



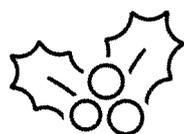
Christmas Homework

English Language Paper 1

(Same source to be used for each reading question)

What do I need to submit?

- Q2 - first paragraph of response
- Q3 – first paragraph of response
- Q4 – first paragraph of response
- Writing – plan and first paragraph
of response



SOURCE

For English Language Paper 1, you will be given one, fiction source. Ensure you read this carefully. Remember, in your exam you will have 15 minutes reading time so if you need to, you will have the opportunity to read the source twice. The following source was taken from the November 2018 paper.

Using a time machine, an organisation called Time Safari transports clients into the past to take part in hunting expeditions. A group that includes Mr Eckels, together with their guide, Travis, is visiting a prehistoric jungle in order to shoot a Tyrannosaurus Rex.

- 1 The jungle was high and the jungle was broad. Sounds like music and flying tents filled the sky, and those were pterodactyls soaring with huge grey wings.
- 'I've hunted tiger, wild boar, buffalo, elephant, but now, this is it,' said Eckels. 'I'm shaking like a kid.'
- 'Ah,' said Travis.
- 5 Everyone stopped.
- Travis raised his hand. 'Ahead,' he whispered, 'in the mist. There he is. There's his Royal Majesty now.'
- 7 The jungle was wide and full of twitterings, rustlings, murmurs, and sighs.
- Suddenly it all ceased, as if someone had shut a door.
- Silence.
- 10 A sound of thunder.
- Out of the mist, one hundred yards away, came Tyrannosaurus Rex.
- 'It,' whispered Eckels, 'it.....'
- 'Ssh!'
- 15 It came on great oiled, resilient, striding legs. It towered thirty feet above half of the trees, a great evil god, folding its delicate watchmaker's claws close to its oily reptilian chest. Each lower leg was a piston, a thousand pounds of white bone, sunk in thick ropes of muscle, sheathed over in a gleam of pebbled skin like the armour of a terrible warrior. Each thigh was a ton of meat, ivory, and steel mesh. And from the great breathing cage of the upper body those two delicate arms dangled out front, arms with hands which might pick up and examine men like toys, while the snake neck coiled. And the head itself, a ton of sculptured stone, lifted easily upon the sky. Its
- 20 mouth gaped, exposing a fence of teeth like daggers. Its eyes rolled, ostrich eggs, empty of all expression save hunger. It closed its mouth in a death grin. It ran, its pelvic bones crushing aside trees and bushes, its taloned feet clawing damp earth, leaving prints six inches deep wherever it settled its weight.
- It ran with a gliding ballet step, far too poised and balanced for its ten tons. It moved into a sunlit area warily, its beautifully reptilian hands feeling the air.
- 25 'Why, why....,' Eckels twitched his mouth, 'it could reach up and grab the moon.'
- 'Ssh!' Travis jerked angrily. 'He hasn't seen us yet.'
- 'It can't be killed.' Eckels pronounced this verdict quietly, as if there could be no argument. He had weighed the evidence and this was his considered opinion. The rifle in his hands seemed like a toy gun. 'We were fools to come. This is impossible.'
- 30 'Shut up!' hissed Travis.
- 'Nightmare.'
- 'Turn around,' commanded Travis. 'Walk quietly to the Machine. We'll remit half your fee.'

'I didn't realize it would be this big,' said Eckels. 'I miscalculated, that's all. And now I want out.'

'It sees us!'

35 'There's the red paint on its chest.'

The Tyrant Lizard raised itself. Its armoured flesh glittered like a thousand green coins. The coins, crusted with slime, steamed. In the slime, tiny insects wriggled, so that the entire body seemed to twitch and undulate, even while the monster itself did not move. It exhaled. The stink of raw flesh blew down the wilderness.

40 'Get me out of here,' said Eckels. 'It was never like this before. I was always sure I'd come through alive. I had good guides, good safaris, and safety. This time, I figured wrong. I've met my match and admit it. This is too much for me to get hold of.'

'Don't run,' said Lesperance. 'Turn around. Hide in the Machine.'

'Yes.' Eckels seemed to be numb. He looked at his feet as if trying to make them move. He gave a grunt of helplessness.

45 'Eckels!'

He took a few steps, blinking, shuffling.

'Not that way!'

50 The Monster, at the first motion, lunged forward with a terrible scream. It covered one hundred yards in six seconds. The rifles jerked up and blazed fire. A windstorm from the beast's mouth engulfed them in the stench of slime and old blood. The Monster roared, teeth glittering with sun.

55 The rifles cracked again, but their sound was lost in shriek and lizard thunder. The great level of the reptile's tail swung up, lashed sideways. Trees exploded in clouds of leaf and branch. The Monster twitched its jeweller's hands down to fondle at the men, to twist them in half, to crush them like berries, to cram them into its teeth and its screaming throat. Its boulder-stone eyes levelled with the men. They saw themselves mirrored. They fired at the metallic eyelids and the blazing black iris.

Like a stone idol, like a mountain avalanche, Tyrannosaurus fell.

END OF SOURCE

To ensure you have understood the text, summarise what happens in four bullet points:

1.

2.

3.

4.

AQA English Language Paper 1 Revision

We will be revising for AQA English Language Paper 1.

The activities here will help you consider what you need to do for these questions and will include helpful hints and tips to ensure exam success!

Activity 1: Retrieval Task

Question 2 of English Language Paper 1 asks you to analyse language in a short extract. In the grid below are a series of language and structural methods. **Write down in each box whether the method is a language method or a structure method.**

analepsis	metaphor	zooming in/zooming out	change in tone
simile	shift in focus	adjective	tricolon
personification	verb	introduction of new character	dialogue

Write out the language methods below and explain what they mean. One has been done for you. Check your answers for both activities at the back of the *section* when you have finished.

