



STREATHAM
& CLAPHAM
HIGH SCHOOL

GDST
GIRLS' DAY SCHOOL TRUST



ENGLISH
11+ Examination

January 2020

Length: 1 hour 15 minutes

Your name:

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Please read the following instructions carefully.

- ❖ You should write using blue or black ink.
- ❖ This paper consists of three sections and you must answer **all three** sections.
 - ❖ **SECTION A:** Reading and Comprehension (25 marks)
 - ❖ **SECTION B:** Writing (25 marks)
 - ❖ **SECTION C:** Précis (15 marks)

- ❖ You should aim to spend:
 - ❖ 10 minutes reading the passage in Section A.
 - ❖ 25 minutes answering the questions in Section A.
 - ❖ 25 minutes on Section B.
 - ❖ 15 minutes on Section C.
- ❖ The invigilator **will not** tell you when to move onto the next section of the test.

Section A: Reading.

Spend 10 minutes reading the passage below and then spend 25 minutes answering the questions that follow. Try to answer all the questions in this section.

The passage is taken from *The Wind in the Willows*, by Kenneth Grahame. The novel is about the adventures of Mole, Rat, Badger, Toad, and their friends. The novel starts at the Mole's house. Mole is spring cleaning but he gets bored, so he decides to run down to the river. At the river, Mole meets Rat. The two form an immediate friendship.

1. The Mole had been working hard all morning, spring-cleaning his little home. First with brooms, then with dusters; then with a brush and a pail; till he had dust in his throat and eyes, water all over his black fur, and an aching back too. Spring was moving in the air above and in the earth below, penetrating even his dark and lowly little house. It was small wonder, then, that he suddenly flung his brush on the floor, said 'Bother!' and 'O blow!' and 'Hang spring cleaning!' and bolted out of the house without even putting his coat on.
2. Something up above was calling him and he made for the steep little tunnel which led out of his house and up to the fresh air. He scraped and scratched and scabbled his way, working busily with his little paws and muttering to himself, 'Up we go! Up we go!' till at last, pop! His snout came out into the sunlight, and he rolled in the warm grass of a great meadow.
3. 'This is fine!' he said to himself. 'This is better than cleaning!' The sunshine struck hot on his fur, soft breezes caressed his heated brow, and the carol of happy birds fell on his hearing. In the joy of living and the delight of spring, he went across the meadow till he reached the hedge.
4. It all seemed too good to be true. Hither and thither he rambled, finding everywhere birds building, flowers budding, leaves thrusting — everything happy, and progressive, and occupied. And instead of having an uneasy conscience pricking him and whispering 'spring-cleaning!' he could only feel how jolly it was to be the only idle one among all these busy citizens.

5. He thought his happiness was complete when, as he meandered along, he came to the edge of a full-fed river. Never in his life had he seen a river before — this sleek, sinuous, full-bodied animal, chasing and chuckling, gripping things with a gurgle and leaving them with a laugh, to fling itself on fresh playmates that shook themselves free, and were caught and held again.
6. All was a-shake and a-shiver — glints and gleams and sparkles, rustle and swirl, chatter and bubble. The Mole was bewitched, entranced, fascinated. By the side of the river he trotted as one trots, when very small, by the side of someone who holds one spell-bound by exciting stories; and when tired at last, he sat on the bank, while the river still chattered on, a babbling procession of the best stories in the world, sent from the heart of the earth to be told at last to the insatiable sea.
7. As he sat on the grass and looked across the river, a dark hole in the bank opposite caught his eye, and he fell to considering what a nice snug dwelling-place it would make. As he gazed, something bright and small seemed to twinkle down in the heart of it, vanished, then twinkled once more like a tiny star. But it could hardly be a star; and it was too glittering and small for a glow-worm. Then, as he looked, it winked at him, and so declared itself to be an eye; and a small face began gradually to grow up round it, like a frame round a picture.
8. A brown little face, with whiskers.
9. A round face, with the same twinkle in its eye that had first attracted his notice.
10. Small neat ears and thick silky hair.
11. It was the Water Rat!
12. Then the two animals stood and regarded each other cautiously.
13. ‘Hullo, Mole!’ said the Water Rat.
14. ‘Hullo, Rat!’ said the Mole.
15. ‘Would you like to come over?’ enquired the Rat presently.

