



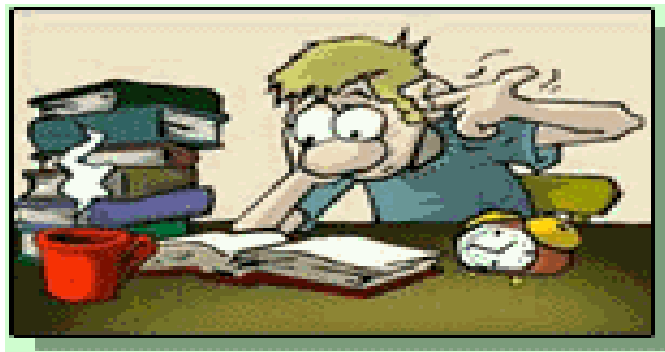
SHOREFIELDS TECHNOLOGY COLLEGE

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HOW TO DO WELL IN YOUR SATS



A GUIDE FOR YEAR 9 ENGLISH PUPILS 'The Tempest'

NAME

Teaching Group



Remember:

Thursday 10th May am

Reading Paper = 1 hour and 15 minutes (32 marks)

Thursday 10th May pm

Shakespeare = 45 minutes (18 marks)

"Richard III"

Friday 11th May am

Longer writing paper = 45 minutes (30 marks)

Shorter writing paper = 30 minutes (20 marks)

Reading paper

- ✓ The test lasts for one hour 15 minutes.
- ✓ You will have 15 minutes to read the three texts which are related to a common theme.
- ✓ You will have one hour to answer the questions.

You will be asked questions on 3 tasks which are closely related.

Text is any piece of writing.

This could be a letter, an email, a novel, a poem, a recipe, a note, instructions for D.I.Y, an article in a newspaper or magazine, writing on a webpage or an advert.

When you read and analyse a text, you need to decide:

- What type of text is it? (TEXT TYPE)
- Why was it written? (PURPOSE)

An advert might be trying to *persuade* you to buy something.

A letter from school might be to *inform* you about something.

A novel might *describe* somewhere or someone to you.

A car manual might *instruct* you how to do something to your car.

- Who was it written for? (TARGET AUDIENCE)

Persuasive texts

A persuasive text is a text that really wants you to *do* something

An advert might want you to *buy* something.

You might write a letter to *persuade* a friend to go on holiday with you, or to try and get off a parking ticket.

Persuasive texts might use:

- repeated words
- text in capital letters
- exclamation marks
- rhetorical questions (questions where no answer is needed)
- an emotional one-sided argument
- humour
- will contain a mixture of fact and opinion
- will often include emotional language and short snappy phrases to catch the attention of the audience.

Examples:

SPECIAL OFFER! Buy today! Would you want to miss this SPECIAL offer? Phone NOW...

"I really think that you need this holiday. You have been working very hard lately and are so worn out. Just think of how nice it will be to lie on the beach in the sunshine."

LIST THE PERSUASIVE TECHNIQUES YOU CAN FIND IN THE EXAMPLES ABOVE.

CAN YOU FIND ANY EMOTIONAL LANGUAGE?

WHY DOES THE WRITER REPEAT THE USE OF AN EXCLAMATION MARK?

Informative texts

An informative text is a text that wants to *advise* or *tell* you about something.

A newspaper article might give you information about a health issue like giving up smoking.

A website might give you information about a movie, band or something that you are interested in.

A handout from school might be advising you about what your child will be doing during the next term.

Informative texts usually:

- avoiddiane Page 4 10/08/2008 repetition
- contain facts
- give information in a clear way - introducing the subject and then developing it

Examples:

Make a plan to help you try and give up smoking. Plan the date you'll give up, how you'll try to deal with temptations and a list of the reasons why you are giving up to keep motivated.

Autumn term: Your child will be covering simple fractions during weeks 1-6.

WHAT INFORMATION ARE THE TWO TEXTS ABOVE GIVING THE READER?

Instructive texts

An instructive text is a text that *instructs* or tells you *how* to do something

A recipe wants to *instruct* you how to cook something.

A leaflet with a piece of furniture wants to tell you *how* to put it together or take care of it.

Instructive texts:

- are written as though the reader is being spoken to - (although the word 'you' is not usually used)
- language is direct and unnecessary words are left out
- often use 'must' and 'must not'
- sometimes use diagrams or pictures to help understanding
- instructions are often sequenced and can sometimes be numbered
- Often uses a verb called a command or imperative at the beginning of a sentence.

