

RETRIEVAL PRACTICE: THINK AND LINK

Write down everything you can about the two ideas in the THINK boxes. Then explain how these ideas could LINK together:

THINK: What can you recall about the character of Mr. Birling in *An Inspector Calls*?



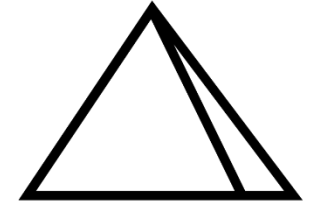
THINK: What can you recall about the theme of responsibility in *An Inspector Calls*?



LINK: Explain how Mr. Birling and responsibility are linked in the play.



RETRIEVAL PRACTICE: PYRAMID



**4
Points**

Discuss how Eva Smith is a victim of masculine power in *An Inspector Calls*.

**3
Points**

What does Eva and Eric's baby symbolise?

How are women outside of the Birling family treated in the play?

**2
Points**

What does the term 'masculinity' mean?

What are the stereotypical traits of masculinity?

Who shows these stereotypical traits of masculinity in the play and how?

**1
Point**

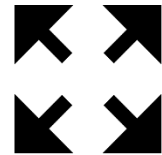
Where does Gerald meet Eva Smith?

What item does Mr. Birling use in an attempt to impress Gerald?

What does Eric do a lot which Mrs. Birling is unaware of?

Why does Mr. Birling favour Gerald?

RETRIEVAL PRACTICE: EXPAND AND ELABORATE



Consider the fact or statement in the grid. Expand on the statement using your own knowledge from memory. Elaborate and include as much detail as you can:

STATEMENT/FACT	EXPAND AND ELABORATE
Mr. Birling is a capitalist.	
Eric has a distant relationship with his father.	
Sheila hands her engagement ring back to Gerald.	
Eva Smith ends her life by drinking disinfectant.	

RETRIEVAL PRACTICE: EXPAND AND ELABORATE QUOTATIONS

Consider the quotations in the grid. Write down what is happening when the quotation is said and explain its significance in the play.

QUOTATION	EXPAND AND ELABORATE
Sheila: (half serious, half playful) Yes – except for all last summer, when you never came near me, and I wondered what had happened to you.	
Arthur Birling: You ought to like this port, Gerald. As a matter of fact, Finchley told me it's exactly the same port your father gets from him.	
Eric: Yes. I wasn't in love with her or anything – but I liked her – she was pretty and a good sport--	
Inspector: We are responsible for each other. And I tell you that the time will soon come when, if men will not learn that lesson, then they well be taught it in fire and bloody and anguish.	

RETRIEVAL PRACTICE: INDIVIDUAL SPOTLIGHT



Complete the following activities on **MRS. BIRLING**:

How would you describe this person?

