

English Literature – A Christmas Carol (45 minutes: 1 exploding extract)



	Social Injustice	Redemption	Christmas
1	<p>“Are there no prisons?...and the Union workhouses?” Scrooge to the charity collector.</p> <p>“it’s not fair. If I was to stop half a crown for it, you’d think yourself ill used” Scrooge about paying Bob for Christmas.</p>	<p>“I wear the chain I forged in life” Marley’s ghost.</p> <p>“Hard and sharp as flint... solitary as an oyster” description of Scrooge.</p>	<p>“A merry Christmas, uncle!” Fred, spreading Christmas cheer.</p> <p>“every idiot who goes about with 'Merry Christmas' on his lips, should be boiled with his own pudding” Scrooge to Fred.</p>
2	<p>“You... weigh everything by Gain” Belle when she “releases” Scrooge from their engagement.</p> <p>“This is the even-handed dealing of the world” Scrooge’s reasoning to Belle for pursuing wealth.</p>	<p>“A solitary child, neglected by his friends, is left there still“ Ghost of CP’s description of Scrooge as a child.</p> <p>“I should like to say a word or two to my clerk just now” Scrooge.</p>	<p>“Yo ho my boys... no more work to-night!” Fezziwig to his employees.</p> <p>“In they all came... anyhow and anyhow.” guests to Fezziwig’s party – all welcome.</p>
3	<p>“This boy is Ignorance. This girl is Want. Beware of them both” Ghost of CP about the ugly, dirty children under his robes.</p> <p>“His wealth is of no use to him. He don't do any good with it.” Fred’s description of Scrooge.</p>	<p>“such an odious, stingy, hard, unfeeling man as Mr. Scrooge” Mrs Cratchit’s description of Scrooge as he watches.</p> <p>“Oh no kind spirit! Say he will be spared” Scrooge pleads for Tiny Tim.</p>	<p>“Such a bustle ensued that you might have thought a goose the rarest of all birds.” The Cratchits are excited and grateful for their little feast.</p> <p>“he begged like a boy to stay” Scrooge watching Fred’s Christmas merriment.</p>
4	<p>“my little, little child! cried Bob.” Bob Cratchit about Tiny Tim.</p> <p>“He frightened every one away from him when he was alive, to profit us when he was dead! Ha, ha, ha!” a thief as they examine their haul..</p>	<p>“This is a fearful place. In leaving it, I shall not leave its lesson, trust me” Scrooge is ready to learn.</p> <p>“Assure me that I yet may change these shadows you have shown me, by an altered life!” Scrooge wants to change things.</p>	<p>“the room above, which was lighted cheerfully and hung with Christmas” the Cratchits’ house, even after Tiny Tim’s death.</p> <p>“I will honour Christmas in my heart and try to keep it all the year.” Scrooge to the Ghost of CYTC.</p>
5	<p>“A merrier Christmas, Bob.. Than I have given you for many a year!” on raising BC’s salary.</p> <p>“A great many back payments are included in it, I assure you” Scrooge to the charity collector.</p>	<p>“to Tiny Tim, who did not die, he was a second father” Scrooge showing love and compassion.</p> <p>“Uncle Scrooge had... become so gay and light of heart” Scrooge’s character transformation.</p>	<p>“It’s I. Your uncle Scrooge. I have come to dinner.” Finally attending Christmas dinner – to their amazement.</p> <p>“I’ll send it to Bob Cratchit’s!” Scrooge sending the Turkey.</p>

Scrooge
 Adjectives: miserly, cold-hearted, repentant, redeemed.
 Writer’s Intention: Dickens uses Scrooge to show what was wrong with wealthy Victorians. On his tour with the ghosts, he learns to take social responsibility and redeems himself. Dickens wanted his readers to do the same.

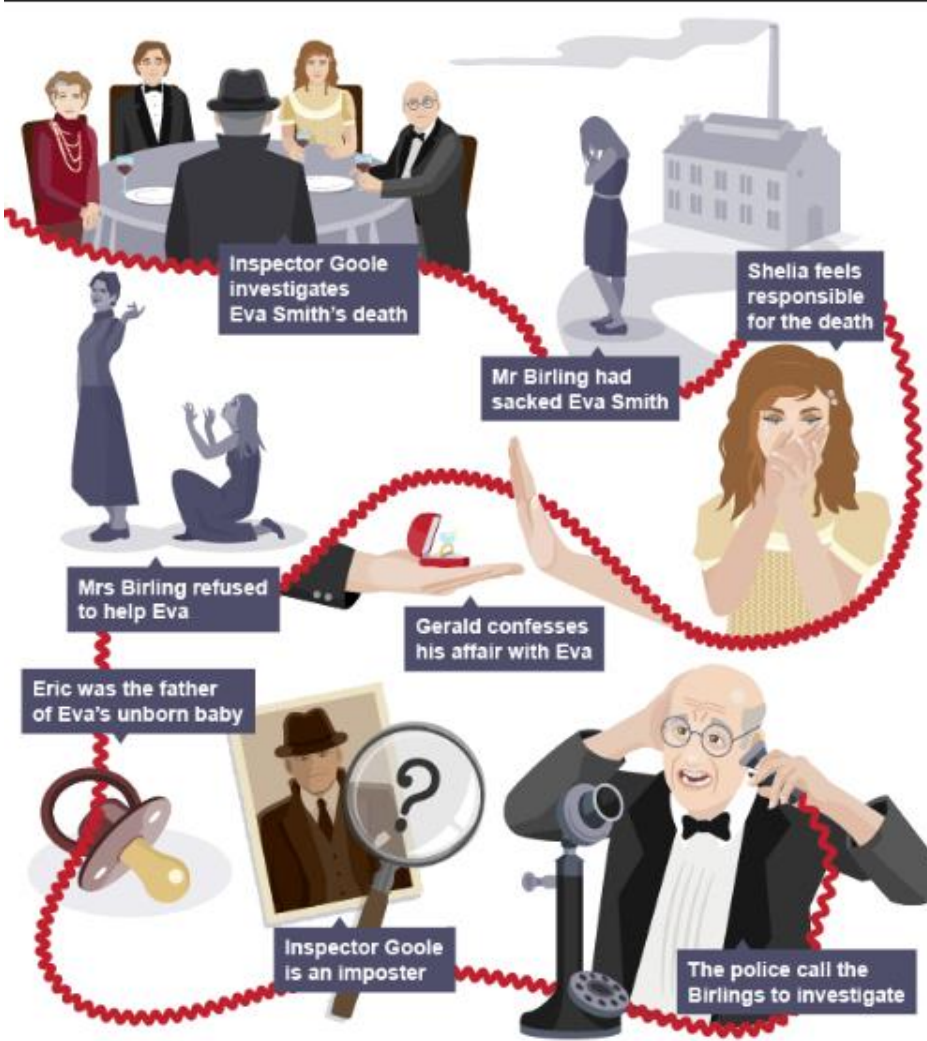
Bob Cratchit is Scrooge’s clerk.
 Adjectives: hard-working, kind and appreciative.
 Writer’s Intention: The Cratchits show that the poor were not lazy and immoral. They are victims of a society that needs change. The family demonstrate that love and kindness are free, but those in poverty need support to survive.

