

Year 8 – English Mid-Year Revision Booklet



Name:

Class:

Teacher:

You will need to complete several tasks within this booklet to prepare for the mid-year tests. You will sit both a reading exam and a writing exam. This booklet will provide opportunities for you to practice and feel prepared before the exam. Good luck!

Section A: Reading test revision

Reading test – what is it?

The reading test will be based on an extract from the text you studied during term 2, *The Tempest*. You will be provided with an extract from the text and be asked to answer a question about a character or theme. It is marked out of 18 and you have 45 minutes to complete this question.

Writing test – what is it?

The writing test is an opportunity for you to show off your writing skills. You will be provided with two options to choose from, however, you must only focus on one. There is usually either a descriptive task (inspired by an image) or a title of a story. Either option is worth 18 marks and you have 45 minutes to complete this question.

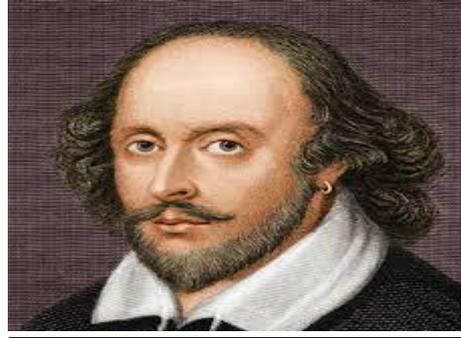
Task 1: Know the test

If there are any words you are unsure of have a look in a dictionary (this could be online via Google):

- 1) What does the word 'theme' mean?
- 2) What is characterisation?
- 3) What forms part of characterisation?
- 4) How many questions are there in the exam?
- 5) How many marks is each question worth?
- 6) How long should you spend on the writing test?
- 7) How many options are there for the writing test?
- 8) How long will you spend completing the whole test?
- 9) What does 'descriptive' mean?
- 10) What does 'narrative' mean?

Task 2: Retrieval practice

During the first few lessons on *The Tempest*, you were introduced to lots of new terms that supported your understanding of the text. You were also introduced to Shakespeare last year when you studied *A Midsummer Night's Dream*. How much can you remember now? You may need to use the internet to find the answers.



- 1) Who was William Shakespeare?
- 2) What is Shakespeare's date of birth and death?
- 3) What is 'The Great Chain of Being'?
- 4) What does the word **context** mean?
- 5) Shakespeare's plays fall under three **genre** categories. What are they?
- 6) What **genre** does *The Tempest* fall under?
- 7) What does **colonialism** mean?
- 8) Is the play **Elizabethan** or **Jacobean**, and why?
- 9) What does **betrayal** mean? Give one example of this from the play
- 10) What does **enslave** mean? Write down which characters are **enslaved** within the play

Task 3: Understanding key characters and theme

Like the test in Year 7, you will either examine one character or one theme for the reading part of your mid-year test, so it is important that you understand the characters and key themes within the text. Write down a summary of who these characters are and what these themes mean (think about symbolism, mood, and conventions of genre). Add any evidence or examples you can think of to support your answer:

Prospero:

Miranda:

Antonio:

Alonso:

Ferdinand:

Ariel:

Caliban:

Theme of power:

Theme of manipulation:

Theme of colonialism:



Task 4: Match the correct term to the definition

A key part of your reading test will be to demonstrate your subject terminology; this means correctly identifying the techniques that a writer uses **and** evaluating the impact this has on the audience. Complete the box below and the questions underneath.

<u>Technique</u>	<u>Definition</u>
Stage directions	Comparing one thing to another using 'like' or 'as'.
Asides	When weather reflects the mood of the story/characters
Characterisation	A solo speech by a character that gives an insight into what they are thinking
Mood	A person who actively opposes or is hostile to someone or something; an adversary
Protagonist	a remark or passage in a play that is intended to be heard by the audience but unheard by the other characters in the play.
Antagonist	A long speech by one character within in a play
Monologue	an instruction written in the script of a play that gives direction to the actors or information about the scenery
Soliloquy	The leading character or one of the major characters in a play, film, novel, etc
Similes	The use of weather to reflect the mood of a character or convey a tone
Pathetic fallacy	The atmosphere or pervading tone of something

'The wind howled in anger as sped across the rooftops' is an example of what?

Act 1, Scene 1 *Main deck of a ship. A tempestuous noise of thunder and lightning heard.* The italics are an example of what?