Examples:

Put all ingredients into bowl together. Whisk until fully mixed.

Go to the end of the road and turn left past the pub on the corner. Keep walking until you come to a park and then turn right into Hawker Street.

CAN YOU HIGHLIGHT THE IMPERATIVES IN THE EXAMPLES ABOVE?

WHAT ARE THE TEXTS INSTRUCTING YOU TO DO?

Descriptive texts

A descriptive text is a text that wants you to *picture* what they are describing.

A novel might want you to *imagine* the characters and see them in your mind.

A travel book will want you to *see* the country it is describing.

Descriptive texts usually:

- make use of adjectives and adverbs
- use comparisons to help picture the character and the setting - something is like something
- employ your five senses - how it feels, smells, looks, sounds and tastes
- Descriptive texts use figurative language such as similes, metaphors and alliteration.
- Sentences are often varied to create interest. For example, a short sentence may be used to shock the reader.

Examples:

The morning air was crisp and sharp as Sean walked down the road.

The pavement was slippery and cold beneath his feet like a slimy wet fish.

CAN YOU FIND THE ADJECTIVES IN THE EXAMPLE ABOVE?

CAN YOU FIND THE SIMILE?

Complete the types of text quiz at:

www.bbc.co.uk/apps/iftl/skillswise/mod_quizzes/words/reading/type_softext/quizengine

QUESTIONS

The questions will be a mixture of short ones, worth 1-2 marks, slightly longer ones worth 3-4 marks, and the longest, worth 5 marks. **Make sure you check how many marks each question is worth before you start writing.** There's no point giving a detailed answer if the question only asks for one word! At the same time, if a question's worth 5 marks, you need to make several detailed points, using quotations. You will also need to comment on specific language used by the writer and why he has chosen this language.

The questions will test all your reading skills. Reading is split into the following skills:-

AF1 To understand what a piece of text means

AF2 To retrieve information from a text and to use quotes

AF3 To interpret the text (In other words, if a person is upset in the text you need to say why you think they are upset according to the information given.

AF4 To comment on the structure of a text, for example why a writer has used an exclamation mark or a one word sentence.

AF5 To comment on the writer's use of language, such as emotional language or alliteration.

AF6 To comment on the purpose of the text and the effect on the text on the reader

LITERAL LANGUAGE

Match the type of literal language with the definition:

adjective adverb connective person plural pronoun singular tense verb

Name	Definition
noun	The name of a person, place or thing , e.g. boy, garden, rabbit, Peter, Scotland, Eiffel Tower.
	A word of action or being ; a “ doing ” word, e.g. swim, dream, eat, ask, gallop.
	A word which describes a person, place or thing , e.g. beautiful, useful, interesting, fat.
	A word which describes an action , e.g. quickly, uncomfortably, shyly, easily.
	The word which explains when something happens. The main ones are past , (I ran/I was running/I had been running/I had run) present (I run/I am running) and future (I will run/I will be running).
	When there is one of something, e.g. a woman, a friend, a house, a ticket.
	When there are several or many of something, e.g. women, friends, houses, ticket.
	A word which replaces the name of a person, place or thing , e.g. he, she, it, they.
	The word which explains which point of view is used, first (I/we), second (you) or third (he/she/it/they).
	Words which connect, or link up , the different parts of sentences and signpost (give clues) about what will come next, e.g. however, and, but, nevertheless, therefore, in contrast, moreover, furthermore, next, then, because, firstly, secondly, finally...

WRITING STYLES

Can you match the style of writing with the definition?

emotive indirect informal informative personal persuasive

Name	Definition
formal	A public, often serious way of writing or speaking often used in speeches, business letters, broadsheet newspapers or at work.
	A more private, chatty or colloquial way of writing or speaking, often used with friends, family, in letters to friends, tabloid newspapers and

	some leaflets.
	Language which stirs the emotions or feelings , often in order to persuade the reader. E.g. “For years Jean has known nothing but loneliness. Please give £12 to our Lonely Hearts Appeal and show her you care.”
	Language which makes you want to do something or agree with someone . E.g. 'Our organisation depends on our supporters' financial generosity. By giving a donation or becoming a member, you can ensure that our vital work continues.'
	A style of writing which refers or appeals directly to us . It is often found in persuasive writing or informal letters. E.g. 'So please don't delay. Help us now. Show older people like Jean that they are not forgotten. Show them you have a heart by supporting our Lonely Hearts Appeal today.'
	A formal style of writing which avoids directly referring to specific people , found in essays, textbooks or business letters. E.g. 'Many people believe that hunting with dogs is cruel, but others state that this is untrue'.