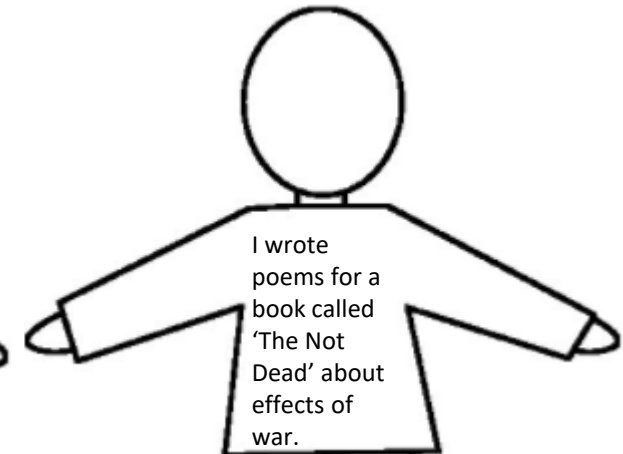
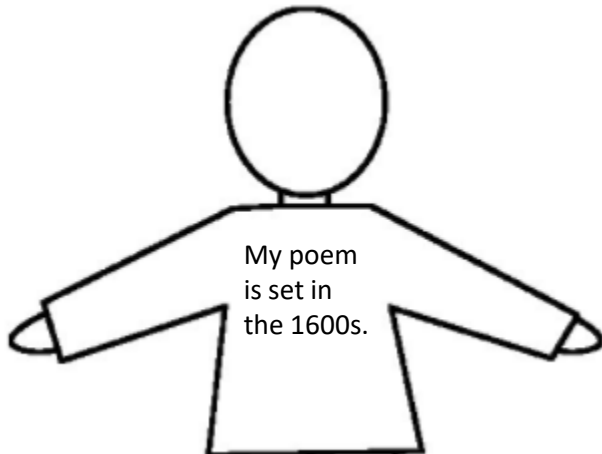
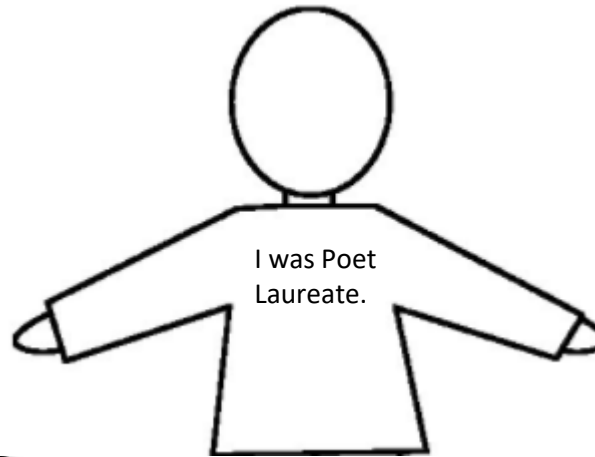
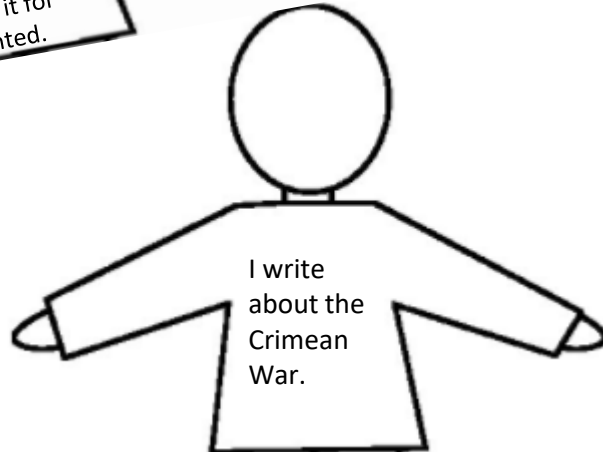
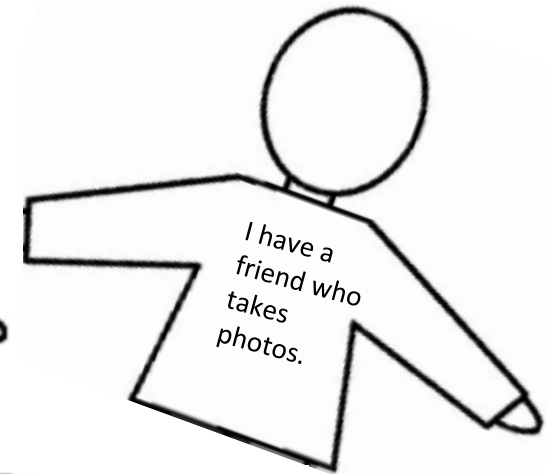
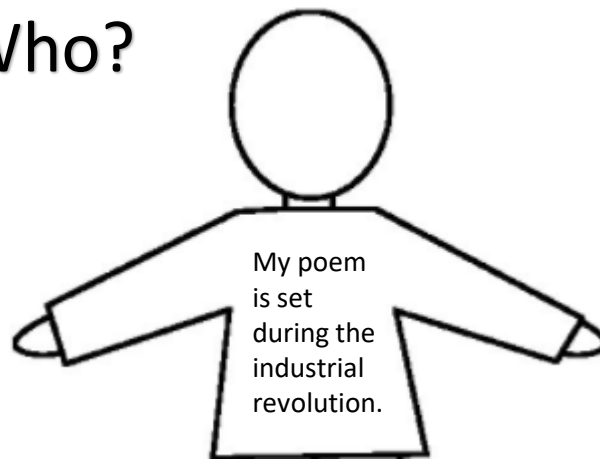
What is this individual best known for?