Such stuff as dreams are made on

Prospero:
 Our revels now are ended. These our actors,
 As I foretold you, were all spirits, and
 Are melted into air, into thin air:
 And like the baseless fabric of this vision,
 The cloud-capp'd tow'rs, the gorgeous palaces,
 The solemn temples, the great globe itself,
 Yea, all which it inherit, shall dissolve,
 And, like this insubstantial pageant faded,
 Leave not a rack behind. We are such stuff
 As dreams are made on; and our little life
 Is rounded with a sleep.

The Tempest Act 4, scene 1, 148-158

Prospero's final speech is an example of what?

'As dreams are made on...' is an example of what?

Task 5: Inference skills and connection to theme

Inference is a conclusion reached based on evidence and reasoning; we can work out what something means without being told directly, but we can work something out about the character by using the information we do have. What can you infer about the **mood** of the play, how the **characters feel**, and which **theme** is connected to each of the quotations listed below? There are prompting questions below to help you analyse what each quotation means.

Caliban:

'You taught me language, and **my profit on 't**

Is I know how to curse. The red **plague** rid you

For learning me your **language!**'

- What does the word **curse** mean?
- What does it mean to make a **profit**?
- What does Caliban have to say about being taught the same **language** that Prospero uses? What can Caliban do now he knows this language?
- Remember, Prospero came to the island and took over. What theme does this link to and why?

Ariel:

'Is there **more toil?** Since **thou dost give me pains,**

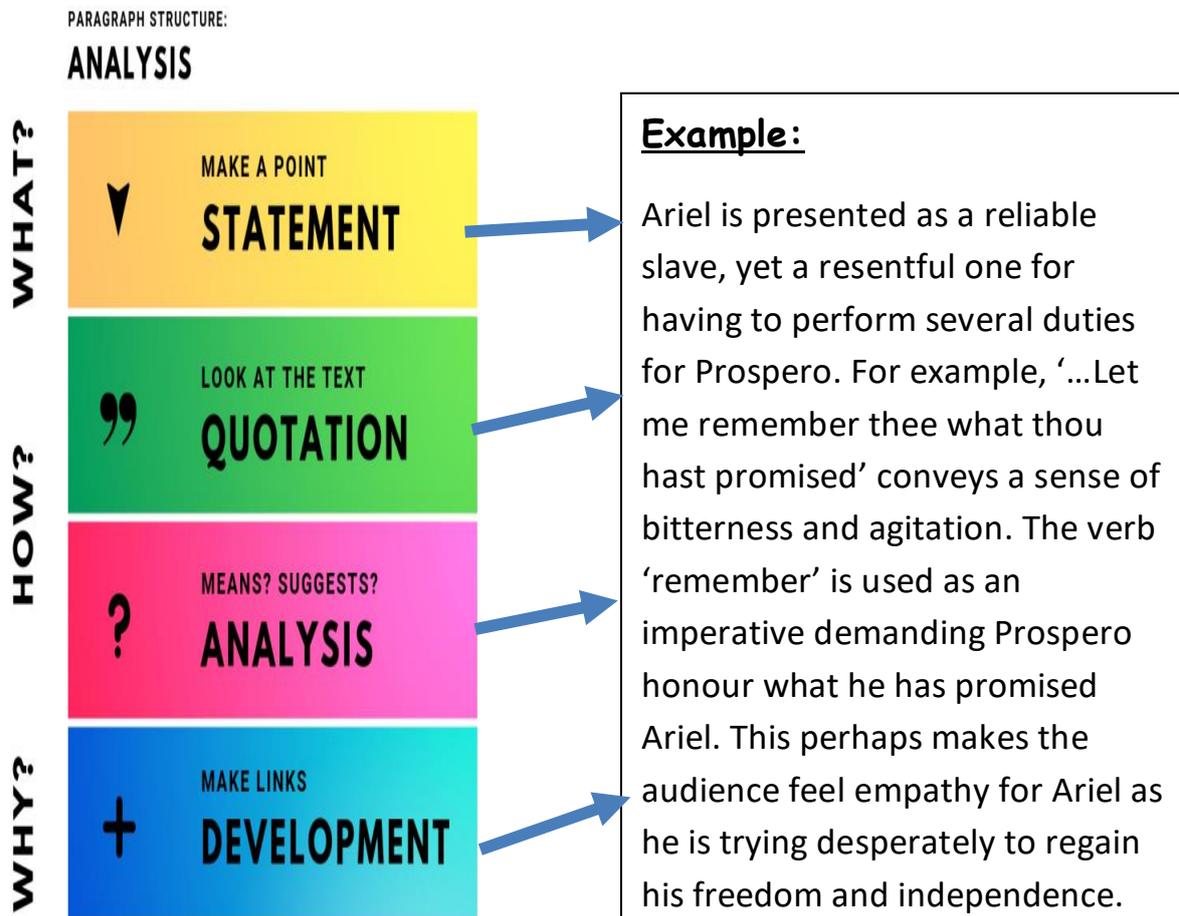
Let me **remember** thee what thou hast promised,