1. **Simile** – Comparing one thing with another to make the description of something more vivid. Usually created with the use of the words 'like' or 'as' to compare.
- 2.
- 3.
- 4.
- 5.
- 6.

Q1 Multiple-choice practice:

In Q1 of English Language Paper 1 you will be asked to answer 4 multiple-choice questions based on the extract.

Please have a go at answering these questions by highlighting the correct answer:

1. How tall is the Tyrannosaurus Rex described in the paragraph?

- A) About the same height as the surrounding trees
 - B) Taller than most trees, towering above them
 - C) Much taller than all the trees in the jungle
 - D) Slightly higher than the hunters' line of sight
-

2. How do the T. rex's arms contrast with the rest of its body?

- A) They are small and delicate, which emphasizes the strength and size of its legs
 - B) They are short but muscular, complementing the dinosaur's power
 - C) They are tiny and weak, making the dinosaur appear clumsy
 - D) They are precise yet small, which reduces the creature's threat
-

3. What does the description of the T. rex's legs suggest about its physical abilities?

- A) They are slender but strong, allowing the dinosaur to move quickly
 - B) They are extremely muscular and powerful, enabling speed and control despite its size
 - C) They are large but stiff, so the dinosaur can crush objects but moves slowly
 - D) They are heavy and awkward, making the dinosaur top-heavy
-

4. What do the dinosaur's eyes reveal about it?

- A) They are sharp and intelligent, showing curiosity
- B) They appear emotionless and focused on hunger, giving a mechanical impression
- C) They are cold and calculating, hinting at strategic thinking
- D) They are intense and careful, suggesting caution rather than danger

Mark your work by comparing to the answers at the back of this section.

Activity 4: Considering Question 2

Question 2 of English Language Paper 1 will ask you to analyse language. This means you have to consider WHY the writer has used certain words and phrases. What effect are they trying to achieve and how do particular words or phrases help them to achieve it? Remember, question 2 is worth 8 marks.



DO

- include single word analysis and subject terminology.
- read the extract carefully and pick your quotations wisely. Make sure you can say something about the words/phrases you pick out before you write about them!
- think about why the writer has used a certain word or phrase. What do they want/need a reader to feel and how does their choice of language help them to achieve this?



DON'T

- just purely talk about punctuation and sentence forms. Whilst you can discuss these elements, you will find it easier to pick up marks by talking about the language used.
- just summarise what the writer has said. You MUST use quotations and talk about them!
- list lots of quotations at once. Write about one quotation before moving on to the next.
- make a brief comment about your chosen quotations. Try and explore multiple ideas.

Look in detail at this extract, from lines 14 to 22 of the source:

It came on great oiled, resilient, striding legs. It towered thirty feet above half of the trees, a great evil god, folding its delicate watchmaker's claws close to its oily reptilian chest. Each lower leg was a piston, a thousand pounds of white bone, sunk in thick ropes of muscle, sheathed over in a gleam of pebbled skin like the armour of a terrible warrior. Each thigh was a ton of meat, ivory, and steel mesh. And from the great breathing cage of the upper body those two delicate arms dangled out front, arms with hands which might pick up and examine men like toys, while the snake neck coiled. And the head itself, a ton of sculptured stone, lifted easily upon the sky. Its mouth gaped, exposing a fence of teeth like daggers. Its eyes rolled, ostrich eggs, empty of all expression save hunger. It closed its mouth in a death grin. It ran, its pelvic bones crushing aside trees and bushes, its taloned feet clawing damp earth, leaving prints six inches deep wherever it settled its weight.

Adjective – Makes the T-Rex sound extremely threatening and powerful. Everything else around it is vulnerable and clearly no match for its sheer might. Implies the dinosaur is intimidating and imposing not just for the people but the jungle itself too.

How does the writer use language here to describe the Tyrannosaurus Rex?

You could include the writer's choice of: • words and phrases • language features and techniques • sentence forms.

DO NOT answer the question yet. Instead, highlight and annotate some ideas for question 2 from the extract in the space around it. Remember to focus especially on language methods (simile, metaphor, personification etc) and single words, discussing their effect on the reader and making sure you are using the correct subject terminology. One has been done for you.

If you feel as if you need extra support with answering question 2 of English Language, Paper 1, complete Activity 5. If you feel confident with how to answer this question, you may skip to Activity 6.

Activity 5: Completing Single Word Analysis

Question 2 of English Language Paper 1 asks students to analyse language. This means you have to pick out certain words and phrases and explain why you think the author has used them. To achieve higher marks, you should think of more than one reason as to why a writer has used these words and phrases. This can often be quite challenging, so here's a method you can use to help you improve your confidence with doing this.

In the grid below are four words used to describe the Tyrannosaurus Rex. Try and think of three reasons as to why you think the writer has used these words in his description. What will these words make readers think of? How do they make the T-Rex sound? One has been done for you already.

<p>Word: god</p> <p>Reason 1: Makes the T-Rex sound like an all powerful being with no mercy.</p> <p>Reason 2: The humans are not threatening to it. It looks and sounds impressive.</p> <p>Reason 3: It cannot be defeated. Sounds immortal (it cannot die)</p>	<p>Word: towered</p> <p>Reason 1:</p> <p>Reason 2:</p> <p>Reason 3:</p>
<p>Word: armour</p> <p>Reason 1:</p> <p>Reason 2:</p> <p>Reason 3:</p>	<p>Word: daggers</p> <p>Reason 1:</p> <p>Reason 2:</p> <p>Reason 3:</p>

Now see if you can take one box and link your ideas together in full sentences to create a small paragraph of single word analysis. Look at the example to help you. Notice how I have expanded on my ideas from the grid. See if you can do the same.

