

November Mock Exam Revision: English Booklet

Week 7

Your exams:

English literature

You will have selected two text choices as an academy. Focus your revision around two of the following:

- Macbeth
- An Inspector Calls
- A Christmas Carol
- Power and Conflict Poetry

English language

You will sit a full suite of Language exams:

- English Language Paper 1
- English Language Paper 2

How to use this booklet

- Work your way through the tasks from Monday to Friday
- Select the literature texts you are focusing on (x2 of Macbeth, An Inspector Calls, A Christmas Carol, Power and Conflict Poetry)
- Be ready to show your class teacher the notes
- Your teacher may select your essay practice to feedback on
- The revision organisers can be used as a guide to help you respond to the tasks here

Monday and Tuesday: English literature

- Pick one focus text for Monday
- Pick a different focus text for Tuesday
- Complete the tasks assigned

An Inspector Calls practice:

Write a definition for the following themes in the text:	
Social responsibility:	
Selfishness:	
Social Class:	
Men and women:	
Generations:	
Theme: Generations	Links:
<p>Why does Priestley include this theme in the play as a whole?</p> <p>What is he aiming to do with this theme / big idea?</p> <p><i>to criticise / to warn/ to expose/ to teach / to celebrate / to reveal the importance of / to question to establish</i></p>	<p>Where else is this theme / big idea seen in the Play? Jot down 3 examples.</p>
<p>Explode the following quotations about the theme of generations using the following success criteria:</p> <ul style="list-style-type: none"> Where is the quotation from in the play? What happens at this point? What is the effect of the quotation on the audience? What methods are used by Priestley? (Priestley uses...) How does the quotation show ideas about generations? Why does Priestley use it to argue his views in the text? 	
<p>1. The famous younger generation who know it all. And they can't even take a joke.'</p>	
<p>2. But you youngsters just remember what I Said. We can't let these Bernard Shaws and H.G.Wellses do all the talking.</p>	

3. There are a lot of young women living that sort of existence in every city and big town in this country, miss Birling.

Write a definition for the following themes in the poetry cluster:	
Power of man:	
The transience of humans:	
Power of nature:	
The futility of war:	
The power of memory:	
Theme: Power of man	Purpose:
Which poets write about this theme? List the poem and poet below:	What's the purpose of this theme in each of the poems? What are the poets saying about it?
<p>Comparison drills: London and Ozymandias</p> <ul style="list-style-type: none"> - What does each poem say about man's power? How does it come across in each? - How are the poet's ideas similar or different? Draw links between your ideas - What quotations from each poem show man's power? Use your anthology and add them to your mind map. 	
<p>London by Blake</p>	

Ozymandias by Shelley

Wednesday: English Language paper 1

- Read the text on the following page and complete questions 2 and 3

Roald Dahl: *'The Landlady'* (published 1959)

In this extract a teenage boy named Billy Weaver has travelled from London to Bath to begin a new job, working for a bank. He is looking for a cheap hotel or a Bed & Breakfast to stay in until he can find more permanent accommodation.

Billy was seventeen years old. He was wearing a new navy-blue overcoat, a new brown trilby hat, and a new brown suit, and he was feeling fine. He walked briskly down the street. He was trying to do everything briskly these days. Briskness, he had decided, was the one common characteristic of all successful businessmen. The big shots up at Head Office were absolutely fantastically brisk all the time. They were amazing.

There were no shops on this wide street that he was walking along, only a line of tall houses on each side, all them identical. They had porches and pillars and four or five steps going up to their front doors, and it was obvious that once upon a time they had been very swanky residences. But now, even in the darkness, he could see that the paint was peeling from the woodwork on their doors and windows, and that the handsome white façades were cracked and blotchy from neglect. Suddenly, in a downstairs window that was brilliantly illuminated by a street-lamp not six yards away, Billy caught sight of a printed notice propped up against the glass in one of the upper panes. It said BED AND BREAKFAST. There was a vase of flowers, tall and beautiful, standing just underneath the notice. He stopped walking. He moved a bit closer.

