



# Starters and Plenaries

For GCSE English Language

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## Teacher's Introduction

This resource comprises 25 starter or plenary activities for teachers to incorporate into their lessons, based on the GCSE English Language 2015 specifications. The activities are well developed, and structured in such a way that teachers can pick up and use them with minimal effort. They're also suitable for a range of learning styles, with tasks that will appeal to all students. Answers and indicative content are provided where appropriate.

- A contents list of activities is provided, with notes on the activity, whether for individuals or groups, and which aspect of Ofqual's scope of study it covers, with the intention of making the process of picking the right starter or plenary as possible. Ofqual's scope of study informs the structure of all English Language specifications, so all the core skills for each exam board are covered.
- The starters and plenaries can be used to introduce new topics, recap previous topics, or supplement topics students are currently studying.
- Each activity sheet should take between 10 and 15 minutes to complete, depending on the ability of the students and their familiarity with the topic.
- We also provide a suggestion as to whether the activity should be used as a starter or plenary; you are free to use each activity as best suits your lesson.
- There are lots of opportunities for students to analyse unseen texts – both twentieth-century texts, as these appear in all exam board specifications.

The activities are flexible, so you can customise them to cater to the strengths of your students if you desire.

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\* resulting from minor specification changes, suggestions from teachers and peer reviews, or occasional errors reported by customers




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## Activity-by-activity Plan

Spec. Area	Activity No.	Ofqual Scope of Study				
Critical Reading and Comprehension	1	Identifying and interpreting themes, ideas and information	✓			Stude texts, centu
	2	Reading in different ways for different purposes	✓			Stude texts non-f
	3	Comparing and evaluating the usefulness, relevance and presentation of content	✓			Stude inform non-f
	4	Drawing inferences and justifying these with evidence; supporting a point of view	✓			Stude and j fiction
	5	Identifying bias	✓	✓		Stude suitat task.
	6	Reflecting critically on and evaluating texts, using context and your own knowledge		✓	✓	Stude text, suitat
	7	Recognising the possibility of different responses to a text		✓		Stude differ
	8	Summarising ideas and information from a single text	✓			Stude from
	9	Synthesising ideas from more than one text			✓	Stude multi
	10	Explaining and illustrating how vocabulary and grammar contribute to effectiveness	✓			Stude gram
	11	Using linguistic and literary terminology accurately	✓			Stude Note:
	12	Analysing and evaluating how form and structure contribute to effectiveness		✓		Stude struct visual short
	13	Comparing two or more texts critically	✓			Stude texts.

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Spec. Area	Activity No.	Ofqual Scope of Study				Te
Writing	14	Writing effectively for different purposes and audiences	✓	✓		Stu pur
	15	Selecting vocabulary, grammar, form and structure to reflect audience, purpose and context	✓			Stu disc
	16	Using language imaginatively and creatively; creating emotional impact; writing persuasively	✓	✓		Stu crea
	17	Using information provided by others to write in different forms	✓			Stu writ writ
	18	Maintaining a consistent point of view	✓	✓		Stu poi
	19	Maintaining coherence and consistency across a text	✓			Stu This
	20	Selecting, organising and emphasising facts, ideas and key points			✓	Stu and into
	21	Quoting effectively and pertinently to support views	✓			Stu sup
	22	Spelling, punctuation and grammar	✓			Stu and

Revision	23	Word classes	✓			Stu and wor
	24	Punctuation		✓	✓	Stu and lear
	25	Metacognition	✓			Stu

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# Critical Reading and Comprehension

## S

### Activity 1: Identifying and interpreting themes, ideas and issues

- (i) Read the extract below, then answer the following questions.

The causes of the rise and fall of the sea coasts are many, and there are movements not yet understood. By what wonderful machinery, then, were the continents themselves lifted out of the sea? To this, which was the question of the two, the answer is simple; as simple as a baked apple. When a green apple goes into the oven with a smooth, neat skin comes out covered with wrinkles. Instead of a little, hot apple, covered with a thin skin, you have a big, cold apple with a thick crust of stone, and the inside of the earth shrinking all the time as the crust shrank away from its skin. The rock skin would wrinkle, and the wrinkles would be that which then covered it everywhere, would make continents.

‘And God said, Let the waters under the heaven be gathered together into one place, and dry land appear: and it was so.’

According to the planetesimal theory the way in which the seas were formed was as follows.

Owing to the collision – the ‘bang’ – of the planetessimals against each other as they met at the ‘terminal station,’ heat was generated. The collision, together, of the earth from its own weight – the gravity pull of the whole – generated still more heat, and the heat and pressure drove the gases out of the rock. These included hydrogen and oxygen. These two gases cooling and combining with each other they have, became water, and there were other gases, such as nitrogen, which helped to make the air.

*The Strange Adventures of a Little Boy*

Highlight any words that you do not understand. Use a dictionary to find their meaning and note down their definition alongside the text.

- (ii) Find the following information from the extract.

What does the writer compare the crust of the earth to? .....

What does the writer compare the continents of the earth to? .....

Name the two gases that were driven ‘out of the rock’. .....

What did nitrogen and carbon gas help to make? .....

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(iii) What ideas is the text trying to get across?

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(iv) Why do you think the text is written the way it is?

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(v) What is the theme of the text? Quote from the text to support your answer

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## Activity 2: Reading in different ways for different

- (i) Scanning is when you cast your eye quickly over a text to understand when you are looking for a specific piece of information. In what sense is scanning a text versus reading a text in more detail? Try to think of at least three

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- (ii) Look for the following information in the bus timetable below.

If the time was 10:00, which would be the earliest bus to Clifton you could catch?

Which bus arrives every 50 minutes?

How many buses leave from Terminal D at the same time?

How often do the buses leave Whiteladies?

Bus Timetable				
Location	Terminal	Leaving Times		
Ridgeway	D	06:20	07:10	08:00
Westbury	D	07:11	08:01	09:11
Clifton	D	07:01	08:01	09:01
Whiteladies	A	06:57	07:57	08:57
University	B	07:16	07:30	07:44
Horsefair	B	06:19	07:20	08:21

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- (iii) When reading a text for more detail, it can often be helpful to read the goal in mind. Read the text below with the following statement in mind and answer the questions that follow.

'The writer, Lilian, is enjoying the trip more than Tom.'

**Friday, Aug. 23**

Thursday was a very disastrous day for me; in fact, ever since we left London a strong wind from the East, and we encountered the severest since Mr. Tomlinson's start with. However, it has cleared today and I am feeling all right. I was ill and remained until Friday morning. I was not ill, but I couldn't sit up and the stewardess said if I felt better it would be just as well for me to lie down at all. He is an A1 sailor, considering almost all on board were sick. I went to the usual pile, promenade, and enjoy everything that was going. He is very good at quoits now, and he is enjoying it so much he is already speaking of coming back.

To tell you of something of the Mauretania, I might say the writing room is furnished with rosewood writing tables, chairs and couches, the latter upholstered in velvet, curtains in rose with Dresden border. This is the style all through the ship.

The crew are all very attentive and they give the passengers the very best of everything. They are comfortable with steamer rugs and feet raised off the floor when they are sitting.

*Letters to my sister of our experiences on our first trip to Europe*

Do you agree or disagree with the statement provided above?

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What evidence is there to support your decision? Quote from the text.

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## Activity 3: Comparing and evaluating the usefulness and presentation of content

- (i) Read the two extracts below, then answer the following questions by writing in the spaces provided. Be sure to note down which text was more useful in answering each question.

### October 15<sup>th</sup>

Quite cool here and feel the loss of my overcoat and boots. I hope they will not do the scoundrel who took them any good.

### October 17<sup>th</sup>

Rations this morning consisted of about one-half pound of bread and four ounces of beef to each man for the next 24 hours; men thinking of home and friends and anxious to be paroled or exchanged. Talk of moving us to Libby, opposite here. They say it is a great deal worse there than here, but I think it can hardly be any worse than this place.

### October 18<sup>th</sup>

400 of us were removed this morning to Libby, weak and hungry. The nights are very cold, and there being nothing but gratings in the windows, the men were obliged to walk the whole night long to keep from freezing, and if they can meet with the friendly embrace of slumber at all, it was during the day when the sun would shed its kindly beams upon us and so impart sufficient warmth to our bodies to keep us from shivering.

*Prison diary of Michael Dougherty (1908)*

Libby Prison, located in Washington, D.C., was a Confederate prison noted for the harsh treatment of Union soldiers who were captured during the American Civil War.

The building was built in 1863, so the prisoners were rather than comfortable. In 1863, there were 400 men held captive at Libby. The conditions of the building were very poor.

The cramped conditions and lack of protection from the elements led to high mortality rates. There were 2–3 deaths per day from scurvy, dysentery, and other diseases.

Later, after the war ended, the local government demolished the building. The Lincoln Memorial, who was built to leave the building to serve as a monument to the war, was built there.

In 1889, the building was turned into a museum, but failed to remain open for long.

How many prisoners were kept at Libby Prison? .....

How did the prisoners at Libby Prison feel? .....

How many prisoner deaths were there at Libby Prison? .....

What date was Michael Dougherty moved to Libby Prison? .....

What happened to Libby Prison after the American Civil War? .....

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(ii) List two similarities and two differences between the two texts above

- .....
- .....
- .....
- .....

(iii) Which of the two texts most effectively explores the writer's emotions  
Explain your answer.

