

Meopham School

English Department

Summer Academic Excellence

GCSE English Literature and
Language



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Fiction Reading	Non-Fiction Reading	ACC	Power and Conflict Poetry
Imaginative Writing			Unseen Poetry

Below is a table of contents which outlines what tasks are within this booklet. You should use the checklist to tick tasks off when you have completed them.

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Language Paper 1

Read the following extract. Feel free to annotate the extract for interesting uses of language and structure techniques.

Set in 2021, the source tells us that no human being has been able to give birth for 25 years and scientists still do not understand why. Here, Theo meets a woman as he walks through Oxford towards Magdalen College.

The Children of Men

It happened on the fourth Wednesday in January. Walking to Magdalen as was his custom, he had turned from St. John Street into Beaumont Street and was nearing the entrance to the Ashmolean Museum when a woman approached him wheeling a pram. The thin drizzle had stopped and as she drew alongside him she paused to fold back the mackintosh cover and push down the pram hood. The doll was revealed, propped upright against the cushions, the two arms, hands mittened, resting on the quilted coverlet, a parody of childhood, at once pathetic and sinister. Shocked and repelled, Theo found that he couldn't keep his eyes off it. The glossy irises, unnaturally large, bluer than those of any human eye, a gleaming azure, seemed to fix on him their unseeing stare which yet horribly suggested a dormant intelligence, alien and monstrous. The eyelashes, dark brown, lay like spiders on the delicately tinted porcelain cheeks and an adult abundance of yellow crimped hair sprung from beneath the close-fitting lace-trimmed bonnet.

It had been years since he had last seen a doll thus paraded, but they had been common twenty years ago, had indeed become something of a craze. Doll-making was the only section of the toy industry which, with the production of prams, had for a decade flourished; it had produced dolls for the whole range of frustrated maternal desire, some cheap and tawdry but some of remarkable craftsmanship and beauty.

A middle-aged woman in well-fitting tweeds, hair carefully groomed, came up to the pram, smiled at the doll's owner and began a congratulatory patter. The



Language Paper 1

first woman, simpering with pleasure, leaned forward, smoothed the satin quilted pram cover, adjusted the bonnet, tucked in a stray lock of hair. The second tickled the doll beneath its chin as she might a cat, still murmuring her baby talk.

Theo, more depressed and disgusted by the charade than surely such harmless play-acting justified, was turning away when it happened. The second woman suddenly seized the doll, tore it from the coverings and, without a word, swung it twice round her head by the legs and dashed it against the stone wall with tremendous force. The face shattered and shards of porcelain fell tinkling to the pavement. The owner was for two seconds absolutely silent. And then she screamed. The sound was horrible, the scream of the tortured, the bereaved, a terrified, high-pitched squealing, inhuman yet all too human, unstoppable. She stood there, hat askew, head thrown back to the heavens, her mouth stretched into a gape from which poured her agony, her grief, her anger. She seemed at first unaware that the attacker still stood there, watching her with silent contempt. Then the woman turned and walked briskly through the open gates, across the courtyard and into the Ashmolean. Suddenly aware that the attacker had escaped, the doll-owner galumphed after her, still screaming, then, apparently realising the hopelessness of it, returned to the pram. She had grown quieter now and, sinking to her knees, began gathering up the broken pieces, sobbing and moaning gently, trying to match them as she might a jigsaw puzzle. Two gleaming eyes, horribly real, joined by a spring, rolled towards Theo. He had a second's impulse to pick them up, to help, to speak at least a few words of comfort. He could have pointed out that she could buy another child.

tawdry: showy, but cheap and of poor quality

galumphed: moved in a clumsy, noisy manner



Language Paper 1

Task 1	Read again the first paragraph List four things from this part of the source about the doll.

Task 2	Look, in detail, at this extract: <i>The glossy irises, unnaturally large, bluer than those of any human eye, a gleaming azure, seemed to fix on him their unseeing stare which yet horribly suggested a dormant intelligence, alien and monstrous. The eyelashes, dark brown, lay like spiders on the delicately tinted porcelain cheeks and an adult abundance of yellow crimped hair sprung from beneath the close-fitting lace-trimmed bonnet.</i>
	1) Highlight/underline any language techniques that the writer uses.

