

ENGLISH LANGUAGE & ENGLISH LITERATURE – What you can revise now

English Language

- **Revise the question models and sentence stems**
- **Creative writing/ non-fiction writing**
- **Practice questions – get them from the board outside the English office**

English Literature

- **Key quotations from Macbeth, Jekyll & Hyde, An Inspector Calls and the Power & Conflict poems**

Use Student POD to help you revise:

<https://nelearningtrust.sharepoint.com/sites/StudentPOD-EnglishSubjectResources/SitePages/LiteratureHome.aspx> **AND**
<https://nelearningtrust.sharepoint.com/sites/StudentPOD-EnglishSubjectResources/SitePages/LanguageHome.aspx>

LANGUAGE PAPER 1: QUESTION MODELS

Paper 1

Question 2



1

- Statement

e.g. the writer describes as, through/by/when....

This is highlighted when the writer states...
The writer utilises the phrase/word...
We can see this when...

2

- Quotations
- (Try to spot a pattern/semantic field)

On first glance/ Upon deeper inspection/ Looking more closely/ On a deeper/further level

3

- Analysis - & LINK to another quotation!

The writer has..... through the use of...
..., with its connotations of..... This suggests/implies/connotes...
...evokes imagery of...
...creates a sense of.... Symbolising...
Representing...

Paper 1

Question 3



Start

- The writer begins by focusing on...

Quotation
Initially, the impact of this _____ is...
Foreshadowing?
Exposition? In media res?

Impact on the reader

Sense of disorientation, panic & confusion, often mirroring that of the character / Rush of adrenaline
Sense of calm & serenity / Preparing to embark on a journey alongside characters.

Middle

- Next, the writer introduces ... to the reader.
- The writer then develops the idea of...
- The writer then changes the focus to...

Quotation
The impact of this _____ is...
Emotional shift?
Climax? Momentary release? Building tension?

Establishing an emotional connection/ Sense of tension and suspense/ Emotional peak / Heightened emotions / Insight into character / Enhanced connection to character / deeper understanding / Emotional dip / Mirroring relief

End

- The writer concludes the text by...

Quotation
At this final point, the impact of this _____ is...
Circular narrative/climax/anti-climax, satisfactory/unsatisfactory

Sense of disappointment or frustration / Left with unanswered questions / Sense of incompleteness & dissatisfaction/ Lack of closure/ Closure / Cathartic / Sense of completing emotional journey alongside characters

Paper 1

Question 4



1

- Statement

I agree/disagree that...

2

- Quotations

This is highlighted when the writer states...
The writer utilises the word/phrase...

3

- Inference

This suggest/implies
This supports the idea because

4

- Methods

The writer's use of
Connotations
On first glance/ on further inspection/ Exploring more deeply...

5

- Statement



Therefore, this supports the idea because

Section B: Writing

Either

Write a description as suggested by this picture:

Or Write a story (with a prompt)

STORMY/RAINY WEATHER	 <ul style="list-style-type: none"> Storm clouds gathering together menacingly Heavy, charged air The air was pregnant with the possibility of a storm Rain poured from above Pelted the pavements Soaked through to the goosebumps on his/her skin Ghastly wind overpowered the rain Blizzards of slicing confetti Tempestuous/ Violent/ Angry Buffeted by the wind 	<ul style="list-style-type: none"> Aggressive cold Freezing and frosty Lightning cracked the sky Storms surging The storm was a twirl of angry ballet dancers Dancing to the roar of heaven's drum Lightning lit the sky Music of the wind Howling/ whistling/ thundering Rattled the bare branches of the shivering trees Banging wildly Branches writhing in the gale Menacing/ ominous/ threatening/ terrifying Beating down like a fist Swelling/ pouring/ swallowing/ hurling Savage crack of lightning Electric fork of lightning Like some giant, invisible hand A haze like a veil Jagged spears of lightning Dazzling arrows of lightning Showers of rain Swirling currents in the sky
SUNNY/HOT WEATHER	 <ul style="list-style-type: none"> Shone brilliantly Glittered invitingly Sun filtered through the clouds A golden glow spread across the sky The sun chased the clouds Clouds skittered across the vast expanse of blue Bathed in the warm glow Swaying gently in the breeze Bathed in a golden hue Swathed in amber light Sunlit Spilling light 	<ul style="list-style-type: none"> Aggressive heat Smothering and sweltering Molten metal spread across the sky The horizon filled with shades of yellow The last rays of sun skimmed the surface A luminescent glow A wedge of sunlight Dust sparkled in the shaft of light Sparkling haze Thick heat Windless heat Fierce humidity The rain evaporated as it fell onto the burning pavement Shimmering rays His/her clothes were plastered to his/her body Parching heat Sweat trickled ominously Damp, sweating skin Baked earth Heat rose from the tarmac in waves Burning white-hot Exploding heat