What other people are connected to this person and how?

What other key facts can you recall about this individual?

Create a key question where the individual is the answer.

Context Quiz: Guess Who?



DO NOW! Poetry Revision Quiz

Part 1: Can you identify the quote each picture represents?
Can you also write down which poem it is from?

1



2



3



Suddenly...

5



6



7



Part 2: Which poem does each quote belong to?

The reader's eyeballs prick with tears

Then all smiles stopped together

Volley'd and thunder'd

Storm'd at with shot and shell

Runs in blood own palace walls

A half-formed ghost

His bloody life in my bloody hands

Blood stained into foreign dust

Boundless and bare

Merciless iced East winds that knife us

Our brains ache

Mind-forged manacles

Dem tell me wha they want to tell me

Extension Challenge: Can you name all of the poems we've done so far in the Conflict cluster?

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.



600



900

DO NOW! Quotation Challenge!

Challenge: write down the word class / device (subject terminology) of the underlined words from each quote.

Extended challenge: name the text and the character.

Challenge for the top: analyse the impact of the underlined words.

1. “The man trampled calmly over the child's body and left her screaming”.
2. “The moment I choose, I can be rid of Mr. Hyde.”
3. “There is something wrong with his appearance; something displeasing, something downright detestable.”
4. “It wasn’t like a man; it was like some damned Juggernaut.”
5. “His friends were those of his own blood.”

DO NOW!

TASK: Write down the poems that link with each of the key themes. You **MUST** use each poem at least once! A few poems may link to more than one theme. The list of poems is there to help you.

POEMS:

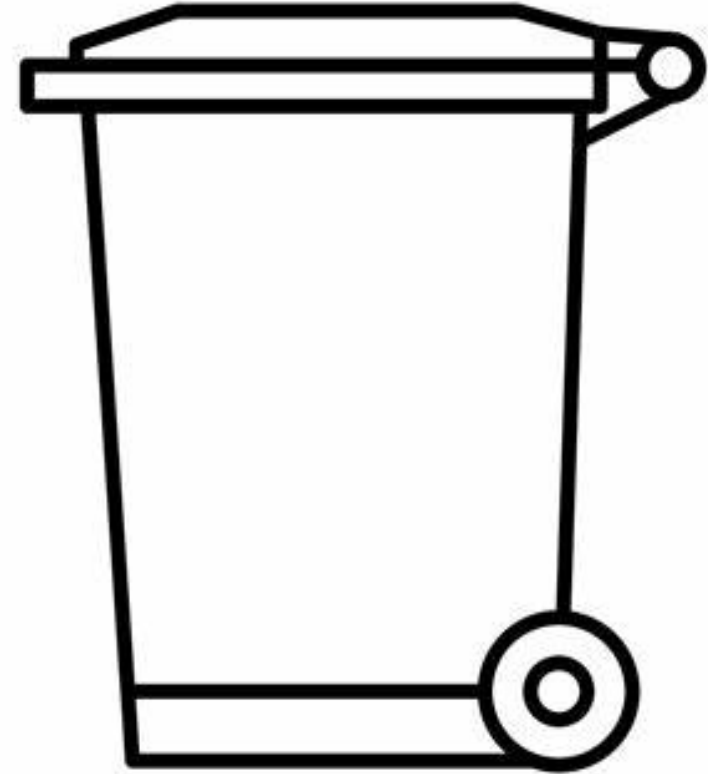
Remains
War Photographer
Poppies
Tissue
Charge of the Light Brigade
Bayonet Charge
Ozymandias
London
My Last Duchess
Storm on the Island
Exposure
Kamikaze
Checkin out me History
The Prelude
The Emigree

POWER OF NATURE	INDIVIDUAL EXPERIENCES	REALITY OF WAR
POWER OF HUMANS	IDENTITY	LOSS AND ABSENCE

CHALLENGE: Can you also give a quotation that shows how each poem links with that theme?