Green curtains (some sort of velvety material) were hanging down on either side of the window. The flowers looked wonderful beside them. He went right up and peered through the glass into the room, and the first thing he saw was a bright fire burning in the hearth. On the carpet in front of the fire, a pretty little dachshund was curled up asleep with its nose tucked into its belly. The room itself, so far as he could see in the half-darkness, was filled with pleasant furniture. There was a baby-grand piano and a big sofa and several plump armchairs; and in one corner he spotted a large parrot in a cage. Animals were usually a good sign in a place like this, Billy told himself; and all in all, it looked to him as though it would be a pretty decent house to stay in. Certainly it would be more comfortable than The Bell and Dragon pub.

After dithering about like this in the cold for two or three minutes, Billy decided that he would walk on and take a look at The Bell and Dragon pub before making up his mind. He turned to go. And now a strange thing happened to him. He was in the act of stepping back and turning away from the window when all at once his eye was caught and held in the most peculiar manner by the small notice that was there. BED AND BREAKFAST, it said. BED AND BREAKFAST, BED AND BREAKFAST, BED AND BREAKFAST. Each word was like a large black eye staring at him through the glass, holding him, hypnotising him, forcing him to stay where he was and not to walk away from that house, and the next thing he knew, he was actually moving across from the window to the front door of the house, climbing the steps that led up to it, and reaching for the door-bell.

He pressed the bell. Far away in a back room he heard it ringing, and then at once – it must have been at once because he hadn't even had time to take his finger from the bell-button – the door swung open and a woman was standing there. Now, normally you ring the door-bell and you have at least a half-minute's wait before the door opens. But this woman was a like a jack-in-a-box. He pressed the bell – and out she popped! It made him jump.

She was about forty-five or fifty years old, and the moment she saw him, she gave him a warm welcoming smile. "Please come in," she said pleasantly. She stepped aside, holding the door wide open, and Billy found himself automatically starting forward into the house. The compulsion or, more accurately, the desire to follow after her into the house was extraordinarily strong. "I saw the notice in the window," he said, holding himself back.

"Yes, I know."

"I was wondering about a room."

"It's all ready for you, my dear," she said.

Q2: Look in detail at this extract, from **lines 26 to 35** of the source.

26 After dithering about like this in the cold for two or three minutes, Billy decided that he
27 would walk on and take a look at The Bell and Dragon pub before making up his mind. He
28 turned to go. And now a strange thing happened to him. He was in the act of stepping
29 back and turning away from the window when all at once his eye was caught and held in
30 the most peculiar manner by the small notice that was there. BED AND BREAKFAST, it
31 said. BED AND BREAKFAST, BED AND BREAKFAST, BED AND BREAKFAST. Each word was
32 like a large black eye staring at him through the glass, holding him, hypnotising him,
33 forcing him to stay where he was and not to walk away from that house, and the next
34 thing he knew, he was actually moving across from the window to the front door
35 of the house, climbing the steps that led up to it, and reaching for the door-bell.

How does the writer use **language** here to make the Bed & Breakfast seem mysterious?

You could include the writer's choice of:

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

[8 marks]

Support:

1. Read question 2 and highlight any key words (30 seconds)
2. Explode 5 quotations (4 minutes)
3. Write response (7 minutes) 3 paragraphs
4. Highlight any relevant techniques from the list below:

metaphor simile alliteration onomatopoeia oxymoron personification noun-phrase plosive alliteration semantic field lexical choice of... emotive language	contrast adjectives modal verbs imperative verbs juxtaposition dependent clause independent clause sentence fragment anthromorphism sibilance assonance zoomorphism imagery
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Scaffold:

Subject Terminology + Embedded Evidence + Specific Effects

The writer demonstrates the power of the storm through the use the **verbs** “shaking, pummeling, bombarding” **highlighting to the reader how unpredictable and strong the storm is. It conveys a darker more sinister side to the storm through personification as it “cloaked them in mist.”**

Your attempt:

Handwriting practice lines consisting of 20 horizontal lines. The first 15 lines are evenly spaced. The last 5 lines are grouped together, with a larger gap between the 15th and 16th lines, and a smaller gap between the 19th and 20th lines.