. , ? ! " " ' ... () ; : -

Paper 1	Question 5
<ul style="list-style-type: none"> Weather Panoramic Character Photograph Final line... 	<ul style="list-style-type: none"> Have a cohesively crafted structure Use language techniques Character Object Atmos Range of 3RD - personification, personification, mood etc For planning Start turning point/ change 4 elements - Atmos (scene early, middle) Flashbacks Photograph to go to a different place/ time One element which changed - character, object e.g. landscape Atmos One element which stays the same Day/night - sunrise/ sunset

Colour Terms	
Black	monotone, charcoal, raven, onyx
Orange	clementine, tangerine, amber, golden, honey
Yellow	citrus, ochre, sandy, bleached, canary, lemon
White	pearl, cotton, porcelain, ivory
Red	cherry, rose, ruby, scarlet, crimson
Pink	fuchsia, rose, coral, magenta, hot pink, blush
Purple	lavender, plum, violet, lilac, wine
Blue	cobalt, azure, teal, ocean, navy, arctic
Green	emerald, sage, olive, forest, lime

Atmospheric Adjectives
Ominous, eerie, sinister, menacing, threatening, gloomy, insidious, turbulent, claustrophobic, sorrowful, malevolent, infectious.
Lifeless, barren, oppressive, dense, somber, vulnerable, sultry, polluted, poisonous, tomblike, volatile, humid, stagnant, murky, unpopulated.
Picturesque, serene, scenic, charming, magical, aromatic, peaceful, intoxicating, enchanting, romantic, ornate, precious, dazzling, therapeutic, pure, luxurious, idyllic, inspiring, refined.
Metropolitan, overpowering, exhilarating, overpopulated, intense, murderous.
Powerful Verbs
Illuminate, gravitate, saunter, intertwine, launch, magnify, demolish, oppress, eavesdrop, plunge, envelop, encapsulate, enshroud, obscure, encase.
Judicious Adverbs
Impatiently, ambitiously, menacingly, sinisterly, absentmindedly, obnoxiously, powerfully, vivaciously, gracefully, majestically, mysteriously, recklessly.

Sentence Ideas

Sounds

- ☐ Verb opener about the sounds of the setting
- ☐ Simile opener about the sound of the weather
- ☐ 2-adjective opener about the sound of footsteps
- ☐ Fronted adverbial describing a sound in the distance

Smells & Weather

- ☐ Fronted adverbial describing a smell attached to a character
- ☐ Sentence using brackets to describe a smell from the setting
- ☐ Verb opener with personification of the weather outside
- ☐ Simile opener describing weather

Taste

- ☐ Fronted adverbial describing a taste in the air
- ☐ A sentence comparing a taste from somewhere else
- ☐ One word sentence to describe the mood (e.g. Lonely.)