LADY MACBETH: Some of these words might help you to describe this character. Some are false friends! Can you identify which ones are which? Which ones are going in the bin? CHALLENGE: Can you explain WHY?

Ambitious Brave Heartless
Coward Cruel Noble
Violent Manipulative Ruthless
Weak Persuasive
Compassionate Thoughtful
Subservient
Obstinate Stereotypical
Deceitful Poor
Remorseful Cold-hearted
Victim Powerless
Corrupted



EXPLAIN WHY...

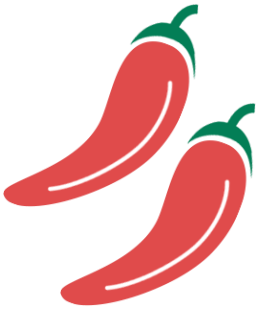


Challenge: REDUCE – Reduce the timeline of Macbeth and Lady Macbeth to ten words each.

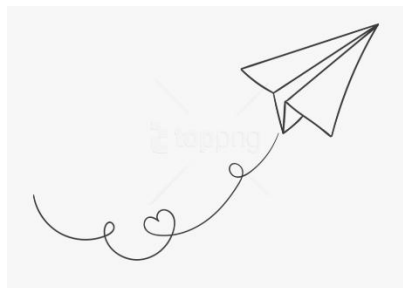
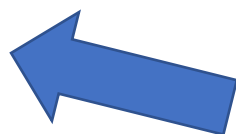
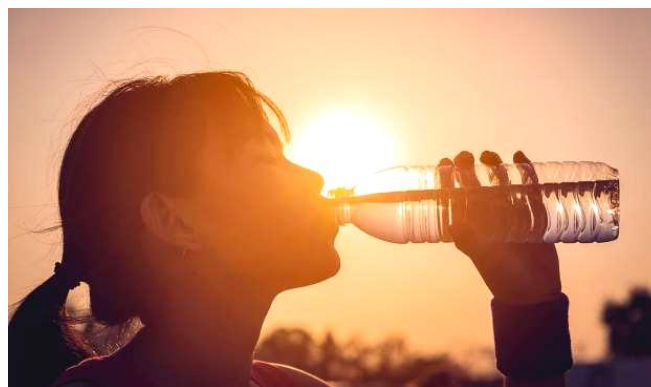
MACBETH

Noble → Proud → manipulated → Murderer →

LADY MACBETH



How and why do the characters of Macbeth and Lady Macbeth change throughout the play?





My memory of it is sunlight-clear



The bright, filled paperweight



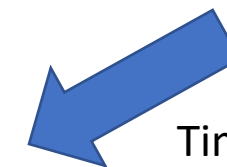
Sick with tyrants



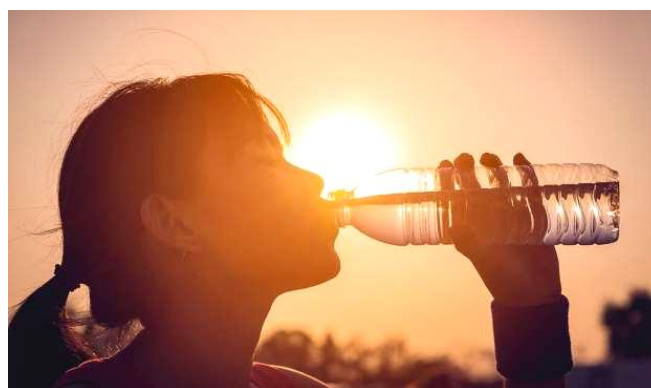
Branded by an
impression of
sunlight



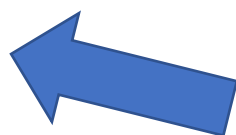
Time rolls its
tanks



That child's vocabulary I
carried here/ like a hollow
doll, opens and spills a
grammar.



but I can't get it off my
tongue. It tastes of sunlight.



I have no passport



My city comes to me in
its own white plane

DO NOW! VOCABULARY CHALLENGE!