Q3: Now you need to think about the **structure** of the source as a whole.
How has the writer **structured** the text to create suspense?

You could write about:

- how suspense has increased or decreased by the end of the source
- how the writer uses structure to create an effect
- the writer's use of any other structural features, such as changes in mood,
- tone or perspective

[8 marks]

Support:

1. Read Question 3 and highlight any key words
2. Annotate the text for structure and plan 5 clear points
3. Write response-
4. introduction (how does the question focus develop or subvert),
5. 3 paragraphs- beginning, middle and end

Structural devices: semantic field / lexical set change in topic, tone, space, focus, time repetition, anaphora foreshadowing flashback contrast / juxtaposition dialogue link between paragraphs character introduction inductive narrative shift / deductive short, simple sentences one sentence paragraphs change in tone	Answer prompts: What does the writer focus our attention on at the beginning? How does the text move from paragraph to paragraph? Are there any topic shifts? Are there any shifts in focus? Are there any shifts in space (spatial shift) or time? Is an image or symbol repeated throughout the text When is the character introduced? Why is this important? Are there any deductive structures (where the focus moves from general to specific)? Are there any inductive structures (where the focus moves from specific to general)? How does the end of the extract link to the beginning?
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Scaffold:

Subject Terminology + Embedded Evidence + **Specific Effects**

At the beginning the writer focuses on the weather to foreshadow danger as "the wind came in gusts" suggesting that the storm represents a potential threat. This is further reinforced by the semantic field of verbs across the opening paragraph that "smash, pummel and bombard" the house to reinforce the threat the storm brings both literally and metaphorically.

Your attempt:

Handwriting practice lines consisting of 20 horizontal lines. The first 10 lines are solid black. The next 10 lines are dashed black. The final line at the bottom is solid blue.

Thursday: English Literature: planning an exam response

- Choose the text you are focusing on for your mock exam
- Plan an exam response to the question using the grid provided.
- Check your revision organiser if you need support with quotations or idea

An Inspector Calls

How does Priestley use the character of Mrs Birling to explore ideas about class?

Define: What is Mrs Birling like?	
Big Idea: What does Mrs Birling represent?	Links:
Why does Priestley include this character in the play as a whole?	Where is this character and what they represent seen in the play? Jot down 3 examples (could be moments/ characters/ symbols)
What message does he give about class through Mrs Birling?	
<i>to criticise/ to warn/ to expose/ to teach/ to celebrate/ to reveal the importance of/ to question/to establish</i>	
Adapted Thesis:	
<i>In his post-war drama, 'An Inspector Calls', Priestley consciously exposes the immorality of capitalism to position his post-war audience to understand the virtues of a more sympathetic and generous socialist society</i>	
Thesis: What is Priestley's key idea about the social class? How does it help to affect the morality play?	
Paragraph 1: Make a point about Act 1 that answers the question, picking out references from the text. Firstly,	
Paragraph 2: Make a point about Act 2, picking out references that show Mrs Birling and class. Secondly,	
Paragraph 3: Make a point about Act 3, picking out references that show Mrs Birling and class. Thirdly,	

Conclusion: What is the most important idea that answers the question?

Ostensibly...

Power and Conflict Poetry

General structure

Thesis (both poems... each poem...)