Fred is Scrooge’s nephew.
 Adjectives: warm, cheerful, patient and family-orientated.
 Writer’s Intention: Dickens uses Fred to model Christmas spirit when inviting Scrooge to dinner. Contrast with Scrooge, shows Scrooge’s cold heartedness and need for redemption.

Marley’s Ghost was Scrooge’s late business partner,
 Adjectives: remorseful, troubled and grave.
 Writer’s Intention: Dickens uses Marley’s Ghost to warn wealthy Victorians of the consequences of living a selfish and greedy existence: regret and eternal misery.

Fezziwig was Scrooge’s first employer, who throws a party on Christmas Eve for employees and locals.
 Adjectives: jolly, altruistic, inclusive.
 Writer’s Intentions: Dickens uses Fezziwig, to show what wealthy Victorians could and should be like, in contrast with Scrooge.

Belle was Scrooge’s fiancée who broke off their engagement due to his obsession with money.
 Adjectives: beautiful, gentle, unmaterialistic.
 Writer’s Intention: Dickens uses Belle to remind readers that greed and selfishness can cost us love and happiness, which money can’t buy.



English Literature – An Inspector Calls (45 mins: 1 exploding extract)

Key Quotations

Mr Birling	Mrs Birling	Sheila	Eric	Gerald	Inspector
<p>“community and all that nonsense” Mr B to Eric and Gerald.[1]</p> <p>“the Germans don’t want war” to Gerald and Eric [1]</p> <p>“She had a lot to say – far too much – she had to go” Mr B to the Inspector. [1]</p> <p>“Now Sheila... you must understand that a lot of young men...” to Sheila, defending Gerald. [2]</p> <p>“There’ll be a public scandal.” to Eric, furious. [3]</p> <p>“[excitedly] By jingo! A fake!” to Gerald [3]</p> <p>“the famous younger generation who know it all” about Eric and Sheila [3]</p>	<p>“Men with important work to do sometimes have to spend nearly all their time and energy on their business.” to Sheila [1]</p> <p>“I did nothing I’m ashamed of” to Inspector [2]</p> <p>“I used my influence to have it refused” To Inspector about Eva’s request for help. [2]</p> <p>“As if a girl of that sort would ever refuse money!” to Inspector [2]</p> <p>“You’re behaving like a hysterical child” to Sheila [2]</p>	<p>“Look – mummy – isn’t it a beauty?” to Mrs B [1]</p> <p>“Except for last summer when you never came near me” Sheila to Gerald 1[]</p> <p>“But these girls aren’t cheap labour – they’re people!” Sheila to Mr B [1]</p> <p>“I know I’m to blame – and I’m desperately sorry” to Inspector [2]</p> <p>“we all started like that – so confident, so pleased with ourselves” to Mrs B [2]</p> <p>“You don’t seem to have learnt anything” to Mr B [3]</p>	<p>“Why shouldn’t they try for higher wages?” to Mr B. [1]</p> <p>“I was in that state when a chap easily turns nasty” to the Inspector about his first night with Eva. [3]</p> <p>“You’re not the kind of father a chap could go to when he’s in trouble” to Mr B [3]</p> <p>“(nearly at breaking point])Then- you killed her.” to Mrs B when he finds out she refused Eva help. [3]</p> <p>“We all helped to kill her- and that’s what matters.” [3]</p>	<p>“(very much the well-bred young man-about-town)” Description [1]</p> <p>“I didn’t feel about her as she felt about me” to Sheila, about Daisy. [2]</p> <p>“I’m rather more – upset – by this business than I probably appear to be” to the Inspector [2]</p> <p>“Everything’s all right now, Sheila [holds up the ring]” [3]</p>	<p>“[a sharp ring of the front door bell]” interrupting Mr B’s speech [1]</p> <p>“she died in misery and agony- hating life” to Gerald and Sheila [2]</p> <p>“(massively) Public men, Mr Birling, have responsibilities as well as privileges.” to Mr B[2]</p> <p>“used her... as if she was an animal, a thing, not a person” to Eric [3]</p> <p>“We are members of one body.” to the Birlings [3]</p> <p>“fire and blood and anguish” to the Birlings. [3]</p>
<p>Written in 1945 (Post the wars)– Set in 1912 (Pre the wars)</p>					
<p>THEMES: SOCIAL RESPONSIBILITY – YOUTH V AGE – SOCIAL STATUS – GENDER INEQUALITY</p>					

Mr Birling
 Adjectives: pompous, stubborn, social-climber
 Writer’s Intention: Used to highlight the danger of selfish capitalists who exploit workers for profits. His flawed views on WW1 and the Titanic warn against having the same irresponsible arrogance post WW2.