Which is **not yet performed me.'**

- What does the word **toil** mean?
- What **pains** does Ariel experience because of Prospero?
- What is it that Ariel wants to remind Prospero (the second line)?
- This quote links to the theme of **power**. Who has power between Prospero and Ariel? Explain your answer.

Task 7: What-How-Why (part a)

In English, a key skill is to identify parts of the text (evidence) that help explain our points of view and analyse the methods or key words a writer has used within the text to convey this. We use a model called 'What-How-Why':



Now practice using the What-How-Why model on the following quotations focusing on the character of Prospero. First, sum up what the quote tells you about the character and then highlight/circle the key word from the quote. Finally, explain why Shakespeare has done this – what does the writer want the audience to know about this character?

[*To Caliban*] 'Thou poisonous slave, got by the devil himself / Upon thy wicked dam: come forth' (1.2.320 – 321)

'My high charms work, / And these, mine enemies, are all knit up / in their distractions...' (3.3.89- 91)

Task 8: What-How-Why (part b)

Continue practising the what-how-why method on the following quotations for Caliban and the theme of manipulation:

Caliban:

'And then I **loved** thee,
And showed thee **all the qualities** o'th'isle'
'For I am all the subjects that you have,
Which first was mine own king.' (1.2.341-2)

- How did Caliban feel about Prospero when he first arrived on the island?
- What did Caliban do to help Prospero feel welcome on the island?
- What connotations does the word **king** have?

The theme of manipulation: *This quotation is from Act 1, scene 2, where Prospero is explaining to Miranda how he lost his dukedom. This is the part of play where the audience finds out what Prospero's brother, Antonio, did to take control of Milan.*

Prospero:

Now the condition.
The King of Naples, being an enemy
To me inveterate, hearkens my brother's suit;
Which was, that he, in lieu o' the premises
Of homage and I know not how much tribute,
**Should presently extirpate me and mine
Out of the dukedom and confer fair Milan**
With all the honours on my brother: whereon,
A treacherous army levied, one midnight
Fated to the purpose did Antonio open
The gates of Milan, and, i' the dead of darkness,
The ministers for the purpose hurried thence
Me and thy crying self.

- Look at the second line. Who is a known enemy to Prospero?
- Look at lines 6 – 7. Extirpate means to remove or destroy completely. What has Antonio planned to do to Prospero?
- How does this extract link to the theme of manipulation?

Task 9: Practise planning for the reading question

In the test, you will be given an extract and a question like below:

How does Shakespeare present the character Prospero in *The Tempest*? (18 marks)

This extract is taken from Act 1, Scene 2 – upon witnessing the shipwreck in the storm.

- You can refer to the extract in your answer
- You can also refer to other parts of the text

PROSPERO

Be collected:

No more amazement: tell your piteous heart

There's no harm done.

MIRANDA

O, woe the day!

PROSPERO

No harm.

I have done nothing but in care of thee,

Of thee, my dear one, thee, my daughter, who

Art ignorant of what thou art, nought knowing

Of whence I am, nor that I am more better

Than Prospero, master of a full poor cell,

And thy no greater father.

MIRANDA

More to know

Did never meddle with my thoughts.

PROSPERO

'Tis time

I should inform thee farther. Lend thy hand,

And pluck my magic garment from me. So:

Lays down his mantle

Lie there, my art. Wipe thou thine eyes; have comfort.

The direful spectacle of the wreck, which touch'd

The very virtue of compassion in thee,

I have with such provision in mine art

So safely ordered that there is no soul--

No, not so much perdition as an hair

Betid to any creature in the vessel

Which thou heard'st cry, which thou saw'st sink.

