

TUTOR TIME REVISION

WHAT A DIFFERENCE



AND THE DIFFERENCE IS....



YOU!



English Department

As well as the readings and activities in this book, you could:

Make a **quotation bank** for a character in one of your literature texts. You can use your homework booklet and get your English teacher to check it

Annotate a clean copy of one of your poems from memory in your **Power and Conflict** booklet

Find evidence (quotations and events) of the following in your literature texts:

Ambition in Macbeth

Greed/Responsibility in ACC

Social Responsibility in AIC

Write a **key character vocabulary list** of sophisticated words you can use to describe them

Match **context points** to events in A Christmas Carol, An Inspector Calls and Macbeth

Make flashcards for the key **language** terms

Make flashcards for the key **structure** terms

Make flashcards for the Language questions.

LANGUAGE P1: Q2

JOHN STEINBECK: The Pearl

In his chamber the doctor sat up in his high bed. He had on his dressing gown of red watered silk that had come from Paris, a little tight over the chest now if it was buttoned. On his lap was a silver tray with a silver chocolate pot and a tiny cup of eggshell china, so delicate that it looked silly when he lifted it with his big hand, lifted it with the tips of thumb and forefinger and spread the other three fingers wide to get them out of the way. His eyes rested in puffy little hammocks of flesh and his mouth drooped with discontent. He was growing very stout, and his voice was hoarse with the fat that pressed on his throat.

Beside him on a table was a small Oriental gong and a bowl of cigarettes. The furnishings of the room were heavy and dark and gloomy. The pictures were religious, even the large tinted photograph of his dead wife. He poured his second cup of chocolate and crumbled a sweet biscuit in his fingers.

1. Read text
2. Identify:
 - Nouns
 - Adjectives
 - Verbs
 - Metaphor

LANGUAGE P1: Q2

JRR TOLKEIN: The Hobbit

There he lay, a vast red-golden dragon, fast asleep; thrumming came from his jaws and nostrils, and wisps of smoke, but his fires were low in slumber. Beneath him, under all his limbs and his huge coiled tail, and about him on all sides stretching away across the unseen floors, lay countless piles of precious things, gold wrought and unwrought, gems and jewels, and silver red-stained in the ruddy light.

Smaug lay, with wings folded like an immeasurable bat, turned partly on one side, so that the hobbit could see his underparts and his long pale belly crusted with gems and fragments of gold from his long lying on his costly bed. Behind him where the walls were nearest could dimly be seen coats of mail, helms and axes, swords and spears hanging; and there in rows stood great jars and vessels filled with a wealth that could not be guessed. To say that Bilbo's breath was taken away is no description at all.

1. Read text
2. Identify:
 - Nouns
 - Adjectives
 - Verbs
 - Metaphor
 - Simile

LANGUAGE P1: Q2

CHARLES DICKENS Great Expectations

She was dressed in rich materials - satins, and lace, and silks - all of white. Her shoes were white. And she had a long white veil dependent from her hair, and she had bridal flowers in her hair, but her hair was white. Some bright jewels sparkled on her neck and on her hands, and some other jewels lay sparkling on the table. Dresses, less splendid than the dress she wore, and half-packed trunks, were scattered about. She had not quite finished dressing, for she had but one shoe on - the other was on the table near her hand - her veil was but half arranged, her watch and chain were not put on, and some lace for her bosom lay with those trinkets, and with her handkerchief, and gloves, and some flowers, and a prayer-book, all confusedly heaped about the dressing table mirror.

I saw that everything within my view which ought to be white, had been white long ago, and had lost its brightness, and was faded and yellow. I saw that the bride within the bridal dress had withered like the dress she wore, and like the flowers, and had no brightness left but the brightness of her sunken eyes. I saw that the dress had been put upon the rounded figure of a young woman, and that the figure upon which it now hung loose, had shrunk to skin and bone. Once, I had been taken to one of our old marsh churches to see a skeleton in the ashes of a rich dress, that had been dug out of a vault under the church pavement. Now, that skeleton seemed to have dark eyes that moved and looked at me. I should have cried out, if I could.

1. Read text
2. How does the author use language to describe the old woman?
 - Highlight 5 phrases that are examples of rich language
 - Write a short paragraph on 1 of those phrases, remember to include:

methods/technique,
quotation,
analysis of word choice
and how it relates to the text,
impact on the reader.