Figurative Language

CAN YOU MATCH THE TYPE OF FIGURATIVE LANGUAGE WITH THE DEFINITION?

alliteration metaphor onomatopoeia personification

Name	Definition
simile	A phrase which compares two things using the words 'as... as' or 'like...' e.g. 'a smooth wall cold as ice', or 'she ran like the wind'. They can help us to picture a scene more clearly.
	A phrase which compares two things by saying that one thing <i>is</i> another , e.g. 'the room was an oven' or 'he is a rock'. Again, they can help us to picture something more clearly.
	When an inanimate (non-living) thing is made to sound like it is alive ,

	e.g. 'fingers of cold traced my back' or 'winter crept through the wood'. It can make writing more lively, dramatic or powerful.
	A sound word , such as 'bang', 'crash' or 'flip-flop'. These can make writing more dramatic, as we can 'hear' things happening in our heads.
	When words containing the same letter sound are placed close together . This technique works well in prose or poetry, e.g. 'winter crept through the whispering wood'. It can add pace and drama to texts, create a smooth, flowing effect, help us to 'hear' or feel something more clearly. However, it is also used in other texts, especially tabloid newspapers, e.g. 'Blair breaks bombing silence'. Here it can make something sound more snappy, dramatic or interesting.

<http://www.bbc.co.uk/skillswise/words/reading/game/shtml>

CHECK LIST	Confident?
Have you:	
BEFORE WRITING YOUR RESPONSE	
Underlined the key words in the question?	
WHILE WRITING YOUR RESPONSE	
Referred to the paragraph(s) you have been directed to? (eg. if you're told to refer to 'paragraph 3' then go straight to that paragraph!)	
Remembered to PEE?	
Referred to the author by his/her surname eg. Dahl, not Roald.	
Remembered to write in full sentences for the longer answer questions?	
Remembered to use the KEY WORDS from the question in your answer? e.g. Question: 'How does the whole of paragraph 3 create an impression of feeling lost and small?' Answer: 'The whole of paragraph 3 creates an impression of feeling lost and small because of the way the writer uses...'. Many pupils lose marks because they don't make it clear that	

they're writing about 'the whole paragraph'.	
Remembered to write about every bullet point (if you're given them).	
Used punctuation? This paper may be assessing your reading skills but you still should show that you can use capital letters, full stops etc.	
Analysed the HOW questions properly? Questions such as 'HOW does the whole extract show...' and 'HOW does the choice of language create...' require you to focus on language features and devices. HOW has the author managed to engage you? What techniques have they used in order to be successful?	
Written your answers neatly? Will the examiner be able to read your answers?	
AFTER WRITING: Proofread your response? You need to check spellings, punctuation, and content AND make sure every sentence makes sense.	

Shakespeare paper

- ✓ **The test lasts for 45 minutes.**
- ✓ **You need to comment on both of the key scenes: act one scene two and act five scene one.**
- ✓ **The task will focus on one of the following: character, theme, language or performance.**

Overview of 'The Tempest'

- ❖ During a terrible storm Alonso, the King of Naples, is returning by boat from the wedding of his daughter in Tunis.
- ❖ Miranda fears the boat has sunk, but Prospero assures her no harm has been done, and how when she was a baby some of those on the ship took her father's dukedom away from him.
- ❖ Ariel reports to Prospero he has carried out his masters orders to sink the ship and split the people on board around the island.
- ❖ Before Prospero, Miranda and the sailors arrived on the island, only Caliban lived there.