Planning: You will need a highlighter and pen for this task

- Re-read the question. Circle or highlight what the question is asking you to do; in this case it is 'how' and 'present'. This means the question is asking you to think about 'how' the writer presents a certain character or theme. Now do the same with who or what is the focus of the question (in this case, Prospero).
- Next, sum up in your own words how Prospero is presented in this extract. Consider the following:
 - In what ways is Prospero presented as powerful? Why do you think he has waited until now to tell Miranda about what happened to him?
 - Prospero is the protagonist of the play, which means he is the main character. What struggles has he experienced and how might the audience feel towards him?
 - Think about context and colonialism. What does Shakespeare want to warn or teach the audience about colonialism?
 - In what ways might the audience dislike Prospero? Think back to how he treats Ariel and Caliban.
- Now select a minimum of three quotations from this extract and practise the What-How-Why model
- Think about other parts of the play. In what ways does Prospero change from the beginning of the play to the end? Think about his use of magic.

Spend about 10 minutes to plan before you start writing

Task 10: Practise writing an answer for the reading question

Now that you have planned, you will need to write up your answer. There is no limit to how much you write, but you will need to make sure you:

- Include an introduction, outlining your answer to the question
- Include the best quotations from the extract to support the answer you gave in your introduction.
- Check your SPAG and make sure your answer is clear and easy to read
- Use the ambitious vocabulary you have learnt this term
- You refer to the genre, its conventions and how this character/theme adds to it
- A conclusion is written at the very end
- Most importantly, allow time to check your work and make edits to upgrade your work.

Give yourself no more than 30 minutes to write out your answer, and 5 minutes to proofread

Section B: Writing test revision

In the test, you will be given a choice of either a descriptive or narrative task to complete. However, you must only complete one of these tasks. Both options are worth 18 marks and you will have 45 minutes to complete it. The test will look like this:

Choose one of the following options:

2. Describe an isolated place

OR

3. Write a story with the title 'The Widow'



Task 1: Descriptive planning

Let's begin practising with the **descriptive** option. This means that you need to describe the image that has been provided, but you can use your imagination with this and think about what is behind certain parts of the image. Think about its past, present, and future; how has it changed over time?

Using the image on the previous page, create a mind map of things you write about:

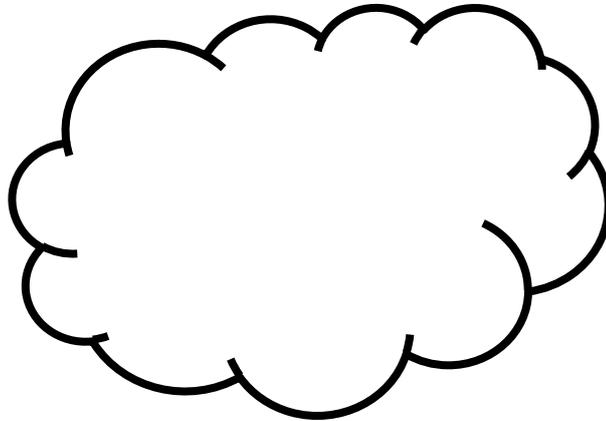
Techniques:

Where does the path lead to (detail)?

What could you compare this wood to (similes and metaphors)?

What is the weather like and what type of mood does it create (pathetic fallacy)?

What emotions would someone visiting experience (emotive language)?



Senses:

What can you smell?

What can you see?

How does it feel to be there?

What can you hear?

Is there anything you can taste?

Zoom:

Draw a box around one part of the image – what is there or behind it?

Task 2: Planning structure

Before you begin writing your description of the image, it is a good idea to think about the order of what you want to write about. Looking at your mind map, number your ideas in the order you are going to write about. Here is an example:

- 1) Start with the weather – there is a dampness in the air, and a grey gloomy looking cloud overhead (*pathetic fallacy*).
- 2) The chill in the air brushes your arms as you walk. There is a lingering smell of fresh earth as you tread on untouched grass (*sensory language*).
- 3) Zoom in on one of the cliffs – describe the sounds it makes/made when it crumbles away bit by bit (*onomatopoeia/personification*).
- 4) It wasn't always like this. Flashback to the past when it was summertime and packed with flowers and fruits growing all over the area, compare it to visiting a marketplace packed with treats and fresh produce and being spoilt for choice (*similes*). Write about the natural elements dying and how it now feels like an abandoned place (*metaphors*).
- 5) Flashforward to what it will be like one year from now. What will change?

Once you know what order you are going to write up the points from your mind-map, you are ready to start writing. Give yourself about 30 minutes to do this.

Task 3: Upgrading vocabulary and writing techniques

It is important that you show off your writing skills in the test; do not hold back from experimenting with techniques and new words you may have learnt from your Bedrock homework. Looking at your work, using a green pen this time, identify and amend your work to include:

- Adverbs, Adjectives and Verbs
- Repetition
- Similes and metaphors
- Emotive language
- Onomatopoeia
- Repetition
- Pathetic fallacy

If you are not sure (or cannot remember what these techniques are) double check using the internet or a dictionary.

