

February

What are we learning?

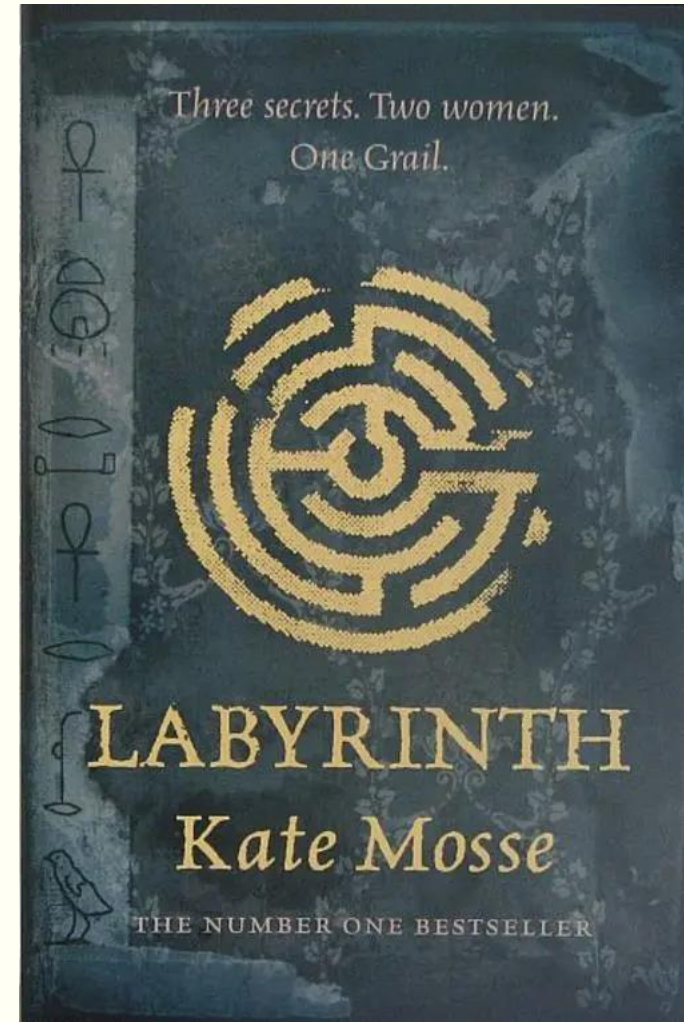
How to plan and write our Q2 responses.

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

Structure in films

1917 opening shot



1917 final shot



Cyclical Structure in whole texts

Opening lines of *For Whom the Bell Tolls* by Ernest Hemingway

He lay flat on the brown, pine-needled floor of the forest, his chin on his folded arms, and high overhead the wind blew in the tops of the pine trees. The mountainside sloped gently where he lay; but below it was steep and he could see the dark of the oiled road winding through the pass

Final lines of *For Whom the Bell Tolls* by Ernest Hemingway

Robert Jordan lay behind the tree, holding onto himself very carefully and delicately to keep his hands steady. He was waiting until the officer reached the sunlit place where the first trees of the pine forest joined the green slope of the meadow. **He could feel his heart beating against the pine needle floor of the forest.**



Five paragraphs

Five sentences

Planning structure in our writing – Language Paper 1

Opening:

Try starting with a short sentence or a question:

Alone. I've never felt so alone. Sitting on this bench I can see...

Para 1:

Try going back in time: *It wasn't always like this...*

Para 2

Use connectives to link paragraphs: *On another occasion...*

Para 3

Use questions to engage the reader: *Was it worth it?*

Ending:

Return to your opening sentence. *So here I am, sitting on this bench. Alone.*

Five part structure in Literature:



Macbeth

1. Death of Cawdor
2. Death of Duncan
3. Death of Banquo
4. Death of Macduff's family
5. Death of Macbeth and Lady Macbeth

A Christmas Carol

1. Marley's Ghost
2. Ghost of Christmas Past
3. Ghost of Christmas Present
4. Ghost of Christmas Yet to Come
5. Scrooge's redemption

Q3 - What is meant by 'structure'?

On a simple level:

- beginnings
- endings
- perspective shifts
- topic change

Structure can also include:

Foregrounding (what is focused on – character, place, another element)

Paragraphing – long, single word or single sentence paragraphs

Chronology or **sequence** (flashbacks, cliffhangers)

Focus shifts – changes in topics, shift from describing language to characters

Tense – past, present, future – does it change?

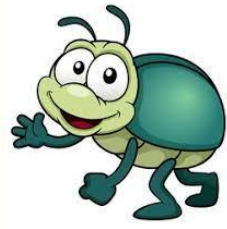
Use of time (Years, seasons, time of day)

Pace of events

Patterns such as repetition, listing or contrast

Connection between first and last sentence

BUG the question.



