

**SECONDARY SCHOOL IMPROVEMENT
PROGRAMME (SSIP)**

2018

ENGLISH HOME LANGUAGE



CONTENT:

		Page
1.	CREATIVE WRITING SKILLS	3-8
2.	COMPREHENSION SKILLS (PRE-TEST)	9-14
3.	COMPREHENSION SKILLS	15-21
4.	SUMMARISING SKILLS	22-26
5.	CARTOONS	27-33
6.	LITERATURE	34 -36



SESSION NO 1

TOPIC: CREATIVE WRITING SKILLS

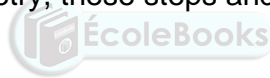
What is Creative Writing?

Creative writing is anything where the purpose is to express thoughts, feelings and emotions rather than to simply convey information. Writing is a form of personal freedom. It frees us from the mass identity we see all around us.

For most people, creative writing is not easy. In fact, you might find yourself ripping your hair out. Trying to produce creative writing will make you lose sleep, lose hair, and lose patience. Creative writing can be challenging but rewarding.

Some use it as an escape; others just want something to call their own; there are even those who just do it to get chicks. Creative writing is something that you can be proud of; you will feel wonderful when you finally get your story to work out.

The average person is much more creative than he or she thinks. You will be amazed by what you come up with if you just take the time to try. Whether you want to write a short story, a novel, or jot down some poetry, these steps and applications can hopefully help you on your way.



Remember that writing is a process, it does not just happen. It is a process of **planning, drafting, editing and presenting**.

What do you do when you are writing an essay?

Step 1: Choose a topic.

Decide what you want your essay to be about. This can be anything from how you hate animals to HIV (Aids). Look at your list of topics, choose topics that appeal to you.

Decide on a point of view you hold, that you feel passionately about. Remember that even though you are writing a creative essay, you still have to make a point and have a purpose for writing.

Avoid “forbidden” topics, i.e.

- No sex
- No politics
- No religion
- Handle sensitive topics with great care – avoid if possible.
- Write from what you know.
- Share from your own life.

Step 2: Figure out an intriguing way to present your point of view.

You can, for instance, write about a funny experience you had that led you to dislike driving in the car with your grandmother. Or, you can try using a literary device that keeps the essay intriguing to the reader. For example, you can write about the abuse of drugs in your area using a metaphor that becomes an unlikely parallel to the situation. That way, you make your point while you demonstrate your creativity and intrigue your readers.

Step 3: Plan your essay using any form of planning.

Develop an outline that gives you a structure. You want to plan exactly what information you need to present in your essay and at what points you will present it. This is especially important when unravelling a story within an essay.

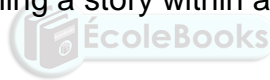
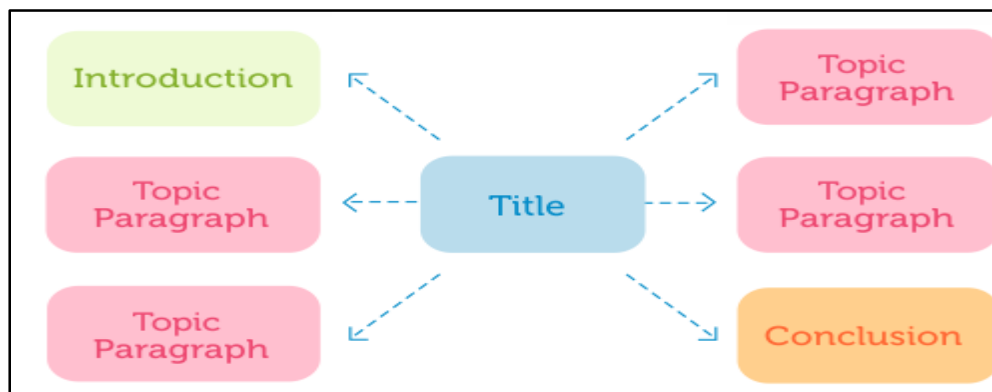
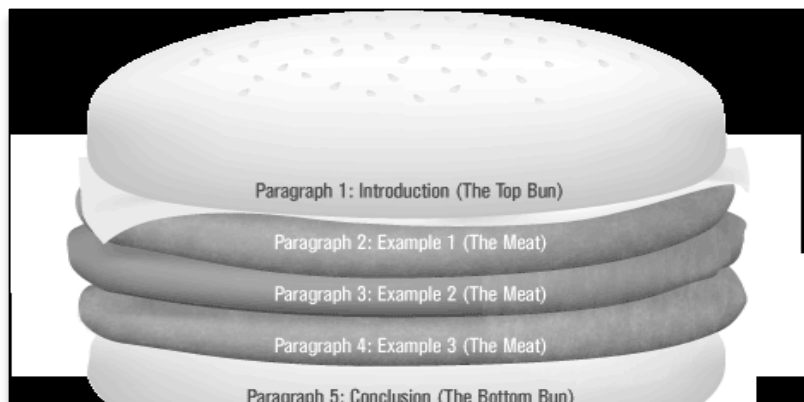


Diagram planning:



Hamburger planning:



Step 4: Write your essay with your audience in mind.

The introduction should work just as an intriguing story--with an opening sentence that reels in the reader and makes him want to know more. A creative essay helps you to delve more deeply into a subject by presenting a story or situation that allows you to show your point of view through less obvious means.

Interesting ideas for opening paragraphs:

Start in the middle of the action:

Suddenly a scream pierced the night...

Then the explosion ended the life I had once held with such little regard...

I dropped the container marked "*Dangerous. Handle with care,*" and the world seemed to slow down...

I drank the contents of the bottle and then realised what a dreadful mistake I had made...

Use Rhetorical questions:

Have you ever wondered why things happen the way they do? Is there something or someone manipulating us like we're little toy figures? Well, let me tell how I know what *really* happens and why.

Step 5: Finish you essay with a good conclusion.

Remember that after you have shown the reader the reasoning behind your point of view through your story, you should sum up your perspective in some way.

Step 6: Edit your writing thoroughly multiple times.

Make sure to check for both spelling and grammatical errors. Run through the plot line in your head. Does it make sense? Is it relatively easy to follow?

Source: Sci Bono notes (SSIP 2015)



Use the SPELLS to edit your writing and SIDES to improve your writing:

SPELLS:

- spelling
 - Spell correctly!
- punctuation
 - Use punctuation to convey meaning accurately.
- emotion
 - Use strong verbs, figurative language & suitable adjectives (ONE adjective per noun)
- language
 - Use correct register & grammar & do NOT use contractions!
- link
 - Always link to the topic.
- structure
 - Check for a logical flow, clear intro, concrete body and chic conclusion.

SIDES:

- strong verbs
 - These create more energy and impact.
- imagery
 - Well-positioned figures of speech “colours” essays.
- detail
 - Give specific information, be precise!
- experience
 - Don't be pretentious! (made to look and sound important)
- suggestion
 - Hint at an idea, be subtle, and use surprise.
 - Allow the reader to think for her/himself.



