



St Albans High School
— for Girls —

11+ Entrance Examination
In
English Specimen Paper

1 Hour and 15 Minutes

INSTRUCTIONS

- 1 DO NOT OPEN THIS PAPER UNTIL YOU ARE TOLD THAT THE EXAMINATION HAS STARTED.
- 2 There are two sections in the paper. Always check that you have turned over the page and that you have not missed any pages.
- 3 You will need to work steadily but quickly, taking care to be as accurate as possible.
- 4 You may write in pencil or pen.



Section A – Reading

Read the passage carefully, and then answer the questions in this booklet. Some words which you might not know are underlined in the text; we've told you what they mean at the bottom of the passage.

The teacher in this passage runs a school for poor children, which is being inspected by people from the government. In this scene, he is speaking to a class of very small boys and girls, and three school inspectors are also in the room.

1 “NOW, what I want is: Facts. Teach these boys and girls nothing but Facts. Facts alone are
2 wanted in life. Plant nothing else, and root out everything else. This is the principle on which
3 I bring up my own children, and this is the principle on which I bring up the children in my
4 school. Stick to Facts!”

5 The scene was a plain, bare vault of a school-room. The teacher emphasised every sentence
6 by underlining his observations with his square finger on his sleeve. The emphasis was
7 helped by the speaker's forehead, which looked like a wall. This wall had his eyebrows for
8 its base, whilst his eyes were like two dark caves overshadowed by the wall. The emphasis
9 was helped by the speaker's hair, which bristled on the sides of his bald head like Christmas
10 trees. The emphasis was helped by the bald head itself, which was so covered in knobs that
11 it looked like the crust of a pie. The teacher's square pose, square coat, square legs and
12 square shoulders all helped the emphasis.

13 “In this life, we want nothing but Facts!”

14 The teacher seemed like a kind of cannon loaded with Facts, prepared to blow children
15 away from the world of fun and imagination with one explosion.

16 “Girl number twenty,” he said, squarely pointing with his square finger, “I don't know that
17 girl. Who is that girl?”

18 “Sissy Jupe, sir,” explained the girl, blushing, standing up and curtsying.

19 “Sissy is not a name,” said the teacher. “Don't call yourself Sissy. Call yourself Cecilia.”

20 “My father calls me Sissy, sir,” said the young girl in a trembling voice, and with another
21 curtsy.

22 “Then he should not,” said the teacher. “Tell him he must not, Cecilia Jupe. Your father
23 trains horses, does he not?”

24 “Oh, yes sir,”

25 “Give me your definition of a horse.”

26 Sissy Jupe was alarmed: she didn't understand the question, so she said nothing.

27 “Girl number twenty unable to define a horse!” the teacher said to everyone in the room,
28 including the other children and the school inspectors. “Girl number twenty possessed of
29 no Facts in reference to one of the commonest of animals! I'm sure a *boy* will be able to give
30 me some Facts about horses!”

Helpful definitions:

school inspectors: adults who visit schools to check whether teachers are doing their jobs properly

vault: an underground basement or cellar where old things are stored; they are often creepy

emphasised: when something is emphasised, it is shown to be really important

SECTION A – Reading

Read the passage carefully and then answer the questions below.

1. Look at lines 1-4. What one thing does the teacher believe that children should learn?

.....(1 mark)

2. Remind yourself of the definition of the word “vault” (line 5). What does this word suggest to you about what the classroom was like?

.....
.....
.....
.....(2 marks)

3. Look at lines 19-29. Give three short quotations from the passage that indicate that Sissy Jupe is scared.

“ ”
“ ”
“ ”

(3 marks)

4. Write down two words of your own that you think sum up the way that the teacher treats Sissy. In each case, explain why you think this.

<p>i. Word:</p> <p>Explanation:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>ii. Word:</p> <p>Explanation</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>(4 marks)</p>

5. On lines 15-16 it says that: *“The teacher seemed like a kind of cannon of Facts, prepared to blow children away from the world of fun and imagination in one explosion.”*

How does the writer use language here to make his description sound frightening and violent? Explain your answer.

<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....(3 marks)</p>

6. From lines 5-13, the writer describes the teacher's physical appearance in a way that is both **frightening** and **funny**.
- a) How does the writer make the teacher's physical appearance sound very **frightening** in this section of the text? Find an example and explain how the language in it makes us frightened.

Example: “ ”

Explanation:.....

.....

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.....

.....

.....(3 marks)

- b) How does the writer make the teacher's physical appearance sound **funny** in this section of the text? Find an example and explain how the language in it makes us laugh.

Example: “ ”

Explanation:.....

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.....

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.....(3 marks)

(3+3 = 6 marks)

7) Do you think that the school inspectors will decide that the teacher is doing a good job? Give at least two reasons for your answer.

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.....(3 marks)

8) In other books, writers have given cruel teachers names like “Miss Trunchbull”, “Mr McChoke-um-child” and “Professor Umbridge”.

Make up a name that you think suits the teacher in this passage, and give a reason for your choice.

Name:.....

Reason:.....

.....

.....

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.....(2 marks)

(Total: 25 marks)

