

ENGLISH

EXTRA



Name:

English Teacher:

Course Overview:

In your English lessons you'll be revising for your English Language and Literature exams. In these workshops you will be revising key reading and writing skills for Language Paper 1. However, this learning will compliment your study of Literature as it will strengthen your language analysis and give you some more context about Victorian England.

Contents

Workshop	Objective	Complete?
1	Can I select relevant quotations?	
2	Can I use relevant subject terminology?	
3	Can I comment on impact?	
4	Can I analyse language	
5	Can I plan effectively?	
6	Can I write creatively?	
7	Can I evaluate my own writing?	

All About Me

Task	R	A	G
I have re-read Macbeth, A Christmas Carol and An Inspector Calls.			
I have made revision materials about key characters and themes.			
I have annotations on all 15 poems and can explain what they are all about.			
I have used recommended online resources (BBC Bitesize, Sparknotes and Mr Bruff) to help me make notes.			
I have completed a Literature Paper 1 and 2 mock.			
I have watched all of Mr Bruff's videos on the Language Questions.			
I have a list of language devices/subject terminology to revise to help me remember to include them in my writing or spot them in others.			
I know how to use all of these punctuation marks in my writing . , ?! "" () ; : - ...			
I know what my targets are in reading and writing from my school exams.			
I have completed a Language Paper 1 and 2 mock.			

Workshop One

Can I select relevant quotations?



When thinking about selecting and embedding quotations, how do you feel and why?

Every exam question that you answer in English is like a mini-essay because you are always creating an argument. The strongest arguments always have the most convincing evidence – and this is what we're going to work on today.

Activity 1: Part of choosing the best quotes is making sure that you are clear what the question is asking you. Please read the question below carefully and highlight the key words.

02. How does the writer use language here to describe Oliver's situation?

You could include the writers use of:

- words and phrases
- language features and techniques
- sentence forms.

Activity 2: Read the extract below and highlight anything that it to do with 'Oliver's situation'.

Oliver walked twenty miles that day; and all that time tasted nothing but the crust of dry bread, and a few draughts of water, which he begged at the cottage-doors by the roadside. When the night came, he turned into a meadow; and, creeping close under a hay-rick, determined to lie there, till morning. He felt frightened at first, for the wind moaned dismally over the empty fields: and he was cold and hungry, and more alone than he had ever felt before. Being very tired with his walk, however, he soon fell asleep and forgot his troubles.

He felt cold and stiff, when he got up next morning, and so hungry that he was obliged to exchange the penny for a small loaf, in the very first village through which he passed. He had walked no more than twelve miles, when night closed in again. His feet were sore, and his legs so weak that they trembled beneath him. Another night passed in the bleak damp air, made him worse; when he set forward on his journey next morning, he could hardly crawl along.

He waited at the bottom of a steep hill till a stage-coach came up, and then begged of the outside passengers; but there were very few who took any notice of him: and even those told him to wait till they got to the top of the hill, and then let them see how far he could run for a halfpenny. Poor Oliver tried to keep up with the coach a little way, but was unable to do it, by reason of his fatigue and sore feet. When the outsides saw this, they put their halfpence back into their pockets again, declaring that he was an idle young dog, and didn't deserve anything; and the coach rattled away and left only a cloud of dust behind.

Activity 3: When answering P1Q2 you will have to write about 3 quotes (remember you need to write about 4 for P2Q3 as it is worth 12 marks).

Circle the three highlighted sections that you think best focus on 'Oliver's situation'.

1. Aim to use short quotes to save time (no more than 5 words).
2. Use a colon to introduce a quote to save writing 'this can be seen when the writer says'. So your writing might look like this – ***The writer deliberately uses a powerful verb to suggest that the teacher is enthusiastic: "prances".***
3. If you need to edit a bit of a quote out then use this symbol [...]. So, instead of writing: "***During my lifetime I have dedicated myself to this struggle of the African people. I have fought against white domination and I have fought against black domination.***" You might write: "***During my lifetime [...] I have fought***".

Activity 4: Learning how to embed quotes.

The quickest and most professional way to use quotations in your work is to embed them (this means snuggle them right in the middle of your sentence). Here is an example taken from 'About a Boy' by Nick Hornby:

Example	
Quote	'People quite often thought Marcus was being funny when he wasn't'
Embedded quote	Hornby presents Marcus as a 'funny' character.

Activity 5: Have a go at embedding quotations into your sentences using the question below.

Take one word from each of the quotes below and embed them into a sentence about how Hornby presents Marcus.

Quote	'He was worried that the trouble in the soaps would remind his mum of the trouble she had in her own life.'
Embedded quote	
Quote	'You wouldn't believe that so much could change just because a relationship had ended, but he wasn't bothered.'
Embedded quote	

Now take part/all of the quote and embed it into a sentence about how Hornby presents Marcus.

