

English Language: Week beginning 22nd June 2020

These tasks concentrate on skills needed for paper 1, questions 1 and 2 of the GCSE Language paper.

Work can be completed electronically or handwritten. Then, it can be emailed to me via the email below. For the handwritten work, take a photo of the handwritten work and send it in this way.

Do not worry if do not understand all of the tasks, do what you can. If you have any questions about his work, or you would like to send the work, please email:

amanda.dixon@grangepark.kent.sch.uk.

LO: To be able to utilise skills required for questions 1 and 2.

Paper 1, Question 1

Mark: 4
Time: 5 mins maximum
Need: 4 sentences
Skill: Extracting Information

Your question will look a bit like this....

Read again the first part of the source from lines 1 to 7.
List four things about the snow from this part of the source.

(4 marks)

1. Read the text below, then complete the tasks.

The snow was dancing like cotton wool in the light of the street lamps. Aimlessly, unable to decide whether it wanted to fall up or down, just letting itself be driven by the hellish, ice-cold wind that was sweeping in from the great darkness covering the Oslo fjord. Together they swirled, wind and snow, round and round in the darkness between the warehouses on the quayside that were all shut for the night. Until the wind got fed up and dumped its dance partner beside the wall. And there the dry, windswept snow was settling around the shoes of the man I had just shot in the chest and neck.

1. Highlight/underline/list words/phrases which show what we learn about the snow.
2. List four things about the snow from this part of the source.

1) The snow
2) The snow
3) The snow
4) The snow

Paper 1 – Question 2

2. Complete the subject terminology table below.

Subject Terminology	What is it?
<u>N</u> oun	
<u>A</u> djectives	
<u>A</u> dverbs	
<u>A</u> lliteration	
<u>M</u> etaphor	
<u>O</u> nomatopoeia	
<u>P</u> ersonification	
<u>S</u> imiles	
<u>S</u> ensory Language	
<u>R</u> epetition	

3. Finding techniques.

Using the text below, find as many techniques as you can using the completed table above.

Her name was Mrs. Pratchett. She was a small, skinny old bag with a moustache on her upper lip and a mouth as sour as a green gooseberry. She never smiled. She never greeted us when we came in. The only times she spoke was when she said things like, "I'm watching you, so keep your thieving fingers off them chocolates," or, "I don't want you here just looking around. Either show me your money or get out."

But by far the most loathsome thing about Mrs. Pratchett was the filth that clung around her. Her apron was gray and greasy. Her blouse had bits of breakfast all over it, toast crumbs and tea stains and splotches of dried egg yolk. It was her hands, however, that disturbed me the most. They were disgusting. They were black with dirt and grime. They looked as though they had been putting black ink into pens all day long.

4. Planning

Her name was Mrs. Pratchett. She was a small, skinny old bag with a moustache on her upper lip and a mouth as sour as a green gooseberry. She never smiled. She never greeted us when we came in. The only times she spoke was when she said things like, "I'm watching you, so keep your thieving fingers off them chocolates," or, "I don't want you here just looking around. Either show me your money or get out."

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Question focus: How does the writer use language here to describe Mrs Pratchett?

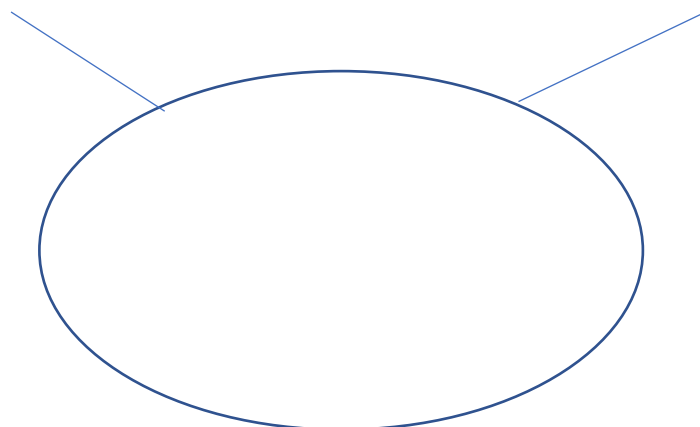
Task:

1. Highlight/underline the focus of the question.
2. Read the text and highlight/underline any interesting words/phrases - words that stand out to you/powerful words.

Task:

1. Choose a quotation to write about and write it down below:

2. Highlight/underline any subject terms in your chosen quotation (if relevant).
3. Choose a word/phrase to zoom in on - think about any connotations (associations) you could make with the word - complete the mind map below.



4. Explore the effect on the reader - what does it make you think/feel?

5. The question.

Using your planning above, answer the question.

Q2. Look in detail at this extract:

Her name was Mrs. Pratchett. She was a small, skinny old bag with a moustache on her upper lip and a mouth as sour as a green gooseberry. She never smiled. She never greeted us when we came in. The only times she spoke was when she said things like, "I'm watching you, so keep your thieving fingers off them chocolates," or, "I don't want you here just looking around. Either show me your money or get out." But by far the most loathsome thing about Mrs. Pratchett was the filth that clung around her. Her apron was gray and greasy. Her blouse had bits of breakfast all over it, toast crumbs and tea stains and splotches of dried egg yolk. It was her hands, however, that disturbed me the most. They were disgusting. They were black with dirt and grime. They looked as though they had been putting black ink into pens all day long.

How does the writer use language here to describe Mrs Prachett?

You could include the writer's choice of:

- words and phrases
- language features and techniques
- sentence forms

[8 marks]

