



St Benedict's School

SAMPLE PAPER

11+

ENGLISH

The examination lasts **ONE HOUR**

FIRST NAME	
LAST NAME	
PRESENT SCHOOL	

INSTRUCTIONS:

There are 2 sections in this examination:

SECTION A: READING COMPREHENSION:

ANSWER **ALL** THE QUESTIONS

(30 MINUTES)

(25 Marks)

SECTION B: ESSAY COMPOSITION

(30 MINUTES)

(25 Marks)

Section A: Reading Comprehension Section (25 Marks)

- Spend **30** minutes on this section
- Use **5** minutes to read the passage and questions and then **25** minutes to answer **ALL** the questions
- There are **6** questions in this section

Extract from '*Glass, Bricks and Dust*' by Claire Dean

One evening, the boy was crouched on top of the mound making a new town out of a heap of broken glass. He liked this time of day best – after tea, before bed. The air seemed to get grainy as its colour changed from vinegary yellow to candyfloss blue.

5 He could rub it between his fingers like dust and slow time down. At the top of the mound he was in charge and he didn't want to go home to bed. He collected green glass **shards** and broken brown bottle necks. He tumbled fragments of old window in his hands like shattered marbles. He pushed the glass into the mound, making houses, balancing roofs on them, building towers. The last of the sunlight caught and **glinted** in the tiny glass walls.

10 More of the black birds than he'd ever seen before rushed overhead and gathered on the lamppost. The orange light hadn't yet switched on but the shadows were growing. He heard nine chimes of the town hall clock. For a moment, the lamppost looked like a tall thin man wearing a large black hat. When the man turned towards him, he looked like a lamppost. The man had a greyish-green coat speckled with
15 rust and a black hat that **quivered** with beaks and feathers. The man didn't need to climb the mound; he was face to face with the boy with his feet still planted in the pavement.

'What are you making?' asked the man.

The boy didn't answer.

20 'Every child is always making something. Shake them out and they're full of dust
and dreams.'

The boy stood up, ready to run, but then he remembered that at the top of the
mound he was king. He dug his heels into the rubble. 'I'm making a new town,
better than this one. The sun can shine in through the walls. The buildings look
25 grander. It'll be a great glass city.'

'All it needs is people,' said the man.

'Yes, it needs people,' said the boy. And when he looked down, tiny creatures were
scuttling beneath the glass roofs. They looked like ants or spiders, but the sky was
darkening and the creatures were moving too fast to be sure. He looked to the man
30 but there was only the lamppost and as its orange light snapped on, the birds
launched into the sky.

The boy plunged down the mound and ran, hoping he wouldn't get told off for being
late home. Before he reached the end of the street he knew something was wrong.
The world was too quiet. Where were the sounds of cars? Of footballs being kicked
35 against walls? There were no shouts from parents calling everyone in.

'Mum?' He pushed open their front door. The house was in darkness but the telly
was switched on. His mum wasn't in any of the rooms. A half-drunk cup of tea had
been left on the arm of the settee. The boy thundered back along the silent streets.
He stood in the orange light beneath the lamppost.

40 'Give them back,' he shouted. Nothing happened, although he could hear the rustle
of feathers coming from the darkness above the light. The boy ran to the top of the
mound.

'Give them back!' 'But I haven't got them,' The man's face glowed. 'You have.'

In the gloom, it was hard to make out the tiny creatures beneath the glass roofs.

45 They were no longer moving. The boy couldn't be sure what was a particle of rubble and what was a person sleeping in their broken-glass house.

'How do I get them back?' he asked. But the man was a lamppost again.

1. Re-read the first paragraph and give two reasons why the boy liked this time of day best.

(a)
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(b)
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(2 marks)

2. From paragraphs one and two explain the meaning of the words in **bold**.

(a) **shards** (line 6)

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(b) **glinted** (line 9)

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(c) **quivered** (line 15)

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(3 marks)

3. On line 20 the lamppost says:

'Every child is always making something. Shake them out and they're full of dust and dreams.'

What do you think this shows us about children? You should provide two ideas.

Answer.....

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(4 marks)

4. In paragraph two the lamppost is described in detail. Identify and comment on at least two descriptions which you think are particularly powerful and engaging and explain why.

Answer.....

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.....(8 marks)

END OF SECTION A

PLEASE TURN OVER FOR SECTION B

Section B: Essay Composition (25 Marks)

- Spend **30** minutes on this section
- Use **5** minutes to plan, **20** minutes to write and **5** minutes to check your work

Write a story or descriptive passage entitled '**The Darkest Night**'.

Ensure you use as many language devices as possible and keep dialogue to a minimum. You should use a wide variety of sentence structures and punctuation to shape meaning.