Task 3	How does the writer use language here to describe the unusual appearance of the doll?
	1) Using the above excerpt, select 3 lines that illustrate the unusual appearance of the doll. 2) Explode the 3 quotations on the next page. 3) Ensure that your explosions are detailed. You must give more than one interpretation of the language that you are analysing.

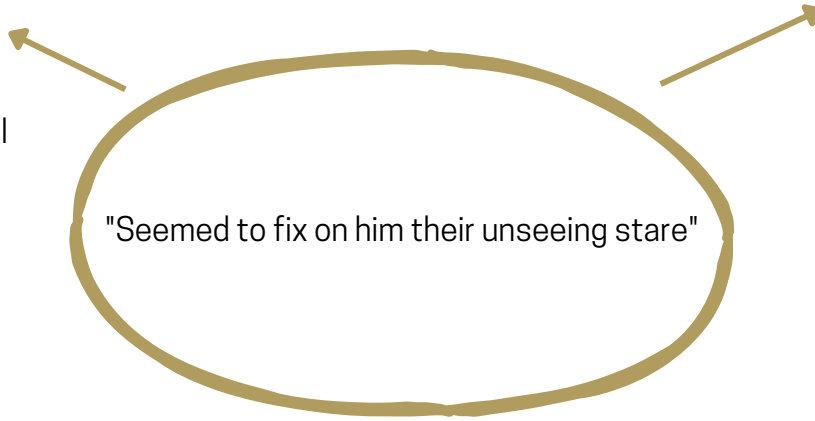


Language Paper 1

The verb "fix" suggests that the sight of the doll is gripping.

The oxymoron of "unseeing stare"...

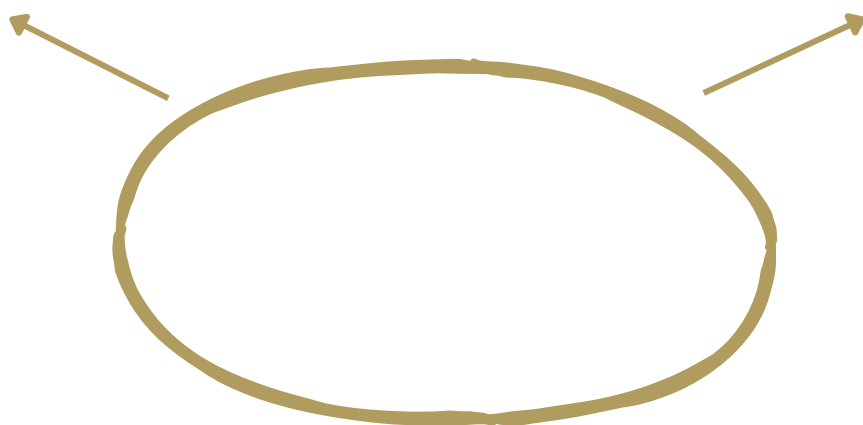
"fix" also has connotations of control and strength. This makes the doll seem menacing and scary. It also personifies the doll, thus making it seem increasingly uncanny.



The word "stare" suggests...



Language Paper 1



Language Paper 1

One of the biggest mistakes in Language Paper 1 is the misunderstanding of what **structure** is. **Structure** is the way that a text is organised. In Language Paper 1, question 3 will always ask for you to comment on how a writer has **structured** a text to interest you as a reader. Here is an example question below.

You now need to think about the **whole of the source**.

This text is taken from the middle of a novel.

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 extract.
- how/why the writer changes the focus as the source develops.
- any other structural techniques that interest you.

Task 5

What is the focus at the beginning of the source and how does that develop to create intrigue?

What other structural techniques does the writer use in the extract to interest a reader?



Language Paper 1

At the end of Language Paper 1, question 5 will ask you to write a piece of imaginative writing. It is crucial that you answer this question as it is worth 40 marks. When responding to this question you must evidence the ability to write using language techniques (GOMASSIVE) as well as structural techniques. You must also use accurate spelling, punctuation and grammar. Try out the following question and focus on developing these skills.

Your school or college is asking students to contribute some creative writing for its website.

Write a description suggested by this picture.

Task 6



Language Paper 2

In Language Paper 2 you will be required to read 2 non-fiction extracts and answer 4 questions that are related to them. Please read the following 2 extracts.

Source A

Gordon Ramsey – ‘Humble Pie’ (autobiography)

This is an extract from the autobiography of celebrity chef Gordon Ramsay. As a young man he was a talented footballer. Here he writes about how his football career ended.

