English Language

Revision Pack

Revision Guide for English Language

This document contains a sequence of activities, and guidance on how to complete these activities, which will build on the learning of the last two years and help you to achieve success in your examinations. There are a range of twenty-minute activities and you should aim to complete a minimum of five every week between now and your exam dates.

To improve your grades:

1. Plan your revision and stick to the plan.
2. Revise for twenty minutes at a time, somewhere quiet, where you won't be disturbed or distracted.
3. Revising doesn't just mean reading; it means actively engage with, make notes on, produce evidence to show that you have completed a process.
4. Revise with a pen and notepaper and store and save your revision in the same place so that you can look back at it and have a sense of achievement.
5. Start revising now - don't leave it until next half term.

Revision is the greatest single factor in exam success.

Exam Date 2013

LG1 Friday 24th May

Eight out of ten students, on getting their exam results, wished they'd revised more.

What are you expected to do in the examination?

English Language

Section A:	The language of texts	=	Read two texts and answer bullet points considering audience and purpose
Section B:	Language Focus	=	Read one text and focus the analysis

Revision is worth the effort - revision earns its own rewards.

Help yourself to be successful. Revise.

Remember to select at least five tasks each week. Write the number of the task you choose into the table so that you can check that you are not constantly repeating the same activities.

Week Commencing	***English Language***	***Revision Checked***
25/03/2013 EASTER	1..... 2..... 3..... 4.....	
01/04/2013 EASTER	1..... 2..... 3..... 4.....	
08/04/2013	1..... 2..... 3..... 4.....	

Week Commencing	***English Language***	***Revision Checked***
15/04/2013	1..... 2..... 3..... 4.....	
22/04/2013	1..... 2..... 3..... 4.....	
29/04/2013	1..... 2..... 3..... 4.....	
06/05/2013	1..... 2..... 3..... 4.....	
13/05/2013	1..... 2..... 3..... 4.....	
20/05/2013	1..... 2..... 3..... 4.....	

English: Suggested tasks

1. Study an advertisement in a magazine or newspaper or on the internet. Decide who the audience is, and how you know, what is the advert trying to say and how it says it. Think carefully about the language. Jot down some terminology to describe the effect you think the advertiser is trying to create and then use a terminology glossary to develop and extend your points.
2. Read a newspaper report from *The Guardian*, *The Times*, *The Independent* or *The Telegraph*. (You can find these online.) Use **Worksheet 1** as a guide and complete an analysis of the report.
3. Using **Worksheet 2** create a poster to go up in your bedroom of the features you might expect to find in a persuasive text.
4. Go on to the internet and find a persuasive speech. Make notes on genre conventions, audience, purpose, rhetorical language, register, tone and contextual influences.
5. Use **Worksheet 1** and compare two texts; one must be a newspaper report from the quality press(The Guardian, The Times, The Independent or The Telegraph) and the other a newspaper report from a popular press web site or newspaper (e.g. *The Sun*, *News of the World*, *Daily Mail*, *Mirror* – you can find these online).
6. Go onto the grammar APP every day and learn one of the terms
7. Read an informative or a persuasive leaflet and complete **Worksheet 1**, identifying the audience, purpose, context and genre conventions. What do you think is the writer's intention?
8. Take an advert from a magazine and make notes about how it communicates
9. Read a Sunday paper. Choose a substantial article and using **Worksheet 1**, analyse the effectiveness of the article. Allow yourself twenty five minutes and write an essay which explains how the writer communicates with the reader.
10. Find any 4 non-fiction texts and do the highlighting and CAP on all of them
11. Find a review in a magazine or newspaper and complete **Worksheet 4**
12. Collect a portfolio of different text types (e.g. leaflets, adverts, articles, flyers, reviews, short stories etc) and annotate them showing how the writers target the audience and achieve intended purposes.
13. Go on Moodle www.tmac.uk.com/moodle and spend 30 minutes completing one of the activities.

