



**Senior Phase Revision Tips**

## English and Languages

Level	N4/5	H	AH
Tip 1	<p>Read! Read! Read! Continuing to read a wide variety of books, magazines and good quality journalism will:</p> <ul style="list-style-type: none"> <li>• Develop your knowledge of literary techniques.</li> <li>• expand your vocabulary and improve your writing.</li> <li>• Improve your concentration.</li> <li>• challenge your imagination.</li> <li>• develop your cultural knowledge.</li> </ul> <p>You may find it even helps increase your reading pace – ideal for Paper 1: Reading for U.A.E.</p> <p>Make full use of your school/local library and put your personal reading time in English to good use.</p>	<p>Read! Read! Read! Continuing to read a wide variety of books, magazines and good quality journalism will:</p> <ul style="list-style-type: none"> <li>• Develop your knowledge of literary techniques.</li> <li>• expand your vocabulary and improve your writing.</li> <li>• Improve your concentration.</li> <li>• challenge your imagination.</li> <li>• develop your cultural knowledge.</li> </ul> <p>You may find it even helps increase your reading pace – ideal for Paper 1: Reading for U.A.E!</p> <p>Make full use of your school/local library and use personal reading time effectively in English.</p> <p>Pick 12 books that interest you (excluding class novels/texts) and challenge yourself to read them</p>	<p>Read! Read! Read! Continuing to read a wide variety of books, magazines and good quality journalism will:</p> <ul style="list-style-type: none"> <li>• Develop your knowledge of literary techniques and authors' style.</li> <li>• develop your critical thinking skills.</li> <li>• expand your vocabulary and continue to improve your writing.</li> <li>• inspire your imagination.</li> <li>• develop your cultural knowledge.</li> </ul> <p>Make full use of your access your school/local library. Use personal reading/study time effectively in English.</p> <p>There are senior reading lists available in the library.</p> <p>Continue to read broadsheet journalism regularly and evaluate its content/purpose and style.</p>



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	<p>Pick 12 books that interest you (excluding class novels/texts) and challenge yourself to read them within the year. There are several recommended reading lists suitable for N4/5 available in the library.</p> <p>You'll find it useful to add time for reading to your personal study timetable; reading is valid study/revision for English. Reading for 30-45mins before bed can be a great way to relax.</p>	<p>within the year. There are senior reading lists available in the library.</p> <p>Select at least one broadsheet newspaper article to read each week (Remember this is the genre that will be in your Reading for U.A.E exam) You will find plenty of articles of interest in broadsheet Sunday supplements too. There several publications available in the school library.</p> <p>You'll find it useful to add time for reading to your personal study timetable; reading is valid study/revision for English. Reading for 30-45mins before bed can be a great way to relax.</p>	<p>There several publications available in the school library</p> <p>Don't forget to add time for personal reading to your study timetable. Reading is valid study/revision for English and reading for 30-45mins before bed is a great way to relax.</p>
Tip 2	<p><b>Talk about your interests and learning.</b> Take every opportunity to put your talking and listening skills to good use. This could be as simple as a short conversation with your family or friends when:</p> <ul style="list-style-type: none"> <li>• watching a documentary</li> <li>• reading a book / website/newspaper</li> <li>• visiting a historical site</li> <li>• listening to a podcast</li> <li>• planning an assignment/folio piece</li> <li>• completing a home learning task</li> </ul>	<p><b>Talk about your interests and learning.</b> Take every opportunity to develop your critical thinking, talking and listening skills. Challenge your own ideas, and the ideas of your peers and/or family by discussing:</p> <ul style="list-style-type: none"> <li>• a documentary you've watched</li> <li>• a book / website/newspaper you've read.</li> <li>• a historical/culturally significant site you've visited.</li> <li>• a podcast you've listened to.</li> <li>• assignments/folio pieces your planning</li> <li>• home learning tasks your completing</li> </ul>	<p><b>Talk about your interests and learning.</b> Regularly engage in dialogue that challenges your own ideas, and the ideas of your peers and/or family. Discuss:</p> <ul style="list-style-type: none"> <li>• documentaries you've watched</li> <li>• books / websites/newspapers you've read.</li> <li>• historical/culturally significant sites you've visited.</li> <li>• podcasts you've listened to.</li> <li>• assignments/folio pieces your planning</li> <li>• home learning tasks your completing</li> </ul>
Tip 3	<p><b>Reading for U.A.E Cue Cards</b> Generating a cue card for each category of N5 Reading for U.A.E question will create an</p>	<p><b>Reading for U.A.E Cue Cards</b> Generating a cue card for each category of Higher Reading for U.A.E question will create an excellent</p>	<p><b>Seek further opportunities to expand your research and deepen your learning.</b></p>



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excellent revision resource ahead of your prelim/final exam. Your cards will provide a one stop, quick reference guide for each question formula that can be used for regular, effective revision. They will keep key information and strategies fresh in your mind, as well as help commit them to your memory. Your cards could look like the following:

revision resource ahead of your prelim/final exam. Your cards will provide a one stop, quick reference guide for each question formula that can be used for regular, effective revision. They will keep key information and strategies fresh in your mind, as well as help commit them to your memory. Your cards could look like the following:

You could visit:

- The Michell Library/National Library of Scotland (Edinburgh)
- the cinema (e.g. GFT, CCA, Cineworld)
- the Theatre (e.g. Citizens, Tron, Tramway, Theatre Royal)
- Author/Artist/Director's Q&A
- museums (e.g. Scottish Maritime Museum, Kelvingrove, Riverside, GoMA, National Museum of Scotland etc.)