LANGUAGE P1: Q2

BRAM STOKER: Dracula

I was afraid to raise my eyelids, but looked out and saw perfectly under the lashes. The girl arched her neck she actually licked her lips like an animal, till I could see in the moonlight the moisture shining on the scarlet lips and on the red tongue as it lapped the white sharp teeth. Lower and lower went her head as the lips went below the range of my mouth and chin and seemed about to fasten on my throat. Then she paused, and I could hear the churning sound of her tongue as it licked her teeth and lips, and could feel the hot breath on my neck. Then the skin of my throat began to tingle as one's flesh does when the hand that is to tickle it approaches nearer—nearer. I could feel the soft, shivering touch of the lips on the super-sensitive skin of my throat, and the hard dents of two sharp teeth, just touching and pausing there. I closed my eyes and waited—waited with beating heart.

1. Read text
2. How does the author use language to describe the vampire girl?
 - Highlight 5 phrases that are examples of rich language
 - Write a short paragraph on 1 of those phrases, remember to include:

methods/technique,
quotation,
analysis of word choice
and how it relates to the text,
impact on the reader.

LANGUAGE P1: Q2

RAY BRADBURY: A Sound of Thunder

It came on great oiled, resilient, striding legs. It towered thirty feet above half of the trees, a great evil god, folding its delicate watchmaker's claws close to its oily reptilian chest. Each lower leg was a piston, a thousand pounds of white bone, sunk in thick ropes of muscle, sheathed over in a gleam of pebbled skin like the mail of a terrible warrior. Each thigh was a ton of meat, ivory, and steel mesh. And from the great breathing cage of the upper body those two delicate arms dangled out front, arms with hands which might pick up and examine men like toys, while the snake neck coiled. And the head itself, a ton of sculptured stone, lifted easily upon the sky. Its mouth gaped, exposing a fence of teeth like daggers. Its eyes rolled, as large as ostrich eggs, empty of all expression except hunger. It closed its mouth in a death grin. It ran, its pelvic bones crushing aside trees and bushes, its taloned feet clawing damp earth, leaving prints six inches deep wherever it settled its weight.

1. Read text
2. How does the author use language to describe the Tyrannosaurus Rex?
 - Highlight 5 phrases that are examples of rich language
 - Write a short paragraph on 1 of those phrases, remember to include:

methods/technique,
quotation,
analysis of word choice
and how it relates to the text,
impact on the reader.

LANGUAGE P1: Q3

IAN McEWAN: Enduring Love

Those one or two ungrounded seconds occupy as much space in memory as might a long journey up an unchartered river. My first impulse was to hang on in order to keep the balloon weighted down. The child was incapable, and was about to be borne away. Two miles to the left were high-voltage power lines. A child alone and needing help. It was my duty to hang on, and I thought we would all do the same.

Almost simultaneous with the desire to stay on the rope and save the boy came other thoughts of self-preservation and fear. We were rising, and the ground was dropping away as the balloon was pushed westwards. I knew I had to get my legs and feet locked round the rope. But the end of the line barely reached below my waist and my grip was slipping. My legs flailed in the empty air. Every fraction of a second that passed increased the drop, and the point must come when to let go would be impossible or fatal. Then, someone did let go. Immediately, the balloon and its hangers on lurched upwards another several feet.

1. Read text
2. Identify Structure techniques:
 - internal focus
 - external focus
 - zooming in
 - time markers to build tension
 - semantic field

LANGUAGE P1: Q3

HARPER LEE: To Kill A Mockingbird

In a fog, Jem and I watched our father take the gun and walk out into the middle of the street. He walked quickly, but I thought he moved like an underwater swimmer; time had slowed to a nauseating crawl. When Atticus raised his glasses Calpurnia murmured, "Sweet Jesus help him," and put her hands to her cheeks.

Atticus put his glasses to his forehead; they slipped down, and he dropped them in the street. In the silence, I heard them crack. Atticus rubbed his eyes and chin; we saw him blink hard. In front of the Radley gate, the dog had made up what was left of his mind. He had finally turned himself around, to pursue his original course up our street. He made two steps forward, then stopped and raised his head. We saw his body go rigid. With movements so swift they seemed simultaneous, Atticus' hand yanked a ball-tipped lever as he brought the gun to his shoulder.

The rifle cracked. The dog leaped, flopped over and crumpled on the sidewalk in a brown-and-white heap. He didn't know what hit him.