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## Activity 4: Drawing inferences and justifying the supporting a point of view

Read the extracts from a Russian fairy tale below, then answer the following

There was once upon a time a merchant's son who squandered and wasted and did he come at last that he had nothing to eat. So he seized a spade, went out and began waiting to see if anyone would hire him as a labourer. And behold, seven hundred\* came along that way in his gilded coach; all the day-labourers. A lot of them immediately scattered in every direction and hid themselves in the fields; but alone of them all remained standing in the market-place.

'Do you want work, young man?' said the merchant who was one in seven hundred from me.'

'Right willingly; 'twas for no other reason that I came to the market-place.'

'And what wage do you require?'

'If you lay me down one hundred roubles a day, 'tis a bargain.'

'That is somewhat dear!'

'If you think it dear, go and seek a cheaper article; but this I know, crowd them now; you came, and away they all bolted.'

'Well, agreed! Come tomorrow to the haven.'

The next day, early in the morning, our merchant's son came to the haven. One in seven hundred had already been awaiting him some time. They went to sea. They sailed and sailed. In the midst of the sea an island appeared; on the mountains, and on the seashore something or other was burning like fire.

'Can that which I see be fire?' said the merchant's son.

'Nay, that is my little golden castle.'

They drew near to the island; they went ashore; his wife and daughter came to meet the merchant who was one in seven hundred, and the daughter was beautiful as you can imagine or devise and no tale can tell.

As soon as they had greeted one another they went on to the castle, and there they sat them down at table, and began to eat, drink and be merry.

'A fig for today,' said the host; 'today we'll feast, tomorrow we'll work.'

The merchant's son was a fair youth, strong and stately, of a ruddy complexion, and he fell in love with the lovely damsel. She went out into the next room and gave him a flint and steel.

'Take them,' she said, 'and if you should be in any need, use them.'

*The Golden Goose*

\* Meaning the merchant was 700 times richer than any other merchant.

(i) What is your opinion of the merchant's son?

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- (ii) What is your opinion of the merchant who was one in seven hundred

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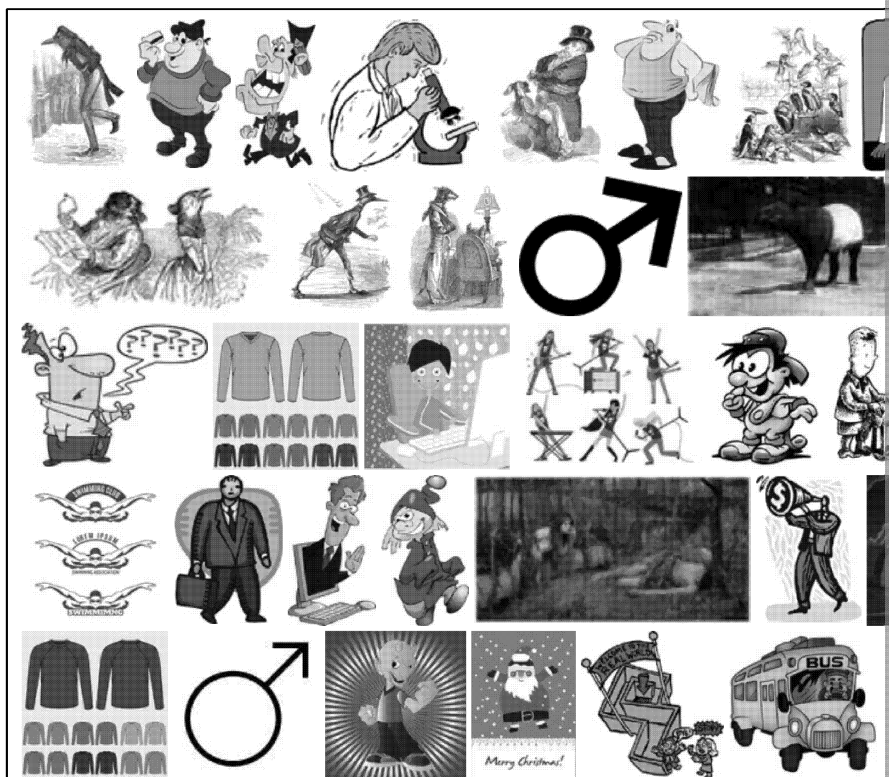
- (iii) Underline the parts of the extract that serve as evidence to support your characters.

- (iv) Highlight the parts of your answers to question (i) and (ii) that are in the extract where there is no explicit supporting evidence for in the extract.

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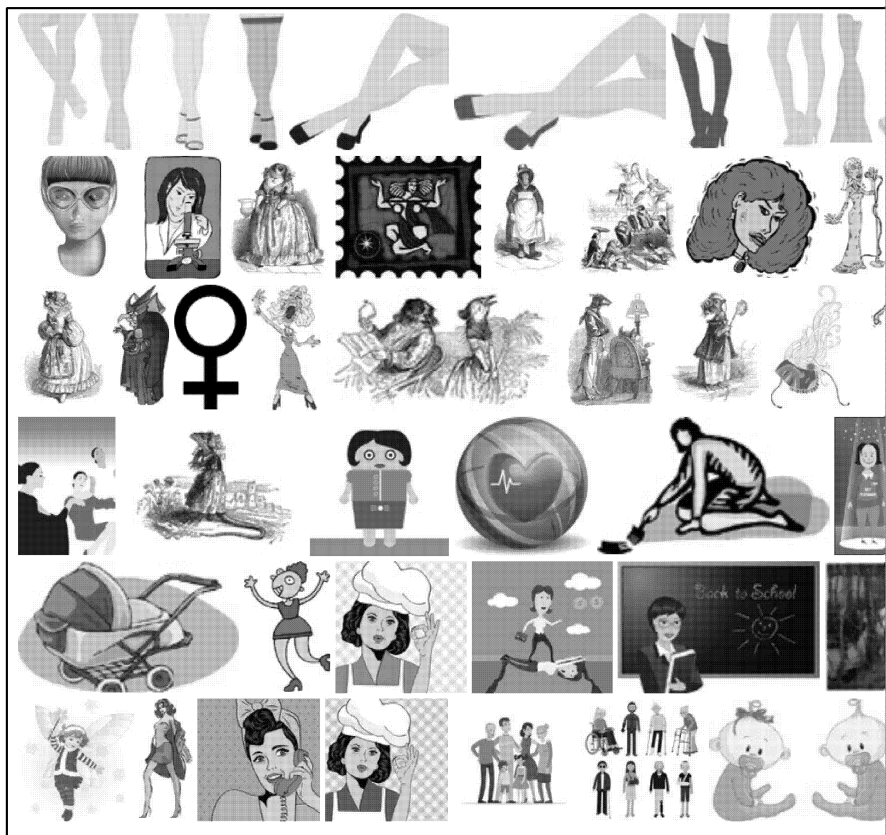
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These are the top results from a popular image website for the search term 'female'.



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- (i) In groups of four, annotate the two sets of images with any gender biases you can find. It your annotated sheet with another group.

# Activity 6: Reflecting critically on and evaluating context and your own knowledge

- (i) What do you think it means to evaluate a text? Try to think of at least two ways to explain your thoughts.

.....

.....

Look at the cartoon below. It was published in 1919 by British magazine *Punch*. Sam, who represents the USA, is leaning on a keystone (the stone used to lock all the other stones into position). The League of Nations was an organisation set up after World War I to maintain world peace, much like the UN.



THE GAP IN THE BRIDGE.

- (ii) What is your interpretation of the cartoon above? The contextual information on the right-hand side of the page may help you.

.....

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- (iii) How would you evaluate the cartoonist's point of view? Are they biased?

.....

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Look at the cartoon below. It was published in 1914 by American newspaper USA was at war with Spain in 1898; its main goal was to remove Spanish rule from Latin America. America was looking to further extend its influence in Latin America.



- (iv) What is your interpretation of the cartoon above? The contextual information of the page may help you.

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- (v) How would you evaluate the cartoonist's point of view? Are they biased?

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Activity 7: Recognising the possibility of  
responses to a text

Different people interpret information in different ways. This is because language has different meanings, and the way we interpret these meanings is dependent on our personal experiences.

- (i) There are a series of words written below. Next to each, explain what you think the word means. An example has been done for you with multiple potential meanings. You only need to come up with one.

Mole...	<i>An undercover spy. A small mammal that burrows underground. A pigmented spot on someone's skin.</i>
Wood...	
Crane...	
Bat...	
Record...	
Pupil...	
Man...	
Bed...	

- (ii) Share your responses to question (i) with a partner. Were your answers the same? Why or why not?

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.....

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## Activity 8: Summarising ideas and information

Read the extract below, then answer the following questions.

### Giuseppe Verdi

For over a hundred years, three-fourths of the population of Italy have been Starvation even yet crouches just around the corner.

In his childhood, young Verdi used to wear a bit of rope for a girdle, and unfortunately, he would simply pull his belt one knot tighter, and pray that they would treat him as well as they did Elijah. His parents were so poor that the question was not to them; but desire has its way, so we find the boy at ten years of age running after a musical attachment. This grocer, at Busseto, Jasquith by name, hung upon the dire mistake of mixing business with his fad, for he sold his wares to suit the fancy in bands. This led the good man to moralize at times, and he would say to the boy, 'You promoted from errand boy to clerk, 'You can trust a first violin, and a cello to play yes to a trombone or an oboe; and as for a kettledrum, I wouldn't believe of it.'

