

Half term English language revision activities – colour or tick once completed!

Day/Time	1	2	3	4	5	6	7	8	9	10
30 minutes	Complete one Q3 Paper 1 15 mins	Do one Q4 paper 1 25 mins	Do one Q3 paper 2 20-25 mins	Do one Q6 paper 2 20-25 mins	Do one Q7b paper 2 25 mins	Do one Q4 paper 1 20-25 mins	Do one Q3 paper 2 20-25 mins	Do one Q6 paper 2 20-25 mins	Do one Q7b paper 2 25 mins	Do one Q4 paper 1 20-25 mins
5 minutes	Test yourself on key spellings	Test yourself on sentence structures	Test yourself on key spellings	Test yourself on how to plan for Q 5/6 or 8/9	Test yourself on key spellings	Test yourself on punctuation rules	Test yourself on key spellings	Test yourself on planning for Q 7b	Test yourself on key spellings	Test yourself on evaluative language
1 hour (ish)	45 minutes Write about a time when you, or someone you know, experienced something unusual. This can be real or imagined.	Answer Q 4 Paper 1 (attached)	Answer Q3 paper 2 (see attached)	45 minutes Write about a time when you, or someone you know, went to a new place. This can be real or imagined.	1 hour 15 minutes Non-Fiction Paper 2 – reading section	Answer question 6 paper 2 (see attached)	Write a speech for school council about an inspirational figure.	45 minutes Write about a time when you, or someone experienced a unique experience. This can be real or imagined.	Answer question 7b (see attached)	Write an article for a teenage magazine about how to stay healthy during exam season
15 mins	Revise techniques - language	Revise techniques - structure	Revise techniques - language	Revise techniques - structure	Revise techniques - language	Revise techniques - structure	Revise techniques - language	Revise techniques - structure	Revise techniques - language	Revise techniques - structure

Paper 1 language – 19th Century text and questions

Oliver Twist

Nine-year-old Oliver is a resident in the parish workhouse where the boys are "issued three meals of thin gruel a day, with an onion twice a week, and half a roll on Sundays." The workhouse is run by Bumble the Beadle, Limbkins is Chairman of the Board of Guardians for the workhouse.

The room in which the boys were fed, was a large stone hall, with a copper at one end: out of which the master, dressed in an apron for the purpose, and assisted by one or two women, ladled the gruel at mealtimes. Of this festive composition each boy had one porringer, and no more--except on occasions of great public rejoicing, when he had two ounces and a quarter of bread besides.

The bowls never wanted washing. The boys polished them with their spoons till they shone again; and when they had performed this operation (which never took very long, the spoons being nearly as large as the bowls), they would sit staring at the copper, with such eager eyes, as if they could have devoured the very bricks of which it was composed; employing themselves, meanwhile, in sucking their fingers most assiduously, with the view of catching up any stray splashes of gruel that might have been cast thereon. Boys have generally excellent appetites. Oliver Twist and his companions suffered the tortures of slow starvation for three months: at last they got so voracious and wild with hunger, that one boy, who was tall for his age, and hadn't been used to that sort of thing (for his father had kept a small cook-shop), hinted darkly to his companions, that unless he had another basin of gruel per diem, he was afraid he might some night happen to eat the boy who slept next him, who happened to be a weakly youth of tender age. He had a wild, hungry eye; and they implicitly believed him. A council was held; lots were cast who should walk up to the master after supper that evening, and ask for more; and it fell to Oliver Twist.

The evening arrived; the boys took their places. The master, in his cook's uniform, stationed himself at the copper; his pauper assistants ranged themselves behind him; the gruel was served out; and a long grace was said over the short commons. The gruel disappeared; the boys whispered each other, and winked at Oliver; while his next neighbours nudged him. Child as he was, he was desperate with hunger, and reckless with misery. He rose from the table; and advancing to the master, basin and spoon in hand, said: somewhat alarmed at his own temerity:

'Please, sir, I want some more.'

