

# ***CLEETHORPES ACADEMY HOME LEARNING***

## ***Year 10: English Language***



We Are **CARING**

We Are **CURIOUS**

We Are **CREATIVE**

## **SELF QUIZZING**

### **OUR EXPECTATIONS**

- The act of self-quizzing supports retrieval. Retrieval is important because the more we revisit knowledge and ideas, the more likely we are to remember it. The more we remember, the greater sense we can make of our learning.
- You should spend a minimum of *30 minutes a night* focusing on a specific subject's retrieval activity.
- You should bring your completed work to form, every Tuesday, where your work will be checked and additional retrieval activities will be completed to support your retention of the information studied at home.
- Failure to complete the activities each week, will result in further sanctions.

### **WHAT YOU SHOULD DO**

- Each night, select a subject to focus on.
- Read the subject's information really trying hard to remember what you have read. You might want to highlight and add your own notes to the information you have been given.
- Once you are confident that you can recall the information without having to recheck, use the following blank page to write down everything you can remember, using a black or blue pen. Don't worry if you can't remember everything
- In form time, your tutor will ask you to check through your work and use a green pen to "gap fill" any information you may have missed.
- Your tutor will also ask further questions in relation to the information you have read each week, to further support your retention of new knowledge.
- You will be rewarded with carrot points for your efforts each week.

## WEEK 1

### Structural Features

Technique	Definition
Chronological Order (Linear)	In time order.
Non-linear	Doesn't follow time order; may use flashbacks and flashforwards to disrupt the flow of time.
Narrative voice	Who is telling the story (1 <sup>st</sup> , 2 <sup>nd</sup> or 3 <sup>rd</sup> )
Focus shift	When writers switch from one detail or idea to another in order to maintain reader interest.
Dialogue	Words spoken by a character. They often reveal the character's tone, what they are like as a person and may potentially create conflict.
Foreshadowing	Hints or clues about future events can build tension and anticipation.
Repetition and Patterns	Repeating words, phrases, or ideas can emphasize key themes or create a sense of rhythm.

## Week 2

### **Figurative Language Features**

<b>Technique</b>	<b>Definition</b>
Simile	A device that compares two things to create a vivid image in the reader's mind.
Metaphor	A metaphor is a figure of speech where a word or phrase is used to represent something else, suggesting a likeness or analogy between them.
Personification	Personification is a language device in which human characteristics, including thoughts, feelings or actions, are given to something non-human.
Hyperbole	Hyperbole is the name given to an exaggerated phrase. If language is said to be hyperbolic, it is over the top, and not intended to be taken literally.
Idiom	A phrase or expression that has a meaning different from its literal one. Example: "Break a leg" (meaning good luck).
Euphemism	A mild or indirect word or expression substituted for one considered to be too harsh or blunt when referring to something unpleasant or embarrassing
Pathetic Fallacy	Pathetic fallacy - a type of personification where emotions are given to a setting, an object or the weather.

### Week 3

#### How to Structure an Analytical Paragraph

Step	Example
1. Begin with a clear topic sentence – this is usually the method you want to explore.	Dicken’s uses a simile to present Scrooge as a lonely and isolated character...
2. Support your claim with evidence.	“Solitary as an oyster.”
3. Zoom in on a specific word and demonstrate your interpretation.	The comparison of Scrooge to a hard shellfish implies that he has a very tough exterior which people find hard to get beneath the surface of. This would suggest that nobody truly knows what Scrooge is like. Also, oysters are difficult to break open which further supports the idea that Scrooge is a character who is unwilling to let anybody get close to him and reveal his true personality to.
4. Ask yourself, “what else can I say?”	In addition, the adjective, “solitary,” reinforces the idea that Scrooge is a lonely character as we picture him in isolation, reluctant to allow family or friends to penetrate his icy cold exterior. It is almost like he takes great pleasure in being an unapproachable and unfriendly person.

## Week 4

### Key Language Features

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Personification	Personification is a language device in which human characteristics, including thoughts, feelings or actions, are given to something non-human.
Repetition	A literary device in which a word or phrase is repeated in a text to create emphasis, create a specific rhythm, or reinforce a message or idea.
Imagery	Using language to paint a picture for the reader.
Parallelism	Using the same grammatical form (e.g., nouns, verbs, phrases, clauses) to express similar ideas.
Pathetic Fallacy	Pathetic fallacy - a type of personification where emotions are given to a setting, an object or the weather.

## Week 5

### Devil's Advocate

**Devil's advocate refers to someone who pretends, in an argument or discussion, to be against an idea or plan that a lot of people support, in order to make people discuss and consider it in more detail.**

Here's a more detailed explanation:

- **Imagine a team working on a plan:**

A group is brainstorming ideas for a new playground.

- **"Devil's Advocate" steps in:**

One person, acting as the "devil's advocate," starts pointing out potential problems with the plan. For example, they might say, "What if the slide is too close to the sandbox and kids get sand in their eyes?" or "What if the swings are too high for smaller children?"

- **Not because they're mean:**

The person isn't actually against the playground or trying to be mean. They're just trying to help make sure the plan is safe and well-thought-out.

- **Thinking differently:**

By pointing out these things, the team can think about how to fix the problems or make the plan even better.

## Week 6

*Why say this, when you can say that?*

<i>Why say this...</i>	<i>When you can say...</i>
<i>Walked</i>	<i>Saunter, amble, trudge, stride, trek</i>
<i>Said</i>	<i>Uttered, observed, presumed, remarked, alleged, divulged</i>
<i>big</i>	<i>Sizeable, considerable, extensive, vast, mammoth, momentous</i>
<i>funny</i>	<i>Amusing, humorous, riotous, comic, droll</i>
<i>boring</i>	<i>Tedious, repetitious, unimaginative, soulless, pedestrian, tiresome, irksome, mundane</i>
<i>Sunny</i>	<i>Balmy, cloudless, upbeat, pleasant, vivacious</i>



## Week 7

### Death and the Afterlife in the Victorian Era

#### High mortality rates

In Victorian times death was more of an integral part of the fabric of everyday life compared to modern western society. Deaths usually occurred at home and the mortality rate, especially amongst the poor, was much higher than it is nowadays. In London, for example, in 1830 the average male life span was:

- Forty-four years for the better off
- Twenty-five years for tradesmen
- Twenty-two years for labourers
- Out of every hundred working class children, fifty-seven would be dead by the age of five.

#### The visibility of death

The deceased would usually stay in the home until burial. In poorer working-class homes, this effectively meant the family sharing the room with their dead relative – sometimes for a week. It was the norm for everyone in the family to see the dead person in their coffin, both for reasons of identification and to help the living accept the reality of the death. To indicate a death in the household, or of a close relative, curtains would be drawn closed and mirrors covered.

#### The afterlife:

- Many Victorians believed that death was not the end, and that spirits of loved ones could be contacted and even offered guidance.
- Spiritualism also offered a more liberal view of the afterlife than traditional Christian doctrines, which often included eternal damnation.

## Week 8

### Structuring an Analytical Essay

Once you have read the question, annotated the extract (if there is one) and thought about the text as a whole, you need to do the following:

1. Consider what your argument is.	This is called your THESIS. It should be a short paragraph which outlines: <ul style="list-style-type: none"><li>- Your overall argument (what you think about the focus of the question/what theory you might have)</li><li>- The key points you are going to explore.</li></ul>
2. Write about your first point.	<p>You might want to begin with an example from the given extract OR your strongest point to support your argument.</p> <p>Remember to:</p> <ul style="list-style-type: none"><li>- Begin with a clear topic sentence – this is usually the method you want to explore.</li><li>- Support your claim with evidence.</li><li>- Zoom in on a specific word and demonstrate your interpretation.</li><li>- Ask yourself, “what else can I say?”</li></ul>
3. Repeat stage 2 a further 2-3 times	Select 2-3 additional quotations from the extract and elsewhere to support your overall response.
4. Conclusion	If there is time, re read your essay and try to summarise your overall points in the final paragraph of your work.

## Week 9

### *Stave1-3 Summaries*

#### **Stave One: Marley's Ghost**

On Christmas Eve, the miserly Ebenezer Scrooge is visited by the ghost of his old business partner, Jacob Marley. Marley's ghost is bound in a chain forged of cashboxes, ledgers, and more, reminders of his sins on Earth. To save Scrooge from encountering a similar fate, Marley tells Scrooge that he will be visited by three spirits over the next three nights.

#### **Stave Two: The First of the Three Spirits**

Scrooge awakens to the Ghost of Christmas Past who transports him to the countryside where he grew up, overwhelming Scrooge to tears at the sight of memories from his youth. Afterward, Scrooge is taken to a scene where Belle, his fiancée at the time, calls off their engagement, claiming that greed has corrupted him. Scrooge begs the ghost to take him back home, and after the ghost disappears, he falls back to sleep.

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## **Week 10**

### **Stave 4-5 summaries**

#### **Stave Four: The Last of the Three Spirits**

The Ghost of Christmas Yet to Come leads Scrooge through a series of scenes involving the death of a rich, unforgiving man. When Scrooge asks who the dead man is, the ghost points to a headstone that reads: EBENEZER SCROOGE. Startled by the realization, Scrooge pleads with the ghost to undo the terrible visions, affirming that he will take the lessons to heart and change his way.

#### **Stave Five: The End of It**

Scrooge awakens on Christmas morning, overjoyed by his new lease on life, and proceeds to buy a huge turkey for the Cratchits, donates money to the poor, and enjoys his time at Fred's party. The next morning, Scrooge gives Cratchit a raise and promises to help the family, eventually becoming a second father to Tiny Tim, who does not die as the vision predicted. True to his word, Scrooge applies the Christmas spirit to every day of his life.

## **Week 11**

### **Revisiting Structural Features**

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