Over the grocer's shop was a little parlor, and in it was a spinet\* that young Verdi played four evenings a week. When he was twelve years old Verdi occasionally played at church at Busseto. It will be seen from this that he had courage, and even the pride and self-will that was to be first his disadvantage and then his blessing. He was easily the first musician in the place, and Busseto had nothing more to offer him. Advantages. He thirsted for a wider career, and cast longing looks out into the world. He had played at Parma, only a few miles away, and the bishop there, after he had heard the organ, had paid him a doubtful compliment by saying, 'Your playing is sure to be heard before heard at Parma.'

*Little journeys to the homes of great musicians*

\* A spinet is a small piano.

(i) What is the extract about?

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(ii) Summarise the text in five or fewer bullet points, then rank them in order of importance. Be prepared to explain why you think one is more important than the others.

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To synthesise something means to take multiple ideas or pieces of information and put them together to form one, coherent and cohesive whole.

- (i) In groups of three or more, agree upon one of the following debate topics and discuss it for 5 minutes.
- Abortion
  - Death penalty
  - Censorship
  - Euthanasia (also known as assisted suicide – helping a suffering person die)
  - Vote for 16-year-olds
  - Violence in fiction and the media

- (ii) Now on your own, take a few minutes to bullet point some ideas (in support of or against) your chosen debate topic. Try to think of at least five.

- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....

- (iii) Now in your groups again, share and compare the ideas you came up with. Decide as a group you are more for or against by combining your ideas. Be prepared to share your conclusion with the class.

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# Activity 10: Explaining and illustrating how vocabulary and grammar contribute to effectiveness

While you will not encounter poetry in your exams, it is an excellent place to see how vocabulary and grammar are used to achieve a certain effect. Read the poem and answer the following questions.

We've been drought-ruined in the West,  
And ever in my dreaming  
I see wide miles of waving crops  
And sheets of water gleaming,  
On plains where fortune died of thirst  
When my brave father sought her,  
I see the painted barges pass  
Along the winding water.

And now the glorious scheme's afoot,  
Our country to deliver  
From drought and death on blazing waste,  
By long neglected river.  
You'll see the boodlers\* of the world  
Rush in from every quarter:  
They want the land, the gold-reefed sand,  
And now they'll want the water.

*\*boodler – someone who obtains money through dishonest means.*

'The

- (i) What do you think the author means by 'where fortune died of thirst'? What technique is the writer employing?

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.....

- (ii) Find two adjectives in the text. What image do they help to create?

.....

.....

.....

- (iii) What is the rhyme scheme used in the two stanzas?

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- (iv) What phonetic stylistic devices can you find? Look for examples of alliteration, sibilance, internal and half-rhymes, etc. What effect do they have?

Consonance – when words in close proximity use the same consonant sound  
 Assonance – when words in close proximity use the same vowel sound  
 Sibilance – when words in close proximity use the same sibilant sound

I will plough the land,  
 Turning up the black soil.  
 I will ride upon this heaving surface  
 As a boat rides upon the water.  
 Even as a boat  
 Cleaving the water with an eager keel,  
 I have run a furrow  
 Straight across the ridges.

I will sow down this field,  
 Scattering gems.  
 With both hands will I scatter  
 Quivering emeralds out of a bottomless pouch.

As I tread the loam  
 My feet sink deep.  
 The black earth embraces my ankles  
 And clings to my bent knees.

I sing as I go  
 Scattering emeralds.  
 The wind sings upon my lips,  
 And pearls stream off my neck and forehead.  
 I am bathed in a sweat of pearls.

Eyes straight forward  
 Rest on a brightening ultimate slope.

‘The Black Land’

- (v) What features of figurative language can you find in the poem above?

- .....
- .....
- .....

- (vi) What phonetic stylistic devices can you find in the poem? Try to find examples of alliteration, sibilance, internal and half-rhymes, etc.

- .....
- .....
- .....

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# Activity 11: Using linguistic and literary terminology

- (i) Match up the following terms with their definitions and examples. The f

Key Term	Definition
Alliteration	When words end with the same sound.
Consonance	A comparison between two things without using comparative words 'like' or 'as'.
Rhyme	When successive words or words in close proximity begin with the same sound.
Synonym	When two or more words share a pronunciation, but may also have different spellings or meanings.
Homophone	A comparison between two things using comparative words 'as' or 'like'.
Simile	When words in close proximity share a consonant sound.
Metaphor	When the meaning of a word is the same as another word.

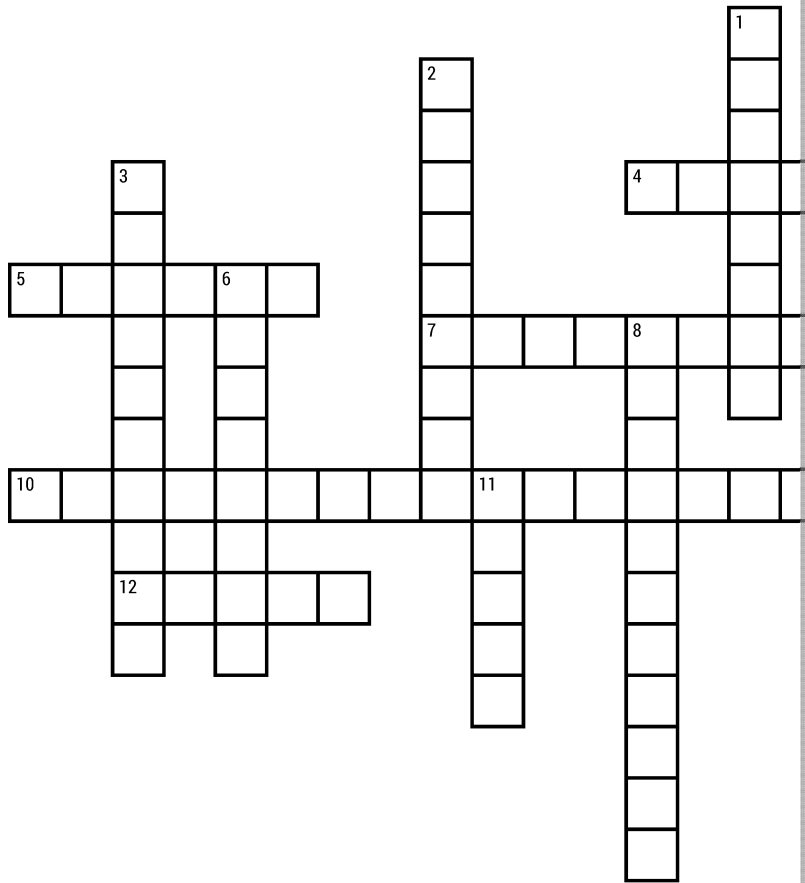
- (ii) Match up the following terms with their definitions and examples. On

Key Term	Definition
Hyperbole	When a word or concept carries additional implications that are not explicitly in its definition.
Idiom	When something is exaggerated for emphasis.
Connotation	A description or modification of a noun.
Colloquialism	A consistent idea or topic that emerges throughout a literary work.
Theme	A phrase in which the meaning is not immediately obvious or denoted by the words used.
Adjective	A word that conveys action or state. A 'doing' word.
Noun	A word to connect sentences and clauses together.
Conjunction	An informal word or phrase, often used in conversation.
Verb	The stance of the speaker or writer. Most easily identified by the use of grammatical person.
Point of view	A description of a thing, place, person or event.
Juxtaposition	To put something next to something else, in order to expose the contrast between them.

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(iii) Complete the crossword of rhetorical terms below.



### Across

- 4 When a word or phrase is repeated at the beginning of successive clauses.
- 5 When a text uses emotive language and concepts to appeal to the reader.
- 7 When something is exaggerated for emphasis. (9)
- 10 A question is posed that does not require an answer, as if the answer is obvious. (10,8)
- 12 The use of language usually associated with the very opposite of the metaphorical or comedic effect. (5)

### Down

- 1 A comparison between two things without using comparative words 'like' or 'as'.
- 2 When a question is posed and then immediately answered by the writer.
- 3 When conflicting ideas are juxtaposed to achieve a foregrounding effect.
- 6 When two terms with contradictive meanings are used together. (8)
- 8 When three words or phrases are used together, giving a sense of comparison.
- 9 When a text uses authority (real or fake) to appeal to the reader or listener.
- 11 When a text uses logic (accurate or inaccurate) to appeal to the reader or listener.