The writer refers to the Tyrannosaurus Rex as being like an 'evil god'. Perhaps the writer chooses the 'noun' god to describe this mighty creature because it makes the T-Rex sound terrifying; it will show no mercy to the people who are running away from it. Gods are usually seen as impressive figures. It is clear the humans are not threatening the dinosaur. 'God' may also imply that it cannot be defeated; it is so strong it sounds almost immortal.

Activity 6: Be the Examiner

Below are some small extracts from example answers for this question. It's time for YOU to be the examiner. The answers below scored:

1 to 2 marks

3 to 4 marks

5 to 6 marks

7 to 8 marks

Read through the example answers and write down next to each which mark you think they would achieve and why. What does an answer do which helps it to gain higher marks? What have the answers which you have scored as low missed out?

The Tyrannosaurus Rex 'towered thirty feet' above the trees, suggesting it is bigger and higher than everything else. The writer uses metaphors to describe it as a 'great evil god', so it sounds not only big but bad, and also a 'terrible warrior', suggesting it fights to get what it wants.

I would give this answer ____ to ____ marks
because _____

The writer employs an extended metaphor of power and strength to describe the Tyrannosaurus Rex. He says it 'towered' over the trees, the verb 'towered' suggesting that the huge creature is imposing itself on its jungle surroundings from a great height, and intimidating everything beneath it. It is personified as a 'great evil god', implying the Tyrannosaurus Rex is an all-powerful being without mercy, and also a 'terrible warrior', an image that conveys the idea of an invincible fighting machine destroying everything in its wake.

I would give this answer ____ to ____ marks
because _____

The writer says the Tyrannosaurus Rex 'towered' over the jungle. The verb 'towered' suggests great height, as if it is leaning over everything below it in a scary and threatening way. The creature is described metaphorically as a 'great evil god' to suggest its massive size, and powerful and wicked nature. This idea is continued with the image of a 'terrible warrior', implying the Tyrannosaurus Rex is a fighter to be feared, prepared to use its strength to inflict damage on its enemy.

I would give this answer ____ to ____ marks
because _____

The Tyrannosaurus Rex 'towered thirty feet above half of the trees', and the word 'towered' tells us it's big. The writer says it is a 'great evil god' and a 'terrible warrior' so it sounds horrible.

I would give this answer ____ to ____ marks
because _____

Now check your answers at the back of the *secher* to see whether you assigned the correct grade to the correct answer.

Activity 7: Your Answer

Now that you have considered what you could say about the extract and looked at some snippets from example answers, have a go at answering the question yourself. Try and mimic the style of the higher-level answers from the previous page. In the real exam, you would not exceed 15 minutes writing time for this question.

Look in detail at this extract, from lines 14 to 22 of the source:

It came on great oiled, resilient, striding legs. It towered thirty feet above half of the trees, a great evil god, folding its delicate watchmaker's claws close to its oily reptilian chest. Each lower leg was a piston, a thousand pounds of white bone, sunk in thick ropes of muscle, sheathed over in a gleam of pebbled skin like the armour of a terrible warrior. Each thigh was a ton of meat, ivory, and steel mesh. And from the great breathing cage of the upper body those two delicate arms dangled out front, arms with hands which might pick up and examine men like toys, while the snake neck coiled. And the head itself, a ton of sculptured stone, lifted easily upon the sky. Its mouth gaped, exposing a fence of teeth like daggers. Its eyes rolled, ostrich eggs, empty of all expression save hunger. It closed its mouth in a death grin. It ran, its pelvic bones crushing aside trees and bushes, its taloned feet clawing damp earth, leaving prints six inches deep wherever it settled its weight.

How does the writer use language here to describe the Tyrannosaurus Rex?

You could include the writer's choice of: • words and phrases • language features and techniques • sentence forms.

Stuck? Try these sentence starters to help you!

The writer begins by describing the Tyrannosaurus Rex as intimidating and _____. Perhaps the writer uses the word '_____' because it makes the reader think _____. It also makes the T-Rex sound _____.

Secondly, '_____' presents the T-Rex as _____.

EXTENSION

If you have completed the activities before the end of the lesson, please complete the following *EXTENSION* task.

On a separate piece of paper, write your own description of a Tyrannosaurus Rex. Consider what makes the writer's description in the extract so effective and see if you can mimic the style without copying exactly what he has said. Completing this task will be useful revision for English Language Paper 1, Question 5.



To achieve a top band response, you should:

- vary your vocabulary and punctuation
- avoid overusing a particular language or structural feature
- avoid relying on clichés
- avoid rushing through your plot. An examiner wants to see a carefully crafted piece of work.
- keep things believable!

Answers

Mark your answers from the activities in the lesson. Make any corrections or additions you need to make in a different colour pen. If any of the answers here are worded differently to what you have written yourself, it does not mean your answer is incorrect! Look for similarities between the answers listed here and your own answers and if you can find any, give yourself a tick!

Activity 1: Retrieval Task

analepsis Structure	metaphor Language	zooming in/zooming out Structure	change in tone Structure
simile Language	shift in focus Structure	adjective Language	tricolon Language
personification Language	verb Language	introduction of new character Structure	dialogue Structure

1. **Simile** – Comparing one thing with another to make the description of something more vivid. Usually created with the use of the words 'like' or 'as' to compare

2. **Metaphor** – A figure of speech that describes an object or action in a way which isn't literally true

3. **Personification** – A figure of speech in which a thing, an idea or an animal is given human qualities

4. **Tricolon** – A series of three words, phrases or clauses placed next to one another.