Mrs Birling
 Adjectives: Cold, prejudiced, supercilious, callous.
 Writer’s intention: Mrs B ignores any signs of trouble in the family for the sake of appearances. Her charity work sounds impressive, but allows her to enjoy power. She feels above social responsibility.

Sheila
 Adjectives: Spoilt, insecure, candid, ashamed.
 Writer’s intention: Sheila accepts the Inspector’s message and responsibility for her actions with remorse, creating hope for the younger generation. Her socialist views contrast with her parents’.

Eric
 Adjectives: Irresponsible, devastated, repentant, frustrated.
 Writer’s Intention: Priestley shows the danger of privileged, irresponsible young men. Like Sheila, he is genuinely appalled the consequences of his actions, as well as his parents’ attitudes, which partially redeems him.

Gerald
 Adjectives: “attractive”, “well-bred”,
 Writer’s intention: While Gerald’s actions showed care for Eva, he did take advantage of her and left her broken-hearted without hope of life improving. His social status and charm seem to mitigate his behaviour.

Eva Smith (Daisy Renton)
 Adjectives: principled, destitute, helpless.
 Writer’s Intention: Eva highlights the plight of the working class, especially women and how they are often victims of circumstance and prejudice from their social superiors.

The Inspector
 Adjectives: Brusque, assured, enigmatic, righteous.
 Writer’s Intention: Priestley’s mouthpiece for his socialist message, warning his audience not to repeat the mistakes of past generations and to look after each other.

1. The Exam (1 hour)

English Literature GCSE: Poetry Anthology

The anthology paper is 1 hour long, and you have to write about two poems from the anthology. One is given to you, and you compare it to one from memory.

Answer both part (a) and part (b). ^[15] **You are advised to spend about 20 minutes on part (a) and about 40 minutes on part (b).**

Read the poem below, (*Poem title*) by (*poet*). **Write about the ways in which (the poet) presents (key theme) in this poem.** [15]

Choose one other poem from the anthology in which the poet also writes about (*Key theme*). **Compare the presentation of (key theme) in your chosen poem to the presentation of (key theme) in (poem given in part a).** [25]

2. Form

* **Sonnet** (Sonnet 43; Ozymandias; The Soldier): Written in iambic pentameter with a strong and specific rhyme scheme. 14-line poems, usually structured with an octave (8 lines) which poses a problem and a sestet (6 lines) which answer the problem.

* **Dramatic monologue** (London; Hawk Roosting): First person, speaking passionately about a topic.

* **Ode** (To Autumn; Cozy Apologia- To Fred): A poem in praise of something.

* **Narrative poem** (Death of a Naturalist; The Prelude): Poems that tell a story.

* **Elegy** (Mametz Wood; As Imperceptibly as Grief): a poem of serious reflection, typically a lament for the dead.

3. Vocabulary to describe tone

admiring
appreciative
assertive
candid
earnest
enthusiastic
impassioned
imploring
intimate
nostalgic
pensive
reverent
sincere
solemn

angry
arrogant
bitter
callous
cautionary
condescending
critical
defensive
disapproving
egotistical
narcissistic
regretful
uneasy

	Poem	Overview
Romantic poems (1800-1850)	London by William Blake (1794)	Blake describes the terrible conditions of 18 th century London, including child labour, the 'corrupt' Church and prostitution.
	She Walks in Beauty by Lord Byron (1814)	Byron describes the physical beauty and moral goodness of a woman, using the imagery of night and darkness to suggest mystery and exoticism.
	Ozymandias by Percy Bysshe Shelley (1818)	Shelley describes a broken and abandoned statue of a once-powerful Egyptian king, reflecting how all his arrogance and pride came to nothing.
	To Autumn by John Keats (1819)	Keats writes a lyrical description, personifying autumn as a romanticised country labourer. He emphasises the beauty of the season and harvest-time.
	<i>Excerpt from The Prelude</i> by William Wordsworth (1850)	Wordsworth nostalgically describes ice skating on a winter's evening in his youth, emphasising the rural setting with sensual imagery.
	Sonnet 43 by Elizabeth Barrett Browning (1850)	Browning writes a passionate description of her love, using religious imagery to convey the strength of her emotion.
Victorian (1837-1901)	As Imperceptibly as Grief by Emily Dickinson (1865)	The poet writes an apparently simple elegy on time passing, which is in fact very complex in its reflection on depression and human experience, using summertime as a metaphor for grief.
	A Wife in London by Thomas Hardy (1899)	This is a bleak and ironic comment on the tragedy of war: a woman learns of her husband's death, then gets a letter from him full of happy future plans.
WW1 (1914-18)	The Soldier by Rupert Brooke (1914)	Brooke writes about how glorious it is to die abroad fighting for England, using happy, patriotic imagery which ignores the horrors of war.
	Dulce et Decorum Est by Wilfred Owen (1917)	Owen describes death by gas in WW1 in vivid horrifying detail, comparing this ironically to the Latin title which says it is sweet to die for your country.
Modern poems (1950 onwards)	Afternoons by Philip Larkin (1959)	Larkin's negative view of human relationships is shown as he describes the emptiness of young mothers' lives as they take their children to the park.
	Hawk Roosting by Ted Hughes (1960)	Hughes writes in the voice of a hawk resting between killing its prey, showing that it is arrogant, controlling and brutal.
	Death of a Naturalist by Seamus Heaney (1966)	Heaney vividly describes enjoying collecting frogspawn as a young boy and later being disgusted by the frogs to illustrate his loss of innocence.
	Valentine by Carol Ann Duffy (1993)	Duffy's poem is rejection of romantic clichés, using the extended metaphor of an onion to show love can bring pain and suggest passion can be sinister.
	Cozy Apologia by Rita Dove (2003)	Dove describes working at her desk while a hurricane approaches, thinking about her husband and celebrating their ordinary, comfortable love.
	Mametz Wood by Owen Sheers (2007)	Sheers describes farmers finding the skeletons of soldiers who died in WW1 which emphasises the horrors of war and the vulnerability of human beings.
	The Manhunt by Simon Armitage (2007)	Armitage writes in the voice of a woman dealing with the physical and mental damage caused to her husband by being seriously injured in war.
	Living Space by Imtiaz Dharker (2009)	Dharker describes a slum in India, contrasting the disapproving attitude of an outside observer with the optimistic efforts of those trying to make a life there