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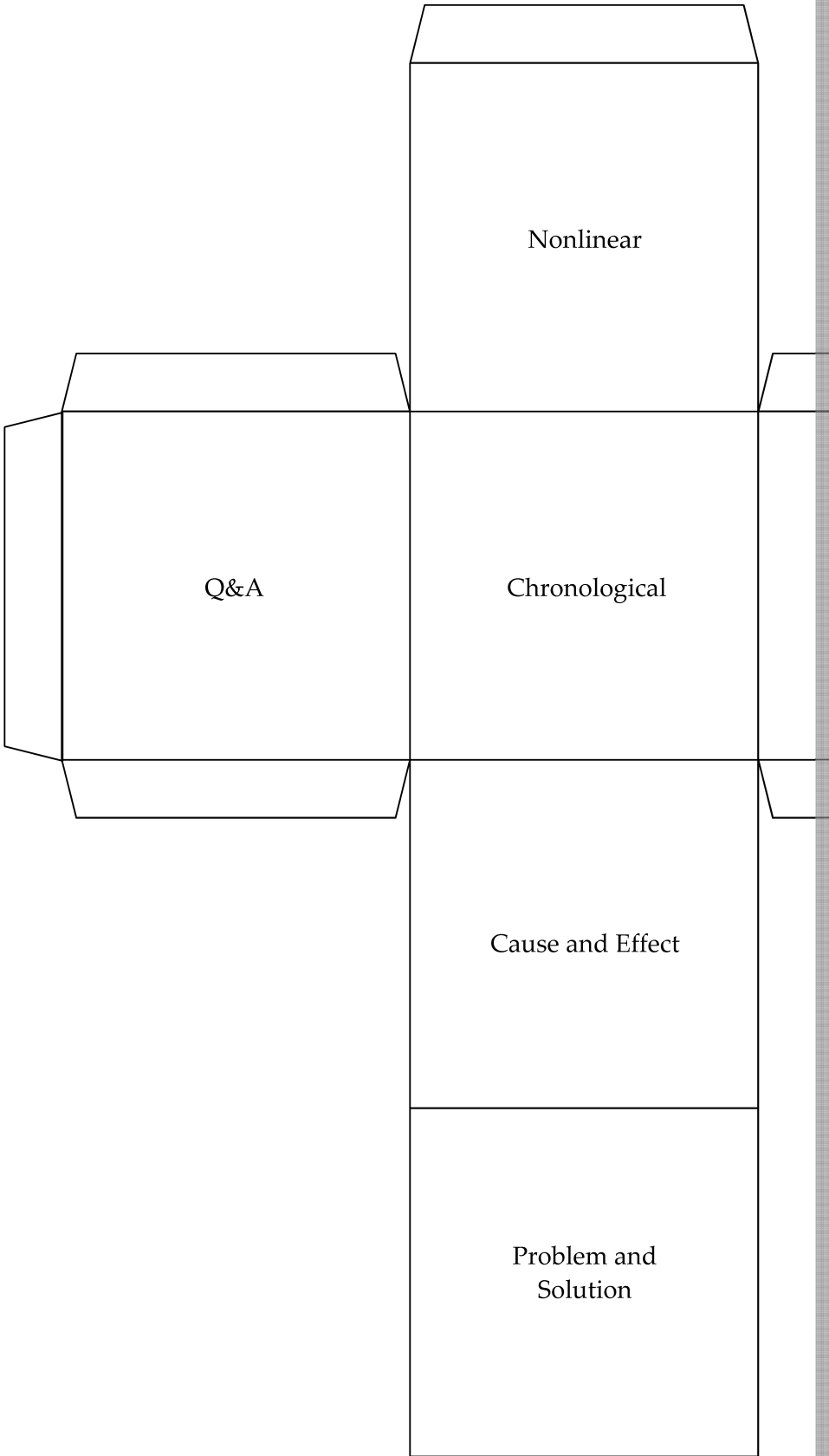






Activity 12: Analysing and evaluating how form contribute to effectiveness

- (i) Cut out and construct the die below. In pairs, roll the die and:
- Define the structure
  - Give an example of a text that uses that structure
  - Explain why you would use that structure instead of a different one



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Read the two extracts below then answer the questions that follow.

**'After you with the push' (Peoples').**

Said, with satirical mock politeness, in the streets to any one who has roughly made his way past the speaker, and 'smudged' him.

**All my eye and Betty Martin (Peoples').**

An expression of disbelief, evasive declaration that the person addressed is a liar. Perhaps the finest example extant of colloquial exclamations reaching to-day from pre-Reformation times. St Martin was, and is, the patron saint of beggars. The prayer to St Martin opens, 'O, mihi, beate Martine.'

This phrase was used by English mendicants (and is still used by South Italian beggars) when asking for alms. When indiscriminate charity 'went out' in England at the date of the Reformation, this phrase fell into bad repute as representing a lazy and lying class. It is still used by the commoner classes as an expression of doubt, though it has been very widely superseded by 'humbug' (*q.v.*).

**All poppy cock (Amer.)**

Mere brag, nonsense. Perhaps a figure of speech drawn from the natural history of the field-poppy, which looks very braw, military, cockish, and flaunting, but which tumbles to pieces if touched, or droops and faints almost directly it is gathered.

*Passing English of the Victorian Era: A Dictionary of Heterodox English, Slang and Phrase (1909)*

**To bite the bullet**  
endure pain with  
lexicographers, the  
carry a literal mea  
film and television  
anaesthetic, bite d  
strap during field  
sticks and straps n  
hand – so why not  
instead? You mig  
it'd stop you from

**To have no room**  
be in a restricted c  
obvious origin for  
speak from experi  
tails requires a fair  
a popular amusem  
Century). Howev  
origin I find more  
Scottish word for  
to the *gallows*, so w  
enough room to h

**To get hold of the**  
meaning 'to misur  
information'. The  
'to get the short er  
end of the stick', s  
meanings such as  
all share the same  
several potential e  
wrong end of the s  
beaten by your ma  
fighting with stick  
stick is a sure disa  
stands out to me: t  
invented in the tin  
they used a stick v  
Grabbing the wro  
most unfortunate!

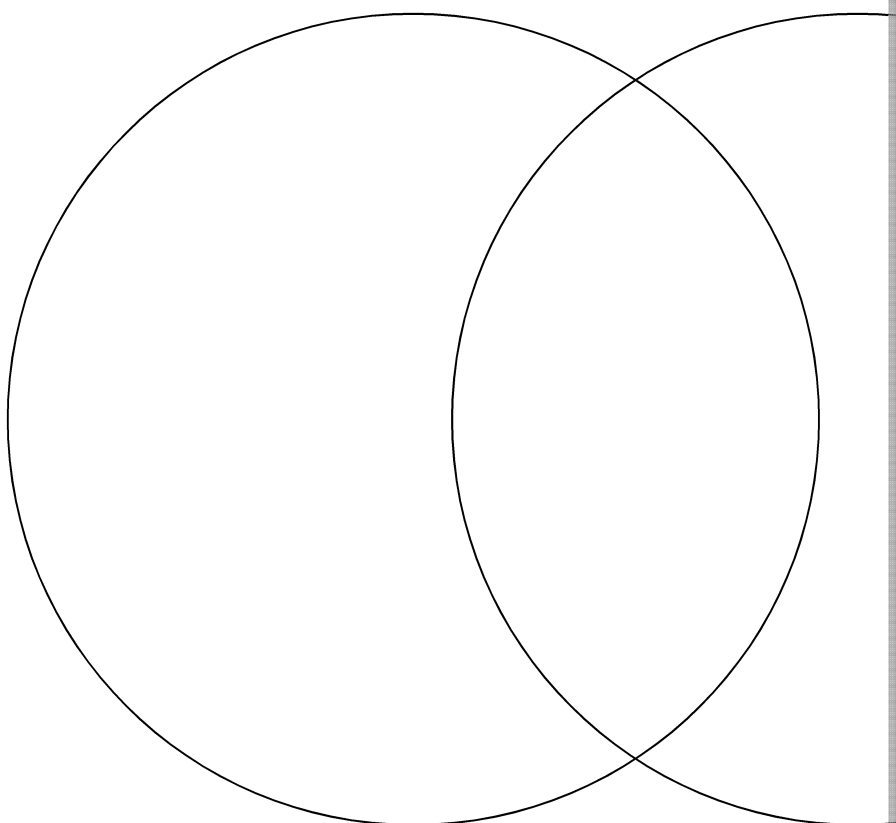
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Analysing texts critically is about being fair-minded and analysing something objectively deconstruct and assess it. It's about using reason and evidence to reach conclusions, while remaining open-minded about different interpretations.

- (i) What are the purposes of the two texts? Are they different or the same? Use the Venn diagram below to record your answer.
- (ii) What about the audience? Are they different or the same? Use the Venn diagram below to record your answer.



- (iii) List two observations you have noticed about the two texts. What observations fostered in your mind?

- .....
- .....

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# Writing

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P

## Activity 14: Writing effectively for different purposes

- (i) For each of the purposes listed below, write a definition and up to three examples of a text written for such a purpose to exhibit.

Purpose	Definition	
Writing to describe		<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
Writing to narrate		<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
Writing to explain		<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
Writing to instruct		<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
Writing to inform		<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
Writing to argue		<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>

- (ii) Think of at least three ways the audience can influence a text.

- .....
- .....
- .....
- .....

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**P** Activity 15: Selecting vocabulary, grammar, for to reflect audience, purpose and co

- (i) Complete the gap-fill below using the table of words (careful, there a audience and purpose to ensure you choose the appropriate words.

Audience: English Language students

Purpose: To analyse a short story

judgey	narrator	fair
first person	objective	storyteller

It is sometimes difficult to distinguish between the \_\_\_\_\_ a the former appears to slip into Martha's voice frequently; for example 'deserved that wince, if nothing more.' Were the text not written in \_\_\_\_\_ be difficult to imagine these being Martha's own words, perhaps be narrators should be \_\_\_\_\_ and distant from the story they a obvious the narrator is passing judgement on the father. This is inte the narrator is \_\_\_\_\_, and so it is not difficult to suggest the and limited in their perspective – hallmarks of a first person narrativ the third person.

- (ii) Why did you choose the words you did for part (i)? Make reference t context where relevant.