WORD TO LEARN	Meaning
1. MORALITY	
2. ENIGMA	
3. FORENSIC	
4. BIASED	
5. IMPLICIT	
6. EXPLICIT	
7. ALIBI	
8. TRIPLE	

Do Now Task:

Can you find the meaning for each of our key words for this topic?

Put the meaning in to your own words.

For Homework

- Learn what the words mean.
- Practise how to spell each word.

**** THERE WILL BE A SPELLING AND MEANING TEST ON FRIDAY ****

In class challenge!

Aim to use each word at least once in your English work this week.
You will be asked to flag up all the words you have used at the end of the week.

DO NOW!

Can you match the key words to their definitions?

ENIGMA

EXPLICIT

MORALITY

BIASED

IMPLICIT

TRIPLE

ALIBI

FORENSIC

Your inner beliefs about what is right and what is wrong. Your morality helps you to choose the right path of behaviour.

An opinion that isn't fair.

Where something is presented in an obvious, clear way so there's no doubt about its meaning.

A puzzle or problem that is hard to understand or explain.

A defence of having been somewhere other than the scene of a crime when it was committed.

The use of scientific methods to examine evidence.

Where something is implied or hinted at rather than being obvious.

Using three adjectives one after another to emphasise a point.

DO NOW!

VOCABULARY APPLICATION!

How well can you apply our KEY WORDS for our topic to what we’ve learned?

KEY WORD	WRITE IT OUT:	MEANING:	PUT IT IN A SENTENCE ABOUT OUR LEARNING:
GROTESQUE			
OMINOUS			
SINISTER			
PATHETIC FALLACY			
MERCY			

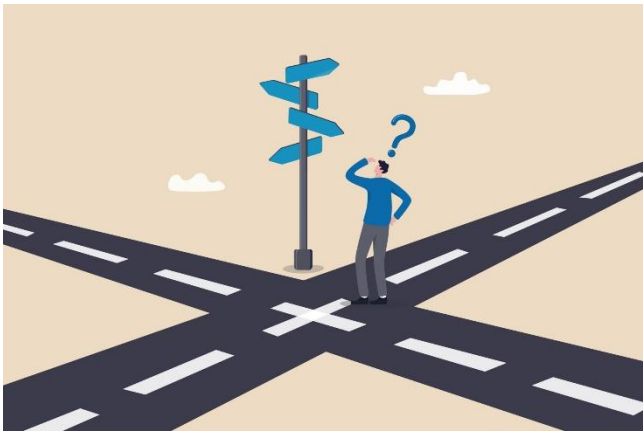
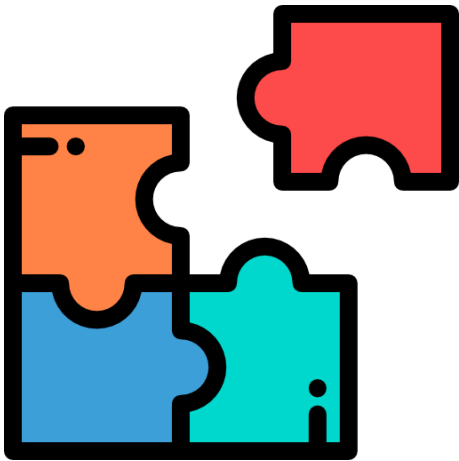
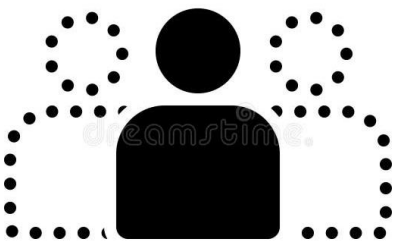
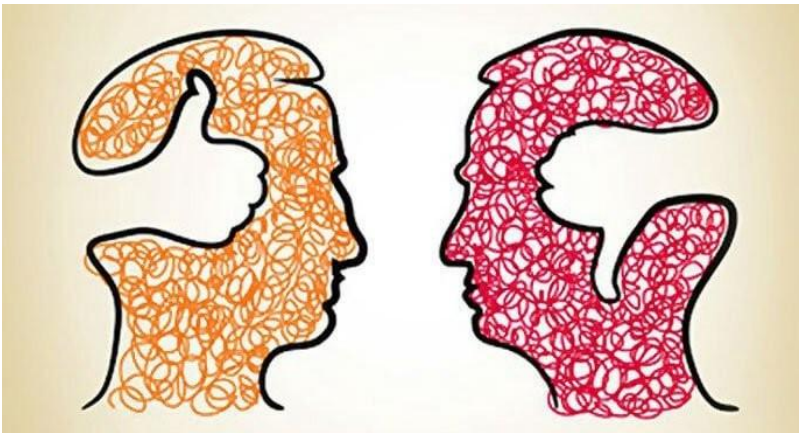