Point 1 – Poem A + analysis, LINK, Poem B + analysis

Point 2 – Poem A + analysis, LINK, Poem B + analysis

Point 3 – Final lines / structural analysis Poem A + Poem B

For each bit of analysis – 2/3 quotations

Comparison and academic language:

Comparative thesis

1) Point 1 : Poem A + Poem B

Methods, x 2 quotations exploded for language

Intentions / context



Poem B

1) Methods, x2 quotations exploded for language

Intentions / context

2) Point 2 Poem A + Poem B

Methods, x2 quotations exploded for language / structure

Intentions / context



2) Methods, x2 quotations exploded for language / structure

Intentions / context

3) Point 3 Poem A + Poem B

Methods, x2 quotations exploded for language

Intentions / context



3) Methods, x2 quotations exploded for language

Intentions / context

Whilst Poem A... Poem B is...

Equally,

Similarly,

In contrast...

In a similar vein, Poem B also...

Although,

On the other hand,

Alludes to...

Could highlight...

Emphasises...

Creates a sense of... because...

This reveals...

Whilst X could allude to... it may also imply...



Power and Conflict Poetry

Compare how poets present experiences of war in The Charge of the Light Brigade and one other poem.

Annotate:

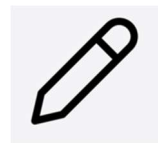
What rhythm is created in the poem, and what is the effect?

What are the two interpretations of the repeated line 'all the world wondered'?

Where is death personified and what is the effect?

What images show what the experience of war was like for the soldiers?

5 key quotations about experiences of war



The Charge of the Light Brigade by Alfred Lord Tennyson

I

Half a league, half a league,
Half a league onward,
All in the valley of Death
Rode the six hundred.
"Forward, the Light Brigade!
Charge for the guns!" he said.
Into the valley of Death
Rode the six hundred.

II

"Forward, the Light Brigade!"
Was there a man dismayed?
Not though the soldier knew
Someone had blundered.
Theirs not to make reply,
Theirs not to reason why,
Theirs but to do and die.
Into the valley of Death
Rode the six hundred.

III

Cannon to right of them,
Cannon to left of them,
Cannon in front of them
Volleyed and thundered;
Stormed at with shot and shell,
Boldly they rode and well,
Into the jaws of Death,
Into the mouth of hell
Rode the six hundred.

Cossack and Russian
Reeled from the sabre stroke
Shattered and sundered.
Then they rode back, but not
Not the six hundred.

V

Cannon to right of them,
Cannon to left of them,
Cannon behind them
Volleyed and thundered;
Stormed at with shot and shell,
While horse and hero fell.
They that had fought so well
Came through the jaws of Death,
Back from the mouth of hell,
All that was left of them,
Left of six hundred.

VI

When can their glory fade?
O the wild charge they made!



IV

Flashed all their sabres bare,
Flashed as they turned in air
Sabring the gunners there,
Charging an army, while
All the world wondered.
Plunged in the battery-smoke
Right through the line they brok

Plan:

Thesis: How do both poems show similarities or differences about the experience of war?
Paragraph 1: Make a point that compares the texts, supported by references and ideas: Firstly,
Paragraph 2: Make a point that compares the texts, supported by references and ideas: Secondly,
Paragraph 3: Make a point that compares the texts, supported by references and ideas: Thirdly,
Conclusion: What is the most important idea that answers the question? Ostensibly...

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"Yes, I know."

"I was wondering about a room."

"It's all ready for you, my dear," she said.

Q4: Focus this part of your answer **from line 26 to the end of the extract.**

“In this part of the source, both the Bed & Breakfast and the Landlady seem sinister.”

To what extent do you agree or disagree with this statement?

In your response you could

- consider your impressions of both the Bed & Breakfast and the Landlady
- comment on the methods the writer uses to present them both
- support your response with references to the text

[20 marks]

Support:

1. Read Question 4 and highlight any key words- are there two parts to the statement? How can you agree/disagree with each half? (1 minute)
2. **Decide on the extent to which you agree with the statement**
3. Plan 4 clear points, 2 quotations each, discussing writer's methods (5 mins)
4. Explode each method by explaining the effect in relation to the question and identifying at least 1 method in each, preferably 2.
5. Write response (17 mins)- 4 paragraphs

Success Criteria

- Agree with the statement
- Give a reason for your opinion
- Use quotes from the text to support (more than one)
- Write about the methods the writer has used to give you that impression in each quotation (at least two)
- Write about the intended effect the writer wants the method to have on the reader

Start your response by using one of the following sentences

The writer definitely / The writer clearly positions the reader / The writer gives a clear impression to the reader that...

now...

identify the method

then...

embed your quotes

do not forget to...

