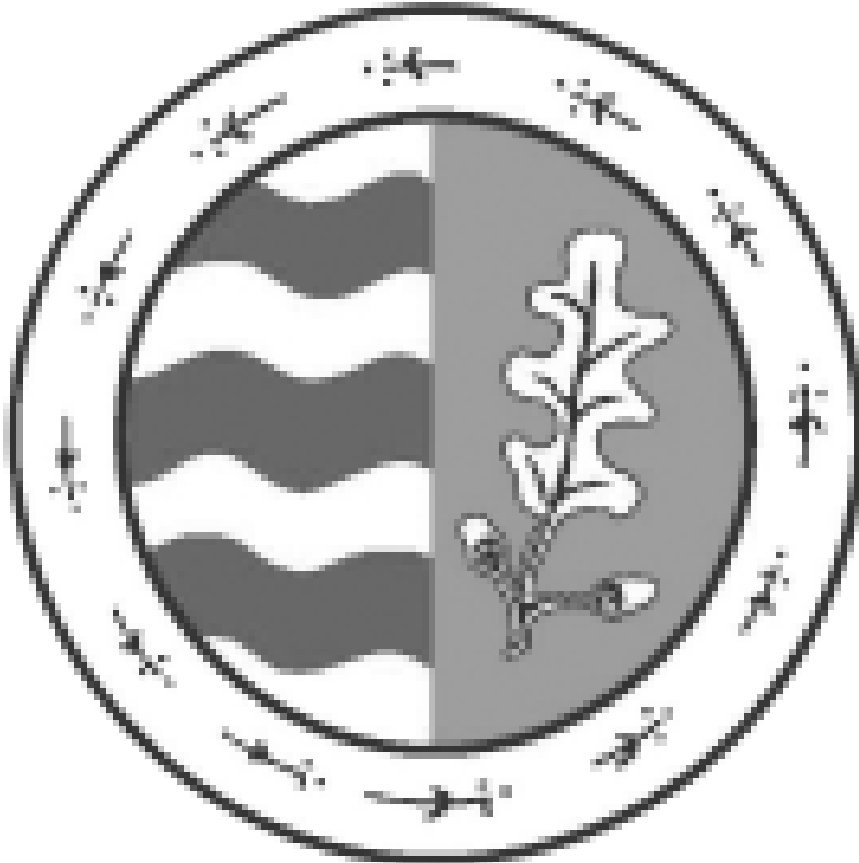


KS3 English Homework Booklet – Spring Term

AQA English Language Paper 1: Explorations in creative reading and writing.

AQA English Language Paper 2: Writers' viewpoints and perspectives



Name: _____

Class: _____

Teacher: _____

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1: Defining Word Classes

It is important to have a secure knowledge of each of the word classes in the English language. Write a definition of each of the language techniques below and include a brief example.

Common noun	Definition: Example:
Proper noun	Definition: Example:
Abstract noun	Definition: Example:
Collective noun	Definition: Example:
Verb	Definition: Example:
Modal verb	Definition: Example:
Adverb	Definition: Example:
Preposition	Definition: Example:
Determiner	Definition: Example:
Adjective	Definition: Example:

2: Identifying and Commenting on the Effect of Language Techniques

Read the following quotations taken from classic fiction texts. Identify the language techniques used and comment on the effect and the impact on the reader in each quotation.

Quotation	What technique is being used? What effect does this have?
"Finally, from so little sleeping and so much reading, his brain dried up and he went completely out of his mind."	
"History, Stephen said, is a nightmare from which I am trying to awake."	
"She says nothing at all, but simply stares upward into the dark sky and watches, with sad eyes, the slow dance of the infinite stars."	
"Perhaps it was freedom itself that choked her."	
"Our battered suitcases were piled on the sidewalk again; we had longer ways to go. But no matter, the road is life."	

3: Analysing Language in a Nonfiction Text

Read the following extract taken from *Life on Earth* by David Attenborough:

Like the Bush-Baby, the Tarsier has elongated leaping legs and long-fingered grasping hands. But a brief glimpse of its face shows that it is very different from the Bush-Baby. It has gigantic glaring eyes. They bulge from their sockets and are fixed in them, so that the little creature cannot give a sidelong glance – as we can. If it wants to see something to one side, it has to turn its whole head, something it does with the same unsettling ease as the owl, swiveling its head through 180 degrees to look directly backwards.

