

Progress check: Level 6 to Level 7

Name: _____

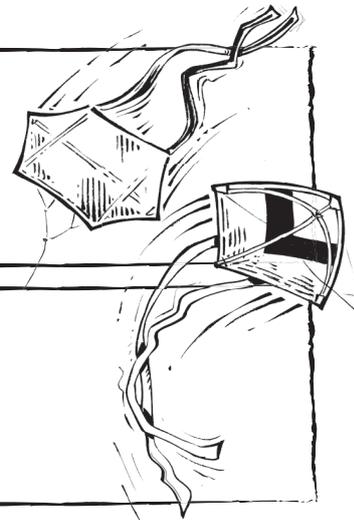
Find out if you have moved from Level 6 to Level 7 by completing the following task.

In *The Kite Runner* (Student's Book, p. 55), the main character is competing in an event. The writer captures the excitement and tension and adds detail in a variety of ways by:

- using short, even single word, sentences
- using lists
- embedding reflective comments within the sentence
- linking contrasting ideas within sentences
- starting sentences with a preposition to make the time or place clear.

Write a short, fictional description of what it is like to participate in a competitive event. Include details about your character's actions and feelings as well as those of any spectators. Plan your description using the frame below, then write your piece on a separate sheet.

The key details of the **event** your character is competing in:



Details about your **character** and any **spectators**:

Identify the three key moments of tension or excitement to include and note down some ideas for the sentence features you can use to convey them. Try to use features that give each sentence individual merit as well as contributing to the overall effect of the piece.

Key moment	Sentence features/ideas



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Model answers



This response achieves a Level 6 in AF5 because ...

The student's use of relative clauses is an example of their controlled use of a variety of sentences for effect and clarity.

Adverbial phrases add detail to clarify meaning.

A complex noun phrase adds detail.

The sacks and obstacles were in place and the competitors who lined up were obviously keen to beat their peers. As they planned their tactics, they jostled playfully for position. Glancing nervously at the starter's flag, they prepared to run.

Then they were off! Speedily, they jumped into their individual sack and jumped in great kangaroo-like bounds towards the next obstacle. The crowd cheered enthusiastically, willing their own family representative to victory ...

Nearing the end, a clear winner was emerging. Others were still tangled hopelessly in skipping ropes and hoops while she sprinted energetically round the final corner and approached the welcoming, fluttering finish-line.

Victory! Proudly, she lifted the trophy engraved 'School Sports Day Winner – Parents' race' and sat down beside her daughter.

Complex sentences (with subordinate clauses in different positions) add variety in the type of sentence used.

The student includes fronted adverbials which contribute to the range of sentence features that emphasise meaning.



This response achieves a Level 7 in AF5 because ...

The listing of adverbs crafts sentences that contribute to the overall development of the text.

The student makes careful use of a short sentence followed by a contrasting complex sentence to develop the simile.

Variety of sentence structures is deployed to achieve purpose and overall effect.

The crowd were hushed, waiting anxiously, expectantly, for today's drama to unfold. Would their cheers and chants ring out across the arena calling my name? Or would they remain hushed, in fear, in stunned silence, in disbelief?

The moment had come. As inevitably as the dawn creeping into the inky night sky, my opponent had arrived and taken up his position in the centre of the arena. From my vantage point, he seemed vulnerable, standing alone amid the vast expanse of sand.

Yet close-up, I became aware – more keenly, even, than I dared admit to my conscious mind – that this was merely an illusion, a mean trick played by light and space conspiring to fill me with false, undeserved confidence.

The crowd erupted; the gladiatorial contest had begun.

Repetition of the rhetorical question 'would ...' and the phrase 'in ...' creates a sentence with individual merit and contributes to the overall development of the text.

The sequence of prepositional phrases is a sentence feature that clarifies the scene and contributes to the overall development of the text.