- ❖ Prospero's brother Antonio, who deprived Prospero of his dukedom, urges Sebastian to kill Prospero. Ariel is sent by Prospero to watch.
- ❖ Caliban meets two servants from the ship, Stephano and Trinculo, who give Caliban wine.
- ❖ When King Alonso's son, Fernando, meets Miranda they fall in love. Prospero uses his magic powers to make Ferdinand a slave and carry out hard labour to prove his love is genuine.
- ❖ A very drunk Caliban urges Stephano to kill Prospero and take over the island.
- ❖ Trinculo sees problems with the plan and Ariel keeps watch for his master Prospero.
- ❖ Prospero makes a magical banquet for the lords. Ariel makes the banquet disappear; accusing Alonso, Stefano and Antonio of being 'three men of sin.'
- ❖ The assassination of Prospero fails as Stefano and Trinculo are easily distracted from their plans.
- ❖ Ariel brings the lords to Prospero. Prospero wanted revenge, but is so moved by Ariel's description of their suffering that he forgives the lords instead.
- ❖ Prospero says he no longer needs his magical powers and sets Ariel free. He plans to travel to Naples for the wedding of Ferdinand and Miranda, then to return to Milan to claim his dukedom.

Possible SATS questions

Look at the possible Sats questions and consider how you might answer them:

1. Compare Prospero's differing thoughts and actions to magic in Act I scene 2 and Act 5 scene 1.

You should comment on the different ways he acts and behaves.

2. How does the relationship between Prospero and Ariel differ between the two key scenes?

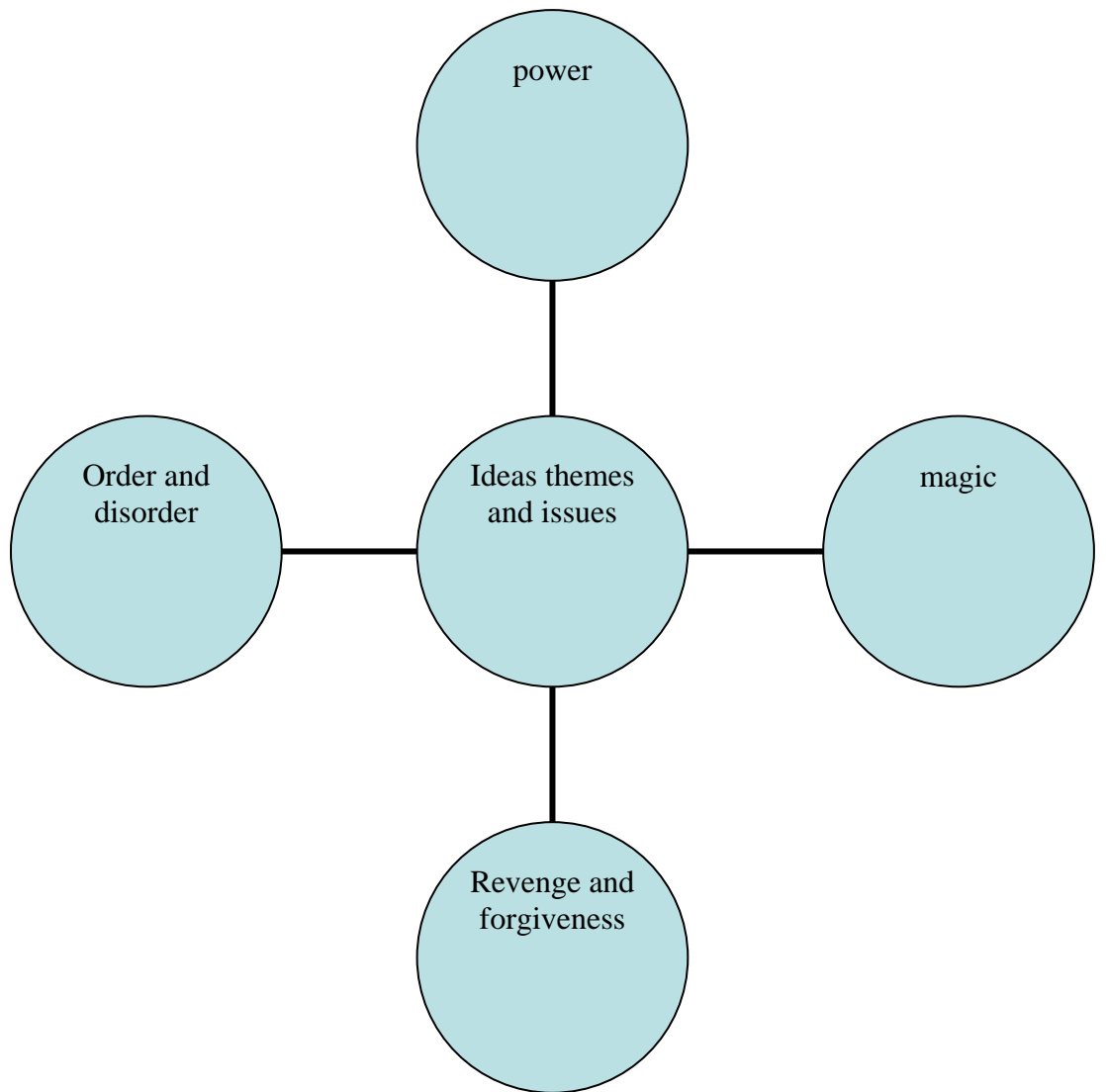
You should comment on the characters' speech and behaviour.