14. Find an article on one of these websites that interest you. Then choose the best word from **Worksheet 3** to describe the tone in the article. Finally select the best 3 quotes that prove that the word you chose is the best word. a) www.thetimes.co.uk/tto/news b) www.guardian.co.uk/commentisfree c) www.independent.co.uk/i
15. Go through the terminology, identify ones you don't understand and look them up. Then try identifying them in an article. If you're still not sure about the term, ask your teacher – that's what we're here for!
16. In one sentence, write about any topic (e.g. coconuts, Justin Bieber, etc.) using as much terminology as possible (don't worry if the sentence doesn't make sense) focus on using key language features.
17. Create a revision guide of key terms – with examples – aimed at Year 6 pupils; you'll need to use simple language and make it appealing (e.g. The Flintstones themed booklet).
18. Practise writing with different tones – see **Worksheet 3**
19. Spend 30 minutes making up rhymes to help you remember the terminology
20. Spend 30 minutes on the WJEC website looking at files related to English Language
21. Review your targets in your student tracking sheets
22. Google search a speech and identify as many rhetorical devices (anaphora, hyperbole, etc.) as possible and then for the finale…jot down why the speaker has used them.

85% of students who revise get their predicted grades or above.

Fill in the table below to revise key word classes

Word classification	Definition	Example
Abstract noun		
Concrete noun		
Pronoun		
Proper noun		
Collective noun		
Indefinite article		
Definite article		
Demonstrative		
Possessive pronoun		
Quantifiers		
Adjectives		
Premodifiers		
Postmodifiers		
Comparative		
Superlative		
Auxiliary verb		

classifications

Word classification	Definition	Example
Main verb		
Adverb		
Preposition		
Reflexive pronoun		
Participle verb		
Past tense verb		
Present tense verb		
Stative verb		
Dynamic verb		

This isn't an exhaustive list but if you know these you know enough!

Wanna get a great job? Get revising

Worksheet 1: APOLLO analysis of a print media text

WHAT TO LOOK FOR	EVIDENCE
AUDIENCE Who is the piece aimed at and how do you know?	
PURPOSE What is the writer trying to achieve? Is he/she persuading, informing, entertaining, arguing, explaining etc?	
CONTEXT Make notes on the things which have affected the writer of this text or the context in which it would be read.	
GENRE CONVENTIONS How have the typical features of this genre been used in this text? E.g. Is there a headline? How does the headline achieve the writer's purpose?	
LANGUAGE Is the language emotive? Is it factual? Does it use quotations from people, statistics, expert opinions, poetic devices, exaggerations?	
SYNTAX Are the sentences compound, complex or simple? Has the writer used minor or simple sentences for effect? Are there any fronted structures?	
What else has the writer done to achieve the purposes or target the audience?	

Going somewhere? Been revising

Worksheet 2:

The Features of a Persuasive Text

BOLD opening

Emotive language: e.g. instead of child, 'tiny tot'; or instead of sad, 'miserable'

Expert opinions and facts and statistics to support the position

Hyperbole

Rule of three

Repetition of words or ideas

Use of personal anecdotes after the facts and evidence

Rhetorical questions to engage audience

Write in the second person - address the audience directly

Sentence variety; complex sentences with lots of subordinate clauses adding detail and really simple, even minor sentences, can be an extremely effective combination

Imperatives : TELL 'EM

Use your notes to add to this list

Don't regret. Revise.

Worksheet 3

TONE

HAPPY	***SAD***	***FUNNY***
Ecstatic	Depressed	Ironic
Gleeful	Incensed	Flippant
Triumphant	Woeful	Gleeful
Smug	Miserable	Droll
Cheery	Fastidious	Witty
Jovial	Dark	Mocking
Elated	Callous	Satirical
Celebratory	Shameful	Facetious
Victorious	Nervous	Superficial
Crowing	Apprehensive	Merry
Caring	Irritated	Entertaining
Sympathetic	Heated	Vulgar
Compassionate	Infuriated	Cheeky
Charming	Antagonistic	Mischievous
Enticing	Hostile	Impish
Persuasive	Resigned	Coarse
Convincing	Acquiescent	Outlandish
Amazed	Resistant	Eccentric
Flattered	Sceptic	Extreme

Worksheet 4

<table>
<tr><th>Audience</th><th>Purpose</th><th rowspan="2">Phonology</th><th>Mode</th><td>Spoken – Written
Non-technical – Technical
Informal – Formal
Personal – Impersonal
Non-standard – Standard
Context dependent-Context free

Ephemeral – Permanent
Spontaneous – Planned
Face to face – Not co-present
Interactive – Non-interactive
OTHER?</td></tr>
<tr><td colspan="2"><u>Text:</u></td><td colspan="2">Other</td></tr>
<tr><th>Lexis</th><th>Grammar</th><th>Discourse</th><th>Semantics</th><th>Syntax</th></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
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