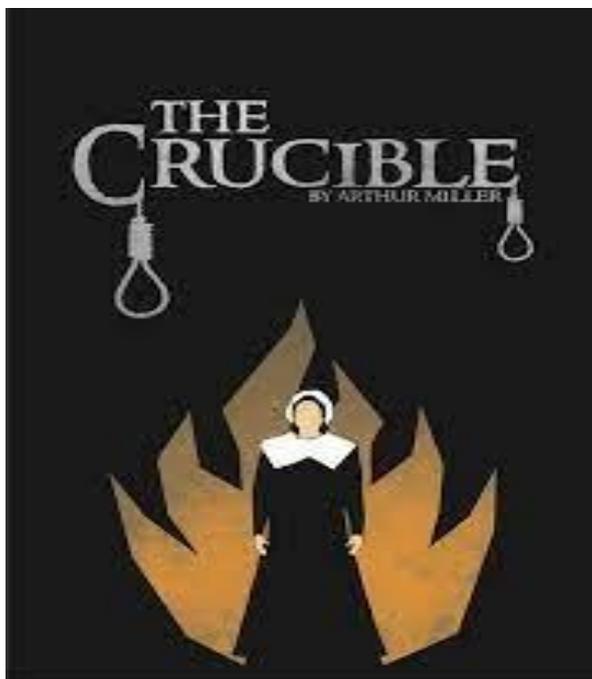


Year 9 – English Mid-Year Revision Booklet



Name:

Class:

Teacher:

You will need to complete several tasks within this booklet to prepare for the mid-year tests. This booklet will provide opportunities for you to practice and feel prepared.

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 Crucible*. Unlike years 7 and 8, you will **not** be provided with an extract from the text, and you will be expected to have memorised a few quotations to support your answer. You will 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! Unlike the writing task in years 7 and 8, this time you will be given a non-fiction writing task. This will either be a letter, speech, or an article.

Task 1: Know the test

For any terms you are unsure of, look them up on the internet or use a dictionary (if available):

- 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 'non-fiction' mean?
- 10) What are the three main types of literature you study in school? (Hint: One of the answers is poetry)

Task 2: Retrieval practice

During the first few lessons on *The Crucible*, 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 Arthur Miller?
- 2) What is **McCarthyism**?
- 3) What is **Puritanism**?
- 4) What does the word **context** mean?
- 5) What does **foreshadowing** mean?
- 6) What is **dramatic irony**?
- 7) What does **exposition** mean?
- 8) When studying drama, we study **conventions**. What conventions would you expect to find in a play?
- 9) What does **betrayal** mean? Give one example of this from the play
- 10) What does **accusation** mean? Write down which characters create accusations and why

Task 3: Understanding key characters and theme

Like the tests in both Years 7 and 8, you will either examine one character or one theme for the reading part of your mid-year test. Therefore, it is important that you understand the characters and the key themes within the text. List below are the six options that could be used for your exam. Write down a summary for each and think about symbolism, mood, and how they drive the plot of the play to reach its climatic ending. Add any evidence or examples you can think of to support your answer:

Hale:

Abigail:

John Proctor:

The theme of reputation:

The theme of corruption:

The theme of power:

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 the techniques that a writer uses **and** evaluating the impact this has on the reader or 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

'She was as stubborn as a mule' is an example of what?

Act 1 *As the curtain rises, Reverend Parris is discovered kneeling be-side the bed, evidently in prayer. His daughter, Betty Parris, aged ten, is lying on the bed, inert...* The italics are an example of what?

▶ You must understand, sir, that a person is either with this court or he must be counted against it, there be no road between. This is a sharp time, now, a precise time—we live no longer in the dusky afternoon when evil mixed itself with good and befuddled the world. Now, by God's grace, the shining sun is up, and them that fear not light will surely praise it.

Danforth has a long part in Act 3 (in the image on the right). This is an example of what?

What **mood** is created from this?

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 based on what we already know. 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?

