

English Language practice booklet - Easter holiday revision

How to use this booklet

- Work through the tasks assigned for each day of the holidays.
- There are 8 suggested tasks to complete over the fortnight - 4 days on PAPER 1, 4 days on PAPER 2

How else could I revise over the holidays?

- Practice past papers from the AQA website or PMT
<https://www.physicsandmathstutor.com/past-papers/gcse-english-language/aqa-paper-1/>
- Make flashcards of key language and structural techniques
- Look over class slides again and make notes; complete activities again
- Watch YouTube videos and take notes - the best channels are Mr Bruff and Mr Salles
- Listen to podcasts and take notes - English Revision Pod is the best
- Work through Seneca on tasks and make notes

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PAPER 1 - Day 1	Look at some of the extracts attached and think about 4 multiple questions. Think of obvious questions and come up with four answers yourself.
PAPER 1 - Day 2	Create a mind map with ALL LANGUAGE Devices you know with an EXAMPLE for each - Look at some of the extracts and annotate some of the paragraphs, identifying as many language devices as you possibly can
PAPER 1 - Day 3	Create a mind map with ALL STRUCTURAL Devices you know with examples. Look at some of the extracts and try to identify as many structural devices as possible.
PAPER 1 - Day 4	Create a mind map with and for the EVALUATION question. Collect as many sentence starters as you can and look at one of the extracts, try to complete Q4 within 20-25 minutes.
PAPER 2 - DAY 5	Q2: Read one of the extracts and make 5 bullet points referencing: explicit and implicit information
PAPER 2 - DAY 6	Q4 Paper 2: Create a mindmap, explaining the meaning of attitude and perspective in a text (think about what the question wants you to do) then go ahead and identify the different feelings and attitudes in the extracts below.
PAPER 1 - DAY 7	Write a creative writing story about the image - timed 45mins.
PAPER 2 - DAY 8	Mind map all DAFOREST techniques with examples, then Write a persuasive article on the prompt - timed 45mins.

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PAPER 1 EXTRACT 1

The opening from...*The Gap of Time*

by Jeanette Winterson

I saw the strangest sight tonight.

I was on my way home, the night hot and heavy, the way it gets here this time of year so that your skin is shiny and your shirt is never dry. I'd been playing piano in the bar I play in, and nobody wanted to leave, so I was later than I like to be. My son said he'd come by in the car but he never came.

I was on my way home, maybe two in the morning, a cold bottle of beer heating up in my hand. Not supposed to drink on the streets, I know, but what the hell, after a man's been working nine hours straight, serving shots when the bar's quiet, playing piano when it gets busy. Folks drink more when there's live music, and that's a fact.

I was on my way home when the weather broke in two and the rain came down like ice – it was ice – hailstones the size of golf balls and hard as a ball of elastic. The street had all the heat of the day, of the week, of the month, of the season. When the hail hit the ground, it was like throwing ice cubes into a fat fryer. It was like the weather was coming up from the street instead of down from the sky. I was running through a riddle of low-fire shrapnel, dodging doorway to doorway, couldn't see my feet through the hiss and steam. On the steps of the church I got above the bubbling froth for a minute or two. I was soaked. The money in my pocket was stuck together and my hair was stuck to my head. I wiped the rain out of my eyes. Tears of rain. My wife's been dead a year now. No use in sheltering. Might as well get home.

So I took the short cut. I don't like to take the short cut because of the BabyHatch.

The hospital installed it a year ago. I watched the builders day by day while I was visiting my wife. I saw how they poured the concrete shell, fixed the steel box inside the shell, fitted the seal-shut window, wired the heat and light and the alarm. One of the builders didn't want to do it, thought it was wrong; immoral, I guess. A sign of the times. But the times has so many signs that if we read them all we'd die of heartbreak.

The hatch is safe and warm. Once the baby is inside and the hatch is closed, a bell rings in the hospital and it doesn't take long for a nurse to come down, just long enough for the mother to walk away – there's a street corner right there. She's gone.

I saw it happen once. I ran after her. I called out, 'Lady!' She turned around. She looked at me. There was a second, the kind that holds a whole world – and then the second hand moved on and was gone.