How does the writer use language to describe the Tarsier in this extract?

Complete the table below using specific quotations from the text, considering their effect and subsequent impact on the reader:

Quotation	Descriptive technique used + suggestion + effect on reader

4: Analysing Language in a Fiction Text

Read the following extract taken from *Old Mali and the Boy* by D.R. Sherman:

On his shaven head the old man wore a puggree. His eyes were quick and like a bird's. On his upper lip were a few thin wisps of long grey hair which he thought of proudly as his moustache. The yellow brown face was scored. Straight across his forehead the deep lines ran, and in a twisting confusion across his cheeks. In between the skin was marked with a mesh of delicate wrinkles. When he smiled the lines seemed to leap, and move and grow deeper. The boy liked to watch them, and sometimes as he did he wondered whether his face would ever be like that.

He never knew what made the lines, but he liked to think that it was the cold winter winds which swept down from the Himalayas... he looked away from the old eyes. He watched the hands instead. They too were old and wrinkled, just like the face. And they never stopped working, even when the man was busy talking. It was the right hand that fascinated him, the one with the middle finger missing...

puggree = a turban

How does the writer use language to describe the old man in this extract?

Complete the table below using specific quotations from the text, considering their effect and subsequent impact on the reader:

Quotation	Language Analysis

5: Identifying How Language Choice Influences Writing

Read the following two extracts adapted from *Treasure Island* by Robert Louis Stevenson.

Version One

The stranger waited just inside the inn door, looking around the corner. Once I went out into the road, but he called me back. When I didn't respond straight away, his expression changed, and he told me to come back in such an angry voice it surprised me.

Version Two

The stranger skulked just inside the inn door, peering slyly around the corner, like a cat waiting for a mouse. Once, I ventured out into the road, but he hissed at me to come back. When I did not obey instantly, a horrible change disfigured his face, and he ordered me in so violently it made me jump.

Complete the following table, analysing the effect of the writer's choice of vocabulary:

Version One	Version Two	Effect
'waited'	'skulked'	suggests he's behaving secretly or is hiding something
'looking'	'peering slyly'	
'went'		
'called me'		
'respond'		
'expression changed'		
'he told me'		
'surprised me'		

6: Analysing Language in a Nonfiction Text

Read the following modern nonfiction text taken from an advert for *Shelter* – a charity for homeless people:

Tom and his mum Andrea spent last Christmas in a tiny B&B room.

Christmas dinner was a cheap takeaway.

But when Andrea called Shelter’s helpline, our expert advisers gave her the help she so urgently needed.

We helped them find a flat closer to their family and friends.

Thanks to Shelter, this Christmas will be happy.

£33 could help a family find and keep a home.

£25 could fund a helpline adviser for one hour.

Please donate now.

How does the writer use language to appeal to the reader’s emotions in this advert?

Complete the table below considering the effect of each chosen quotation and the subsequent impact on the reader:

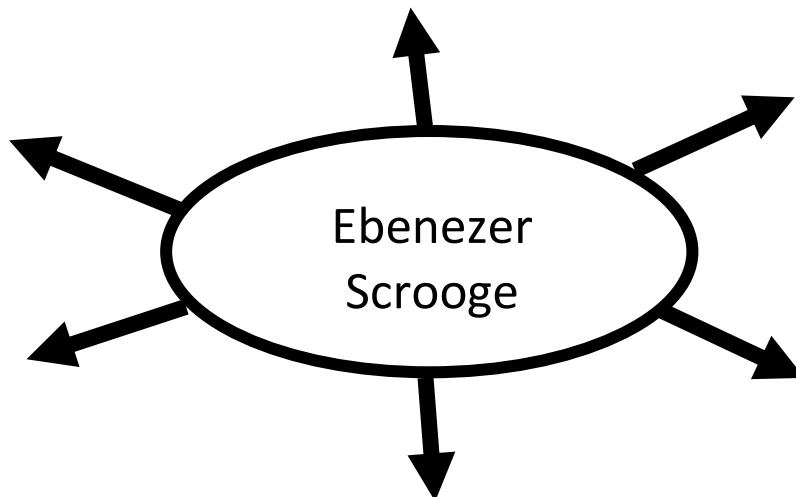
Quotation	Language Analysis
‘in a tiny B&B room’	
‘Christmas dinner was a cheap takeaway.’	
‘the help she so urgently needed’	