Tips:

- ❖ Relax before writing. You cannot write something if you're frustrated.
- ❖ Have a passion for what you are writing.
- ❖ Convey emotion in your writing. It adds so much to any story, making the story relevant to the reader and the real world.
- ❖ Show your work to others. Have someone critique your work so that you can see what you did well and what you could improve.
- ❖ Don't think of anything troubling that is on your mind. Concentrate on your writing, and focus completely. Don't let anything bother you.
- ❖ Ignore "yes" people, those who will tell you that your writing is amazing even if it's not. Sure, the ego boost feels good, but it will not make your writing better. Instead, seek out that blunt friend everyone hates. It might hurt at first, but if it helps improve your writing, it is well worth it.

TYPICAL EXAM QUESTIONS

SECTION A: ESSAY

QUESTION 1

Write an essay of 400–450 words (2–2½ pages) on ONE of the following topics. Write down the NUMBER and TITLE/HEADING of your essay.

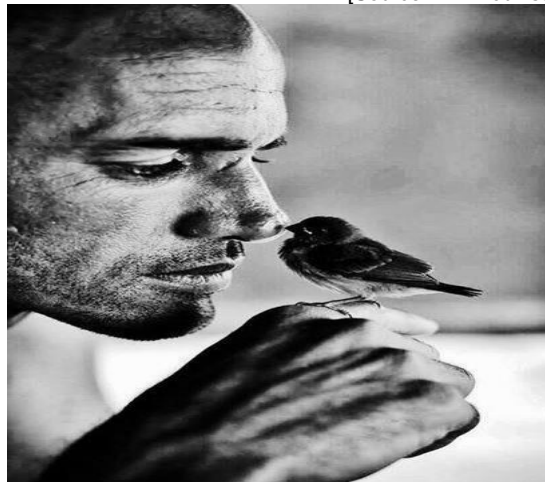
- 1.1 The uncomfortable truth [50]
- 1.2 The most beautiful fruit may contain a worm. (Zulu proverb) [50]
- 1.3 The invisible man [50]
- 1.4 'There is no moral authority like that of sacrifice.' (Nadine Gordimer) [50]
- 1.5 Burning bridges [50]
- 1.6 'Forgiveness is the fragrance the violet sheds on the heel that has crushed it.' (Mark Twain) [50]
- 1.7 The pictures reproduced below and on page 4 may evoke a reaction or feeling in you or stir your imagination.

Select ONE picture and write an essay in response. Write the question number (1.7.1 or 1.7.2) of your choice and give your essay a title.

NOTE: There must be a clear link between your essay and the picture you have chosen.

1.7.1

[Source: www.fcbk.stingtung.com]



[50]

1.7.2



[Source: L. Knickelbein]

[50]

[Source: 2016 Feb/March P3]

ACTIVITY:

SELECT ONE TOPIC AND ILLUSTRATE THE PLANNING FOR THE ESSAY.

SESSION NO: 2

TOPIC: COMPREHENSION

TESTING READING COMPREHENSION SKILLS

PRE-ACTIVITY

INSTRUCTIONS:

On the following pages are passages and multiple-choice questions for Grade 11 Reading Practice Test, a practice opportunity for the *Nebraska State Accountability (NeSA)*.

Each question will ask you to select an answer from among four choices.

For all questions:

- Read each passage. Then answer each question carefully by choosing the best answer. (*Encircle the letter before the suitable alternative*)
- Mark your answers for ALL of the questions.
Remember only one of the choices provided is the correct answer.

TIME: 40 MINUTES



SP10R11XP01

Uncle Wilbur

My uncle Wilbur used to spend hours every day checking on the lightning rods that stood guard on the roof of his house. We get a lot of storms here in our state. Sometimes we see wind up to sixty miles per hour and baseball-size hail. Lightning, Uncle Wilbur would say, is a living thing, and like a cat, it will strike anything that moves. You'd better not tempt it, he always told us. He advised my cousins and me to always be mindful of the nearest sheltering tree. He said we should be prepared to drop to the ground like a hot potato at the first sound of thunder. Knowing that lightning is attracted to the tallest thing around, Uncle Wilbur worried constantly about my cousin Jared, who, at sixteen, was 6'2" and still growing.

Uncle Wilbur has always been a smart man. We all listened as he dismissed the automobile as a passing fancy. Every year it seemed more and more Model Ts came rolling into town, but Uncle Wilbur insisted that nothing could replace the reliability of a good old-fashioned mule when it came to transportation, work, or even entertainment. Yes, Uncle Wilbur's Mule Olympics, complete with obstacle courses and a long jump, was known far and wide. Sadly, the Mule Olympics did not survive into the next decade because the mules got too old and lost interest.

Nonetheless, my uncle Wilbur continued to predict future trends and warn us of impending tragedy. To this day, he reminds us that he foresaw the stock market crash of 1929, and that's why he kept his money wrapped in a handkerchief under his mattress. When the government started collecting income taxes a few years back, Uncle Wilbur reluctantly shared his wealth with Uncle Sam, insisting that the money was just a temporary loan.

Uncle Wilbur did not take kindly to the power company man who came knocking one day in 1936. This was the year the government launched a campaign to bring electricity to rural areas like ours. Most people, like Uncle Wilbur, were a little wary of having electricity in their homes. Many of us had running water, and we just weren't sure that the two mixed. Nevertheless, Uncle Wilbur was downright floored when the man said he wanted to string power lines up to the house. Nearly losing his temper, Uncle Wilbur exclaimed, "Here I am doing everything in my power to keep from getting struck by lightning, and you want to bring it right to my doorstep?" He sent the man on his way with a "No, thank you," and a "Good day, sir," but in the months that followed, we all eventually relented and let in the light. I must admit, playing checkers in the dark is a talent you can easily lose without daily practice.

Many things have changed since those times. Uncle Wilbur still lives in mortal fear of a lightning strike, but because he doesn't get out much anymore, most of his lightning rods have rusted through and fallen to the ground. Uncle Wilbur lives mostly on Social Security, which he proudly proclaims as his victory (see, he says, the government did *eventually* give his money back). He probably spends more time reminiscing about the past than he does making future predictions, but Uncle Wilbur will be the first to tell you that television will never be as popular as radio, and the idea of a human traveling into outer space is just plain crazy!

1. What is the prefix in the word **foresaw**?
 - A. fore
 - B. saw
 - C. for
 - D. aw

2. Which phrase is an example of personification?
 - A. lightning rods standing guard
 - B. dismissed the automobile as a passing fancy
 - C. string power lines up to the house
 - D. idea of a human traveling into outer space

3. How would Uncle Wilbur feel about cellular phones?
 - A. fearful
 - B. distrustful
 - C. welcoming
 - D. indifferent

4. Compared to Uncle Wilbur, how does the narrator feel toward modern advancements?
 - A. resisting
 - B. accepting
 - C. uncertain
 - D. exhilarated

5. Which reason explains why the author wrote about Uncle Wilbur?
 - A. to explain him
 - B. to pacify him
 - C. to remember him
 - D. to persuade him

6. Which pair of words best describe how the narrator most likely feels about Uncle Wilbur?
 - A. annoyed and frustrated
 - B. respectful and amused
 - C. sad and indifferent
 - D. envious and distrustful



P.T.O

7. What BEST describes the passage?

- A. a character sketch
- B. a factual research
- C. a persuasive essay
- D. a news article

READING

The Happiness Effect

Happiness may be the primary goal of human existence. Philosophers have wrestled with the concept of happiness. Legislators create laws to support citizens' rights to pursue happiness. Television, radio, and print advertisers assure consumers that various products will guarantee happiness. Interestingly, people have a tendency to believe they are happier than their neighbors, and they are optimistic about their happiness in the future. Most people assume that they will be happier a decade from now than they are today.