3. What impressions do you get of Prospero from the way he talks and acts in these scenes?

4. What makes Prospero behave as he does in these two scenes?
5. Imagine you are going to direct these scenes from a class performance. Explain how you want the actor playing Prospero to play the part. You should comment on the way he speaks and behaves in front of the other characters.
6. Imagine you are either Prospero or Ariel. Write your thoughts and feelings as you reflect on the events of Act 1 Scene 2 and Act 5 Scene 1.
7. How does Shakespeare make these scenes tense and enthralling for the audience?
8. What insight does the audience get to the character of Prospero from the language that he uses in these two extracts?

Below is a spider diagram showing the major themes in 'The Tempest' Can you fill it in with any ideas on each theme?

<i>Point</i>	<i>Evidence</i>	<i>Explanation</i>	<i>Link</i>
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<p>Making a point – using a sequence connective:</p> <ul style="list-style-type: none"> • To start with • Initially • Firstly • To begin with • Then • Furthermore • Also • In addition • Additionally • Moreover • To conclude • Finally • The playwright/Shakespeare ... • shows this by... • describes... as • uses... to.. • compares... to/with... • suggests that... 	<p>Giving your evidence...</p> <ul style="list-style-type: none"> • as revealed by • for instance • for example • such as • to show that • this is shown when • an instance when • as demonstrated by • this is demonstrated by 	<p>Now explain why you have chosen this evidence...</p> <ul style="list-style-type: none"> • This makes it seem • This suggests • which makes us think • It is possible that • The reader can infer • We could conclude that • Perhaps • It appears that • This/which creates the/an impression of.. • shows that... • emphasises that... • makes the reader feel that.. • the playwright is trying to • Shakespeare wants the audience to • 	<p>Remember to link your paragraphs together...</p> <ul style="list-style-type: none"> • Use the connectives from the <i>Point</i> column • Use words and ideas from your last sentence in the first sentence of your next paragraph
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DON'T FORGET TO PEE!

CHECK LIST Have you:	Confident?
BEFORE WRITING YOUR RESPONSE Underlined the key words in the question?	
Planned your response?	
WHILE WRITING YOUR RESPONSE Referred to both set scenes?	
Written PEE paragraphs?	
Used concise (short) quotations to support your idea?	
Closely analysed the LANGUAGE used in your chosen quotation? (Perhaps you could comment on how a word creates a certain atmosphere or how a certain literary technique would affect the audience.)	
Focused your response by keeping to the key scenes? (Only use whole-play understanding to expand your ideas.)	
<i>Analysed</i> the set scenes rather than just telling the story? (The examiner doesn't want to see you re-telling the story. S/he wants to see you pulling quotations apart!)	
Re-read the question after every paragraph you've written in order to ensure that you're actually answering the question set?	
AFTER WRITING: Expressed your ideas as clearly as possible?	
Proofread your response? You need to check spellings, punctuation, and content AND make sure every sentence makes sense.	

Writing paper

- ✓ The test is one hour 15 minutes and is split into two sections.
- ✓ You have 45 minutes for the longer writing task; this includes 15 minutes for PLANNING. A planning sheet will be provided.
- ✓ The shorter writing task is 30 minutes long.

You will be asked to write in one of the styles of the four “Writing Triplets”:

- Inform/Explain/Describe
- Argue/Persuade/Advise
- Explore/Imagine/Entertain
- Analyse/Review/Comment

So, for example, you could be asked to write a persuasive letter, an imaginary newspaper report, a description of a place, a magazine article to give advice, a review of a film or story, an analysis or commentary about a subject, or a report giving two sides of an argument.

