

Progress Booster P1 – Q2 Language Paper 1 (AO2)

BIG QUESTION: Can you analyse how writers use language to get their ideas across? (Q2 LANGUAGE PAPER 1 - AO2)

For your English Language Paper One assessment, question two you will need to comment on, explain and analyse a writer's use of language.

So, how do you do it?

As well as discussing techniques such as similes / metaphors / personification, you need to explore more subtle techniques such as:

Juxtaposition	Two things being seen or placed close together with contrasting effect.
Narrative perspective	The viewpoint of the text – first person, second person, third person limited or third person omniscient (all knowing).
Oxymoron	A figure of speech that juxtaposes elements that appear to be contradictory. E.g. ground pilot
Superlatives	Expressing the highest or a very high degree of a quality. E.g. <i>bravest, most.</i>
Metonymy	Is a figure of speech in which a thing or concept is called not by its own name but rather by the name of something associated in meaning with that thing or concept <i>E.g. The pen is mightier than the sword. (Pen refers to written words and sword to military force.)</i>
Hyperbole	A hyperbole is an extreme exaggeration used to make a point.
Types of sentence	• Simple, compound and complex. • Declarative sentence – a statement • Imperative sentence – tells someone to do something • Interrogative sentence – a question • Exclamatory sentence – shows strong feeling
Tense variation	Past, present and future (simple, continuous and perfect) E.g. • Present simple: I walk • Present continuous: I am walking • Present perfect: I have walked

Remember, it's not enough to label these techniques, you must be able to explain the **impact** of the method on the reader with **close reference** to the example in the text.

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How does the writer use language here to describe the weather?

The wind came in gusts, at times shaking the coach as it travelled round the bend of the road, and in the exposed places on the high ground it blew with such force that the whole body of the coach trembled and swayed, rocking between the high wheels like a drunken man.

The driver, muffled in a greatcoat to his ears, bent almost double in his seat in a faint attempt to gain shelter from his own shoulders, while the dispirited horses plodded sullenly to his command, too broken by the wind and the rain to feel the whip that now and again cracked above their heads, while it swung between the numb fingers of the driver.

The wheels of the coach creaked and groaned as they sank into the ruts on the road, and sometimes they flung up the soft spattered mud against the windows, where it mingled with the constant driving rain, and whatever view there might have been of the countryside was hopelessly obscured.

Step by step:

First job – find at least three words or phrases that you think you can say a lot about (remember to choose ones that use techniques).

Second job – follow the WEAR structure for each quote.

Make a point about the **w**riter's intentions.

The writer describes the weather as ____

Include your **e**vidence (remember to include quotation marks).

Aanalyse what the techniques suggests (this could be more than one thing).

The use of _____ here suggests _____. It also creates a _____ feeling.

Talk about how it makes the **r**eader feel and what does it make you think about.

The writer has included this in order to _____.

Third job – ensure you have discussed **why** you think the writer has included that specific technique and the **effect** they were trying to create, for each quote you choose.

You have **ten minutes** to complete the whole analysis – so get practising!

Progress Booster P1 – Q3 Language Paper 1 (AO2)

BIG QUESTION: Can you analyse how writers use structure to interest you as a reader?

For your English Language Paper One assessment, question two you will need to comment on, explain and analyse a writer's use of structure.

So, how do you do it?

You need to think about and discuss some of the following:

