

Name _____

English Teacher _____

English Language Paper 1

Homework Booklet



Homework Schedule

Homework	Due Date	Completed?	Teacher RAG/Mark
1 w/b 7 th Sept			
2 w/b 14 th Sept			
3 w/b 21 st Sept			
4 w/b 28 th Sept			
5 w/b 5 th Oct			
6 w/b 12 th Oct			
7 w/b 19 th Oct			

What do you have to do in the exam?

Paper 1

Q1	4 marks	You will have to find four details in the source and list them.
Q2	8 marks	This is the language question. You will be asked how the writer uses language for a particular purpose.
Q3	8 marks	This question is on the structure of the source: how the writer has organised the writing.
Q4	20 marks	This question will ask you how the writer has created a particular impression – of the characters, or the setting or whatever – and how you feel about what you have read.
Q5	40 marks	This question is a creative writing task.

Homework 1: Paper 1, Question 1

When answering this question, it is important that you:

- Read the source carefully
- Consider the question
- Underline the details in the source that relate to the question
- Use this to write your answer

Read the source below, taken from *Things Fall Apart* by Chinua Achebe.

5
10
15
20

Okonkwo was well known throughout the nine villages and even beyond. His fame rested on solid personal achievements. As a young man of eighteen he had brought honor to his village by throwing Amalinze the Cat. Amalinze was the great wrestler who for seven years was unbeaten, from Umuofia to Mbaino. He was called the Cat because his back would never touch the earth. It was this man that Okonkwo threw in a fight which the old men agreed was one of the fiercest since the founder of their town engaged a spirit of the wild for seven days and seven nights.

The drums beat and the flutes sang and the spectators held their breath. Amalinze was a wily craftsman, but Okonkwo was as slippery as a fish in water. Every nerve and every muscle stood out on their arms, on their backs and their thighs, and one almost heard them stretching to breaking point. In the end Okonkwo threw the Cat. That was many years ago, twenty years or more, and during this time Okonkwo's fame had grown like a bush-fire in the harmattan. He was tall and huge, and his bushy eyebrows and wide nose gave him a very severe look. He breathed heavily, and it was said that, when he slept, his wives and children in their houses could hear him breathe. When he walked, his heels hardly touched the ground and he seemed to walk on springs, as if he was going to pounce on somebody. And he did pounce on people quite often. He had a slight stammer and whenever he was angry and could not get his words out quickly enough, he would use his fists. He had no patience with unsuccessful men. He had had no patience with his father.

1. Underline four things we learn about Okonkwo in lines 1-8 (the first paragraph).

2. List four things we learn about Okonkwo in lines 1-8 (the first paragraph). (4 marks)

1. Okonkwo _____

2. Okonkwo _____

3. Okonkwo _____

4. Okonkwo _____

3. Underline four things we learn about Okonkwo in lines 9-23 (the second paragraph).

4. List four things we learn about Okonkwo in lines 9-23 (the second paragraph). (4 marks)

1. Okonkwo _____

2. _____

3. _____

4. _____

5. This is a student's response to the question above.

1. *Okonkwo had a slight stammer.*
2. *Okonkwo was not patient with his father.*
3. *Okonkwo was tall.*
4. *Okonkwo was good at swimming.*

a) Which answer is incorrect? _____

b) Why is this answer incorrect? _____

c) Why do you think that this student has made this mistake? _____

Homework 2: Paper 1, Question 2

When answering this question, it is important that you:

- Explain how writers use language to achieve effects
- Support what you say with relevant quotations

Read the source below, taken from *Anita and Me* by Meera Syal.

At first I could see nothing; the darkness had a texture so dense I fancied my outstretched hands were pushing against giant elastic cobwebs. The ground under me conspired to disorientate me. It was spongy and silent under my uncertain feet, no crackling branches or noisy heather to reassure me that I walked on the earth and owned it; I felt this forest now owned me. After slapping head-first into a few low branches I became accustomed to the gloom and began to pick my way more confidently through the trees, fixing my gaze on the back of Anita's shoes which seemed to glow like low, uneven landing lights. Then I suddenly realised that I could not hear the fairground any more. It had been replaced by a much louder noise, a low breathing made up of night breeze, whispering leaves, insects humming in morse code and the sporadic mournful hoots of a lone high owl.

How does the writer use language to describe the events in the extract above?

1. Underline any words phrases that you find interesting or that you feel are important.
2. Revise these language devices.

Alliteration- Repetition of the same letter or sound at the start of different words that are next to each other or near each other e.g. 'probably armed, possibly not.'

Sibilance- Repetition of 's', 'z' or 'sh' sounds e.g. 'spools of suffering'

Onomatopoeia- A word which sounds like the noise of the word e.g. 'bullets smacking the belly out of the air.'

Metaphor- A comparison without using like or as.

Personification- Giving something nonhuman, human like qualities. E.g. 'the merciless iced east winds that knife us'.

Copy out the notes above. Check the spelling of ono-mato-poeia.