The master was a fat, healthy man; but he turned very pale. He gazed in stupefied astonishment on the small rebel for some seconds, and then clung for support to the copper. The assistants were paralysed with wonder; the boys with fear.

'What!' said the master at length, in a faint voice.

'Please, sir,' replied Oliver, 'I want some more.'

The master aimed a blow at Oliver's head with the ladle; pinioned him in his arm; and shrieked aloud for the beadle.

The board were sitting in solemn conclave, when Mr. Bumble rushed into the room in great excitement, and addressing the gentleman in the high chair, said,

'Mr. Limbkins, I beg your pardon, sir! Oliver Twist has asked for more!'

There was a general start. Horror was depicted on every countenance.

'For MORE!' said Mr. Limbkins. 'Compose yourself, Bumble, and answer me distinctly. Do I understand that he asked for more, after he had eaten the supper allotted by the dietary?'

'He did, sir,' replied Bumble.

'That boy will be hung,' said the gentleman in the white waistcoat. 'I know that boy will be hung.'

Nobody controverted the prophetic gentleman's opinion. An animated discussion took place. Oliver was ordered into instant confinement; and a bill was next morning pasted on the outside of the gate, offering a reward of five pounds to anybody who would take Oliver Twist off the hands of the parish. In other words, five pounds and Oliver Twist were offered to any man or woman who wanted an apprentice to any trade, business, or calling.



Glossary

Per diem: for each day

Assiduously: persevering with care and effort

Voraciously: hungrily or greedily

Gruel: a type of thin porridge associated with poverty

Temerity: rashness or boldness

Beadle: an officer in a church or parish

The bill was pasted: the notice was put up

1. Pick out a phrase from line 39 to show the adults was shocked that Oliver asked for more. (1 mark)
2. Select two phrases that show the boys don't have enough to eat from lines 6-13. (2 marks)
3. How does the writer use language and structure to show the relationship between the boys and the adults? (6 marks)
4. In this extract there is an attempt to create sympathy for the children. Evaluate how successfully this is achieved. Support your views with detailed reference to the text.

Paper 2 language - text and questions

Text 1: Love letter From Vera Brittain to her lover in the First World War trenches

1st London General Hospital, 8 November 1915

Most estimable, practical, unexceptional Adjutant¹,

I suppose I ought to congratulate you on the attainment of the position, even temporarily. But I don't know that I do. I suppose also I ought to thank you for your letter, since apparently one has to be grateful now-a-days for being allowed to know you are alive. But all the same, my first impulse was to tear that letter into small shreds, since it appeared to me very much like an epistolary expression of the Quiet Voice, only with indications of an ever greater sense of personal infallibility than the Quiet Voice used to contain. My second impulse was to write an answer with a sting in it which would have touched even Roland Leighton (modern style). But I can't do that. One cannot be angry with people at the Front—a fact which I sometimes think they take advantage of—and so when I read 'We go back into the trenches tomorrow,' I literally dare not write you the kind of letter you perhaps deserve, for thinking that the world might end for you on that discordant note...

But I won't write more on this subject. In any case it is no use, and I shall probably cry if I do, which must never be done, for there is so much both personal and impersonal to cry for here that one might weep for ever and yet not shed enough tears to wash away the pitiableness of it all.

[...]

I suppose there is no chance of your getting leave again soon? Everyone in your regiment seems to be getting it, and you to be doing their work. But perhaps you are not keen to leave, even for a few days, a sensible business like life where one doesn't have to bother about little things like Poetry or Art?²

¹ Officer in the Army

² Vera was a poet as well as a nurse during the war.

Text 2: Science Journal analysing monogamy

Monogamy³ May Have Evolved to Prevent Infanticide

By Michael Balter

“Sometimes I wonder if men and women really suit each other,” Katharine Hepburn once said. “Perhaps they should live next door and just visit now and then.” Despite the famed actress’s remarks, human males and females do have a strong tendency to live together in monogamous pairs, albeit for highly varied periods of time and degrees of fidelity. Just how such behavior arose has been the topic of much debate among researchers. A new study comes to a startling conclusion: Among primates, including perhaps humans, monogamy evolved because it protected infants from being killed by rival males.