Abigail: I danced for the Devil; I saw him, I wrote in his book; I go back to Jesus; I kiss His hand. I saw Sarah Good with the Devil! I saw Goody Osburn with the Devil! I saw Bridget Bishop with the Devil! (From Act 1)

Abigail: Now look you. All of you. We danced. And Tituba conjured Ruth Putnam's dead sisters. And that is all. And mark this. Let either of you breathe a word, or the edge of a word, about the other things, and I will come to you in the black of some terrible night and I will bring a pointy reckoning that will shudder you. (From Act 1)

Hale: Here is all the invisible world, caught, defined, and calculated. In these books the Devil stands stripped of all his brute disguises. (Act 1)

Hale: I come to do the Devil's work. I come to counsel Christians they should belie themselves. There is blood on my head! Can you not see the blood on my head!! (Act 4)

Proctor: Abby, I may think of you softly from time to time. But I will cut my hand off before I'll ever reach for you again (Act 1)

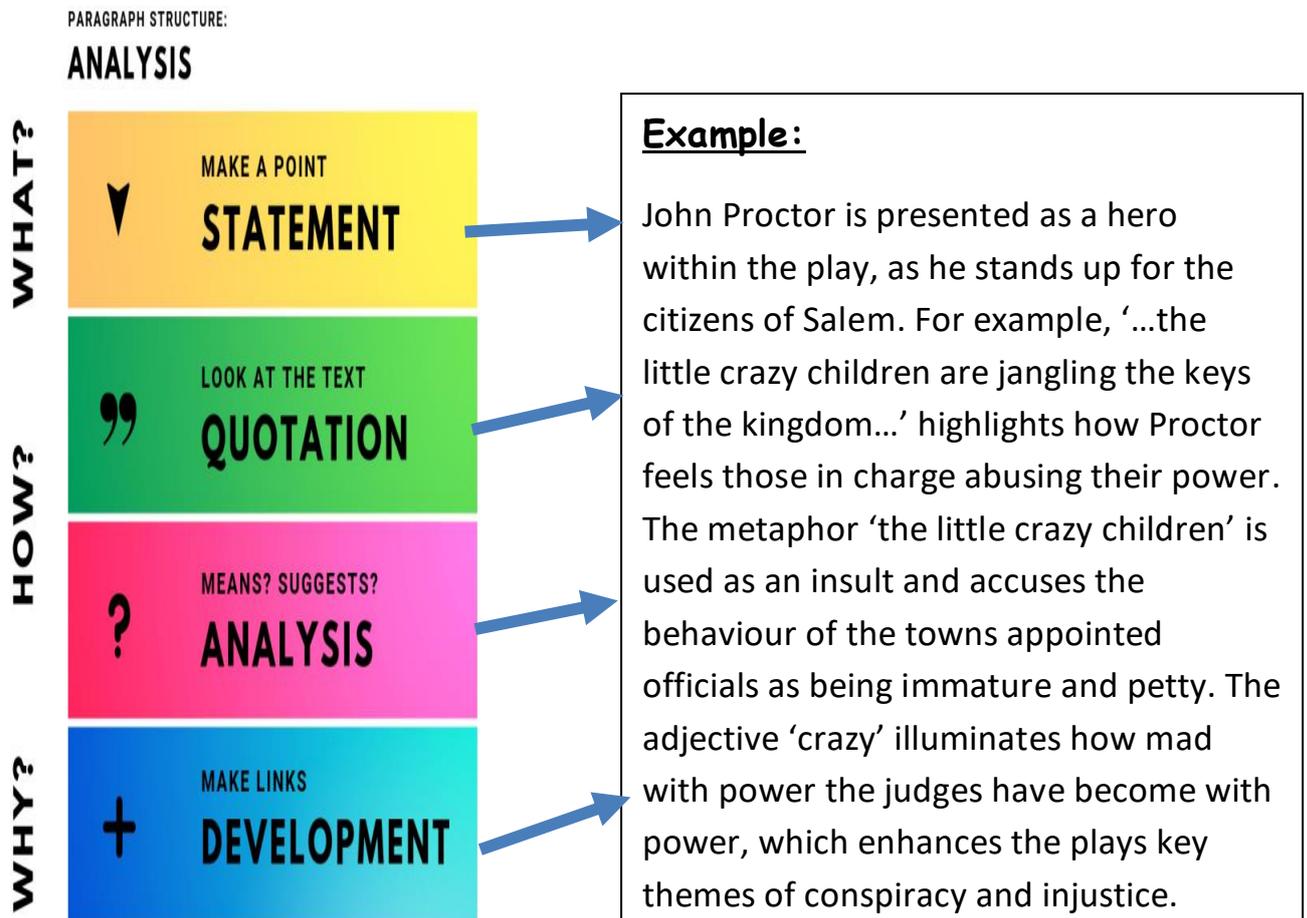
Proctor: Because it is my name! Because I cannot have another in my life! Because I lie and sign myself to lies...(from Act 4)

