

Y11 ENGLISH LANGUAGE

HOMework



Aftermath			Outsiders			Survival			Responsibility			Love Film		
<p>Answer question 5: 5) Read lines 62 to the end of the passage. Evaluate the way the writer presents Lucy's mother Maureen in these lines and in the passage as a whole. (10 marks) Spend 20 mins.</p>			<p>Plan and write a story . Choose one of the following: A story that ends "I knew it would turn out this way." OR a story titled 'A Difficult Day'. Use the 6 Ps, the senses, ambitious vocab, varied sentences, check SPaG. Challenge: use figurative language (simile, metaphor, personification etc.) Spend 45 mins</p>			<p>Answer question A6 on the component 2 paper. Use PEE. Make sure you write about both texts together and use connective phrases to show you are clearly comparing. Spend 20 mins.</p>			<p>You have recently read several negative newspaper articles about young people and have been asked to give a speech to the local community about what teenagers are really like. You could include: Why teenagers are not as bad as people think; Some examples of things teenagers have done which are positive. (20) Spend 30-40 mins.</p>			<p>'Films are better than books' Write an article for your school website giving your opinions on this statement. You could include: arguments for and against this statement, examples from the media. [20] Spend 30-40 mins.</p>		
Deadline:			Deadline:			Deadline:			Deadline:			Deadline:		
<p>Answer question 4: 4) Read lines 41-61. What impression do you get of Brian and Maureen in these lines? How does the writer ... (10 marks) Spend 20 mins</p>			<p>Write the opening, bullet point the middle and write the ending of your story. Use the senses, ambitious vocab, varied sentences, check SPaG. Challenge: use figurative language. Spend 30 mins</p>			<p>Answer questions A4 and A5 on the component 2 paper. Think about the exact information required. Make sure that you are looking at the right text! Spend 20- 30 mins.</p>			<p>You have recently read an article which said a survey found that England was one of the worst countries for bullying in schools. Write to the Education Secretary, giving your thoughts on this news and why you feel the topic is important. (20) Spend 20-30 mins</p>			<p>Write a review for your school website of a product that you have recently purchased. You could include: a summary of the product's features; your opinions on the best and worst features of the product. [20] Spend 30-40 mins</p>		
Deadline:			Deadline:			Deadline:			Deadline:			Deadline:		
<p>Answer questions 1, 2 and 3: 1) Read lines 1 – 16. List 5 things you learn ... (5 marks) 2) Read lines 17-22. How does the writer show the relationship... (5 marks) 3) Read lines 23-40. How does the writer show the differences between (10 marks) Spend 30 mins.</p>			<p>Use the 6Ps to plan and storyboard a story (People, Place, Problem, Progress, Panic, Peace). Choose one of the following tasks: Write about a time when you were embarrassed <u>OR</u> a story titled 'A Day to Forget'. Spend 20-30 mins.</p>			<p>Answer questions A1, A2 and A3 on the component 2 paper. Think about the exact information required in each question. Make sure that you are looking at the right text! Spend 30 mins.</p>			<p>We can all play a positive role in our local communities. Write a guide for local people on how to be a good neighbour. You could include: why it's important to be a good neighbour; ways you can be a good neighbour. [20] Spend 30- 40 mins</p>			<p>Your head teacher has asked you to write a report on the amount of time teenagers are spending on Netflix. (20 marks) You could write about: How much time teenagers spend on Netflix; How they could use their time differently. Spend 30-40 mins</p>		
Deadline:			Deadline:			Deadline:			Deadline:			Deadline:		
KEY WORD SPELLINGS			KEY WORD SPELLINGS:			KEY WORD SPELLINGS:			KEY WORD SPELLINGS:			KEY WORD SPELLINGS:		
convey	apostrophe	S&C: symbolism	antagonist	originality	S&C: climactic	retrieve	expedition	S&C: superlative	audience	disapproval	S&C: grammatically	recommend	impression	S&C: efficacy
subordinate	possession	chronological	sibilance	immersion	elaborate	influence	summarise	analysis	addresses	informal	correspondent	rhetorical	conclusion	scintillating
tone	impression	subsequently	clarity	suggestion	exaggerate	associations	inferred	irrelevant	responsibility	emotive	experimental	engagement	clarity	interpretation
technique	evocative	denotation	precision	beginning		annotation	professional	solitude	clauses	appropriately	volunteering	disappointing	adaptation	omission
evaluate	connotation	traumatised	exclamation	resolution		archaic	confinement		persuasion	commas	neighbours	fluency	vulnerable	evaluation
Deadline:			Deadline:			Deadline:			Deadline:			Deadline:		

