

English Mock Test 3 Answers

Q#	Answer	Explanation
1	B	Lines 1-2 say that every afternoon, as they were coming from school , the children went to play in the garden. The peach blossom is described in the next paragraph, but it does not tell us when the children came, and the Giant was away for seven years, not asleep.
2	C	The adjectives are the words that describe the nouns: a large, lovely garden and soft, green grass. That makes four . Garden and grass are nouns, was is a verb, and with is a preposition.
3	E	When a tree breaks out into blossom, the flowers appear all over it quickly, as a rash breaks out on skin. The sentence is describing how beautiful the garden was, so nothing is being damaged or lost. Broke out can mean escaped, as prisoners break out of a prison, which is the trap, but trees cannot escape from anything.
4	A	Lines 6-8 say that the birds sang so sweetly that the children used to stop their games in order to listen to them . The Giant was still away at this point in the story, and nothing is said about picking fruit or going home for tea.
5	D	Lines 10-11 say the Giant had been to visit the Cornish ogre and had stayed with him for seven years . Twelve is the number of peach-trees in the garden, which is the trap.
6	C	Limited means small or not very much, so the Giant's conversation did not stretch very far. The joke is that it took him seven whole years to run out of things to say, and then, with nothing left, he went home. Nothing in the passage says the ogre sent him away or that he lost his voice.
7	B	To determine to do something is to decide firmly to do it, to make up your mind . The Giant had said all he had to say, so he chose to go home: nobody forced or invited him. Determined can also describe someone who will not give up, but here it is a verb telling us what the Giant decided.

8	E	A gruff voice is deep, rough and unfriendly. It fits what happens next: the children ran away , which they would hardly do at a gentle or cheerful voice. Cried here means shouted, not wept, so sad and tearful is the trap.
9	A	The sentence says nothing new in its second half: a garden that is his is his. By repeating it, the Giant treats the matter as settled, and he goes straight on to say any one can understand that . He does not think he needs to explain or share. Far from being unsure or polite, he builds a wall the moment he has said it.
10	D	Trespassers are people who go on to somebody else's land without permission, and to be prosecuted is to be taken to court for breaking the law. The notice is a threat meant to keep everybody out, which is why the next line calls the Giant very selfish . The Giant has just come home, so the garden is not closed while he is away.
11	B	Lines 22-24 say that the road was very dusty and full of hard stones, and they did not like it . The snow and ice were inside the Giant's garden, and the notice-board was on the garden wall.
12	E	The first words are spoken inside the garden, in the present tense: are here . The second are spoken outside the high wall, and were there puts the same happiness in the past and in a place they can no longer reach. The echo makes the loss sharper. The road is no happier, and they talk about the beautiful garden, so they have not forgotten it.
13	C	Personification gives human actions to something that is not human. Frost cannot really hold a brush, but here it paints the trees like a person would. There is no like or as, so it is not a simile, and no repeated first sounds or sound words, so it is not alliteration or onomatopoeia.
14	A	The North Wind is described like a person: he is wrapped in furs , he roared all day , which is loud and wild, and he blew the chimney-pots down , which is destructive. He was only invited to stay, yet he behaves as if the place were his. The furs keep him warm, not the Giant, and he is out in the garden all day.

15	D	Words are ironic when they mean something different to the reader from what they mean to the speaker. The Giant is puzzled, but the reader has just been told that Spring came all over the country , and that the birds would not sing there as there were no children . The reason is the wall he built. The Giant is sincere, not pretending, and the children are nowhere near him.
16	B	Lines 40-42 say the Autumn gave golden fruit to every garden, but to the Giant's garden she gave none . "He is too selfish," she said. The North Wind is the trap, since he does roar about the garden, but the Autumn gives her own reason. It was the Snow and the Frost who said that Spring had forgotten the garden.
17	E	The Giant thought it must be the King's musicians passing by , which is the trap, but line 47 goes on: It was really only a little linnet singing outside his window . A linnet is a small songbird. The children and the Tree come into the story only when the Giant looks out.
18	A	A question on a line of its own makes the reader stop, just as the Giant stops at the window, and want to find out the answer. The next paragraph gives it at once: He saw a most wonderful sight . Nobody in the story asks the question; the storyteller is speaking to the reader, and the story still has some way to go.
19	C	Branches grow out from a tree's trunk as arms grow from a body, and it is the branches that the children are sitting in (line 54) and that can wave above their heads. Later the Tree bent its branches down to reach the boy. Roots are underground, and a trunk cannot wave.
20	D	The trees were so glad to have the children back again that they covered themselves with blossom, so a tree with a child in it turns to spring. In the corner, the little boy was so small that he could not reach up to the branches , so that tree had no child and stayed frozen. It blossoms the moment the Giant lifts him in. The wall was not down anywhere yet, so that cannot tell one corner from the rest.

