

Year 7 – English  
Mid-Year Test  
Revision Booklet



Name:

Class:

Teacher:

Each week 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, *Wolves of Willoughby Chase*. 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 30 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**

- 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 *Wolves of Willoughby Chase*, you were introduced to lots of new terms that supported your understanding of the text. How much can you remember now? You may need to use your knowledge organisers or the internet to find the answers.



- 1) Who was Joan Aiken?
- 2) What year was Aiken born?
- 3) What year did Aiken die?
- 4) What does the word **context** mean?
- 5) What does the word **influence** mean?
- 6) What does the word **inspiration** mean?
- 7) What **influenced** Aiken on not attending university?
- 8) What genres of text **inspired** Aiken to write WOWC?
- 9) What other texts did Aiken write?
- 10) What is Aiken's nationality?

### **Task 3: Understanding key characters and theme**

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 who is who within the text and understand the themes. 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/examples you can think of to support your answer.

Bonnie Green:

Sylvia Green:

Sir Willoughby:

Miss Letitia Slighcarp:

Simon:

Pattern:

Mr Josiah Grimshaw:

Theme of friendship:

Theme of class:

Theme of good versus evil:



#### Task 4: Match the correct technique 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 reader. Match the technique to the definition in the table below and complete the questions underneath.

<u>Technique</u>	<u>Definition</u>
Simile	Small sentences for impact.
Metaphor	When weather reflects the mood of the story/characters
Personification	Saying something IS something else.
Pathetic Fallacy	Describing words.
Adjectives	Giving inanimate objects human emotions/feelings.
Verbs	Sight, sound, taste, touch and smell.
Short Sentences	Words that sound like what they mean.
Senses	Describing rather than explaining exactly.
Onomatopoeia	Comparing one thing to another using 'like' or 'as'.
Show not Tell	Doing words.

'The leaves **danced** in the wind' is an example of what?

'She was **as bright** as a button' is an example of what?

'All she could **smell** was the delicious scent of stew' is an example of what?

'His anger **was the inferno** that swept the classroom' is an example of what?

'She **ran** as fast as her legs would allow' is an example of what?

## Task 5: Inference skills

Inference is a conclusion reached based on evidence and reasoning; we can work out what something means without being told directly. What can you infer about the **personality** of each character from this information we are provided from the text?

### **Miss Slighcarp:**

‘an **immensely** tall, thin lady, clad from neck to toe in a travelling dress of **swathed grey twill**, with a **stiff** collar, **dark** glasses, and **dull** green buttoned boots.’

### **Sylvia:**

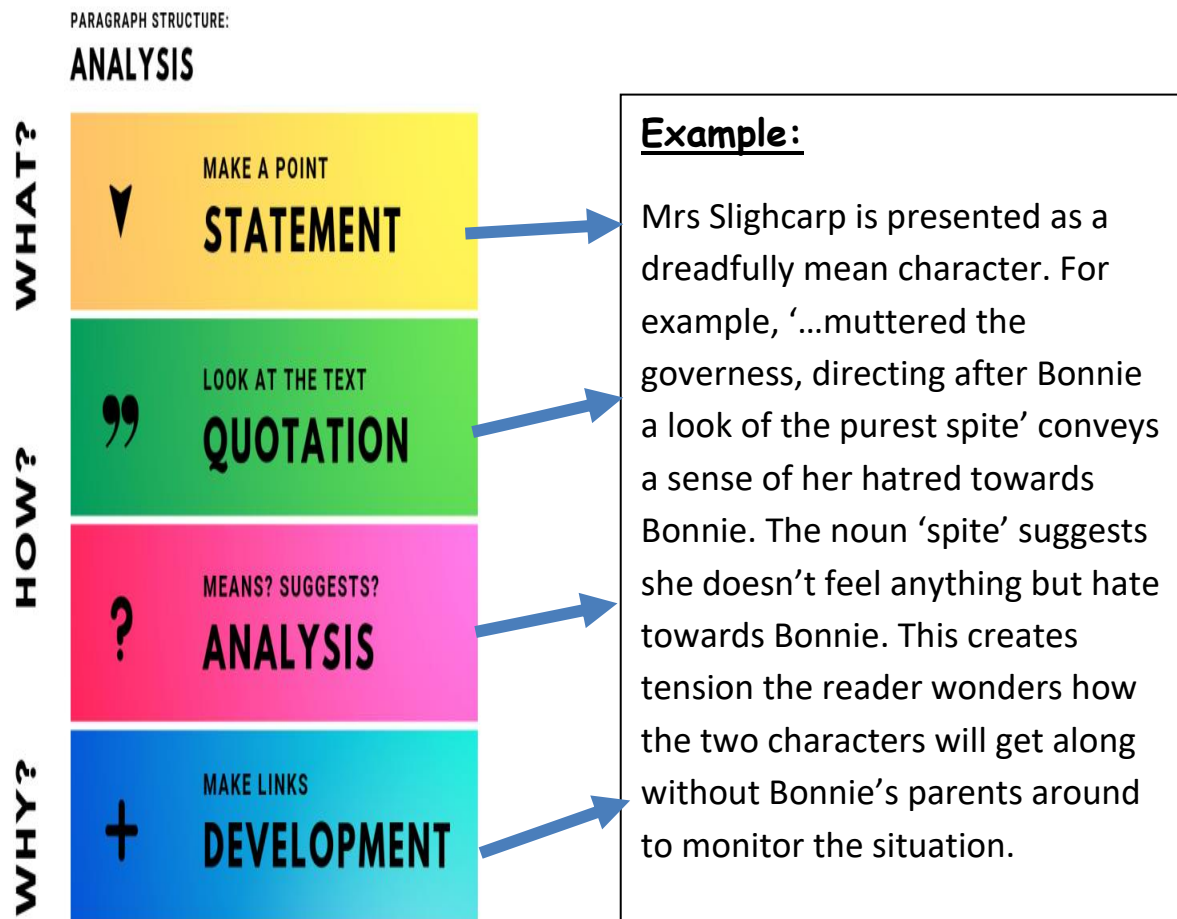
‘She was a little **depressed**- though she would not dream of saying so – at the idea of wearing nothing but **white**, especially at her cousin Bonnie’s, where everything was sure to be **grand** and **handsome**.’