Example	
Quote	'People quite often thought Marcus was being funny when he wasn't'
Embedded quote	Hornby gives the impression that Marcus finds it hard to communicate with people as they 'quite often thought' he was being funny when he wasn't.
Quote	'He just wasn't right for schools'
Embedded quote	
Quote	'Marcus knew he was weird, and he knew part of the reason he was weird was because his mum was weird'.
Embedded quote	

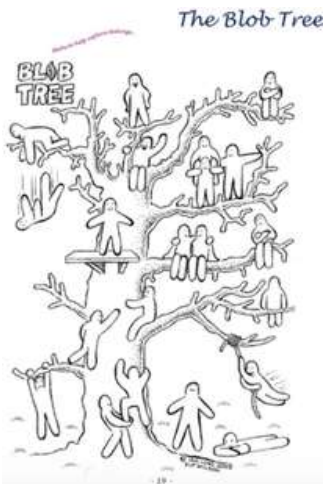
Final reflection



How do you feel about selecting and embedding quotations now and why?

Workshop Two

Can I use relevant subject terminology?



Thinking about using relevant subject terminology in your answers, which Blob represents you and why?

Activity 1: match the subject terminology to the definition.

Verb	The name or a person, place or thing
Adverb	Replaces the name of a person, place or thing.
Noun	Creates an image in the reader's mind.
Adjective	A doing word
Pronoun	Describes a person, place or thing.
Imagery	When the writer says a word or phrase more than once in a text.
Simile	Describes a doing word
Repetition	When the writer compares something to something it isn't using the words as or like.

This is by no means an exhaustive (complete) list – there's probably 100+ words that would count as subject terminology. These few will come up a lot though so they are worth knowing.

Top Tips

- Remember that using subject terminology is only worth marks if you comment on its impact.
- Never say 'the word...' in your exams. Instead say 'the verb...' or 'the simile...'.

Activity 2: replace the word 'word' in these sentences.

1. The writer uses the word 'screaming' which creates a sense of unease for the reader.

2. Greene uses the word 'hastily' to show how nervous Hale is.

3. The writer uses the words 'uncoiling like a piece of wire' to describe the crowds.

4. Green uses the word 'they' a lot to show how Hale doesn't feel part of the crowd.

Activity 3: Read the extract below taken from Charles Dickens' 'Great Expectations'. In the extract, he describes Pip's journey to the marshland near his house.

Comment on three important words or phrases of your choice using subject terminology and the sentence stem below.

It was a grimy morning, and very damp. I had seen the damp lying on the outside of my little window, as if some goblin had been crying there all night, and using the window for a pocket-handkerchief. Now, I saw the damp lying on the bare hedges and spare grass, like a coarser sort of spiders' webs; hanging itself from twig to twig and blade to blade. On every rail and gate, wet lay clammy, and the marsh mist was so thick, that the wooden finger on the post directing people to our village—a direction which they never accepted, for they never came there—was invisible to me until I was quite close under it. Then, as I looked up at it, while it dripped, it seemed to my oppressed conscience like a phantom. The mist was heavier yet when I got out upon the marshes, so that instead of my running at everything, everything seemed to run at me.

Sentence stem: 'Dickens uses the _____ " _____ " to show...

1. _____

2. _____

3. _____

The next step to commenting on the writer's methods is being confident about the impact that the method has and we'll work on that in the next workshop.

Final reflection

Note down one thing that you have learned today?

Note down one thing that you still want to learn?

Workshop Three

Can I comment on the impact of the writer's methods?

Remember that using subject terminology is only worth marks if you comment on its impact.

Top Tips

- Always say 'because' in each point that you make as this shows you are explaining.
- Try to use the word 'impact' or 'reader' to show that you understand the choice that the writer made has had an effect.
- Don't just infer (say what a word suggest or tells the reader) you have to explain how that certain word or phrase impact the reader's thoughts and feelings.

Activity 1: Read the extract below taken from the opening of J.D. Salinger's 'Catcher in the Rye':

If you really want to hear about it, the first thing you'll probably want to know is where I was born, and what my lousy childhood was like, and how my parents were occupied and all before they had me, and all that David Copperfield kind of crap, but I don't feel like going into it, if you want to know the truth. In the first place, that stuff bores me, and in the second place, my parents would have about two haemorrhages apiece if I told anything pretty personal about them. They're quite touchy about anything like that, especially my father. They're nice and all - I'm not saying that - but they're also touchy as hell. Besides, I'm not going to tell you my whole goddam autobiography or anything. I'll just tell you about this madman stuff that happened to me around last Christmas just before I got pretty run-down and had to come out here and

Activity 2: Circle two or three emojis that the reader might feel whilst reading this opening to the novel. Label each emoji and explain why you have chosen it.