English Language GCSE: Reading Papers (Reading an extract and answering questions)		Component 1 Reading: read an extract from a story. Answer 5 questions, including quotations and showing you can analyse language	Component 2 Reading: read two non-fiction texts, linked by theme, and answer 6 questions.	
Component 1 (1hr 45mins)		Component 2 (2 hours)		
A: Unseen 20 th Century Literature Reading (40 marks worth 20%) B: Creative Prose Writing (40 marks worth 20%)		A: Unseen 19th and 21 st Century Non-Fiction Reading (40 marks worth 30%) B: Transactional writing (40 marks worth 30%)		
Useful vocabulary when answering the fiction and non-fiction reading papers				
	Use	It means...	In a sentence	
English Language: Assessment Objectives	AO1	Identify and interpret explicit and implicit information and ideas	Select and synthesise evidence from different texts	
	AO2	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	Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts	
	AO3	Evaluate texts critically and support this with appropriate textual references	Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences	
	AO4	Organise information and ideas, using structural and grammatical features to support coherences and cohesion of texts	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	
	1	Highlights	Makes something stand out	The writer highlights the character's happiness by describing his beaming smile.
	2	Reinforces	Strengthens or supports	The writer uses repetition to reinforce the importance of hand washing.
	3	Contributes to	Adds to	The use of short sentences contributes to the rising tension.
	4	Develops	Grows/unfolds	The writer develops a strong sense of fear as the character approaches the door.
	5	Reveals	Shows something new	The writer reveals the secret of the hero's true identity at the very end of the story.
	6	Demonstrates	Gives an example	The use of exclamation marks demonstrates the writer's enthusiasm .
	7	Ensures	Makes sure	The writer repeats the information to ensure that the reader is left in no doubt.
	8	Portrays	Describes	At the start of the extract, the writer portrays this character as shy.
	9	Initially	At first	Initially , we are shocked at the character's behaviour until we understand why they did this.
	10	Surprisingly	Unexpected	Surprisingly , the author withholds this information until the end.
	11	Contrasts	Shows a strong difference	The writer contrasts the behaviour of the two boys in this extract, revealing their differences.
	12	Ultimately	In the end, to sum up	Ultimately , we are left satisfied with the outcome of the story.
	13	Ironic	Saying the opposite of what you mean, often to create humour.	The writer creates an ironic tone by pretending that everyone is happy when they are really not.
	14	Humorous	Funny	The writer includes a humorous anecdote to engage the reader.
	15	Sarcastic	Saying the opposite of what you mean to mock or show you disagree.	The writer is clearly sarcastic when he says "everything is perfect" after describing the poor conditions.
	16	Cautious	Careful	After being misled by the character, the reader is cautious about believing his later claims.
17	Courteous	Polite	The speaker is courteous as he ignores subjects which might offend the audience.	
18	Nostalgic	Thinking about the past in a positive way	The writer evokes a nostalgic feeling when describing happy memories of a neglected playground.	
19	Detached	No emotion – separate from the event	The detached tone confirms that the writer was not upset by the events.	
20	Flattering	Praise and complement	The writer is clearly flattering the reader when he says he knows that they will understand what he is talking about.	

1. Key Terms

- Rising action:** the part of the story where the plot becomes increasingly complicated.
- Climax:** the most dramatic, exciting part of a story.
- Falling action:** diminishing tension, leading towards a resolution.
- Foreshadowing:** hints at events to come.
- Allusion:** brief, indirect reference to a person, place, thing or idea of historical/cultural, literary/political significance. It does not describe in detail the person/thing.
- Juxtaposition:** two contrasting ideas put next to each to make the difference clear.