Touch/Feel

- ☐ 2-adjective opener about the feel/material of the character's clothes
- ☐ Sentence with a simile about something in the setting
- ☐ Fronted adverbial describing the character touching something


Sight


- ☐ Simile opener about the character's hands
- ☐ Verb opener about the character's teeth
- ☐ Sentence using 2 adjectives between dashes to describe an action the character is doing to reveal their emotions
- ☐ Time opener describing a change in the character's eyes
- ☐ Sentence using a semi-colon to describe the sky
- ☐ 2-adjective opener describing the character's hair in the wind


Conclusions

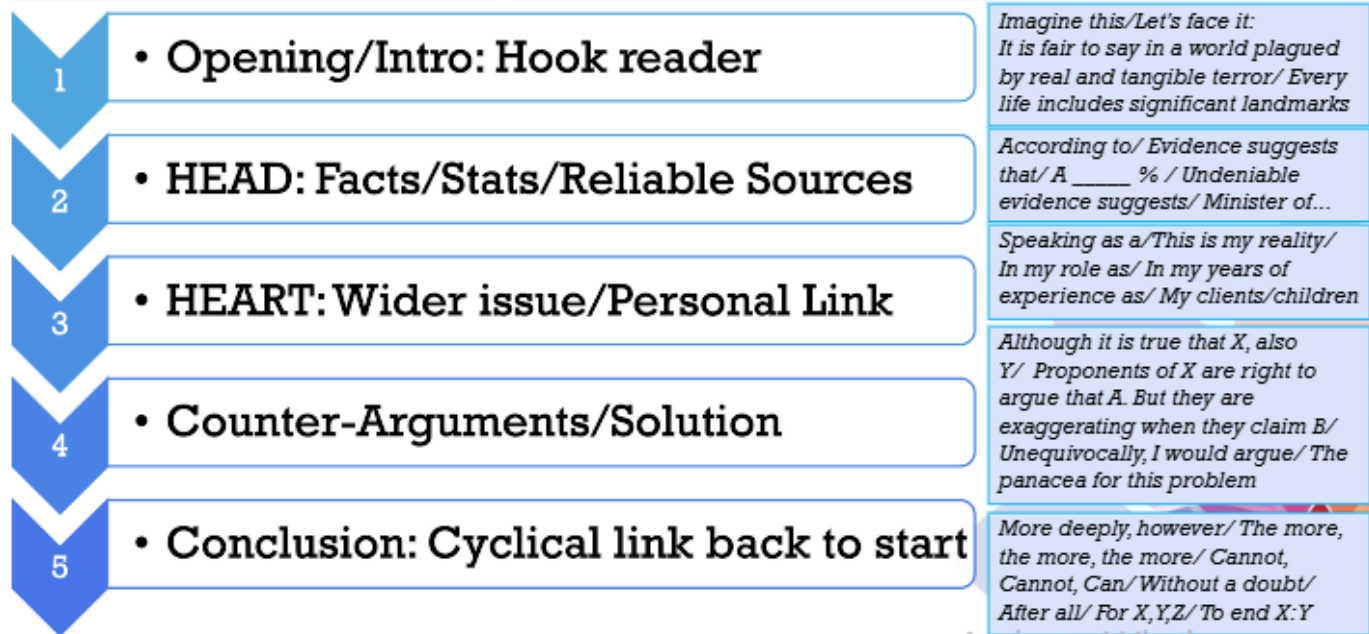
- ☐ Dramatic one-line sentence about a physical action the character is doing – end in an ellipsis
- ☐ Rhetorical question to the reader

LANGUAGE PAPER 2: QUESTION MODELS

Paper 2		Question 2	
1	• Comparative sentence	The In both sources are very different/similar.	
2	• SQI Source A	In source A... Quotation... This suggests...	
3	• Comparative connective	On the other hand /similarly	
4	• SQI Source B	In source B... Quotation... This suggests...	
5	• Comparative sentence	Therefore, they are very different/similar because...	