Activity 3: Circle the emotions that the reader is most likely to feel whilst reading this extract?

Angry	Disorientated	Uncertain	On-edge
Confused	Intrigue	Light-hearted	Gripped
Pity (or, pathos)	Tension	Upset	Anxious
Shock	Uncomfortable	Disgusted	Involved

Activity 4: Complete the sentences below

1. Salinger opens the novel with, 'If you really want to hear'. The use of the direct address 'you' would make the reader feel...
because...
2. Salinger also writes about the character's 'lousy childhood'. The deliberate use of the adjective 'lousy' makes the reader...
3. Salinger write about the 'madman stuff' that happened to the character. The impact of giving the reader such vague information is...

Activity 5: Have a look at the list of writer's methods in the chart below. For each, think about what the possible impacts on the reader might be and fill in the right side of the table with your thoughts.

Writer's method	Possible impacts on reader
Vagueness/Withholding information	
Repetition	
Foreshadowing events	
Non-linear writing	
First-person narration	
Familiarity with the reader	
Immediacy (media res)	
Shocking or profane language	
Pathetic fallacy (heat or cold etc)	
Lack of context for the reader	
Inclusion of tiny details	

Final reflection

How confident do you feel about commenting on the impact of the writer's methods and why?

Workshop Four

Can I analyse language?

The Victorian Era

The **Victorian era** was the period of Queen Victoria's reign, from 20 June 1837 until her death on 22 January 1901.

Ideologically, the Victorian era witnessed an increasing turn towards romanticism and mysticism with regard to religion, social values, and arts. In international relations, the supremacy of the Royal Navy helped maintain a period of relative peace among the great powers, a notable exception being the Crimean War (1853-6). Britain embarked on global imperial expansion, particularly in Asia and Africa, which made the British Empire the largest empire in history.

Domestically, the political agenda was increasingly liberal, with a number of shifts in the direction of gradual political reform, industrial reform, and the widening of the voting franchise. There were unprecedented demographic changes: the population of England and Wales almost doubled from 16.8 million in 1851 to 30.5 million in 1901. Scotland's population also rose rapidly, from 2.8 million in 1851 to 4.4 million in 1901. However, Ireland's population decreased sharply, from 8.2 million in 1841 to less than 4.5 million in 1901, mostly due to the Great Famine. Between 1837 and 1901 about 15 million emigrated from Great Britain, mostly to the United States, Canada, South Africa, New Zealand, and Australia.

01: List four things about the Victorian Era

1. _____
2. _____
3. _____
4. _____

[4 marks]

The Streets of London

The opening of Charles Dickens' 1859 novel 'A Tale of Two Cities' reads:

'It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair'.

This sense of duality seems to sum up Victorian England perfectly. It was an era of economic strength and great poverty and one in which many were both deeply religious and hugely fascinated by the occult.

London was a prosperous city but the population boom led to some squalid conditions for those who could not afford better. By 1900, 3000 horse-drawn buses were carrying 500 million passengers a year and all of this added up to an incredible amount of manure which had to be removed from the streets. In wet weather straw was scattered in walkways, storefronts, and in carriages to try to soak up the mud and wet.

The extract on the next page is taken from one of Dickens' most famous novels, **Oliver Twist**. It describes the scene as Oliver and Bill Sikes travel through the Smithfield live-cattle market.

It was market-morning. The ground was covered, nearly ankle-deep, with filth and mire; a thick steam, perpetually rising from the reeking bodies of the cattle, and mingling with the fog, which seemed to rest upon the chimney-tops, hung heavily above. All the pens in the centre of the large area, and as many temporary pens as could be crowded into the vacant space, were filled with sheep; tied up to posts by the gutter side were long lines of beasts and oxen, three or four deep. Countrymen, butchers, drovers, hawkers, boys, thieves, idlers, and vagabonds of every low grade, were mingled together in a mass; the whistling of drovers, the barking dogs, the bellowing and plunging of the oxen, the bleating of sheep, the grunting and squeaking of pigs, the cries of hawkers, the shouts, oaths, and quarrelling on all sides; the ringing of bells and roar of voices, that issued from every public-house; the crowding, pushing, driving, beating, whooping and yelling; the hideous and discordant din that resounded from every corner of the market; and the unwashed, unshaven, squalid, and dirty figures constantly running to and fro, and bursting in and out of the throng; rendered it a stunning and bewildering scene, which quite confounded the senses.

Last time I did P1Q2 I scored:

This time I've scored:

WWW:

EBI:

Have you?:

- Named the Writer
- Said 'deliberately'
- Named terminology
- Answered question in your own words
- Used short quotes
- Commented on the impact
- Repeated x3

Workshop Five

Can I plan effectively?

