

PPE Revision Task – Week 1

WHAT IS AO2?

- Analysing how the writer uses aspects of *language and structure* to create particular effects or meanings in their writing.
- Identifying *techniques* and *labelling them correctly using terminology*.

Analysing language in 'A Christmas Carol'

STAVE 1

It was cold, bleak, biting weather; foggy withal; and he could hear the people in the court outside go wheezing up and down, beating their hands upon their breasts, and stamping their feet upon the pavement stones to warm them. The City clocks had just gone three, but it was quite dark already – it had not been light all day – and candles were flaring in the windows of the neighbouring offices, like ruddy smears upon palpable brown air. The fog came pouring in at every chink and keyhole, and was so dense without, that, although the court was of the narrowest, the houses opposite were mere phantoms. To see the dingy cloud come drooping down, obscuring everything, one might have thought that nature lived hard by, and was brewing on a large scale.

1. Identify...
 - a. A list of three adjectives
 - b. Metaphor
 - c. Light imagery
 - d. Pathetic fallacy

2. What is the effect of setting the scene in this way?

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3. What does the fog and cold suggest about Scrooge as a character? How are they similar?

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4. Why has Dickens referred to the houses using the noun 'phantoms'?

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STAVE 5

‘I don’t know how long I have been among the Spirits. I don’t know anything. I’m quite a baby. Never mind. I don’t care. I’d rather be a baby. Hallo! Whoop! Hallo there!’

He was checked in his transports by the churches ringing out the lustiest peals he had ever heard. Clash, clash, hammer; ding, dong, bell! Bell, dong, ding; hammer, clang, clash! Oh, glorious, glorious!

Running to the window, he opened it, and put out his head. No fog, no mist; clear, bright, jovial, stirring, cold; cold, piping for the blood to dance to; golden sunlight; heavenly sky; sweet fresh air; merry bells. Oh, glorious! Glorious!

5. Identify...

- a. A list of adjectives
- b. Metaphor
- c. Religious imagery
- d. Repetition

6. How has the scene changed since Stanza 1? Identify some areas where the language contrasts.

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7. What does the lifting of the fog represent about Scrooge?

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8. Why has Dickens changed the ghostly imagery of ‘phantoms’ to use language related to religion and heaven?

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9. What mood does the setting in this section create? Why?

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PPE Revision Task – Week 2



Sentence Structures

You must use a variety of sentence structures in your writing:

- Simple Sentence (One main clause): I play football.
- Compound Sentence (two main clauses joined by a conjunction): I play football and I score goals.
- Complex Sentence (at least one main clause and at least one subordinate clause): In the evenings, I play football.

Complex sentences: Subordinate clauses

Subordinate clauses add extra information to a sentence. Most commonly, they are time phrases, adverbial phrases or adjectival phrases.

Add five time phrases at the start of this sentence:

_____ , the door was locked.
_____ , the door was locked.

Add 5 fronted adverbials to this sentence (adverbs often end in –ly):

e.g. Suddenly, a light flickered through the key hole.

_____ , a light flickered through the key hole.
_____ , a light flickered through the key hole.
_____ , a light flickered through the key hole.
_____ , a light flickered through the key hole.
_____ , a light flickered through the key hole.

How do the different adverbs change the tone of the sentence?

Continuous tenses

If you use verbs with –ing endings, you must have another verb in the sentence.

I play football. → I **am** playing football.

I played football. → I **was** playing football.

The following sentences do not make sense. You must fix them by:

- Changing verb endings (-ed/-ing)
- Adding extra verbs (is/was/are/were)
- Adding punctuation

The wind whistling in the trees

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Standing on the beach watching the waves

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Rain lashing against the window, water pelting the roof tiles and thunder ripping the sky

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Write the first 5 sentences of a story inspired by the picture of the door handle and lock.

Use all three sentence structures: simple, compound and complex.

Try to use at least 4 different pieces of punctuation: . , ? ! ... ; —

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PPE Revision Task – Week 3

A03 - Context

‘They left the busy scene, and went into an obscure part of town, where Scrooge had never penetrated before although he recognised its situation, and its bad repute. The ways were foul and narrow; the shops and houses wretched; the people half-naked, drunken, slip-shop, ugly. Alleys and archways, like so many cesspools, disgorged their offences of smell, and dirt, and life, upon the strangling streets; and the whole quarter reeked with crime, with filth, and misery.’

What factors contributed to the conditions that Dickens describes here?

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What effect does it have on Scrooge?

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What would a Victorian reader have felt reading this?

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Which words/phrases have the most impact? Explain why.

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Find a picture that could accompany this description.

This websites might be a place to start if you need reminding about the context of the story:

<http://victorianweb.org/history/sochistov.html>

<https://www.youtube.com/watch?v=KFAX6YkEN64>

<https://www.youtube.com/watch?v=q94mPWu0Ej8>