7: Extracting Details from a Fiction Text

Read this extract taken from Charles Dickens' *A Christmas Carol*, written in 1843:

Oh! But he was a tight-fisted hand at the grind- stone, Scrooge! a squeezing, wrenching, grasping, scraping, clutching, covetous, old sinner! Hard and sharp as flint, from which no steel had ever struck out generous fire; secret, and self-contained, and solitary as an oyster. The cold within him froze his old features, nipped his pointed nose, shriveled his cheek, stiffened his gait; made his eyes red, his thin lips blue and spoke out shrewdly in his grating voice. A frosty rime was on his head, and on his eyebrows, and his wiry chin. He carried his own low temperature always about with him; he iced his office in the dogdays; and didn't thaw it one degree at Christmas. External heat and cold had little influence on Scrooge. No warmth could warm, no wintry weather chill him. No wind that blew was bitterer than he, no falling snow was more intent upon its purpose, no pelting rain less open to entreaty. Foul weather didn't know where to have him. The heaviest rain, and snow, and hail, and sleet, could boast of the advantage over him in only one respect. They often "came down" handsomely, and Scrooge never did. Nobody ever stopped him in the street to say, with gladsome looks, "My dear Scrooge, how are you? When will you come to see me?" No beggars implored him to bestow a trifle, no children asked him what it was o'clock, no man or woman ever once in all his life inquired the way to such and such a place, of Scrooge. Even the blind men's dogs appeared to know him; and when they saw him coming on, would tug their owners into doorways and up courts; and then would wag their tails as though they said, "No eye at all is better than an evil eye, dark master!" But what did Scrooge care? It was the very thing he liked. To edge his way along the crowded paths of life, warning all human sympathy to keep its distance, was what the knowing ones call "nuts" to Scrooge.

a) Complete the mind map below by adding six things you learn about Scrooge's character in this extract:



b) Write one thing you can **infer** about Scrooge's character below:

8: Extracting Details from a Nonfiction Text

Read the following extract taken from the 19th century text *The Ladies Book of Etiquette* by Florence Hartley, advising young ladies on how to behave when travelling and staying in hotels.:

The hours for meals at a hotel are numerous, so it is best to mention the time when you wish to eat. I know from experience how unpleasant it is to go hungry. It is essential to be ladylike when dining. For instance, a lady shouldn't drink wine at dinner, even if her head is strong enough to bear it. After eating, wait in the parlour whilst the chambermaid tidies your room. Before leaving the room, be careful not to leave any money or trinkets lying about. I have lost several valuables that way. When out walking, don't drag your dress through that mud-puddle! You mustn't raise your dress too high. It is said that only a raw country girl will show her ankles!

Circle the letters of the four statements below that are **true** according to this text:

- a) Meals are available at all times in hotels.
- b) Drinking wine at dinner is ungracious.
- c) You should wait in the dining room until your room has been tidied.
- d) It is ladylike to show off your ankles.
- e) You should only drink wine with dinner if you can handle it.
- f) It is unwise to leave expensive possessions on show in your room.
- g) Country girls are unladylike.
- h) You should raise your dress to avoid soiling it when out walking.

How relevant is the advice in this extract to the women of today?
Justify your opinion with a clear explanation.

9: Making Inferences from a Fiction Text

Read the following extract adapted from Charles Dickens' *Great Expectations*.

She was dressed in rich materials - satins, and lace, and silks - all of white. Her shoes were white. And she had a long white veil dependent from her hair, and she had bridal flowers in her hair, but her hair was white. Some bright jewels sparkled on her neck and on her hands, and some other jewels lay sparkling on the table. Dresses, less splendid than the dress she wore, and half-packed trunks, were scattered about. She had not quite finished dressing, for she had but one shoe on - the other was on the table near her hand - her veil was but half arranged, her watch and chain were not put on, and some lace for her bosom lay with those trinkets, and with her handkerchief, and gloves, and some flowers, and a prayer-book, all confusedly heaped about the looking-glass.

I saw that everything within my view which ought to be white, had been white long ago, and had lost its lustre, and was faded and yellow. I saw that the bride within the bridal dress had withered like the dress, and like the flowers, and had no brightness left but the brightness of her sunken eyes. I saw that the dress had been put upon the rounded figure of a young woman, and that the figure upon which it now hung loose, had shrunk to skin and bone.