Hooking a reader	Discuss the first sentence/paragraph and how it interests a reader. Does it use rhetorical questions, introducing something intriguing, using an exclamatory sentence etc
Narrative perspective	The viewpoint of the text –first person, second person, third person limited or third person omniscient (all knowing).
Types of sentence	• Simple, compound and complex. • Declarative sentence – a statement • Imperative sentence – tells someone to do something • Interrogative sentence – a question • Exclamatory sentence – shows strong feeling
Tense variation	Past, present and future (simple, continuous and perfect) E.g. • Present simple: I walk • Present continuous: I am walking • Present perfect: I have walked
Shifts of focus	Moving from one person's viewpoint to another, one time to another (Eg. past to present) or from one place to another.
Moving from big to small	The focus changes from describing huge concepts and ideas to smaller. Eg. Talking about a community and then describing one person from that community.
Moving from outside to inside	The focus changes from describing the outside world to the inside world.
Topic sentences	The first line of each of the paragraphs. Do they introduce what the paragraph will be about?
Circular narrative	Does the last line link to the first line somehow?
Repetition	Ideas, words or phrases that are repeated throughout the extract.
Juxtaposition	Placing two different ideas or themes near to each other within an extract to create an obvious contrast.
Summaries and conclusions	How does the extract end? Does it answer any questions from within the extract or does it leave them unanswered? Why?

Remember, it's not enough to label these techniques, you must be able to explain the **impact** of the method on the reader with **close reference** to the example in the text.

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

Monster

There is a mirror over the steel sink in my cell. It's six inches high, and scratched with the names of some guys who were here before me. When I look into the small rectangle, I see a face looking back at me but I don't recognize it. It doesn't look like me. I couldn't have changed that much in a few months. I wonder if I will look like myself when the trial is over.

This morning at breakfast a guy got hit in the face with a tray. Somebody said some little thing and somebody else got mad. There was blood all over the place. When the guards came over, they made us line up against the wall. The guy who was hit they made sit at the table while they waited for another guard to bring them rubber gloves. When the gloves came, the guards put them on, handcuffed the guy, and then took him to the dispensary. He was still bleeding pretty bad.

They say you get used to being in jail, but I don't see how. Every morning I wake up and I am surprised to be here.

If your life outside was real, then everything in here is just the opposite. We sleep with strangers, wake up with strangers, and go to the bathroom in front of strangers. They're strangers but they still find reasons to hurt each other.

Sometimes I feel like I have walked into the middle of a movie. It is a strange movie with no plot and no beginning. The movie is in black and white, and grainy. Sometimes the camera moves in so close that you can't tell what is going on and you just listen to the sounds and guess. I have seen movies of prisons but never one like this. This is not a movie about bars and locked doors. It is about being alone when you are not really alone and about being scared all the time.

I think to get used to this I will have to give up what I think is real and take up something else.

I wish I could make sense of it.

Maybe I could make my own movie. I could write it out and play it in my head. I could block out the scenes like we did in school. The film will be the story of my life. No, not my life, but of this experience. I'll write it down in the notebook they let me keep. I'll call it what the lady who is the prosecutor called me.

Step by step:

First job – Discuss the opening sentence and how it hooks the reader and sets the narrative perspective.

The extract starts with...

The extract hooks the reader through the use of ...

Second job – What does the extract move onto? Does it use any of the techniques from the first page?

Discuss what it is describing and the effect of this on the reader.

The extract develops the ...

The extract moves onto ...

This is interesting because...

Third job – ensure you have discussed **why** you think the writer has included that specific technique and the **effect** they were trying to create for **at least one** of the paragraphs in the middle of the extract (try and do two if you have time).

Fourth job – discuss how the extract finishes and why you think it does this.

The extract ends with... *This links/does not link...* *This makes the reader feel...*

You have **ten minutes** to complete this whole analysis – so get practising!

Your Answer:

This image shows a full page of primary-ruled paper. It features multiple sets of horizontal dashed lines spaced evenly down the page, providing a guide for handwriting practice. The background is white, and there are no margins or other markings present.

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Self Assessment

Do you think you have commented on, explained and analysed at least three examples of the writer’s use of language?

Yes, because

No, because

Easiest part of the task:

Trickiest part of the task:

Questions for the teacher:

Progress Booster – P1 Q4 Language Paper 1 (AO4)

EXTRACT: **Source A: Extract from ‘Stone Cold’ by Robert Swindells**

In this extract, from the start of the novel ‘Stone Cold’, the main character, called Link, is explaining how he ended up being homeless.

