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.

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.
CSSE
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 troubles 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 troubles began confirmed what I was thinking that night. According to him, it had all started one afternoon in one of Miss Geraldine’s art classes. Until that day, Tommy told me, he’d always quite enjoyed painting. But then that day in Miss Geraldine’s class, Tommy had done this particular watercolour – of an elephant standing in some tall grass – and that was what started it all off. He’d done it, he claimed, as a kind of joke. I quizzed him a lot on this point and I suspect the truth was that it was like a lot of things at that age: you don’t have any clear reason, you just do it.

10 Anyway, he did his elephant, which was exactly the sort of picture a kid three years younger might have done. It took him no more than twenty minutes and it got a laugh, sure enough, though not quite the sort he’d expected. Even so, it might 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 was gentle, soft-spoken, and always comforted you when you needed it, even when you’d done something bad, or been told off by another guardian. If she ever had to tell you off herself, then for days afterwards she’d give you lots of extra attention, like she owed you something. It was unlucky for Tommy that it was Miss Geraldine taking art that day and not, say, Mr Robert or Miss Emily herself – the head guardian – who often took art. Had it been either of those two, Tommy would have got a bit of a telling off, he could have done his smirk, and the worst the others would have thought was that it was a feeble joke. He might even have had some students think him a right clown. But Miss Geraldine being Miss Geraldine, it didn’t go that way. Instead, she did her best to look at the picture with kindness and understanding. And probably guessing Tommy was in danger of getting stick from
the others, she went too far the other way, actually finding things to praise, pointing them out to the class. That was how the resentment started.

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

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

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

I’m not sure when the big temper tantrums started. My own memory of it is that Tommy was always known for his temper, even in the Infants, but he claimed to me they only began after the teasing got bad.
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.
   
   (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.
   
   (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?
   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.
   
   i) ........................................................................................................
   
   ii) ........................................................................................................
   
   iii) ........................................................................................................
5. If Mr Robert or Miss Emily had been taking the art class, Tommy would have got “a bit of a telling off” (line 21). What for? Give two examples.

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.)

A “smirk” is a .............................................................................................
.....................................................................................................................

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

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.)

A. being hit..................................................................................................
B. being criticised......................................................................................
C. being friendless....................................................................................
D. being forced to work............................................................................
E. being ignored........................................................................................
9. Clearly explain what Miss Geraldine did to try to help Tommy, and why it worked out badly for him.

She tried to help him by .............................................................
..........................................................................................
..........................................................................................
It worked out badly because......................................................
..........................................................................................
..........................................................................................

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

'Deliberately childish pictures' are..........................................................
..........................................................................................
..........................................................................................
..........................................................................................

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

(a) What are “giggles”?
..........................................................................................

(b) What are “sneers”?
..........................................................................................

You do not need to write a sentence to answer (a) and (b).
13. In lines 39-40 it says “the thing had got deeper and deeper”.

a) What is meant by “the thing”?
   It means ..................................................................................................................
   ..................................................................................................................
   ..................................................................................................................

b) How did it get “deeper and deeper”?
   (Tick one box.)
   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.)

   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?

   (i) ..................................................................................................................
       ..................................................................................................................
       ..................................................................................................................

   (ii) ..................................................................................................................
       ..................................................................................................................
       ..................................................................................................................
16. Select from the passage \textbf{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.

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

Please do not write in this space.

GO TO NEXT PAGE FOR APPLIED REASONING QUESTIONS.
SPEND ABOUT 10 MINUTES ON THIS SECTION.

SECTION TWO

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:

\[
\text{(_)(_)(_)} \quad \text{should be completed} \quad \text{(_)(_)(_)}
\]

| 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.

<table>
<thead>
<tr>
<th>Question 1</th>
<th>1 mark</th>
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<tr>
<th>Question 5</th>
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GO TO SEPARATE BOOKLET ON YOUR DESK TO ANSWER THE CONTINUOUS WRITING QUESTIONS.