5. **Adjective** – Words that describe a noun/pronoun

6. **Verb** – A word which is used to describe an action, state or occurrence

Q1 Multiple Choice Answers

1. How tall is the Tyrannosaurus Rex described in the paragraph?

- A) About the same height as the surrounding trees
- B) Taller than most trees, towering above them**
- C) Much taller than all the trees in the jungle
- D) Slightly higher than the hunters' line of sight

Correct answer: B

2. How do the T. rex's arms contrast with the rest of its body?

- A) They are small and delicate, which emphasizes the strength and size of its legs**
- B) They are short but muscular, complementing the dinosaur's power
- C) They are tiny and weak, making the dinosaur appear clumsy
- D) They are precise yet small, which reduces the creature's threat

Correct answer: A

3. What does the description of the T. rex's legs suggest about its physical abilities?

- A) They are slender but strong, allowing the dinosaur to move quickly
- B) They are extremely muscular and powerful, enabling speed and control despite its size**
- C) They are large but stiff, so the dinosaur can crush objects but moves slowly
- D) They are heavy and awkward, making the dinosaur top-heavy

Correct answer: B

4. What do the dinosaur's eyes reveal about it?

- A) They are sharp and intelligent, showing curiosity
- B) They appear emotionless and focused on hunger, giving a mechanical impression**
- C) They are cold and calculating, hinting at strategic thinking
- D) They are intense and careful, suggesting caution rather than danger

Correct answer: B

Activity 6: Be the Examiner

3 to 4 marks

The Tyrannosaurus Rex 'towered thirty feet' above the trees, suggesting it is bigger and higher than everything else. The writer uses metaphors to describe it as a 'great evil god', so it sounds not only big but bad, and also a 'terrible warrior', suggesting it fights to get what it wants.

7 to 8 marks

The writer employs an extended metaphor of power and strength to describe the Tyrannosaurus Rex. He says it 'towered' over the trees, the verb 'towered' suggesting that the huge creature is imposing itself on its jungle surroundings from a great height, and intimidating everything beneath it. It is personified as a 'great evil god', implying the Tyrannosaurus Rex is an all-powerful being without mercy, and also a 'terrible warrior', an image that conveys the idea of an invincible fighting machine destroying everything in its wake.

5 to 6 marks

The writer says the Tyrannosaurus Rex 'towered' over the jungle. The verb 'towered' suggests great height, as if it is leaning over everything below it in a scary and threatening way. The creature is described metaphorically as a 'great evil god' to suggest its massive size, and powerful and wicked nature. This idea is continued with the image of a 'terrible warrior', implying the Tyrannosaurus Rex is a fighter to be feared, prepared to use its strength to inflict damage on its enemy.

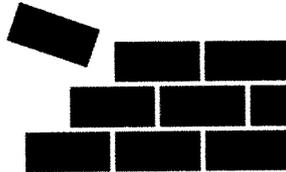
1 to 2 marks

The Tyrannosaurus Rex 'towered thirty feet above half of the trees', and the word 'towered' tells us it's big. The writer says it is a 'great evil god' and a 'terrible warrior' so it sounds horrible.

Q3

Activity 1: Retrieval Task

Question 3 of English Language Paper 1 asks you to analyse and comment on the structure of the entire source. Complete the activity below to help you retrieve knowledge about the structure of texts.



Structure: The structure of a text is how it is organised by a writer and how its parts fit together. Writers structure their texts deliberately to make the reader think and feel certain things.

Write down the structural features you could find in a text and comment on in an exam. One has been done for you. When you have finished, check your answers at the back of the booklet. Make any corrections or additions in a different colour pen.

1. Zooming in on small details

2.

3.

4.

5.

6.

If you feel as if you need extra support with answering question 3 of English Language, Paper 1, complete Activity 3. If you feel confident with how to answer this question, you may skip to Activity 4.

Activity 3: Extract specific structure questions

This activity has been designed to help you consider how the extract has been put together. Answer the questions below in no more than three sentences each. Ensure you are writing in full sentences. If you are really stuck, there are some ideas at the back of the section in the answers section but have a go by yourself first.

1. The writer begins by telling us that there are pterodactyls flying in the sky. In the next line, we are given some dialogue (speech) which is said by one of the characters. How has the writer created a strange, wondrous atmosphere by placing a line about dinosaurs and speech said by humans next to each other?

2. This strange, wondrous atmosphere soon changes to one of fear and terror. What does the writer introduce into the story to create this new atmosphere? What does the reader learn about the situation the characters are now in?

3. Look at lines 14 to 22. What do we learn about the thing being described in this paragraph? What details does the writer zoom in on in this paragraph and why?

4. How is the end of the story different from the beginning?

Activity 4: Considering Question 3

Question 3 of English Language Paper 1 will ask you to analyse structure. This means you have to read through the extract and consider WHY the writer has put the text together in the way they have. What is the reader being shown and why? What does the reader learn from being shown these things? Remember, question 3 is worth 8 marks.



DO

- think about what the writer is showing the reader and why.
- start from the beginning and work your way through the extract when talking about it.
- ask yourself 'What does the reader learn from being shown this?'



DON'T

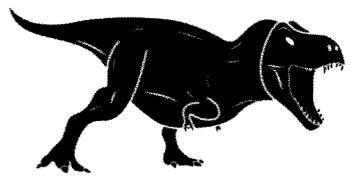
- analyse language in this question. It is not needed.
- just repeat what happens in the extract. Instead, explain WHY it might be happening.
- use phrases like 'It makes the reader want to read on' or 'This makes the reader excited for what will happen next.'

You now need to think about the whole of the source box. This text is from the middle of a short story.

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.