HOMEWORK HELP:

Writing a Formal Letter

Your address

Recipient's address

Dear

Date

Greeting

- Aim for 5 detailed paragraphs.
- Use "Yours sincerely" if you know the name of the person and "Yours faithfully" if you don't

Yours

Closing farewell

HOW TO WRITE A SPEECH:

- Welcome and greet your audience
- Introduce the topic clearly and make your viewpoint strongly
- Three main paragraphs with clear topic sentences, covering one main idea per paragraph
- Give a conclusion which will have a strong impact on your audience and makes clear what you want to happen next
- Thank them for their time
- Use **DAFOREST**

How to write a guide:

- Title, which makes clear what the guide is about
- Introduction, which explains why it's important and gets the reader's attention
- Three sections, each dealing with an aspect of the topic
- A final section, which encourages the reader to act and explains where to get more information, if needed
- Use **DAFOREST**

You should use subheadings to organise your work but make sure the piece FLOWS from section to section.

You can use bullet points but don't OVERUSE these. Aim for a friendly style, but be careful not to become too informal.

How to write a report:

- Aim for 5 detailed paragraphs
- Include a title and subtitles
- Formal tone
- Include facts, statistics
- Often include findings and solutions

How to write an article:

- **Headline**
- Engaging and entertaining content
- Interviews-quotes from sources
- At least 5 detailed paragraphs
- **Use DAFOREST**

How to write a review:

- Title
- 5 detailed paragraphs (aim for 2 sides)
- Introduction summary (don't give away too much)
- Facts and opinions
- A mix of good points and bad points
- Recommendation
- Rating
- **DAFOREST**



HOMEWORK HELP:

D: Direct address (you)

A: Anecdotes

F: Facts

O: Opinions as facts

R: Rhetorical Question

E: Emotive language

S: Sentence types

T: Triplets and tone

▪ Re-read your work carefully: check:

- 1. Have you written in paragraphs?
- 2. Do all of your sentences make sense? You haven't missed out any important words?
- 3. Do all sentences and names start with capital letters?
- 4. Do all sentences end with full stops?
- 5. You haven't joined together sentences with commas?
- 6. If you've used a list of words, are they separated by commas?
- 7. Have you thought about the way you start your sentences and varied it?
- 8. Have you used some ambitious choices of vocabulary?

D: Detail e.g. size, weight

C: Comparison

D: Description

A: Actions

S: Speech

T: Thoughts

A: Author's comment

R: Relationships

D: Descriptive words

S: Settings

The 6Ps

- **People and place:** setting the scene and introducing the characters.
- **Progress:** the situation is developed; more characters introduced.
- **Problem:** something happens to complicate the lives of the characters in some way.
- **Panic:** a key moment is reached; suspense is high: there is a twist
- **Peace:** matters are resolved and some sort of satisfactory end is reached.

QUESTIONS FOR AFTERMATH HWK – COMPONENT 1

Read carefully the passage in the **separate Resource Material** for use with Section A.
Then answer **all** the questions below.

The passage in the separate Resource Material is about the characters of Lucy Faulkner and her parents, Brian and Maureen Faulkner.

0 1 Read lines 1-16.

List **five** things you learn about Brian Faulkner in these lines. [5]

0 2 Read lines 17-22.

How does the writer show the relationship between Lucy and her father, Brian, in these lines? [5]

You must refer to the language used in the text to support your answer, using relevant subject terminology where appropriate.

0 3 Read lines 23-40.

How does the writer show the differences between Lucy and Maureen in these lines? [10]

You must refer to the language used in the text to support your answer, using relevant subject terminology where appropriate.

0 4 Read lines 41-61.

What impressions do you get of Brian and Maureen and their relationship in these lines?