Explore the methods

the writer conveys/ suggests/ highlights/ insinuates, gives the impression, depicts, creates, reveals...

now...

Link back to the statement

The writer positions the reader / The writer gives the impression, the writer intention is to / The writer allows the reader

Do this again for your other reasons

Your attempt:

Handwriting practice lines consisting of 20 horizontal lines. The first 10 lines are solid black. The next 10 lines are dashed black. The background features a large, faint, stylized leaf or flower graphic.

Weekend revision:

- Answer one literature paper question from your planning on Thursday
- Time yourself 50 minutes
 1. Internal Conflict in Macbeth
 2. Mrs Birling and class in AIC
 3. Effects of war in COLB and one other (Power and Conflict)
 4. The Ghosts in A Christmas Carol



Weekend Revision:

- Answer a Language Paper 1, Q5 question from below

Section B: Writing

You are advised to spend about 45 minutes on this section.

Write in full sentences.

You are reminded of the need to plan your answer.

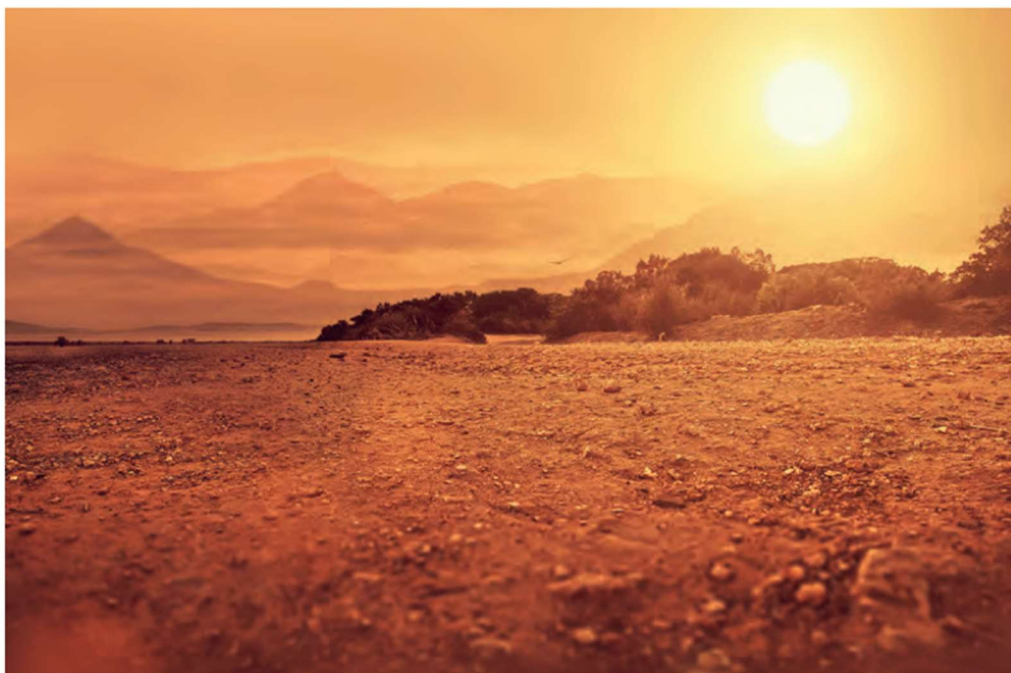
You should leave enough time to check your work at the end.

0 5

A magazine has asked for contributions for their creative writing section.

Either

Write a description of a very hot place as suggested by this picture:



or

Write a story about a disagreement.

(24 marks for content and organisation
16 marks for technical accuracy)

[40 marks]