2. Typical titles

It is important that your story idea matches the title you choose. Example:
Write about a time when... (eg you were scared/ surprised/ at a birthday party...)
Write a story that starts/ends... (I had to change my mind/ she wasn't there...)
A statement (eg The Storm, The Stranger, The Test)

English Language GCSE: Creative Writing (Writing a short story)

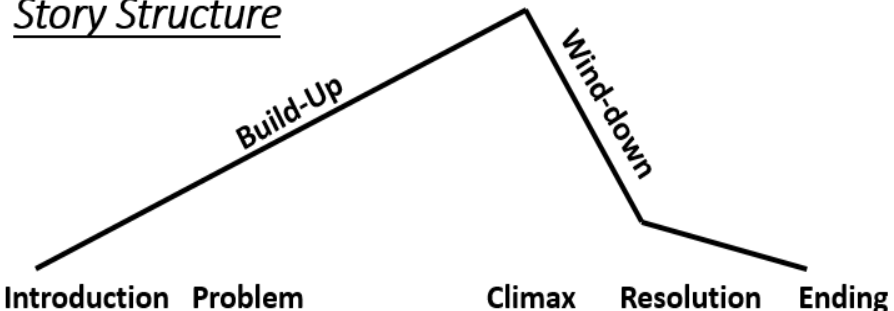
3. Varying your sentence starts

- Adverbials.** E.g. Forcefully, the...
- ed words.** E.g. Focused, challenged
- ing verbs.** E.g. Vaulting, sprinting...
- Simile starts.** e.g. Like an uncoiled spring, the ...
- Prepositions.** e.g. Above the door...
- List of adjectives.** e.g. Strong, powerful, majestic...
- Comparisons.** e.g. Unlike the armoured opponent, the...
- A noun to start.** e.g. Quests are often...
- When...**
- After...**
- Abstract noun.** Eg Fear coiled inside her stomach like...

4. Structuring the narrative

- Hook:** a way in to the story. A way to grab the reader's interest – it can be one line.
- Development:** something changes – maybe a problem - that complicates the story and builds towards the climax.
- Climax:** a dramatic or eventful moment.
- Resolution:** the tidying-up of loose ends, pulling the threads of the story together. Remember to have a strong final sentence.

Story Structure



5. Building detail

- Sensory description**
What would you be able to hear? See? Feel? Smell? Taste?
- SHOW don't tell**
He ~~was bored~~ slumped in his chair, endlessly tapping his pencil.
- Vary your sentences for pace**
Short sentences slow the pace; long sentences increase the pace.
- Try figurative language** Metaphor, simile, personification
- Use words with precise meaning**
~~Bad~~ Ugly Confusing Evil Uninspiring
~~Went~~ Ran Slunk Ambled Crept

6. Hook your reader

- Use **ambiguous pronouns** or articles: it, she, the, I, he, she, they, it etc.
- Begin in the **middle of the action**
- Open with **dialogue**
- Mention an **unusual event**
- Address the **reader**
- Make a claim or state a **moral**
- Set the **scene** in an intriguing way

7. Endings

- Circular structure** – link back to the start of your story.
- A reveal** – make sure there are hints along the way!
- 'Almost' cliff hanger** – hint at what happens...leave the reader to fill in the detail.
- A moral message** – what has your character learnt?

8. Descriptive vocabulary

Radiant	Happy/beautiful
Gaudy	Unpleasantly bright
Nauseating	Makes you feel sick
Agonised	Couldn't decide – painfully undecided.
Acrid	Strong, bitter – causes a burning feeling.
Rancid	Tastes or smells unpleasant as it's not fresh – rotting.
Uncontrollable	Can't stop – cannot control
Hurled	Threw with force
Aromatic	A pleasant smell
Deviously	Cunning
Console	Comfort someone
Engulfed	Covered
Jabber	Chat annoyingly
Indecisively	Cannot decide
Avoid	Don't do something on purpose.
Loomed	Tower over threateningly.
Infinitely	Much more
Indifferently	Don't care
Unapologetically	Not sorry
Haughtily	Stuck up – looks down on people.

1. Text types

You will be asked to write two of the following, adapting your writing according to the PALL:

- Formal letter
- Informal letter
- Report
- Review
- Article
- Speech
- Guide

2. Key Terms

1. **Ethos:** to make yourself appear trustworthy, unbiased and credible, to your reader.
2. **Pathos:** persuade your audience by appealing to their emotions
3. **Antithesis:** something that is the direct opposite of something else, e.g. love is the antithesis of selfishness.
4. **Anaphora:** repetition of a word or phrase at the beginning of successive clauses.
5. **Anadiplosis:** repeating the final word or phrase from one clause at the beginning of the next, eg, when I give, I give myself.
6. **Perspective:** a way of looking at something, a viewpoint.
7. **Logic:** convince your audience through reason, facts and statistics.

English Language GCSE: Transactional Writing

(Writing a piece of non-fiction writing)

3. Creating an informal tone

- Now, you might think that...
- Feeling _____ (eg anxious)? Well, let me help.
- Of course, no one could forget...
- Now I know what you're thinking:...
- You could be forgiven for thinking...
- It's not rocket science. It's not brain surgery. It's not even....
- Work, work, work. We've all been there. Well, I'm....
- Call me ____ (eg naïve), but I refuse to believe that....
- Even after all this, I still believe....

4. Creating a formal tone

- An epidemic prevalent in our society is...
- A pertinent example of this is...of this would be...
- Understandably, many are under the illusion that...
- It has been noted that...
- Unfortunately, many are under the impression that...
- Although it may initially appear that....
- This appeals to their/my sense of....
- Despite this, I remain convinced that...
- Indeed, this may further add weight to the argument that...