0 3

You now need to think about the **whole** of the source.

This text is from the beginning of a novel.

How has the writer structured the text to interest you as a reader?

You could write about:

- what the writer focuses your attention on at the beginning of the source
- how and why the writer changes this focus as the source develops
- any other structural features that interest you.

[8 marks]

You must think about **the effect on the reader** of each section or change in focus.

For example, it:

- Sets the scene so the reader understand something important about when, or where the story is set...
- Introduces a character, or what sort of frame of mind the character is in...
- Introduces a problem or a disruption to the original mood – maybe a new character arrives, or something happens...
- Maybe a flashback to something earlier to help explain to the reader... or a flashforward to give us a different perspective on what is going on now...
- creates a particular atmosphere or mood (you need to say what this is, eg. *tense, sad, joyful, sinister, mysterious...*)

Plan your Q3 response.

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
10 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
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
15 surprised they've stopped already. It's early in the day to be taking a break, but then the 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

What happens in each section?

Why has the writer focused on this?

How to explore the effect of a structural feature.

- 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.

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

How to write about the effect of a structural feature.

- 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.

At the beginning of the text the writer focuses our attention on...

Now practise writing about the different sections

- **Terminology** – At the beginning of the text the writer focuses our attention on... Introduces... sets the scene... uses foreshadowing... Later on the focus shifts... The writer introduces some dialogue... We then move forward... At the end of the text we are shown... cliffhanger... denouement...
- **Examples** – For example... when it says... this is shown to be... we see that they are ...
- **Effect** – This interests the reader because... we learn that... this makes the reader feel pity/ sympathy... the reader is intrigued/ alarmed/ suspicious/ concerned/ surprised... the reader realises/ understands/ wants to know/ is left feeling ...

Second lesson

Now write your Question 3 response (15 minutes)

- *At the beginning of the text the writer focuses our attention on...*
- *For example, she writes...*
- *This creates a sense of/makes the reader feel...*
- *The writer then changes the focus of the text to... where the narrator...*
- *This creates a sense of/ makes the reader feel...*

Highlight the following words/phrases in your response:

- *At the beginning of the text the writer focuses our attention on...*
- *For example, she writes...*
- *This creates a sense of/makes the reader feel...*
- *The writer then changes the focus of the text to... where the narrator...*
- *This creates a sense of...*

Useful phrases for Q3

- **Terminology** – At the beginning of the text the writer focuses our attention on... Introduces... sets the scene... uses foreshadowing... Later on the focus shifts... The writer introduces some dialogue... We then move forward... At the end of the text we are shown... cliffhanger... denouement...
- **Examples** – For example... when it says... this is shown to be... we see that they are ...
- **Effect** – This interests the reader because... we learn that... this makes the reader feel pity/ sympathy... the reader is intrigued/ alarmed/ suspicious/ concerned/ surprised... the reader realises/ understands/ wants to know/ is left feeling ...

Copy the following response into your book.

Level 3

Shows clear understanding of structure:

Shows clear understanding of structural features:

- Explains clearly the effects of the writer's choices of structural features
- Selects a range of relevant examples
- Makes clear and accurate use of subject terminology:

At the beginning, the writer focuses our attention on Alice and, in particular, her surroundings. We learn that 'the heat haze shimmers' below her and 'above her, the sky is an endless blue'. This emphasises that she is in a wide and open area, and makes the reader think at this point that maybe she's alone in the mountains of France. Later the text switches location to where her colleagues are 'in the main camp on the lower slopes', so we now understand that Alice is actually a part of a group. The final paragraph takes us back to the beginning with another description of Alice digging in the heat.

Copy the following response into your book.

Level 4

Detailed, perceptive analysis 7-8 marks

Shows detailed and perceptive understanding of structural features:

- Analyses the effects of the writer's choices of structural features
- Selects a judicious range of examples
- Makes sophisticated and accurate use of subject terminology

The writer begins and ends the text by focusing on a single character, Alice, in the mountains of France. After the narrow focus of the opening line, where she is drinking water 'in great gulps' due to the heat, it immediately zooms out to show a panoramic view, with the heat haze shimmering 'below' Alice and 'above her', the endless blue sky. This early emphasis on her immediate surroundings could make it appear initially as if she is alone in a vast, endless space. However, as the text develops, the setting alternates between two locations, the higher slope where Alice is digging and the lower slopes where her colleagues are in the main camp, so we understand that she is part of a group. The final paragraph echoes the first, except now, because the 'sun climbs higher in the sky, and the temperature rises', the uncomfortable conditions are even more intense.