Based solely on this extract, what can you infer about **Miss Havisham's character**? Complete the table below with evidence to support your inferences.

Quotation	Explanation of what can be inferred + language analysis

10: Making Inferences from a Nonfiction Text

Read the following extract taken from *The Condition of the Working Class in England*, written in 1845 by Frederick Engels.

The want and filth surpass description. The walls are crumbling, windows broken, broken doors hang open, or there are no doors at all, because no doors are needed, there being nothing to steal. Garbage rots everywhere, and foul liquids emptied before the doors gather in stinking pools. Here live the poorest of the poor, the worst paid workers, with thieves and prostitutes – unwanted, unnoticed, despairing. Those who have not yet drowned in the whirlpool of moral ruin which surrounds them, sink daily deeper, losing daily more and more of their power to resist the demoralizing influence of want, filth and evil.

Based solely on this extract, what can you infer about **living conditions of the working class** in England during this time? Complete the table below with evidence to support your inferences.

Quotation	Explanation of what can be inferred + language analysis

11: Analysing the Description of a Setting

Read the following description of setting taken from John Steinbeck's *Of Mice and Men*:

The deep green pool of the Salinas River was still in the late afternoon. Already the sun had left the valley to go climbing up the slopes of the Gabilan Mountains, and the hilltops were rosy in the sun. But by the pool among the mottled sycamores, a pleasant shade had fallen.

A water snake glided smoothly up the pool, twisting its periscope head from side to side; and it swam the length of the pool and came to the legs of a motionless heron that stood in the shallows. A silent head and beak lanced down and plucked it out by the head, and the beak swallowed the little snake while its tail waved frantically. A far rush of wind sounded and a gust drove through the tops of the trees like a wave. The sycamore leaves turned up their silver sides, the brown, dry leaves on the ground scudded a few feet. And row on row of tiny wind waves flowed up the pool's green surface. As quickly as it had come, the wind died, and the clearing was quiet again. The heron stood in the shallows, motionless and waiting. Another little water snake swam up the pool, turning its periscope head from side to side.

How does the writer use language to describe the setting in this extract? Complete the following table using specific quotations and analysing the effect of each quotation:

Quotation	Technique used + effect + impact on the reader

12: Using Descriptive Language

Look at the following image:



Write one detailed descriptive paragraph based on this image in the lined space below.
Do not write in the empty columns on either side.

Peer work:		Peer work:

13: Tackling Unfamiliar Language

19th and 20th century English language is often very different to the language we read today. Use a dictionary or an online resource to find the definitions of the following popular words used during this time that may appear in one of your unseen texts:

Word	Definition
<i>parlour</i>	
<i>dispensation</i>	
<i>corpulent</i>	
<i>apparition</i>	
<i>afflicted</i>	
<i>acquiescence</i>	
<i>saturated</i>	
<i>callous</i>	
<i>remnant</i>	
<i>peril</i>	
<i>acceding</i>	
<i>depraved</i>	

14: Tackling Unfamiliar Language

19th and 20th century English language is often very different to the language we read today. Use a dictionary or an online resource to find the meaning of the bold words in each of the following quotations taken from popular classic fiction. Then, use a thesaurus to write a synonym of each in the column below:

Quotation	Synonyms
<p>"I am not an angel,' I asserted; 'and I will not be one till I die: I will be myself. Mr. Rochester, you must neither expect nor exact anything celestial of me - for you will not get it, any more than I shall get it of you: which I do not at all anticipate."</p>	<p>1. 2.</p>
<p>"There was a deliberate voluptuousness that was both thrilling and repulsive. And as she arched her neck she actually licked her lips like an animal till I could see in the moonlight the moisture. Then lapped the white, sharp teeth. Lower and lower went her head. I closed my eyes in a languorous ecstasy and waited."</p>	<p>1. 2.</p>
<p>"There comes an end to all things; the most capacious measure is filled at last; and this brief condescension to evil finally destroyed the balance of my soul."</p>	<p>1. 2.</p>
<p>"You are part of my existence, part of myself. You have been in every line I have ever read, since I first came here, the rough common boy whose poor heart you wounded even then. You have been in every prospect I have ever seen since-on the river, on the sails of the ships, on the marshes, in the clouds, in the light, in the darkness, in the wind, in the woods, in the sea, in the streets. You have been the embodiment of every graceful fancy that my mind has ever become acquainted with."</p>	<p>1. 2.</p>
<p>"From the very beginning— from the first moment, I may almost say— of my acquaintance with you, your manners, impressing me with the fullest belief of your arrogance, your conceit, and your selfish disdain of the feelings of others, were such as to form the groundwork of disapprobation on which succeeding events have built so immovable a dislike; and I had not known you a month before I felt that you were the last man in the world whom I could ever be prevailed on to marry."</p>	<p>1. 2. 3.</p>