5. Persuasive devices

Anecdote e.g. *That reminds me of a time when I...*
Alliteration e.g. *Tenacious, terrific teens.*
Pronouns e.g. *I, you, he, she, we*
Facts e.g. *Football keeps you fit.*
Opinions e.g. *Xbox is the best games console.*
Rhetorical Questions e.g. *How would you feel if...?*
Repetition e.g. *Monopoly is fun, fun fun!*
Emotive Language e.g. *I was isolated and alone.*
Exaggeration e.g. *YouTube is taking over the world.*
Statistics e.g. *89% of people agree with this statement.*
Threes e.g. *Cadets is exciting, challenging and rewarding.*

6. Varying your sentence starts

1. **Not only, but also** E.g. Not only are holidays too infrequent, but they are also too short.
2. **So, so** E.g. Holidays are so infrequent, so short, that they feel as if they are over before they begin
3. **Brackets although** E.g. School holidays are too infrequent (although some killjoys will love to tell you otherwise) and the impact of this has been seen on students in the high anxiety rates among teenagers.
4. **Triple abstract noun colon** E.g. Fury, anger, dismay: the feelings felt by both staff and students at the end of the holidays are intense.
5. **Simile start** E.g. Like a child's first steps, holidays are something to be treasured.
6. **Verb beginnings** E.g. Considering the amount of time families spend apart, holidays are clearly too infrequent.
7. **More more more** E.g. The more time children have to relax, the more energised and engaged they will be in their studies, and ultimately the more they will achieve.
8. **Less less less** E.g. The less time spent with the family means the less time that is spent establishing family values, which means the less time a child is able to connect with their parents
9. **Fortunately/unfortunately** E.g. Fortunately, the holiday companies are aware of the holiday dates and can adjust the capacity for those dates; unfortunately, this comes at a significant financial premium.
10. **Adverb beginnings** E.g. Typically, no one consults children on how they feel about holiday dates and the frequency of their breaks.

7. Key vocabulary













Instead of...	Use...
strongly	vehemently
annoyed	exasperated
happy/ excited	thrilled
dangerous	perilous
unsure/ suspicious	sceptical
not good enough	inadequate
confused	perplexed
don't like	loathe
approve of	applaud
Fight/ argue	quarrel
stupid	ill-considered
horrible/stressful	harrowing
wanted to	compelled
important/ relevant	pertinent
sure	convinced
Think something but they're wrong	illusion

8. Planning your writing

1. **BUG** the question
2. Work out the **PALL:** Purpose, Audience, Language, Layout.
3. **Brainstorm** your ideas.
4. Choose your strongest **5 ideas**, including an introduction and conclusion.

	Macbeth	A Christmas Carol	An Inspector Calls
Language	<p>Symbolism: Blood - symbol of guilt, especially blood on hands as guilt for murder. Milk is a symbol of innocence.</p> <p>Pathetic fallacy: natural events foreshadow future bad events, “thunder and lightning” associated with witches.</p> <p>Persuasive devices: LMB persuades MB to kill Duncan, using rhetorical questions, emotive language, imperative verbs, inclusive pronouns.</p> <p>Metaphor: Animal imagery often represents emotions, e.g. “O, full of scorpions is my mind, dear wife!”</p> <p>Euphemisms: a mild word as a substitute, eg. “deed,” “it,” “the business,” “assassination: to show their inability to admit to their terrible crimes.</p> <p>Motifs: a symbol that is repeated throughout the play, e.g. blood, crown, hands, sleep, animals.</p>	<p>Symbolism: Marley’s chains represent what he valued in life, and his regrets in death – “cash boxes, ledgers” etc.</p> <p>Pathetic Fallacy: Cold weather, “cold and frost” represents Scrooge’s cold heart.</p> <p>Conversational Narrative Voice: Used for opinions on characters. Creates relationship with reader.</p> <p>Similes: :”Solitary as an oyster” (stave 1), “as light as a feather” (stave 5).</p> <p>Personification: “Innocence and Want,” neglected children, represent problems of Victorian society.</p> <p>Description: highly descriptive language creating vivid images of character, place and setting.</p>	<p>Symbolism: The Inspector’s photograph represents revelation and judgement. Inspector Goole is a moralistic figure, representing Priestley’s own views.</p> <p>Anaphora: Emphatic repetition at the beginning of sentences, “We don’t live alone. We are members of one body. We are responsible for each other.” Makes the message memorable and persuasive.</p> <p>Slang: Younger generation use informal language like “squiffy” (Sheila/Eric), “chump” (Sheila), “tart” (Eric) which signals their youth.</p> <p>Realistic dialogue: plain language with less imagery adds to the realism: “But you’re partly to blame. Just as your father is.”</p>
Structure	<p>Acts/Scenes: Enables a variety of settings. The number and length of scenes affects the pace of the play.</p> <p>Cyclical structure: Play begins with death of a traitor, and ends with Macbeth, now a traitor, being killed.</p> <p>Verse: (witches = trochaic tetrameter and riddles), blank verse (unrhyming), iambic pentameter (five feet in each line creating _ / rhythm), prose (Porter)</p> <p>Foreshadowing: bloody battle-murders/hearing voice-insomnia/Macduff’s suspicions-his opposition</p>	<p>Staves: each stave (‘chapter’) describes a new stage in Scrooge’s journey of redemption. A musical term, adding to the idea of the story as a festive carol.</p> <p>Foreshadowing: Tension builds in Stave 4 as the reader realises first that the unfortunate dead man is Scrooge.</p>	<p>Acts: Each act begins as the previous ended, creating a sense of realism.</p> <p>Cliffhangers: Each act ends with a character under suspicion and facing interrogation, raising the audience’s tension.</p> <p>Climax: Eric is revealed as the father of Eva’s baby.</p> <p>Twist: After questioning the Inspector’s identity, the phone call at the end comes as a surprise.</p>
Form	<p>Morality play: The audience is taught a lesson to learn from in life. E.g. MB allows himself to be influenced by the witches/his wife, ultimately leading to his downfall.</p> <p>Tragedy: A serious play where someone of high rank experiences a reversal of fortune (good to bad), resulting in the audience’s pity/fear.</p>	<p>Allegory: ACC is a story used to deliver a moral message about real-world issues. The narration “Once upon a time...” suggests a morality tale.</p> <p>Ghost Story: Traditional, popular in festive season.</p> <p>Novella: A longer text than a short story but shorter than a traditional novel.</p>	<p>Morality play: AIC teaches the audience lessons based on 7 deadly sins. The audience is led to question their own behaviour.</p> <p>Crime thriller: Action centres around the suicide of Eva Smith. It turns out that every character is a potential suspect, even the audience.</p>
Dramatic devices	<p>Asides: The audience accesses a character’s mental thoughts and observations through brief asides. “I fear thou play’dst most foully for’t.”</p> <p>Soliloquies: A more extended aside. Characters often justify important decisions and expose internal conflict, e.g. A1Sc7, MB justifies his decision not to kill Duncan.</p> <p>Dramatic irony: E.g. the gentlewoman/Dr work out LMB’s involvement with dark deeds through her sleepwalking.</p> <p>Foil: a character who contrasts with another character; typically, a character who contrasts with the protagonist to highlight difference, e.g. Banquo and Macbeth.</p>	<p>Foil: a character who contrasts with another character; typically, a character who contrasts with the protagonist to highlight difference, e.g. Cratchit and Scrooge, Fezziwig and Scrooge.</p>	<p>Stage directions: Priestley’s instructions on lighting, setting or how characters should behave/deliver lines. These have a huge impact on our perception of characters.</p> <p>Setting: Constant setting in real time.</p> <p>Dramatic irony: E.g. we realise Eric is the father of Eva’s child before Mrs B.</p> <p>Interruptions: Deliberately placed to raise tension, e.g. the “sharp ring of the front doorbell.”</p> <p>Dramatic pauses: We anticipate characters’ responses. Tension builds.</p>