16. 'Oh, it's all very well to talk,' said the Mole, rather pettishly, he being new to riverside ways.
17. The Rat said nothing, but stooped and unfastened a rope and hauled on it; then lightly stepped into a little boat. The boat was painted blue outside and white within, and was just the size for two animals. The Mole's whole heart went out to it at once, even though he did not yet fully understand its uses. The Rat sculled smartly across and made fast. Then he held up his paw as the Mole stepped gingerly down. 'Lean on that!' he said. 'Now, step lively!' and the Mole, to his surprise and rapture, found himself seated in the stern of a boat.
18. 'This has been a wonderful day!' said he, as the Rat pushed off again. 'Do you know, I've never been in a boat before in all my life.'
19. 'What?' cried the Rat, open-mouthed: 'Never been in a – you never – well I – what have you been doing, then?'
20. 'Is it so nice as all that?' asked the Mole shyly, though he was quite prepared to believe it as he leant back in his seat and surveyed the cushions, the oars, the rowlocks, and all the fascinating fittings, and felt the boat sway lightly under him.
21. 'Nice? It's the only thing,' said the Water Rat solemnly. 'Believe me, there is nothing half so much worth doing as simply messing about in boats. Simply messing,' he went on dreamily: 'messing – about – in – boats; messing-'
22. 'Look ahead, Rat!' cried the Mole suddenly.
23. It was too late. The boat struck the bank full tilt. The dreamer, the joyous oarsman, lay on his back at the bottom of the boat, his heels in the air.

1. **Re-read paragraph 1. Which two tools does the Mole use to help him spring clean his house? Underline one suggestion from the list below.**

- a) Brooms and dusters
- b) Water and a cloth
- c) A sponge and a mop

(1 mark)

2. Look closely at paragraph 1, which describes how the Mole went about his spring cleaning.

Pick out two phrases which make spring cleaning seem physically difficult.

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(1 mark)

3. Re-read paragraph 2. Why do you think is implied by the phrase ‘something up above was calling him’? Explain your ideas.

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(1 mark)

[more questions on the next page]

4. Re-read paragraph 3.

- a. Pick out **one quotation** that uses a **sensory description** (sight, sound, touch, taste or smell) to help the reader to imagine what the weather is like.

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- b. What impression does this sensory description create? **Explain your ideas using your own words.**

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2)

marks)

5. Look carefully at the description of the outdoors in paragraphs 3 and 4. Choose two words or phrases that help to create an impression of spring time.

Which language techniques or interesting words did Kenneth Grahame use in these quotations and what effect do they have on the reader?

- a.

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b.

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(4 marks)

6. Re-read paragraph 5 then look at the quotations below. In your own words, explain what is meant by the words that have been underlined.

a. 'he meandered along'

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a. "full-fed river'

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(2 marks)

7. Look closely at the language used in paragraph 6.

Choose two words or phrases that tell you something about the effect that the river had upon the Mole.

Which language techniques or interesting words did Kenneth Grahame use in these quotations and what effect do they have on the reader?

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b.

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(4 marks)

8. Explain what is meant by the following phrases, taken from paragraphs 12-16:

a) ‘the two animals stood and regarded each other cautiously’

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(1 mark)

b) ‘enquired the rat presently’

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(1 mark)

c) “‘Oh, it’s all very well to talk,” said the Mole, rather pettishly.’

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1) mark)

9. Re-read paragraph 17. What does the Mole think of the Water Rat’s boat?

Explain your ideas in your own words and give a reason for your ideas.

