

How does the writer.....?

GCSE skills: Lesson 1 Week beginning 20/4/20

About this module:

There is a series of 4 lessons for you to complete this week. The aim is to prepare you for a key skill needed in the GCSE exam.

There is a test at the end of the week and you will be expected to upload your answer to the final question to send to your teacher as an assignment.

Why? There will be at least one question on the GCSE paper examining this skill!

What is being tested?

This tests your ability to **analyse the writer's use of language**. You will need to consider **what** they are trying to make you think and **how** they are doing this.



What will the question look like? You will have about 15 minutes to answer a question like the following:

How does the writer create...

How does the writer persuade...

What impression does the writer create...

How does the writer try to influence your thoughts and feelings...

How does the writer present the character of... etc



What do you need to do in 15 minutes?



Make between 8 and 10 points backed up with quotes exploring the language and devices used to affect the reader.

It is very like the English Literature extract question that you will have practised with your teacher.

You are trying to understand the way in which the writer is working.

Look at the following passage taken from “Can you keep a secret?”



— — —

In my dream, I’m running through mud, my pale nightgown flapping. I can hear the *splat splat splat* of my bare feet as they slap the soft, wet ground.

I run through puddles of cold water and I can feel the cold even though I’m completely aware that I am dreaming. I know that the whispers I hear are the leaves on the trees shivering in a stiff, warm wind.

I feel the wind on my face and I hear the whispers all around behind the *splat splat* of my bare feet, kicking up the mud, sending it splashing like waves on both sides of me.

I see the crescent moon in the purple sky behind the shimmering trees. It looks like a sideways smile, and it reminds me of the silver moon pendant on a chain around my neck.

The moon seems so close in my dream, as if I could reach up and squeeze my hand around it.

But I can’t slow down to grab the moon. I’m being chased. And if I turn around, I know I’ll see *it*.

You could be asked the following types of questions:

1. How does the writer create mood and atmosphere here?
2. How does the writer create tension/excitement/fear here?
3. How does the writer try to influence your thoughts and feelings?
4. How is the main character presented?

Let's take a look at how to approach question 2.

How does the writer create fear?



How does the writer create fear? Begin with your highlighter. Which bits create fear?

— — —

In my dream, I'm running through mud, my pale nightgown flapping. I can hear the *splat splat splat* of my bare feet as they slap the soft, wet ground.

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As you highlight, annotate the side of the passage. The rest is easy. Here are the annotations you might have made for this passage.

“Pale nightgown” - vulnerable, in nightwear

“Slap the soft, wet ground” - onomatopoeia and use of alliteration makes it sound real, adds element of danger (might slip)

“Cold” - repetition of this word makes the character seem alone and isolated.

“Whispers” - suggests that the protagonist is not fully aware of what is being planned for her

“Shivering” - creates a sense of fear and emphasises the word “cold”

Annotations continued:

“Like waves on both sides of me” suggests that there is only one direction to run, trapped

“Sideways smile” unnerving, not quite right

“I can't slow down” sense of urgency and desperation

“I'm being chased” this is the first time we learn of this, adds horror

“*It*” suggests that the protagonist has encountered this before, creates mystery

**The annotations can easily be turned into an answer.
Before we look at the model answer, a few impressive
words:**

Onomatopoeia - makes the same sound as its meaning

Protagonist - the main character in the book

Tactile - connected with the sense of touch

Have a look at the model answer below. It only deals with the first 3 quotes. You will need to finish it in 15 minutes.

Even though this is a description of a dream, the writer creates a real sense of fear throughout. The character seems very vulnerable and almost ghostly wearing a “pale nightgown,” which is unsuitable for the outdoor environment. A sense of reality adds further tension when the writer uses alliteration and onomatopoeia in the words “slap the soft wet ground.” This tactile image also creates danger because it seems likely that the character will slip and be stopped in her tracks. The repetition of the word “cold” reminds us of the hostile environment and makes the protagonist seem isolated and alone - there is no escape from the cold.

Task: How does the writer create fear?

You have **15 minutes** to use the notes and complete the answer. Try and include the other 7 quotes. You may use the slides to help you. Begin you answer with: **By using the word “whispers” the writer is suggesting.....**



Have a go!!!!
Fortune favours the brave!!!
Remember the question:
How does the writer create fear?

How did you do?

Write yourself a WWW and an EBI.

You will be tested on this skill and expected to send your answer to your teacher in the **final lesson (Lesson 4) of this week.**



test

Lesson 2: How does the writer.....?

GCSE Skills Lesson

Aim:

To be able to complete a “How does the writer ...?” question to GCSE standard.



Re-cap

Skills:

Considering the craft of the writer by analysing words and effects.

Selecting quotations and exploring how the writer tries to affect us (8-10).

There will be a question like this in your GCSE exam

Note: This question could be on a fiction or a non-fiction text.

Last lesson you had the opportunity to practise this skill, so today you will need to work more independently.



Look at the following text. You can either use the slides, or **print off the document and use an actual highlighter**

— — —

You will be answering the following question. **“How is mood and atmosphere created here?”**

The first thing you need to do is decide what the mood and atmosphere is in this extract. Look at the next 2 slides.

Once you have decided, highlight 8-10 quotes that show this.