### **Simon:**

‘**Taller** than Bonnie, he was dressed entirely in **skins**. He wore a **fur cap**, carried a **bow**, and had a **sheaf of arrows** slung over his shoulder.’

## Task 6: What-How-Why (part a)

In English, a key skill is to identify parts of the text (evidence) that to explain our answers; this includes analysing 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 Miss Slighcarp:

'Miss Slighcarp thinned her lips disapprovingly'

'Miss Slighcarp drew down her brows...'

"No indulgence should be permitted to a child who has behaved as she has done," remarked Miss Slighcarp'.

## **Task 7: What-How-Why (part b)**

Continue practising the what-how-why method on the following quotations for named characters and the theme of friendship:

### **Bonnie:**

‘Bonnie sprang back in an instant, all her violent temper roused, and seized the brush from Miss Slighcarp’s hand...’

“‘I have done very wrong,” Bonnie said remorsefully.’

‘But Bonnie, with choking utterance, demanded, “why are you wearing my mother’s dress?”’

### **Sylvia:**

“I wish we needn’t cut up your curtain, Auntie,” said Sylvia, who hated to see her aunt so distressed.’

“No, thank you,” said Sylvia, in as ladylike a tone as she could muster.’

‘Sylvia could not help a pang as she remembered the cutting of the green velvet shawl and saw the sumptuous pile of white fur...’

**The theme of friendship:** *This quotation is from the part of the novel where Simon finds Bonnie at Mrs Brisket’s school*

‘But to tell the truth, I was looking for you, Miss Bonnie. James and Pattern asked me to come. We was all uneasy about you and Miss Sylvia. What’ll I tell them?’



## **Task 8: Practise planning for the reading question**

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

How does Aiken present the character of Bonnie Green in *The Wolves of Willoughby Chase*?

(18 marks)

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

*This extract is taken from Chapter 1 of the novel. Bonnie is waiting for the arrival of her cousin, Sylvia Green.*

In the nursery a little girl was impatiently dancing up and down before the great window, fourteen feet high, which faced out over the park and commanded the long black expanse of road.

‘Will she be here soon, Pattern? Will she?’ was her continual cry.

‘We shall hear soon enough, I dare say, Miss Bonnie,’ was the inevitable reply from her maid, who, on hands and knees in front of the fire, was folding and goffering the frills of twenty lace petticoats.

The little girl turned again to her impatient vigil. She had climbed up on the window-seat, the better to survey the snowy park, and was jumping on its well-sprung cushions, covered in crimson satin. Each time she bounced, she nearly hit the ceiling.

‘Give over, Miss Bonnie, do,’ said Pattern after a while. ‘Look at the dust you’re raising. I can hardly see my tongs. Come sit by the fire. We shall hear soon enough when the train’s due.’