21	D	Each word tells us how something was done: the trees waved gently , the boy cried bitterly , and the Giant opened the door softly . Words that describe how an action is done are adverbs , and many, like these, end in -ly. The adjectives they come from are gentle, bitter and soft.
22	B	When your heart melts , you are suddenly filled with pity and love. The word suits this story especially well because snow and frost melt too: the Giant's selfishness has kept his garden in winter, and as his heart softens, the Spring is ready to come back. It is a metaphor, so nothing is really melting, and it shows the opposite of not caring.
23	C	Lines 81-82 say that the Giant took a great axe and knocked down the wall . Earlier he only said that he would knock it down, without saying how.
24	E	While the Giant keeps the garden to himself, it is always winter and nobody is happy, himself included. As soon as he lets the children back and knocks down the wall, the Spring returns and it becomes the most beautiful garden they had ever seen . The Giant turns out to be kind, so the story is not warning against him, and winter does not end on its own in his garden: it ends only when he changes.
25	C	'copyed' should be spelled 'copied'. When a word ends in a consonant and then y, the y changes to i before -ed, as in cry and cried. The mistake is in group C.
26	D	'autum' should be spelled 'autumn'. The word ends in a silent n, which we hear in autumnal: a-u-t-u-m-n. Column and solemn keep a silent n in the same way. The mistake is in group D.
27	A	'forgoten' should be spelled 'forgotten'. Forgot ends in one short vowel and one consonant, and the stress falls on that last part, so the t doubles before -en. The mistake is in group A.
28	B	'exhausted' should be spelled 'exhausted'. There is a silent h after the x: e-x-h-a-u-s-t-e-d, as in exhibition. The mistake is in group B.

29	B	'arriveing' should be spelled 'arriving'. Arrive ends in a silent e, and the e is dropped before an ending that starts with a vowel, such as -ing. The mistake is in group B.
30	C	'couragous' should be spelled 'courageous'. Courage keeps its e before -ous, because without it the g would sound hard, as in gorgeous and outrageous. The mistake is in group C.
31	A	'pidgeon' should be spelled 'pigeon'. There is no d in it: the j sound is spelled with g alone, p-i-g-e-o-n. It is easy to add a d because of words like bridge and fidget. The mistake is in group A.
32	E	There is no mistake. Shepherd keeps the silent h of sheep-herd, boisterous has oi and ends in -ous, and orchard begins with or and ends in -chard. So the answer is E.
33	D	'hygeine' should be spelled 'hygiene'. The ie comes after g, not after c, so the usual rule of i before e applies: h-y-g-i-e-n-e. The mistake is in group D.
34	B	'tim peake looked' needs two capital letters. Tim Peake is the name of a person, so both his first name and his surname are proper nouns: the astronaut Tim Peake. The mistake is in group B.
35	E	There is no mistake. The comma after Later is right, because Later is an opening word that tells us when. Earth takes a capital because it is the name of a planet, and the sentence ends with a full stop. So the answer is E.
36	D	'others didnt.' is missing an apostrophe. Didnt is the short form of did not, and the apostrophe goes where the o has been left out: didn't. The semicolon is right, because it joins two complete sentences about the same thing. The mistake is in group D.
37	A	'"Handle them with care,' has opening speech marks but no closing ones. The words Mrs Ali actually said are Handle them with care, so the speech marks must close after the comma: "Handle them with care," said Mrs Ali. The mistake is in group A.

38	B	'needed: soil,' has a colon where none should be. A colon introduces a list only after a complete sentence, such as Our seeds needed three things: soil, water and a sunny windowsill. Here needed leads straight into what was needed, so the colon cuts the sentence in two: Our seeds needed soil, water and a sunny windowsill. The mistake is in group B.
39	C	'who's packet had' uses the wrong word. Who's is short for who is or who has, and who is packet makes no sense. To show whom the packet belonged to, the word is whose: whose packet had been to space. The mistake is in group C.
40	D	'helped Ava and I.' should be helped Ava and me. Ava and I are the ones being helped, not the ones doing the helping, so the word needed is me. Take Ava away to check: he helped me, never he helped I. The mistake is in group D.
41	A	'Childrens' results' puts the apostrophe in the wrong place. Children is already plural without an s, so the possessive is made by adding an apostrophe and then s: children's results. The apostrophe goes after the s only when the plural itself ends in s, as in the scientists' packets. The mistake is in group A.
42	C	'slowly; the space' has a semicolon where a comma is needed. A semicolon can only join two complete sentences, and Although they grew a little more slowly cannot stand on its own. After an opening part beginning with although, a comma is used: Although they grew a little more slowly, the space seeds were healthy. The mistake is in group C.
43	C	To lose something is to stop having it, and after would not the verb must be in its plain form: would not lose my kite. Loose, with two o's, means not tight. Loss is a noun, and lost and losing cannot follow would not.
44	A	After had, we need the past participle of bring, which is brought : Dad had brought a flask. Brung, bringed and brang are mistakes people make by copying words like sung or rang, and had bring is not English.

45	D	To raise something is to lift it up, and its past tense is raised : the judges raised a flag. Rose is the past tense of rise, which is something you do yourself, so the sun rose but you cannot rose a flag. Risen needs has or had, arose means came about, and rise is not in the past tense.
46	B	Barely means only just, so I could barely keep hold means I only just managed it. Bearly is a misspelling, made by mixing it up with bear. Bare is an adjective meaning uncovered and cannot describe how I kept hold. Not barely puts two negatives together, since barely already has a negative sense, and barer means more bare.
47	E	When someone shows you how to do something, they teach you, and after had the form is taught : had taught her to make a kite. Thought sounds similar but is the past of think. Teached and taughted are not words. Learned is what the girl did, not her grandmother: you learn from someone, but you cannot learn someone something.
48	A	Stationary , ending in -ary, means not moving, which is what a kite does when the wind drops. Stationery, ending in -ery, means paper, pens and envelopes. A handy way to remember: stationery has e for envelopes. Stationed and stationing are about putting people in position, and station is a noun.
49	D	Had it not been for is a way of saying if it had not been for, and after had we need the past participle been . Had it not be, had it not being, had it not was and had it not were are not English.
50	B	A compliment , spelled with an i, is a kind remark about someone. A complement, with an e, is something that completes or goes well with something else. Compliments is plural and cannot follow a, complimentary is an adjective, and complemented is a verb.