Paper 2		Question 3	
1	• Statement	e.g. the writer describes as, through/by/when.... This is highlighted when the writer states... The writer utilises the phrase/word... We can see this when...	
2	• Quotations • (Try to spot a pattern/semantic field)	On first glance/ Upon deeper inspection/ Looking more closely/ On a deeper/further level	
3	• Analysis - & LINK to another quotation!	The writer has..... through the use of... ..., with its connotations of....., This suggests/implies/connotes... ...evokes imagery of... ...creates a sense of.....Symbolising... Representing...	

Paper 2		Question 4	
1	• Comparative sentence	Both writers have very similar/different viewpoints.	
2	• SQIM Source A	In source A... Quotation... This suggests... (thinks/ feels/ believes) Methods/connotations: On first glance/ Upon deeper inspection/ Looking more closely/ On a deeper/further level	
3	• Comparative connective	On the other hand/ conversely OR Similarly/ Likewise	
4	• SQIM Source B	In source B... Quotation... This suggests... (thinks/ feels/ believes) Methods/connotations: On first glance/ Upon deeper inspection/ Looking more closely/ On a deeper/further level	
5	• Comparative sentence	Therefore, their viewpoints are very different/similar because...	



Aberration	An abnormality or something unusual, usually in a bad way, e.g. The outbreak of bad behaviour in school is an aberration.
Abhor	To hate, or regard with disgust, e.g. I abhor the lack of care for our planet!
Decry	To publicly disagree with or go against, e.g. I decry the appalling effects of social media.
Incandescent	Extremely angry, e.g. I am incandescent about the disregard for mental health in this country!
Infamy/ infamous	Being well known for something bad, e.g. TikTok is infamous for its addictive nature.
Panacea	A solution or remedy, e.g. I have a panacea for all our problems.
Plethora	A large or excessive amount, e.g. People may have a plethora of reasons, but there is no excuse for littering!

. , ? ! " " ' ... () ; : -

Writing Headlines

You could use:

- Alliteration
- Rhetorical question
- A shocking quote
- A pun / play on words
- Three words in a row

Just make sure it links to your topic!

Formats – How to start

- Speech – Good morning/ Hello/ Ladies & Gentlemen
- Article – Headline – Rhetorical qs/ 3 words
- Letter – Dear Editor, Dear Mr/Mrs..., Dear Headteacher...
- Blog – Headline – Dear readers,
- Leaflet – Title/headline
- Essay – Title/headline

Sentence Starters for LP2 Q5

1. Opening/Intro
2. Facts/Stats/Reliable sources
3. Wider issue/personal link
4. Counter-arguments/Solution
5. Conclusion

1. OPENING/INTRO: PICK ONE from below OR Use your own – some ideas below:

In the prehistoric ages, humans were worried about predators, life-threatening diseases and where their next meal would come from: they had tangible problems!

Yet, today, we must focus on _____ 1 _____ instead.

It may not be the most crucial problem facing modern society, but it is indicative of _____ 2 _____; a vital issue we all feel impelled to fix.

While some may believe _____ 3 _____ is none of their business, I see it differently: together, we are stronger.

Let's tackle this crisis together!

It is perfectly understandable, with our world poised upon a precipice of chaos and catastrophe, that is/are an issue often overlooked. Almost daily, we are plagued with images of evil, loss and persecution. Quite rightly, we stand in awe, unable to avert our gaze. But despite this, I believe the seemingly inconsequential issues of remains worthy of our attention, if only because

..... Surely, this is a topic we cannot, and should not, ignore.

It is fair to say that in a world plagued by real and tangible terror, _____ is not the most pressing issue of the day. War, famine and poverty, of course, take precedence over this arguably inconsequential issue; however, I propose that _____ is one topic worth taking note of, if only because it is indicative of _____: an issue surely worthy of our attention.

Undoubtably, the modern world is plagued with grave and terrible issues that often distract us from topics that we see as being inconsequential such as Starvation, disaster and poverty, of course, eclipse such subjects however, I would argue that is an issue worth debating because.....