Task 4: Spelling, punctuation and grammar (SPaG)

As you know, SPaG is an important part of all English work. It is good to use a range of punctuation and to be consistent with your spelling and grammar as it makes your work easy to read. To score a higher mark in the test, you will need to use a range of sentence types too. Like task 3, with green pen again, go through your work and identify and amend your work to include:

- A sentence that starts with an adverb
- A one-word sentence
- A sentence which has at least two adjectives
- A list using a colon
- A mixture of simple, compound, and complex sentences
- Correct use of a semi-colon, commas, an exclamation mark/question mark
- Paragraphs (remember to use TiPToP = *use a new paragraph when there is a change in Time, Place, Topic or Place*)
- Check that full-stops and capital letters have been used correctly

Task 5: Redrafting and editing

In the test you will not have time to completely redraft the answer, however, now that you have made several amendments practice redrafting your work. Once completed, answer the following questions:

- What improvements have you noticed?
- What did you find easy?
- What did you find hard?
- What part of the writing test do you need to practise more?
- How are you going to prepare for this?

Task 6: Developing character and setting

The other option for the writing test is to write a short story, and from this example the title you have been given is 'The Widow'. You will need to decide very quickly about the characters you are going to include and where the story takes place (this is the setting). It would be ideal to write about characters you could describe easily (like a neighbour, an old schoolteacher, an old friend) rather than try to create characters you don't really know much about as you may struggle to describe them in detail. In no more than five minutes, decide on the following:

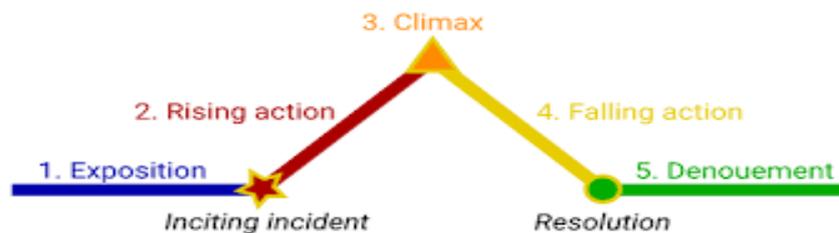
- 1) Who are your characters? A brief background profile for each (such as age, profession, physical appearance, likes/dislikes)
- 2) There needs to be tension in your story and a moment of climax: what fall out or issue will arise and how?
- 3) How is your story going to be connected to the title 'The Widow'? Is your story going to be told from the perspective of 'The Widow' (first-person narrative) or is it about a character who has this unfortunate title? You decide.

Do NOT copy storylines or characters from books or films! You will not score any marks for doing this; the story needs to be original.

Give yourself about 5 minutes to plan the characters.

Task 7: Narrative planning

A story needs to have a clear beginning, middle and end. With this title, and using Freytag's narrative structure, map out what you are going to include in your story:



- 1. Exposition** – this is the setting/ start of your story. What background information do you need to include here?
 - Where does your story take place?
 - Who are the key characters?
 - How are you going to hook your reader, make them curious enough to read on? What interesting or puzzling start could you begin with?
- 2. Rising action** – this is the part of the story where something interesting happens.
 - What has changed from the start?
 - Are there any new characters which have been introduced and why?
 - What problem has started to emerge for your main character?
- 3. Climax** – this is the part of the story with the most tension, it should be full of drama and make your reader feel suspense!
 - Building tension is all about withholding and delaying any outcome or light relief. Focus on the concern and feeling of the characters involved here. What is the impact of this tension on the situation?
- 4. Falling action** – this is when the tension starts to lower, and the characters start to adjust to what has happened
 - What has finally changed?
 - Who has been affected and how? How do the characters feel about this – was it fair/unfair?
- 5. Denouement** – this is the ending of your story. Every English teacher's pet hate is to read a story that ends with 'it was all a dream' or as cliff-hanger with ellipsis (the three dots...) so please avoid this! Things to consider for your ending:
 - It doesn't have to finish with a happy ending; is there a character you want your reader to feel sorry for or even angry at?
 - What is the new outcome for the characters and the setting you described in the exposition?

Give yourself about 5 minutes to plan the narrative structure for your story (10 minutes in total). Once you have completed this part of the planning, complete tasks 3, 4 and 5 from the descriptive section but focused on your narrative.