1 I didn’t come to London straightaway. I may be homeless and unemployed but I’m not
stupid. I’d read about London. I knew the streets down here weren’t paved with gold. I knew
there were hundreds of people- thousands, in fact- sleeping rough and begging for coppers.
But that’s just the point, see? In Bradford I stuck out like a sore thumb because there
5 weren’t many of us. The police down here have got used to seeing kids kipping in doorways,
and mostly they leave you alone. In Bradford I was getting moved on every hour or so. I was
getting no sleep at all, and practically no money. People up there haven’t got used to
beggars yet. They’re embarrassed. They’ll make large detours to avoid passing close to you,
and if somebody does come within earshot, and you ask for change, they look startled and
10 hurry on by.

Also, I kept seeing people I knew. Neighbours. Guys I’d been at school with. I even saw one
of my teachers once. And if you’ve never been caught begging by someone who knew you
before, you can’t possibly know how low it makes you feel.

15 I wasn’t out every night, back then. That was the one good thing about it. Once or twice a
week I’d show up at my sister’s for a bath, a meal and a decent night’s sleep. Trouble was, I
was getting scruffier and scruffier, which happens if you sleep in your clothes, and Chris,
Carole’s feller, got resentful of my visits. He didn’t actually say anything to me, but I could
see it in his eyes and hear it in his tone of voice, and I knew Carole must be catching hell
from him every time I’d been there. So, what with one thing and another, I decided it was
20 time to move on.

Sounds good, right? Time to move on. Reminds you of all those old songs about the restless
character who hates to stay too long in one place. He meets a girl who falls in love with him,
but after a while he hears the old highway calling and so he slings his bed-roll over his
25 shoulder and moves on, leaving the girl to grieve. Dead romantic, eh?

Forget it. Sad, is what it is. Sad and scary. You’re leaving a place you know and heading into
the unknown with noting to protect you. No money, no prospect of work. No address where
folks will make you welcome. You’re going to find yourself living among hard, violent people,
some of whom are deranged. You’re going to be at risk every minute, day and night.
30 Especially night. There are guys so desperate, or so crazy, they’ll knife you or batter your
head in for your sleeping bag and the coppers you’ve got in your pocket. There are some
who’ll try to get in your sleeping bag with you, because you’re a nice-looking lad with soft
skin and no stubble. And there’s nowhere you can run to, because nobody cares. Nobody
gives a damn. You’re just another dosser, and one dosser more or less makes no difference.
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Skill Practice: Step by Step

Step 1: Make a clear response to the statement given in the question.

A student, having read this extract said: ***'It really shows me how people end up on the streets homeless and makes me feel sorry for Link's situation.'***

To what extent do you agree that this extract shows us how people become homeless and makes you feel sorry for the character of Link?

Step 2: You need to select a range of relevant quotes about the statement and your stance on it!

You need to select around 4 quotes that back up what you're saying. Try and select a number of quotes from the extract below:

- **Quote 1:**
- **Quote 2:**
- **Quote 3:**
- **Quote 4:**

Step 3: You need to show clear understanding of writer's methods

Quote	Subject Terminology / Writer's method used in this quote
Quote 1:	
Quote 2:	
Quote 3:	
Quote 4:	

Step 4: You need to clearly evaluate the effect(s) on the reader and link to the statement.

Then you need to comment on what the effect of that language choice is. Try and do so below:

Quote	Subject Terminology / Writer's method used in this quote	Effect on the reader – This would encourage the reader to... feel, think, understand, comprehend, realise, sympathise, empathise, visualise, react, appreciate, see, react, appreciate, see, identify, be aware of, value, respect, question
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2		
3		
4		

1. Agree with a specific part of statement
2. Find a quote that makes you agree
3. Analyse the language/ structure and effect on reader
4. Explain in more detail – 'because'
5. Bring it back to the question – 'so this...'

Step 5: Now write about one quote per paragraph following this structure:

1. Agree with a specific part of statement
2. Find a quote that makes you agree
3. Analyse the language / structure and effect on reader
4. Explain in more detail – 'because'
5. Bring it back to the question – so this...

