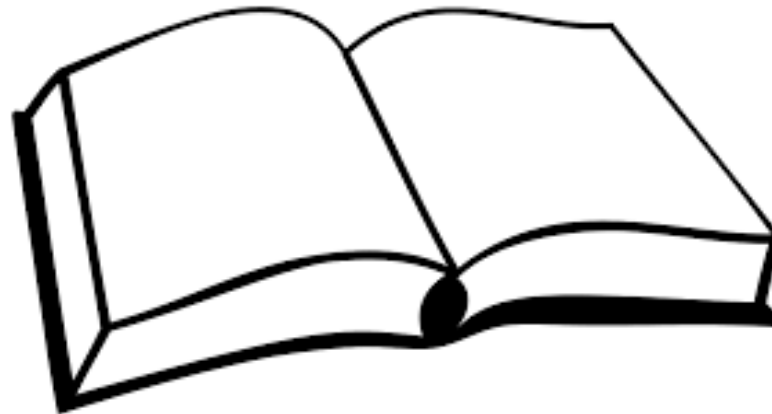




English Language Out Of Hours Reading Intervention



Extract – ‘Trapped’



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

Read this extract

- The landscape was dull steel. The sea was grey, the sky was grey and the mountains in the distance were grey. And we were grey too. Our meagre rations of bread and nameless slop had left us sallow-faced, with dark rings under our eyes. We huddled together nervously, like mice in a cage. A thin layer of snow carpeted the ground already. It was only September; there would be plenty more snow to come. The wind whipped at our cheeks and we shivered.
- The soldiers were smoking by the hut, casting sideways glances at us once in a while, to make sure that we weren't doing anything foolish, like trying to escape. Eventually they trampled on their cigarettes and marched over to us – wolves in military uniform, coming to snarl at lambs.
- 'There's work to do!' the officer in charge barked, clapping his gloved hands and then gesturing to the crates we'd unloaded. 'Come on! Get a move on!' He fired his orders like cannon balls, and we dispersed frantically to do as he said. 'If they're not all unpacked by nightfall, no one eats'.

Quickfire questions

- What seems to be going on in this piece?
- _____
- What kind of tone is created in the piece?
- Happy
- Negative
- Positive
- Fearful
- What negatives is the narrator facing which creates difficulties?
- _____

Quickfire quotes – trusting yourself

- Pick out three quotes which make the situation seem terrifying

1 - _____

2 - _____

3 - _____

- Pick out three quotes which make the soldiers seem intimidating

1 - _____

2 - _____

3 - _____

Question 1 – identify

- Find 2 ways in which the group of people are described
 - 1 - _____
 - 2 - _____
- Give 3 pieces of information we are told about the soldiers
 - 1 - _____
 - 2 - _____
 - 3 - _____

This is a really big question to work on –
keep about WHY

Question 3 – Structure

Aspect to think about	Answer – FILL IN	Evidence	Why? What effect?
Beginning – how does the piece open? What FORESHADOWED?			What tone do these colours set? _____ What show about surroundings? _____
Change / shift / pivotal moment	Introduction of soldiers		What this show?
End	What say about his dialogue?		Why end on his dialogue again?

Fill answers in to this table.

Putting this together

Fill in the blanks to help you get a structure answer together.

- The writer opens the piece by _____.
We see this in ' _____'.
The writer uses colours to create a _____ atmosphere which fo _____ the difficulties the narrator will face throughout.
- The writer creates a shift in the piece through the reference to the soldiers. This creates a more _____ atmosphere as we know the people are _____.
This is followed by the aggressive d _____ from the officer.
This is effective because _____
- The piece also ends with d _____ from the _____. It is effective that this is used at the end because it shows his d _____. This is in contr _____ with the opening description of the other people there.

Q4 - 20 marks – AT LEAST 20 mins

This is
where we
use 'WE
AGREE'

- A student commented after reading this piece
- 'The writer has effectively shown the difficulties which the narrator is facing in this piece. It makes us feel sorry for him'.
- To what extent do you agree with this statement?