Clearly, everyone from writers and philosophers to legislators and the average person on the street thinks a great deal about happiness. What makes happiness so important to human existence?

Why Be Happy?

Not only does happiness feel good, but it appears to provide a variety of psychological and physical benefits. Happiness plays a significant role in enhancing good health, strengthening the immune system, promoting longevity, improving productivity and performance, and increasing resilience. Happy people work hard, play hard, have an active social life (and a social conscience), experience good health, and live longer. A happy person lives an average of nine years longer than a miserable one.

The Opposite of Happiness

4 When studying happiness, it makes sense that its opposite condition would also be a topic of examination. Scientists have observed that there are two **unfortunate** life events that induce profound unhappiness, perhaps over the course of many years: the loss of a spouse and the loss of a job.

What Causes Happiness?

However, good news abounds in the study of happiness. Fortunately, humans experience happiness from a wide range of stimuli, from traveling to an exotic destination to redecorating one's home or from winning a game of soccer to eating a delicious meal. Simply watching a favorite television show or laughing at a funny joke can boost a depressed mood. While the happiness produced by such experiences tends to be short lived, certain conditions do promote a more long-lasting and durable state of happiness as a lifestyle: a wide social network, believing in a meaningful reason for one's existence, and establishing goals and working to achieve them.

With a Little Help from My Friends

Surprisingly, income is not a primary factor in determining a person's level of happiness once the basic needs of food, clothing, and shelter have been met. More important is one's social network. Being socially active may be more effective in increasing one's immunity to illness than a vaccine. Misery may love company, but so does happiness, and having close friends and family is vital to one's overall level of happiness. (If friends and family are crucial, so is a loving partner. Research suggests that being married increases one's potential for happiness.) Even sharing one's home with an animal companion can make a person happier.

Why Am I Here?

Scientists report that believing in some kind of meaning for one's life is necessary to living a happy life. This may be a religion, a code of ethics, a particular value system, a philosophy, or any other reason for being that lifts people out of the mundane routine of daily existence and gives their life meaning beyond a weekly paycheck.

The Habit of Happiness

Happiness is not an **innate** characteristic but may actually be developed as a habit. Scientists suggest that incorporating new habits and practices can go a long way in increasing one's state of happiness. While people generally do not transform their basic temperaments, people can learn to become happier by participating in a variety of activities, including socializing, watching funny movies or reading funny books, keeping a gratitude journal (writing a daily list of three to five things for which one is grateful), involving oneself in pleasurable activities, such as sports, hobbies, or the arts, focusing on positive outcomes, and performing acts of kindness for others. Apparently, doing something to make someone else happy will make you happy, too.

Reasons to Smile

Smiling...
 is contagious.
 relieves stress.
 improves your mood.
 helps you stay positive.
 lowers your blood pressure.
 attracts other people to you.
 makes you appear confident.
 boosts your immune system.

8. In the section **Why Be Happy?**, why does the author include parentheses around “and a Social conscience”?
- A. to point out that social conscience leads to good health
 - B. to emphasize the importance of playing and working hard
 - C. to point out that having a social conscience can promote longevity
 - D. to emphasize the importance of social conscience as a part of an active social life

Go on to the next page.

9. What change occurs as a result of adding the prefix **un-** to **fortunate** in paragraph 4?
- A. the word becomes more intense
 - B. the word becomes less intense
 - C. the word takes on the opposite meaning
 - D. the word takes on a different part of speech
10. Which statement summarizes the heading **What Causes Happiness**?
- A. A wide social network is the key to happiness.
 - B. Laughing at funny jokes helps to lift a gloomy mood.
 - C. Scientists conclude that good news leads to long-lasting happiness.
 - D. Both short- and long-term happiness are caused by a variety of experiences.
11. In the section **With a Little Help from My Friends**, why does the author use the phrase “misery may love company”?
- A. to convince people that pets are better company than a loving partner
 - B. to encourage people to find mates for their friends who are unhappy
 - C. to point out that people will be happier with positive relationships
 - D. to recommend that people try to influence negative people in a positive way
12. What is one assumption the author makes about attaining happiness?
- A. Some people find comfort in mundane routines.
 - B. A person needs a social network to attain happiness.
 - C. Reading and writing about your problems will produce happiness.
 - D. Convincing negative people to become positive is a life goal.
13. In the section **The Habit of Happiness**, what does the word **innate** mean?
- A. natural and existing
 - B. incomplete and building
 - C. absent and unfamiliar
 - D. learned and habitual
14. Which statement is an opinion?
- A. Happiness is not a physical characteristic.
 - B. Legislators create laws to support happiness.
 - C. Happiness may be the primary goal of human existence.
 - D. Advertisers use happiness to promote their products.

SESSION NO: 3

TOPIC: COMPREHENSION

SECTION A: NOTES ON CONTENT

Comprehension is the decoding and understanding of spoken, written and visual texts. Comprehension skills are not only for the classroom, but are life skills that need to be developed. Learners first learn to read, later they read to learn.

Guidelines to assist learners in reading for meaning: (Consider doing this step by step with the learners)

1. Read through the passage quickly.

- ❖ Get an outline or a general picture of the passage.
- ❖ Try to picture what you are reading. This helps you to focus and read for meaning.

2. Take Note:

- ❖ The title may offer a clue to the contents and purpose of the passage.
- ❖ The author may help you to identify the time, style and often the subject.
- ❖ The introduction often creates the atmosphere and provides the setting for what is to follow.
- ❖ The conclusion usually ties up the intention of the author.

3. Learners should ask themselves these questions:

- ❖ Who - is the writer? Who are the characters?
- ❖ What - is the main idea of the passage?
- ❖ Where - does it take place? (Setting)
- ❖ When - does it take place? (Setting – Time, Date, Era)
- ❖ Why - has this passage been written? What is the writer's intention?
- ❖ How - does the writer express himself? What language devices are used?

4. Read through the comprehension questions:

- ❖ When you do this, keep the passage in mind.
- ❖ This will give you clues leading to the answers in the passage.
- ❖ Many teachers and learners prefer reading the questions before reading the passage.

5. Read the passage again

- ❖ This time you should be aware of what has been asked.
- ❖ Highlight the main idea in each paragraph – each paragraph presents a new idea.
- ❖ The first sentence is often the key sentence.
- ❖ Words and ideas that were at first confusing or difficult, may now become clearer in context.
- ❖ The more familiar you are with the passage, the easier it should become to interpret and understand what you are reading.

