


Language Paper 1					Revised once	Revised Twice	Revised three times
Student Checklist							
What I need to know	Where can I find this info	R	A	G			
Paper 1 Question 2 Analysing Language	Task One						
Paper 1 Question 3 Analysing Structure	Task Two						
Paper 1 Question 4 Evaluate – How far do you agree?	Task Three						
Paper 1 Question 5 – Creative Writing	Watch the Mr Bruff lesson  <a href="https://www.youtube.com/watch?v=uM_OPshTEjs">https://www.youtube.com/watch?v=uM_OPshTEjs</a> Task Four						

Use the Source below on Great Expectations for the revision tasks

**Great Expectations** This extract is taken from near the beginning of a novel. An orphaned boy called Pip has travelled to the nearby graveyard to visit his parents' and siblings' graves, when an escaped prisoner approaches him.

**Focus – Why?**

The opening paragraph focuses on the man creating an impression of a fearful character

5 A fearful man, all in coarse grey, with a great iron on his leg. A man with no hat, and with broken shoes, and with an old rag tied round his head. A man who had been soaked in water, and smothered in mud, and lamed by stones, and cut by flints, and stung by nettles, and torn by briars; who limped, and shivered, and glared and growled; and whose teeth chattered in his head as he seized me by the chin.

10 'O! Don't cut my throat, sir,' I pleaded in terror. 'Pray don't do it, sir.'

'Tell us your name!' said the man. 'Quick!'

'Pip, sir.'

15 'Once more,' said the man, staring at me. 'Give it mouth!'

'Pip, Pip, sir.'

'Show us where you live,' said the man. 'Pint out the place!'

20 I pointed to where our village lay, on the flat in-shore among the alder-trees and pollards, a mile or more from the church.

The man, after looking at me for a moment, turned me upside down, and emptied my pockets. There was nothing in them but a piece of bread. When the church came to itself - for he was so sudden and strong that he made it go

25 head over heels before me, and I saw the steeple under my feet - when the church came to itself, I say, I was seated on a high tombstone, trembling, while he ate the bread ravenously.

**Transition**

Shift in focus to Pip's frightened dialogue (the first person narrator)

### Task one Question 2 (8 marks)

- Only select information from the appropriate part of the text
- Use subject specific terminology (verb, simile, adjective, complex sentence etc)
- Use quotations in your answer
- Make sure your analysis is clear
- Read the question carefully

A fearful man, all in coarse grey, with a great iron on his leg. A man with no hat, and with broken shoes, and with an old rag tied round his head. A man who had been soaked in water, and smothered in mud, and lamed by stones, and cut by flints, and stung by nettles, and torn by briars; who limped, and shivered, and glared and growled; and whose teeth chattered in his head as he seized me by the chin.

Look again at lines 1 to 8. How does the writer use language to describe the man? You could write about: • Words and phrases • Language devices • Sentence forms

Write a PEA paragraph using the alliterative, “glared and growled” – how did this make the man sound? What key word from the quotation stands out.

You could begin: The writer uses negative alliteration to present the man as a fearful character. This is shown by, “

Choose another quotation of your own and try to write another PEA

### Task three Question 4 – (20 marks)

Look again at line 6, to the end of the extract. After reading this section of the text, one student said “The writer makes us sympathise with Pip, as he is clearly in an intimidating situation.” To what extent do you agree with the student?

To a large extent I agree with the statement regarding the intimidating situation Pip finds himself in. The writer **successfully** uses aggressive verbs to present the man as a dangerous character as Pip states that he, “seized me by the chin..” indicating how violent and abusive the man is. By using the verb, “seized” it demonstrates how threatening and frightening the man is and therefore encourages the reader to feel sympathy for Pip.

1. Highlight/underline the student’s work with three colours to show where the student is using P.E.A.
2. Circle the language device terminology.
3. Try to write another PEA remembering to use evaluative language like **successfully, carefully, clearly**

### TASK 4 Question 5 (40 marks)

You are going to enter a creative writing competition. Your entry will be judged by a panel of people of your own age. Either: Write a description suggested by this picture. **OR** Write the opening part of a story about a terrifying journey



Create a 5-paragraph plan – remember to have contrasting imagery, make sure your plan is detailed – include the techniques like metaphors, similes, alliteration that you want to use in each paragraph.

**Task two - Question 3 – (8 marks)** • Do not analyse language (you should not be analysing the use of verbs, similes, metaphors, adjectives etc – this is for question 2) • Look specifically at the focus of each section and notice what it changes to throughout the extract – write about why the writer has started the extract with this particular description/dialogue • Use subject terminology (focus, foreshadowing, zooming, narrative perspective, dialogue) • Use quotations to support your points

Look at the extract the first two annotations on structure have been done for you the focus on the left of the paragraph and why and the transitions on the right.

Work through the rest of the extract adding in the rest of the focus and transition annotations.