DO NOW! How does this link?



You have a range of pictures below. Discuss which picture you would match to each word, and why. Write your answers on your whiteboard!

ENIGMA	BIASED	EXPLICIT	MORALITY	FORENSIC	IMPLICIT
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DO NOW!

Can you fill in the blanks to recap the meaning of our key vocabulary for this topic?

During our mystery topic, we will have to find clues that are obvious and _____, or clues that might be more hidden or _____.

Mystery stories often have a difficult puzzle, or _____, to solve.

Many murder mystery stories involve looking for who we think the criminal is and whether we believe they have a credible _____. The famous detective, Sherlock Holmes, uses _____ evidence to try to solve mysteries.

Mystery stories often have a lesson about _____ in them, teaching us about what is right or wrong. They also try to teach us not to be _____ and to make fair and reasonable decisions based on clear evidence.

Along with lots of other language devices, detectives often use persuasive devices like rhetorical questions and _____ to try and get information and interrogate their suspects.

THINK AND LINK!

How many of our key words can you link to today's learning?

KEY WORD	EXPLAIN: How could this word link to our learning today?
1. MORALITY	
2. ENIGMA	
3. FORENSIC	
4. BIASED	
5. IMPLICIT	
6. EXPLICIT	
7. ALIBI	
8. TRIPLE	

Jekyll and Hyde Revision Plan

Monday 30 th October (30 minutes)	Tuesday 31 st October (30 - 40 minutes)	Wednesday 1 st November (30 minutes)	Thursday 2 nd November (30 - 40 minutes)	Friday 3 rd November (20 - 30minutes)	Saturday 4 th or Sunday 5 th November (30 minutes)
Watch the videos below to remind yourself of the plot of Jekyll and Hyde. Create a timeline of events. https://www.bbc.co.uk/bitesize/guides/zg2trdm/video https://www.youtube.com/watch?v=USY7YSVDNVY CHALLENGE: Add the top 5 quotes from each chapter to your timeline. Top Revision Tip: Get someone to now test you on what happens in certain chapters. Challenge yourself to recall key quotes too!	Context videos. Make notes as you watch. Create a spider diagram, list of revision cards or a revision poster. https://www.youtube.com/watch?v=mpMdy9YGdZc https://www.youtube.com/watch?v=epEvPobaMIY Summarise (in your own words) why you think Stevenson decided to write Jekyll and Hyde. Use the following sentence starters to help you if you need them: <i>Stevenson appears to criticise.....</i> <i>Stevenson wanted to remind the reader</i> <i>Stevenson wanted to highlight.....</i>	Create a mindmap for the following themes in Jekyll and Hyde: - Reputation - Duality - Scientific Development Make notes about each theme and when it is presented in the novel. E.g what chapters does it appear in? How? Through which characters/events? Research 4 key quotes that link to each theme. CHALLENGE: Create a set if revision cards on each theme (maybe colour coded for each theme). Put a quote on one side with an explanation of how it links to the theme. On the reverse, put a picture to help you remember to quote. Use them to play memory games.	Using the quotes from yesterday's mindmap, it is now time to explode/analyse your quotations. Pick at least 2 quotes from each theme. - Circle the words you would zoom into - Label with subject terminology - Link to context. How would a Victorian reader think / respond/ feel? - What was Stevenson trying to show/ suggest / convey? CHALLENGE: Choose a quotation and write a PEAZL paragraph explaining how the theme is presented through the quote. Submit it for marking.	Spend time today learning your quotes. Try one of the following methods: - Get a family member / friend to quiz you - Write the quotes out over and over. Look/ cover and check - Put your quotes on post it notes around your house. - Draw an image that links to your quote to help you remember it.	Choose one of the themes you have been studying. Answer the following question: How is the theme of present in Jekyll and Hyde. (Choose a theme!) Write a minimum of TWO PEAZAL paragraphs in response to your question. CHALLENGE – can you write another paragraph on a different theme?