Practical Advice

- ❖ Each question usually contains a question word – underline this.
- ❖ Each question usually contains a key word or key idea – circle this.
- ❖ Try to remember whether you read this fact near the beginning, middle or end of the passage.
- ❖ Put your eyes into ‘Search Mode’ and look down the middle of the paragraph to find the sentence containing the key word or key idea. Read the whole sentence in order to get a complete picture.
- ❖ Do not copy directly from the text but refer to it in order to avoid careless factual or spelling mistakes. (This applies particularly to names, places, dates or other relevant information.)
- ❖ If you are asked to supply a synonym or an antonym:
 - a. Replace it with the same part of speech e.g. a noun with a noun, an adverb with an adverb.
 - b. Take the word that you have chosen back to the passage. Replace the original word with this synonym and see if it is appropriate.

Answering Techniques:

It is important to interpret and follow the instructions exactly as they are given:

- ❖ Does the answer need a full sentence, a word or a phrase?
- ❖ Avoid starting sentences with conjunctions such as because, and, but and so.
- ❖ The mark allocation is usually a suggestion of the number of points needed.
- ❖ Your numbering must correspond to the numbering of the questions – if the number is 1.1.1 you must not answer 1 or A.
- ❖ If you are asked to describe in three sentences what the character looks like, do not give two or four.
- ❖ Do not give one word answers if you are asked for a sentence.

- ❖ Each answer must be written on a new line.
- ❖ When quoting from the text, enclose the quote with “inverted commas”.
- ❖ When asked to describe the tone of any text, use one adjective.
- ❖ Edit your work to check that you have answered correctly. Spelling and Language errors result in an unnecessary loss of marks.

Write clearly and neatly to avoid possible discrepancies.

Comprehension skills should be practiced whenever possible, not only in test situations. Learners reinforce their comprehension skills daily:

- ❖ When listening to conversations, instructions or the radio.
- ❖ When watching television programmes or films.
- ❖ When reading books, newspapers or magazine articles.

SECTION B: TYPICAL EXAM QUESTIONS
--

QUESTION 1: 30 minutes TEXT A

SECTION A: COMPREHENSION

QUESTION 1: READING FOR MEANING AND UNDERSTANDING

Read TEXTS A and B below and answer the set questions.

TEXT A

PIRACY AND THE FUTURE OF THE FILM INDUSTRY

1. The movie industry excels in selling dreams. But since the dawn of the digital revolution, there is one narrative they've consistently and conspicuously failed to sell: that piracy is theft and consumers who indulge ought to feel guilty about it.

2. Film piracy is no longer a hot topic: it has been around long enough to cool 5
down a little. That has not, however, prevented it from continuing to cause a
lot of problems for the film industry. There's a perception that it's a victimless
crime – but it's not. Dodgy DVDs and, increasingly, illegal downloads, cost the
film industry massive amounts of revenue every year. This loss of revenue will
obviously cause serious financial problems for the studios and is certainly 10
contributing to their current downfall. The value of a film made available
online, reduces the value of that film around the world. Reduction of revenue

has also resulted in studios' making fewer adventurous choices – think of the prequels, sequels and remakes hitting the screen.

3. The movie industry is not without clout, however, and it is responding to this threat with both hard legal measures and by raising awareness of the consequences of piracy. 15
4. Piracy, in particular Internet piracy, can be assumed to be growing. Even if it is not, it is a significantly large enough problem at the moment for something to be done about it. Piracy needs to stop, or at least be controlled to prevent it from completely undermining the film industry. The question is why Internet film piracy has become so popular. 20
5. Obviously the prospect of getting a product for free is enough enticement for some. Others see it as the beginning of the end of capitalist materialism. These reasons do not account, I think, for the huge numbers of otherwise 'respectable' people who engage in this practice. The anonymity of sitting behind a computer together with a large number of other people who are also doing it is certainly a factor that encourages piracy. More significant is the increase in technology that has allowed it to become so simple. 25
6. Behind all this, I feel, is an increasing disengagement from the cinema as more entertainment is to be found in front of the computer. Fewer people need to leave their computers to be entertained. Why should they leave their computers to see a new film? Disgruntlement with Hollywood, poor films and the ever-increasing cost of seeing them, both at the cinema and on DVD, might also encourage people to download films illegally. 30
35
7. It has been argued that people are using downloaded films as a test of brand value i.e. that people will go to the cinema to see another film by the same director or will watch a DVD of a film they have downloaded. This is certainly a much more economically efficient way for consumers to find the films they want to own or pay to experience in the cinema. The music industry has also been massively affected by online piracy. Some studies argue that pirated tracks encourage people to buy a song legally. However, some will see this as mere wishful thinking, arguing that people will never go back to paying when they don't need to. 40

8. With so many reasons to pirate films (the first and foremost of which will always be that it is free), it is no wonder that so many people are doing it. The Internet has become a powerful tool and platform and because it is open and free, everyone in the pirating community has been able to steal a lead on the film industry. The studios and distribution companies are, however, developing new models to allow them entry into this marketplace. 45
9. The Internet has also been embraced as a distribution tool by the independent film-making community. Downloading a film is cheap and simple and obviates the need for DVD-burning and postage. It allows easy access to a global audience and makes marketing and interaction with audiences a very fluid, networked affair that can be very effective for the independent film. 55
10. What will be interesting to see is how content is managed on the Internet. Studio films will of course have no problem being downloaded, but independent films will probably remain slightly hidden. I imagine that there will be content providers dedicated to smaller and independent films, and Internet word of mouth will be used to promote them. Theatrical release will be less common for independent films, but people will still be willing to pay for the cinematic experience of the bigger, more effects-driven studio productions. Film will become a much more home-based experience. Piracy will fade away because it will become simpler and easier, as well as less guilt-inducing, to watch the latest releases through the legitimate system. 60

[Adapted from www.ezinearticles.com and www.theguardian.com]

AND

TEXT B



QUESTIONS: TEXT A



- 1.1 State, in your own words, what the writer conveys about the 'digital revolution' in paragraph 1. (2)
- 1.2 Explain the significance of the claim, 'There's a perception that it's a victimless crime' (lines 7–8). (2)
- 1.3 Refer to lines 8–14: 'Dodgy DVDs and ... hitting the screen.'
Suggest a reason for studios' opting for 'fewer adventurous choices' (line 13). (2)
- 1.3 Discuss the implications of the use of inverted commas around 'respectable' (line 26). (2)
- 1.5 Comment on the effects of the diction used in paragraph 3. (3)
- 1.6 In your view, is the statement, 'Disgruntlement with Hollywood ... download films illegally' (line 33–35), self-contradictory? Substantiate your response. (3)

- 1.7 Discuss the appropriateness of the use of 'steal a lead on' (line 48–49). (3)
- 1.8 Considering Text A as a whole, do you agree with the writer's concluding sentence: 'Piracy will fade away because it will become simpler and easier, as well as less guilt-inducing, to watch the latest releases through the legitimate system' (lines 64–65)? Justify your response. (3)
- 1.9 Account for the boy's body language in frame 2. (2)
- 1.10 Comment on the role of the mother in the cartoon. (2)
- 1.11 Critically evaluate the boy's response, 'THAT'S PIRACY!' (3)

QUESTION: TEXTS A AND B

- 1.12 Does Text B support the writer's argument in Paragraph 5 of Text A? Substantiate your view. (3)

TOTAL SECTION A: 30



SESSION NO: 4

TOPIC: SUMMARY

SECTION A: NOTES ON CONTENT

Summarising is how we take larger selections of text and reduce them to their bare essentials: the gist, the key ideas, the main points that are worth noting and remembering.

Summary skills equip you to find the most relevant information in a passage and reproduce it in another format.

This skill will equip you to study better in all subjects and to read with a purpose. Summarising teaches you to be brief and get straight to the point. The exercise of summarising forces you to analyse and simplify your material. Summary writing goes hand in hand with analytical skills. With practice, both techniques will benefit.

What Are We Doing When We Summarize?

We strip away the extra words and examples. We focus on the heart of the matter. We try to find the key words and phrases that still manage to capture the meaning of what we've read. We are trying to capture the main ideas and the crucial details necessary for supporting them.

What do you have to do to get full marks in the summary?

Step 1: Identify the topic you have to summarise.

Read the instructions very carefully. Identify the topic of the summary and write it in big letters above your planning page.

Step 2: Read the passage with the topic in mind.

Now that you know what to focus on, read the passage once, keeping the topic in mind.

Step 3: Ask yourself: "What can I leave out?"

Use a pencil. Read each sentence in the passage and ask yourself, does this have anything to do with the topic? If your answer is yes, then leave the sentence, if your answer is no, cross out the sentence.

Step 4: Look at the sentences that you are left with and find the main idea.

Write down the remaining points in short hand on your planning page, double checking that it is linked to the topic of your summary.

Tricks:

Ignore unnecessary or trivial information. (E.g. who cares if the house is yellow, if the rest of the details are about firemen rescuing the family from the burning house?)

Create one category name for lists of items. (E.g. Substitute the word "family" for the words: mom, dad, brother, sister, cousin, etc.)

Substitute an overall term for components of an action. (E.g. Substitute, "They finally went to school." for "They went down the walk and got in the car, they drove down Elm Street and made a right on Oak Street, they could see the school ahead of them. The car pulled up to the front of the building, and they scrambled out of the car. They were at school as last."

Remember the magic words: Who, What, When, Where, Why, and How! Answer only them!

Step 5: Say it in your own words.



When you decide you have captured all the main ideas on your planning page, use your own words to restate the main idea without changing the meaning. It will help you check your understanding and keep you from simply copying or plagiarizing.

Step 6: Count your words.

After you have completed your final summary, cross out your planning clearly and count the number of words that you have used in the final essay. Be accurate in your count.

How to simplify sentences:

Eliminate the following:

- ❖ Repetition (she is a stunningly beautiful gorgeous girl – she is a beautiful girl)
- ❖ unnecessary detail (The tall dark man with a white coat told me to go to school – The man told me to go to school)
- ❖ figures of speech (He was as big as a house – He was big)
- ❖ Quotations
- ❖ Minor detail
- ❖ Examples or illustrations
- ❖ Colloquialisms and slang

- ❖ Change direct speech to indirect speech.
- ❖ Make sure your summary is logical.
- ❖ Summarising skills are used daily, i.e.:
 - When recounting what has happened to you during the day.
 - When recounting television programmes or films.
 - When recounting what you have read in books, newspapers or magazine articles.

Guidelines for writing a summary of a text.

1. Skim through the text for the main idea.
2. Re-read the text carefully, to understand its purpose and structure.
3. Underline the main points that support the central idea (topic sentence) and circle statements (linking words) that show movement from one point to another.
4. Decide what you are going to include in your summary and what you are going to leave out.
5. Write an outline. Group the essential information and ideas – main points and sub-points – in an order that shows the relations of the ideas. It doesn't have to be the same order in which the ideas are presented in the article.
6. To keep the same the same emphasis as that of the original text.
7. Use your own words, but do not introduce your own opinions (unless asked for).
8. Remember that the summary should be considerably shorter than the original text (about one third). Avoid giving examples e.g. instead saying mum, dad, sister, cousin, brother etc. your simply say, my family.
9. Revise and “polish” your summary and check that you have covered the whole text. Be consistent with the tenses – the present tense is the most common.
10. Identify the author and the title.
11. Useful words: to refer to what the author says, e.g. says, states, discusses, suggests, argues, believes, asserts; to express the author's development of ideas, e.g. begins, continues, goes on to, concludes.

SECTION B: TYPICAL EXAM QUESTIONS

Session 4 - ACTIVITY 1

SECTION B: SUMMARY

QUESTION 2: SUMMARISING IN YOUR OWN WORDS

TEXT C highlights the importance of colour. Summarise in your own words what it says about the effects of colour in our lives.

NOTE:

1. Your summary should include 7 points and NOT exceed 90 words.
2. You must write a fluent paragraph.
3. You are NOT required to include a title for the summary.
4. Indicate your word count at the end of your summary.

TEXT C

A RAINBOW OF HUES

Colour is a universal language and a healing tool that can be used to identify and correct imbalances in our lives. Colour therapy is an alternative treatment. It was used thousands of years ago by ancient Greek and Egyptian civilisations. Today, the use of colour therapy has been revived and is gaining popularity all over the world. The effect of colour on our bodies has a scientific foundation. Scientists discovered that the rays of each colour have different and specific vibrations which we absorb as we come into contact with certain colours.

Like love, colour is all around us. It is around in our food, our clothes, our homes, in nature and even in our speech. At times we all feel 'green with envy' or want to 'paint the town red!' Just like music or fragrances, colour evokes or triggers certain memories and feelings (good and bad) associated with people, places and past events. Quite often, we are not aware of why we suddenly feel happy or sad when we hear a certain song, smell vanilla or enter a room with yellow walls.

Colour is a universal, subconscious language and learning to understand it can help us see ourselves, our lives, our talents and challenges and the world at large in a different light. As we examine our physical, emotional and mental responses to different colours, we can use these observations to help assess our mental and emotional health.

The root cause of an issue or illness could be diagnosed by colour. Various methods of colour healing are used in treatment. Therefore we can make colour and its healing effects part of our everyday lives. Become aware of the colours of your clothes – do you choose them according to your mood? Look at your food and aim to see a rainbow on your plate.

Colour is an enjoyable and accessible way of getting to know ourselves on a deeper level. When we know who we are, what we like and dislike, what our triggers are, and what we need in order to grow, we can change our lives. As we make better decisions and learn to trust our intuition, our relationships and quality of life improve, and we become happier.

[Adapted from Thrive, Autumn 2014]

SESSION 4 – ACTIVITY 2

QUESTION 2: SUMMARISING IN YOUR OWN WORDS

TEXT C provides insight into the importance of self-confidence. Summarise in your own words the advantages of developing self-confidence.

NOTE:

1. Your summary should include SEVEN points and NOT exceed 90 words.
2. You must write a fluent paragraph.
3. You are NOT required to include a title for the summary.
4. Indicate your word count at the end of your summary.

TEXT C

THE IMPORTANCE OF SELF-CONFIDENCE

To achieve even the smallest of goals, and to get through life's daily duties and responsibilities, you have to have some self-confidence. Very importantly, developing a self-confident attitude allows you to wade through the push and pull of different voices and opinions. Relying on other people to guide you and following their opinions robs you of your individuality, makes you unsure of yourself and can lead to depression.

Self-confidence is an attitude that you hold about yourself and that allows you to move forward and achieve your goals. An article on self-confidence from the counselling centre at the University of Illinois defines self-confidence as having a positive attitude, but with realistic views. They note that a self-confident person has a general sense of control of her own life, and can do what she wishes, plans and expects. Self-confidence means that even if things don't go your way, you still believe that eventually, somehow, some way, they will.

Research at the University of Illinois notes that when parents play a significant role in the instilling of self-confidence in children, this encourages self-reliance. If you did not have your parents' help, you could not accomplish this yourself. Mentally visualising yourself in great detail as a confident person, is a great way to start being confident.

In his book, *Unleash the Champion*, Denny Dicke says that visualising is the most effective tool for building confidence and belief. After repeatedly visualising yourself being and acting confident, and achieving what you wish by confidently going after it, Dicke notes that when it does come time to move with confidence, you will act confidently because your mind sees this as familiar ground.

Becoming self-confident does not mean you are unrealistic about yourself and your situation. You understand that you are not Superman, but being confident means still moving forward toward achieving your goals and satisfying your desires, even when things don't seem to be going your way. Jennifer Capriati, the 1992 Olympic gold medal winner in singles tennis, said to herself, 'I can do this! I am the best!' Positive self-talk can really help get you through times of doubt, and help you to maintain that feeling of self-confidence.

[Adapted from <http://www.livestrong.com>]

TOTAL SECTION B:10

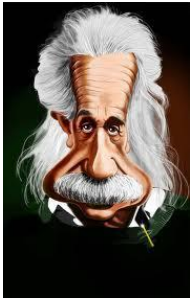
SESSION NO: 5

TOPIC: VISUAL LITERACY – CARTOON

SECTION A: NOTES ON CONTENT

- ❖ A cartoon is usually a humorous drawn picture of a situation, well-known personality or story. Cartoons are used to express ideas or to draw attention to a situation or a well-known personality.
- ❖ Cartoons can be more than just light-hearted fun; they often reflect social trends or highlight serious issues.
- ❖ A clever cartoon can have more impact than a whole article on the same subject as it can succinctly capture the essence of the issue.

WHEN STUDYING CARTOONS LOOK AT:



- ❖ **Body language:** the positioning of a person that provide non-verbal clues about their mood and attitude.
- ❖ **Caricature:** features or actions of a person are exaggerated to help the reader work out who is being represented. E.g. Jacob Zuma may be drawn with a shower head or Prince Charles may be drawn with big ears.
- ❖ **Intention:** what is the cartoonist trying to achieve? Is the cartoon meant to amuse, make a political statement, or ridicule someone?

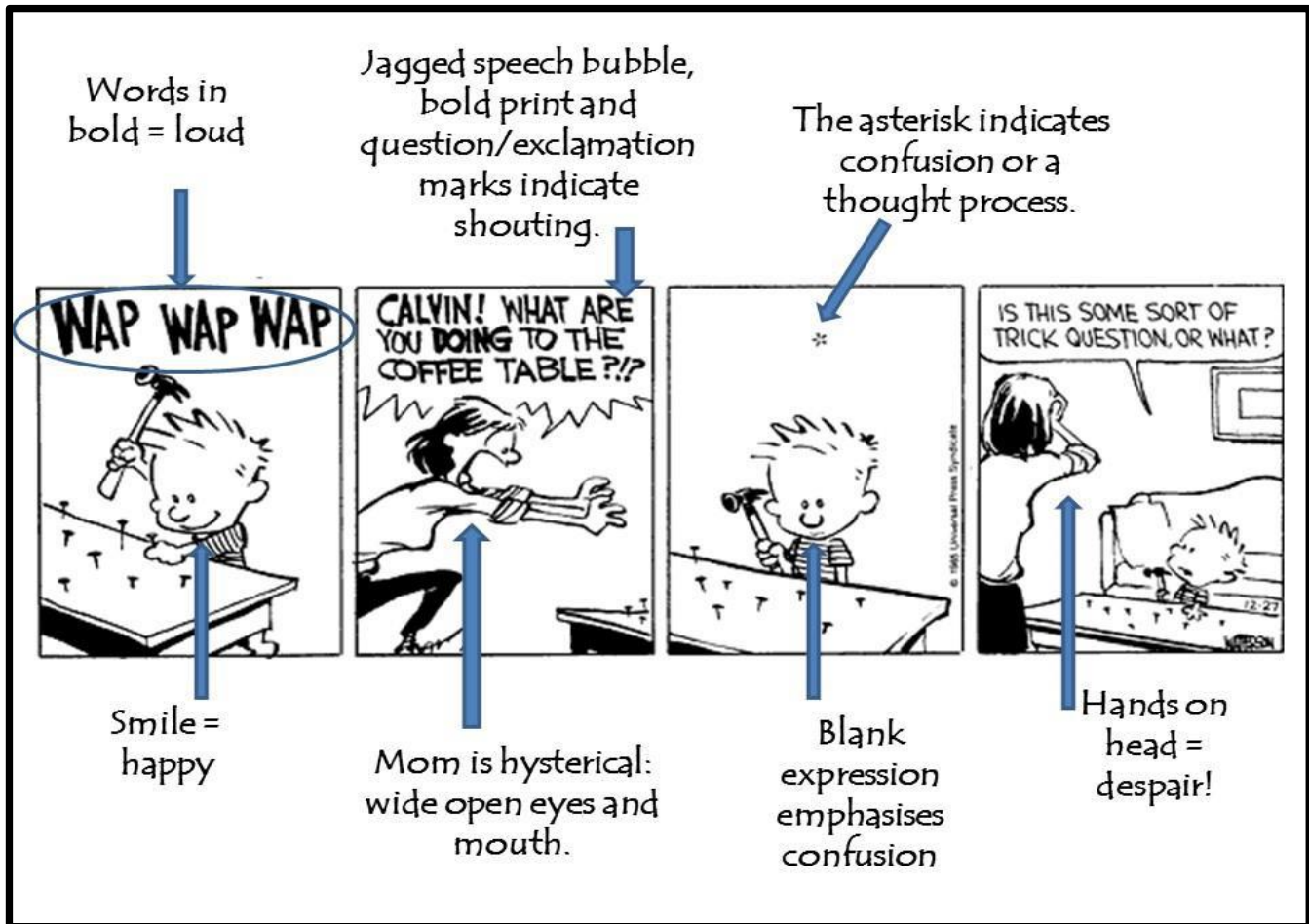


Speech bubble: Or a line between the speaker and the words to indicate who is speaking.



- ❖ **Thought bubble:** look like clouds – indicate unspoken thoughts.
- ❖ **Caption:** title, brief explanation or comment accompanying and illustration.
- ❖ **Comic strip:** sequences of drawings telling a humorous or adventurous story – found in newspapers, etc.
- ❖ **Frame:** one drawing in a comic strip.
- ❖ **Movement:** indicated by means of vertical, curved and diagonal lines. Speedy action is indicated by streaky lines, or by the action going out of the frame.
- ❖ **Punctuation:** clever use is made of punctuation to create meaning.
- ❖ **Stereotypes:** An exaggerated preconceived generalisation about the typical behaviour, attitudes, dress, etc. of various types of people.
- ❖ **Verbal clues:** some parts of the drawing may be used to help the reader establish what the cartoon is about.
- ❖ **Visual metaphor:** in a metaphor two things are compared. In a visual metaphor, a picture stands for or represents something else.
- ❖ **Irony:** When one thing is said, but something else is meant.

- ❖ **Parody:** An imitation of a piece of writing used to ridicule the original or create a satirical point.
- ❖ **Satire:** Uses humour to make a serious point. It involves using wit, irony or sarcasm to highlight human vices or follies.



Look at the following cartoon. Discuss the visual clues that you notice in the cartoon – as it was done in the previous cartoon.



Cartoonists use a number of techniques to communicate sound, movement and emotion. The illustrations are from the Tintin books.

Example 1:



- ❖ Motion lines, springs, crumpled clothing ... denote movement
- ❖ Squiggles, stars, body language, facial expressions, hat popping off ... denote emotion
- ❖ Exaggerated font ... denotes sound and emotion.

Example 2:



- ❖ Jagged speech bubble, large font ... denotes sound and emotion
- ❖ Motion lines, springs, exaggerated body language ... denote movement
- ❖ Beads of sweat, facial expressions ... denote emotion.

Example 3:



- ❖ Flames, clouds of steam, vivid colour, raised eyebrows, lightning bolts ... denote emotion.

Example 4:



- ❖ Punctuation marks, facial expression, springs ... denote emotion
- ❖ Speech bubble ... denotes sound.

Example 5:



- ❖ Motion lines, impact explosion, stars ... denote movement and sound.

Example 6:



- ❖ Lightning bolts, torn clothing, placement of characters ... denote movement and sound

When analysing a cartoon, it is important to look at the following aspects: Actions:

- ❖ What is happening in the cartoon?
- ❖ How is the action portrayed?

Characters:

- ❖ What emotions are communicated through facial expressions?
- ❖ What actions and emotions are communicated through body language?
- ❖ What does the body language suggest about the relationships between characters?

Language:

- ❖ What words have been used?
- ❖ How has punctuation been used to suggest emotion?

Setting:

- ❖ Where and when is the cartoon set?
- ❖ What is the particular social context?

Stereotypes / Symbols:

- ❖ Has the cartoonist made use of stereotypes?
- ❖ Has the cartoonist used any symbols to represent something else?

SECTION B: EXAMINATION TYPE QUESTIONS

ACTIVITY 1: CARTOONS

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

Study TEXT E and TEXT F and answer the set questions.

TEXT E: CARTOON

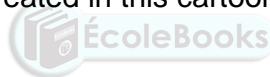
HI AND LOIS by Brian and Greg Walker



QUESTION: TEXT E

4.1 Account for the change in the boy's attitude. (2)

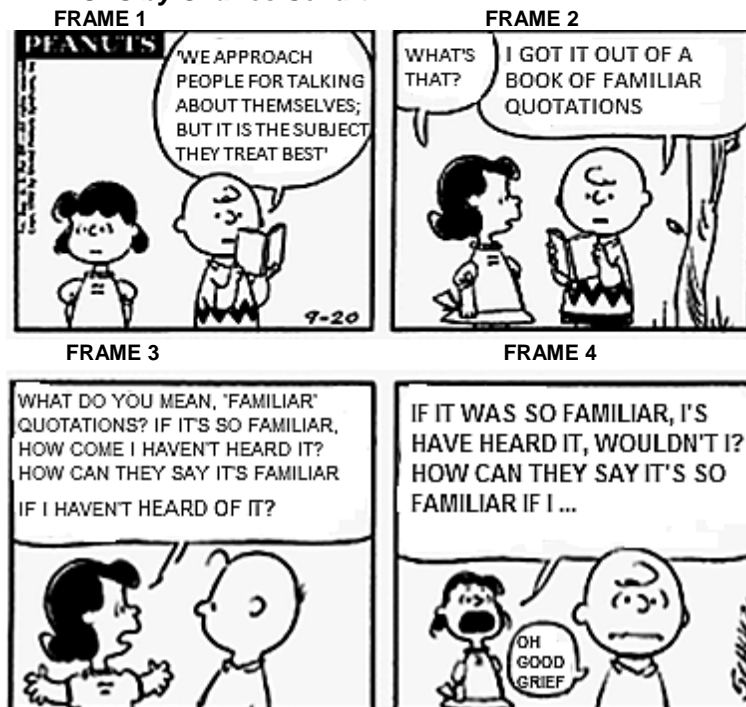
4.2 Comment on how humour is created in this cartoon. (3)



ACTIVITY 2: CARTOONS

TEXT F: CARTOON

PEANUTS by Charles Schultz



QUESTIONS: TEXT F

4.3 Refer to frame 4.

What do the boy's facial expression and words, 'OH! GOOD GRIEF!' reveal about him? (2)

4.4 Refer to frames 3 and 4.

Discuss any TWO techniques used by the cartoonist to comment on the girl's character. (3)

[10]

ACTIVITY 3: CARTOONS

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

Study TEXT E and answer the questions set.

TEXT E: CARTOON



[Source: www.gocomics.com]

QUESTIONS:TEXT E

4.1 Refer to FRAME 1.

How does the cartoonist depict that the boy is unwelcome? (2)

- 4.2 Discuss the visual presentations of the boy in FRAMES 2 and 3. (2)
- 4.3 Examine the written text in FRAME 2. Explain how the cartoonist succeeds in conveying tone in this frame. (3)
- 4.4 Comment on how the cartoonist's message is reinforced in FRAME 4. (3)

[10]

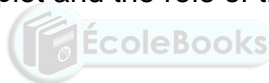
SESSION NO: 6

TOPIC: CRITICAL ENGAGEMENT WITH A LITERARY TEXT

SESSION 6.1

It is important that as you prepare for the Literature examination that you understand the language of literature as this provides you with:

- ❖ a language for interpreting and deconstructing texts
- ❖ for conveying information
- ❖ for critically engaging with the texts
- ❖ for interpreting characters' actions and intentions
- ❖ for understanding of setting, plot and development of plot, themes, role of narrator
- ❖ for understanding irony and dramatic irony
- ❖ for understanding the role of the director in the dramatization of a drama and how this adds and enhances the plot and the role of the characters.