.....

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- (iii) Look at the following passage of text. Rewrite it for a different audience. You may add dialogue if you wish.

Robert Bunting and Ellen his wife sat before their dully burning, care room, especially when it be known that it was part of a house standing in a sordid, London thoroughfare, was exceptionally clean and well-cared for – particularly one of a superior class to their own, on suddenly opening the door; would have thought that Mr. and Mrs. Bunting presented a very comfortable married life. Bunting, who was leaning back in a deep leather chair, shaven and dapper, still in appearance what he had been for many years, was a respectable man-servant.

On his wife, now sitting up in an uncomfortable straight-backed chair, the signs of servitude were less apparent; but they were there all the same – in her hair, in her scrupulously clean, plain collar and cuffs. Mrs. Bunting, as a sister-in-law, is known as a useful maid.

But peculiarly true of average English life is the timeworn English habit of being deceitful. Mr. and Mrs. Bunting were sitting in a very nice room, but long ago it now seemed! – both husband and wife had been proud of their belongings. Everything in the room was strong and substantial, and had been bought at a well conducted auction held in a private house.

Thus the red damask curtains which now shut out the fog-laden, cold Marylebone Road, had cost a mere song, and yet they might have been thirty years. A great bargain also had been the excellent Axminster carpet, as, again, the arm-chair in which Bunting now sat forward, staring in at the fire, that arm-chair had been an extravagance of Mrs. Bunting. She had worn it comfortable after the day's work was done, and she had paid thirty-shillings for it. Only yesterday Bunting had tried to find a purchaser for it, but the man, guessing their cruel necessities, had only offered them twelve shillings. In the present they were keeping their arm-chair.

*The Lodge*

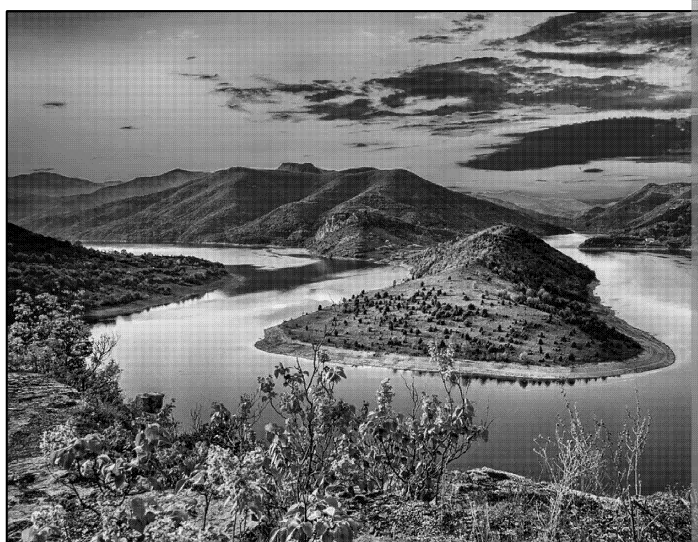
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## S

**Activity 16: Using language imaginatively and creating emotional impact; writing persuasively**

- (i) Look at the following images. Come up with two creative writing prompts in response to these images. Then swap with the person next to you and write the first paragraph for one of their prompts.



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## Activity 17: Using information provided by o in different forms

- (i) Write an opening paragraph (minimum 150 words) for the following

### Prompt: A Short Story (Writing to describe and

Must contain the following:

#### Environment

- You must mention whether it is day or night (or time of day mo
- You must explore the smells in the environment at least once.

#### Characters

- A human protagonist
- First or third person

### Prompt: A Blog Article (Writing to inform and

Must contain the following:

#### Topic

- Robots in the military

#### Essential Points

- Outline advantages (save soldiers' lives, more reliable reconnais
- Outline disadvantages (humanitarian concerns, more civilian ca
- Be objective.

### Prompt: A Speech (Writing to argue and pers

Must contain the following:

#### Topic

- Vegetarianism

#### Essential Points

- Indicate whether you are for or against.
- Outline advantages/disadvantages depending on whether you a  
bad for environment, but also good source of protein).
- Include at least one piece of figurative language.

### Prompt: A Pamphlet (Writing to instruct and

Must contain the following:

#### Topic

- Visiting another country

#### Essential Points

- Advise on anything visitors need to know about a specific or ge
- Instruct visitors what to do and what to take.

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## S

## Activity 18: Maintaining a consistent point of view

We can interpret point of view in a narrow sense: grammatical person, or more broadly: opinion. We'll begin with the former.

- (i) Look at the sentences below. Circle the words that indicate grammatical person.
- (ii) Rewrite the sentences below so that the point of view is consistent.

*The children love playing in Mrs Owram's garden, because you can't find better places.*

.....

.....

*I don't like preparing raw chicken because your hands get all slimy.*

.....

.....

*In big cities like London, visitors can see beautiful architecture, but you can't see it in the country.*

.....

.....

*When running a marathon, runners have to drink lots of water, otherwise you'll get dehydrated.*

.....

.....

*The theatre staff don't permit audience members re-entry unless you have your ticket.*

.....

.....

- (iii) With a partner, discuss which point of view (first, second or third person) is most appropriate for each sentence.

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- (iv) Look at the following extracts from two different reviews of the same film. Which extracts are from the same review by grouping together the extracts displaying similar language features.

Review 1


(1) I was impressed with the line of actors the director had managed to assemble. There were several stand out performances, and no doubt there'll be more than a few Oscar nods in a few months' time.	(2) Ultimately, it's a subpar film with flashy visuals. I give it a four out of ten.	(3) The film is a real disappointment. The director has managed to assemble a cast of actors who are not up to the task. The film is a real disappointment. The director has managed to assemble a cast of actors who are not up to the task.
(4) I'm very happy with how the final film played, and would recommend that everyone see it while it's still in cinemas. It's an eight out of ten from me.	(5) Also on the list of disappointments was the antagonist, who felt rushed and without purpose. Not enough time was devoted to fleshing out the villain's backstory.	(6) The film is a real disappointment. The director has managed to assemble a cast of actors who are not up to the task. The film is a real disappointment. The director has managed to assemble a cast of actors who are not up to the task.

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## P

## Activity 19: Maintaining coherence and consistency

- (i) Identify whether the following examples are anaphoric (A) or cataphoric (C).

Anaphoric – when we refer to something established earlier in a text  
 Cataphoric – when we refer to something established later in a text

The 1983 Canoe Slalom World Championship was won by American luger  
 Lutz Dombrowski. He took the gold medal with 221.94 points.

Built in 1880, it served as the local headquarters of the German Knight  
 Hauschild's Hall was listed on the National Register of Historic Places.

Helen Watson's second album was called *The Weather Inside*. It was  
 praised by critics.

The Social Democratic Party was the largest party in the 1924 German  
 Reichstag. They won 131 of the 493 seats.

When she was 78, Miriam Schlein died of vasculitis in Manhattan.

*Mangora acalypha* is a species of spider. It is found in the Palearctic region.

When he was only 14, John Goudie modelled an advanced water mill  
 Water in Scotland.

Meriol Trevor was a Roman Catholic writer born in 1919. She was elected  
 to the Royal Society of Literature in 1967.

While she enjoyed singing from a young age, Vanessa Daou original  
 dancer at Columbia University.

St Martin-in-Meneage is a village in Cornwall. In 2011, its population  
 was 1,200.

- (ii) The following extract is from a book about Halloween costumes, but  
 Identify all the errors in the text below to ensure it is coherent and consistent.

Halloween, the night of October thirtieth, is the one time of all the year  
 supposed to be given for looking into the future and having ones fate  
 twelve month's.

Why not invite your friends to a Halloween party and join in the fun  
 honored ways of finding out what the future holds in store?

The traditions of this eerie night never change, but there are new  
 partys, new ways of decorating, new forms of playing the old game  
 make the Halloween party really successfull.

Conventionality may be set aside and all sorts of games and stunts  
 guests. Although the opportunities for entertainment are more diverse  
 almost any other occasion, still the details of the Halloween party m

*Dennison's Bogie Book, D*

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S

# Activity 20: Selecting, organising and emphasising ideas and key points

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- (i) You are going to organise a day trip to Honister Slate Mine for your class. Highlight the information relevant to your class.

Welcome to Honister	Be Prepared
Honister Slate Mine is the last working slate mine in the country – but don't worry, you won't be doing any hard labour here!	Many of our visitors come unprepared for the cold temperatures that await them below the surface. We are unable to loan warm coats and gloves, but all will be fitted with a hardhat and torch.
We offer the opportunity to explore the underground workings of the mineshaft, with detailed insights into the history of the mine.	We advise you bring warm clothes, preferably waterproof (this is Cumbria after all!). You will need sturdy footwear, boots if possible.
And, if you're brave enough, you can even have a go at scaling the original path carved by the miners up Fleetwith Pike – with a safety harness of course!	Honister Slate Mine cannot provide food and drink, but there are numerous cafes and pubs we can recommend within walking distance.

- (ii) In small groups, decide what information must be included in a letter to persuade them to help organise the school trip for your class. You will need to include information not just from the leaflet, but from your own knowledge of the mine. Highlight the important information that the teacher will want to know if they are to go on the trip. Bullet point your ideas below.

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## Activity 21: Quoting effectively and pertinently

Read the following extract, then answer the following questions.