2. FACTS/STATS/RELIABLE SOURCES

1. Firstly,
2. Undeniable evidence suggests that a staggering 85%...
3. According to the Minister of Education / Health / Environment / Transport / Culture, “_____.”
4. Rhetorical question
5. Start with an adverb, answer your own question (Surely, Certainly, Definitely)
6. Short sentence
7. How on earth can we, as a modern society, possibly disregard this crucial issue?
8. We cannot _____. We cannot _____. We cannot _____.

3. WIDER ISSUE/PERSONAL LINK

1. Speaking as a/ my reality/ after years of experience
2. More deeply, however, I would argue that the above is in fact indicative of a far deeper societal issue, namely ...
3. I passionately believe...
4. Unequivocally, we must...
5. Undoubtedly, we should...
6. Hard governmental evidence suggests that...

4. COUNTER-ARGUMENTS/SOLUTION

1. Without doubt, [Acknowledge the other point of view]
2. However, [Why do you disagree? Why are they wrong?]
3. Adverb, main clause
4. After all, ...
5. My panacea for all our problems is...

5. CONCLUSION

End with one dramatic sentence: this could be a question OR a statement with an ellipsis...

OTHER SENTENCES/ IDEAS

1. Never... Never... Never sentence
2. A spark/ a flame/ a fire/ an inferno
3. A tap/ a puddle/ a wave/ a tsunami
4. Tomorrow... in ten years... in twenty years

MACBETH: QUOTATIONS TO LEARN

Spend time learning the quotations for your mock. You must have three layers of meaning for each!

Methods for learning quotations:

- Quiz yourself: make flashcards, make an online quiz, ask a family member to test you or test each other - Make notes on each quotation
- Draw images to associate with each quotation and test yourself - Write, write, and write again – then take words away and fill them in afterwards

Macbeth These are some of the most high-value quotations in the play. This means they link to many of the key themes of the play and have lots of scope for analysis.

"with his brandish'd steel, Which smoked with bloody execution"	"Unsex me here...take my milk for gall"	"By the clock, 'tis day, And yet dark night strangles the travelling lamp..."	"It will have blood; they say, blood will have blood"
"unseamed him from the nave to the chaps"	"Will all great Neptune's ocean wash this blood Clean from my hand? No..."	"A falcon, towering in her pride of place, Was by a mousing owl hawk'd at and kill'd."	"all the perfumes of Arabia will not sweeten this little hand."
"stars hide your fires; let not light see my black and deep desires"	"A little water clears us of this deed: How easy is it, then!"	"Upon my head they placed a fruitless crown, And put a barren sceptre in my grip"	"Dead butcher and his fiend-like queen"
"Look like the innocent flower but be the serpent under it"	"lion" "eagle" "raven" "wren"	"O, full of scorpions is my mind, dear wife!"	"I will not yield" "brave Macbeth" "fair is foul and foul is fair"

Why did Shakespeare write Macbeth?

- 1.To warn against the dangers of disobeying God
- 2.To warn the audience not to act against the King/ act in a treasonous manner
- 3.To celebrate the divine right of Kings
- 4.To scare the audience into subservience to God and the King
- 5.To celebrate good and rightful Kings
- 6.To teach about the inherently sinful nature of women
- 7.To teach women their place in society
- 8.To uphold the natural order
- 9.To expose the reality of marriage/ relationships
- 10.To teach us that good things only happen to deserving people

Human Nature

Humanity has a propensity for evil.
The feminine is inherently evil.
Humanity cannot cope with guilt.
Humanity is powerless against the supernatural.
Human nature is weak and easily corrupted.
Male nature is stronger in the absence of a corrupting female.

Society

True happiness comes from conforming to societal expectations and obeying the natural order.
Transgressions against societal norms and the natural order leads to severe punishment.
There can be no redemption from mortal sin.
There is no power greater than God.
Female oppression is necessary for the safety of society.
Societal pressure to produce children can have a corrupting influence.