Living in pairs, what researchers call social monogamy, has repeatedly evolved among animals, although in widely varying proportions among different groups. Thus, about 90% of bird species are socially monogamous, probably because incubating eggs and feeding hatchlings is a full-time job that requires both parents. But in mammals, females carry the babies inside their bodies and are solely responsible for providing milk to young infants—and only about 5% of species are socially monogamous. That leaves most mammalian males free to run around and impregnate other females. Primates, however, seem to be a special case: About 27% of primate species are socially monogamous; and recent studies by Christopher Opie, an anthropologist at University College London, and his colleagues have concluded that social monogamy arose relatively late in primate evolution, only about 16 million years ago. (The earliest primates date back to about 55 million years.)

But why did social monogamy arise at all among mammals, including primates, given the many reproductive advantages to males having access to as many females as possible? Scientists have proposed three major hypotheses: Monogamy provides more effective parental care for infants, as in birds; it prevents females from mating with rival males, especially in species where females are widely spaced and cannot all be easily monopolized by one male; or it protects against the risk of infanticide, which is very high among some primate species, including chimpanzees and gorillas, and is often explained by the desire of a rival male to quickly return a mother to a fertile state so that he can sire his own offspring. Some researchers think that a combination of all three factors, and perhaps still others, provide the best explanation for monogamy.

³ Staying faithful to one partner

Questions

Read Text 1. Then answer Questions 1–3.

You should spend about 1 hour 15 minutes on the WHOLE of Section A (Questions 1–7).

1. In lines 4-6 identify two phrases that show Vera is annoyed by Roland's last letter. (2 marks)
2. Give one example from lines 15-18 of how the writer uses language to show that things are saddening. (2 marks)
3. Analyse how the writer uses language and structure to interest and engage readers. Support your views with detailed reference to the text. (15 marks)

Read Text 2. Then answer Questions 4–6.

4. Name one scientist cited (1 mark)
5. Give one example in lines 16-20 of how the writer uses language to show that the purpose of the text is to inform. (1 mark)
6. There is an attempt to create an academic tone. Evaluate how successfully this is achieved. Support your views with detailed reference to the text. (15 marks)

Question 7 is about Text 1 and Text 2. Answer both parts of the question. Refer to both texts in your answers.

7. (a) The two texts detail the will to be together. What similarities do the texts share? Use evidence from both texts to support your answer.

(b) Compare how the writers of Text 1 and Text 2 present their ideas and perspectives about cohabitation and being together. Support your answer with detailed reference to the texts. (14 marks)

Imaginative writing questions

SECTION B – Imaginative Writing

Answer ONE question. You should spend about 45 minutes on this section.

Write your answer in the space provided.

EITHER

*5 Write about a time when you, or someone you know, tried to hide something.

Your response could be real or imagined.

**Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.*

(Total for Question 5 = 40 marks)

*OR

6 Look at the images provided.

Write about a frightening experience.

Your response could be real or imagined. You may wish to base your response on one of the images.

**Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.*

(Total for Question 6 = 40 marks)



(Source: © Marcus Lindstram/Getty Images)



(Source: © Jason Friend/CCP IMAGES/Icon Images/Corbis)

Transactional writing – example questions

Write an **article** for a magazine about an interesting hobby or activity.

In your article, you could include:

- o what the interesting hobby or activity is and who it appeals to
 - o facts or information about the hobby or activity
 - o what the positives and negatives of your chosen hobby or activity are
- as well as any other ideas you might have.

**Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar. (40 marks)*

Write a section for a **guidebook** giving advice to people planning to travel.

In your guidebook, you should consider:

- o what types of travelling people might do
 - o what or who you suggest travellers take with them and why
 - o advice on staying safe while travelling
- as well as any other ideas you might have.

**Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar. (40 marks)*