English Literature – Macbeth (1 hour exam: 20 mins extract. 40 minutes essay)

Three witches tell Macbeth he will become king. 	Macbeth tells Lady Macbeth he will become king. 	Lady Macbeth tells Macbeth to kill the king. 
Macbeth kills the king. 	Macbeth becomes king. 	Macbeth has his friend Banquo murdered. 
Macbeth gets more prophecies from the witches. 	Macbeth kills the family of Macduff, Thane of Fife. 	Macduff joins up with Malcolm, son of the dead king. 
Lady Macbeth goes mad and dies. 	Macduff and Malcolm dress up like trees and attack Macbeth. 	Macduff kills Macbeth. 

Key Quotations

Act 1	Act 2	Act 3	Act 4	Act 5
<p>“Fair is foul and foul is fair” The Witches, chanting (A1, S1).</p> <p>“Unseamed him from the nave to the chaps” Captain describing Macbeth’s brutal combat. (A1,S2)</p> <p>“He seems rapt withal” Banquo noticing Macbeth’s reaction to the prophecies. (A1, S3)</p> <p>“He was a gentleman on whom I built an absolute trust” Duncan about the traitor Thane of Cawdor (A1, S4)</p> <p>“O worthiest cousin” Duncan to Macbeth after his promotion (A1, S4)</p> <p>“I do fear thy nature—it is too full o’ th’ milk of human kindness” Lady Macbeth (A1, S5)</p> <p>“Come you spirits...unsex me here” Lady Macbeth (A1, S5)</p> <p>“When you durst do it, then you were a man” Lady Macbeth manipulating her husband into killing Duncan. (A1, S7)</p>	<p>“My bosom franchised and allegiance clear” Banquo hints to Macbeth he will always act morally. (A2, S1)</p> <p>“Is this a dagger I see before me?” Macbeth’s vision before killing Duncan. (A2, S1)</p> <p>“Will all great Neptune’s ocean wash this blood clean from my hand?” Macbeth’s guilt having just killed Duncan (A2, S3)</p> <p>“A little water clears us of this deed” LM dismisses the impact of guilt. (A2,S3)</p> <p>“O horror horror horror” Macduff discovers Duncan’s body. (A2, S4)</p>	<p>“I fear thou played’st most foully for ’t.” Banquo’s suspicions about Macbeth (A3, S1)</p> <p>“Nought’s had, all’s spent, where our desire is got without content” LM is unhappy as queen (A3, S2)</p> <p>“We have scotch’d the snake, not kill’d it!” Macbeth feels the threat to the throne is alive in Banquo/his son (A3, S2)</p> <p>“O, full of scorpions is my mind, dear wife!” Macbeth’s torment at the idea of losing the crown (A3, S2)</p> <p>“Thou canst not say I did it, never shake thy gory locks at me!” Macbeth’s fear and outrage at being haunted by Banquo’s ghost (A3, S4)</p> <p>“Are you a man?” LM uses her previous tactic to try to calm Macbeth. (A3, S4)</p> <p>“Blood will have blood” Macbeth fears the consequences of his actions. (A3, S4)</p>	<p>“Beware Macduff” the witches’ apparition warns Macbeth. (A4, S1)</p> <p>“None of women born shall harm Macbeth” another apparition from the witches gives Macbeth confidence (A4, S1)</p> <p>“give to th’ edge o’ th’ sword his wife, his babes” Macbeth orders the murders of Macduff’s family. (A4, S1)</p> <p>“all my pretty chickens and their dam at one fell swoop?” Macduff is devastated and in disbelief that his family are gone (A4, S3)</p> <p>“Let’s make us medicines of our great revenge!” Malcolm encourages Macduff to use his devastation to destroy Macbeth. (A4, S3)</p>	<p>“Out damned spot!” LM has visions of blood on her hands as she sleepwalks. (A5, S1)</p> <p>“who would have thought the old man to have so much blood in him?” LM is disturbed by all the killings triggered by Duncan’s death. (A5, S1)</p> <p>“Our castle’s strength will laugh a siege to scorn!” Macbeth is over-confident about the battle. (A5, S5)</p> <p>“Out, out, brief candle!” Macbeth mourns the loss of LM (A5, S5)</p> <p>“Life’s but a walking shadow” Macbeth remarks on the futility of life.</p> <p>“Macduff was from his mother’s womb untimely ripped!” Macduff before beheading Macbeth (A5, S10)</p>



Macbeth
 Adjectives: violent, easily-influenced, guilty, paranoid, tyrannical, arrogant
 Writer’s Intention: Shakespeare uses Macbeth to show how loyal men can be corrupted by ambition and supernatural evils. His death warns of the inevitable fate of those who challenge the king’s authority.



Lady Macbeth
 Adjectives: Ambitious, manipulative, discontent, disturbed.
 Writer’s Intentions: Lady Macbeth could show the dangers of strong women with ambition, especially those who call upon supernatural help. She also shows the maddening effect of guilt.

The Witches
 Adjectives: Ominous, meddling, evil.
 Writer’s Intention: They represent the danger of being influenced by the supernatural.

King Duncan
 Adjectives: Warm, appreciative, naïve.
 Writer’s Intention: Duncan’s weakness is putting his trust in valiant yet corruptible men like Macbeth and the previous Thane of Cawdor.

Macduff
 Adjectives: suspicious, loyal, patriotic, devastated, motivated, heroic.
 Writer’s Intentions: Macduff passionately fights for Scotland and to avenge his family. He follows his morals rather than fearing the wrath of Macbeth. Although he’s a hero, he pays a heavy price.

Banquo
 Adjectives: wary, loyal, suspicious.
 Writer’s Intention: Banquo distrusts the witches and doesn’t act on their prophecies like Macbeth, displaying better judgement. Banquo’s death shows Macbeth’s total corruption when he arranges the murder of his best friend and innocent child to protect himself. Banquo’s ghost distresses Macbeth, displaying his guilt.

THEMES: AMBITION – SUPERNATURAL – GUILT – LOYALTY – POWERFUL WOMEN – APPEARANCE V REALITY

1. The Exam (1 hour)

Both unseen poems are printed on the paper. Spend 20mins analysing poem a, then 40mins comparing both poems. You are guided as to how to approach the comparison:

You should compare:

- **what the poems are about and how they are organised;**
- **the ideas the poets may have wanted us to think about;**
- **the poets' choice of words, phrases and images and the effects they create;**
- **how you respond to the poems.**

2. Structuring your response

STRUCTURE for part (a)

Introduction – What is the poem about? (link to the given theme).

Pick at least 5 quotations to talk about (e.g. imagery, language, tone, mood, structure, start/finish of poem)

Conclusion/personal response – overall, how successfully does the poet present their ideas? Can you relate?

STRUCTURE for part (b) - comparison

1. Introduction: Poem B is also about _____ (link to Poem A) but _____ (one difference e.g. perspective, tone, attitude, structure etc.) Then explain the ideas of poem B, showing your understanding of the poem as a whole.

2. Analysis: Both poems _____ (compare presentation of ideas, e.g. start with, end with, language, mood, etc.)

Or Poem A _____ whereas Poem B _____.

Aim to make 5 points of comparison, including evidence to support your views and the impact on the reader.

3. Conclusion (Evaluate) – Which of the poems do you think is more successful in presenting that theme?

English Literature GCSE: Unseen Poetry

3. Poetic techniques: language and structure

Technique	Definition
Alliteration	The repetition of initial consonant sounds
Anaphora	The repetition of the same word or phrase at beginning of a succession of lines.
Enjambment	A line that is not end-stopped by punctuation; it runs over into the next line to complete its idea/sense.
Metaphor	Describe something by comparing it with something else, usually using "is" or "was" to make the link.
Caesura	Using terminal punctuation (?!), mid-line, to create a simple sentence or 'cut through' the flow of thought to draw attention to something
Sibilance	Repeated sibilant consonant sounds (s,sh), creating a soft "whispering" effect or sometimes anger/frustration.
Juxtaposition	The deliberate placement of two ideas/words together for a specific effect.
Oxymoron	Juxtaposing two contradictory/unexpected ideas or words next to one another.
Onomatopoeia	The use of words to imitate the sounds they describe.
Pathetic Fallacy	Reflects the mood or atmosphere of a given scene, using a description of weather or nature that makes it seem human.
Repetition	Using the same/similar words or phrases to draw attention to them, exaggerate or create rhythm.
Rhyme	Correspondence of sound between words or the endings of words.
Sensory Imagery	Descriptions that help one or more of our senses to understand what an experience or object is like.
Simile	Draw a comparison using the words "like" or "as" to show the similarity.
Personification	Describing an inanimate object as if it has human qualities.
Volta	The turning point, significant shift in the poem – in the content or tone

4. Analytical language

Instead of...	Use...
shows	demonstrates portrays illustrates
suggests	implies connotes signifies
draws attention to	accentuates clarifies reveals

5. Connectives

Comparing	Contrasting
<ol style="list-style-type: none"> Likewise In the same way Equally 	<ol style="list-style-type: none"> Conversely On the other hand However,
Explaining	Alternative Interpretations
<ol style="list-style-type: none"> In addition... As well as this... Moreover... 	<ol style="list-style-type: none"> Although... In contrast... Contrarily... Alternatively...

6. Challenge yourself

- ✓ Detailed analysis, and comparison, of language, structure and form
- ✓ Precise subject terminology
- ✓ Show that you can "speculate about meanings and ideas" by using one of the following in your analysis:
 - Perhaps the poet...
 - Alternatively, this could mean...
- ✓ Evaluate the impact on you, the reader