3. Complete this student's answer by using the key words from above and the extract.

The narrator creates a tense and frightening atmosphere in this extract. She uses _____ where she writes 'spongy and silent'. This creates a 'shh' sound, suggesting that there is an uneasy silence in the forest. This is contrasted with the 'louder noise' later in the extract where the leaves are described as _____. Here, the writer uses _____ to add to the tension. It is as if the leaves are calling to her in a disturbing way.

This student has used a What, How, Why technique twice over.

Pick out their what, how and whys and record them in the table below. The first one has been done for you.

What	How	Why
Tense and frightening atmosphere	'spongy and silent'	This creates a 'shh' sound suggesting that there is an uneasy silence in the forest.

Now, have a go at your own what and why based on the quotation below.

What	How	Why
The narrator creates.....	"the darkness had a texture so dense I fancied my outstretched hands were pushing against giant elastic cobwebs."	This.....

Homework 3: Paper 1, Question 3

When answering this question, it is important that you:

- Explain how writers use structure to achieve effects

Some examples of things that you might mention are:

- The sentence lengths
- The paragraphing
- Use of dialogue
- Use of lists
- How the writer builds tension
- How the writer introduces character or settings

Read the source below, taken from *Of Mice and Men* by John Steinbeck.

A few miles south of Soledad, the Salinas River drops in close to the hillside bank and runs deep and green. The water is warm too, for it has slipped twinkling over the yellow sands in the sunlight before reaching the narrow pool. On one side of the river the golden foothill slopes curve up to the strong and rocky Gabilan Mountains, but on the valley side the water is lined with trees- willows fresh and green with every spring, carrying in their lower leaf junctures the debris of the winter's flooding; and sycamores with mottled, white, recumbent limbs and branches that arch over the pool. On the sandy bank under the trees the leaves lie deep and so crisp that a lizard makes a great skittering if he runs among them. Rabbits come out of the brush to sit on the sand in the evening, and the damp flats are covered with the night tracks of 'coons, and with the spread pads of dogs from the ranches, and with the split-wedge tracks of deer that come to drink in the dark.

This text is from the start of a novel. How has the writer structured the text to interest you as a reader?

1. Which of the following are true?

	True or False?
The writer uses lots of short, sharp sentences to create tension.	
The writer uses lots of positive adjectives e.g, 'warm', 'golden' and 'fresh' to create a luscious (beautiful) scene.	
The writer has chosen to start the story by describing the scenery and by focusing on the natural surroundings rather than by introducing characters.	
The writer has used dialogue (speech) so that the reader can learn about the character from the start of the text.	
The writer lists the different types of animal that live in this environment to emphasise the remoteness of the setting.	

2. Read this answer.

The writer focuses the start of this novel on 'the Salinas river'. By beginning his novel this way, rather than introducing any characters, this allows that audience to picture the rural environment in which it is set. This interests the reader because the use of colour adjectives such as 'green', 'yellow' and 'golden' paint a really beautiful and natural scene, leaving the reader to wonder what will happen here.

In addition, the writer moves gradually from describing the scene, to describing the animals that live there. He mentions 'rabbits', 'racoons', 'dogs' and 'deer' all in one sentence to develop the rural image that he has created from the start. The long sentences give this opening a slow pace, supporting the peaceful, rural imagery allowing the reader to vividly picture the scene.

This student has used a What, How, Why technique twice over.

Pick out their what, how and whys and record them in the table below. The first one has been done for you.

What	How	Why
The writer has started this novel by setting the scene rather than mentioning characters.	He has used adjectives such as 'green', 'yellow' and 'golden'	This paints a beautiful and natural scene, leaving the reader to wonder what will happen there.

3. Read the source below, taken from *The Girl With The Dragon Tattoo* by Steig Larsson.

It happened every year, was almost a ritual. And this was his eighty-second birthday. When, as usual, the flower was delivered, he took off the wrapping paper and then picked up the telephone to call Detective Superintendent Morell who, when he retired, had moved to Lake Siljan in Dalarna. They were not only the same age, they had been born on the same day—which was something of an irony under the circumstances. The old policeman was sitting with his coffee, waiting, expecting the call.

"It arrived."

"What is it this year?"

"I don't know what kind it is. I'll have to get someone to tell me what it is. It's white."

"No letter, I suppose."

"Just the flower. The frame is the same kind as last year. One of those do-it-yourself ones."

"Postmark?"

"Stockholm."

"Handwriting?"

"Same as always, all in capitals. Upright, neat lettering."

With that, the subject was exhausted, and not another word was exchanged for almost a minute. The retired policeman leaned back in his kitchen chair and drew on his pipe. He knew he was no longer expected to come up with a pithy comment or any sharp question which would shed a new light on the case. Those days had long since passed, and the exchange between the two men seemed like a ritual attaching to a mystery which no-one else in the whole world had the least interest in unravelling.

How has the writer structured the text to interest you as a reader?

4. Circle the structural techniques the writer has used. (They have used them all, except one!)

Dialogue (speech)	Repetition of the word 'ritual' in the first and last paragraph.	Short sentences at the start.
Ending on a cliffhanger.	Long sentences in the final paragraph.	Keeping information from the reader at the start by using the word 'it'.
Clauses to add information.	Gradual reveal of information.	Lots of exclamation marks to create tension.