Then, disaster. The pity of it is that my football career effectively came to an end in a training session – one of those bizarre training accidents where you barely realise what it is you’ve done. I smashed my cartilage, seriously damaging my knee, and stupidly, I tried to play on. Afterwards I should still have been resting up, but I tried to get back into the game too quickly. I was out for eleven long weeks, getting more and more paranoid, terrified that someone else would take my place on the bench.

Once the plaster came off, I started training again like a demon. After training sessions, I would spend hours in hot and cold baths, trying to ease the pain, to reduce any swelling. Deep down, I think I knew I was in trouble, but I pushed these kinds of thoughts to the back of my mind. I was determined to put in a third appearance for the first team and in order to do that, I had to ignore the message my body was trying to send me.

But come the start of the new season, there was no getting away from it. The club’s manager and his assistant called me into their office on Friday morning to give me the bad news. It was all over for me. I was not going to be signed. I went home, shut myself away and had a good cry. I couldn’t face seeing anyone. I suppose I mourned for what might have been.

But I was also certain that I had no future in football. I wanted it all, or I wanted nothing. No matter how much promise I had shown, I was always going to be labelled as the player with a gammy knee. I had to let go of the game I love. I wanted to be the best at whatever I did, not the kind of guy that people secretly laughed at behind his back. I needed a new challenge. The only question was: what would it be?



Language Paper 2

Source B

Alan Shearer – ‘My Illustrated Career’ (autobiography)

In this extract, Alan talks of a difficult decision he had to make about which club to play for. The choice involved uprooting his family, and caused him lots of stress.

If I had been rushed into making a decision at that stage it would have been Manchester United or Liverpool with Newcastle a distant third choice. But before I made my mind up I wanted to tell Jack Walker face-to-face that I was leaving Rovers. He sent over his private jet to fly me to his home in Jersey and all the way there I was having to prepare myself for the dreaded moment when I announced to him that I was leaving Rovers. He was not having it. He did everything in his power to persuade me to stay including an offer to become Rovers player-manager and a contract that would heavily outweigh anything on the table from the other clubs. Gradually I began to change my mind about leaving Blackburn, especially when he asked me to give him one more year and then he would let me go with his blessing for a lower transfer fee.

My mind was in a complete spin now. I hadn't a clue about what I was going to do but by the time we had touched down at Blackpool Airport I had spun into a U-turn and decided again that I had to leave Rovers for the sake of my career. The problem was where to? My head was telling me Manchester United or Liverpool. My heart was arguing passionately for Newcastle. I had hardly arrived back at my home in Formby when the phone went. It was Kevin Keegan telling me that he was going to the Far East the next day with the Newcastle squad and he wanted to have one more chat with me. For an hour he did the most magnificent selling job. When it comes to passion and persuasion Kevin has few equals. He sold me the idea of wearing the famous black and white No 9 shirt, the prospect of being idolised by those magnificent fans and the thought of living my childhood dream while I still had the best years as a footballer ahead of me. I was already aware of everything Kevin was telling me but suddenly they all dropped into place and my mind was made up.

I'm going home, I told my wife when I came off the phone from Kevin. Or at least I was hopping on the plane next day to the Far East to join up with the squad, leaving my wife with the task of packing up our lives and preparing our adventure to the North East.



Language Paper 2

Task 1	Choose and tick the statements below which are TRUE.	Tick
	Gordon smashed the cartilage in his knee	
	Another player kicked his knee and caused the damage	
	Gordon was unable to play for 14 weeks	
	Gordon had hot and cold baths to reduce the swelling in his knee	
	Gordon had only played for the first team twice when he got injured	
	The manager and assistant manager were there when Gordon was told he wouldn't be signed for the team	
	Gordon had a plan for what to do next now his football career was over	
	Gordon still felt he had a future in football	

<p>Task 2</p>	<p>Writing a summary means that you are writing a statement that recounts the main ideas in a text. In Language Paper 2 you will be asked to write a summary of a particular topic that is seen in both sources. This requires you to have read both sources carefully. You will also need to use quotations from the sources to support your summary. Below is an example question.</p>
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Both sources describe some of the emotional effects of a career in football. Use details from both sources to write a summary of what you understand about the similarities and differences between those emotional effects.



