IN BY PUPIL		
PAGE	SCORE	
	R	W
1 (9)		
2 (6)		
3 (9)		
4 (8)		
5 (8)		
6 (5)		
TOTAL (45)		
INITIALS OF MARKER(S)		

**REMEMBER:** this is not a test of memory. You can look back at the passage to check your answers as many times as you want.

All rights reserved, including translation. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording or duplication in any information storage and retrieval system, without permission in writing from CSSE, and may not be photocopied or otherwise reproduced with the terms of any licence granted by the Copyright Licensing Agency Ltd.



The Consortium of Selective Schools in Essex

# ENGLISH

10 MINUTES READING TIME

60 MINUTES TO COMPLETE THE TEST

Suggested timing for candidates:

READING TIME: ..... 10 minutes

SECTION ONE: COMPREHENSION ..... 30 minutes

SECTION TWO: APPLIED REASONING ..... 10 minutes

*Go to the separate booklet on your desk to answer the continuous writing questions.*

SECTION THREE: CONTINUOUS WRITING ..... 20 minutes

Read the passage that starts overleaf carefully when you are told to do so. After ten minutes has ended you will have 60 minutes to complete the test. Answer the questions which are on the following pages.

The passage is from 'Never Let Me Go' by Kazuo Ishiguro.

To the left of each line you will see the lines have been numbered.

This will help you when you are answering the questions.

*This text is from 'Never Let Me Go'  
by Kazuo Ishiguro, published by  
Faber and Faber Limited.  
Reprinted by permission of  
Faber and Faber Limited.*

**GO TO NEXT PAGE**

*In this part of 'Never Let Me Go' by Kazuo Ishiguro, the storyteller, Cathy, describes the trouble her friend, Tommy, had when he was younger. They were both at an unusual school where the pupils always lived, never visiting or knowing their parents.*

---

1 Tommy and I talked about all this not so long ago, and his own account of how his  
2 troubles began confirmed what I was thinking that night. According to him, it had  
3 all started one afternoon in one of Miss Geraldine's art classes. Until that day,  
4 Tommy told me, he'd always quite enjoyed painting. But then that day in Miss  
5 Geraldine's class, Tommy had done this particular watercolour – of an elephant  
6 standing in some tall grass – and that was what started it all off. He'd done it, he  
7 claimed, as a kind of joke. I quizzed him a lot on this point and I suspect the truth  
8 was that it was like a lot of things at that age: you don't have any clear reason, you  
9 just do it.

10 Anyway, he did his elephant, which was exactly the sort of picture a kid three  
11 years younger might have done. It took him no more than twenty minutes and it got  
12 a laugh, sure enough, though not quite the sort he'd expected. Even so, it might  
13 not have led to anything if Miss Geraldine hadn't been taking the class that day.

14 Miss Geraldine was everyone's favourite guardian when we were that age. She  
15 was gentle, soft-spoken, and always comforted you when you needed it, even  
16 when you'd done something bad, or been told off by another guardian. If she ever  
17 had to tell you off herself, then for days afterwards she'd give you lots of extra  
18 attention, like she owed you something. It was unlucky for Tommy that it was Miss  
19 Geraldine taking art that day and not, say, Mr Robert or Miss Emily herself – the  
20 head guardian – who often took art. Had it been either of those two, Tommy would  
21 have got a bit of a telling off, he could have done his smirk, and the worst the others  
22 would have thought was that it was a feeble joke. He might even have had some  
23 students think him a right clown. But Miss Geraldine being Miss Geraldine, it didn't  
24 go that way. Instead, she did her best to look at the picture with kindness and  
25 understanding. And probably guessing Tommy was in danger of getting stick from

26 the others, she went too far the other way, actually finding things to praise, pointing  
27 them out to the class. That was how the resentment started.

28 “After we left the room,” Tommy remembered, “that’s when I first heard them  
29 talking. And they didn’t care I could hear.”

30 My guess is that from some time before he did that elephant, Tommy had had  
31 the feeling he wasn’t keeping up – that his painting in particular was like that of  
32 students much younger than him – and he’d been covering up the best he could  
33 by doing deliberately childish pictures. But after the elephant painting, the whole  
34 thing had been brought into the open, and now everyone was watching to see what  
35 he did next. It seems he did make an effort for a while, but he’d no sooner have  
36 started on something, there’d be sneers and giggles all around him. In fact, the  
37 harder he tried, the more laughable his efforts turned out. So before long Tommy  
38 had gone back to his original defence, producing work that seemed deliberately  
39 childish, work that said he couldn’t care less. From there, the thing had got deeper  
40 and deeper.

41 For a while he’d only had to suffer during art lessons – though that was often  
42 enough, because we did a lot of art in the Juniors. But then it grew bigger. He got  
43 left out of games, boys refused to sit next to him at dinner, or pretended not to hear  
44 if he said anything in his dorm after lights-out. At first it wasn’t so relentless. Months  
45 could go by without incident, he’d think the whole thing was behind him, then  
46 something he did – or one of his enemies, like Arthur H. – would get it all going  
47 again.

48 I’m not sure when the big temper tantrums started. My own memory of it is that  
49 Tommy was always known for his temper, even in the Infants, but he claimed to me  
50 they only began after the teasing got bad.

**SECTION ONE**

Please do not write in this space

1. In lines 1-3, two phrases, of three words each, make it clear that Cathy was NOT giving her own view but Tommy's explanation for how his troubles started. Write out the two phrases.

2 marks

(i) .....

(ii) .....

2. In the rest of the paragraph, Cathy makes it clear that she does not fully believe Tommy. Find two ways (in lines 6-9) in which she shows that she doubted his explanation.