How to write an effective article?

- ✓ Dramatic opening headline to catch reader's attention
- ✓ Sums up the main points of interest in the article in the opening paragraph.
- ✓ Development of the story
- ✓ Use of supporting evidence such as facts and statistics or quotes from experts.
- ✓ Personal response to the situation
- ✓ Use of dramatic and emotive vocabulary
- ✓ Background information about the subject
- ✓ Final comment, with detail of any future events surrounding the story

Plan a response for the following article:-

<p>WRITE AN ARTICLE FOR A TEENAGE MAGAZINE WHERE YOU WARN ABOUT THE PROBLEMS OF BECOMING HOMELESS.</p>

How to write an effective speech?

- ✓ Direct appeal to the listener
- ✓ Use of alliteration
- ✓ Use of imagery and metaphor
- ✓ Use personal examples
- ✓ Use rhetorical questions
- ✓ Use short, direct statements
- ✓ Use repetition
- ✓ Try to involve your audience
- ✓ Exaggerate
- ✓ Use powerful adjectives
- ✓ Use emotional language

Plan a response to the question below:-

Prepare a speech for the school council, arguing for the banning of school uniforms.

How to write effective descriptions?

- ✓ Variety of sentence structures.
- ✓ Start each sentence in a different way
- ✓ Use punctuation effectively
- ✓ Use the senses
- ✓ Use similes, alliteration and metaphors
- ✓ Use personification
- ✓ Employ repetition

Plan a response to the questions below:-

Describe a place that is both exciting, yet frightening.

Imagine you saw the aftermath of a murder scene. Describe the scene, events and your own feelings.

Level four

- The writing is suitable for the purpose of the reader.
- Some sentences are more grammatically complicated.
- Spelling is usually accurate.
- Full stops, capital letters and question marks are used correctly.
- Commas are beginning to be used inside sentences.

Level five

- Writing is formal when necessary.
- Words are used precisely.
- Simple and complex sentences are organised into paragraphs.
- Difficult words are often spelt correctly.
- Commas and apostrophes are used correctly.

Level six

- Level six writing keeps the reader's attention.
- Lots of different sentence structures and words are used to create effect.
- Spelling is accurate throughout, including spelling of irregular words.
- A range of punctuation is used correctly.
- Ideas are organised into paragraphs.

Level seven

- Writing is confident.
- Ideas are organised and make logical sense.
- Subordinate clauses and complex sentences are used effectively.
- Vocabulary is used effectively.
- Spelling is correct, including irregular words.
- Excellent paragraphing.

YOU ARE ALL AIMING FOR THE MINIMUM OF A LEVEL 5, AND TO ACHIEVE THIS YOU NEED TO USE COMMAS CORRECTLY. PRACTICE YOUR SKILLS BY CORRECTLY PLACING COMMAS IN THE SENTENCES BELOW.

Mrs Bromilow our English teacher is back now.
I know how to spell do you?
Oi come here a minute.
Yes I am great at jigsaws.
I like to eat bacon tomatoes and mushrooms.
No I am not coming out tonight.
I love English do you?
Tim Cahill the Everton player scored for Australia last night.
In my pencilcase there is a pen pencil ruler and rubber.
Indeed I am intelligent!
However I need to practice using my intelligence.
She would not do that would she?

HOMOPHONES

there = in that place = Your bag is over there.

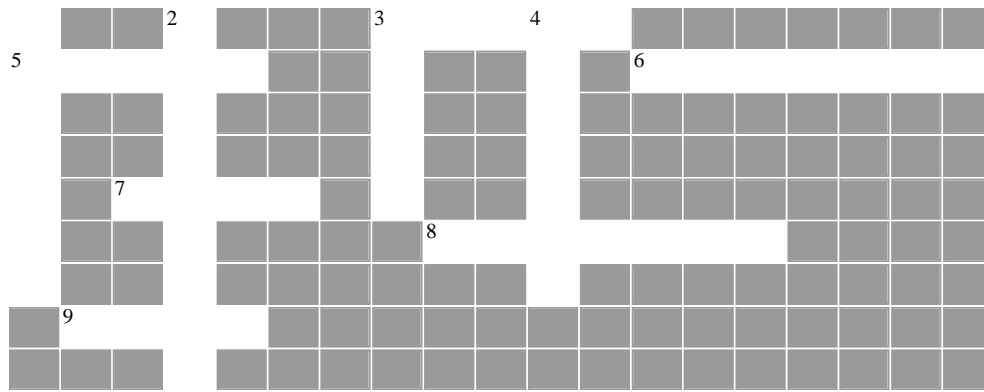
their = belonging to them = Their teacher is Mrs Bromilow

they're = they are = They are in year 9.

where = a place = Where is your bag?

