

# SPRING HALF-TERM 1 ENGLISH LANGUAGE REVISION TIMETABLE

W/C 12TH JAN  
PAPER 1  
COMPREHENSION

W/C 19TH JAN  
PLANNING  
STORIES

W/C 26TH JAN  
LANGUAGE AND  
STRUCTURE  
FOCUS -  
COMPREHENSION

W/C 2ND FEB  
PAPER 2  
COMPREHENSION

W/C 9TH FEB  
ARTICLE  
WRITING

EACH TASK  
WILL TAKE UP  
TO 30  
MINUTES



# English Language Revision Tasks

- Get a new revision notepad/ paper
- Complete the assigned task each week
- Each task takes 15-30 minutes
- Think harder
- You've got this!



# W/C 12th Jan

## Comp paper 1 (25 mins)

- **Inference:** What does the description of the tea and the kitchen table suggest about the atmosphere of the scene?
- **Language Analysis:** How does the writer use metaphors (e.g., "parchment," "woollen blanket") to convey the nature of their relationship?
- **Structure:** How does the focus shift from physical observation to internal reflection?
- **Time yourself - 12 minutes to answer the question in a mini PEE style:**  
*A student read this extract and stated that they seem like they've had the perfect relationship. How far do you agree?*  
Their relationship seem to be.. Because.. I can tell this when...

The tea in Arthur's cup had gone cold, a stagnant disc of grey-brown liquid. He watched Margaret from across the kitchen table, noticing how the skin on her hands had become like fine parchment, mapped with delicate blue veins. She was meticulously folding a linen napkin, her movements rhythmic and slow, as if each crease held the weight of their forty years together.

"You're staring, Artie," she said, not looking up. A small, knowing smile tugged at the corner of her mouth.

"I'm observing," he corrected gently.

There was a time when their silences were sharp, filled with the static of unspoken arguments or the frantic energy of a house full of children. Now, the silence was different. It was a comfortable woollen blanket they both pulled over their knees. It was the sound of two clocks ticking in different rooms, eventually falling into the same stride.

Margaret finally looked up, her eyes bright despite the clouding of age. In that brief moment of eye contact, a thousand mundane memories passed between them: damp seaside holidays, burnt Sunday roasts, and the quiet grief of lost friends. No words were required. He reached across the scarred oak table and placed his hand over hers.

# W/C 19th Jan

| Writing paper 1 (15 mins)  |  |
|--|--|
| <p>Spend 5 mins planning each of the story titles below.</p> <p>Optional: Write one of the stories up!</p> <p>a) The Grand Theatre</p> <p>b) Write about a time you felt embarrassed</p> <p>c) Write a story that starts with 'Out of the darkness came light'</p> | <p>O</p> <p>D</p> <p>C</p> <p>C</p> <p>R</p> <p>Drop, Shift, Zoom in, Zoom out</p> |

# W/C 26th Jan

## General comp (25 mins)

### 1. Critical Evaluation

- **Perspective:** How does the writer manifest a sense of urgency regarding the squirrels' plight?
- **Tone:** The text shifts from lyrical description ("burnt orange," "wind-blown wheat") to clinical reality ("Parapoxvirus," "extinction"). How does this affect your emotional response as a reader?

### 2. Language Analysis

- **Verbs and Adjectives:** Look at words like "frantic," "encroachment," and "painstaking." What do these specific word choices suggest about the struggle for survival?
- **Imagery:** Analyze the metaphor of the "ghost." Why is this more effective than simply saying the squirrels are "rare"?

### 3. Structural Shifts

- **Focus:** The extract moves from a **zoomed-in** description of the animal's physical beauty to a **zoomed-out** look at the environmental crisis. Why start with the individual before moving to the bigger picture?

### 4. Comparison Skills (Paper 2 only)

- If you were given another text from the 19th century describing squirrels as "pests," how would the **attitude** in this modern extract differ? Look for evidence of sympathy versus detachment.

## The Ghost of the High Pennines

The Red Squirrel is a creature of frantic, twitchy elegance, yet in the sprawling woodlands of Northern England, it has become a fleeting ghost. To catch a glimpse of one is to witness a streak of burnt orange against the somber grey of a Cumbrian morning. Unlike their bulky, slate-coloured cousins—the Eastern Greys—the reds are ethereal. They possess tufted ears that look like wind-blown wheat and a tail that serves as both a rudder and a winter wrap.

