This is a selection of activities to help support your revision for the English Language GCSE.

Your exam is on 5th November 2013 – you need to be prepared!

You should be aiming to work for 2-3 hours a day in the week before the exam if you want to secure your Target Grade.

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<th>Name:</th>
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<tr>
<td>Teacher:</td>
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<td>Target Grade:</td>
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<td>June Grade:</td>
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OF MICE AND MEN:

A – This question gives you an extract from the book, and will ask you to explain how the LANGUAGE influences your view of a CHARACTER/SETTING/RELATIONSHIP/ THEME.

There are 16 Marks available for this question, and you need at least 5 POINTS, complete with EVIDENCE and an EXPLANATION mentioning a LANGUAGE FEATURE.
EXTRACT Page 19-21 “How does Steinbeck’s language emphasise the difference between George and Lennie?
EXTRACT Page 46-48 “How does the language influence your views of Curley?”
EXTRACT Page 79-80 “How does the language influence your views of Susy’s place?”

B – This question will ask you to explain how the language influences your views in ONE OTHER PART OF THE NOVEL.

There are 24 marks for this question, and you need 6-7 POINTS, complete with EVIDENCE, and LANGUAGE FEATURE EXPLANATIONS.
“In one other part of the novel, explain how language is used to portray Curley’s wife”
“In one other part of the novel, explain how language is used to influence our views of a setting”
“In one other part of the novel, explain how language is used to show Crooks’ relationships on the ranch.”
If you look at all the themes in the novel – they fall into these main categories – can you complete the table to help you get ready for the exam?

<table>
<thead>
<tr>
<th>THEME</th>
<th>DEFINITION</th>
<th>OTHER PART OF NOVEL</th>
<th>CONTEXT</th>
<th>WHY IS IT IMPORTANT?</th>
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<tbody>
<tr>
<td>Friendship</td>
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<td>Prejudice</td>
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<td>Isolation</td>
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<td>Dreams</td>
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<td>Violence</td>
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**WARNING:** If you don’t discuss the context – you will lose marks!
WRITING

This question will give you a PURPOSE, AUDIENCE and FORMAT, which you will have to match in a sustained piece of writing.

There are 16 marks available for content, so you need to include at least 5 fully developed ideas.
There are also 8 marks available for technical accuracy, so you need to focus on spelling, punctuation and grammar.

“Write the text for an advertisement persuading young people to donate money to a local charity”

“A local reporter has written an article suggesting that young people are nothing but ‘the hoodie generation’ drinking, smoking and being generally naughty! Write a response to this article, in which you present the other side of the argument.”

“Write the text for an information leaflet aimed at tourists, in which you outline the attractions of your local area.”
Imagine the task:
*Write a letter to the local paper arguing for or against banning under 18s from the park after 9pm.*

1. Read BOTH tasks and choose the one you want to do
2. Splat the task in 1 minute **max** in your head – what is it asking you to do for the marks:
   - S = STRUCTURE – how it’s set out and organised
   - P = PURPOSE – the aim of your writing
   - L = LANGUAGE – the type of language you should be using (formal, biased, imagery, connectives ...)
   - A = AUDIENCE – the person/people who will be reading it
   - T = TONE – what will the ‘feel’ or ‘sound’ of the writing be? (angry, humorous, supportive ...)
3. Now PLAN the task – this is really easy – start by brainstorming the idea for 1 minute

Group the ideas into 3 or 5 main topics and then follow this planning structure:

1. Introduction – outline aim and audience – list 3 main ideas – I am FOR this idea
2. Paragraph 1 = idea 1 = reduces crime and antisocial behaviour
3. Paragraph 2 = idea 2 = less risk of being harmed
4. Paragraph 3 = idea 3 = sleep is important as we’re growing + homework needs to get done too
5. Conclusion – sum ideas up and focus on most relevant or important – include .p.o.v. IF appropriate – possibly some suggestions – ‘only on weekdays’.

4. Finally you write – remembering PARAGRAPHS!
5. Check for accuracy
11 OR 12 can you ‘SPLAT’ these possible titles?

_Imagine you have a friend or relative who is considering taking up a dangerous sport._ Write a letter giving your opinions.

*S* = 

*P* = 

*L* = 

*A* = 

*T* =

_A discussion is being held in your local area on the subject of leisure facilities for young people. You have to present your views on the subject._ Write your speech.

*S* = 

*P* = 

*L* = 

*A* = 

*T* =

Now SPLAT these on paper:

- _Write a review._
- _Imagine you have a friend or relative who has decided to_ Write a letter to your friend or relative giving your opinions.
- _Write an article for your school magazine about the importance of revision._

Once you have done these – plan them like the example.
11 OR 12 can you ‘PLAN’ these possible titles?

Imagine you have a friend or relative who is considering taking up a dangerous sport. Write a letter giving your opinions.

A discussion is being held in your local area on the subject of leisure facilities for young people. You have to present your views on the subject. Write your speech.

