

Your summer English exam will be comprised of **two sections**. Your first section is a **reading** section. You will be given a passage to read and then you will be asked some questions, including a **'How does the writer...'** question. Your second section will assess your **writing capabilities**. You will be given an **image and you will be asked to write a piece of creative writing using the image as inspiration**.

You should spend 40 minutes on each section.











Section A: Fiction Comprehension

You have been analysing 'Hero and Villains' themed fiction all term, and your exam will be similar to the style of questions you have been doing. Lots of the skills you have picked up when writing about your texts will be useful for this exam.

You should be able to:

- Read and understand the passage
- Recognise commonly used language devices
- Answer in full sentences
- Comment on how the writer makes the passage interesting
- Use P.E.E. to show that you understand the text, can find the appropriate evidence and explain your choices.
- Use linking phrases like *in addition, moreover, also, furthermore* to build on your points in an answer
- Use a sophisticated vocabulary to analyse the text

Key components to look out for in a fiction text:

- Use of the first person 'I'  or the third person he/ she
- Descriptions of people
- Detailed description of place and circumstance   
- Experiences that are unique and informative  OR experiences that feel familiar to the reader 
- Use of direct speech to add to the story 
- Occasional use of humour , exaggeration or other emotive language 
- Effective use of similes, metaphors, verbs, adverbs, adjectives to maintain the readers' interest 

You will be asked some questions on the text to check that you understand what you have read. Remember to answer in a full sentence, using the words of the question in your answer.

E.g.

Q: What did Tom take with him on the journey?

A: On the journey, Tom took his backpack and a map with him.

Look at this extract from 'The Other Side of Truth' by Beverly Naidoo:

They shuffled slowly through the airport looking for exit signs but wishing fervently that their uncle would magically appear. As they approached the giant automatic doors they began shivering. It had been possible to ignore the wintry air in the café but now the chill seeped through their flimsy cotton coats, down to their bones. When they left Lagos the temperature had been balmy and they had felt overdressed but when the pilot announced on the plane that the temperature was six degrees in London she knew they would need warmer clothes. Maybe Uncle Dele would have some for them. Sharp gusts of even colder air struck them as they reached a large archway leading to the street. It felt like they were stepping into a thousand-piece jigsaw puzzle.

Sade grasped Femi's hand and leaned against a shop window to keep out of the stream of passers-by. Lagos was full of huge buildings but they were surrounded by light, air and space. Here each was packed against the next. Together they loomed over the narrow pavements like a thick forest of brick, concrete and glass.

Annotations:
Verb: shuffled, shivering, seeped, struck, grasped, leaned, loomed
Adjective: wintry, balmy, warmer, sharp, narrow, thick
Adverb: slowly, fervently, down, together
Pathetic fallacy: wintry air, chill seeped
Simile: a thousand-piece jigsaw puzzle
Imagery/metaphor: a stream of passers-by, a thick forest of brick, concrete and glass
Verb/personification: loomed over

In your exam you will be asked a 'how does the writer...' question. There will be bullet points to help you.

For example:

How does the writer create a negative atmosphere in this passage?

In your answer consider:

- **The use of weather**

Answer: The writer makes the atmosphere negative in this passage by using pathetic fallacy to make the weather seem unwelcoming. Femi and Sade are nervous and the 'sharp gusts of wind' and 'wintry air' makes the cold 'seep into their bones'. These adjectives, 'sharp' and 'wintry' create a tense atmosphere as the children seem uncomfortable and unhappy. In addition, the writer uses contrast to create a negative atmosphere. London is described using the metaphor 'a stream of people' and the personification of the buildings 'looming over' the two children; it is very busy whereas Lagos had been full of 'light, air and space'. The fact they arrive at London at night, in the cold, creates a negative contrast to 'balmy' Lagos. Finally the writer uses similes to create a negative atmosphere. The children are lost and confused, well described by them feeling like they were 'stepping into a thousand piece jigsaw puzzle'. We understand from this simile that they are confused and find London daunting, adding to the negative atmosphere.

Section B: Creative Writing:

For creative writing, you will be given an image as inspiration and you must use the image to help you write a short story.

Remember the Learning Outcomes for Creative Writing:

1. Be creative – use your **imagination**
2. **Plan** your story carefully – a story should have a clear development:
 - (a) **Orientation** – set the scene and introduce the main character(s) – the opening line you are given will help you to start this
 - (b) **Complication** – something happens to set the story in motion
 - (c) **Crisis** – the events of the story reach a climax (like a cliff-hanger moment) where things could turn out well or badly
 - (d) **Resolution** – the problem is solved, the situation is dealt with. Your resolution can be happy or sad
 - (e) **Coda** – your story should have a clear ending. Remember how a fairytale ends with a “happily-ever-after” moment? Something like that.
3. **Show, don't tell!** – don't simply tell the reader that the character was scared, or that the weather was good. Show us – be descriptive. Include **similes and metaphors**.
4. **Use strong, interesting verbs** – avoid using boring old verbs like ‘said’, ‘walked’ and ‘looked’. Instead, use words like ‘bellowed’, ‘marched’ and ‘glared’ – these words help **show us** the character's emotions.
5. **Use dialogue** – conversations help show us a lot about the characters by what they say and how they say it. Conversations also help bring a story to life.
6. **Revise** the rules for **Direct Speech**
7. Always use **paragraphs** – take a new paragraph for a new speaker, new place or new time.
8. Never mix up **tenses**. Choose either the **past** tense or **present** tense and **stick to it**.
9. Use a range of different **sentences structures**: simple sentences for impact; complex sentences for explanation and description.
10. Check the accuracy of all **Spelling, Punctuation and Grammar**.