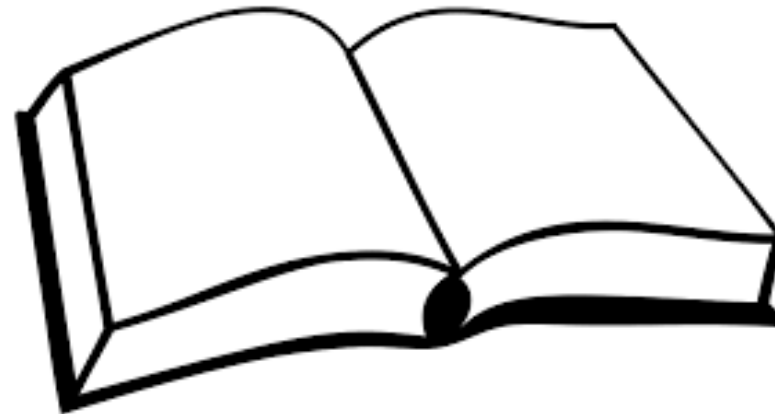




English Language
Out Of Hours
Reading Intervention
Compare + Contrast –
Extracts – Children In Need



THE HARDER
YOU WORK
FOR SOMETHING,
THE GREATER
YOU'LL FEEL
WHEN YOU
ACHIEVE IT.

Source A – London – Harry Mayhew 1840

- The little girl had entirely lost all childish ways. Her little face, pale and thin with privation, was wrinkled where the dimples ought to have been, and she would sigh frequently. When some hot dinner was offered to her, she would not touch it, because, if she ate too much 'it made her sick' she said, 'and she wasn't used to meat, only on a Sunday'.
- The poor child, although the weather was severe, was wrapped in a thin cotton gown, with a threadbare shawl wrapped around her shoulders. She wore no covering to her head, and the long rusty hair stuck out in all directions. When she walked, she shuffled along, for fear that the large carpet slippers that served her for shoes should slip off her feet.
- 'I am just eight years old. On and off, I've been very near a twelvemonth in the streets. My mother learned me to needlework and to knit when I was about five. I used to go to school, too; but I wasn't there long. The master used to whack me. He hit me three times, ever so hard, across the face with the cane. That's why I left school'.

Source B – The people who run: Being the tragedy of the refugees in Russia

- *English nurse caring for refugees in Russia – taking presents at Christmas during WWI*
- In the lower part of the barak especially there were some very dark corners, and the children who lived in them looked greenly pale and sickly, like potato-sprouts that have been kept too long in a cellar. And outside the barak was a world of light and freedom – a world where the sun was shining and the air was cold and invigorating.
- ‘Don’t these children ever go out?’ I asked one of the mothers.
- ‘No, it is too cold; we have no outdoor clothes and no boots and stockings for them. We left our village in the summer and have only our summer clothes here’, she replied.
- I looked around and it was true. The children were in their cotton dresses and suits, and many of them were barefoot, and I remember then seeing two little boys just outside the barak who were running barefoot in the snow, despite the state of their little red toes, raw and bleeding from the cold.
- ‘But they have been here three or four months now. Don’t the children even go to school?’
- ‘No, the schools can’t take them. They are afraid. We have measles and scarlet fever here in the barak. Sometimes three or four children die here in one day. I myself have lost two. But what is to be done? Others suffer still more.’
- Words are little use when one is face to face with the bare facts of life.
- We got one of the biggest boys, a lad of about sixteen, to arrange the children in single file all along one side of the table where the presents set out, and to make a passage through the crowd so they could return the other way. They were very docile, and good, poor little souls, and quickly understood what was expected of them. One by one they shyly advanced, received their bag, and scattered away exactly like shy, friendly little robins who overcome their timidity in a hard winter and venture near for food.

Source A – Which 3 are TRUE?

1. We can see the dimples on the girl's face.
2. She only sighed sometimes.
3. The girl only ate meat on Sundays.
4. She was wearing a cotton shawl.
5. Her head was covered.
6. She was treated badly at school.

Source B – Which 3 are TRUE?

1. Life in the barak was very different from life outside it.
2. The children lacked summer clothes.
3. The people left their home when it was cold.
4. All of the children were barefoot and had no shoes.
5. The school didn't take the children due to the illnesses spreading.
6. The children behaved very well when collecting their presents.

What do you see?

Find a key quote for each of these areas

Area of information	Source A	Source B
Physical appearance / description		
Clothing		
Education		

Q2 Summary – 8 marks

- In this question you need to use
 - Quote from A
 - Quote from B
 - Explain what we learn from these

You don't need
methods for this
question **JUST WHAT
WE LEARN BETWEEN
THE TWO**

Q2 Example

- Compare what we learn about the lives of the children in pieces.
- In Source A we are told the girl was '**pale and thin**'. We see a similar description in Source B when we are told the children are '**greenly pale and sickly**'. *Both of these show us that the children seem to be neglected which has made them extremely hungry and unwell. Both children are described as being unhealthy.*

Over to you- take these quote pairs + write up what learn

- A – ‘The master used to whack me.’
- B – ‘No, the schools can’t take them. They are afraid.’

Use quote

What do we learn from these?

Q4 – Compare + contrast

- This is the question which you need to
- Look at methods / devices / language techniques
- Say what we learn from these
- Move between the sources – alternate but LINK quotes in pairs

What methods/ devices used here?

Source A

- 'little face, pale and thin' - _____
 - 'she would sigh frequently' - _____
 - 'she would not touch it' - _____

 - What sentence type used in middle para? _____
 - Find 2 methods in last paragraph
- 1 - _____
- 2 - _____

What methods/ devices used here?

Source B

- 'like potato-sprouts that have been kept too long in a cellar.' -

- What contrast used in first para? Between _____ +

- 'raw and bleeding from the cold.' - _____

- Is there a single line paragraph used? - _____

- Find 2 devices in the last paragraph

1 - _____

2- _____

Quick planning

- Find 4 sets of quotes + make a brief note of what you would say we learn about the LIFE of the children shown.

Quote A	Quote B	Devices	What learn
Long rusty hair	Raw + bleeding	Rust = decay/death Raw = nothing left Bleeding = suggest pain	Both physical descriptions link to death imagery to show negative lifestyle
Would not touch it	Scattered away like shy robins	Touch = verb Simile = moved away	Children not used to kindness or being given good things

Over to you

- Use your paper to write an answer to this.
- Compare how these pieces demonstrate the lives of the children.
- Use
- Quotes
- Methods
- What we learn

The writer tells us that.....

We also see that

From this we learn that

Another similar feature

Both pieces show