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PAPER 1 EXTRACT 2

The Salt of the Sky by Stacey Sampson

This morning we did find a Boy. A real one. He was washed up on the rocks, broken and bloody. Seaweed tangled around his legs, flopful as a new lamb.

A reminder. Like when the dead cow was spat out on the sand. Or the bag full of small stones that used to be kittens.

I will tell you more about this. I will tell you what happens.

A storm had stirred in the night, like Father said it would. Big black clouds filled up the sky all yestersun, followed us round while we saw to the animals and the crop.

He pointed to the clouds like cauliflowers and the ones like anchors.

Dangerous night coming, he said.

He lit the sky early, for the Good sailors, then sat up listening to the wind. Father had his ear right up to the wall, then sat whittling wood in his chair.

He always knows when trouble's to follow. He feels it in his bones.

We slept some three, four hour then were on the shore first light, grabbling cockles. They came up fresh and plenty with storms. I had my skirt gathered up, brim full of them and more in my hands but I dropped them when I heard Father shout,

Girl.

I could see only his back. He was down on the last rock flats near the water, breathing big and looking at something. I could not tell what. Fog swirled around my head. I pushed my hands through it, moved nearer, but father shouted,

Keep back.

In the way he does when the crop fails or Moll breaks loose near the Lava Rocks. Angry and quick.

Stay away.

My warm blood was pumping inside me. The air sodden up with sea spit, rolling on the water, sitting on every bit of my face and hair.

One more step, careful and slow. Father hunched down and it's then I saw the Boy. No life in his limbs. His hair wet black and his skin china pale.

I thought about the Badness. The big black swirling Badness of the world. It could still be in this Boy, even if he was dead. I could catch it from touching him.

PAPER 2 SOURCE A

This extract looks at the plight of farmers in a newspaper article of 2011

We must not ignore the plight of our farmers - Rowena Davies

reports on one farmer's struggle to cope. 'Dave' is not his real name. He's too scared to tell me that in case his family farm becomes a target for animal rights activists, just because he agrees with the government's plan to cull badgers as a way of stopping the spread of tuberculosis (TB), a serious disease, in cattle. He's been a farmer in Devon for over fifty years. His family works an exhausting fourteen hours a day, seven days a week, to look after their dairy herd of 1,000 cows, nursing them through birth and hand feeding them when they're sick.

When Dave started farming fifty years ago, he used to shoot badgers, and none of his cows suffered from TB. When badgers became a protected species he stopped shooting them. Now there are badgers on his land and regular cases of TB in his herd. This picture has been repeated at a national level. TB is now devastating herds of cattle across the countryside. In 1998, fewer than 6,000 cows were killed because they had TB.

In 2011, the figure rose to 34,000. To deal with the huge number of cattle being infected with TB, the government is planning to allow farmers to shoot badgers. It believes that badgers are responsible for spreading this devastating infection that is killing cattle and driving farmers out of business. Science is very much on the side of culling badgers, because TB was under control in the 1970s and 1980s and has only become a problem since 1992 when it was made illegal to kill badgers. Since then the badger population has grown considerably and TB in cows has increased dramatically. "Farmers don't want to kill all badgers, just those that have TB," says Dave. "It's only when their numbers get out of control that they start causing infections. Because they have no natural predators, it's up to us to keep the numbers down or they take over." Working so closely with infected animals meant that Dave's son-in-law came down with TB himself.

His family stood by as he lay in bed rapidly losing weight and coughing, but they still want to keep going. "My family want to carry on farming," says Dave, "They love it and their children love it. It's in our blood." Animal rights groups and charities say that the answer is vaccines. But there is no suitable vaccine for cows. The National Farmers Union says vaccinating badgers is incredibly difficult because to be effective each badger has to be caught in a cage and needs to be vaccinated once every year for four years. This makes it a very expensive operation. It's difficult to explain how difficult life in the countryside already is. Back in Devon, one of Dave's neighbours has recently gone out of business.

The price of milk paid to farmers has been slashed by 4p a litre this year, and supermarkets now sell milk at barely the cost of production. It's been too wet to graze the cows outside, so feed supplies have been used up and the increased price of grain is hitting farmers hard. Britain has lost 40 per cent of its dairy farms over the last ten years and TB is increasing that percentage every year. Something has to be done.