Start reading from the beginning of the extract and write down SIX things we are shown as you work your way through. If you can, think about why we are shown what we are. What will a reader learn about the characters and setting and events from what they are being shown? Turn your comments into an image or symbol to help you visualise the extract. Some have already been done for you.

		
<p><i>At the beginning of the extract, readers are shown a jungle and pterodactyls. Perhaps the writer establishes the setting like this because he wants readers to think the story takes place in prehistoric times.</i></p>	<p><i>After this, the writer switches our attention to...</i></p> <p><i>From this we learn...</i></p>	<p><i>Next, the writer zooms in to...</i></p>
		<p><i>At the end of the extract....</i></p>

Activity 5: Be the Examiner

Below are some small extracts from example answers for this question. It's time for YOU to be the examiner. The answers below scored:

1 to 2 marks

3 to 4 marks

5 to 6 marks

7 to 8 marks

Read through the example answers and write down next to each which mark you think they would achieve and why. What does an answer do which helps it to gain higher marks? What have the answers which you have scored as low missed out?

At the beginning the writer focuses our attention on the prehistoric jungle setting so we realise the events are happening in the past. At first, the jungle is noisy and then it changes to 'silence' and then 'a sound of thunder'. At this point in the text, the reader wonders what could possibly make such a loud noise.

I would give this answer ____ to ____ marks

because _____

The focus at the beginning is the jungle and all the sounds in it. Then it goes 'silent' and then it's noisy again so something bad is going to happen.

I would give this answer ____ to ____ marks

because _____

The beginning of the text focuses our attention on Eckels and his guide, Travis, in a prehistoric jungle setting. The reader, together with the characters, has travelled back in time. Initially, the jungle appears natural and undisturbed, but this all changes with the key word 'Suddenly', which almost creates a moment frozen in time for the reader. It is followed by 'Silence' and then 'A sound of thunder', but the reveal doesn't happen until the next line, when we understand that the cause of this deafening sound is the imposing Tyrannosaurus Rex, arriving to dominate the land. The rest of the text is structured with description of the creature deliberately interspersed with dialogue between the two men. This enables the reader to witness the direct link between the Monster as it becomes increasingly ferocious and the gradual panic of Eckels, culminating in his realisation that he is out of his depth.

I would give this answer ____ to ____ marks

because _____

The writer focuses our attention on the prehistoric jungle at the beginning, so we understand that Eckels and his guide, Travis, have travelled back in time. At first, the jungle seems calm and the noises are natural, but this then changes with the use of the sudden 'silence', followed by 'a sound of thunder'. The next line, 'Out of the mist, one hundred yards away, came the Tyrannosaurus Rex', is when the reader grasps that the cause of this loud noise is the terrifying Monster. The rest of the text consists of description of the Tyrannosaurus Rex, which suggests it is becoming fiercer, and dialogue between the two men, which shows Eckels' increasing panic.

I would give this answer ____ to ____ marks

because _____

Now check your answers at the back of the *Section* to see whether you assigned the correct grade to the correct answer.

Answers

Mark your answers from the activities in the lesson. Make any corrections or additions you need to make in a different colour pen. If any of the answers here are worded differently to what you have written yourself, it does not mean your answer is incorrect! Look for similarities between the answers listed here and your own answers and if you can find any, give yourself a tick!

Activity 1: Retrieval Task

The activity only asked you for six structural methods. You could have had any answers from the following list:

1. Zooming in on small details
2. Zooming out for a panoramic view
3. Introduction of a new character
4. Dialogue
5. Change in tone atmosphere
6. Shift in focus
7. Analepsis (Flashback)
8. Chronological/non-chronological order
9. Moving from an outside to inside setting
10. Moving from the inside to the outside
11. Narrative perspective
12. Cyclical structure

Activity 3: Extract specific structure questions

Check your answers to activity 3 below. If you have written something which is not included here, it does NOT mean you are wrong. These are just some other ideas that you could add to your answer if you need to.

1. The writer begins by telling us that there are pterodactyls flying in the sky. In the next line, we are given some dialogue (speech) which is said by one of the characters. How has the writer created a strange, wondrous atmosphere by placing a line about dinosaurs and speech said by humans next to each other?

The writer may start with a panoramic view of the jungle and pterodactyls to establish a sense of time and place. We know that this story must be set in prehistoric times. However, the writer creates a strange atmosphere by having human characters speak in the next line. This is odd because humans and dinosaurs did not co-exist.

2. This strange, wondrous atmosphere soon changes to one of fear and terror. What does the writer introduce into the story to create this new atmosphere? What does the reader learn about the situation the characters are now in?

The writer introduces a T-Rex into the story. The T-Rex is a fearsome creature made all the more terrifying by how the writer zooms in on each small detail of how vicious it is. The reader learns the characters are now in a dangerous situation and fear that they may not be able to escape.

3. Look at lines 14 to 22. What do we learn about the thing being described in this paragraph? What details does the writer zoom in on in this paragraph and why?

In this paragraph, the writer zooms in on the T-Rex. The writer focuses particularly on the strength and size of the monster and so we learn that the men are no match for it and have little chance of escape. By focusing in detail on the dinosaur, we know that it is more than capable of killing the characters that have stumbled across it.

4. How is the end of the story different from the beginning?

At the beginning of the extract, the writer focuses on the peaceful nature of the jungle. There are 'sounds like music'. By the end of the extract, this peace has been shattered. There is chaos and the sounds are no longer peaceful but threatening and dangerous.

Activity 5: Be the Examiner

3 to 4 marks

At the beginning the writer focuses our attention on the prehistoric jungle setting so we realise the events are happening in the past. At first, the jungle is noisy and then it changes to 'silence' and then 'a sound of thunder'. At this point in the text, the reader wonders what could possibly make such a loud noise.

