

# English 20 Minute Tasks

Macbeth	<p>Create your own revision mat for the context of the play:</p> <ul style="list-style-type: none"><li>• Witchcraft in Shakespeare's time</li><li>• The Gunpowder Plot and treason</li><li>• The divine rights of Kings / Great Chain of Being</li><li>• The role of Women in Shakespeare's era</li><li>• King James I</li></ul> <p>Plot the changes we see through the play for the characters of Macbeth and Lady Macbeth and their relationship. Find at least two quotes from each Act for each character and explain what it shows about them at that point in the play.</p> <ol style="list-style-type: none"><li>3. Look at the key quotation page in your revision booklet. Use look, cover, write check to recap your knowledge and memory of these quotes.</li><li>4. Practice analysing quotations by taking some quotations from this page and annotating them with: WT, AQ, Z, CON, AR, WI</li><li>5. Annotate and plan one of the exam questions in your booklet.</li></ol>
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Dr Jekyll & Mr Hyde	<ol style="list-style-type: none"><li>1. Create your own revision mat for the context of the play:<ol style="list-style-type: none"><li>a. Victorian gentleman &amp; reputation</li><li>b. Class divide</li><li>c. Science vs religion (Darwin's theory)</li><li>d. The Gothic genre</li></ol></li> <li>2. Plot what the reader knows within each chapter e.g. in chapter 7, this is only when the reader finds out the door is connected to the back part of Dr Jekyll's house.</li><li>3. Look at the key quotation page in your revision booklet. Use look, cover, write check to recap your knowledge and memory of these quotes.</li><li>4. Practice analysing quotations by taking some quotations from this page and annotating them with: WT, AQ, Z, CON, AR, WI</li><li>5. Annotate and plan one of the exam questions in your booklet.</li></ol>
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AIC	<p>Create a context mind map covering the basic background ideas of the play:</p> <ul style="list-style-type: none"> <li>• When was it written and set? Why did Priestley choose to set the play in the past?</li> <li>• How was J.B Priestley involved in war?</li> <li>• How did two world wars change the class divide in society?</li> <li>• What are capitalism &amp; socialism and how are they relevant to the play?</li> <li>• What were J.B Priestley's political views and how did he communicate these to the public?</li> </ul> <p>Learn two quotations from the play which are effective examples of each of the following dramatic devices:</p> <ul style="list-style-type: none"> <li>• Stage directions</li> <li>• Lighting</li> <li>• Sound effects</li> <li>• Props</li> <li>• Timing</li> <li>• Dramatic irony</li> </ul> <p>Create a graph to illustrate how Sheila and Eric change throughout the play. Label the key stages of the graph with at least 5 quotations.</p> <p>Learn a quote for the following themes:</p> <ul style="list-style-type: none"> <li>• Gender</li> <li>• Class divide</li> <li>• Generation gap</li> <li>• Responsibility</li> <li>• Prejudice &amp; discrimination</li> <li>• Guilt</li> <li>• Truth &amp; lies</li> </ul>
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Unseen poetry	<ol style="list-style-type: none"> <li>1. Use the look, cover, write, check method to test your knowledge of the poetic devices listed at the front of your revision booklet</li> <li>2. Practice section a (single poem analysis) by planning your introduction and annotating one of the poems in the booklet</li> <li>3. Practice section b (comparison) by drawing a table to compare ideas presented in two of the poems.</li> </ol>
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Paper 1

Define the following features for Question 2 – How does the writer use language to...

Feature	Definition
Verb	
Noun	
Proper Noun	
Concrete Noun	
Abstract Noun	
Adverb	
Simile	
Metaphor	
Symbolism	
Anaphora	
Connotation	
Imperative Verb	

Define the following features for Question 3 – How does the writer use structure to...

Feature	Definition
Foreshadowing	
Analepsis	
Prolepsis	
Topic shift	
Time shift	
Delaying information	
Linear Narrative	
Asyndetic List	
Dialogue	
Reiteration	
Cyclical Narrative	
Narrative Voice	

Create a list of synonyms for when you agree or disagree with a statement.

Agree	Disagree
Supports	Contradicts
Advocates	Opposes

Paper 2

Task 1a:

Make a list of words / discourse markers to show similarities and differences.

Similarity e.g. likewise	Difference e.g. on the other hand

Task 2a: Define the following writer's methods

Method	Definition
anecdote	
hyperbole	
Rhetorical question	
Direct address	
Emotive language	
Modal verbs	
Imperative	

Task 2b: explain the impact that these methods can have (why might a writer use them?)

Method	Impact

Task 3a: Find synonyms for evaluative verbs

Verb	Synonyms
Question(s)	
Ridicule(s)	
Subvert(s)	
Celebrate(s)	
Accept(s)	
Criticise(s)	

Task 3b: Write at least 2 paragraphs evaluating (judging) the impact of the methods used in this article, using the evaluative verbs above.

**Street Life Journalist Sophie Haydock spent a night on the streets in aid of the homeless charity Simon on the Streets:**

After a night sleeping rough in a cardboard box, I considered myself lucky. The absolutely worst part about the experience was finding out, after the rain came down heavily at 4.30 am, that soggy cardboard does not make a good duvet.

But compared with all the things that threaten to disturb a homeless sleeper in the night – rats, thugs, police officers moving you on, other homeless people stealing your blankets – a downpour was the most bearable. What's more the night had been mild. As I bedded down in the early hours, I was grateful for my sheltered spot under a leafy tree at the back of the parish church in Leeds city centre. It seemed safe compared with a

darkened alley or fire escape: typical destinations for genuinely homeless people in any city in the UK. I was one of 50 people who had volunteered to take part in a sponsored sleep-out in September for Leeds-based homeless charity Simon on the Streets. It helps rough sleepers with an outreach-based service that provides a soup run, breakfast club, a peer support group and an intensive programme for people who are difficult to reach or who have slipped through the net. Simon on the Streets organised the sleep-out to raise awareness about homelessness in Leeds. Its director, Clive Sandle, puts the number of homeless people they deal with on a regular basis at between 50 and 100 but adds that the accurate number of rough sleepers in any city can “never properly be known”. It costs Simon on the Streets in the region of £2,000 a year to provide intensive support to one homeless person. The sleep-out raised £6,500. The night began at 10 pm. We gathered in Leeds City Square, and were taken on a walk around the city centre. Clive pointed out roughsleeping hotspots. One was where Simon on the Streets used to hold a soup run close to the city’s shopping hub. But the soup run was forced to stop after local residents complained to the council, having spent weeks making their feelings known directly by throwing fruit out of their windows. After the hour-long walk we settled at the church for the night with a polystyrene cup of hot vegetable soup from a soup kitchen. Then we were left to our own devices. The lowest point of the night was the early morning rain. However, despite the discomfort, my experience was but one night under soggy cardboard. We were all very aware that it was still a million miles removed from the genuine experience of people who have no other place to go but the streets.

Task 4: write a response to the following statement, clearly expressing your opinion.

**“Being Homeless is not a lifestyle choice. It is a problem that we cannot ignore and should no longer be an issue in modern Britain.”**