15: Analysing Description of Characters

Read the following extract taken from John Steinbeck's *Of Mice and Men* in which two friends working on a ranch together are described:

Two men emerged from the path and came into the opening by the green pool. They had walked in single file down the path, and even in the open one stayed behind the other. Both were dressed in denim trousers and in denim coats with brass buttons. Both wore black, shapeless hats and both carried tight blanket rolls slung over their shoulders. The first man was small and quick, dark of face, with restless eyes and sharp, strong features. Every part of him was defined: small, strong hands, slender arms, a thin and bony nose. Behind him walked his opposite, a huge man, shapeless of face, with large, pale eyes, with wide, sloping shoulders; and he walked heavily, dragging his feet a little, the way a bear drags his paws. His arms did not swing at his sides, but hung loosely and only moved because the hands were pendula*.

The first man stopped short in the clearing, and the follower nearly ran over him. He took off his hat and wiped the sweatband with his forefinger and snapped the moisture off. His huge companion dropped his blankets and flung himself down and drank from the surface of the green pool; drank with long gulps, snorting into the water like a horse. The small man stepped nervously beside him.

How does the writer use language to describe the characters in this extract?

Complete the table below using specific quotations and analysing the effect of each quotation. Consider the writer's use of contrast in his description of the men.

Quotation	Technique used + suggestion + effect on reader

16: Justifying an Opinion

Read the following extract taken from Maya Angelou's autobiography *I Know Why the Caged Bird Sings*:

Mrs. Bertha Flowers was the aristocrat of [the Black Community]. She had the grace of control to appear warm in the coldest weather, and on the Arkansas summer days it seemed she had a private breeze which swirled around, cooling her. She was thin without the taut look of wiry people, and her printed voile dresses and flowered hats were as right for her as denim overalls for a farmer. She was our side's answer to the richest white woman in town.

Her skin was a rich black that would have peeled like a plum if snagged, but then no one would have thought of getting close enough to Mrs. Flowers to ruffle her dress, let alone snag her skin. She didn't encourage familiarity. She wore gloves too.

I don't think I ever saw Mrs. Flowers laugh, but she smiled often. A slow widening of her thin black lips to show even, small white teeth, then the slow effortless closing. When she chose to smile on me, I always wanted to thank her. The action was so graceful and inclusively benign.

She was one of the few gentlewomen I have ever known, and has remained throughout my life the measure of what a human being can be.

A student, having read this extract, claimed: 'Mrs Flowers is presented as a noble and kindly figure.'

Complete the table below by finding three quotations that **prove** this statement, and explain why. Consider the use of language techniques by the writer:

Quotation from the extract	Explanation of how it proves the statement

17: Arguing For/Against a Statement

Read the following statement: *'Homework should be abolished in all schools for all subjects.'*

Complete the table below with as many reasons for/against this statement that you can think of:

For	Against

You do not have to complete the **whole** table, but should have at least six ideas in total.

18: Arguing For/Against a Statement

Re-read the following statement from the previous task: *'Homework should be abolished in all schools for all subjects.'*

Decide overall whether you are **for** or **against** this statement.

Write two detailed paragraphs below, arguing your opinion by developing your points from your table. **Do not** write in the empty columns on either side.

Peer work:		Peer work:

19: Evaluating the Writer's Argument

Read the following extract taken from a petition against a planned development of Chiswell Greenbelt. Greenbelt land is usually protected so that no-one can build on it:

I strongly object to any proposals for planning applications on the Greenbelt behind Long Fallow. 450 potential homes is a disproportionate increase in number of households, injuring the very fabric of the village. It would result in some additional 900 cars spilling out onto the Watford Bypass – a dangerously busy road, which in rush hours is like a clogged artery. The added air, noise and light pollution would be detrimental to local residents' health and their quality of life, not to mention the negative impact on wildlife.