History tells us that in almost all ages signs and omens have played no small part in human conduct, and perhaps, in a lesser degree, this is true of the world to-day. A large number of people, by no means ignorant or naturally credulous, witness the direct manifestations of the Creator's will. They argue that it is comparable to the 'birds of the air and the beasts of the field' should, under given circumstances, be within their usual and natural spheres. This possibility I will not deny.

If God so will, He can use any part of His marvellous Creation to interpret His will. Man has drawn lessons from the lily and the sparrow. But I must suggest that the omens, good or ill, are calculated to fill the ordinary mind with a sense of awe. The omens are of a too general and unpractical character to be considered reliable. For example, that the baying of a dog is a certain forewarning of death. Now, if a dog howls, a vocal exercise to the hearing of any person in particular, the omen is without any connection with the bounds of probability that soon after such an occurrence one of the number may die. But what will that prove? If, whenever a dog howled, all the people present, or only two persons heard it and one died, leaving the other as a witness, then the dog as a kind of agent in advance for a future state would be established. Similarly, if a dog be heard by a large number of people among whom there will probably be some who will subsequently trace the death of the relative to the warning 'tick' of the little dog, the dog is hasty in poking fun at the superstitions of other people. It is more than likely that we believe in omens and signs, or believe implicitly in the existence of some strange creature in the animal world. Perhaps we do not believe that dogs foretell death, but we believe that they are 'venomous'; and though we laugh at the superstition that 'death-watches' foretell death, we are sure that dragons are living realities because they are mentioned in the Bible.

*Superstitions about omens*

- (i) Is the author religious, superstitious or both? Quote from the extract to support your answer.

.....

.....

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- (ii) Give one example of a superstition about animals described in the extract to support your answer.

.....

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- (iii) What reason does the author give to discredit the idea that dog howls are going to die? Quote from the extract to support your answer.

.....

.....

.....

.....

- (iv) The author takes care not to poke fun at other people for their beliefs. Quote from the extract to support your answer.

.....

.....

.....

.....

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(i) Proofread the following extract. You will need to look out for:

- Spelling
- Punctuation
- Grammar

The incident I am about to relate took place on the 28<sup>th</sup> January in the morning. I had been shooting all morning, and was making my way back in a leisurely fashion. A couple of miles from my quarters, I came across a native, squatting on the ground and smoking his hookah. On seeing me, with my gun the native asked me what I was doing. I told him which he said was couched in a mulberry field about a mile distant. At that time a whole crowd of natives were assembled. As it happened, I was armed with a long piece, a capital weapon for shooting birds, but, of course, of little use against an animal as a tiger, but finding that I had I had two explosive bullets in my gun, it was very likely that the tiger would turn out to be only a small leopard, I

*How I killed the tiger*

(ii) Rewrite the following sentences so that they are grammatically accurate.

She are going to the gym.

.....

Janice couldn't stop smiling. In spite of the terrible news.

.....

The increase in crime have meant greater pressure on the police force.

.....

When monsoon season begins the flats by the river become treacherous.

.....

Its one thing to forecast the weather, it's another to get it right!

.....

There dog wouldn't stop barking last night.

.....

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Your very good at your job.

.....

It has effected me a great deal.

.....

They are going to travel up to Carlisle with Lucy and I.

.....

It has peaked my interest.

.....

John is a runner that likes protein shakes.

.....

Who did we ask to help set up the stage?

.....

He's been drinking alot lately.

.....

We're going in to a tunnel.

.....

No one predicted that we would loose the tournament.

.....

- (iii) Write three ungrammatical sentences, then swap with a partner. Re-write them if they are grammatically accurate.

.....

.....

.....

.....

.....

.....

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# Revision

**P**

## Activity 23: Word classes

(i) Label each word in the following sentences with the accurate word class

1

The	trip	to	London
-----	------	----	--------

2

A	magician	never	reveals
---	----------	-------	---------

3

People	eat	turkey	at
--------	-----	--------	----

4

The	wine	glass	shattered
-----	------	-------	-----------

5

Fast	rivers	are	dangerous
------	--------	-----	-----------

6

The	fat	dog	would
-----	-----	-----	-------

7

It	rains	in	the
----	-------	----	-----

8

I	fixed	the	broken
---	-------	-----	--------

9

The	spider	silently	scurried
-----	--------	----------	----------

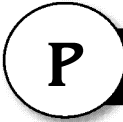
10

Holmes	and	Watson	are
--------	-----	--------	-----

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## Activity 24: Punctuation

### Rules

1. Role a die. Highest number goes first.
2. When you land on a punctuation tile, you must explain one use for that punctuation mark already been given in the same round already, or you can't think of a use, move back one space.
3. When you land on a tile with an instruction (e.g. move back one space), do as instructed.
4. First to land on FINISH wins the round. First to three rounds wins the game.

### Bonus Round

1. Play by the rules outlined above, but when you land on a punctuation mark, give a bonus point for each correct use.

START	Apostrophe	Semicolon	Miss a
-------	------------	-----------	--------

Colon	Move back three spaces	Question mark	
Return to START		FINISH	
Dash			
Comma	Move back three spaces	Ellipsis	Move forward one space

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- (i) Fill out the self-reflection table below.

Lesson Reflection	
What did I learn today?	
What do I still have questions about?	
What are three things a student might misunderstand about the topic of today's lesson?	
Can I apply what I have learnt to other situations?	

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- (ii) Rewrite the Assessment Objectives for GCSE English Language in student-friendly language. You can then use these for assessing your own work, or the work of your peers.

<b>AO1</b> – identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts	
<b>AO2</b> – explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views	
<b>AO3</b> – compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts	
<b>AO4</b> – evaluate texts critically and support this with appropriate textual references	
<b>AO5</b> – communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.	
<b>AO6</b> – candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation	
<b>AO7</b> – demonstrate presentation skills in a formal setting	
<b>AO8</b> – listen and respond appropriately to spoken language, including to questions and feedback on presentations	
<b>AO9</b> – use spoken Standard English effectively in speeches and presentations	

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(iii) Write five to ten revision quiz questions on any area of GCSE English with.

- a. ....
- b. ....
- c. ....
- d. ....
- e. ....
- f. ....
- g. ....
- h. ....
- i. ....
- j. ....

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## Answers and Indicative Co

Activity No.	No.	Answers / Indicative Co
(1)	(i)	Student response will vary.
	(ii)	<ul style="list-style-type: none"> <li>• The skin of an apple.</li> <li>• The wrinkles on the skin of a baked apple.</li> <li>• Hydrogen and oxygen.</li> <li>• Air.</li> </ul>
	(iii)	The idea that the text is trying to get across is how the continents are formed; how water an
	(iv)	It is written for a younger audience (hence the title of the book), so complex concepts are si
	(v)	The theme is of science and religion – very scientific language ('planetesimal') is found alo case, would be of 'creation'.
(2)	(i)	Student response will vary, but some examples include: <ul style="list-style-type: none"> <li>• When you're trying to read something very quickly.</li> <li>• When you know specifically what piece of information you are looking for.               <ul style="list-style-type: none"> <li>◦ Looking for bus/cinema/plane times.</li> <li>◦ Looking for an item in a catalogue.</li> <li>◦ Looking through a menu.</li> </ul> </li> </ul>
	(ii)	<ul style="list-style-type: none"> <li>• 10:01</li> <li>• Ridgeway D</li> <li>• Four buses leave at the same time – Westbury/Clifton 08:01 and 10:01</li> <li>• Every hour</li> </ul>
	(iii)	Disagree – 'Thursday was a very disastrous day for me (Lilian)'; 'I (Lilian) am feeling all rig put away his usual pile, promenade, and enjoy everything that was going'; 'he is enjoying i
(3)	(i)	<ul style="list-style-type: none"> <li>• Over 1,000</li> <li>• Cold; 'weak and hungry'; 'anxious to be paroled or exchanged'</li> <li>• 2–3 deaths per day</li> <li>• October 18<sup>th</sup></li> <li>• Turned into a war museum</li> </ul>
	(ii)	Similarities <ul style="list-style-type: none"> <li>• They are both about Libby.</li> <li>• They are both written to inform.</li> </ul> Differences <ul style="list-style-type: none"> <li>• One is written first person, from the perspective of a prisoner and one is written by so</li> <li>• One is written in the form of a diary, the other is simple prose broken up into paragra</li> </ul>
	(iii)	Student response will vary.

