Year 7

End of Year Exam Revision

English
Question 1 will ask you to list 4 things about a specific part of the extract. You must...

- Write in FULL SENTENCES (this includes full stops)
- Only write from the specific lines
- List things about the topic you are told about

Example answer:

Write 4 things about the dog between lines 1 – 5

Along the winding street there was a house. It was dark but you could see that the door was blue and slightly ajar. Inside the house you could spot the gleaming green eyes of a little Jack Russell, sniffing around for food. Around its neck was a purple collar that read: ‘Alfie’. The little dog was quiet. He did not bark or howl, but just sat, still and quiet as could be.

Answers:

- The dog was a Jack Russell.
- The dog had a purple collar.
- The dog’s name was Alfie.
- The dog had green eyes.
Now it’s your turn...

Q1 – Write 4 things about the crow from lines 8-12

1. When he first saw the crow, he took no notice. There had been several crows. This one glided down into the corn on its enormous, ragged black wings. He began to be aware of it when it rose up suddenly, circled overhead, and then dived, to land not very far away from him. Kingshaw could see the feathers on its head, shimmering black in between the butter-coloured corn-stalks. Then it rose and circled, and came down again, this time not quite landing, but flapping about his head, beating its wings and making a sound like flat leather pieces being slapped together. It was the largest crow he had ever seen. As it came down for the third time, he looked up and noticed its beak, opening in a screech. The inside of its mouth was scarlet, it had small squinting eyes and its claws were as sharp as knives.

Answers

1. ________________________________________________________________

2. ________________________________________________________________

3. ________________________________________________________________

4. ________________________________________________________________
Question 2 will ask you how does the writer use language to describe ‘something’?

- You must identify the language techniques
- You must explain their effect
- Only read from the lines the question tells you to
- You must use PEEL

List below as many language techniques as you can

Write an example for 4 different language techniques

1. 
2. 
3. 
4. 
• Can you identify the language techniques in extract A below? (Remember adjectives/adverbs/verbs and nouns are also language techniques)

Harry had never even imagined such a strange and splendid place. It was lit by thousands and thousands of candles which were floating in mid-air over four long tables, where the rest of the students were sitting. These tables were laid with glittering golden plates and goblets. At the top of the hall was another long table where the teachers were sitting. Professor McGonagall led the first-years up here so that they came to a half in a line facing the other students, with the teachers behind them. The hundreds of faces staring at them looked like pale lanterns in the flickering candlelight. Dotted here and there around the students, the ghosts shone misty silver. Mainly to avoid all the staring eyes, Harry looked upwards and saw a velvety black ceiling dotted with stars. He heard Hermione whisper, "It's bewitched to look like the sky outside, I read it in Hogwarts: A History.

**How does the writer use language to describe Great Hall in Hogwarts?**

- **P** – The writer uses language to ... (describe what as what?)
- **Ev** – This is shown through the ... (insert terminology). This is clearly seen in/through the quote “...” (insert quote)
- **Ex** – The word “...” (insert key word) suggests that ... (explain the effect of the key word in the quote)
- **Ex** – The reader may feel ... (how may they feel) because ... (and why)
- **L** – This links to the question because ... (how does this link to the question)
Model Answer

The writer uses language to **describe the Great Hall as beautiful**. This is shown through the **adjectives**. This is clearly seen in the quote “Harry had never even imagined such a strange and splendid place.” The word “splendid” suggests **that the Great Hall looks magnificent**. The author has done this to **create a rich and beautiful description of the Great Hall**. The reader may feel **excited to find out how splendid the Hall really looks**. This links to the question because the writer is using language to describe the beauty of the Great Hall.

**Task: Can you write your own paragraph using the sentence starters on the previous page?**

Can you write another one without using the sentence starters?
Question 3

Question 2 will ask you how does the writer use **structure** to interest the reader?

- You must identify the **structure**
- You must explain how it could **interest the reader**
- You must use **PEEL**

**Can you list any structural features?**

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- 
- 
- 
Answers:

- The narrator
- The tense
- The order it is written
- Change in setting
- Flashbacks
- Tension

Sentence starters for Question 3

P – The writer uses ... (Structural technique) to ... (What does the structure do?)

Ev – This is shown through the ... (structure -start/end/narrator/tense). For example ... (insert quote that links to your point)

Ex – The use of ... (insert structure – start/end/narrator/tense) allows the reader to ...

Ex – The reader may feel ... (how may they feel) because ... (and why)

L – This interests the reader because (how does it interest the reader?)
Looking into the inside, she saw several coats hanging up - mostly long fur coats. There was nothing Lucy liked so much as the smell and feel of fur. She immediately stepped into the wardrobe and got in among the coats and rubbed her face against them, leaving the door open, of course, because she knew that it is very foolish to shut oneself into any wardrobe. Soon she went further in and found that there was a second row of coats hanging up behind the first one. It was almost quite dark in there and she kept her arms stretched out in front of her so as not to bump her face into the back of the wardrobe. She took a step further in - then two or three steps always expecting to feel woodwork against the tips of her fingers. But she could not feel it.

