

Your summer English exam will be comprised of two sections with multiple questions. It will last 80 minutes and will test your **reading** and **writing** ability. You will read a passage and answer some questions on it.










Section A: Fiction Comprehension

You have been analysing fiction all year, 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 Harry Potter or Greek Myths are useful for this section.

You should be able to:

- Read and understand the passage
- 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 high level vocabulary to explain your answers

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 realism to the story 
- Occasional use of humour , exaggeration or other emotive language 

Look at this extract about two friends that are lost in a blizzard:

Lee swallowed the hard lump that had risen in his throat. For an hour or more now he'd known that they were lost, but hearing it put into words brought home the dangerous reality of their situation. They were lost on a mountainside, battling through a blizzard, with night coming on fast. His stomach churned at the thought. In situations like this, people died. Overcome with weariness, they lay down in the snow and froze to death. *But that's not going to happen to us*, he thought fiercely, fighting down his own fear. He and Tom were going to keep battling until they reached safety. They'd never give in.

In your exam you will be asked to find a type of word or technique and provide evidence:

1) Give an example of an adverb. (1 mark)

Answer: An example of an adverb is 'fiercely'.

You will be asked to show understanding:

2) How do we know that Lee is worried? (2 marks)

Answer: We know that Lee is worried because 'he swallowed the hard lump that had risen in his throat'. This shows that he is worried because he is feeling sick and anxious about the situation.

You will be asked for straightforward information:

3) In what situation do the boys find themselves ? (1 mark)

Answer: Lee and Tom are 'lost on a mountainside, battling a blizzard.'

You will also be asked to use P.E.E:

4) What kind of a person is Lee ? (6 marks)

* 1 PEE = 3 marks so you need 2 for this answer.*

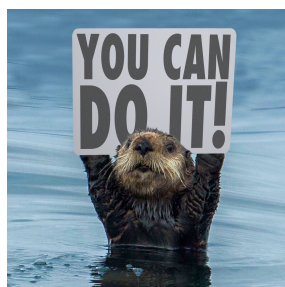
Answer: Lee is determined. He says "that's not going to happen to us" which shows that he is not giving up, even though he is scared. Lee is also brave because he tries to overcome his panic. The writer tells us that he was "fighting down his own fear". The fact that he was "fighting" suggests that it was a very difficult thing to do which emphasises how brave he is.

You will be asked a question about the writer:

5) How does the writer make the passage interesting for the reader ? (8 marks)

There will be bullet points to help you so make sure you consider each of them. You will need to think about descriptive language, imagery, direct speech, as well as specific words or phrases that the writer has used.

Although it will be an unseen passage, it will be similar to the reading work you have done all year. Read carefully, work quickly and you will do well!



Section B – Creative Writing

In this section of the exam, you will be given a sentence starter for a piece of creative writing.

You will have to use the sentence to begin your story. It could be something like the following:

1. The footsteps echoed along the corridor, growing louder with every step...
2. It was a dark, dismal day when I set out that morning....
3. “Run!” the captain yelled, frantically scrambling away from the explosion...

Using one of these sentences, you will then need to plan and write a short story.

Remember the Learning Outcomes for Creative Writing:

1. **Plan carefully** – what is going to happen and how is it going to end?
2. Open effectively – **catch the reader’s attention** right at the start. You could start with direct speech, an atmospheric description of setting or by describing a character. You want your reader to be intrigued so that they keep reading so don’t tell them all the details immediately - keep them in suspense!
3. **Always** use paragraphs
4. Describe people and places in a **vivid and realistic** way using a range of expressive adjectives, verbs and adverbs. Avoid boring old verbs like ‘said’ or ‘walked’. Try to **appeal to the senses** – describe what people hear, smell, feel, taste, etc.
5. **Use dialogue** to make the story interesting and realistic.
6. Use **similes, metaphors, personification, onomatopoeia** and **alliteration** to make your writing original and entertaining.
7. Try to use a **high level** of language
8. Never mix up tenses. **Choose** either the past tense or present tense and **stick to it**.
9. Revise the rules for **direct speech**
10. Check the accuracy of all **Spelling, Punctuation and Grammar**.