Questions

- Look at Abigail's quotes again. How does Abigail use power within the play?
- Look at Hale's quotes. Hale is the character that changes the most in the play. How would you describe this character at the start of the play, compared to the end?
- John Proctor is the flawed hero of the play. Which quote demonstrates this and why?

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 quotation focusing on the character of Abigail Williams:

'There be no blush about my name...[Elizabeth Proctor] hates me, uncle, she must, for I would not be her slave. It's a bitter woman, a lying, cold, snivelling woman, and I will not work for such a woman!'

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

Continue practising the what-how-why method on the following quotations for different characters. In addition, what themes are connected? Include this in your analysis:

John Proctor: But if she say she is pregnant, then she must be! That woman will never lie, Mr. Danforth (Act 3).

Abigail Williams: *smashes [Betty] across the face:* Shut it! Now shut it!" (Act 1)

Reverend Hale: I am a minister of the Lord, and I dare not take a life without there be a proof so immaculate no slightest qualm of conscience may doubt it. (Act 3)

Task 9: Practise planning for the reading question

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

How does Miller present the character of Reverend Hale within *The Crucible*?
(18 marks)

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, Reverend Hale).
- Next, sum up in your own words how is Reverend Hale presented within the whole text:
 - How is he initially presented at the start of the play? In what ways does he develop or change as the play progresses?
 - What is important to this character? What values or ideas does Hale promote?
 - Think about the genre and the key themes of the play. What clues do we have from this extract? Think about issues relating to power, corruption, and manipulation.

- Ideally, you need to remember at least 2 quotations or summarise key moments from the text to support your answer. What can you remember (without looking up any quotations on the internet/from the text)?
- Once you have your quotations, explode them using the What-How-Why model of analysis

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 quotations or make references (or both) from the text to support the answer you gave in your introduction
- Check your SPAG and make sure your answer is clear and easy to read. When you read it back to yourself ask yourself this: if I hadn't read *The Crucible*, would my answer make sense?
- Use the ambitious vocabulary you have learnt from your Bedrock homework
- You refer to the conventions of a play: the impact of stage directions and how this impacts how an audience would view a character or theme
- A conclusion is written at the very end which should summarise your ideas and the points you have covered

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

Section B: Writing test revision

In the writing test, you will need to write either a letter, speech, or article on a topic that is presented as part of the question. You will need to understand what format to write in, think about how to make it both relevant and engaging your audience and make it clear what the purpose is. The most important thing to focus on is how to **persuade** your reader to agree with your point of view.

Task 1: Understand the purpose, audience and format (PAF)

For the writing test, you will be given a statement and a task. It will look like this:

'We have become slaves to technology; we no longer engage with the real world around us and we have forgotten how to communicate properly'

Write an article for a magazine aimed at young people in which you explain your views on this statement.