1. Read text
2. Identify Structure techniques and how the text changes in the 1st (beginning), 2nd (middle) and 3rd (end) paragraphs. Consider the structure techniques below to help you:
 - internal focus
 - external focus
 - zooming in
 - time markers to build tension
 - semantic field
 - direct Speech

LANGUAGE P2: Q2

20th C Newspaper article on Florence Prison

Florence is meant to inspire fear and deter criminals from causing trouble. The prisoners will have to endure three years of rugged isolation, without incident, to gain release to a gentler prison. They are confined alone in their cell for 23 hours a day of relentless tedium. There is no recreation, no socialising, no work, no communal meals. The potential for trouble is reduced by severely limiting prisoners' movement. The accommodation is basic, with bed, desk, bookcase and stool made from vandal-proof, reinforced concrete, anchored to the floor. Matches and lighters are banned. An electric device gives smokers a light when they push cigarettes through a hole in the wall.

Florence believes in sensory deprivation. Cells are built on a staggered system to prevent eye contact between prisoners. A steel door thwarts any conversation. Perhaps cruellest of all, the TV is in black & white and shows only religious and educational programmes. Prisoners get one ten-minute long phone call a month. No visits are allowed. While the trend towards tougher prisons has much public support, critics argue that it simply toughens criminals while others complain it is inhumane and criminals still commit crimes.

1. Read text
2. Summarise the description of life for the prisoners.
 - Highlight 5 phrases that give evidence of life in the prison
 - Decide on what the reader can infer from each phrase
 - Write a short paragraph on 1 of those phrases, remember to include:
Statement
Quotation
Inference

NOTE: In the exam you are summarising details from BOTH sources in Q2

LANGUAGE P2: Q2

19th C: Charlotte Bronte visits the Great Exhibition 1851

Yesterday I went for the second time to the Crystal Palace. We remained in it about three hours, and I must say I was more struck with it on this occasion than at my first visit. It is a wonderful place—vast, strange, new, and impossible to describe. Its grandeur does not consist in one thing, but in the unique assemblage of all things. Whatever human industry has created, you find there, from the great compartments filled with railway engines and boilers, with mill-machinery in full work, with splendid carriages of all kinds, with harness of every description—to the glass-covered and velvet-spread stands loaded with the most gorgeous work of the goldsmith and silversmith, and the carefully guarded caskets full of real diamonds and pearls worth hundreds of thousands of pounds.

It may be called a bazaar or a fair, but it is such a bazaar or fair as Eastern genii might have created. It seems as if magic only could have gathered this mass of wealth from all the ends of the earth—as if none but supernatural hands could have arranged it thus, with such a blaze and contrast of colours and marvellous power of effect. The multitude filling the great aisles seems ruled and subdued by some invisible influence. Amongst the thirty thousand souls that peopled it the day I was there, not one loud noise was to be heard, not one irregular movement seen—the living tide rolls on quietly, with a deep hum like the sea heard from the distance.

1. Read text
2. Summarise the description of the exhibition .
 - Highlight 5 phrases that give describe the exhibition
 - Decide on what the reader can infer from each phrase
 - Write a short paragraph on 1 of those phrases, remember to include:
Statement
Quotation
Inference

NOTE: In the exam you are summarising details from BOTH sources in Q2

LANGUAGE P2: Q3

19th C: A French woman visits London

Above the monster city a dense fog combines with the volume of smoke and soot belching from thousands of chimneys to wrap London in a black cloud which allows only the dimmest light to penetrate and shrouds everything in a funeral veil.

In London, misery is in the very air you breathe and enters in at every pore. There is nothing more gloomy or disquieting than the aspect of the city on a day of fog or rain or black frost. Only succumb to its influence and your head becomes painfully heavy, your digestion sluggish, your breathing laboured for lack of fresh air, and your whole body is overcome by fatigue. Then you are in the grip of what the English call "spleen": a profound despair, unaccountable anguish, cantankerous hatred for those one loves the best, disgust with everything, and an irresistible desire to end one's life by suicide. On days like this, London has a terrifying face: you seem to be lost in the necropolis of the world, breathing its sepulchral air. The light is wan, the cold humid; the long rows of identical sombre houses, each with its black iron grilles and narrow windows, resembles nothing so much as tombs stretching to infinity, whilst between them wander corpses awaiting the hour of burial.

1. Read text
2. How does the author use language to describe the the pollution in London?
 - Highlight 5 phrases that are examples of rich language
 - Write a short paragraph on 1 of those phrases, remember to include:

methods/technique,
quotation,
analysis of word choice
and how it relates to the text,
impact on the reader.