"This must be a simply enormous wardrobe!" thought Lucy, going still further in and pushing the soft folds of the coats aside to make room for her. Then she noticed that there was something crunching under her feet. "I wonder is that more mothballs?" she thought, stooping down to feel it with her hand. But instead of feeling the hard, smooth wood of the floor of the wardrobe, she felt something soft and powdery and extremely cold. "This is very queer," she said, and went on a step or two further.

Next moment she found that what was rubbing against her face and hands was no longer soft fur but something hard and rough and even prickly. "Why, it is just like branches of trees!" exclaimed Lucy. And then she saw that there was a light ahead of her; not a few inches away where the back of the wardrobe ought to have been, but a long way off.
Something cold and soft was falling on her. A moment later she found that she was standing in the middle of a wood at night-time with snow under her feet and snowflakes falling through the air.

Lucy felt a little frightened, but she felt very inquisitive and excited as well. She looked back over her shoulder and there, between the dark tree trunks; she could still see the open doorway of the wardrobe and even catch a glimpse of the empty room from which she had set out. (She had, of course, left the door open, for she knew that it is a very silly thing to shut oneself into a wardrobe.) It seemed to be still daylight there. "I can always get back if anything goes wrong," thought Lucy. She began to walk forward, crunch-crunch over the snow and through the wood towards the other light.

In about ten minutes she reached it and found it was a lamp-post. As she stood looking at it, wondering why there was a lamp-post in the middle of a wood and wondering what to do next, she heard a pitter patter of feet coming towards her. And soon after that a very strange person stepped out from among the trees into the light of the lamp-post.

**What happens at the beginning, middle and end?**

How does the writer use structure to interest the reader in this extract?

Think about...

- How it starts
- The narrator
- The tense
- The order the story goes in
- Change in settings

Can you identify any of these structural techniques?
Model Answer

The writer opens the extract with a description of a wardrobe, setting the scene. This is clearly shown through “she saw several coats hanging up”. This what you would expect to see in a wardrobe so when Narnia is shown it is even more interesting for the reader because it is unexpected.

Task: Can you write your own paragraph about the ending using the sentence starters on the previous page?

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__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
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Can you write another one without using the sentence starters?
Question 4

- There will be a statement that will be asked to agree or disagree with
- You have to use ‘linking words’ between your paragraphs
- You should write at least 2 reasons why you agree and 1 reason why you might disagree

Can you list any linking words?

(E.g. additionally)

Agree

Disagree
Look back at the extract below

A student said “the writer really shows how scary it is at this point!”

To what extent do you agree?

The Giant picked up the trembling Sophie with one hand and carried her across the cave and put her on the table.

Now he really is going to eat me, Sophie thought.

The Giant sat down and stared hard at Sophie. He had truly enormous ears. Each one was as big as the wheel of a truck and he seemed to be able to move them inwards and outwards from his head as he wished.

‘I is hungry!’ the Giant boomed. He grinned, showing massive square teeth. The teeth were very white and very square and they sat in his mouth like huge slices of white bread.

‘P... please don't eat me,’ Sophie stammered.

The Giant let out a bellow of laughter. ‘Just because I is a giant, you think I is a man-gobbling cannybull!’ he shouted. ‘You is about right! Giants is all cannybully and murderful! And they does gobble up human beans! We is in Giant Country now! Giants is everywhere around! Out there us has the famous Bonecrunching Giant! Bone-crunching Giant crunches up two wopsey whiffling human beans for supper every night! Noise is earbursting! Noise of crunching bones goes crackety-crack for miles around!’

‘Owch!’ Sophie said.
I agree with the statement because the writer uses **onomatopoeia**. This is shown through “the giant boomed”. The word “boomed” highlights the power of the sound. The author has done this because it shows how scary the giant is. The writer also compares the size of the sound to the size of the giant. The reader may feel **frightened themselves because of the loud noise**. This links to the question because the writer is describing the giant as scary through the use of the language technique onomatopoeia.
Task: Can you write one paragraph for agree and another for disagree?
Question 5

- You will either be given a picture or a phrase
- You have to write a **descriptive** or **narrative** piece of creative writing
- You must include language techniques, a range of punctuation and sentence lengths.

How many language techniques can you list?
Either annotate the picture below focus on what you can see in the coloured boxes

Model Descriptive Paragraph

Towerimg above the beach the slide was a giant in the sky. It twirled round and round like the coil of a snake, wrapping around its victim. The whiz and screams of young children slipping speedily downwards filled the air. The slide squealed with excitement after being tickled by so many little hands and toes. Parents watch anxiously below watching, worrying waiting...
Or, mind map the ideas you have towards the phrase below

Write a story about a time you were excited or scared.

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Model Narrative Paragraph

Trembling, my hands were sweating and shaking. I couldn’t believe it was my end of year exam. Row by row the sea of students waited anxiously outside the great hall. I could hear the tapping of my teacher’s fingernails on the desk. Tap. Tap. Tap. My heart was pounding. Streams of dust-filled light flooded the room, illuminating my English exam paper.
Task: Either write a description based on the picture or a narrative based on the phrase.