To respond successfully to this task, you will need to break it down into the following

- 1) Identify the purpose – what are you trying to achieve (in this example, it is asking what your view on the statement is. Do you think people are slaves to technology?)
- 2) Who is the audience? Who is going to read your article – how can you connect to them in your writing? (in this example, your audience is 'young people'. What technology do you use – is this a good thing or a bad thing?)
- 3) Format – is this an article, speech, or letter that you have been asked to write? (in this example, it is an article)

Spend 10 minutes to plan a minimum of three main arguments for your article AND how you are going to develop them in your writing. Make sure it is clear what order you are going to follow (maybe number them in order of weakest to strongest). It does not matter whether you agree or disagree when it comes to the test, but it needs to be clear to the person reading your work which side of the argument you have chosen!

Task 2: Rhetoric and persuasive techniques

Quick revision

Match the techniques with the examples.

<input type="checkbox"/> Alliteration	A fox is a living creature
<input type="checkbox"/> Fact	90% of animals
<input type="checkbox"/> Opinion	The weak and defenceless fox
<input type="checkbox"/> Rhetorical question	People should be more careful.
<input type="checkbox"/> Emotive language	So why don't people stop hunting?
<input type="checkbox"/> Statistics	cold, tired and hungry.
<input type="checkbox"/> Triplets	I believe hunting is a good thing.
<input type="checkbox"/> Metaphor	The bright and blazing sun
<input type="checkbox"/> Command / imperative	We don't have to put up with it.
<input type="checkbox"/> Modal verb	Think about this idea.
<input type="checkbox"/> Personal pronouns	An army of hunting dogs

Looking at the list on the left, can you match the technique to the correct examples? If you cannot remember what each technique is, use this as an opportunity to look it up in a dictionary or on the internet. You should then be able to complete the task.

Task 3: Introduction task

Here is a student example of an introductory paragraph to the example writing test:

'People have become slaves to technology. They don't know how to speak to each other and that's pretty bad. We need to be able to speak to each other properly to do well in life otherwise we won't get a job that pays well.'

- 1) List two things that they have done to make this successful. For example, do they agree or disagree with the statement? How do you know this?
- 2) List three techniques that could be included to make this a more engaging introduction. Look at the list of persuasive techniques and examples above to help you.
- 3) In green pen, redraft this paragraph to include the three techniques you listed above.

Task 3: Follow-up paragraphs

Read the following opening paragraph. Then, write the next argumentative paragraph that follows it:

'In this fast-paced world of technological advances we have to ask ourselves – have we become a slave to this technology? This is now a society where people would rather send an impersonal text than make a phone call. Where we cannot sit through a meal without looking at our phones. A world where people have genuine separation anxiety if they discover they have left their phones at home. A world where conversations start, 'Have you seen this on Facebook?' The basics of conversation and knowledge of the real world and real life experiences are now just viewed through a camera screen. Dystopian Fiction has become a reality.'

After you have completed your paragraph, highlight where you have made your argument. Using a different highlighter/colour highlight what method you have used to create that argument. What do you think made this effective?

Task 4: Upgrading vocabulary and writing techniques

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

- Opinion
- Repetition
- Similes and metaphors
- Emotive language
- Triplet
- Personal pronouns
- Statistics
- Rhetorical question

Task 5: 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. Just like you did for 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 (if you can't remember what these are, make sure you have a look on the internet)
- Correct use of a semi-colon, commas, an exclamation mark/question mark
- Paragraphs (remember to use a new one each time you change the place/person/topic/time)
- Check that full-stops and capital letters have been used correctly

Task 6: Redrafting and editing

Write out the final two paragraphs for the task above. At the end, for 5 minutes read through and double check it is perfect. 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?

Additional resources

The following websites may help you if you are worried or want to do some extra revision.

For *The Crucible*:

Spark Notes <https://www.sparknotes.com/lit/crucible/>

Seneca: Search for 'English – KS3 The Crucible'

For writing revision:

BBC Bitesize KS3 Writing to persuade

<https://www.bbc.co.uk/bitesize/topics/zv7fq3/articles/zg3496f>

Seneca: Search for 'English – KS3 Spelling, Punctuation and Grammar'

Grammar Monster - <https://www.grammar-monster.com/>