Language Paper 2

Task 2	Fill out the following table by summarising what they have to say about the emotional effects of a career in football. Use quotations to back up the points that you make.	
	Source A	Source B
For Gordon Ramsay, being away from football and his team made him feel anxious. Ramsay states that he was getting, "more and more paranoid, terrified that someone else would take my place on the bench."		



Language Paper 2

Task 3	Unfortunately, it is not enough to make points that are backed up with quotations from the text. You must follow this up with inferences as to what this shows you about the emotional effects of a career in football.	
Summary and evidence	Inference	
For Gordon Ramsay, being away from football and his team made him feel anxious. Ramsay states that he was getting, "more and more paranoid, terrified that someone else would take my place on the bench."	By stating that he was "paranoid" and "terrified" we can suggest that Ramsay's career was highly important to him but was also a source of stress and pressure. We could also suggest that by being away from football, Ramsay could identify the negative effects that the game had on his emotions and that the distance, although stress inducing, highlighted to Ramsay its negative effects.	



Language Paper 2

Task 3	Task continued.	
	Summary and evidence	Inference



Language Paper 2

Task 4

In Language Paper 2, question 4 will ask you to **compare** how the writer's describe a particular theme or aspect of the extracts. When **comparing** you will need to comment on the similarities and/or differences between the two texts. Read the question below and identify the similarities and/or differences in the extracts in the below table. Use quotations to back your points up.

Compare how the two writers describe their experiences of leaving football clubs. Use evidence from the sources to help your answer.

- Are their experiences of leaving similar or different? How?
- Are their feelings towards leaving their clubs similar or different? How?
- Are their descriptions of leaving their clubs similar or different? How?

Similarities	Differences



Literature Paper 1

Below is a table of the content in Literature Paper 1. In this paper there will be questions for many different texts. However, you are going to be completing the questions for *Macbeth* and *A Christmas Carol*. For each question there is an extract and a question that instructs you to use the extract and your own knowledge of elsewhere in the play/novella.

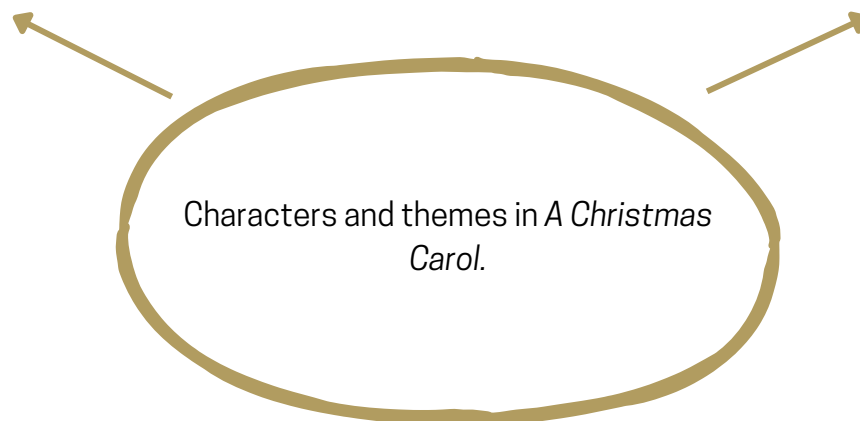
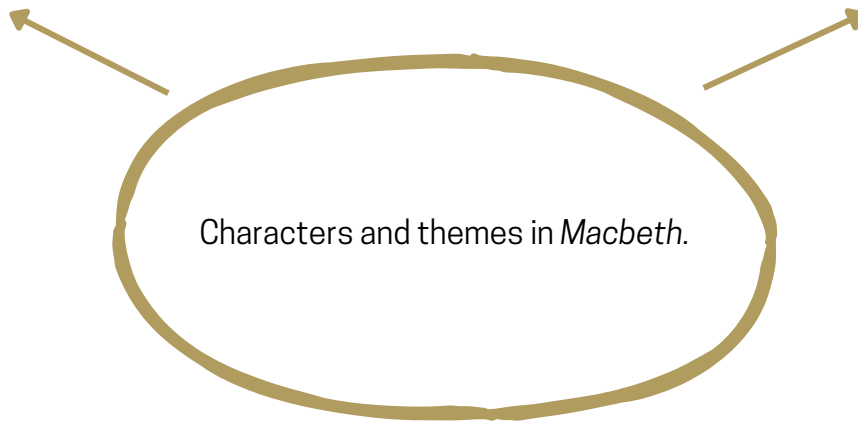
Literature Paper 1 1Hr 45 Mins
<p><u>Macbeth</u> 30 Marks (A01,2 & 3) 4 Marks (A04- SPaG)</p> <p>This question can ask you about any of the prominent themes or a character. You will be given an extract.</p>
<p><u>ACC</u> 30 Marks (A01,2 & 3)</p> <p>This question can ask you about any of the prominent themes or a character. You will be given an extract.</p>