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PAPER 2 SOURCE B

In this extract James Mahoney describes what he saw when he travelled around Southern Ireland during the Irish Potato Famine of 1847.

I started from Cork, by the mail, for Skibbereen and saw little until we came to Clonakilty, where the coach stopped for breakfast; and here, for the first time, the horrors of the poverty became visible, in the vast number of famished poor, who flocked around the coach to beg alms: amongst them was a woman carrying in her arms the corpse of a fine child, and making the most distressing appeal to the passengers for aid to enable her to purchase a coffin and bury her dear little baby. This horrible spectacle induced me to make some inquiry about her, when I learned from the people of the hotel that each day brings dozens of such applicants into the town.

After leaving Clonakilty, each step that we took westward brought fresh evidence of the truth of the reports of the misery, as we either met a funeral or a coffin at every hundred yards, until we approached the country of the Shepperton Lakes. Here, the distress became more striking, from the decrease of numbers at the funerals, none having more than eight or ten attendants, and many only two or three. We next reached Skibbereen... We first proceeded to Bridgetown...and there I saw the dying, the living, and the dead, lying indiscriminately upon the same floor, without anything between them and the cold earth, save a few miserable rags upon them. To point to any particular house as a proof of this would be a waste of time, as all were in the same state; and, not a single house out of 500 could boast of being free from death and fever, though several could be pointed out with the dead lying close to the living for the space of three or four, even six days, without any effort being made to remove the bodies to a last resting place.

After leaving this abode of death, we proceeded to High-street, or Old Chapel-lane and there found one house, without door or window, filled with destitute people lying on the bare floor; and one, fine, tall, stout country lad, who had entered some hours previously to find shelter from the piercing cold, lay here dead amongst others likely soon to follow him. The appeals to the feelings and professional skill of my kind attendants here became truly heart-rending; and so distressed Dr. Donovan, that he begged me not to go into the house, and to avoid coming into contact with the people surrounding the doorway... A specimen of the in-door horrors of Scull may be seen in the annexed sketch of the hut of a poor man named Mullins, who lay dying in a corner upon a heap of straw, supplied by the Relief Committee, whilst his three wretched children crouched over a few embers of turf, as if to raise the last remaining spark of life.

This poor man, it 4 appears, had buried his wife some five days previously, and was, in all probability, on the eve of joining her, when he was found out by the untiring efforts of the Vicar, who, for a few short days, saved him from that which no kindness could ultimately avert. Our Artist assures us that the dimensions of the hut do not exceed ten feet square; adding that, to make the sketch, he was compelled to stand up to his ankles in the dirt and filth upon the floor. “

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An online competition for story writing is being held, and you have decided to enter.

Write a description of this picture:



Sentence starters:

- As I walked towards...
- Staring at the...
- I could hear...
- In the distance...
- A lonely...
- Up ahead, there was...
- Reaching out...
- Shining ahead of me...
- Bright light was...
- The unwelcoming...
- With every step...
- Hurrying towards...
- Darkness strangled me...

Interesting verbs:

glanced, stared, stuttered, feel,
experienced, frowned, hurried,
rushed, stood, froze, worry, shake...

Interesting adjectives:

abandoned, dark, dull, creepy,
unwelcoming, lonely, intimidating,
restless, unsure, nervous, imposing,
unkind, mysterious, strange...

D= descriptive adjectives, E= emotive language, S= senses, C= colours, R= range of punctuation, I= imagery, P= person (1st, 3rd), T= techniques (e.g. similes), L= interesting language, V= varied sentence types, E= exaggeration

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You have been invited to take part in a creative writing competition judged by people your own age.

Write a story based on this picture:



Sentence starters:

- Firstly, I...
- Next...
- As I looked at the...
- All around me...
- Moving to the left...
- Glancing upwards...
- Behind me...
- Secondly...
- Then...
- After I had...
- In the sky...
- Dancing above me were...
- Everywhere, I could see...

Interesting verbs:

launched, danced, struck,
zoomed, dazzled, flew, stood,
whizzed, glanced, glared,
stared, peered, focused...

Interesting adjectives:

dazzling, gleaming, beautiful,
stunning, sparkly, fascinating,
hypnotizing, spellbinding,
glimmering, impressive,
glittery...