Now, have a go at your own what, how, why based one structural technique above.

What	How	Why
The writer....		

Homework 4: Paper 1, Question 4

When answering this question, it is important that you:

- Explain how the writer creates a particular impression e.g. of a character or a setting
- Write about techniques the writer has used
- Say how successful they have been
- Support your ideas with quotations

Read this extract again:

At first I could see nothing; the darkness had a texture so dense I fancied my outstretched hands were pushing against giant elastic cobwebs. The ground under me conspired to disorientate me. It was spongy and silent under my uncertain feet, no crackling branches or noisy heather to reassure me that I walked on the earth and owned it; I felt this forest now owned me. After slapping head-first into a few low branches I became accustomed to the gloom and began to pick my way more confidently through the trees, fixing my gaze on the back of Anita's shoes which seemed to glow like low, uneven landing lights. Then I suddenly realised that I could not hear the fairground any more. It had been replaced by a much louder noise, a low breathing made up of night breeze, whispering leaves, insects humming in morse code and the sporadic mournful hoots of a lone high owl.

A student said, 'In this extract, the writer successfully creates a creepy atmosphere'. To what extent do you agree?

1. Would you agree with this student? _____
2. Choose three quotations to support your answer to number 1 and explain why they support your answer. An example has been done for you.

Quotation	Explanation
'The ground under me conspired to disorientate me'	The personification of the ground 'conspiring' against her creates a tense atmosphere because it seems that even her surroundings are out to harm her.

3. Read this student's answer.

I agree that the writer successfully creates a creepy atmosphere. She uses personification to create the impression that different parts of the forest are alive and will harm her. For example, she thinks that the 'ground...conspired to disorientate me.' This suggests that the 'ground' is plotting against her and that it will try to make her get lost in the forest. The use of the word 'conspire' suggests that there is something evil and sinister about the ground and that it is plotting against her.

This student has used a What, How, Why technique.

Pick out their what, how and why and record them in the table below.

What	How	Why	Zoom

4. Now, have a go at your own what, how, why to answer the question. Use a quotation from Q2.

A student said, 'In this extract, the writer successfully creates a creepy atmosphere'. To what extent do you agree?

What	How	Why	Zoom (if you can)

Homework 5: Paper 1, Question 5

This is a creative writing question. You need to write a description suggested by a picture. Today you will focus on one technique you could use to do this.

Technique 1: No....No....No....No....But...



Example 1: **No** one stopped to ask him how he was. **No** one noticed the salty tears flowing silently down his wrinkled face. **No** one was there to share his terrible pain. **No** one was missing him as he sat alone. **But** the sea knew his secrets and there was some comfort in that.

Example 2: **No** sound but the gentle rhythm of the sea's waves brushing up on the beach. **Nothing** to see but the huge expanse of dazzling green-blue translucent sea. **No** thoughts twisting, turning and racing through his mind. **Nothing** owed and nothing due. **But**, with the press of a button, this would all change.

Have a go at describing the picture yourself, using the No...No....No.....No.....But structure. Take your time and try to use interesting vocabulary.

Now, try the same technique for this picture.



Use the No...No....No.....No.....But structure. Take your time and try to use interesting vocabulary.

Bonus: Can you use a simile in your answer? (a comparison using like or as e.g. the lamp glowed like a moon beam)

Homework 6: Paper 1, Question 5

This is a creative writing question. You need to write a description suggested by a picture. Today you will focus on one technique you could use to do this.

Technique 2: Close....closer.....closest.....



Example 1: **Close** to me was the beach where I had spent the only happy days of my miserable childhood. **Closer** to me was the knife. Still wet from its latest kill. **Closest** to me was the reason, the reason why all of this bad business began.

Example 2: **Close** to me was the noise of my hunters; gravel crunching under their substantial army boots. **Closer** to me, but only just, was a diminutive boat just approaching the shore. **Closest** to me was an intense feeling, a strong but cautious sense of hope. That feeling was the reason I began to run.

Have a go at describing the picture yourself, using the Close....Closer.....Closest structure. Take your time and try to use interesting vocabulary.

Now, try the same technique for this picture.



Use the Close....Closer.....Closest structure. Take your time and try to use interesting vocabulary.

Bonus: Can you refer to sight, sound or feelings in your answer?

Homework 7: Recap Quiz

Look back through the booklet if you get stuck.

1. What is alliteration?
2. What is personification?
3. How are questions 2 and 3 different?
4. Correct this spelling: onomatopea.
5. What is one technique you can use for question 5?
6. What is this an example of 'the ground under me conspired to disorientate me'.
7. Which question should you spend the longest on in the exam (it's worth the most amount on marks.)?
8. In which question might you start your answer with 'I agree' or 'I disagree'?
9. Which technique can help you to write detailed paragraphs in questions 2, 3 and 4?
10. What is the difference between a metaphor and a simile?