A01	A02	A03	A04
<ul style="list-style-type: none"> -Show knowledge of the text -Use of textual references -Reference to the question and answering it 	<ul style="list-style-type: none"> -Analysis of the writer's methods -Identification of language, form, structural techniques -Use of subject terminology 	<ul style="list-style-type: none"> -Show understanding of the historical and social context that the text is written in. 	<ul style="list-style-type: none"> -Accurate spelling, punctuation and grammar. -Use of subject terminology. -Judicious use of vocabulary.



Literature Paper 1

As part of your retrieval for Literature Paper 1, you should fill out the following mind maps with all of the characters and main themes in *Macbeth* and *A Christmas Carol*. The exam paper could ask a question on a character or a theme.



Literature Paper 1

It is also important to know and understand the plot for each text. Below is a table, outline the most important plot points for each text. The more detailed you make these, the easier it will be to retrieve the plot of these texts later.

Macbeth Plot



Literature Paper 1

A Christmas Carol Plot

A large empty rectangular box for writing the plot of A Christmas Carol.



Literature Paper 1

Another way to prepare for the Literature Paper 1 exam is to plan answers to past exam questions. Read the extracts and questions for *Macbeth* and *A Christmas Carol*, then plan an answer that includes references from the extract and from elsewhere in the text.

Read the following extract from Act 1 Scene 5 and answer the question that follows. At this point in the play, Lady Macbeth is reading a letter from Macbeth.

Lady Macbeth
The raven himself is hoarse
That croaks the fatal entrance of Duncan
Under my battlements. Come, you spirits
That tend on mortal thoughts, unsex me here,
And fill me from the crown to the toe top-full
Of direst cruelty! make thick my blood;
Stop up the access and passage to remorse,
That no compunctious visitings of nature
Shake my fell purpose, nor keep peace between
The effect and it! Come to my woman's breasts,
And take my milk for gall, you murdering ministers,
Wherever in your sightless substances
You wait on nature's mischief! Come, thick night,
And pall thee in the dunnest smoke of hell,
That my keen knife see not the wound it makes,
Nor heaven peep through the blanket of the dark,
To cry 'Hold, hold!'

Starting with this extract, how does Shakespeare present Lady Macbeth as a dangerous character?

Write about:

- how Shakespeare presents Lady Macbeth as a dangerous character in this extract
- how Shakespeare presents Lady Macbeth as a dangerous character in the play as a whole

[30 marks] [A04 4 marks]



Literature Paper 1

Planning Space

A large, empty rectangular box with a black border, intended for students to use as planning space for their literature paper.



Literature Paper 1

Read the following extract from Act 3 Scene 2 and answer the question that follows. At this point in the play, Macbeth and Lady Macbeth are discussing their thoughts following the murder of Duncan.

LADY MACBETH

How now, my lord! why do you keep alone,
Of sorriest fancies your companions making,
Using those thoughts which should indeed have died
With them they think on? Things without all remedy
Should be without regard: what's done is done.

MACBETH

We have scotch'd the snake, not kill'd it:
She'll close and be herself, whilst our poor malice
Remains in danger of her former tooth.
But let the frame of things disjoint, both the
worlds suffer,
Ere we will eat our meal in fear and sleep
In the affliction of these terrible dreams
That shake us nightly: better be with the dead,
Whom we, to gain our peace, have sent to peace,
Than on the torture of the mind to lie
In restless ecstasy. Duncan is in his grave;
After life's fitful fever he sleeps well;
Treason has done his worst: nor steel, nor poison,
Malice domestic, foreign levy, nothing,
Can touch him further.

Starting with this extract, how does Shakespeare present the theme of morality?

Write about:

- how Shakespeare presents the theme of morality in this extract
- how Shakespeare presents the theme of morality in the play as a whole

[30 marks] [A04 4 marks]



Literature Paper 1

Planning Space



Literature Paper 1

In this part of the novella, the Ghost of Christmas Present takes Scrooge to visit Bob Cratchit's house.