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Structure for English Language Paper 2 Q5:

<p align="center"><u>Paragraph 1 - Describe</u></p> <p>In this paragraph, you should introduce the problem.</p> <ul style="list-style-type: none"> • Start with a rhetorical question - be dramatic! • Then describe a scene or situation • Exaggerate the problem to make it sound serious • Use strong adjectives • Show what people are doing and how it looks 	<p align="center"><u>Paragraph 2+3 - Opinion</u></p> <p>In this paragraph, clearly state what you think.</p> <ul style="list-style-type: none"> • State clearly what you think about the statement. • Give 2–3 clear reasons to support your opinion. • Explain your reasons clearly using examples, facts and statistics (you can make them up as long as they make sense). 	<p align="center"><u>Paragraph 4 - Relevance</u></p> <p>Here, you explain why this issue matters today.</p> <ul style="list-style-type: none"> • Link it to modern life, recent events, or things happening now giving recent examples • Use an anecdote • Explain why it is becoming a bigger issue • Show that it is not just a small or old problem 	<p align="center"><u>Paragraph 5 - NOW</u></p> <p>Tell the audience what actions they should take or how their behavior should change.</p> <ul style="list-style-type: none"> • Link back to your opening description and show a better version of the scenario. • Offer a real solution or improvement. • State exactly what people should do and why. • Use direct address and collective pronouns (we)
<p>Sentence starters:</p> <ul style="list-style-type: none"> • Do you think that...? • How would you feel...? • Imagine a world where... • Everywhere you look... <p>Example: How would you feel if, every moment of every day, your precious time was wasted by an evil black box? Imagine a world where teenagers can't put their phones down.</p>	<p>Sentence starters:</p> <ul style="list-style-type: none"> • I strongly believe that... • One reason is... <p>Example: I strongly believe that too much social media is harmful. One reason is that it makes it hard for teens to focus in school. Studies show 46% of teenagers report poor focus in school. Another reason is that it can make them feel anxious when they compare themselves to others online.</p>	<p>Sentence starters:</p> <ul style="list-style-type: none"> • Today, more than ever... • This matters now because... • In my personal experience... <p>Example: Today, more than ever, teens spend hours on their phones after online learning became normal during the pandemic. This matters now because constantly checking social media can affect sleep, mood, school work.</p>	<p>Sentence starters:</p> <ul style="list-style-type: none"> • Imagine if... • We can... <p>Example: Imagine the evil black box was controlled and not let loose. Imagine if teens put their phones away during class and after school. We can take breaks from social media, set time limits, and spend more time with friends in real life. We can do this to improve the lives of our young people.</p>

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2. 'Music has no value when you're studying. It can be distracting; it can be too loud. Students should work in silence.'

Write the text for a speech in which you explain your point of view on this statement.

Paragraph	Sentence Starter 1	Sentence Starter 2
Paragraph 1 – Describe	How would you feel if...	Imagine a world where...
Paragraph 2 – Opinion	I strongly believe that...	One reason is...
Paragraph 3 – Opinion	Another reason is...	For example...
Paragraph 4 – Relevance	Today, more than ever...	In my personal experience...
Paragraph 5 – NOW	Imagine if...	We can...

- music can be distracting, but some students find it useful to concentrate
- music can be too loud, but there are ways to prevent this, e.g. headphones, silent spaces
- students work in different situations: for example, when they're at school they should stick to the school rules but there may be different expectations at home, or in a public place (such as a library), or at a friend's house
- a balance may be the best solution: some flexibility to work listening to music, when suitable, and some time to work in silence, particularly so students can learn to follow rules as appropriate, and to see which works for them.

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'The punishment for graffitiing in public should be more severe. They should be treated like serious criminals for what they are doing to our local community'.

Write a letter to your local MP explaining your view on this statement.

Paragraph	Sentence Starter 1	Sentence Starter 2
Paragraph 1 – Describe	How would you feel if...	Imagine a world where...
Paragraph 2 – Opinion	I strongly believe that...	One reason is...
Paragraph 3 – Opinion	Another reason is...	For example...
Paragraph 4 – Relevance	Today, more than ever...	In my personal experience...
Paragraph 5 – NOW	Imagine if...	We can...