

February

What are we learning?

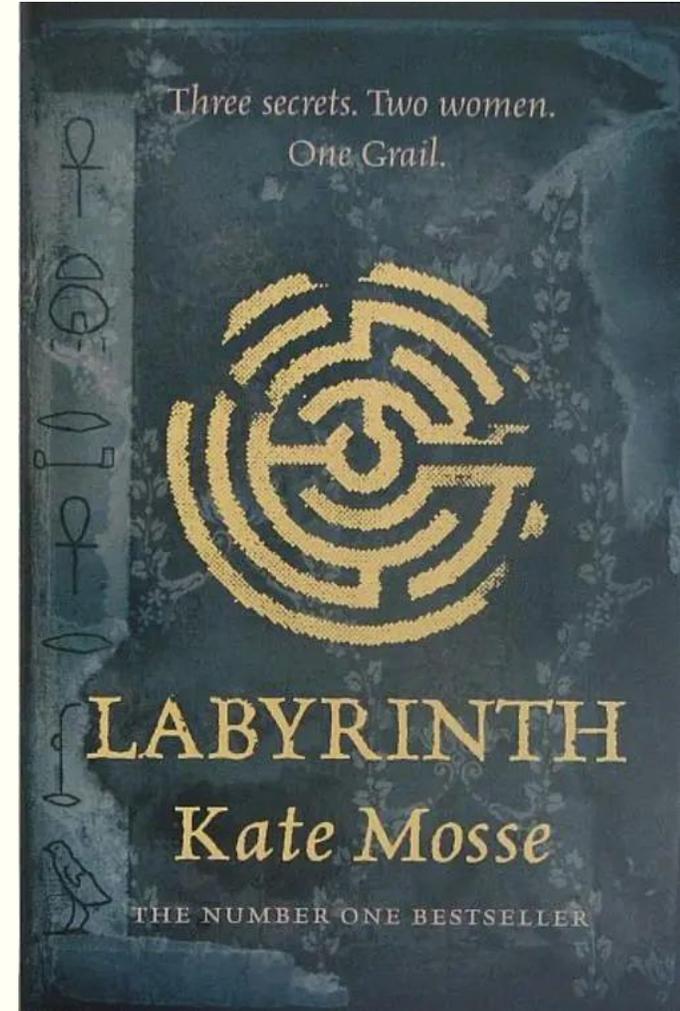
How to plan and write our Q2 responses.

Why?

To prepare for our PPEs

Words

Language methods



Term 3 Weekly Focus -

10/1/22	- ACC revision
17/1/22	- ACC and Anthology Poetry
24/1/22	- Language Paper 1
31/1/22	- Language Paper 1
7/2/22	- Language Paper 1
14/2/22	PPEs <ul style="list-style-type: none">• English Language Monday 14th Feb• English Literature Wednesday 16th Feb
HALF-TERM	- REVISION
28/2/22	- PPEs continue

Making the most of your 15 minutes reading time...

Source A

Alex told Eve with his parents and two younger sisters, Andrea and Nicole, in a **small American town**, but when his mother becomes ill, family life **changes beyond recognition**.

1 Alexander told awakened at dawn, **startled by a nightmare**. He had been dreaming that an enormous black bird had crept against the window with a cluster of shattered glass, flown into the house, and landed on his mother. In the dream, he had watched helplessly as it clamped her clothing in its yellow claws, flew out the same broken window, and **disappeared into a sky heavy with dark clouds**. **Creosote weather**

2 What had awakened him was the noise from the storm, wind beating the trees, rain on the roof, and thunder. He turned on the light with a sensation of being adrift in a boat, and pushed down to the bulk of the large dog sleeping beside him. He pictured the **rising Pacific Ocean** a few blocks from his house, **spitting furious waves against the rocks**. He lay listening to the storm and thinking about the black bird and about his mother, waiting for the pounding in his chest to die down. He was still tangled in the images of his bad dream.

3 Alexander looked at the clock, 6.30, time to get up. Outside, it was beginning to get light. He decided that this was going to be a **brilliant day**, one of those days when if a best to stay in bed because everything is going to turn out best. There had been a lot of days like that since his mother got sick, sometimes for air in the house felt heavy, like being at the bottom of the sea.

4 At breakfast Alex was not in the mood to assist his father in **making pancakes**. His father was not exactly a good cook, the only thing he knew how to do was pancakes, and they always turned out like rubber tyre tarts. His children didn't want to hurt his feelings, so they pretended to eat them, but any time he wasn't looking, they spit them out, **kindness towards dad**.

5 "What's Momma going to get better?" Nicole asked, trying to spear a rubbery pancake with her fork.

6 "Shut up, Nicole," Alex replied.