Language Revision Plan

Week 1 w.c. 6 th Nov	Week 2 w.c. 13 th Nov	Week 3 w.c. 20 th Nov	Week 4 w.c. 27 th Nov	Week 5 w.c. 4 th Dec
<u>Language Paper 1 Q2</u> Watch this video to get tips on how to improve your approach to this Q: AQA English Language Paper 1 Question 2 (2024 onwards) - YouTube Now attempt it yourself! (Remember say a lot about a little!)  x2  x2 PEAZLs  Submit your response if you'd like feedback from me.	<u>Language Paper 1 Q3</u>   Now you've done some of your own preparation, watch this video for other tips to help you approach the Q: AQA English Language Paper 1 Question 3 (2024 onwards) - YouTube Now attempt it yourself!  Submit your response if you'd like feedback from me.	<u>Language Paper 1 Q4</u> Look at the statement. Highlight what you are actually judging/evaluating. Remember, the text will lend itself for you to agree, but you can disagree if you feel you can.  x4   3-4 PEAZLs Remember to zoom into methods! Submit to me for feedback if you like.	<u>Language Paper 1 Q5</u>  Pick out all the things you think are effective. What ideas can you magpie? Watch this video for some tips too: AQA English Language Paper 1 Question 5 (2024 onwards) – YouTube    Now compare yours to the example. Pick out good bits but also try to improve sections that need amending.	English Language Paper 1 on Tuesday 5th December. For the rest of the week, use the other revision plan to revise for Literature Paper 1 on Monday 11th December.

To complete these revision tasks, you will need a sample paper for Language Paper 1. You can find examples on Teams. If you can't access these, ask me for a printed copy!



Memorise sentence starters for an analysis question. Or... memorise a list of vocabulary and devices you could use in a writing section.



Write a response to an example question. Mark it against the marking criteria. If you don't have this, look in your exercise book or ask your class teacher.



Identify quotes from a text you would use in response to a question. Note down what words/phrases you would zoom in to and any analytical comments you associate with your choices.



Make an essay plan for the question stated. Or... plan how you would respond to a written response.



Find and read a good example. Make notes on why the example is effective. Can you magpie any ideas to add to your own responses?

Quotation Application Test 1		
Literature Paper 1		
Section A: 'Macbeth'. Extract from A1 S2 Starting with this extract, how does Shakespeare present Macbeth as a powerful character? Extract: "brave Macbeth" "worthy gentleman"		Section B: Jekyll & Hyde. Extract from Chapter 1 Starting with this extract, how does Stevenson create a sense of mystery in the novel? Extract: "It was two storeys high"
Bigger Picture		Bigger Picture
Point & Quote		Point & Quote
Point & Quote		Point & Quote
Point & Quote		Point & Quote
Point & Quote		Point & Quote
Literature Paper 2		
Section A: An Inspector Calls How does Priestley explore responsibility in the play? Or... How and why does Sheila change in An Inspector Calls? Circle Question: Responsibility Sheila		Section B: Power and Conflict Poetry Compare how poets present ideas about fear in 'Charge of the Light Brigade' and one other poem from the cluster.
Bigger Picture	Charge of the Light Brigade	Meaning and Ideas Celebrates bravery and lack of fear: "Honour the charge they made" They enter battle despite low chances - "jaws of death".
Point & Quote	Bayonet Charge	Structure and Language Repetition: Anaphora/ Refrain: "Canon" "rode the six hundred" "theirs not" Semantic field of celebration: "hero" "noble" "honour".
Point & Quote	Remains	Metaphors & Similes
Point & Quote	The Prelude	Metaphors & Repetition
		Repetition & Personification