However, their survival is a delicate balancing act. The encroachment of the Grey Squirrel, introduced as a Victorian curiosity, brought with it the Parapoxvirus. To the Greys, the virus is a minor ailment; to the Reds, it is a death sentence. Walking through these woods, one notices the eerie absence of the rhythmic "chatter" that once defined the canopy. Conservationists now work in the shadows of the fells, creating "strongholds" where the native species can thrive without competition. It is a slow, painstaking battle against extinction—a reminder that the British landscape is not a static postcard, but a battlefield of shifting biodiversity.

## Paper 2 comp (30 mins)

### 1. Identifying Perspectives

- **Viewpoint:** What is the writer's central argument? List three distinct negative effects the writer identifies.
- **Tone:** Describe the tone of the article. Is it urgent, clinical, or mocking? Use evidence to support your claim.

### 2. Language Analysis

- **Metaphor:** Why does the writer call social media "the air they breathe"? How does this contrast with the word "toxic" in the following sentence?
- **Semantic Field:** Look for words related to "theft" or "entrapment" (e.g., "thief," "trapped," "slave"). How do these words shape the reader's view of technology?
- **Direct Address/Inclusive Pronouns:** How does the use of "we" and "our" involve the reader in the issue?

### 3. Structural Analysis

- **The Hook:** Re-read the first paragraph. How does the imagery of the "blue light" and "modern-day campfire" set the scene for the rest of the article?
- **The Shift:** How does the writer transition from the psychological impact in paragraph two to the social impact in paragraph three?

### 4. Rhetorical Devices (DAFOREST)

- Identify examples of the following in the text:
  - **Alliteration**
  - **Rule of Three**
  - **Rhetorical Question** (Look at the title!)

## The Digital Thief: Is Your Smartphone Stealing Your Youth?

In the quiet corners of bedrooms across the country, a blue light flickers. It is the modern-day campfire, but instead of warmth, it emits a cold, synthetic glow that masks a growing epidemic. For today's teenagers, social media is no longer an optional pastime; it is the air they breathe. But this air is increasingly toxic.

The psychological toll is staggering. We are witnessing a generation trapped in a "comparison trap," where the airbrushed, curated highlights of influencers become the yardstick for their own messy, unfiltered lives. This isn't just "fear of missing out"—it is the systematic erosion of self-esteem. When a teenager's value is distilled into the binary metrics of "likes" and "shares," the human spirit becomes a slave to an algorithm.

Furthermore, the "constant connectivity" promised by these platforms is a lie. We have never been more connected, yet never more isolated. Real-world social skills are withering in the shadow of the screen; the nuances of eye contact and tone are replaced by the hollow shorthand of emojis. We are raising a generation that can navigate a global network but struggles to navigate a face-to-face conversation.

# W/C 9th Feb

## Paper 2 writing (25 mins)

### Consider last week's task when completing this.

"Social media is often unfairly blamed for the problems of young people. In reality, it is a vital tool for self-expression, global connection, and modern learning."

**Write an article for a youth magazine in which you argue your point of view on this statement.**

### Top Tips for Success

1. **Use DAFORESTER:** Ensure you include **D**irect address, **A**lliteration, **F**acts/Statistics (you can make these up!), **O**pinion, **R**hetorical questions, **E**motive language, **S**tatistics, **T**hree (rule of), **E**xaggeration (hyperbole), and **R**epetition.
2. **Vocabulary:** Instead of saying "it's good," try **empowering**, **revolutionary**, or **indispensable**.
3. **Punctuation for Effect:** Try using a semicolon (;) to link two related ideas or a dash (—) for dramatic emphasis.

- **The Hook (Engagement)**
  - **Focus:** Start with a vivid image of a teenager learning a new skill or connecting with a global community.
  - **Goal:** Grab the examiner's attention immediately.
- **Point 1 (Connection)**
  - **Focus:** Discuss how social media provides a "lifeline" for those feeling isolated or different.
  - **Device:** Use emotive language to describe finding a "digital tribe."
- **Point 2 (Education & Creativity)**
  - **Focus:** Argue that the internet is the world's largest library, democratising knowledge.
  - **Device:** Use a "Rule of Three" to list the benefits (e.g., "It inspires, it educates, and it empowers").
- **Counter-Argument (The Rebuttal)**
  - **Focus:** Address the common argument about "addiction" or "distraction."
  - **Strategy:** Frame it as a need for "digital literacy" and personal responsibility rather than a reason to fear the technology itself.
- **The Call to Action (Conclusion)**
  - **Focus:** End with a punchy, memorable summary.
  - **Final Thought:** "Don't switch off the light; teach us how to navigate the dark."