LANGUAGE P2: Q3

19th C: A survivor's account of the Titanic disaster

Now only pale faces, each form strapped about with those white bars. So gruesome a scene. We passed on. The awful good-byes. The quiet look of hope in the brave men's eyes as their wives were put into the lifeboats. Nothing escaped one at this fearful moment. We left from the sun deck, seventy-five feet above the water. Mr Case and Mr Roebing, brave American men, saw us to the lifeboat, made no effort to save themselves, but stepped back on deck. Later they went to an honoured grave.

Our lifeboat, with thirty-six in it, began lowering to the sea. This was done amid the greatest confusion. Rough seamen all giving different orders. No officer aboard. As only one side of the ropes worked, the lifeboat at one time was in such a position that it seemed we must capsize in mid-air. At last the ropes worked together, and we drew nearer and nearer the black, oily water. The first touch of our lifeboat on that black sea came to me as a last good-bye to life, and so we put off - a tiny boat on a great sea - rowed away from what had been a safe home for five days.

1. Read text
2. How does the author use language to convey her feelings about the event?
 - Highlight 5 phrases that are examples of rich language
 - Write a short paragraph on 1 of those phrases, remember to include:

methods/technique,
quotation,
analysis of word choice
and how it relates to the text,
impact on the reader.

LANGUAGE P2: Q4

21st C: BBC news report on child labour in India

As the police and counsellors question her, Lakshmi breaks down. She tells the police that she was sexually assaulted by the men who kidnapped her. She was threatened that if she told anyone about it, they would tell everyone back home in her village and her honour would be destroyed. And then, when she started working the agent who arranged her work withheld all her wages leaving her with nothing.

Her uncle is just relieved to have found her. A tea garden worker from Assam, he says her parents died when she was young and her grandmother is worried sick about the young girl. He is also angry about the abduction. "What can we really do? We are poor people - I didn't have enough money to come to Delhi to look for my missing niece. Unscrupulous agents and middlemen just come into our homes when parents are away working at the tea gardens and lure young girls with new clothes and sweets. Before they know it, they are on a train to a big city at the mercy of these greedy men."

He is not alone. One child goes missing every eight minutes in India and nearly half of them are never found. Kidnapped children are often forced into the sex trade. But many here feel that children are increasingly pushed into domestic labour - hidden from public view within the four walls of a home. The government estimates half a million children are in this position.

1. Read text
2. How does the writer convey his viewpoint and attitudes about the situation for children in India?
 - Highlight 5 phrases that give evidence of the attitude and viewpoint about child labour
 - Write a short paragraph on 1 of those phrases, remember to include:

methods/technique,
quotation,
analysis of word choice and how it relates to the text,
impact on the reader.

NOTE: In the exam you are comparing viewpoints and attitudes from BOTH sources in Q4

LANGUAGE P2: Q4

21st C Newspaper article on Christmas

The planet is burning in front of our eyes but we're still going to buy those gifts, damn it! Because the world's a grim and depressing place, so shut up and let me do this for strangers, as well as friends and family. I want to make them smile. Don't judge me!

But I am going to judge you, and judge you hard. Strap yourself in.

If you're not consciously thinking about this stuff, then you're part of the problem. Study after study shows that consumption now dwarfs population as the main environmental threat on earth. Indeed, most of the extra consumption has so far been - but is rapidly changing - in wealthy countries that have long since stopped adding substantial numbers to their population. Like us.

Moreover, is it making anybody happy? Will those carefully wrapped presents in all their plastic glory keep anyone deeply delighted for more than an hour or two? Let's be honest with ourselves. Sure, I get that you want to please your kids but, really? Is this the way to go? Is there not an argument for opting out of this madness and telling them why? I'm sure that most Secret Santa fans (and many bog-standard Xmas worshippers) are sane, rational human beings. They're among the first to jump on social media and lament the loss of hundreds of species a day, or the vast inequality and poverty we see in our own country and around the world.

Except ironically, there appears to be this huge disconnect about what causes these events. Capitalism will literally be the death of us, our children, and humanity. But still we turn away, avert our eyes and do little to change the perfect storm bearing down on us. It's getting beyond urgent but, hey, let's all have a cutesy cultural norm of a festive season.

1. Read text
2. How does the writer convey his viewpoint and feelings about Christmas?
 - Highlight 5 phrases that give evidence of feelings about Christmas
 - Write a short paragraph on 1 of those phrases, remember to include:

methods/technique,
quotation,
analysis of word choice
and how it relates to the text,
impact on the reader.

NOTE: In the exam you are comparing viewpoints and feelings from BOTH sources in Q4