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2) marks)

10. In paragraph 19, Grahame writes:

‘What?’ cried the Rat, open-mouthed: ‘Never been in a – you never – well I – what have you been doing, then?’

a) How do the half-formed sentences help to get across a sense of the Rat’s shock?

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In paragraph 20, Grahame writes:

The mole ‘leant back in his seat and surveyed the cushions, the oars, the rowlocks, and all the fascinating fittings, and felt the boat sway lightly under him.’

b) Why does Grahame choose to describe Mole’s experience of the boat with a list?

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2) marks)

11. Re-read paragraphs 21-23, paying close attention to the interaction between Mole and Rat. How might these two characters, with their different personalities, prove to be a good match for one another? Explain your ideas.

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(1 mark)

12. *The Wind in the Willows* explores the themes of friendship and adventure. How are these two themes introduced in this extract?

a. Friendship:

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b. Adventure:

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(2 marks)

[End of Section A]

Section B: Writing

Spend approximately 25 minutes on this section of the paper. Take care in **choosing and planning** your response. The quality of your writing is more important than its length.

You should choose **ONE** of the following questions to answer.

1. Write the opening of a **short story** with the title, 'The Beginning of a Great Adventure'.
2. **Describe** a countryside scene on the first day of a new season.
3. Some people believe that living in the city is better than living in the countryside. To what extent do you agree with this? **Write a short speech** to put across your views.

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Content (10 marks)

Style (10 marks)

Spelling, punctuation and grammar (5 marks)

Section C: Précis Exercise

Spend approximately 15 minutes on this section. You should read the passage carefully and then answer part (a) and part (b).

This passage is from an article by Kate Bradbury that was published in *The Guardian*. In it, she explores some of the reasons for the decline of Britain’s hedgehog population and considers what gardeners can do to make their gardens safe and inviting to this endangered species.

How can you make your garden a hedgehog-haven?

Although it was recently voted Britain’s national species in a BBC Wildlife poll, the hedgehog population is declining rapidly. A 2011 report suggested a decline of 25% in 10 years. There are



numerous factors linked to its demise, including a loss of habitat in the countryside and use of pesticides.

Yet, with a little effort, our gardens can be safe-havens for hedgehogs. As long as there are holes under fences for them to travel through, as long as ponds are made safe, bonfires are checked before lighting, and long grass is checked before cutting, then they have every chance of survival. A leaf pile, log pile or compost heap can make the perfect nest site, and wildlife-friendly slug pellets can

ensure that hedgehogs aren't poisoned while they eat our slugs.

It's also worth keeping an eye out for small ones in the run-up to winter, especially if you see any outside during the day. Hedgehogs typically hibernate between October and March, and before entering hibernation they build up their fat stores so they have enough reserves to keep them going without food until spring. Sometimes they have difficulty putting on enough fat in time.

If hedgehogs visit your garden regularly, autumn is the time to really give them a helping hand. Providing supplementary food and water can dramatically increase their chances of surviving hibernation, especially if you feed them again in spring, when their fat reserves are low and they have little energy to find food.

You can also help the hedgehogs by working with your neighbours. If you join the Hedgehog Street Campaign, you can work together to create safer gardens in which hedgehogs can live. And if you do see a hedgehog out in the day, or find one that appears injured or is still very small, then call the British Hedgehog Preservation Society for advice on what to do next. You could save its life.

(a) According to the article, what are the dangers that hedgehogs face and how can we help to protect hedgehogs from extinction? **Find and list five key details.** You may use short notes. **You do not need to use your own words for this part of the question.**

1.
2.
3.
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5.

(5 marks)

(b) Now, using your notes, write a summary of what the passage tells you about the dangers that hedgehogs face and the ways in which we can help to protect them from extinction.

Your summary should include the five points you identified in (a). You must use continuous writing (not note form).

Use your own words, and make your answer as concise (short) as possible.

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(10 marks)

[End of Questions]