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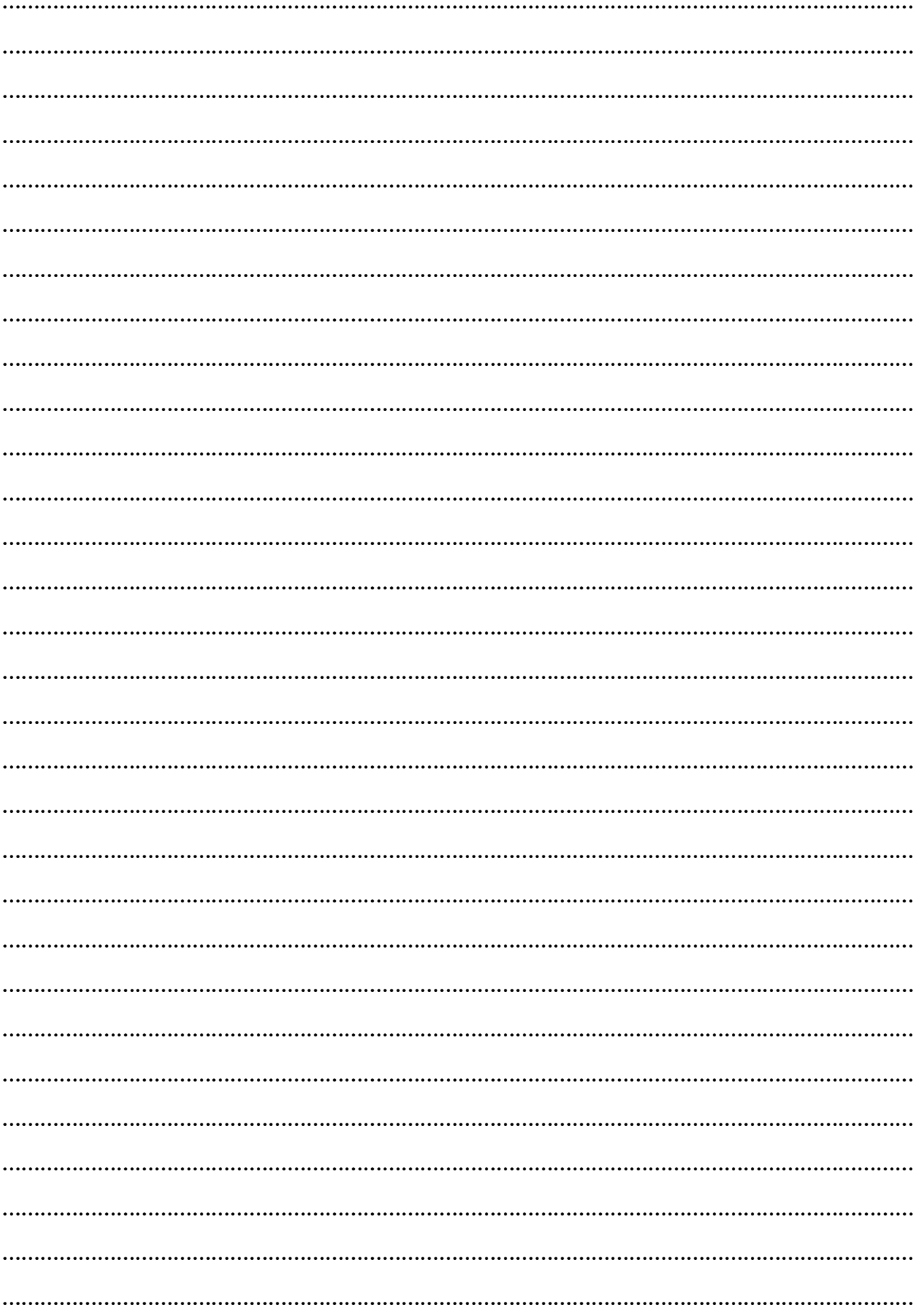
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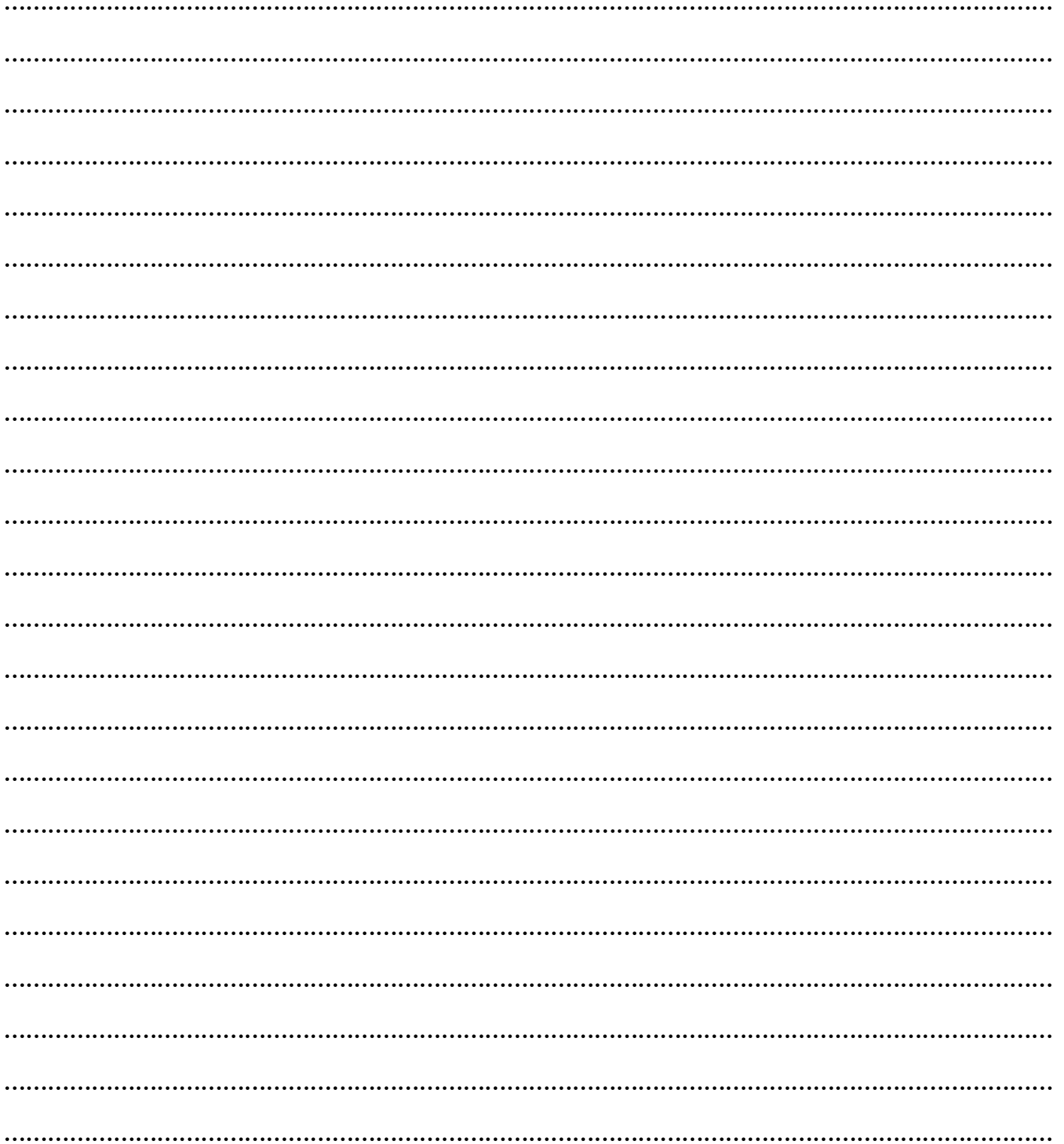
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Self Assessment

Do you think you have commented on, explained and analysed at least three examples of the writer's use of language and, or structure?

Yes, because

No, because

Easiest part of the task:

Trickiest part of the task:

Questions for the teacher: