English Language & Literature

Laugh-Learn-Love
Language & Literature
TURTON ENGLISH

Strategies for revision:

You will be invited, later in the year, to our annual 'Pasties & Poetry' night, where we hand out our revision packs to pupils, lead you and the children in a revision session and also announce our Master Class timetable, where pupils can sign up to an extra teaching session on an area of the exam that they feel they need the most support on.

However, in the meantime, and certainly for the mock exams, here are our strategies and top 10 activities in Language and Literature to get you going:

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 (Give your mobile to your mum or dad!)
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 the last week.

LANGUAGE ACTIVITES

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 words and images that have been used. Think about the size of the picture and the words – what effect is the advert trying to have on you? Jot down some words to describe the effect you think the advertiser is trying to create and then use a thesaurus and develop and extend your vocabulary.
2.	Go on to the BBC Bitesize website, English section, and complete the Reading Non-Fiction Texts section: Getting started, genre, audience, purpose, language, information, style, tone.
3.	Go onto the BBC Bitesize website, Reading Non-Fiction Texts section and complete the comparative exercise and the comparative exam question.
4.	Here is the opening to an essay: 'Write a persuasive article for a teenage fashion magazine about whether following fashion is important'. *Whether or not you choose to follow fashion depends very much on you. Some people like to wear whatever is cheapest. Others want things that are warm or practical and others want to look like they've just stepped off the catwalk or out of a high street shop. Some people just HAVE to be seen in the latest gear – whatever the cost.* Using your poster from task 3, rewrite this so it is really punchy and persuasive – remember who your audience is and what your purpose is.
5.	Take an advert from a magazine and make notes about how it communicates; focus especially on the picture or pictures. Think about the font style, size,etc. – remember someone has been paid a lot of money to communicate to their audience and persuade them to buy the product – why have they made the advert look like this and how does it link to the words used in the advert?
6.	Compile a list of five simple verbs: e.g. walk, sit, eat, drink, laugh. Then imagine four different types of people: a soldier dying on the battlefield in World War 1, an elderly man, a ten year old landmine victim from Afghanistan and a middle aged career woman with four children. The rest of this activity will take about half an hour, so don't rush it. Using as many words as you can, focusing on the verbs, describe how

	each of those people would perform each of those verbs. When your list is complete, share it with someone else, and see if you can add more. The skill in writing descriptively, which accounts for 20% of your English Language GCSE, is being able to visualise and empathise with what you are trying to write about. Thought track each of those characters. How does a ten year old landmine victim feel when they try to walk or sit or eat or drink and do they laugh? Perhaps you have now come up with more vocabulary and ideas – add them to your list.
7.	Log onto GCSEPOD via www.tmac.uk.com/moodle Listen to any of the pods in English / Writing
8.	Go to www.bbc.co.uk/schools/gcsebitesize/English and spend 20 minutes on any of the following sections: Reading / Writing
9.	Go to the English Department website and spend 20 minutes reading interesting posts or adding your own comments: www.englishatturton.edublogs.org
10.	Go to Google News and search for any article to do with "Teens" or another topic of your choice. Ideally print it out so you can practise highlighting interesting words/phrases. Or just read it and then figure out the PAT (purpose, audience, type of text). Do this for two articles from two different newspapers – but on the same topic.

Key topics:

Reading non-fiction texts

- Following the writer's main argument
- Picking up on the writer's tone
- Analysing the text's presentation and how it connects to its content
- Comparing the language in two articles

Writing non-fiction texts

- Writing for different purposes: describe, explain, persuade, argue, advise, inform, entertain
- Writing for different audiences: informal/formal (at its most basic)
- Writing for different types of text: letter, blog, email, speech, article, webpage

LITERATURE ACTIVITES

1.	Select two poems from your cluster and create a spidergram or picturegram describing the content, the themes, the structure and the significant and important phrases or language devices that best express the meaning of each poem.
2.	Read through the poems from your cluster and divide them into themes such as: death, family relationships, growing up, conflict, nature. Identify two ideas or phrases that particularly express the theme of each poem you have identified and, using a thesaurus, explain and explore that meaning, putting it into your own words. You might begin with this topic sentence: The poet is suggesting that…
3.	Spend 20 minutes on the BBC Bitesize website looking at some of the poems you have been studying and extend and develop your notes.

4.	Create a time-line of the key events from one of your novels/plays, naming the chapter or scene number in which each event is located. This will help you in your exam to find the evidence quickly when you need to.
5.	Choose a character from your novel or play to describe. Create a stick man drawing and then describe his or her character using the writer's own words from the text. Describe them physically, how they say things, what they say, what the writer says about them, what other people say about them and what their impact is on the plot.
6.	Log onto GCSEPOD via www.tmac.uk.com/moodle Listen to any of the pods in English / Contemporary Poetry / Literacy Heritage Poetry / An Inspector Calls / Of Mice and Men / Lord of the Flies **(as long as you've studied the text/poetry with your teacher!! – If you are unsure please check with your teacher)**
7.	Go to www.bbc.co.uk/schools/gcsebitesize/english and spend 20 minutes on any of the following sections Lord of the Flies / Of Mice and Men / Short Stories / An Inspector Calls **(as long as you've studied the text/poetry with your teacher!! – If you are unsure please check with your teacher)**
8.	Select two poems from your cluster and choose three phrases from each that best sum up for you the content and meaning of the poem: e.g.: from 'Patrolling Barnegat' *Wild, wild the storm, and the sea high running* suggests the feral and uncontrollable nature of the sea; the present tense suggests that it is always like this, and the use of the simple connective 'and' implies that it is expected and normal for the personified sea to be so untamed, like an animal. Remember, poetry can be described as 'language working under pressure': explore the meaning of the words, work out what that pressure is.
9.	Write a paragraph that explores how two poets express their meaning by using language. Select two phrases from each poem and really explore their connotations – what exactly is the poet trying to say? Structure your answer using connectives.
10.	Look at the brainstorming you did from one of the novels/plays. Imagine you are in the exam and you are going to write an essay on any one of those themes. How quickly can you find the evidence in your book that you've written on your brainstorm? Time yourself, and practise scanning for key words. Finding six pieces of evidence to base your essay on will probably take you nine minutes or more first time. That's too slow, so practise: you don't want to be wasting time in the exam trying to find your way around the book.

Key topics:

Exploring modern texts – one essay on each of the following texts:

- Modern prose or drama (many classes do 'An Inspector Calls' or 'Martyn Pig')
- Exploring cultures (many classes do 'Of Mice and Men')

Poetry across time – one essay on each of the following selections of poetry:

- Poetry cluster from the Anthology (many classes do 'Conflict' or 'Character & Voice')
- An unseen poem