

# 11+ Sample Paper

## English

# Bancroft's

# **Bancroft's**

## **11+ Entrance Examinations**

### **Guidance Notes for Parents**

#### **English      Time Allowed 60 Minutes**

Candidates will take an English test in **two sections**. There is no separate Scholarship paper.

**Section A:            Reading and Understanding**  
(Time Allowed for Section A (part 1 and 2) - 40 Minutes)

The children will be asked to read two or more passages in a reading booklet and then, in a separate answer booklet, answer questions on what they have read. There are a few questions, which call for longer answers. There will also be a few multiple-choice questions. The design of the answer book indicates the type of answer required.

Questions will test a variety of comprehension skills, such as the understanding of the vocabulary, sentence structure and implied meaning.

**Section B:            Writing**  
(Time Allowed for Section B - 20 Minutes)

The children will be given an essay title asking them to take some of the ideas from the extract or poem in the Reading Booklet and develop them into their own story or description.

Marks are earned by writing relevantly and showing originality and accuracy; punctuation, spelling and grammar are all important here. They are also awarded for how well the essay is organised and how interesting it is in content.

#### **Preparation:**

Children who are familiar with the format of the Key Stage Two tests should not need any preparation other than working through the two sample papers.



## Bancroft's School

### Entrance Examination – English 2019

#### *Reading Booklet*

This booklet contains two pieces of writing:

On pages 1 -2 there is a passage called **A Chance Encounter**.

Read this passage and then answer the questions in **Part 1** of your answer book.

On page 3 you will find a poem called **Geography Lesson**.

Read the poem and then answer the questions in **Part 2** of your answer book.

## A Chance Encounter

*In this passage, the narrator, Gabriel, is playing in his back garden when he meets Finnigan.*

I remember my first sight of him – the sound and scavenger look of him – surrounded by summer. Neither of us was older than nine or ten. I was running a car along the garden fence when Finnigan appeared. At first I pretended not to see him, but the car beneath my fingers stopped moving. I slid a glance at him. At school we had seen a wildlife film, and this  
5 boy was a scruffy lion. He didn't move or say a thing but I knew, just from his watching, that he could sever my arm. We were the same height and same age and built along similar leggy lines, but he was a lion while I was a small moth. He swiped a fly from his face. "You're that boy," he said.

"...What boy?"

10 "You know. That boy. Everybody knows."

I pressed my thumb on the bonnet of the car. I looked my questioner up and down. His clothes were shabby and ill-fitting. The fly had returned to his face. "You're the kook\* boy," he explained. "Your mother and father are kooks too."

15 I considered the situation, his evident supremacy. I laughed. "Kooks," I said, and found it a sweet word. I deliberately hopped from one foot to the other, wagging my head. "Kooks," I chirruped again, to prove I'd taken no offence.

"Your mother's a witch," he said. "Everybody knows."

20 There seemed no response to this so I smiled, pretended my knee itched and attended to scratching it. The gypsy boy watched silently, the fly sniffing the corner of his mouth. I had never seen him before and was honoured that a stranger should have noticed my family. I didn't want him to go away. I asked, "How come you don't go to school?"

"Why would I?" he replied.

25 His eyes returned to the car parked on the fence railing. I poked it so it rattled forward. My father's sister Sarah had sent the car in the mail. The plaything had so far managed to escape my mother's usual confiscation. The visitor's eyes lingered on the car until I felt a twitch of nerves – then, mercifully, his gaze moved on to the house. I smelt the paint on the fence, the heat in the leaves, the parched conclusion of the afternoon. The boy, so close, smelt of nothing. He slipped a fist between the fence and asked, "What do I have in my hand?"

30 I looked at the fist curled under my nose. His fingers were brown as a conker, the skin on the knuckles broken. In my mind's eye I pictured what such fingers could hide. A tooth, a stone, a beetle. "Money?"

He smiled. "You cheated." His fingers unfurled, there lay three damp coins. I had never seen such riches in the palm of a boy. "Where did you get it?" I asked.

- 35 “Took it from mother’s purse.” His smile grew.  
“Won’t she find out? You’ll get in trouble.”  
“She won’t find out. Not unless you tell.” Then, unexpectedly, he said, “Do us a favour?”  
“Yes I will! What?”  
“Hide this money in your pocket.”
- 40 I shied away, gormless. “How come?”  
“No pockets.” He slapped his trousers. “Just until Saturday.”  
My throat went dry. He stood there saying nothing while I flailed with my conscience.

Vocabulary help:

\*kook – crazy person

## Geography Lesson

Our teacher told us one day he would leave  
And sail across a warm blue sea  
To places he had only known from maps,  
And all his life had longed to be.

5 The house he lived in was narrow and grey  
But in his mind's eye he could see  
Sweet-scented jasmine clinging to the walls,  
And green leaves burning on an orange tree.

10 He spoke of the lands he longed to visit,  
Where it was never drab or cold.  
I couldn't understand why he never left,  
And shook off the school's stranglehold.

15 Then halfway through his final term  
He took ill and never returned,  
And he never got to that place on the map  
Where the green leaves of the orange trees burned.