A student, having read this extract, claimed: "This is a strong argument against the planned development of Chiswell Greenbelt."

Complete the table below by finding three quotations that **prove** this statement, and explain why. Consider the use of language and structural techniques by the writer:

Quotation from the extract	Explanation of how it proves the statement

How could this argument be further strengthened? In the space below, choose a small section of the text to rewrite and improve, or write your own example that could be added to the extract:

20: Punctuating Writing for Clarity and Coherence

Re-write the extract below, taken from Susan Fletcher's *Eve Green*, using appropriate punctuation to add control and coherence:

three things happened when I was seven years old in the spring I learnt how to spell my full name it took weeks but when id finally grasped all fifteen letters I wrote them wherever I could in books on furniture on my plate in ketchup on my arms in biro in spit on windowpanes once I etched my name above the skirting board in the downstairs loo my mother never found it but I knew it was there id sit swing my legs and eye my handiwork under the sink it shone out in blue wax crayon

21: Summarising a Nonfiction Text

Read the following nonfiction text adapted from an article in *The Times* by Jerome Starkey. As you read the text, make a note of what is being articulated in each paragraph at the side of the page:

Speared elephants saved from death

In a highly risky procedure, vets in southern Kenya have removed a 6in metal spear tip embedded in an elephant's temple that could have resulted in him bleeding to death.

The injured bull was one of two male elephants seriously wounded on the edge of the country's most popular game park. He survived an attack with traditional weapons, and while the spear was not deep enough to damage his brain, he was cutting his trunk every time he tried to pull the protruding metal out of the side of his head.

It was not clear whether the bulls were victims of would-be poachers or an attack by local farmers annoyed by the elephants breaking down fences and feasting on their vegetables. Such raids can lead to farmers shooting, spearing, or sometimes poisoning the elephants. The area where the pair were hurt, however, on the northern edge of the Mara reserve, was close to where local herdsmen had been grazing cattle at night, which might have provided cover for potential poachers.

The younger of the two elephants, thought to be around 20 years old, was injured in the leg. His older companion, about 30 and with much larger tusks, had been struck on the right side of his head. The wooden shaft of the spear had broken off but the sharp metal tip was lodged in his skull, and part of the blade was protruding.

Vets from the Kenya Wildlife Service flew in to a nearby tourist camp and knocked out the older of the two animals with an anaesthetic dart. The second animal was also anaesthetised and vet Dominic Mijele cleaned the wounds and packed them with green clay, a natural antibiotic. Both patients were then given the reversal antidote and in no time they rose to their feet and together ambled off across the plains.

Answer the questions on the next page.

1. What is the genre of this text?

2. Who is likely to be the audience of this text?

3. What is the purpose of this text?

Use the space below to write a summary of the text in your own words using your paragraph annotations:

22: Comparing Nonfiction Texts

Source A is *The Lion Children* by Angus, Maisie and Travers McNiece, written in 2001. Source B is *Two Dianas in Somaliland* by Agnes Herbert written in 1908. Both sources describe the sport of lion killing. Read the quotations taken from these sources in the table below. Make a comparison of the writer's viewpoint in each of the paired quotations.

Quotations	Points of Comparison
<p>A: 'A gun is fired. Startled antelopes look up from their grazing as the noise echoes across the savanna. As the reverberation fades, one of Africa's most incredible animals struggles to take his last breath through his punctured lungs. All is quiet except for the sound of the hunter's footsteps on the brittle grass. He squats by the bloodstained carcass, still holding his gun, and smiles as his picture is taken...One of the most magnificent male lions in our study area has been killed.'</p> <p>B: 'The men went round the lair and shouted and beat at the back. Whether the cats were driven forward or not by the din, I cannot tell, but I saw from thirty-yards off, as I stood with my finger on the trigger, ferocious gleaming eyes, and heard ugly short snarls, breaking into throaty suppressed roars every two or three seconds. The jungle cover parted, and with lithe stretched shoulders a lioness shook herself half free of the density, then crouched low again...Sighting for as low as I could see on that half arc of yellow, I pulled the trigger.'</p>	

23: Comparing Nonfiction Texts

Read the following nonfiction extracts and complete the comparison table below:

Source A - taken from Mademoiselle Misses' 'Letters from an American Girl Serving with the Rank of Lieutenant in a French Army Hospital at the Front' written in 1915.