1 to 2 marks

The focus at the beginning is the jungle and all the sounds in it. Then it goes 'silent' and then it's noisy again so something bad is going to happen.

7 to 8 marks

The beginning of the text focuses our attention on Eckels and his guide, Travis, in a prehistoric jungle setting. The reader, together with the characters, has travelled back in time. Initially, the jungle appears natural and undisturbed, but this all changes with the key word 'Suddenly', which almost creates a moment frozen in time for the reader. It is followed by 'Silence' and then 'A sound of thunder', but the reveal doesn't happen until the next line, when we understand that the cause of this deafening sound is the imposing Tyrannosaurus Rex, arriving to dominate the land. The rest of the text is structured with description of the creature deliberately interspersed with dialogue between the two men. This enables the reader to witness the direct link between the Monster as it becomes increasingly ferocious and the gradual panic of Eckels, culminating in his realisation that he is out of his depth.

5 to 6 marks

The writer focuses our attention on the prehistoric jungle at the beginning, so we understand that Eckels and his guide, Travis, have travelled back in time. At first, the jungle seems calm and the noises are natural, but this then changes with the use of the sudden 'silence', followed by 'a sound of thunder'. The next line, 'Out of the mist, one hundred yards away, came the Tyrannosaurus Rex', is when the reader grasps that the cause of this loud noise is the terrifying Monster. The rest of the text consists of description of the Tyrannosaurus Rex, which suggests it is becoming fiercer, and dialogue between the two men, which shows Eckels' increasing panic.

Q4

Activity 1: Retrieval Task

Complete the task below to help you retrieve your English Language knowledge. This activity is called 'If this is the answer, what's the question?' You will see a set of answers in the grid below. You need to think of a question you could ask in order to receive that answer. For example, if the answer in the grid was 'adjective', you might ask 'Which type of word is used to describe a noun?' Some answers are general and others are more specific.

ANSWER	WHAT COULD THE QUESTION BE?
Simile	
Verb	
Personification	
This means that the narrative is happening in time order.	
A writer may do this to focus on small, specific details of what is being described.	
This term means 'how a text has been put together by a writer'.	
8 marks	
20 marks	

Now look at the answers section at the back of the *Section* to see the questions you could have asked. If you have included a question which does not appear in the answers, it does not mean you are incorrect. These are just ideas.

If you feel as if you need extra support with answering question 4 of English Language, Paper 1, complete Activity 3. If you feel confident with how to answer this question, you may skip to Activity 4.

Activity 3: Preparing for Question 4

Question 4 will give you a statement about the extract you have just read. Your job is to explain whether you agree, disagree or partially agree with this statement. You then need to explain WHY you agree, disagree or partially agree. This is called evaluating the statement. You are judging whether it is correct or incorrect.

Complete the activities on the word 'evaluate' below:

Turn the word 'evaluate' into an image to help you remember it.

Use the word 'evaluate' in one sentence and the word 'evaluating' in another.

1.

2.

Evaluate

Forming an idea. Assessing. Judging something.

Think of FIVE more words that mean the same thing as 'evaluate'.

1.

4.

2.

5.

3.

What do we usually have to evaluate in our everyday lives? What judgements do we typically make?

Before moving onto the next task, consider the following. Question 4 requires you to evaluate the statement given by analysing language, analysing structure and making inferences. Quickly remind yourself of what this means.

Analysis of language – You are required to use quotations and explain why the writer has used certain words and phrases. Of all the words they could have used to describe something, why that one? What does this word or language method (simile, metaphor, personification etc) make a reader think, feel or imagine?

Analysis of structure – You are required to think about why the writer has put together the text in the way they have. Why do they zoom in on particular details? What do they draw the reader's attention to and why? What do they want the reader to learn and how do they help them to do this through the way they arrange their text?

Inference – You are required to think about what the text suggests to you. What is the writer saying to you that they don't say outright? Use phrases like 'This suggests...' and 'This implies...'

Activity 4: Considering Question 4

Question 4 of English Language Paper 1 asks you to respond to an opinion about a specific area of the extract. It is a synoptic question. This means it tests all of your reading abilities. You must think of questions 1, 2 and 3 as preparing you for question 4. You must include your own opinions, think about what something suggests to you, analyse language and analyse structure in order to respond to the statement. Question 4 is worth 20 marks.



DO

- make inferences, analyse language and analyse structure. This question is testing all of your reading skills and you want to ensure you are picking up as many marks as possible!
- read the question carefully. Remember, you are only focusing on a specific area of the extract.
- begin your answer by stating clearly whether you agree, disagree or partially agree.
- keep on referring back to the original statement in your answer. This shows an examiner that you are constantly evaluating it.
- include your own opinions!



DON'T

- begin your answer by writing out the entire statement. You do not have time.
- say that you agree with the statement and then write down all the reasons why you disagree or vice versa. Choose a side and stick to it! If you 'partially agree', ensure you include a balanced argument.
- just analyse language to help you prove or disprove the statement. Talk about structure too.
- just write down the first thing you think of. Take your time. The examiner would much rather see a clear, detailed response than a vague, rushed one!

Focus this part of your answer on the second part of the source, from line 27 to the end.

A student said, 'This part of the story, where the men encounter the Tyrannosaurus Rex, shows Eckels is right to panic. The Monster is terrifying!' To what extent do you agree?

In your response, you could:

- consider your own impressions of Eckels' reaction to the Tyrannosaurus Rex
- evaluate how the writer describes the Monster
- support your response with references to the text

Read the specified part of the extract again (line 27 to the end) and make a decision. Do you agree, partially agree or disagree that Eckels is right to panic because 'the monster is terrifying'? As you read, consider the language and structural methods the writer has used which will help you prove your opinion.