20 The maps were redrawn on the classroom wall;  
His name was forgotten, it faded away.  
But a lesson he never knew he taught  
Is with me to this day.

I travel to where the green leaves burn  
To where the ocean's glass-clear and blue,  
To all those places my teacher taught me to love  
But which he never knew.



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**Entrance Examination – English  
2019**

**Answer Book for Section A**

**Reading and Understanding**

My first name is:

My last name is:

My date of birth is:

The school I go to is:

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Mark

## **Section A: Reading & Understanding**

You have a total of **40 minutes** for Section A (part 1 and 2).

There are different types of questions.

The space given for your answer shows you how you need to answer each question:

- For some questions you must write only one word or phrase.
- Other questions need longer answers in one or more sentences.
- A few questions ask you to write at greater length.
- The number of marks available for each question will also show you how many points you need to make.

Try to answer all the questions.

Write neatly.

If you finish within the allocated time, go back and check your answers.

**A separate answer booklet will be issued for Section B – Writing.**



## Part 1

These questions refer to the passage called **A Chance Encounter** which is on pages 1-2 of your reading booklet. The narrator, Gabriel, is the boy who is telling the story.

*The final question of the section (Question 16) is worth 6 marks, and requires you to write a short opinion piece. Please try to spend roughly 8 minutes on question 16.*

- 1) What is the narrator doing when he first sees Finnigan?

\_\_\_\_\_ (1)

- 2) Look at lines 3-4. Name **two** things which the narrator does when he has noticed Finnigan.

\_\_\_\_\_  
\_\_\_\_\_  
(2)

- 3) Look at lines 4-7. Why does the narrator call Finnigan a “scruffy lion”?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
(3)

4) Look at line 14. Which of the following options is closest in meaning to 'evident supremacy'? Tick one.

Clear enjoyment \_\_\_\_\_

Obvious power \_\_\_\_\_

Apparent embarrassment \_\_\_\_\_

Stupid ignorance \_\_\_\_\_

(1)

5) Look at lines 14-16. Name **two** things that the narrator does to try to show that he is not affected by Finnigan's comments.

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(2)

6) In lines 24-25, what is meant by "the plaything had so far managed to escape my mother's usual confiscation"?

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(2)

7) Which of the following phrases is closest in meaning to “the parched conclusion of the afternoon” (line 27)? Tick one.

The hot afternoon was coming to an end \_\_\_\_\_

The narrator always gets thirsty in the afternoons \_\_\_\_\_

The narrator needed to write a conclusion for his essay \_\_\_\_\_

The afternoon was about to begin \_\_\_\_\_

(1)

8) Look at line 42. What do you think the writer/narrator means by “flailed with my conscience”?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(2)

- 9) Looking back at the passage as a whole, what do we learn about the narrator and his life? In your answer, you might like to consider:
- What we learn about him and his family
  - What he is doing in the garden and how he feels about his toy car
  - How he feels towards Finnigan

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(4)

- 10) From what you have read about Finnigan, what sort of life do you think he leads? Find evidence from anywhere in the passage without repeating points you have already made. You may want to write about:
- how he looks (avoiding the “scruffy lion” image from question 3)
  - how he behaves and what he says

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(4)

11) Considering the relationship between these two boys, do you think that the narrator will accept the stolen money, refuse to take it, or fail to decide? Give at least 3 reasons for your answer.

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(3)

**Now go straight on to Part 2**

## Part 2

These questions are about the poem *Geography Lesson* on page 3 of your reading booklet.

- 12) Look at lines 1-4 of the poem. What does the narrator's teacher say that he will do and why?

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(2)

- 13) Look at lines 5-8. What do we learn about the difference between the teacher's everyday life and his imagination?

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(2)

- 14) Give one word or phrase of your own for "drab" (line 10)

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(1)

- 15) Looking back at the poem as a whole, and without repeating what you have said before, *how* do you think the narrator feels about the teacher (make 2 points) and *why* do they feel this way? (make 2 points)

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(4)

**Question 16 can be found on the next page.**







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**Entrance Examination – English  
2019**

**Answer Book for Section B**

**Writing**

My first name is:

My last name is:

My date of birth is:

The school I go to is:

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Mark

## **Section B: Writing**

You have 20 minutes for Section B.

You should use about 5 minutes for planning and 15 minutes for writing.

You will be awarded marks for organising your writing well and making the essay interesting.

Be careful with spelling, punctuation and paragraphing; you will earn more marks if your writing is accurate.

Use all of the time allowed.

Imagine that Gabriel decides to accept the stolen money from Finnigan. Write about what he does with it, how he feels, and what happens when Finnigan comes back to collect it on Saturday.

You may write as Gabriel, or as a third-person narrator.

(20 marks)

Use the box below to plan your essay (5 Minutes)





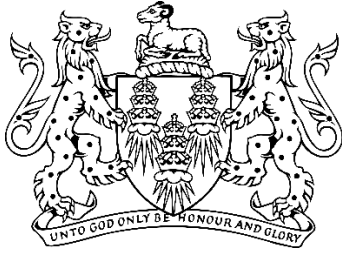












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