I think you would sicken with fright if you could see the operations that a poor nurse is called upon to perform the putting in of drains, the washing of wounds so huge and ghastly as to make one marvel at the endurance that is man's, the digging about for bits of shrapnel. I assure you that the 10-word responsibility takes a special meaning here. After the soup for the wounded, comes that of the nurses, when all crowd into a tiny plank hut, and stuff meat and potatoes as fast as we can between disjointed bits of gossip. Immediately after lunch I spend an hour or so setting to rights the surgical dressings routine, doing little services, and distributing cakes or bonbons. It is amazing how a bit of peppermint will console a soldier when a smile goes with it!

Source B - adapted from an online article by The Daily Mail written in 2017.

Video shows nurses doubled over LAUGHING as 89-year-old World War 2 veteran dies in Georgia care home

James Dempsey, 89, gasped for air, called for help and hit the call light in Northeast Atlanta Health and Rehabilitation Center in February 2014. A video shows that it took seven minutes for a nurse to come in, adjust his bed, turn off the light, and leave. An hour-and-a-half later three nurses come in; they are seen laughing as the oxygen machine fails to start. Despite one nurse testifying that she did CPR until medics arrived, a video shows she did not perform CPR; she did six chest compressions then stopped. Initially, Dempsey's family in Woodstock, Georgia, thought he had died of natural causes in Northeast Atlanta Health and Rehabilitation Center in 2014, but they had promised Dempsey they would install a hidden camera when he first moved in there as he feared mistreatment. The video sparked a three-year legal battle. The nurses retained their licenses until 11Alive told the Georgia Board of Nursing about the video in September this year, and telling them it would be published.

Feature	Source A	Source B
Genre? Audience? Purpose?		
Narrative perspective (1st, 3rd person)		
Overall tone (e.g. positive, negative)		
Example of a language technique used to create effect		

24: Commenting on the Effect of Opening Lines

Read the following opening lines taken from a range of fictional sources. Using the table, comment on the effect of the sentence as an opening line.

Quotation	How does this interest the reader?
1. 'The war in Zagreb began over a pack of cigarettes.'	
2. 'Lydia is dead. But they don't know this yet.'	
3. 'It was a pleasure to burn.'	
4. 'My brain was drowning in grease.'	
5. 'In my younger and more vulnerable years my father gave me some advice that I've been turning over in my mind ever since.'	

Which of these openings do you believe is the most successful and why?

25: Analysing the Structure of a Text

Read the following extract taken from Graham Joyce's *The Tooth Fairy*. As you read, make a note of the **narrative focus** of each paragraph at the side of the page.

Clive was on the far side of the green pond, torturing a king-crested newt. Sam and Terry languished under a vast oak, offering their chubby white feet to the dark water. The sprawling oak leaned out across the mirroring pond, dappling the water's surface with clear reflections of leaf and branch and of acorns ripening slowly in verdant cups.

It was high summer. Pigeons cooed softly in the trees, and Clive's family picnicked nearby. Two older boys fished for perch about thirty yards away. Sam saw the pike briefly. At first he thought he was looking at a submerged log. It hung inches below the surface, utterly still, like something suspended in ice.

Green and gold, it was a phantom, a spirit from another world. Sam tried to utter a warning, but the apparition of the pike had him mesmerized. It flashed at the surface of the water as it came up to take away, in a single bite, the two smallest toes of Terry's left foot.

The thing was gone before Terry understood what had happened. He withdrew his foot slowly from the water. Two tiny crimson beads glistened where his toes had been. One of the beads plumped and dripped into the water. Terry turned to Sam with a puzzled smile, as if some joke was being played. As the wound began to sting, his smile vanished and he began to scream.

26: Analysing the Structure of a Text

Look back at the text from the previous task.

How has the writer structured this extract to interest you as the reader?

Complete the table below, identifying the specific techniques used and commenting on their effect and subsequent impact on the reader:

Structural technique	Evidence (quotation or paraphrase)	Effect + impact on reader
opening sentence		
narrative focus - description of the setting		
'zooming in' on the description of the pike		
closing sentence		