Now plan these on paper:
• Write a review of a book, film, or music CD for a magazine which is read by people of your age.
• Imagine you have a friend or relative who has decided to run the London Marathon (26 miles). Write a letter to your friend or relative giving your opinions.
• Write a lively article with the title ‘The Joys of Exercise’ for a magazine for people of your age.
11 OR 12 – Writing tools: **Persuasive Techniques**

These are a range of persuasive techniques used in speeches and writing:

- **G** = Guilt – making the audience feel bad for not supporting the ideas being offered.
- **R** = Rhetorical questions – questions that are designed to make people think rather than answer them.
- **I** = Imagery – building a story or picture in your mind to help you imagine it.
- **P** = Personal pronouns – used instead of names like you, he, she, we, they, us – make the audience feel entirely involved.
- **P** = Puns – word games that add impact.
- **E** = emotive language – designed to tug on the heartstrings and works alongside guilt.
- **R** = Repetition – by repeating phrases – they are more likely to be remembered.
- **S** = Statistics – facts and numbers to add a feeling of knowledge and proof to the point.
- **3** = Rule of three – saying things in 3s gives them massive impact.
- **P** = Pictures – use of provocative or shocking pictures can make the audience stop and think.
- **S** = Stress – by putting extra emphasis on something it makes it stand out.
- **F** = Flattery – praising the audience to make sure they think well of you and therefore your ideas.
- **I** = Imperatives – ordering verbs – they grab attention and make the message clear.
- **S** = Superlatives – fastest, tallest, quietest – these are the words of extreme – the ensure that the full range of the message is made clear.
- **H** = Hyperbole – the exaggeration of an exaggeration – this makes the point even more important.
11 OR 12 – Writing tools: **Apostrophes**

1. **Omission:** The apostrophe is used to show where a letter or letters are missed out:

<table>
<thead>
<tr>
<th>Contraction</th>
<th>Long form</th>
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<tbody>
<tr>
<td>Can’t</td>
<td>Will not</td>
</tr>
<tr>
<td>We’ve</td>
<td>Must not</td>
</tr>
<tr>
<td>Isn’t</td>
<td></td>
</tr>
<tr>
<td>I’ve</td>
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Write out the missing section

2. **Ownership:** The apostrophe is used before an *s* to show that it belongs to.

- Peter’s hat = the hat belongs to Peter
- Mr Jones’ hat = the hat belongs to Mr Jones

Add the apostrophe OR ‘s into these sentences:

- The doctors stethoscope
- Mrs. Williams garden
- The cricket players bat
- There are Dans gobstoppers
- Les Ferdinands goals are always brilliant
- I was in James house
- This is Sallys book
11 OR 12 – Writing tools: Sentences

**SIMPLE SENTENCES:** only contain one piece of information
EG: The cat sat on the mat
TOP TIP: these can be very dramatic and build up suspense.

**COMPOUND SENTENCES** Contain more than one piece of information
Two simple sentences can be joined by the words ‘and’, ‘but’ and ‘or’.
EG: The cat sat on the mat and licked his paw.

**COMPLEX SENTENCES** Also contain more than one piece of information.
Made up of several parts or clauses.
At least one of these will be a main clause which holds the main information for the sentence.
There will also be one or more subordinate clauses (comma sandwiches) these also give more information about what is happening.

An embedded subordinate clause:
From: The cat needed lots of food.
To: The cat, who was eyeing my goldfish hungrily, needed lots of food.
By embedding a subordinate clause, there is more information in the sentence and it is less boring.

Beginning with a subordinate clause
From: The cat paced back and forth beside the fish bowl
To: Eyeing my goldfish hungrily, the cat paced back and forth beside the fish bowl.
By beginning with a subordinate clause, you can set the scene for the sentence

Surrounding the main clause with subordinate clauses
From: Felix paced back and forth beside the fish bowl.
To: Even though he had just eaten half a tin of cat food, Felix paced back and forth beside the fish bowl, eyeing my goldfish hungrily.
11 OR 12 – Writing tools: Paragraphs

You MUST use paragraphs to break up your ideas. Without them, you cannot get a D grade or above.

**Ti** = Time, if there is a change of time (morning to afternoon, month to month, hour to hour etc) you need to start a new paragraph.

**To** = Topic, if there is a change of topic (that’s the subject like sports, friendship or a description) you need to start a new paragraph.

**P** = Place, if there is a change of place (room to room, inside to outside, country to country) you need to start a new paragraph.

**P** = Person, if there is a change of person talking or description of a different person, you need to start a new paragraph.
11 OR 12 – Writing tools: **Useful words**

Using the appropriate word can make the difference between making sense and not

**explaining why:**
... because...
... as...
Consequently...
Therefore...
Since...
... so...
Subsequently...
As a result...

**developing ideas**
What is more...
In addition...

**giving examples:**
For example...
... such as...
... suggested by...

**emphasising ideas:**
In particular...
... more importantly...
Significantly...
Specifically...
... especially...
Above all...

**comparing ideas and examples:**
Equally...
Similarly...
In the same way...
In the same vein...
As with...
Likewise...
Again...
However...
Although...
Nevertheless...
On the other hand...
Despite this...

**Concluding:**
In brief...
On the whole...
To sum up...
In conclusion...

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**English Department - TACKLING QUESTION 9 OR 10**

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