2 marks

(i) .....

(ii) .....

3. Tommy's picture "got a laugh" (lines 11-12), but "not quite the sort he'd expected." What do you think was the difference between the laugh Tommy expected and the way the students actually laughed?

2 marks

He expected .....

but in fact .....

4. Choose three adjectives, each of one word only, to describe Miss Geraldine, all of which help to explain why she was "everyone's favourite guardian." The words you choose can come either from the passage, if appropriate, or from your own understanding of what Miss Geraldine was like.

3 marks

i) .....

ii) .....

iii) .....

R  
W

Please do not write in this space

5. If Mr Robert or Miss Emily had been taking the the art class, Tommy would have got "a bit of a telling off" (line 21). What for? Give **two** examples.

2 marks

For .....,  
and for.....

6. Tommy could have "done his smirk" (line 21). What is a "smirk"? (Try to answer with an adjective and a noun.)

2 marks

A "smirk" is a .....,  
.....

7. Does the phrase "a right clown" in line 23 mean (Tick **one** box.)

1 mark

- A. a man in a circus.....
- B. a future comedian .....
- C. too lazy.....
- D. truly funny.....
- E. just silly.....

8. What does "getting stick" (line 25) mean? (Tick **one** box.)

1 mark

- A. being hit.....
- B. being criticised .....
- C. being friendless.....
- D. being forced to work.....
- E. being ignored .....

R  
W  
(6)

Please do not write in this space

9. Clearly explain what Miss Geraldine did to try to help Tommy, and why it worked out badly for him.

4 marks

She tried to help him by .....

.....

.....

It worked out badly because.....

.....

.....

10. "That was how the resentment started." (Line 27)

1 mark

Which of these is the best meaning for the word "resentment" here?

(Tick **one** box.)

A. A jealous feeling that Tommy got better treatment .....

B. An angry feeling that Tommy's art was poor.....

C. A cruel feeling that they wanted to make Tommy suffer .....

D. A feeling of hatred that they had only just discovered.....

E. A feeling of despair that they would never be praised like Tommy .....

11. Explain what is meant by "deliberately childish pictures" (lines 33-39).

2 marks

'Deliberately childish pictures' are.....

.....

.....

.....

.....

12. When Tommy did make an effort "there'd be sneers and giggles all around him" (line 36).

2 marks

(a) What are "giggles"?

.....

(b) What are "sneers"?

.....

You do not need to write a sentence to answer (a) and (b).

R  
W

(9)

Please do not write in this space

13. In lines 39-40 it says "the thing had got deeper and deeper".

2 marks

a) What is meant by "the thing"?

It means .....  
.....  
.....

b) How did it get "deeper and deeper"?  
(Tick **one** box.)

1 mark

- A. Tommy did not know about it. ....
- B. More and more students talked about Tommy .....
- C. Tommy was trapped.....
- D. Tommy had no friends.....
- E. Only Cathy liked Tommy .....

14. The sentence beginning at the end of line 42 ("He got...") and going to the middle of line 44 (after lights-out") describes Tommy being **ostracised**, although the writer does not use that word. By looking at the way he was treated, see if you can explain, in words of your own, what **ostracised** means. (Do not just copy out *examples* of how he was treated.)

3 marks

It means.....  
.....  
.....

15. There are two ways in which teachers at the school described in the passage are not named or talked about in the same way as you would mention teachers at your own school. What are these two ways?

2 marks

- (i) .....  
.....  
.....
- (ii) .....  
.....  
.....



Please do not write in this space

16. Select from the passage **ONE WORD** which most closely corresponds to the word on the left. Guidance is given on the lines within which the word can be found.

8 marks

	Word from passage	Look in lines
A. description	.....	1 - 4
B. questioned	.....	4 - 9
C. kind	.....	10 - 14
D. weak	.....	18 - 23
E. bitterness	.....	23 - 29
F. purposely	.....	30 - 35
G. ridiculous	.....	35 - 40
H. persistent	.....	42 - 47

**GO TO NEXT PAGE FOR APPLIED REASONING QUESTIONS.**

R  
W

(8)

**SECTION TWO**

Please do not write in this space

**APPLIED REASONING** (You should spend about 10 minutes on this section)

Each of the questions below contains a word that is missing three letters. The missing letters all have the same pattern.  
 The second missing letter is **two** further on in the alphabet than the first.  
 The third missing letter is **five** further on in the alphabet than the second.

For example:

( )e( )t( )me      should be completed      (b)e(d)t(i)me

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

Complete the words by placing the correct letters in the gaps, using the same pattern.

**Question 1**

1 mark

pa( )( )( )

**Question 2**

1 mark

co( )( )( )

**Question 3**

1 mark

( )a( )e( )

**Question 4**

1 mark

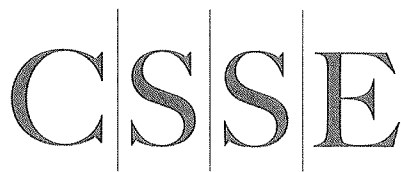
( )a( )( )e

**Question 5**

1 mark

( )( )( )ion

**GO TO SEPARATE BOOKLET ON YOUR DESK TO ANSWER THE CONTINUOUS WRITING QUESTIONS.**



The Consortium of Selective Schools in Essex

---

All rights reserved, including translation. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording or duplication in any information storage and retrieval system, without permission in writing from CSSE, and may not be photocopied or otherwise reproduced with the terms of any licence granted by the Copyright Licensing Agency Ltd.

Copyright © The Consortium of Selective Schools in Essex, 2016.

Published by The Consortium of Selective Schools in Essex,  
P.O. Box 3087, Chelmsford, Essex CM1 3SY.

---