By now, we all know how to approach a Q5 (Remember what your English teacher has taught you in class). But – let's remind ourselves. Say you were planning for this question:

05: Write a description suggested by this image



Activity 1: On the next page, create a plan for the question above. Be sure to include:

- As much detail as time allows
- Ideas for 5 paragraphs
- At least 5 methods
- At least 5 types of punctuation

Remember – you don't have to include everything that you include in your plan! So, use this as a space to dump ALL of your ideas. You can go through and pick out the good ones later...

One way that you might plan for a narrative piece is to have a fully-formed character that you have already created to take into the exam. In order to do this, you would need to be flexible and be able to adapt your character to fit into any given situation.

Activity 2: Look at the images below. Which face are you drawn to? Today, they will become your character. If their stories pour out of you then you might keep them all the way up until your exam (and beyond...) but if they're not the one for you then don't panic as you can go through this process again.



Activity 3: Free writing. Don't think too much about this - just write whatever flows out of your pen. This is about generating ideas. You can always get rid of anything that you don't like later.

Prompt	Your character
What's the best gift you've ever received?	
What do you remember about your grandma's house?	
When was the last time you cried?	
What do your slippers look like?	
Who would you say is your greatest influence?	
What was the most trouble that you got into at school?	
Why do you do they job that you do?	

Activity 4: Let's take your character on their first outing! **Write the opening of a story in which your character makes a discovery that shocks them.**

- Include:
- At least 5 types of punctuation.
 - At least 5 methods that must include:
 - Personification.
 - Pathetic fallacy.
 - Simile
 - Circular structure.



Thinking about your character, how confident would you feel in taking them into the exam with you and why?

Workshop Six

Can I write creatively?

A05	
Vocabulary: adventurous, mature, engaging	😊 😐 😞
Language techniques: deliberate use for effect	😊 😐 😞
Sentences: range of types, lengths and starts are used	😊 😐 😞
Paragraphs: accurate, detailed, well organised	😊 😐 😞
Style: suits the purpose, audience and format	😊 😐 😞
Clarity: your writing is clear and interesting	😊 😐 😞
Structure: Your writing is carefully planned and organised, using structure for clarity and interest	😊 😐 😞
A06	
Spelling: of basic and complex words is accurate	😊 😐 😞
Punctuation: accurate	😊 😐 😞
Punctuation: range of	😊 😐 😞
Grammar: writing makes sense and is accurate Standard English	😊 😐 😞

What makes good creative writing? Essentially, knowing the elements that you have to include and then having the confidence to use those elements imaginatively.

Activity 1: Complete the confidence chart for the different elements of creative writing.

The area that I feel the weakest in is:

I am going to work on this by:

Final reflection

I have improved in my target area because:

Workshop Seven

Can I evaluate my own writing?

Can I write as a reader and read as a writer?

It's important to remember that all of the skills that you learn in English are connected: all of the techniques that you spot in Literature can be present in Language; all the methods that you analyse when reading can be used in your own work when writing; everything that you learn whilst revising can be used in English lessons 😊.

Q4: For this answer you must use the 200 word text that you wrote last lesson.

A teacher having read this story said: "This story is consistently engaging from start to finish".

To what extent do you agree?

In your answer you should:

- **Comment on how you've made the story engaging.**
- **Evaluate how engaging it is throughout.**
- **Support your answer with references from the text.**

TOP TIPS:

- ✓ You should aim to make **4 points** in your answer – these can be agreeing or disagreeing with the statement or a mix of both (make sure you end up agreeing with one or the other).
- ✓ You should focus on language AND structural methods.
- ✓ Remember that you need to back everything that you say up with a quote.
- ✓ Link every paragraph back to the statement in the question.

Think: **What** do they say? **How** do they say it? **Why** does it affect you as a reader?

Have you?:

- Named the Writer
- Said 'deliberately'
- Named terminology
- Answered question in your own words
- Used short quotes
- Commented on the impact

Levels	Skills Descriptor
Level 4 16-20 marks	<ul style="list-style-type: none"> You evaluate critically and in detail the effect(s) on the reader You show perceptive understanding of writer's methods You select a judicious range of textual detail You develop a convincing and critical response to the focus of the statement
Level 3 11-15 marks	<ul style="list-style-type: none"> You evaluate clearly the effect(s) on the reader You show clear understanding of writer's methods You select a range of relevant textual references You make a clear and relevant response to the focus of the statement
Level 2 6-10 marks	<ul style="list-style-type: none"> You make some evaluative comment(s) on effect(s) on the reader You show some understanding of writer's methods You select some appropriate textual reference(s) You make some response to the focus of the statement
Level 1 1-5 marks	<ul style="list-style-type: none"> You make simple, limited evaluative comment(s) on effect(s) on reader You show limited understanding of writer's methods You select simple, limited textual reference(s) You make a simple, limited response to the focus of the statement

Last time I did P1Q4 I scored:

This time I've scored:

WWW:

EBI: