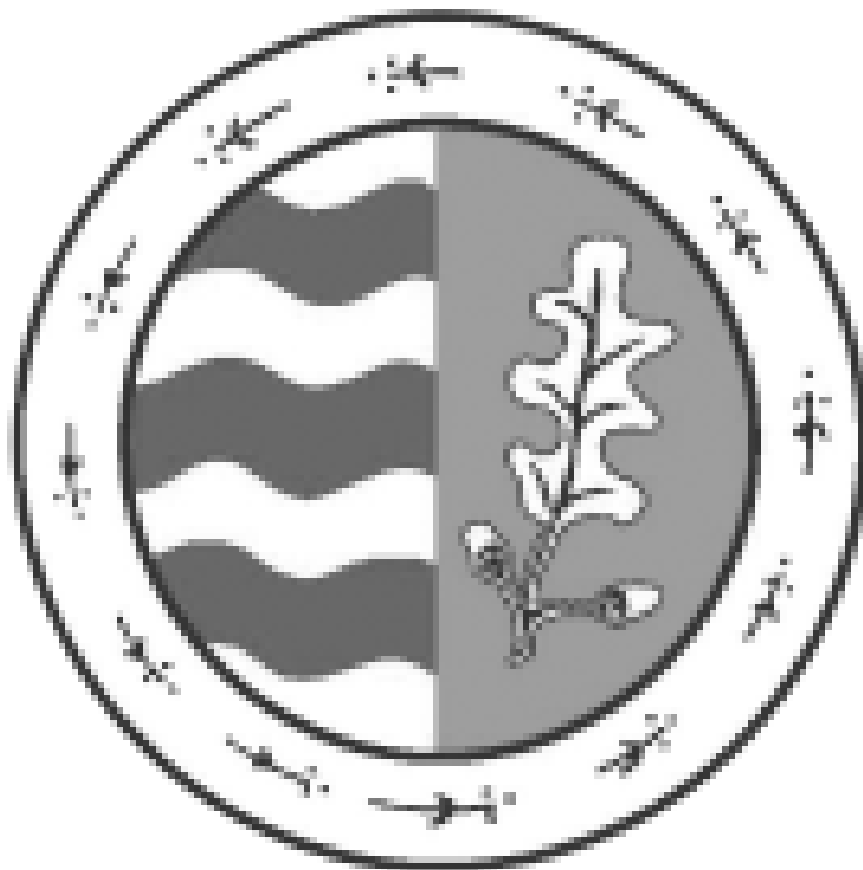


KS3 English Homework Booklet – Summer Term

AQA English Language Paper 1: Explorations in creative reading and writing.

AQA English Language Paper 2: Writers' viewpoints and perspectives



Name: _____

Class: _____

Teacher: _____

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1: Identifying Word Classes

It is important to have a secure knowledge of each of the word classes in the English language. Read the passage below, adapted from Charlotte Brontë's *Jane Eyre*, and sort the words within it into the appropriate word class columns. (You do not need to duplicate any words that are repeated. Some have been completed for you.)

The red-room was a square chamber, very seldom slept in, yet it was one of the largest and stateliest chambers in the mansion. A bed supported on massive pillars of mahogany, hung with curtains of deep red damask, stood out like a tabernacle in the centre; the two large windows, with their blinds always drawn down, were half shrouded in festoons and falls of similar drapery; the carpet was red; the table at the foot of the bed was covered with a crimson cloth; the walls were a soft fawn colour with a blush of pink in it; the wardrobe, the toilet-table, the chairs were of darkly polished old mahogany. Out of these deep surrounding shades rose high, and glared white, the piled-up mattresses and pillows of the bed, spread with a snowy Marseilles counterpane. Scarcely less prominent was an ample cushioned easy-chair near the head of the bed, also white, with a footstool before it; and looking, as I thought, like a pale throne.

Nouns	Verbs	Adverbs	Pronouns
red-room	was	very	it

Prepositions	Determiners	Adjectives	Conjunctions
on	the	square	yet

2: Adding Descriptive Detail

Improve the given simple sentences below by adding relevant and interesting detail using a variety of word classes, as demonstrated below.

The boy ate a burger. → After what seemed like an eternity, the ravenous boy devoured his juicy double-decker burger, the concoction of grease and cheap ketchup dripping off his round chin as he chomped on it greedily.

The teacher was angry.

The car was driven down the road.

The wind blew.

Peer work: which of the sentences above is the most successful in terms of its description and why?

3: Analysing the Effect of Descriptive Language Techniques

a) Read the following quotations taken from classic fiction texts. Comment on the **effect** of each quotation in terms of its meaning and the **impact** on the reader in each quotation. Try to refer to the **language technique** used, too.

Quotation	Effect (connotations, meanings, impact on reader)
'I wish I were a girl again, half-savage and hardy, and free.'	
'Moonlight drowns out all but the brightest stars.'	
"Stuff your eyes with wonder,' he said, 'live as if you'd drop dead in ten seconds."	
'Until I feared I would lose it, I never loved to read. One does not love breathing.'	

b) Of the quotations above, which do you believe is the most powerful (in terms of its descriptive features) and why?

4: Using Descriptive Language Techniques in our Writing

Look at the following image:



Write one detailed descriptive paragraph based on this image in the lined space below.
Do not write in the columns on either side of the lines.

Peer Work		Peer Work

5: Identifying How Language Choice Influences Writing

Read the following extract taken from Bram Stoker's *Dracula*. Version One is an adaptation of the extract; Version Two is the original extract.

Version One

There were trees all around us as we walked through. There were rocks on either side. Though we were sheltered, we could hear the rising wind as it blew through the rocks. The branches of the trees swayed in the wind. It was cold and the snow began to fall until it covered us.

Version Two

Soon we were hemmed in with trees, which in places arched right over the roadway till we passed as through a tunnel. And again great frowning rocks guarded us boldly on either side. Though we were in shelter, we could hear the rising wind, for it moaned and whistled through the rocks, and the branches of the trees crashed together as we swept along. It grew colder and colder still, and fine, powdery snow began to fall, so that soon we and all around us were covered with a white blanket.

Complete the following table, analysing the effect of the writer's choice of vocabulary:

Version One	Version Two	Effect
'trees all around us'	'hemmed in with trees'	suggests a sense of entrapment, creating tension
'we walked through.'	'we passed as through a tunnel.'	
'There were rocks on either side.'		
'we could hear the rising wind as it blew'		
'the trees swayed in the wind.'		
'It was cold'		
'began to fall until it covered us.'		

6: Editing and Improving Descriptive Writing

Read the passage below. Consider how you could make this passage more interesting for the reader. Then, rewrite the passage including any relevant improvements. Do not write in the column on the left of the lines.

The black horse stands tall on its back legs. Its front legs are bent and its hooves are as hard as stone. The horse's hair flutters in the wind and its tail dangles down behind its legs. Its coat is black and shiny in the sun. The horse's muscles are strong and powerful. Its eyes are as black as midnight and its teeth are hidden inside its mouth. The horse's ears point into the air above its mane. It is about to gallop into the distance.

Peer Work

Peer Work	

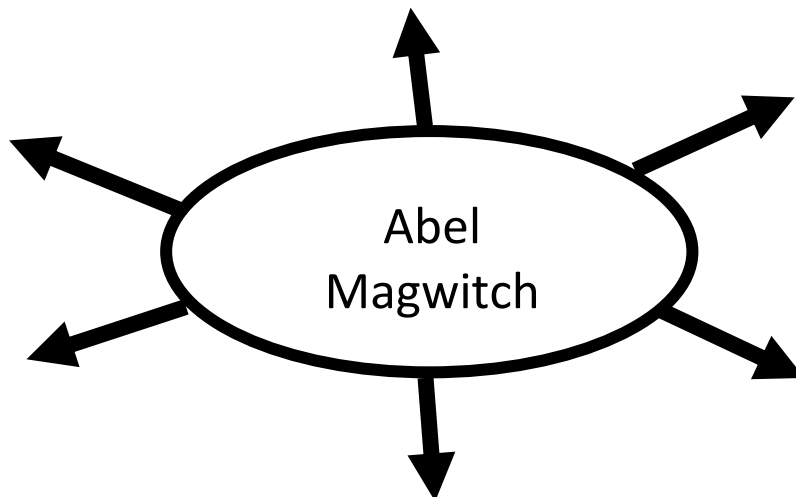
7: Extracting Details from a Fiction Text

Read this extract taken from Charles Dickens' *Great Expectations*. Pip – the 1st person narrator – has just come across a convict named Abel Magwitch in the marshes:

"Hold your noise!" cried a terrible voice, as a man started up from among the graves at the side of the church porch. "Keep still, you little devil, or I'll cut your throat!"

A fearful man, all in coarse gray, with a great iron on his leg. A man with no hat, and with broken shoes, and with an old rag tied round his head. A man who had been soaked in water, and smothered in mud, and lamed by stones, and cut by flints, and stung by nettles, and torn by briars; who limped, and shivered, and glared, and growled; and whose teeth chattered in his head as he seized me by the chin.

a) Complete the mind map below by adding six things you learn about the man (Magwitch) described in this extract:



b) Write one thing you can **infer** about how the **narrator** would have felt at this point in the story below, using a quotation from the extract:

9: Extracting Details from a Nonfiction Text

Read the following extract adapted from an online American history guide about witchcraft:

Surely the Devil had come to Salem in 1692. Young girls screaming and barking like a dog? Strange dances in the woods? This was behaviour hardly becoming of virtuous teenage maidens. The town doctor was called onto the scene. After a thorough examination, he concluded quite simply — the girls were bewitched. Now the task was clear. Whomever was responsible for this outrage must be brought to justice.

The ordeal originated in the home of Salem's Reverend Samuel Parris. Parris had a slave from the Caribbean named Tituba. Several of the town's teenage girls began to gather in the kitchen with Tituba early in 1692. As winter turned to spring the townspeople were aghast at the behaviours exhibited by Tituba's young followers. They were believed to have danced a black magic dance in the nearby woods. Several of the girls would fall to the floor and scream hysterically. Soon this behaviour began to spread across Salem. Ministers from nearby communities came to Salem to lend their sage advice. The talk turned to identifying the parties responsible for this mess.

Puritans believed that to become bewitched a witch must draw an individual under a spell. The girls could not have possibly brought this condition onto themselves. Soon they were questioned and forced to name their tormentors. Three townspeople, including Tituba, were named as witches. The famous Salem witchcraft trials began as the girls began to name more and more community members.

Circle the letters of the four statements below that are **true** according to this text:

- | | |
|---|--|
| a) The townspeople were intrigued by how the girls behaved. | e) The people thought that the girls were witches. |
| b) The girls claimed Tituba was a witch. | f) A medical professional decided that the girls were bewitched. |
| c) Preachers from other places came to offer their wisdom. | g) It began in the late 17 th century. |
| d) The girls only named 3 people as witches. | h) The girls affected were adults. |

What can you infer about how women were supposed to behave at this time, based on this extract? Include a quotation from the extract to justify your inference.

11: Planning an Argument

Read the following statement: 'Sugar should be banned for children under the age of 11.' Complete the table below with as many reasons for/against this statement that you can think of. Use the internet to research the effect of sugar on children to help you.

For	Against

*You do not have to complete the **whole** table, but should have at least six different ideas in total.*

13: Comparing Nonfiction Texts

Read the following nonfiction extracts and complete the comparison table below:

Source A - Adapted from Discovery Channel News, Oct 21st, 2011

Ghost hunters often report personal feelings and experiences like, "I felt we were being watched," or "I felt like something didn't want us there." They also describe, for example, getting goose bumps upon entering a room or panicking at some unseen presence. There's nothing wrong with personal experiences, but this is not proof that ghost exists. It just proves that people get scared in dark, spooky places.

Many ghost hunters and books on hauntings claim that ghosts can be photographed, appearing as round white shapes called orbs. Many things cause orbs to appear in photographs, including insects, dust and reflections from the camera flash. People think orbs are proof of ghosts because they only appear in photographs and are usually invisible to the naked eye. To those who don't know what causes orbs, they can seem spooky, but there is nothing paranormal about them.

Source B - Adapted from Arthur Conan Doyle's 1930 autobiography 'The Edge of the Unknown'

For two hours I had sat in the dark upon my hard seat when suddenly, quite suddenly, something occurred which no one could explain away.

Roughly twenty feet away from me there was a dull haze of light, a sort of glowing cloud, a foot or so wide, and about a man's height from the ground. We had been rustling and whispering, but the sudden, complete silence showed me that my companions were also seeing what I was. The light glimmered down, and hardened into a definite shape--or I should say shapes--since there were two of them.

They were two perfectly clear-cut figures in black and white, with a dim glow all their own. I thought they were both wearing priest's clothing. Whether they were facing the altar or facing each other was more than I could say, but they were not misty figures, they were solid shapes. For two or three minutes we all gazed at this amazing spectacle.

Feature	Source A	Source B
Genre? Audience? Purpose?		
Narrative perspective (1st, 3rd person)		
Overall tone (e.g. positive, negative)		
Example of a quotation + explanation of effect created		

14: Improving a Piece of Writing

'Snow seems like it is picturesque, exciting and fun, but in reality it causes accidents, inconvenience and economic disruption.' Write an article for a broadsheet newspaper in which you explain your point of view on this issue.

Read the following response to the task above:

Children love playing in the snow and throwing it at each other but I think that the snow is very bad. This is because when people are going to work their car might get stuck and they won't be able to move again. If they do not leave they have to get a taxi or a bus or a train and they might get cancelled so that's why it's so bad.

Rewrite this response below, improving the writing to make it more engaging, interesting and convincing:

Peer Work	

15: Analysing Language Techniques in a Fiction Text

Read the following extract taken from *A Tale of Two Cities* by Charles Dickens:

Samples of a people that had undergone a terrible grinding and re-grinding in the mill, and certainly not in the fabulous mill which ground old people young, shivered at every corner, passed in and out at every doorway, looked from every window, fluttered in every vestige of a garment that the wind shook. The mill which had worked them down, was the mill that grinds young people old; the children had ancient faces and grave voices; and upon them, and upon the grown faces, and ploughed into every furrow of age and coming up afresh, was the sign, Hunger. It was prevalent everywhere. Hunger was pushed out of the tall houses, in the wretched clothing that hung upon poles and lines; Hunger was patched into them with straw and rag and wood and paper; Hunger was repeated in every fragment of the small modicum of firewood that the man sawed off; Hunger stared down from the smokeless chimneys, and started up from the filthy street that had no offal, among its refuse, or anything to eat. Hunger was the inscription on the baker's shelves, written in every small loaf of his scanty stock of bad bread; at the sausage-shop, in every dead-dog preparation that was offered for sale. Hunger rattled its dry bones among the roasting chestnuts in the turned cylinder; Hunger was shred into atomies in every farthing porringer of husky chips of potato, fried with some reluctant drops of oil.

How does the writer use language to describe the setting of Saint Antoine in this extract? Complete the table below using three specific quotations from the text.

Quotation	Descriptive technique(s) used + suggestion + effect on reader

16: Upgrading Your Sentences

Look at the table below. Notice the variety of meanings and the interest added when the writer considers different methods for structuring their sentence.

<p style="text-align: center;"><u>so,so</u></p> <p>The boy's face was so grubby, so filthy, it was not until he turned his head and smiled that I realised he was a boy at all.</p>	<p style="text-align: center;"><u>simile</u></p> <p>The boy's grubby face was flecked with mud and oil, like beard stubble across his young face.</p>	<p style="text-align: center;"><u>noun triplet:</u></p> <p>Dirt, oil, grease: the boy's face was smeared with his grubby work of the day.</p>
<p style="text-align: center;"><u>(despite...)</u></p> <p>The boy's face was grubby (despite his best attempts to wipe the muck away) and a greasy oil covered his pale cheeks.</p>	<p style="text-align: center;">The boy looked grubby.</p>	<p style="text-align: center;"><u>adverb,</u></p> <p>Smiling self-consciously, the boy's little cherubic face was just about visible through the layers of grub that had built up over the long days and weeks.</p>

Now, complete the table below using the methods demonstrated above for the given simple sentence:

<p style="text-align: center;"><u>so,so</u></p>	<p style="text-align: center;"><u>simile</u></p>	<p style="text-align: center;"><u>noun triplet:</u></p>
<p style="text-align: center;"><u>(despite...)</u></p>	<p style="text-align: center;">He felt sad.</p>	<p style="text-align: center;"><u>adverb,</u></p>

17: Tackling Unfamiliar Language

19th and 20th century English language is often very different to the language we read today. Read the following extract taken from Jane Austen's *Pride and Prejudice*. Use a dictionary to write a definition of the words taken from the extract.

Mr. Collins was not left long to the silent **contemplation** of his successful love; for Mrs. Bennet, having dawdled about in the **vestibule** to watch for the end of the conference, no sooner saw Elizabeth open the door and with quick step pass her towards the staircase, than she entered the breakfast-room, and congratulated both him and herself in warm terms on the happy **prospect** of their nearer connection. Mr. Collins received and returned these **felicitations** with equal pleasure, and then proceeded to relate the particulars of their interview, with the result of which he trusted he had every reason to be satisfied, since the refusal which his cousin had **steadfastly** given him would naturally flow from her **bashful** modesty and the genuine **delicacy** of her character.

Word	Definition
<i>contemplation</i>	
<i>vestibule</i>	
<i>prospect</i>	
<i>felicitations</i>	
<i>steadfastly</i>	
<i>bashful</i>	
<i>delicacy</i>	

18: Using Unfamiliar Language

Use your definitions from the previous task to write your own sentence containing the words you have defined. Ensure that your sentence is different from the original example.

Word	Example sentence
<i>contemplation</i>	
<i>vestibule</i>	
<i>prospect</i>	
<i>felicitations</i>	
<i>steadfastly</i>	
<i>bashful</i>	
<i>delicacy</i>	

19: Analysing the Use of Characterisation in a Fiction Text

Read the following extract taken from John Steinbeck's *Of Mice and Men*:

A girl was standing there looking in. She had full, rouged lips and wide-spaced eyes, heavily made up. Her fingernails were red. Her hair hung in little rolled clusters, like sausages. She wore a cotton house dress and red mules, on the insteps of which were little bouquets of red ostrich feathers. 'I'm lookin' for Curley,' she said. Her voice had a nasal, brittle quality.

George looked away from her and then back. 'He was here a minute ago, but he went.' 'Oh!' She put her hands behind her back and leaned against the door frame so that her body was thrown forward. 'You're the new fellas that just come, ain't ya?'

'Yeah.'

Lennie's eyes moved down her body, and though she did not seem to be looking at Lennie she bridled a little. She looked at her fingernails. 'Sometimes Curley's in here,' she explained.

George said brusquely, 'Well, he ain't now.'

'If he ain't, I guess I better look some place else,' she said playfully.

Lennie watched her, fascinated. George said, 'If I see him, I'll pass the word you was looking for him.'

She smiled archly and twitched her body. 'Nobody can't blame a person for lookin',' she said. There were footsteps behind her, going by. She turned her head. 'Hi, Slim,' she said.

How does the writer use language to present the character of Curley's wife?

Select three key quotations and complete the table below, analysing the effect of each quotation. Try to include relevant subject terminology where appropriate:

Quotation	What does this suggest? What is the impact on the reader?

20: Analysing the Use of Rhetorical Devices

Read the following quotations taken from Martin Luther King's 1963 *I Have a Dream* speech. Identify the language techniques used and comment on their effect.

Quotation	How does this persuade the listener? What specific use of language achieves this?
"I have a dream that one day right there in Alabama little black boys and little black girls will be able to join hands with little white boys and white girls as sisters and brothers."	
"Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice"	
"We will not be satisfied until justice rolls down like waters and righteousness like a mighty stream."	
"Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred."	
Now is the time to open the doors of opportunity to all of God's children. Now is the time to lift our nation from the quick-sands of racial injustice to the solid rock of brotherhood."	