JEKYLL & HYDE: QUOTATIONS TO LEARN

Spend time learning the quotations for your mock. You must have three layers of meaning for each!

Methods for learning quotations:

- Quiz yourself: make flashcards, make an online quiz, ask a family member to test you or test each other - Make notes on each quotation
- Draw images to associate with each quotation and test yourself - Write, write, and write again – then take words away and fill them in afterwards

J&H These are some of the most high-value quotations in the play. This means they link to many of the key themes of the play and have lots of scope for analysis.

"Trampled calmly ...
like some damned
Juggernaut"

"shrank back
with a hissing
intake of
breath"

"ape-like fury...
great flame of
anger...storm of
blows"

"I concealed
my pleasures"

'through wider labyrinths
of lamplighted city'

"the moment I
choose I can be
rid of Mr Hyde"

"A chocolate
coloured pall
lowered over
the heavens"

"My devil had
long been caged
and he came out
roaring."

'Weeping like a
woman or a lost
soul'

"handsome row of
houses...blistered
and distained"

'the ghost of some
old sin...the cancer
of some concealed
disgrace'

"These polar
twins are
continually
struggling"

'man is not truly
one but truly two'

A Victorian Window

Why did Stevenson write J&H?

- 1.To warn against the dangers of repression
- 2.To warn against scientific development
- 3.To criticise and expose the hypocrisy of Victorian society
- 4.To celebrate the flawed nature of humanity
- 5.To teach that every Victorian man has a hidden side
- 6.To encourage moral behaviour within society
- 7.To embrace the reality of human nature
- 8.To expose our inherently sinful desire
- 9.To deconstruct the myth of the Victorian gentleman
- 10.To introduce a new form of morality

Human Nature

Humanity is inherently flawed.
Perfection cannot, and should not, be expected of human nature.
Humans can transgress while retaining their inherent goodness (e.g. Utterson).
Human nature is inherently intrigued by and drawn to the unknown.
Human nature is dual and this should be accepted rather than suppressed.

Society

Oppressive Victorian society is dangerous and leads to transgression of a violent and erratic nature.
Society's expectation of morality and goodness is unrealistic and unattainable.
Society's oppressive nature leads to the disgrace of good men.

AN INSPECTOR CALLS: QUOTATIONS TO LEARN

Spend time learning the quotations for your mock. You must have three layers of meaning for each!

Methods for learning quotations:

- Quiz yourself: make flashcards, make an online quiz, ask a family member to test you or test each other - Make notes on each quotation
- Draw images to associate with each quotation and test yourself - Write, write, and write again – then take words away and fill them in afterwards

AIC These are 10 of the most high-value quotations in the play. This means they link to many of the key themes of the play and have lots of scope for analysis.

"Just used her for the end of a stupid drunken evening, as if she was an animal, a thing, not a person."

"as they stare guiltily and dumbfounded, the curtain falls"

"Unsinkable, absolutely unsinkable"

'You mustn't try to build up a kind of wall between us and that girl.'

"I was in a state where a chap easily turns nasty"

"Each of you helped to kill her. Remember that."

"It's better to ask for the earth than to take it"

"A chain of events"

"Fire, blood and anguish" (repeated)/ "it frightens me the way you talk"

"look Mummy, isn't it a beauty"

"I'll never, never do it again to anybody"

"We are members of one body"

"you were the wonderful fairy prince"

"community and all that nonsense"

"these girls aren't just cheap labour, they're people"

"millions and millions of John Smiths and Eva Smiths"

"Fire, blood and anguish"

"pink and intimate... brighter and harder"

Why did Priestley write An Inspector Calls?

1. Teach the ideals of socialism
2. Expose the cruelty of upper classes/ aristocracy
3. Criticise the social hierarchy/ class divide
4. Reveal inequality in society
5. Expose errors of humanity
6. Reveal the need for change
7. Celebrate socialism
8. Celebrate power of community
9. Celebrate the possibility of redemption
10. To teach the audience to take responsibility

Human Nature

Human nature is easily corrupted by negative influence.
Basic decency exists within human nature.
Humanity is inherently selfish/jealous/cruel/greedy.
Humanity exploits the less powerful.