**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, it is Bonnie).

- Next, sum up in your own words how Bonnie is presented in this extract. Consider the following:
  - Is she a patient or impatient character? Why is she behaving in this way?
  - Does she come from a wealthy background, perhaps spoilt, or is poor?
  - Think about the genre of the text (adventure/gothic). What clues do we have from this extract and how does that relate to Bonnie?
- Now select a minimum of three quotations from this extract and practise the What-How-Why model
- Think about other parts of the novel. Does Bonnie change/stay the same as narrative progresses? Include examples to support your idea.

**Spend about 10 minutes to plan before you start writing**

### **Task 9: 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 descriptive or narrative to complete. You must complete **only one** of these tasks; they are both 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 a wood

OR

3. Write a story with the title 'Forgotten'



### Task 1: Descriptive planning

Let's begin practising with the **descriptive** option. This means 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 provided above, create a mind map of things you could write about:

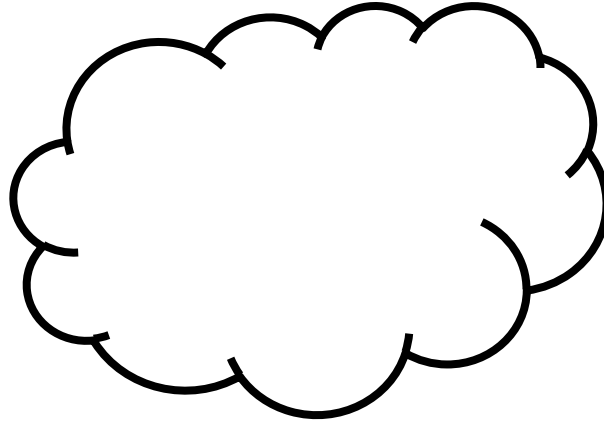
**Techniques:**

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 particular 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 – it is a dry, humid day that makes it hard to breath (*pathetic fallacy*)?
- 2) The feeling of the leaves that brush your arms as you walk by. The smell of the bark and the smoke overhead and seeing a squirrel shot up a tree (*sensory language*).

- 3) Zoom in on the bending tree – describe the sounds it makes/made when it hunched over in pain (*onomatopoeia/personification*).
- 4) ‘It wasn’t always like this.’ Flashback to the past when the wood had lots of visitors in the summer, compare it to a packed beach (*similes*) and write about the isolation and loneliness felt by any visitors now (*metaphors*).
- 5) Flashforward to what it will be like one year from now. The ‘eye’ of the wood will continue watching, hopefully, for more visitors to arrive (*personification*).

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 or from your English lessons. 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

#### **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. To score a higher mark in the test, you will also 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)
- 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 redraft the answer in its entirety. However, now that you have made several amendments, redraft 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 question the title you have been given is 'Forgotten'. You will need to decide very quickly about the characters you are going to include and where the story takes place (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. 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 'Forgotten'? Is it someone or something that has been lost? You decide.

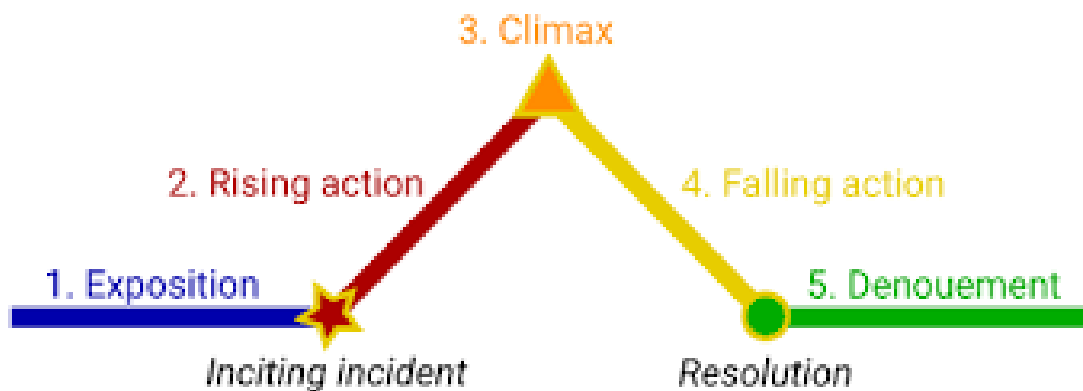
Do NOT copy storylines or characters from books or films! You will not score any marks for doing this; the story needs to be original.

**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? 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', 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?
- An ellipsis (...) can be used as a cliff-hanger, but most readers like a complete ending
- 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.**