Then up rose Mrs Cratchit, Cratchit's wife, dressed out but poorly in a twice-turned gown, but brave in ribbons, which are cheap and make a goodly show for sixpence; and she laid the cloth, assisted by Belinda Cratchit, second of her daughters, also brave in ribbons; while Master Peter Cratchit plunged a fork into the saucepan of potatoes, and getting the corners of his monstrous shirt collar (Bob's private property, conferred upon his son and heir in honour of the day) into his mouth, rejoiced to find himself so gallantly attired, and yearned to show his linen in the fashionable Parks. And now two smaller Cratchits, boy and girl, came tearing in, screaming that outside the baker's they had smelt the goose, and known it for their own; and basking in luxurious thoughts of sage and onion, these young Cratchits danced about the table, and exalted Master Peter Cratchit to the skies, while he (not proud, although his collars nearly choked him) blew the fire, until the slow potatoes bubbling up, knocked loudly at the saucepan-lid to be let out and peeled.

"What has ever got your precious father then?" said Mrs Cratchit. "And your brother, Tiny Tim; And Martha warn't as late last Christmas Day by half-an-hour."

"Here's Martha, mother," said a girl, appearing as she spoke.

"Here's Martha, mother!" cried the two young Cratchits. "Hurrah! There's such a goose, Martha!"

"Why, bless your heart alive, my dear, how late you are!" said Mrs Cratchit, kissing her a dozen times, and taking off her shawl and bonnet for her with officious zeal.

"We'd a deal of work to finish up last night," replied the girl, "and had to clear away this morning, mother."

"Well. Never mind so long as you are come," said Mrs Cratchit. "Sit ye down before the fire, my dear, and have a warm, Lord bless ye."

Starting with this extract, how does Dickens present the importance of family?

Write about:

- how Dickens presents family in this extract
- how Dickens presents family in the novel as a whole.

[30 marks]



Literature Paper 1

Planning Space



Literature Paper 1

Read the following extract from chapter 1 and then answer the question that follows. In this extract, Scrooge is visited by the Ghost of Jacob Marley.

They were succeeded by a clanking noise, deep down below; as if some person were dragging a heavy chain over the casks in the wine merchant's cellar. Scrooge then remembered to have heard that ghosts in haunted houses were described as dragging chains.

The cellar-door flew open with a booming sound, and then he heard the noise much louder, on the floors below; then coming up the stairs; then coming straight towards his door.

"It's humbug still!" said Scrooge. "I won't believe it."

His colour changed though, when, without a pause, it came on through the heavy door, and passed into the room before his eyes. Upon its coming in, the dying flame leaped up, as though it cried, "I know him; Marley's Ghost!" and fell again.

The same face: the very same. Marley in his pigtail, usual waistcoat, tights and boots; the tassels on the latter bristling, like his pigtail, and his coat-skirts, and the hair upon his head. The chain he drew was clasped about his middle. It was long, and wound about him like a tail; and it was made (for Scrooge observed it closely) of cash-boxes, keys, padlocks, ledgers, deeds, and heavy purses wrought in steel. His body was transparent, so that Scrooge, observing him, and looking through his waistcoat, could see the two buttons on his coat behind.

Starting with this extract, how does Dickens present the Ghost of Jacob Marley?

Write about:

- how Dickens introduces the Ghost of Jacob Marley in this extract
- how Dickens presents Jacob Marley in the novel as a whole

[30 Marks]