How does the writer create these impressions? [10]

You must refer to the language and structure used in the text to support your answer, using relevant subject terminology where appropriate.

0 5 Read lines 62 to the end of the passage.

Evaluate the way the writer presents Lucy's mother, Maureen, in these lines and in the passage as a whole. [10]

You should write about:

- your thoughts and feelings about how Lucy's mother is presented
- how the writer creates these thoughts and feelings *You must refer*

to the text to support your answer./

Success criteria:

- In each PEE:
 - Point: make a point which focuses on the words in the question
 - Evidence: Keep quotes short
 - Explain: Zoom in on the effect of language and tone
 - S&C: use terminology accurately



TEXT FOR AFTERMATH HWK

The main character in this extract is Lucy Faulkner and her parents are Brian and Maureen Faulkner.

Lucy Faulkner was born in Luton because her father met a man in a pub who had a good earner going in cheap leather jackets from Spain. Brian Faulkner decided to team up with him, phoned Maureen, who was eight months pregnant and sitting quietly in London with her mum, and told her to get herself up to Luton while he looked for a flat. In the event, the flat did not materialise and Brian discovered that the idea wasn't as good as he thought, and the other bloke was in trouble with the law anyway. So Maureen spent an uncomfortable few months in a bed and breakfast in Luton, first on her own and then with an incessantly wailing Lucy, while Brian made trips to Spain and then said they'd better move back to London because he had heard of something interesting in carpet sales.

This strange link with a place she was never to know often struck Lucy as odd, when she wrote her place of birth on a form or glanced in her passport. When she was a child she saw Luton as some sort of paradise from which they had been expelled. She would question her mother closely on the subject.

'I can't remember it,' said Maureen with honesty. 'I was too busy feeding you and trying to get the rent money off your father.'

Lucy's acquaintance with her father was to last for a few years only and, looking back, seemed just as meaningless as the connection with Luton. She remembered him as an amiable figure who took her once to a funfair and bought her some candyfloss. The memory seemed appropriately shabby. Her father, who by now would be older and greyer, was fixed in her memory as that jaunty figure who combined selfishness with a desire to make up for his failings.

Her mother, on the other hand, was constant, changing in slow motion from the harassed and loving figure of Lucy's childhood to the Maureen of today – unfailingly good-humoured, opinionated and forever a great deal younger than her daughter, or so it seemed to Lucy. Lucy was not like her mother. She was not easy-going and trusting. Lucy stared, probed and queried.

'Where does the sun go when it's night time?' she demanded, aged about four.

'It goes to bed,' replied Maureen comfortably. 'It goes bye-byes, just like you do. All tucked up. And then it wakes up in the morning and shines in your window, doesn't it?'

Lucy listened in silence, her mouth knotted in disapproval. And then she burst out, 'No, it doesn't. It can't because it's not a girl.'

What Lucy meant was that Maureen's claim was impossible because the sun – up there, wherever it may be – is obviously not a conscious being like you and me, capable of putting on a nightdress and getting into bed and going to sleep. Since she was only four, the best she could do to express her insight was to resort to an outburst of temper.

As she grew up, Lucy became competent and combative. She had a sense of curiosity, a capacity for hard work and a strong refusal ever to admit defeat, qualities that she did not get from her upbringing. A mother who was unwilling or unable to confront a serious question about the universe was unlikely to turn out to be inspirational.

When Lucy was five, Maureen had two small children to cope with, a third on the way, and a husband who had embarked on the process of gently easing himself out of their

lives. She was not aware of what was going on because he made an effort now and again. He was away a great deal. It was his work, of course. Maureen was never very clear what it was he was involved with at any particular moment. He'd always said she wasn't to bother herself with that side of things. That was his problem. He would be away for a week and then turn up with presents for the children and nights of love for Maureen. Then he'd be gone again, with a hug and a wave. It became just a series of phone calls. 'Reverse the charges ...' Maureen would cry into the receiver but there would be a click and he was gone. Rushed off his feet, poor dear. And forgotten to send the housekeeping money again.

By the time Lucy was six, the weeks of absence had extended to fortnights and to months.

Her father failed to show up for birthdays, and then for Christmas. The phone calls became more infrequent and then tailed off into erratic postcards from places like Scunthorpe or Rhyl. Maureen put them on the mantelpiece and contemplated them without comment.