Task:

As you are highlighting, don't forget to annotate as well.

Try and take no more than 5 -10 minutes to do this.



To Kill A Mockingbird - Harper Lee Part 1

— — —

Maycomb was an old town, but it was a tired old town when I first knew it. In rainy weather the streets turned to red slop; grass grew on the sidewalks, the courthouse sagged in the square. Somehow, it was hotter then: a black dog suffered on a summer's day; bony mules hitched to Hoover carts flicked flies in the sweltering shade of the live oaks on the square. Men's stiff collars wilted by nine in the morning. Ladies bathed before noon, after their three-o'clock naps, and by nightfall were like soft teacakes with frostings of sweat and sweet talcum. People moved slowly then. They ambled across the square, shuffled in and out of the stores around it, took their time about everything.

Part 2

— — —

A day was twenty-four hours long but seemed longer. There was no hurry, for there was nowhere to go, nothing to buy and no money to buy it with, nothing to see outside the boundaries of Maycomb County. But it was a time of vague optimism for some of the people: Maycomb County had recently been told that it had nothing to fear but fear itself. We lived on the main residential street in town—Atticus, Jem and I, plus Calpurnia our cook. Jem and I found our father satisfactory: he played with us, read to us, and treated us with courteous detachment.

Task: You have 20 minutes to answer the question:

How does the writer create mood and atmosphere here?



**Can you manage to write
8-10 points in 20
minutes?**

**Can you comment on both
language and techniques?**

Evaluate your own work.

You need to consider both the quality and quantity of your work.

Write yourself a WWW and an EBI.

Next lesson: we will be looking at non-fiction.



Lesson 3: How does the writer....? Non-fiction

GCSE Skills (week beginning 20/4/20)

Starter: How many DAFOREST techniques can you remember? Jot them down on a piece of paper.

D

A

F

O

R

E

S

T



Starter: How many DAFOREST techniques can you remember?

Direct address

Alliteration

Facts

Opinions

Rhetorical questions

Emotive language

Statistics

Tripling



Aim:

To answer a GCSE style “How does the writer...?” question based on a non-fiction text to a standard of C grade or above.

Fiction - describes imaginary events and people

Non-fiction - factual rather than fiction

How is the RNLI presented in this advert? How do the makers of the advert try to influence us?



Now read the article entitled “Beauty and Power”: how does the writer portray Norway’s use of hydropower?

The writer, Dredge, paints the project in a very favourable light.

Let’s have a look at how he does this by focusing on 10 specific points



1. The picture itself uses colour to make the power station look appealing. The photo is taken at night and so the bright colour are attractive against the darkness of the landscape,
2. The title “beauty and power” uses emotive language to engage us with the topic. We do not expect the word “beauty” to be used to describe a power station and so it draws us in.

3. The writer uses a simile, comparing the power station to a home from “Grand Designs.” The point of this series is to highlight unusual and beautiful homes designed to fit in with their landscapes, so the comparison is flattering.

4. When we are told that the building is designed “to reflect the irregular shapes of the spruce trees”, it suggests that a great deal of artistic thought has gone into how the building blends in.

5. The writer implies that larger power stations may now seem old-fashioned - projects from the “50s and 60s”.

6. The power station is not just beautiful, it is practical “flexibility of its storage system ensuring it can meet surges in demand”

7. Throughout the article, the implication is that this represents the power stations of the future “renewable society in the future.” This suggests that Norway is ahead of the game.

8. The power station is seen in such a positive light that it is portrayed as a tourist attraction and that those it wants to attract to the station appreciate “its hiking trails and beautiful scenery.”

9. The writer reminds us how essential power is to the lives of people when he writes “The community around us has built up because of the energy resources in the area,”

10. Finally, the writer reminds us of the whole point of the article “it can work in harmony with nature.”

So.... a great deal of thought has gone into this positive portrayal

The same analytical skills are needed for analysing fiction and non-fiction.

You need to begin by highlighting and annotating the text - spend no more than 5 minutes doing this.

You then need to write up your answer

Task:

“How Nature is Good for Our Health and Happiness”

How does the writer persuade us that there are benefits of the natural world to people?

Highlight and annotate the second text

If you have not got a printer, you can jot down some quotations and ideas on a piece of paper.



Plenary:

Are you able to come up with 10 quotes and points based on the text?

This is an important practise run for the test you will be completing next lesson.

Lesson 4: How does the writer...? Test your knowledge!!

GCSE Skills Week beginning 20/4/20

Aim:

To produce a high quality answer to a GCSE style question which begins “How does the writer...?”

**Today, you will be testing your understanding of this skill.
You will need to send your answer to your English teacher.**

Before you begin.....

Look back through the skills that you have been developing this week.

Revise this skill before you begin the task. You will have 20 minutes to complete the task.



Remember:

1. Read the question carefully.
2. Highlight at least 8 quotes that will help you answer the question.
3. Annotate the sheet/ make a few notes if you cannot print it off.
4. Begin your answer.

Before you begin, watch the trailer.



TEST

How does the writer persuade us that “Onward” is worth going to see?

Remember to send your work to your teacher!



Optional extension activity: if you feel like a challenge!!

How does the writer persuade us that reading is good for us?



Well Done!

You have now completed the first skills module.

We will be looking at a different skill set next week!