Society

Capitalist society breeds greed/selfishness/inequality/cruelty/irresponsibility.
(The character) is a representation of the greedy/selfish/unequal/cruel/irresponsible society that created them.
Capitalist society leads to the oppression of the powerless.
Capitalist society is inherently misogynistic/classist.
Societal change is needed to prevent further tragedy.

POWER & CONFLICT: Learn the thesis statements!

What are the poets saying about conflict?	What are the poets saying about power?
Conflict is cruel and unforgiving.	Power corrupts humanity.
Conflict destroys both people and places.	Humans overestimate their power.
Conflict robs us of everything we hold dear.	Power is often abused by humanity.
Conflict leaves scars that do not heal.	Power that is abused leads to suffering.
Conflict destroys the mind.	Nature is inevitably more powerful than man.
The effects of conflict are felt well beyond the battlefield.	Places/times/memory/nature can hold great power over us.
The echoes of conflict are wide reaching and endless.	Power can be positive and a vehicle for self-discovery.

Power & Conflict 3 Key Quotations for each Poem

Kamikaze	'a one-way journey into history' 'the little fishing boats strung out like bunting' 'a samurai sword in the cockpit'
Poppies	'the world overflowing like a treasure chest' 'went into your bedroom/ released a song bird from its cage' 'stealed the softening of my face'
War Photographer	'in his dark room he is finally alone' 'the blood stained into foreign dust.' 'a half-formed ghost'
The Emigree	'my shadow falls as evidence of sunlight' 'the child's vocabulary I carried here/ like a hollow doll' 'I have no passport, there's no way back at all'
Remains	'his bloody life in my bloody hands.' 'he's here in my head when I close my eyes,/ dug in behind enemy lines' 'His blood-shadow stays on the street.'
Bayonet Charge	'He lugged a rifle numb as a smashed arm.' 'The patriotic tear .../ Sweating like molten iron' 'King, honour, human dignity, etcetera dropped like luxuries'
Charge of the Light Brigade	'Into the jaws of Death,/ Into the mouth of hell' 'Volley'd and thundered; storm'd at with shot and shell' 'When can their glory fade?' / 'Honour the Light Brigade' / 'Noble six hundred'
Ozymandias	'half-sunk, a shattered visage lies' 'My name is Ozymandias, King of Kings; Look on my works, ye Mighty, and despair!' 'round the decay/ Of that colossal wreck, boundless and bare'
Tissue	'The sun shines through their borderlines.' 'Paper that lets the light/ shine through, this/ is what could alter things.' 'Fine slips from grocery shops [...] might fly our lives like paper kites.'
London	'I wander through each chartered street/'Marks of weakness, marks of woe.' 'Runs in blood down Palace walls' 'marriage hearse' 'The mind-forged manacles I hear'
Checking Out Me History	'Bandage up me eye with me own history/ Blind me to me own identity' 'fire-woman' 'healing star' 'beacon' 'But now I checking out me own history/ I carving out me identity'
My Last Duchess	'Neptune taming a sea horse' 'That's my last Duchess painted on the wall /None puts by the curtain which I have pulled for you, but I' '—as if she ranked/ My gift of a nine-hundred-years-old name/ With anybody's gift.'
Extract from the Prelude	'until they melted all into one track/ Of sparkling light' 'o'er my thoughts there hung a darkness' 'a huge peak, black and huge'
Exposure	'all their eyes are ice but nothing happens' 'Merciless iced east winds that knife us' 'Pale flakes with fingering stealth come feeling for our faces'
Storm on the Island	'We are prepared, we build our houses squat' 'You might think that the sea is company, Exploding comfortably' 'huge nothing' 'salvo' 'spits like a tame cat Turned savage'