- You must look at what methods you can discuss to show this. Use the next few pages to help you plan this.

What is making the situation difficult?

Why do we feel sorry for them?

- Make a list of possible reasons the writer creates which shows the hardships they are facing which make us feel sorry.

- ---
- ---
- ---
- ---
- ---
- ---

Planning table difficulties feeling sorry

I agree he is facing difficulties because

Another reason we feel sorry for him is

The writer highlights the difficulties faced through.....

Paragraph focus	Quote	Device	What it shows
Colours describe scene		Colour imagery Repetition	
Physical descriptions + food eating		A _____	
Weather conditions		P _____ f _____	
Threatening nature of soldiers		Verb Metaphor	
Aggressive behaviour of officer		LOTS HERE	



What is the contrast from beginning to end?

Para on each of these using details across

Look at the aspects underlined – these would be important to bring in

Read this extract

How make
food
sound

• The landscape was dull steel. The sea was grey, the sky was grey and the mountains in the distance were grey. And we were grey too. Our meagre rations of bread and nameless slop had left us sallow-faced, with dark rings under our eyes. We huddled together nervously, like mice in a cage. A thin layer of snow carpeted the ground already. It was only September; there would be plenty more snow to come. The wind whipped at our cheeks and we shivered.

Contrast to
soldiers –
what
mouse
represent?

• The soldiers were smoking by the hut, casting sideways glances at us once in a while, to make sure that we weren't doing anything foolish, like trying to escape. Eventually they trampled on their cigarettes and marched over to us – wolves in military uniform, coming to snarl at lambs.

What
metaphor
suggest

• 'There's work to do!' the officer in charge barked, clapping his gloved hands and then gesturing to the crates we'd unloaded. 'Come on! Get a move on!' He fired his orders like cannon balls, and we dispersed frantically to do as he said. 'If they're not all unpacked by nightfall, no one eats'.

Why
imperatives

Threatening nature

Triplet

Start sentence
with connective
– like colour
ongoing

Complex
sentence reflect
they constantly
watched

Aiming high

Look at lines connecting 3 words

- How can you contrast the people and soldiers?

- _____

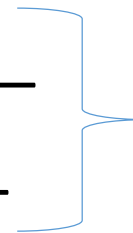
- How do you see a lexical / semantic field of violence? (words which link to this)

- _____

- How is animalistic imagery used for

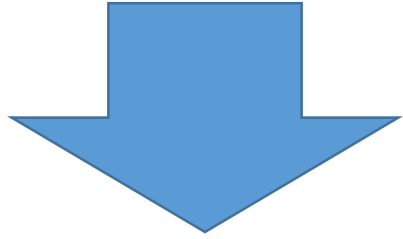
- People - _____

- Soldiers - _____

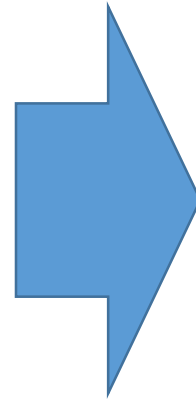


Contrast!

Getting you started



- Intro – SHORT + ANS QU
- *I do feel sorry for the narrator due to the harsh treatment he and the others face at the hands of the soldiers.*



- *The first reason I agree he faces difficulties is through the colour imagery the writer uses to describe the setting. We see the repetition of the colour 'grey'. This connotes a depressing and dismal atmosphere which then surrounds them. The use of triplet suggests this gloomy atmosphere is all around and they can't escape. The writer then uses a short sentence which begins with the connective 'and'. This could suggest that the negative atmosphere has been so overpowering it has also taken over the looks of the people.*

Over to you – 20 mins

- Para structure
- State you agree – keep using this
- Quote + device
- What it shows
- Link back to statement

Use the sentence starters on the last slide and the table to help you write up your answer.

Key aspects

Agree

Method

What it shows!