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Activity No.	No.	Answers / Indicative Content
(4)	(i) – (iv)	Student response will vary.
(5)	(i)	Student response will vary, but some points of discussion include: <ul style="list-style-type: none"> <li>Sexualisation and fragmentation of women – compare the first 11 pictures from the female results with the male results.</li> <li>Expectation of roles in society – there are more scientists/businessmen/IT-related images among the male results and more housework/mothering/makeup/cooking based images among the female results.</li> </ul>
(6)	(i)	Student response may include: assess; weigh; value – to assess the value of a text: its usefulness, reliability, etc.
	(ii)	Student response will vary, but some points of discussion include: <ul style="list-style-type: none"> <li>The cartoon shows that the USA (Uncle Sam / the keystone) created the League of Nations (the bridge), and without the USA, the bridge will inevitably collapse (for you need a keystone to complete a bridge).</li> </ul>
	(iii)	Student response will vary, but some points of discussion include: <ul style="list-style-type: none"> <li>The cartoonist is British (or at least it was published in a British magazine). While Britain and France were frustrated by America's lack of willingness to help support the League of Nations after Woodrow Wilson's death.</li> <li>As a side note, Woodrow Wilson wanted to join the League of Nations, but was blocked by the US Senate.</li> </ul>
	(iv)	Student response will vary, but some points of discussion include: <ul style="list-style-type: none"> <li>The cartoon shows that with US intervention, numerous countries/states (Philippines, Hawaii, etc.) became profitable. The contextual information might suggest that the cartoon was used to drum up support for US intervention in the Pacific (specifically Mexico, historically speaking).</li> </ul>
	(v)	Student response will vary, but some points of discussion include: <ul style="list-style-type: none"> <li>The cartoonist is (pro-) American. There is a definite bias here, as this does not fairly represent the populations of the countries/states depicted may have felt differently at the time.</li> </ul>
(7)	(i)	Student response will likely include some of the following: <ul style="list-style-type: none"> <li>Wood – the material (from a tree); a collection of trees.</li> <li>Crane – bird; machine for moving heavy loads; extend one's neck.</li> <li>Bat – tool used in certain sports; nocturnal mammal; to hit something or flutter one's eyelashes.</li> <li>Record – a vinyl; to make note of information; an achievement (world record).</li> <li>Pupil – of an eye; of a school.</li> <li>Man – mankind; human male.</li> <li>Bed – flower bed; river bed; bed for sleeping.</li> </ul>
	(ii)	Student response will vary.

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(8)	(i)	Guiseppe Verdi, before he was a famous composer.
	(ii)	Student response will vary, but some points include (in no particular order): <ul style="list-style-type: none"> <li>• Verdi grew up in poverty ('rope for a girdle'; 'parents were so poor').</li> <li>• His parents were too poor to provide an education for Verdi.</li> <li>• Verdi used to work for a grocer.</li> <li>• There was a piano above the grocer's shop, which Verdi used to play. He also played</li> <li>• He wanted a career in music, somewhere outside of his small town ('cast longing looks</li> </ul>
(9)	(i)	Student responses will vary.
	(ii)	
	(iii)	
(10)	(i)	The author could have meant: the plains, ruined by drought, can no longer produce crops (have multiple meanings – the derived worth of the crops (a 'fortune'), or the lack of good food cannot die, especially not of thirst.
	(ii)	Adjectives students might choose include: wide; brave; painted; winding; glorious; blazing
	(iii)	ABCBDEFE
	(iv)	Student response will vary, but some examples include: <ul style="list-style-type: none"> <li>• Assonance – 'wide miles'; 'sheets of water gleaming'</li> <li>• Alliteration – 'winding water'; 'drought and death'</li> <li>• Sibilance – 'glorious scheme's'</li> <li>• Consonance – 'And ever in my dreaming'</li> </ul>
	(v)	Student response will vary, but some examples include: <ul style="list-style-type: none"> <li>• Ploughing soil likened to a boat upon water – simile ('as a boat...')</li> <li>• Gems likened to seeds – metaphor ('scattering gems')</li> <li>• The black earth 'embraces' the speaker's ankles – personification (earth cannot 'embrace')</li> </ul>
	(vi)	Student response will vary, but some examples include: <ul style="list-style-type: none"> <li>• Sibilance – 'sow down this field, / Scattering gems'</li> <li>• Assonance – 'Even as a boat / Cleaving the water with an eager keel'; 'My feet sink deep'</li> </ul>

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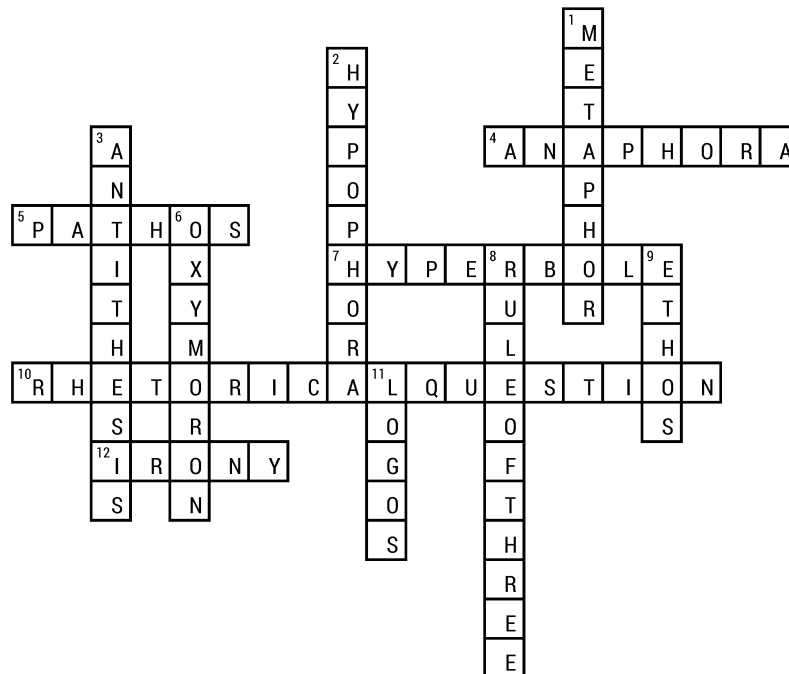


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Answer	
Anaphora	When a word or phrase is repeated at the beginning of s
Antithesis	When conflicting ideas are juxtaposed to achieve a foreg
Hypophora	When a question is posed and then immediately answer
Oxymoron	When two terms with contradictive meanings are used t
Rhetorical question	A question is posed that does not require an answer, as
Rule of three	When three words or phrases are used together, giving
Ethos	When a text uses authority (real or fake) to appeal to the
Logos	When a text uses logic (accurate or inaccurate) to appeal
Pathos	When a text uses emotive language and concepts to app
Hyperbole	When something is exaggerated for emphasis.
Metaphor	A comparison between two things without using compa
Irony	The use of language usually associated with the very op



(11)

(iii)

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(13)	(i)	The first text ( <i>Passing English of the Victorian Era</i> ) is written as a reference book – so to inform as well as also written to entertain. We know this by the much more colloquial and playful use of language.												
	(ii)	Both texts are aimed at audiences interested in idiomatic phrase and/or etymology.												
	(iii)	Student response will vary.												

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(14)	(i)	<table><tr><th>Purpose</th><th>Definition</th></tr><tr><td>Writing to describe</td><td>To give a description of something; to depict something with words.</td></tr><tr><td>Writing to narrate</td><td>To tell a story or narrative.</td></tr><tr><td>Writing to explain</td><td>To describe the reasons/motivations for something; to justify something.</td></tr><tr><td>Writing to instruct</td><td>To give orders or commands to do something.</td></tr><tr><td>Writing to inform</td><td>To give information.</td></tr><tr><td>Writing to argue</td><td>To support a specific idea or point of view; to persuade the other speaker to your point of view.</td></tr></table>	Purpose	Definition	Writing to describe	To give a description of something; to depict something with words.	Writing to narrate	To tell a story or narrative.	Writing to explain	To describe the reasons/motivations for something; to justify something.	Writing to instruct	To give orders or commands to do something.	Writing to inform	To give information.	Writing to argue	To support a specific idea or point of view; to persuade the other speaker to your point of view.
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(ii)	<p>Student response will vary, but some examples include:</p> <ul style="list-style-type: none"><li>• Audience can influence word choice – e.g. younger audiences will be targeted with simpler language.</li><li>• Audience can influence grammatical choices – complex vs simple.</li><li>• Audience can influence medium – electronic vs written vs spoken (older people may prefer written).</li><li>• Audience can influence level of formality – more senior audiences are more likely to use formal language.</li><li>• Audience can influence formatting – things such as colour, font and images (gender-specific images).</li><li>• Audience can influence what is emphasised about a text – e.g. cheap holidays targeted at a budget audience may emphasise the price, while a holiday marketed towards a more affluent audience may emphasise the location.</li></ul>															
(i)	<p>It is sometimes difficult to distinguish between the <b>narrator</b> and the protagonist Martha, 'It was true; and he deserved that wince, if nothing more.' Were the text not written in first person words, perhaps because it is easy to say narrators should be <b>objective</b> and distant from their judgement on the father. This is interesting, because this shows the narrator is <b>opinionated</b> and limited in their perspective – hallmarks of a first person narrative, not often associated with third person.</p>															