And so, over the years, Maureen found herself having to endure an endless series of humiliating sessions with solicitors and social security people, trying to follow what was being said to her by this official or that. It soon became a way of life.

'That's life, isn't it?' said Maureen, without bitterness.

By the time she was seventeen, an indignant Lucy did not see why life should be like this at all and thought that absent husbands and arrogant officials should be made to answer for their behaviour. And yet, Lucy thought, Maureen was burdened by children and poverty but she was resilient, resourceful in her way and a doggedly protective mother. She was doing the two things that any creature of whatever species is required to do: struggling to survive and ensuring the survival of her offspring.

It seemed to Lucy that Maureen's survival tactic was to keep her head down and weather the storms as they came. There was nothing to be done but grin and bear it, put your best foot forward, and so on. She did not question life. 'Curiosity killed the cat' was one of her favourite expressions. Lucy thought it may well have killed some cats, under some circumstances, but it does not often kill human beings. Maureen was quite wrong there but Lucy was prepared to admit that it was undoubtedly the circumstances of her childhood that had sharpened her wits. If Maureen hadn't had such a rough time, her daughter might have turned out differently.

Lucy adored her mother. And was maddened by her. By the time she was an adolescent, she found her mother's view of life exasperating, inconsistent and plain wrong. Maureen believed that people got what they deserved but also that life was deeply unfair. She was an avid reader of astrology columns in the newspapers and infuriated Lucy when she spent £10 on a consultation with a fortune-teller.

'Why?' wailed Lucy. 'You *need* that money.'

'Because if she tells me there's something nice just around the corner I'll feel a lot better.' Lucy just sighed.

QUESTIONS FOR SURVIVAL HWK

— COMPONENT 2

The separate Resource Material for use with Section A is a newspaper article, 'Waste not, Want not', by John Humphrys.

The extract opposite is from a housekeeping book, 'The American Frugal Housewife', written in 1832 by Lydia M. Child.

Read the newspaper article by John Humphrys in the separate Resource Material.

- A1. (a) How much food is wasted by the British every year? [1]
(b) How much does it cost to get rid of wasted food? [1]
(c) How much food is thrown away by an average supermarket every year? [1]

A2. John Humphrys is trying to persuade us to be less wasteful. How does he try to do this? [10]

You should comment on:

- what he says to influence readers;
- his use of language and tone;
- the way he presents his argument.

To answer the following questions you will need to read the extract opposite by Lydia M. Child.

- A3. (a) What does the writer mean by "Time is money" in line 2? [1]
(b) What does the writer suggest family members should do to help in the house? [2]

Success criteria:

- Make sure you write about both texts together and use connective phrases to show you are clearly comparing.

Success criteria:

- In each PEE:
 - Point: make a point which focuses on the words in the question
 - Evidence: Keep quotes short
 - Explain: Zoom in on the effect of language and tone
 - S&C: use terminology accurately

A4. What do you think and feel about Lydia M. Child's views about running a household? [10]

You should comment on:

- what is said;
- how it is said.

You must refer to the text to support your comments

To answer the following questions you will need to use both texts.

A5. According to these two writers, why should Americans change their attitudes to leftover food? [4]

A6. Both of these texts are about waste. Compare the following:

- the writers' attitudes to waste;
- how they get across their arguments.

[10]

You must use the text to support your comments and make it clear which text you are referring to.

'WASTE NOT, WANT NOT'

In the wilds of Texas I once went to a restaurant called the Big Texan. Its name derives partly from the size of the waiters – you have to be at least 6ft 6in to work there – and partly from the size of the portions. The speciality of the house is a steak that weighs 72oz. That is approximately the size of the average Sunday joint, with enough left over for at least another family meal.

Most people give up and what they leave is, of course, thrown away. The whole place is one great temple dedicated to the worship of waste and if you ever feel the need for a swift dose of British moral superiority, I strongly recommend a visit to the Big Texan. When it comes to waste, the Americans are the unquestioned champions of the world.

But the British are beginning to challenge them. An official report has revealed that we waste 500,000 tons of food every year. Now that is not food that has grown mould in the back of the fridge and lurks there threatening to take over the world; it is edible food that has merely passed its sell by date on the supermarket shelves.