This will help you to provide secondary sources in your coursework and support your referencing.

Seeking these opportunities independently will not only develop your learning in English, but also your skills for life, learning and work.

IMAGERY QUESTIONS (A)

A collective term for metaphor (M), simile(S) and personification (P).

Explain the comparison (properties shared)

FORMULA

- Identify the technique -M, S or P
- Quote the image
- Break the comparison down using 'Just as...so (too)'  
OR Explain the image and go on to say what that this tells you about what is being described.
- Explain how this comparison relates to the question.

**This is also a useful strategy for tackling the final 8 mark Scottish Text question!**

**This is a particularly useful strategy for tackling both the final 5 mark Reading for U.A.E question and the final 10 mark Scottish Text question!**



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<b>Tip 4</b>	<b>Critical Essay Flash Cards</b>  Creating flashcards for key quotations in preparation for timed critical essays is an excellent way to keep key knowledge of the literature you have studied fresh in your mind. It will also help commit this information to your memory.	<b>Critical Essay Flash Cards</b>  Creating flashcards for key quotations in preparation for timed critical essays is an excellent way to keep key knowledge of the literature you have studied fresh in your mind. It will also help commit this information to your memory.  Your flashcards could look like the following:	<b>Apply the acronym FINDWORD regularly</b> when analysing texts.  <b>F</b> orm <b>I</b> magery <b>N</b> arrator <b>D</b> ialogue <b>W</b> ord(choice)  Remember to use deadlines to plan your studies and revision. Your portfolio and dissertation are 60% of your overall grade, therefore it is crucial that you are committed and organised from the outset of the course.
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	<p>Your flashcards could look like the following:</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;"><b><u>Glasgow Sonnet I</u></b> <b><u>Setting Q</u></b></p> <p><b>Point</b> – The speaker, having led the reader through the backcourt of the <b>tenement</b>, presents the exterior of tenement in the second quatrain of the poem to further develop his portrayal of deprivation:</p> <p><b>Quote:</b> <i>“black block condemned to stand, not crash”</i></p> <p><b>Points for analysis:</b></p> <ul style="list-style-type: none"> <li>• Plosive Alliteration</li> <li>• Irony</li> <li>• Onomatopoeia</li> </ul> </div>	<div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;"><b><u>Othello</u></b> <b><u>Character Q</u></b></p> <p><b>Point</b> – Othello’s speech and conduct in act one, scene three illustrates his noble nature. Othello addresses his ranking superiors respectfully and proceeds to make the modest claim:</p> <p><b>Quote:</b> “Rude am I in my speech, And little bless'd with the soft phrase of peace... And little of this great world can I speak More than pertains to feats of broil and battle” (I,iii, 81-87)</p> <p><b>Points for analysis:</b></p> <ul style="list-style-type: none"> <li>• Irony (humble yet eloquent)</li> <li>• Significance of honour/reputation</li> <li>• Pride (strength &amp; flaw)</li> </ul> </div>	
<p><b>Online Resources</b></p>	<p><b>BBC Bitesize:</b> <a href="https://www.bbc.com/bitesize/subjects/zmcrd2p">https://www.bbc.com/bitesize/subjects/zmcrd2p</a></p>	<p><b>BBC Bitesize:</b> <a href="https://www.bbc.com/bitesize/subjects/zqxhfg8">https://www.bbc.com/bitesize/subjects/zqxhfg8</a></p> <p><b>Scholar App. via Glow Launch pad</b></p>	<p><b>Scholar App. via Glow Launch pad</b></p> <p><b>TED Talks</b> <a href="https://www.ted.com/talks">https://www.ted.com/talks</a></p>



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	<p><b>Scholar App. – via Glow Launch pad</b></p> <p><b>British Skills Council for Teens:</b> <a href="http://learnenglishteens.britishcouncil.org/skills">http://learnenglishteens.britishcouncil.org/skills</a></p> <p><b>TED Talks</b> <a href="https://www.ted.com/playlists/86/talks_to_watch_with_kids">https://www.ted.com/playlists/86/talks_to_watch_with_kids</a> <a href="https://www.ted.com/talks">https://www.ted.com/talks</a></p>	<p><b>British Skills Council for Teens:</b> <a href="http://learnenglishteens.britishcouncil.org/skills">http://learnenglishteens.britishcouncil.org/skills</a></p> <p><b>TED Talks</b> <a href="https://www.ted.com/talks">https://www.ted.com/talks</a></p>	<p><b><u>Dissertation/Reading Resources</u></b> <a href="https://www.theguardian.com/books/series/toptens">https://www.theguardian.com/books/series/toptens</a> <a href="https://www.listchallenges.com/roby-gilmore-reading-challenge">https://www.listchallenges.com/roby-gilmore-reading-challenge</a></p>
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