	(ii)	Student response will vary, but one answer includes: <ul style="list-style-type: none"><li>I chose 'narrator' over 'storyteller' because the former is more academic, which matches the</li><li>I chose 'third person' over 'first person' because the latter would not make sense in context</li><li>I chose 'objective' over 'judgy' because the latter is too colloquial for the purpose and audience</li><li>I chose 'opinionated' over 'fair' because it makes sense in context – the preceding discussion</li></ul> make sense.								
	(iii)	Student response will vary. Students may have chosen to modernise the extract, adapt it for y								
(16)	(i)	Student response will vary.								
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(18)	(i)	<ul style="list-style-type: none"><li><u>The children</u> love playing in Mrs Owram's garden, because <u>you</u> can't find better trees to</li><li><u>I</u> don't like preparing raw chicken because <u>your</u> hands get all slimy.</li><li>In big cities like London, <u>visitors</u> can see beautiful architecture, but <u>you</u> can also see lots of</li><li>When running a marathon, <u>runners</u> have to drink lots of water, otherwise <u>you</u> risk dehyd</li><li>The theatre staff don't permit <u>audience members</u> re-entry unless <u>you</u> have <u>your</u> ticket.</li></ul>								
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	(iv)	<table><tr><th colspan="2">Review 1</th></tr><tr><td>(1) I was impressed with the line of actors the director had managed to assemble. There were several stand out performances, and no doubt there'll be more than a few Oscar nods in a few months' time.</td><td>(2) Ultimate</td></tr><tr><td>(4) I'm very happy with how the final film played, and would recommend that everyone see it while it's still in cinemas. It's an eight out of ten from me.</td><td>(3) The art s were stunn</td></tr><tr><td>(6) This was a visually stunning film, and technologically speaking, very impressive. The whole thing was filmed on a sound stage in Los Angeles which, if you've seen the film, you'll know is surprising. It makes you realise how far CGI has come over the last decade.</td><td>(5) Also on without put backstory.</td></tr></table>	Review 1		(1) I was impressed with the line of actors the director had managed to assemble. There were several stand out performances, and no doubt there'll be more than a few Oscar nods in a few months' time.	(2) Ultimate	(4) I'm very happy with how the final film played, and would recommend that everyone see it while it's still in cinemas. It's an eight out of ten from me.	(3) The art s were stunn	(6) This was a visually stunning film, and technologically speaking, very impressive. The whole thing was filmed on a sound stage in Los Angeles which, if you've seen the film, you'll know is surprising. It makes you realise how far CGI has come over the last decade.	(5) Also on without put backstory.
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(19)	(i)	<p>The 1983 Canoe Slalom World Championship was won by American athlete Jon Lugdahl with 221.94 points.</p> <p>Built in 1880, it served as the local headquarters of the German Knights of Labor. It was listed on the National Register of Historic Places in 1983.</p> <p>Helen Watson's second album was called <i>The Weather Inside</i>. It was well received by critics.</p> <p>The Social Democratic Party was the largest party in the 1924 German elections. They won 153 seats.</p> <p>When she was 78, Miriam Schlein died of vasculitis in Manhattan.</p> <p><i>Mangora acalypha</i> is a species of spider. It is found in the Palearctic region.</p> <p>When he was only 14, John Goudie modelled an advanced water mill for Cessnock Valley.</p> <p>Meriol Trevor was a Roman Catholic writer born in 1919. She was elected a Fellow of the Royal Society of Literature in 1967.</p> <p>While she enjoyed singing from a young age, Vanessa Daou originally trained as a dancer at the University of Toronto.</p> <p>St Martin-in-Meneage is a village in Cornwall. Its population, as of 2011, was 377.</p>
	(ii)	<p>Halloween, the night of October <u>thirty-first</u>, is the one time of all the year when an <u>one's</u> fate settled for the coming twelve <u>months</u>.</p> <p>Why not invite your friends to a Halloween party and join in the fun of trying some new games and tricks that will help make the Halloween party really <u>successful</u>.</p> <p>Conventionality may be set aside and all sorts of games and stunts be used to entertain. Halloween is more diversified and informal than for almost any other occasion, still the details of the Halloween party are traditional.</p>
(20)	(i)	<p>Student response will vary, but they may highlight:</p> <ul style="list-style-type: none"> <li>• 'cold temperatures' and 'unable to loan warm coats'</li> <li>• 'sturdy footwear'</li> <li>• 'cannot provide food and drink'</li> <li>• 'large group bookings (&gt;6 people), you will need to book'</li> </ul>
	(ii)	<p>Student response will vary, but may include:</p> <ul style="list-style-type: none"> <li>• Students will need to wear warm clothes / suitable footwear.</li> <li>• Opening/closing times of the mine.</li> <li>• What the mine offers.</li> </ul>
	(i)	<p>The author is both religious and superstitious – 'This possibility I will not deny' in response to the circumstances, serve a purpose outside their unusual and natural spheres' and 'directly to the point'.</p>

	(ii)	Death-watch (beetle) tick – warning of death. (“Similarly, a “Death-watch” may be he who will subsequently trace the death of the relative to the warning “tick” of the little																																								
	(iii)	Lots of people hear dogs howl, so it is not possible to say anyone who dies after hearing																																								
	(iv)	‘But let us not be too hasty in poking fun at the superstitions of other people. <u>It is not the existence of some strange creatures which have no place in the animal world.</u> ’																																								
(22)	(i)	The incident I am about to relate <b>took</b> place on the 28 <sup>th</sup> January in the year 1871 in <b>Inc</b> <b>leisurely</b> manner, when, about a couple of miles from my quarters, I came across a native me with my gun, the native asked me if I would shoot a tiger, which he said was could whole crowd of natives were assembled. As it happened, I was armed with only an o use against such <b>a formidable</b> animal as a tiger, but finding that I had <b>I had</b> two explosive out to be only a small leopard, I decided to go.																																								
	(ii)	<ul style="list-style-type: none"><li>• She <b>is</b> going to the gym.</li><li>• <b><u>In spite of the terrible news</u></b>, Janice couldn’t stop smiling.</li><li>• The increase in crime <b>has</b> meant greater pressure on the police force.</li><li>• When monsoon season begins, the flats by the river become treacherous marsh land.</li><li>• <b><u>It’s</u></b> one thing to forecast the weather, it’s another to get it right!</li><li>• <b><u>Their</u></b> dog wouldn’t stop barking last night.</li><li>• <b><u>You’re</u></b> very good at your job.</li></ul>																																								
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(24)	(i)	<p><b>Apostrophe</b></p> <ul style="list-style-type: none"> <li>Possessives – show ownership of some degree, e.g. <i>Jenny's house</i>.</li> <li>Contractions – show letter(s) are missing, e.g. <i>won't = will not</i>.</li> <li>Plurals (rarely) – show plurality of single characters, e.g. <i>dot the i's and cross t</i></li> </ul>
		<p><b>Brackets</b></p> <ul style="list-style-type: none"> <li>Parenthesis – show explanative, elaborative or inessential information, e.g. <i>h</i></li> </ul>
		<p><b>Colon</b></p> <ul style="list-style-type: none"> <li>Syntactical-deductive – to introduce effect or consequence of fact, e.g. <i>the sol</i></li> <li>Syntactical-descriptive – to introduce description, e.g. <i>there were three coloured</i></li> <li>Appositive – to introduce a subtitle, e.g. <i>Grammar: A guide to the rules of Engli</i></li> <li>Segmental – to introduce speech, e.g. <i>Tom: 'What's going on here?'</i></li> </ul>
		<p><b>Comma</b></p> <ul style="list-style-type: none"> <li>Clauses – separate clauses, e.g. <i>even though she was afraid of needles, Louise love</i></li> <li>Adverbs and adjectives – separate adverbs from a sentence, or adjectives fro</li> <li>Numbers and dates – separate dates and digits, e.g. <i>1,000,000</i>.</li> <li>Parenthetical phrases – to mark off inessential information, e.g. <i>could you, if i</i></li> <li>Lists – separate items in a list, e.g. <i>cheese, bread, juice and ham</i>.</li> </ul>
		<p><b>Dash</b></p> <ul style="list-style-type: none"> <li>Em dash – split sentences or show inessential information, e.g. <i>the jester – we</i></li> <li>En dash – replace 'and' or 'to' in specific contexts, e.g. <i>1914–1918</i>.</li> </ul>
		<p><b>Ellipsis</b></p> <ul style="list-style-type: none"> <li>Omission – show word(s) have been omitted, e.g. <i>baboons... have the largest g</i></li> <li>Incomplete sentences – show a sentence or thought is incomplete, e.g. <i>I was h</i></li> <li>Implication – imply something based on context, e.g. <i>I didn't throw the egg...</i></li> </ul>
		<p><b>Exclamation</b></p> <ul style="list-style-type: none"> <li>Emphasis – emphasise declaratives, e.g. <i>Ron shaved his moustache!</i></li> <li>Imperative – emphasise commands, e.g. <i>stop!</i></li> <li>Exclamations or interjections – show surprise, e.g. <i>oh!</i></li> </ul>



		<p><b>Full stop</b></p> <ul style="list-style-type: none"> <li>Ending sentences – show that a sentence has ended, e.g. <i>sentences should end</i></li> <li>Abbreviations – show an abbreviation has been made (including acronyms, i</li> </ul>
		<p><b>Hyphen</b></p> <ul style="list-style-type: none"> <li>Affixation – show boundaries between prefixes or suffixes and the rest of a w</li> <li>Compound modification – link multiple modifiers, e.g. <i>three-hundred-year-old</i></li> <li>Noun compound – link objects and verbal nouns, often for the sake of clarity,</li> </ul>
		<p><b>Question mark</b></p> <ul style="list-style-type: none"> <li>Interrogative – show that a sentence is a question, e.g. <i>What time is it?</i></li> </ul>
		<p><b>Quotation mark</b></p> <ul style="list-style-type: none"> <li>Speech – enclose direct speech, e.g. <i>'How are you?' he asked.</i></li> <li>Sarcasm or irony – show the enclosed word or phrase is 'supposed', e.g. <i>these</i></li> </ul>
		<p><b>Semicolon</b></p> <ul style="list-style-type: none"> <li>Independent clauses – join equal or juxtaposing independent clauses, e.g. <i>the</i></li> <li>Lists – separate items in a list when the items have punctuation of their own, e</li> </ul>
(25)	(i) – (iii)	Student response will vary.

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