The Junior King's School
Canterbury

2013

Pupils in Year 7
Entrance Examination (12+)
English

One Hour

Read the passage carefully and answer the questions opposite in full sentences unless otherwise directed.

Spend 45 minutes on questions 1 -7 and 15 minutes on Question 8. <u>You must attempt Question 8, which is a writing task, even if you have not finished the reading comprehension.</u>

This passage is taken from 'Telling Stories' by D. Minshull. Steven, who tells the story, is spending a holiday alone with his father at a holiday camp.

I left the wooden bungalow behind me and went exploring. There was a clubhouse with a shop, a games room, and a bar that was closed at that time of day. It was less dark in the games room, where the light had a different quality. It was a basement. Sunlight <u>blanched</u> through high windows, bounced on the ping-pong table, and reclined in the angle between floor and walls. I lifted a sad, bald ping-pong bat from the bench beneath the windows, weighed it in my hand, put it down. I flicked a handle of the table football machine: the goalkeeper somersaulted obligingly but I'd no shilling to release the ball. I picked a beer bottle from a crate of empties and let it drop, noisily, back into its slot. Flies harassed the lampshade. Water wriggled through exposed pipes. I found a ping-pong ball under the table but its shell had cracked at the seam.

I would have left, had others not arrived. There were three of them, two boys and a girl. One boy was thin and older than me, the other was my age and fatter. The girl was pretty and younger, and smiled.

"Hello," they said. They spoke eagerly, as though bored with one another and seeking diversion.

"Hi."

"You new?" asked the thin youth. He was tall and pale, suited to subterranean light. "What do they call you?"

"Steven Treece," I said.

"Pleased to meet you. I'm Larry Adenau." He spelt the <u>alien</u> surname as he offered his slim hand.

I received both with uncertainty. My experience did not include youths with strange names who shook hands.

"This is Charles," Larry added, "and this is my sister Rebecca."

"What school you go to?" asked Charles. "I'm starting at Eton next term."

I went to a school of neither <u>glamour</u> nor reputation, a state school in Sheffield, but Charles was only interested in making his statement and had no use for my reply.

"You playing table tennis?" he asked me. "Larry doesn't play and I thrash Rebecca."

"I'll play if you like," I said. "But I've no bat."

"It's all right." Charles unzipped a fat padded bat from its fat padded case. "There are some down here. You can use one of them."

"That's not fair," said Rebecca. "The bats here are useless. You lend Steven yours."

"Call me Steve," I said.

Charles explained what was wrong with Rebecca's suggestion. "My father says no one can borrow mine, and anyway it's got special weights in so he couldn't use it anyway."

"Borrow Becky's," said Larry. "Run back to the chalet and get it," he told her.

"You get it," she said, but went anyway.

"She's all right really," said Larry as she left. "You got a brother or sister, Steve?"

"One of each. But they're both older than me: Paula's married and Robert's with his friends on a barge holiday."

"Which school you say you went to?" Larry asked.

"Just an ordinary school. A comprehensive."

"Oh, tough luck."

Rebecca came back.

I had nothing to say but at least now I had a bat. "Let's play," I said.

1. How do we know that Larry, Charles and Rebecca are pleased to meet Steven? (2)

2. In the first paragraph there are some words and ideas used imaginatively. Choose two verbs or phrases which you find unusual or effective and say why they are so to you. (4)

3. ". . . sad, bald ping-pong bat" versus "fat padded bat": what is the author's aim in writing these descriptions? (3)

4. Why do you think Steven (in the last line) feels he "has nothing to say"? (2)

5. Look at the different terminology (the actual words) used in the passage to express exactly the same things (greetings, nouns, names etc.). Compare the language used by Steven and the other children. What do you think the differences are? (4)

6. Write as fully as you can about Charles' character (4)

7. Give the meaning of each underlined word as it is used in the passage. Then Identify the part of speech of each word as it is used in the passage.
For example: suggestion idea noun
a) blanched b) alien c) glamour (6)

(25)

THIS FINAL QUESTION TESTS YOUR CREATIVE WRITING.

SPEND 15 MINUTES ON THIS TASK.

8. What do you think happens next in the story? Continue writing the passage so that we see what happens in the table tennis game between Charles and Steven.

Remember to write in the first person – as if you are Steven. Try to use your most interesting language and accurate spelling, punctuation and paragraphing. End the piece as effectively as possible.

(25)