I _____ with the statement.

Use this page to plan your answer. On the previous page, you stated whether you agree, disagree or partially agree with the statement. Now you're going to find evidence in the extract which will help you explain why you are correct to agree, disagree or partially agree. Remember to focus on language, structure and inferences. Find quotations and discuss how they help you prove your point. An example for an 'I agree' answer has been done for you. Feel free to ignore it if you disagree. Remember, you are only finding evidence from line 27 onward.

'Tyrant' means a cruel or oppressive ruler. A tyrant is someone who rules through fear. Perhaps the writer uses 'tyrant' here to show how the T-Rex rules this jungle with no mercy. It controls everything in its territory and will eliminate anything that should not be there. In this case, the humans.

'Tyrant lizard'

The writer zooms in on the T-Rex's flesh here, again proving the statement correct because...

'In the slime, tiny insects wriggled...'

'Eckels is right to panic. The Monster is terrifying!'

Activity 5: Be the Examiner

Below are some small extracts from example answers for this question. It's time for YOU to be the examiner. The answers below scored:

1 to 5 marks

6 to 10 marks

11 to 15 marks

16 to 20 marks

Read through the example answers and write down next to each which mark you think they would achieve and why. What does an answer do which helps it to gain higher marks? What have the answers which you have scored as low missed out?

When Eckels encounters the Tyrannosaurus Rex he announces that 'it can't be killed.' He sees the enormous size of the Monster with its 'armoured flesh', and realises the idea of shooting it is impossible. His rifle is compared to 'a toy gun' to suggest how small and inadequate it is. I don't think his reaction is panic at this stage because it says he 'pronounced this verdict quietly', but when the creature sees the men, Eckels then starts to fear for his life. The writer uses the senses to describe the Tyrannosaurus Rex – not only can we see the flesh 'crusted with slime' but also smell 'the stink of raw flesh' on its breath. These images make the Monster sound repulsive and truly terrifying. Eventually, Eckels 'seemed to be numb' and 'gave a grunt of helplessness'. This suggests that he is so panic-stricken and frightened by what he has seen that he is frozen to the spot and speechless.

I would give this answer ____ to ____ marks

because _____

Eckels says 'it can't be killed' when he first sees the Tyrannosaurus Rex because it is so big. I don't agree that he's panicking at this point but he compares his rifle to 'a toy gun' to show how useless it is so he must be scared. I think he starts to panic when the Tyrannosaurus Rex sees him. The writer tells us what the Monster looks like by saying it's 'crusted with slime', and also what its breath smells like, eg 'the stink of raw flesh'. The effect of this is we feel disgusted.

I would give this answer ____ to ____ marks

because _____

Eckels' reactions change throughout the source. At first he seems quite calm, merely resigned to the fact that shooting the Tyrannosaurus Rex is an impossible task. When he says 'It can't be killed', he's offering his 'considered opinion' having 'weighed the evidence', and a panicked man wouldn't be capable of such rational thought. He feels unprepared, and his rifle is compared to 'a toy gun' to suggest it's a play thing you would use in a make-believe game, rather than an effective weapon against a 'Tyrant Lizard' with 'armoured flesh'. I think Eckels gradually begins to panic when the Monster notices him, and we empathise with this reaction because of the writer's multi-sensory description, which graphically conveys how revolting the Tyrannosaurus Rex is. We see its 'skin is 'crusted with slime', implying the oozing pus has congealed into dry scabs, and when it exhales, we smell that 'the stink of raw flesh blew down the wilderness', suggesting it carries with it a stench of death and destruction. Eventually, Eckels 'seemed to be numb' and 'gave a grunt of helplessness', conveying that by now, he is paralysed with fear, and the rational thought he displayed at the beginning has completely vanished.

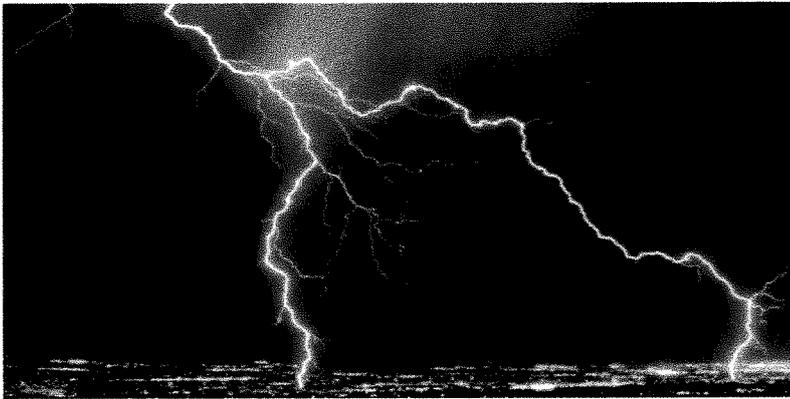
I would give this answer ____ to ____ marks

because _____

EXTENSION

If you have completed the activities before the end of the lesson, please complete the following EXTENSION task.

The source is an extract from a story called 'A Sound of Thunder'. Using this title as your prompt, write a description of a thunderstorm or write the beginning of a story that shares the same title. Completing this activity would be useful revision for Paper 1, Question 5. This is your creative writing question and is worth 40 marks.



To achieve a top band response, you should:

- vary your vocabulary and punctuation
- avoid overusing a particular language or structural feature
- avoid relying on clichés
- avoid rushing through your plot. An examiner wants to see a carefully crafted piece of work.
- keep things believable!

Answers

Mark your answers from the activities in the lesson. Make any corrections or additions you need to make in a different colour pen. If any of the answers here are worded differently to what you have written yourself, it does not mean your answer is incorrect! Look for similarities between the answers listed here and your own answers and if you can find any, give yourself a tick!

