

SPRING HALF-TERM 2 ENGLISH LITERATURE REVISION TIMETABLE

W/C 23RD FEB

- A CHRISTMAS CAROL
- THE SOLDIER

W/C 2ND MARCH

- MACBETH
- A WIFE IN LONDON

W/C 9TH MARCH

- AN INSPECTOR CALLS
- POETRY COMPARISON

W/C 16TH MARCH

- ACC
- AS IMPERCEPTIBLY AS GRIEF

W/C 23RD MARCH

- MACBETH VS SCROOGE
- AFTERNOONS

EACH TASK
WILL TAKE UP
TO 30
MINUTES



English Literature Revision Tasks

- Get a new revision notepad/ paper
- Complete 2 tasks every week
- 30 minutes on each task
- Think harder
- You've got this!



W/C 23rd February

Session 1

A Christmas Carol: Scrooge's Transformation. *Task:* Quote-match Act 1 (Stave 1) vs Act 5. How does his language change?

Task: Scrooge's Linguistic Flip. **Activity:** Draw a line down the middle of your page. On the left, find 3 quotes from Stave 1 (e.g., "Solitary as an oyster"). On the right, find 3 quotes from Stave 5 (e.g., "I am as light as a feather").

Checklist:

The Similes: Why move from cold/hard objects (oyster, flint) to light/warm objects (feather, angel)?

The Setting: How does the weather in the book reflect Scrooge's mood?

Context: Mention the **Poor Law 1834**. How does Scrooge's view of the poor change by the end?

Session 2

The Soldier: Focus: The Sonnet Form and the "Pulse" of the Poem. **Activity:** Break the poem into its two sonnet parts: the **Octave** (first 8 lines) and the **Sestet** (final 6 lines). Your goal is to identify how the "Conflict" of war is replaced by "Peace" in death.

The Revision Checklist:

The "Foreign Field": Look at the opening line. How does Brooke claim a piece of foreign land for England? Explain the phrase "for ever England."

The "Pulse" Metaphor: Analyse the line "A pulse in the eternal mind." How does this suggest that a soldier never truly dies, but becomes part of a "greater" English spirit?

The Transformation: In the first 8 lines, the soldier is a **body** ("dust"). In the final 6 lines, he becomes a **spirit** ("thoughts"). Why does Brooke make death seem like an "upgrade"?

The "Sonnet" Choice: Write a sentence explaining why a Sonnet (love poem) is an unusual choice for a war poem. (Hint: He is "in love" with the idea of England).

The Absence of Pain: Notice what is *missing*. There is no blood, no pain, and no enemy. Why would Brooke leave these out?

W/C 2nd March

Session 1	Session 2
<p>Macbeth: The Dagger Scene (Act 2). <i>Task: Annotate the "dagger" soliloquy for signs of mental instability and supernatural influence.</i></p> <p>The Vision: Read the "<i>Is this a dagger...</i>" soliloquy. Highlight words that show Macbeth is confused (e.g., "<i>fatal vision</i>," "<i>clutch</i>," "<i>heat-oppressed</i>").</p> <p>The Turning Point: Find the exact line where the bell rings. How does the tone change from "hallucination" to "action"?</p> <p>Annotation: Label the imagery of blood and nature (the "<i>stealthy pace</i>" of murder).</p> <p>Instruction: Note how Shakespeare uses the dagger to show that Macbeth's ambition is literally making him lose his mind before the murder even happens.</p> <p><i>Essay Question: How is Macbeth Presented in this extract?</i></p>	<p>A Wife in London: Irony & Fog. <i>Task: Contrast the "tawny vapour" of Part 1 with the "irony" of Part 2. How does Hardy use weather?</i></p> <p>The "Pathetic Fallacy": Look at Part 1. Why does Hardy use "tawny vapour" (thick fog)? How does it reflect the wife's anxiety?</p> <p>The Contrast: Draw a box around the "Telegram" (Part 1) and the "Letter" (Part 2).</p> <p>The Irony: Explain the tragedy of the letter's content (his plans for the future) arriving <i>after</i> the news of his death.</p> <p>Instruction: Focus on the word "<i>flashed</i>" for the news of death vs. "<i>crawled</i>" for the fog. How does the speed of the news make the tragedy worse?</p>

W/C 9th March

Session 1	Session 2
<p>An Inspector Calls: The Power of "We". <i>Task: Focus on the Inspector's final speech. Write a "socialist" response vs. a "capitalist" one.</i></p> <p>The Final Speech: Read the Inspector's "Fire and blood and anguish" speech.</p> <p>The "Socialist" Response: Write 3 bullet points from Sheila's perspective—why does she agree with him?</p> <p>The "Capitalist" Response: Write 3 bullet points from Mr. Birling's perspective—why is he dismissive?</p> <p>Instruction: Identify the inclusive pronouns ("We," "Us," "Our"). Why does the Inspector use these instead of saying "You"?</p> <p>Essay Question: How is the theme of 'Socialists and Capitalists' presented in AIC?</p>	<p>She Walks in Beauty vs. Cozy Apologia: Two types of love. <i>Task: Create a Venn Diagram. One is "distant/idealised," one is "messy/real."</i></p> <p>Create the Venn Diagram: Draw two overlapping circles.</p> <p>The "Ideal" (Byron): In his circle, list words like "perfect," "starry," "innocent." This is love based on looking at someone.</p> <p>The "Real" (Dove): In her circle, list words like "flooded," "twin desks," "stolen time." This is love based on living with someone.</p> <p>Instruction: In the overlap, find one similarity (e.g., both find "peace" in the person they love).</p>

W/C 16th March

Session 1

A Christmas Carol: The Spirits. *Task: Draw the 3 ghosts. Label each with their "Moral Lesson" and a key quote describing their appearance.*

he Visuals: Draw a quick sketch of the 3 Spirits.

Label the Symbols: (e.g., The extinguisher cap of the Past; the torch of the Present; the shroud of the Future).

The Moral: Write one sentence for each: *"This ghost teaches Scrooge about [X]."*

Instruction: Why does the Ghost of Christmas Yet To Come not speak? What does the silence represent?

Essay Question: How is the supernatural presented in ACC?

Session 2

As Imperceptibly as Grief: The Nature of Loss. *Task: Track the shift from summer to autumn. How does Dickinson use the seasons to explain grief?*

Track the Shift: Highlight words associated with "Summer" in one color and "Autumn" in another.

The Verb Check: Look at verbs like *"lapsed," "distilled," "escaped."* Do these sound aggressive or quiet?

The "Dashes": Count the dashes (—). Why does Dickinson use them to slow the poem down?

Instruction: Explain how the change in weather acts as a metaphor for how grief slowly fades away without us noticing.

W/C 23rd March

Session 1

Character Connections: Macbeth vs. Scrooge. *Task:* Both are "isolated" men. Write two paragraphs comparing how they treat others at the start.

The Isolation List: List 3 ways both men are "alone" at the start.

The Catalyst: What is the "spark" that makes them change? (The Witches for Macbeth; The Ghosts for Scrooge).

The Result: Contrast their endings. Why does one get a "second chance" while the other gets a "tragic end"?

Instruction: Write one paragraph comparing how their **greed/ambition** ruins their relationships with others.

Session 2

Afternoons: The Passage of Time. *Task:* Look at the "young mothers" and the "washing." How does Larkin show the "fading" of youth?

The "Fading" Imagery: Highlight words like "fading," "hollows," "fall." 2. **The Setting:** Why does Larkin set the poem at a **playground**? Who is being replaced?

The "Washing" Symbol: Why does he mention the laundry? How does this show that "romance" has been replaced by "chores"?

Instruction: Summarize the poem's message: *Time is a thief that slowly takes away youth and beauty, leaving only the "ordinary" behind.*