7 "Momma's going to die," Andrea added.

8 "What's she not going to die?" shrieked Nicole.

9 "You two are just kids. You don't know what you're talking about!" Alex exclaimed.

10 "Here, girls. Quiet now. Momma is going to get better," his father interrupted, without much conviction.

11 Alex was angry with his father, his sisters, life in general - even with his mother for getting sick. He **hatched out of the kitchen, ready to leave without breakfast**. **Rage and fury**.

12 Except for his father's pancakes and an occasional tuna-and-mayonnaise sandwich, no one in the family had cooked for months. **There was nothing in the refrigerator but orange juice, milk and ice cream**, at night they ordered in pizza or Chinese food. At first it was almost like a party, because each of them ate whatever and whatever they pleased, mainly sweets, but by now everyone missed the balanced diet of normal times.

Insert to Paper 1

Annotations:

- Focus = Alex and his mind
- Focus = weather = woods
- Focus = Alexander
- Feel supported
- Focus = Characters (family)
- Focus = mother
- Focus = Alex, fury
- Focus = dice
- Unhealthy lack nutrients
- Want to get away
- Having had good language (overrated)
- Color Score - note him
- Focus taken by a wife
- Angry hairs
- Focus = weather
- Focus = Alexander
- Focus = Characters (family)
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Insert to Paper 1

Annotations:

- END OF SOURCE
- Metaphor
- Focus = Back to mother
- She used to always be happy and asked her how she's feeling here but it's awful
- Focus = mother
- Focus = Alexander
- Feel supported
- Focus = Characters (family)
- Focus = mother
- Focus = Alex, fury
- Focus = dice
- Unhealthy lack nutrients
- Want to get away
- Having had good language (overrated)
- Color Score - note him

The importance of reading time:

- What do you notice about these annotated exam papers?

Alice, a university student, has volunteered to help on an archaeological dig looking for any evidence of the past. She is in the Pyrenees Mountains in France during her summer holidays.

1 Alice unscrews the top of her water bottle. It's warm, but she's too thirsty to care and drinks
it down in great gulps. Below, the heat haze shimmers above the dented tarmac of the
road. Above her, the sky is an endless blue. The cicadas* keep up their unrelenting
4 chorus, hidden in the shade of the dry grass.

5 It's her first time in the Pyrenees, although she feels very much at home. She's been told
that in the winter the jagged peaks of the mountains are covered with snow. In the spring,
delicate flowers of pink and mauve and white peep out from their hiding places in the great
expanses of rock. In early summer, the pastures are green and speckled with yellow
buttercups. But now, the sun has flattened the land into submission, turning the greens to
10 brown. It is a beautiful place, she thinks, yet somehow an inhospitable one. It's a place of
11 secrets, one that has seen too much and concealed too much to be at peace with itself.

In the main camp on the lower slopes, Alice can see her colleagues standing under the big
canvas awning. She can just pick out Shelagh in her trademark black outfit. She's
surprised they've stopped already. It's early in the day to be taking a break, but then the
15 whole team is a bit demoralised.

It's painstaking and monotonous work for the most part, the digging and scraping, the
cataloguing and recording, and so far they've turned up little of significance to justify their
efforts. They've come across a few fragments of medieval pots and bowls, and a couple of
late twelfth- or early thirteenth-century arrowheads, but certainly no evidence of the Stone
20 Age village which is the focus of the excavation.

21 Alice is tempted to go down and join her friends and colleagues. Her calves are already
aching from squatting. The muscles in her shoulders are tense. But she knows that if she
stops now, she'll lose her momentum.

25 Hopefully, her luck's about to change. Earlier, she'd noticed something glinting beneath a
large boulder, propped against the side of the mountain, neat and tidy, almost as if it had
been placed there by a giant hand. Although she can't make out what the object is, even
how big it is, she's been digging all morning and she doesn't think it will be much longer
before she can reach it.

30 She knows she should fetch someone. Or at least tell Shelagh, her best friend, who is the
deputy on the dig. Alice is not a trained archaeologist, just a volunteer spending some of
her summer holiday doing something worthwhile. But it's her last full day on site and she
wants to prove herself. If she goes back down to the main camp now and admits she's on
to something, everybody will want to be involved, and it will no longer be her discovery.

35 In the days and weeks to come, Alice will look back to this moment. She will remember the
quality of the light, the dust in her mouth, and wonder at how different things might have
been had she made the choice to go and not stay. If she had played by the rules.

She drains the last drop of water from the bottle and tosses it into her rucksack. For the
next hour or so, as the sun climbs higher in the sky and the temperature rises, Alice carries
on working. The only sounds are the scrape of metal on rock, the whine of insects and the
40 occasional buzz of a light aircraft in the distance.