Literature Paper 1

Planning Space



Literature Paper 2

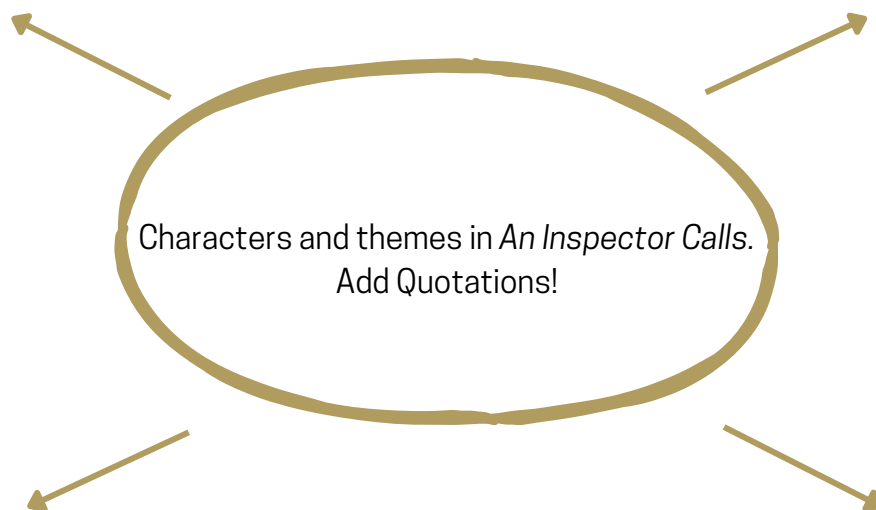
Below is a table of the content in Literature Paper 2. In this paper there will be questions for many different texts. However, you are going to be completing the questions for *An Inspector Calls* (AIC), *Power and Conflict Poetry* (P&C) and *Unseen Poetry*. For the AIC question there is **not** an extract.

Literature Paper 2 2Hrs 15 Mins
<p><u>An Inspector Calls</u> 30 Marks (A01,2 & 3) 4 Marks (A04- SPaG)</p> <p>This question can ask you about any of the prominent themes or a character. You will be not be given an extract.</p>
<p><u>Power and Conflict Poetry</u> 30 Marks (A01,2 & 3)</p> <p>This question will give you a copy of a poem that is from the anthology and ask you to compare it with another poem from memory.</p>
<p><u>Unseen Poetry 27.1</u> 24 Marks (A01 & 2)</p> <p>This question will give you a copy of a poem that you have never seen before and ask you to respond to a question based on a theme within a question</p> <p><u>Unseen Poetry 27.2</u> 8 Marks (A02)</p> <p>This question will give you an additional poem that you have never seen before and ask you to compare his poem with the one from question 27.1.</p>



Literature Paper 2

As part of your retrieval for Literature Paper 1, you should fill out the following mind maps with all of the characters and main themes in *An Inspector Calls*. The exam paper could ask a question on a character or a theme. Once you have listed the character and themes you must recall key quotations that fit into each theme.



Literature Paper 2

Another way to prepare for the Literature Paper 2 exam is to plan answers to past exam questions. Plan answers to the following questions. Your plan must include textual references from *An Inspector Calls*.

How does Priestley present selfishness and its effects in *An Inspector Calls*?

Write about:

- examples of selfish behaviour in the play
- how Priestley presents selfishness and its effects.

[30 marks] A04 [4 marks]



Literature Paper 2

How does Priestley present Sheila as a character who learns important lessons about herself and society?

Write about:

- some of the things Sheila learns in the play
- how Priestley presents Sheila as a character who learns important lessons about herself and society.

[30 marks] A04 [4 marks]



Literature Paper 2

How far does Priestley present Eric as a character who changes his attitudes towards himself and others during the play?

Write about:

- what Eric says and does throughout the play
- how far Priestley presents Eric as a character who changes his attitudes.

[30 marks] A04 [4 marks]



Literature Paper 2

For Section C (question 27.1) of the exam you will need to respond to a poem that you have not see before. Read the following poems and their corresponding questions. Annotate each poem by identifying the poet's methods and make notes on any inferences that you can make.

In 'Flag', how does the poet present the speaker's feelings about flags?

Flag

What's that fluttering in a breeze?
It's just a piece of cloth
that brings a nation to its knees.

What's that unfurling from a pole?
It's just a piece of cloth
that makes the guts of men grow bold.

What's that rising over a tent?
It's just a piece of cloth
that dares the coward to relent.

What's that flying across a field?
It's just a piece of cloth
that will outlive the blood you bleed.

How can I possess such a cloth?
Just ask for a flag, my friend.
Then blind your conscience to the end.



Literature Paper 2

In 'White Swans', how does the poet present the speaker's feelings about love and relationships?

Winter Swans

The clouds had given their all –
two days of rain and then a break
in which we walked,

the waterlogged earth
gulping for breath at our feet
as we skirted the lake, silent and apart,

until the swans came and stopped us
with a show of tipping in unison.
As if rolling weights down their bodies to their heads

they halved themselves in the dark water,
icebergs of white feather, paused before returning again
like boats righting in rough weather.