Were = more than 1 in the past = We were at a party last night.

We're = we are = We're in year 9.

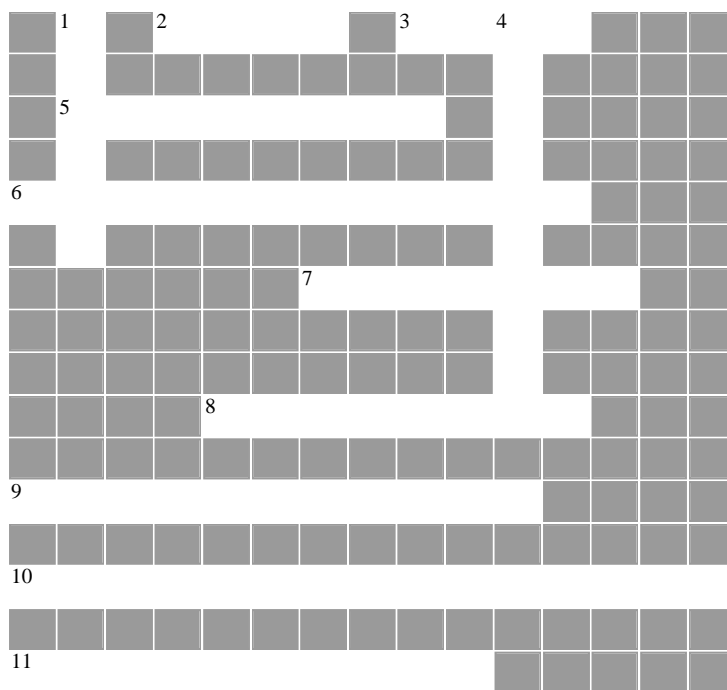


ACROSS

DOWN

- 3. at the beginning of the play there is a
- 5. servant of Prospero
- 6. Thanks to Ariel, Prospero decides to f..... the lords
- 7. Stephano and Trinculo try to Prospero
- 8. Prospero has m..... powers
- 9. given to Caliban to make him drunk

- 1. lived on the island alone
- 2. Miranda falls in love with this man
- 3. Prospero turns Ferdianand into a
- 4. At first, Prospero wants r..... on the lords



ACROSS

DOWN

- 2.. a naming word
- 3. a doing word
- 5. When you compare 2 things saying one thing is another: EG Beth is an angel
- 6. the repetition of consonant sounds at the beginning of several words
- 7. Language used to make you feel angry, upset or happy
- 8. These are used to make the letters stand out
- 9. when a word sounds like the sound it makes EG whoosh
- 10. When something that is not human is given human qualities

- 1. when you compare 2 things using the words as or like EG: Beth is like an angel
- 4. A question that does not require an answer

CHECK LIST Have you:	Confident?
BEFORE WRITING: Underlined the key words in the question? This will help you to focus your answer.	
Planned your response?	
DURING WRITING: Established PAF (purpose, audience, format)?	
Used a variety of sentences: simple, compound, complex?	
Used punctuation accurately and for a specific effect eg. short sentences to create tension?	
Used paragraphs? Started a new paragraph for each new topic?	
Structured your text accurately according to its format (eg. article, letter, story etc.)?	
Written in a lively and imaginative manner?	
Chosen interesting vocabulary and ambitious adjectives?	
applied AFOREST - alliteration, facts, opinions repetition, emotive language, statistics, three (Rule of 3)	
Used a range of literary terms eg. simile, metaphor, onomatopoeia etc	
Written neatly? If the examiner can't read your writing, how are they going to assess your answer properly?	
AFTER WRITING: Proofread your response? You need to check spellings, punctuation, and content AND make sure every sentence makes sense.	

WEBSITES FOR FURTHER HELP:-

www.learn.co.uk

www.bbc.co.uk/schools/keystage3bitesize/english