

GCSE English Language

Intervention Booklet

Name: _____

Week 1: Language Paper 1 Question 2

Task 1: Recap

1. In which act does Macbeth murder King Duncan?
2. Complete the quotation: "As solitary as an _____".
3. In the quotation above, what does the word 'solitary' mean?
4. What form of poem is *Ozymandias*?
5. How many lines are in a sonnet?

Task 2: Match the Definitions

Adjective	A word or sentence which includes an exclamation
Noun	A word which describes how an action is performed
Verb	A word which describes something
Exclamative	A word which is a name of a person, place, or thing
Adverb	A word for an action

Task 3: Word Class Examples

For each word class, provide 3 examples. A suggestion for each has been made for you.

Adjective: *Sparkling* _____

Adverb: *Quickly* _____

Noun: *Table* _____

Exclamative: *Stop!* _____

Verb: *Push* _____

Task 4: Read the extract below

Katie is leaving for good this time, she is never coming back. She has had *enough*. She flounces down on the bed, pulling on the pair of shiny red-brown ankle boots that her dad bought her a month ago.

5 On the window of her little room, the rain raps with increasing insistence, as though urging her to think again.

Nearly tripping over her discarded gym bag with her still-damp swimming kit nestling inside, Katie swings the blue backpack over her shoulder, all the while aware of the hateful murmur of the television downstairs in the living room and its chorus of canned laughter. They've

turned the volume up but she is sure she can hear hidden whispering, her mum talking
10 about her to that useless lump Brian. As though he has any right to an opinion.

Task 4: Annotating

1. On line 2, circle the word which means to move in an exaggeratedly dramatic way.
2. What emotion does this word convey that Katie is feeling? Annotate next to the word.
3. Underline who it was that bought Katie her pair of red ankle boots.
4. What does it suggest about Katie that this person is still buying her clothing?
5. On line 4 there is an example of weather symbolism. Underline it. How does it reflect Katie's mood?
6. Circle the adjective on line 7, describing the way Katie thinks that the television is talking. What can you infer about how she is feeling from this?

Task 5: Quotations

Below are 3 quotations from the extract. Use the sentence starters below each quotation to explore how they convey Katie's emotional state.

"She flounces down on the bed"

The verb flounces creates an image of...

This suggests that Katie is...

Perhaps she is angry because of...

"...hateful murmur."

The writer uses the adjective hateful to convey...

Additionally, the use of the verb 'murmur' suggests that...

Katie talking in a 'hateful' murmur is surprising because...

"...boots that her dad bought her..."

Despite her angry attitude, the writer evokes the relationship between Katie and her father to suggest that...

Katie's relationship with her father contrasts...

This phrase suggests a vulnerability in Katie because...

Task 6: Write it up

In your books, write an answer to the following question:

How does the writer use language to convey Katie's emotions?

You could include the writer's choice of:

- words and phrases
- language features and techniques

You should include 1 short quotation in each paragraph, and write three points of analysis about each quotation. You should include subject terminology.

Week 2: Language Paper I Question 3

Task 1: Recap

1. Complete the quotation: “Stars, _____ your _____.”
2. What is the name of the family in *An Inspector Calls*?
3. In which year is *An Inspector Calls* set?
4. Which poem explores the idea of reliving traumatic events?
5. What is the name of Scrooge’s nephew?

Task 2: Sequencing Events

What sequence do the following pictures need to be in order to make sense? Why?



Task 3: Near, Far, Wherever You Are...

	Subject	Near To of Far From	What Effect This Has
1	Lady sleeping on a plane	Near to	Creates a sense of security and isolation
2			
3			

4			
5			

Task 4: Structure of a Text

You've already read the extract below. Look again, and think about how who or what we are focused on changes between each section of the text.

		Who or what is the focus?	Why are we focused on this?	Do we get closer to or further from the last focus?
Beginning	Katie is leaving for good this time, she is never coming back. She has had <i>enough</i> . She flounces down on the bed, pulling on the pair of shiny red-brown ankle boots that her dad bought her a month ago.			
Middle	On the window of her little room, the rain raps with increasing insistence, as though urging her to think again.			
End	Nearly tripping over her discarded gym bag with her still-damp swimming kit nestling inside, Katie swings the blue backpack over her shoulder, all the while aware of the hateful murmur of the television downstairs in the living room and its chorus of canned laughter. They've turned the volume up but she is sure she can hear hidden whispering, her mum talking about her to that useless lump Brian. As though he has any right to an opinion.			

Task Five: Write It Up

Using the grid above, write three paragraphs about the structure of the extract. Include phrases such as 'zooming in', 'zooming out', and 'shifting focus'.

Week 3: Language Paper I Question 4

Task 1: Recap

1. Which ship does Mr Birling declare is “absolutely unsinkable”?
2. That ship did go on to sink – the audience knew this and the characters didn’t. This is an example of what literary device?
3. Complete the quotation: “She was _____ and _____ and warm hearted...”
4. In what meter do the Witches speak in *Macbeth*?
5. What substance symbolises guilt in *Macbeth*?

Task 2: Opinions

Using the scale below, how far do you agree with the following statements and why?



Statement	Agree?	Reason?
Everyone over the age of 16 should be made to serve in the army for at least two years.		
There should only be four days in a normal school week, and three days in a normal weekend.		
Seeing people be rude to old people makes me angry.		

Task 3: Reading

The rumble became louder. There was a pillar of what looked like grey smoke unfurling in silky banners at the head of the slope, like the heraldry of armies. It was beautiful. It made Zoe smile.

Then her smile iced over. Jake was speeding straight towards her. His face was rubberised and he mouthed something as he flew at her.

- 5 ‘Get to the side! To the side!’

She knew now that it was an avalanche. Jake slowed, batting at her with his ski pole. ‘Get into the trees! Hang on to a tree!’

- 10 The rumbling had become a roaring in her ears, drowning Jake’s words. She pushed herself down the fall-line, scrambling for traction, trying to accelerate away from the roaring cloud breaking behind her like a tsunami at sea. Jagged black cracks appeared in the snow in front of her. She angled her skis towards the side of the slope, heading for the trees, but it was too late. She saw Jake’s black suit go bundling past her as he was turned by the great mass of smoke and snow. Then she too was

punched off her feet and carried through the air, twisting, spinning, turning in the white-out. She remembered something about spreading her arms around her head. For a few moments it was like being agitated inside a washing machine, turned head over heels a few times, until at last she was dumped heavily in a rib-cracking fall. Then there came a chattering noise, like the amplified jaws of a million termites chewing on wood. The noise itself filled her ears and muffled everything, and then there was silence, and the total whiteness faded to grey, and then to black.

Task 4: Opinions

Using the scale below, how far do you agree with the following statements and why?



Statement	Agree?	Reason?
Zoe and Jake are standing in front of a forest fire.		
Jake was scared of what was happening.		
Zoe helped Jake.		

Task 5: Agreeing With An Argument

In an exam, you'll be given a question like the one below which you should agree with.

A student said, 'In this part of the story, where Zoe and Jake are caught in the avalanche, I can't believe Zoe is so slow to react to the warning signs because, in the end, the situation sounds really dangerous.'

1. Find three quotations from the text above which help you prove that the student is right – you will ideally need one about Zoe's slow reaction and two about how dangerous the situation is.
2. As you did for question 2, you'll need to analyse the quotations and pick out word classes and what those quotations suggest about the situation. How does your analysis prove that the student in the question is correct?

Task 6: Write It Up

Write one paragraph that begins with "I agree with the student when they say that Zoe is slow to react, because..."