Activity 1: Retrieval Task

Remember, if you have included a different question to the ones in the grid below, it does not mean you are incorrect. These are just a selection of what you could have said. Make any corrections/additions in a different colour pen.

ANSWER	WHAT COULD THE QUESTION BE?
Simile	What kind of comparison is created with the use of the words 'like' or 'as'? What is it called when a writer compares one thing to another using the word 'like'?
Verb	Which type of word is used to describe an action, state or occurrence?
Personification	A figure of speech in which a thing, an idea or an animal is given human qualities is known as what?
This means that the narrative is happening in time order.	What does the term 'chronological order' mean?
A writer may do this to focus on small, specific details of what is being described.	Why may a writer 'zoom in' on something in an extract?
This term means 'how a text has been put together by a writer'.	What does the term 'structure' mean?

8 marks	How many marks are questions 2 and 3 of English Language, Paper 1 worth?
20 marks	How many marks is question 4 of English Language, Paper 1 worth?

Activity 5: Be the Examiner

11 to 15 marks

When Eckels encounters the Tyrannosaurus Rex he announces that 'it can't be killed.' He sees the enormous size of the Monster with its 'armoured flesh', and realises the idea of shooting it is impossible. His rifle is compared to 'a toy gun' to suggest how small and inadequate it is. I don't think his reaction is panic at this stage because it says he 'pronounced this verdict quietly', but when the creature sees the men, Eckels then starts to fear for his life. The writer uses the senses to describe the Tyrannosaurus Rex – not only can we see the flesh 'crusted with slime' but also smell 'the stink of raw flesh' on its breath. These images make the Monster sound repulsive and truly terrifying. Eventually, Eckels 'seemed to be numb' and 'gave a grunt of helplessness'. This suggests that he is so panic-stricken and frightened by what he has seen that he is frozen to the spot and speechless.

16 to 20 marks

Eckels' reactions change throughout the source. At first he seems quite calm, merely resigned to the fact that shooting the Tyrannosaurus Rex is an impossible task. When he says 'It can't be killed', he's offering his 'considered opinion' having 'weighed the evidence', and a panicked man wouldn't be capable of such rational thought. He feels unprepared, and his rifle is compared to 'a toy gun' to suggest it's a play thing you would use in a make-believe game, rather than an effective weapon against a 'Tyrant Lizard' with 'armoured flesh'. I think Eckels gradually begins to panic when the Monster notices him, and we empathise with this reaction because of the writer's multi-sensory description, which graphically conveys how revolting the Tyrannosaurus Rex is. We see its 'skin is 'crusted with slime', implying the oozing pus has congealed into dry scabs, and when it exhales, we smell that 'the stink of raw flesh blew down the wilderness', suggesting it carries with it a stench of death and destruction. Eventually, Eckels 'seemed to be numb' and 'gave a grunt of helplessness', conveying that by now, he is paralysed with fear, and the rational thought he displayed at the beginning has completely vanished.

1 to 5 marks

The Tyrannosaurus Rex is really big and I think Eckels is scared. His rifle is like 'a toy gun' so it's no good to shoot such a huge Monster. When the Monster sees the men, Eckels panics and wants to leave. The writer says 'crusted with slime' which sounds horrible, so I don't blame him for wanting to get out of there.

6 to 10 marks

Eckels says 'it can't be killed' when he first sees the Tyrannosaurus Rex because it is so big. I don't agree that he's panicking at this point but he compares his rifle to 'a toy gun' to show how useless it is so he must be scared. I think he starts to panic when the Tyrannosaurus Rex sees him. The writer tells us what the Monster looks like by saying it's 'crusted with slime', and also what its breath smells like, eg 'the stink of raw flesh'. The effect of this is we feel disgusted.

Write a description of a stormy sea as suggested by this picture:



1. Look at the way this student has approached the descriptive task. Their plan is organised into 4 sections, each focusing on a different element of the image.

-
- 1 – sky
 - 2 – sea
 - 3 – rocks
 - 4 – lighthouse

Like a dismal blanket of tangled wire, the grey sky hung over the scene before me. From the rock I sat on, I gazed up, watching the clouds rush over me as if trying to escape from some unseen menace over the horizon. A light rain settled on my face. Slowly, I took a deep breath and the air felt damp in my mouth and lungs.

The sea roared like an angry beast. Churning around, it smashed into the rocks, throwing up white foam and grey, oily splashes of salty water. When I looked further out to sea, I noticed the soft ripples that seemed to gather together to grow into fierce, angry, tsunami-like waves as they got closer to the shore. I held out my hand, allowing flecks of cold, salty water to land on my skin. The droplets rolled down my wrist, quickly being warmed by the blood in my veins.

WRITING
SUBMIT

Beneath me, the rocks felt hard and rough. The black, sharp ridges rose like rearing horses against the harsh grey light of the sky.

Gradually, my eyes were drawn to the lighthouse, sitting proudly in the midst of the furious action of the sea all around it. Like freshly-fallen snow, it was white and I found myself wondering how anyone would be able to keep it so clean and fresh. The black windows, gaping holes into the building's soul, seemed to look out, searching the sea for some long-forgotten dream. As I watched it, it seemed to reach ever higher towards the dingy skies, as if trying to touch the dark, heavy clouds.



2. Highlight/annotate any effective word choices or imagery used in this description.
3. Write a similar 4-step plan and description for the task below:

0 5

Your local newspaper is running a creative writing competition and the best entries will be published.

Either

Write a description of a fishing village, as suggested by this picture:



or

Write a story about an unlikely friendship.

(24 marks for content and organisation
16 marks for technical accuracy)
[40 marks]