'They mate for life' you said as they left,
porcelain over the stilling water. I didn't reply
but as we moved on through the afternoon light,

slow-stepping in the lake's shingle and sand,
I noticed our hands, that had, somehow,
swum the distance between us

and folded, one over the other,
like a pair of wings settling after flight.



Literature Paper 2

In 'The Richest Poor Man in the Valley', how does the poet present ideas about living a happy and contented life?

The Richest Poor Man in the Valley

On the outside
he seemed older than he was.
His face was like a weather map
full of bad weather
while inside
his heart was fat with sun.

With his two dogs
he cleared a thin silver path
across the Black Mountain.
And when winter
kicked in
they brought his sheep
down from the top
like sulky clouds.

Harry didn't care for things
that other people prize
like money, houses, bank accounts
and lies.
He was living in a caravan
until the day he died.

But at his funeral
his friends' tears
fell like a thousand
diamonds.



Literature Paper 2

For Section C (question 27.2) of the exam you will be given an additional poem. You will need to compare both unseen poems in accordance to a shared theme. Read the two poems below and fill out the similarities and differences table. Use quotations from the poems to back up your points.

In both 'Jessie Emily Schofield' and 'On Aging' the speakers describe their attitudes to the effects of growing old.

What are the similarities and/or differences between the ways the poets present these attitudes?

On Aging

When you see me sitting quietly,
Like a sack left on the shelf,
Don't think I need your chattering.
I'm listening to myself.
Hold! Stop! Don't pity me!
Hold! Stop your sympathy!
Understanding if you got it,
Otherwise I'll do without it!
When my bones are stiff and aching,
And my feet won't climb the stair,
I will only ask one favor:
Don't bring me no rocking chair.
When you see me walking, stumbling,
Don't study and get it wrong.
'Cause tired don't mean lazy
And every goodbye ain't gone.
I'm the same person I was back then,
A little less hair, a little less chin,
A lot less lungs and much less wind.
But ain't I lucky I can still breathe in.

Jessie Emily Schofield

I used to wash my grandmother's hair, When
she was old and small
And walked with a frame
Like a learning child.
She would turn off her hearing aid
And bend into the water,
Holding the edge of the sink with long fingers;
I would pour warm cupfuls over her skull And
wonder what it could be like
In her deaf head with eighty years of life. Hers
was the softest hair I ever felt,
Wedding dress silk on a widow;
But there is a photo of her
Sitting swathed in hair
That I imagine chestnut from the black and
white,
Long enough to sit on.
Her wet head felt delicate as a birdskull
Worn thin by waves of age,
As she stood bent.
My mother's mother under my hands.



Literature Paper 2

In both 'Jessie Emily Schofield' and 'On Aging' the speakers describe their attitudes to the effects of growing old.
What are the similarities and/or differences between the ways the poets present these attitudes?

Similarities	Differences



Keywords

Here are some keywords that you should learn. These terms will help you in the Literature and Language Exams.

Abstract: an idea rather than a real thing.

Alliteration: repeated first letter.

Assonance: repeated vowel sound.

Authentic: seems genuine / truthful. Cliché: over-used phrase

Colloquial language: casual, informal language.

Extended metaphor: a series of linked metaphors.

Hyperbole: exaggeration for effect.

Imagery: visually descriptive or figurative language.

Internal rhyme: rhyme on the same line.

Irony: sarcasm.

Metaphor: something described as something else.

Motif: recurring theme or symbol.

Onomatopoeia: a sound word.

Pathetic fallacy: giving human emotion and conduct to things found in the weather.

Personification: giving human qualities to inanimate objects.

Plosive: letters p/t/k/b/d/g

Semantic field: a group of words related in meaning.

Sibilance: a repeated s/sh/ch/z sound.

Simile: comparison between two things using like or as.

Anaphora: repeated first words at start of a line.

Chronological: in time order

Caesura: a break in the middle of a line using punctuation.

Enjambment: a sentence that runs over stanzas.

Flashback: set in a time earlier than the main story.

Iambic pentameter: 5 sets of stressed/unstressed beats on a line.

Juxtaposition: placing contrasting ideas close together in a text.

Oxymoron: two opposite words next to each other.

Refrain: repeated lines (like a chorus in a song).

Repetition: a pattern of repeated words / ideas / sounds.