It is worth about £400 million and it costs another £50 million just to get rid of it. Here is what happens to most of it.

When we buy our food in the supermarket we rummage around the shelves to find the product with the latest sell by date. The stuff with the earliest dates is left on the shelf and, because the barmy rules and regulations would have us believe that we shall die in agony if we eat a spoonful of yoghurt 30 seconds after the date on the carton, it ends up in the landfill site. It is shameful nonsense. Every year a typical supermarket chucks out 50 tons of perfectly good food. Still feel so smug about the wasteful Americans?

That food could be used by any number of needy people, but we throw it out. Only a fraction is handed over to charities, who are constantly begging for more. Some of us might cluck a little over the wickedness of a world in which we waste food while Ethiopian children starve, but we get over it. We smile at memories of our mothers telling us it's wrong not to eat all your dinner when children are starving in Africa. The truth is, we only care about waste in the context of money. Our attitude seems to be, if we can afford to waste things, then why the hell shouldn't we?

I know a woman who is reasonably well off and a keen cook, who will not use a recipe calling for egg whites unless she can find use for the yolks at the same time. She would rather slit her wrists than throw out perfectly good egg yolks.



But then, she is 70 and, as she says, she came to hate waste during the war years and rationing. She thinks it is plain wrong to waste. She is right.

I am still smarting from an interview I did last year. I confessed to the interviewer that I turned off lights when I left the room and boiled only a mug-full of water if that was all I needed. Could this really be true? I'm afraid so, I said. Such ridicule was heaped on me in her article that I bought all the papers in my local shop, dumped them in the recycling bin (naturally) and went into hiding. If only I had admitted to being a serial murderer instead.

Now, if you will excuse me, I need to pop outside because a police horse has just deposited a great pile of manure in the road in front of my house. It will do wonders for my vegetables and it would be such a waste to leave it there to be squashed by a passing car. However, I shall cover my head with a balaclava just in case anybody sees me with my shovel. They would think I was crazy.

John Humphrys

TEXTS FOR SURVIVAL HWK

The American Frugal Housewife

The true economy of housekeeping is simply the art of gathering up all the fragments, so that nothing be lost. I mean fragments of time, as well as materials. 'Time is money.' For this reason, cheap as stockings are, it is good economy to knit them. Cotton and woollen yarn are both cheap; stockings that are knit wear twice as long as woven ones; and they can be done at odd minutes of time, which would not be otherwise employed. Where there are children, or aged people, it is sufficient to recommend knitting, that it is an employment. Nothing should be thrown away so long as it is possible to make any use of it, however trifling that use may be; and whatever be the size of a family, every member should be employed either in earning or saving money. Buy merely enough to get along with at first. It is only by experience that you can tell what will be the wants of your family. If you spend all your money, you will find you have purchased many things you do not want, and have no means left to get many things which you do want. Have all the good bits of vegetables and meat collected after dinner, and minced before they are set away; that they may be in readiness to make a little savoury mince meat for supper or breakfast. Take the skins off your potatoes before they grow cold. Economy is generally despised as a low virtue, tending to make people ungenerous and selfish. This is true of avarice; but it is not so of economy. The man who is economical, is laying up for himself the permanent power of being useful and generous. He who thoughtlessly gives away ten dollars, when he owes a hundred more than he can pay, deserves no praise— he obeys a sudden impulse, more like instinct than reason: it would be real charity to check this feeling; because the good he does maybe doubtful, while the injury he does his family and creditors is certain. It would be better to ensure that no opportunity for economy is overlooked. Use the shopping list for a family for a week to make sure nothing – food nor money – is wasted.

Weekly shopping list	Cost
Meat for Sunday, etc. (3 lbs of salt beef at 2½ cents per lb.)	7½ cents
Tea, sugar and milk	15 cents
Vegetables	6 cents
Oil	6 cents
Coals	2 cents
Bread	22 cents
Meat, vegetables, etc. for a stew (six persons)	9½ cents
Soap, soda, and other sundries	6 cents
Potatoes and lard (a "baked dinner")	4 cents
<i>Total expenditure for the week</i>	78 cents