* cicadas – small winged insects which make a clicking song-like noise

How do I approach Question 2?

- Work out an **overview sentence (or *thesis*)** based on the focus of the question (eg. how the mountain area is presented) before you start to look in detail at language, eg. *The writer uses language to present the mountain area as...*
- Then, try to find **three different ways in which the writer uses language** (ie: Words / Phrases / Language Features / Language Techniques / Sentence Forms...) to convey this to the reader.
- You must write about the **effect of the language on the meaning**.

Shows clear understanding of *language*:

- Explains clearly the effects of the writer's choices of *language*
- Selects a range of relevant textual detail
- Makes clear and accurate use of subject terminology

BUG the question.



0 2

Look in detail at this extract, from **lines 5 to 11** of the source:

It's her first time in the Pyrenees, although she feels very much at home. She's been told that in the winter the jagged peaks of the mountains are covered with snow. In the spring, delicate flowers of pink and mauve and white peep out from their hiding places in the great expanses of rock. In early summer, the pastures are green and speckled with yellow buttercups. But now, the sun has flattened the land into submission, turning the greens to brown. It is a beautiful place, she thinks, yet somehow an inhospitable one. It's a place of secrets, one that has seen too much and concealed too much to be at peace with itself.

How does the writer use language here to describe the mountain area?

You could include the writer's choice of:

- words and phrases
- language features and techniques
- sentence forms.

[8 marks]

Plan your response.

What do you notice about the text?
How does the writer use language to describe the scene?

Opposites – contrasts. Extremes – emphasis on danger.

PINK and MAUVE – delicate, pretty.
WHITE – peace, serenity.
GREEN and YELLOW – bright, nature, growth.
BROWN! CONTRASTS! DEAD THINGS!

It's her first time in the Pyrenees, although she feels very much at home. She's been told that in the winter the jagged peaks of the mountains are covered with snow. In the spring, delicate flowers of pink and mauve and white peep out from their hiding places in the great expanses of rock. In early summer the pastures are green and speckled with yellow buttercups. But now, the sun has flattened the land into submission, turning the greens to brown. It is a beautiful place, she thinks, yet somehow an inhospitable one. It's a place of secrets, one that has seen too much and concealed too much to be at peace with itself.

PERSONIFICATION – been in hiding, avoiding the world. Seasons impact everything.

How does the writer contrast different seasons?

OPPOSITES are key to the impression we get!

What colour does the writer use to describe the landscape?

Does the writer use personification?

What is the overall impression of the mountain area when Alice is there?

How to explode a quotation.

Copy this quotation into your book.



In the spring, delicate flowers of pink and mauve and white peep out from their hiding places...

What methods is the writer using?
What effect do they have?

Write your Question 2 response (10 minutes)

- *The writer presents the mountain area as...*
- *The writer says...*
- *The use of the word/phrase/technique... suggests*
- *This creates an impression/feeling/idea of...which makes the reader understand...*
- *Another way the writer uses language is by...*

Highlight the following words/phrases in your response:

- *The writer presents...*
- *The writer says...*
- *The use of the word/phrase/technique... suggests*
- *This creates an impression/feeling/idea of...which makes the reader understand...*
- *Another way the writer uses language is by...*

Copy the following response into your book.

Level 3

Shows clear understanding of language:

- Explains clearly the effects of the writer's choices of language
- Selects a range of relevant textual detail
- Makes clear and accurate use of subject terminology

The writer says the mountain flowers 'peep out from their hiding places' in spring. This personifies the flowers, implying they have been buried all through the winter, just waiting for the right time of year to grow. The verb 'peep' suggests that now it is warm enough, the flowers can peek out of the ground and show themselves. The writer's choice of language for the mountain area in the summer is more negative. 'The sun has flattened the land into submission' is a metaphor to convey how the heat has beaten all the life out of the land so that everything is now brown.

Copy the following response into your book.

Level 4 **Detailed, perceptive** **analysis 7-8 marks**

Shows detailed and perceptive understanding of language:

- Analyses the effects of the writer's choices of language
- Selects a judicious range of textual detail
- Makes sophisticated and accurate use of subject terminology

The writer's choice of language to describe the mountain area creates contrasting tones for different seasons. In spring, the flowers are said to 'peep out from their hiding places'. This personifies the flowers, implying they have been secretly hiding all through the winter, lying dormant beneath the ground just waiting for the right time of year to blossom. When it is warm enough, they show tiny signs of life by tentatively pushing their way through the earth and peeking around. Language used to describe the mountain area in the summer is far more negative. 'The sun has flattened the land into submission' conveys the sun is so intense that it has overwhelmed the land, crushing any sign of green life out of it so that all that now remains is scorched brown.