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**Truro School 11+ Entrance Exam**

**English Section 1 (25 marks)**

**Time allowed – 10 minutes reading plus 30 minutes writing**

**ANSWER ALL QUESTIONS**

***This passage is taken from a novel called ‘The Dark is Rising’ by Susan Cooper. It is midwinter, and a boy named Will and his brother James have been sent out with a cart to collect hay for their rabbits from a nearby farm.***

***Rooks are large and very intelligent birds; part of the crow family***

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**One of the farm dogs came bounding up, tail waving; then it stopped abruptly a few yards away, looking at them.**

**‘Hey, Racer!’ Will called.**

**The dog’s tail went down, and it snarled, showing its teeth.**

**The noise from the rookery was louder, even though the daylight was beginning to 5 die. They could see the dark birds thronging over the treetops, more agitated than before, flapping and turning to and fro. And Will had been right; there was a stranger in the lane, standing beside the churchyard.**

**He was a shambling, tattered figure, more like a bundle of old clothes than a man, and at the sight of him the boys slowed their pace and drew instinctively closer to 10 one another. He turned his shaggy head to look at them.**

**Then suddenly, in a dreadful blur of unreality, a hoarse, shrieking flurry was rushing down out of the sky, and two huge rooks swooped at the man. He staggered back, shouting, his hands thrust up to protect his face, and the birds flapped their wings in a black vicious whirl and were gone, swooping up past the boys and into the sky. 15**

**Will and James stood frozen, staring, pressed against the bales of hay.**

**The stranger cowered back against the gate.**

**‘Kaaaaaaak … kaaaaaak …’ came the head-splitting racket from the frenzied flock over the wood, and then three more whirling black shapes were swooping after the first two, diving wildly at the man and then away. This time he screamed in terror and stumbled 20 out into the road, his arms still wrapped in defence round his head, his face down; and he ran. The boys heard the frightened gasps for breath as he dashed headlong past them, and up the road past the gates of Dawson’s Farm and on towards the village. They saw bushy, greasy grey hair below a dirty old cap; a torn brown overcoat tied with string, and some other garment flapping beneath it; old boots, one with a loose sole that made 25 him kick his leg oddly sideways, half-hopping, as he ran. But they could not see his face.**

**The high whirling above their heads was dwindling into loops of slow flight, and the rooks began to settle one by one into the trees. They were still talking loudly to one another in a long cawing jumble, but the madness and the violence were not in it now. Dazed, moving his head for the first time, Will felt his cheek brush against something, 30 and putting his hand to his shoulder, he found a long black feather there. He pushed it into his jacket pocket, moving slowly, like someone half awake.**

**Together, they pushed the loaded cart down the road to the house, and the cawing behind them died to an ominous murmur, like the swollen Thames\* in spring.**

***(\*The Thames is a river flowing through southern England to London)***

**ANSWER ALL QUESTIONS**

1. Write out the simile used to describe the strange man in line 9:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**(2 marks)**

1. Look at the description of the man from lines 23 and 26. In your own words, explain why his appearance is so unusual.

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(**3 marks)**

1. Why do you think *the dog’s tail went down, and it snarled, showing its teeth and the boys drew instinctively closer to one another* when they saw the man?

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**(2 marks)**

1. Pick and write out two quotations that make the rooks seem frightening:
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**(2 marks)**

/Please turn over

1. Write out the example of personification used in lines 28-29:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What is the effect of this description on the reader?

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**(4 marks)**

1. There are many powerful and exciting verbs used in this passage: choose THREE and explain your choices:

|  |  |  |
| --- | --- | --- |
|  | **Verb** | **Why it is powerful** |
| **1** |  |  |
| **2** |  |  |
| **3** |  |  |

**(6 marks)**

1. Write out and explain the simile used at the end of the passage:

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**(4 marks)**

1. What makes the ending exciting and thought-provoking?

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**(2 marks)**

**TOTAL /25**

**Truro School 11+ Entrance Exam**

**English**

**Section 2 (25 marks)**

**Time allowed – 25 minutes**

**ANSWER ALL QUESTIONS**

**In this section you can write either a description, or a story which you make up using your imagination.**

**Spend a few minutes thinking and planning before you begin writing, and leave time to check through what you write.**

**Remember to take care with handwriting, spelling, punctuation and paragraphs, and to be adventurous and ambitious with your vocabulary and style.**

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| **EITHER**  **1. A Description**  **…*bushy, greasy grey hair below a dirty old cap; a torn brown overcoat tied with string, and some other garment flapping beneath it; old boots…***  **Describe in great detail someone you know well.**  ***You could include something about his or her***   * **Face and expressions** * **Clothes and hair** * **Body shape and movement** * **Way of speaking** |

|  |
| --- |
| **OR**  **2. A Story**  **Write an atmospheric story which either begins or ends with these words:**  ***…the birds flapped their wings in a black vicious whirl and were gone.***  ***You should think about***   * **Where your story is set, and what time of year / time of day?** * **Who is telling the story** * **Why the birds are ‘vicious’** |

**Write your name on top of the sheet of paper and write the number of the question you have chosen in the margin. Begin writing when you are told to.**