LEARNERS' ACTIVITY:

Before beginning with this activity, ask yourself the following questions:

- ❖ Have you read the text and are not relying only on a film version of the drama?
- ❖ Do you have a full understanding of the terminology used in reference to the drama and the novel, e.g. setting, plot, themes, irony, dramatic irony?
- ❖ Do you know the characters, plot, setting, themes in the drama and in each of the prescribed short novels?
- ❖ Are you familiar with the format of the exam paper and what is expected of you when answering the literature paper?

NOTE WELL:

In this session, your SSIP tutor is not going to read you the novel or extracts from the drama; he/she is not going to re-teach the genres to you. What your tutor is going to do is to help you understand the method of answering the contextual questions which appear in the examination papers.

- ❖ Refer to the extract in your play or novel that will be indicated to you by your tutor.
- ❖ Read through the extract a number of times; try to place the text in context; i.e. where in the play or novel the extract appears. Think about the plot, the characters

that appear in the extract; if a theme is evident in the extract. You will be guided by your tutor.

- ❖ Try to engage in the discussions so that you can get a better understanding of how to interpret a text and prepare yourself for the questions to follow.
- ❖ You will now be given the questions and a time limit within which to answer the questions. In answering these questions, remember the points discussed with you by your tutor.
- ❖ Once you have answered the questions, your tutor will begin a discussion of each question. Participate in the discussion, ask questions where you are not sure as you test and correct your knowledge of the play or novel.

SESSION 6.2: TERMINOLOGY USED IN EXAMINATION QUESTIONS

In this session, you will get acquainted with the specific action verbs such as describe, explain that are used in the questions. You will learn what each action verb means and what you are expected to do to answer the questions correctly. Thereafter you will see examples of the questions and practically shown how to answer the questions.

The following table outlines the term used and what it means/what the answer should focus on.

TERM	MEANING
ACCOUNT FOR	Explain why, give the reason for
ALLUDE TO	Refer to
ASSESS	Make a judgement after careful consideration
COMMENT	Give an opinion on
COMPARE	Look for similarities and differences between x and y; perhaps reach a conclusion about which is preferable.
CONTRAST	Set in opposition (place x and y opposite to each other) in order to bring differences and or similarities.
CRITICISE	Give your judgement about the merit of theories, of opinions or about the truth of 'facts'; back your judgement by a discussion of evidence or reasoning involved.
DEFINE	Set down the precise meaning of a word or phrase. in some cases it may be necessary or desirable to examine different possible, or often used, definitions.
DISCUSS	This requires not only factual information but also some assessment or evaluation. Investigate or examine by argument; sift and debate; give reasons for and against. Also examine the implications.
DESCRIBE	Give a detailed or graphic account of
DIFFERENTIATE	Look for the differences between x and y
DISTINGUISH BETWEEN	Look for the differences between x and y
EVALUATE	Make an appraisal of the worth of something; in the light of its truth or usefulness; provide good points and weaknesses.
EXPLAIN	Make clear or plain; interpret and account for; give reasons for

EFFECT – What is the effect of...?	State what the reaction is of
ILLUSTRATE	Make clear and explicit
INTENTION – What is the intention of the poet.....?	Write about the poet's purpose.
INTERPRET	Make clear and explicit. Provide your analysis.
JUSTIFY	Show adequate grounds for decisions or conclusion; answer the main objections likely to be made of them; give reasons why you agree/disagree with a given statement /quotation.
OUTLINE	Give the main features or general principles of a subject, omitting minor details and emphasizing structure and arrangement.
RELATE	(a) narrate (b) show how things are connected to each other and to what extent they are like, or affect each other/to show a link or connection between x and y
STATE	Present in brief, concise and clear manner
SUBSTANTIATE	Give examples by referring to incidents, words and comments.
SUMMARISE	Give a concise account of the chief points of a matter, omitting details and examples.
TRACE	Follow the development or history of a topic from its point of origin.

In addition to understanding the terminology used in exam questions, there are literary terms used within questions which you must be familiar with in order to successfully respond to the questions.

WHAT IS MEANT BY THE FOLLOWING LITERARY TERMS?

LITERARY TERMS	MEANING
PLOT	A series of inter-related events in a novel or play.
ROLE	The function of e.g. a character
THEME	A moral or message of work, main ideas, recurring ideas
TONE	This is determined by the author's/playwright's attitude or point of view towards the subject.
ATMOSPHERE/MOOD	The general feeling aroused by the description, dialogue or setting
RELATIONSHIP	The attitude of a character to another
CONTEXT/CONTENT	Name of a speaker, person addressed, time, place, why

The following are examples extracted from past year papers. Each example begins with a question, then an explanation of what the question expects you to do, then the answer and finally, how the answer is marked.

QUESTION 9: CONTEXTUAL QUESTIONS – *LIFE OF PI*

Read the extracts below and then answer the questions that follow:

EXTRACT C

It was with pride that I waved the ticket collector's hand away and showed Mr Kumar into the zoo.	
He marvelled at everything, at how tall trees came tall giraffes, how carnivores were supplied with herbivores and herbivores with grass, how some creatures crowded the day and others the night, how some that needed sharp beaks had sharp beaks and others that needed limber limbs had limber limbs. It made me happy that he was so impressed.	5
He quoted from the Holy Qur'an: 'In all this there are messages indeed for a people who use their reason.'	
We came to the zebras. Mr Kumar had never heard of such creatures, let alone seen one. He was dumbfounded.	10
'They're called zebras,' I said.	
'Have they been painted with a brush?'	
'No. no. They look like that naturally.'	
'What happens when it rains?'	15
'Nothing.'	
'The stripes don't melt?'	
'No.'	
I had brought some carrots. There was one left, a large and sturdy specimen. I took it out of the bag. At that moment I heard a slight scraping of gravel to my right. It was Mr Kumar, coming up to the railing in his usual rolling and limping gait.	20
'Hello, sir.'	
'Hello, Pi.'	
The baker, a shy but dignified man, nodded at the teacher, who nodded back.	
An alert zebra had noticed my carrot and had come up to the low fence. It twitched its ears and stamped the ground softly. I broke the carrot in two and gave one half to Mr Kumar and one half to Mr Kumar. 'Thank you, Piscine,' said one; 'Thank you, Pi' said the other. Mr Kumar went first, dipping his hand over the fence. The zebra's thick, strong, black lips grasped the carrot eagerly.	25
[Chapter 31]	

9.1 Pi had invited Mr Kumar to the zoo. Describe their relationship. (3)

Mr Kumar is a baker. He is a shy and devout Sufi, and teaches Pi about the Muslim religion. Pi admires his spirituality and wisdom, and invites him to the zoo because he has never been to one.

Award 3 marks for any 3 points.

9.2 What type of person is Mr Kumar? Refer to lines 3–15 in support of your answer. (3)

*He is a devout Muslim – he quotes from the Qur’an.
He is uneducated – he has never seen or read about a zebra.
He is naïve – he thinks zebra stripes are painted on.*

Award 3 marks for 3 points.

9.3 Mr Kumar’s first visit to the zoo indicates a reversal of roles between him and Pi. Discuss. (3)

Mr Kumar is now the learner. Pi is in charge of the situation. The zoo is intellectually and literally his home, and he has a lot to share and explain, just as Mr Kumar shared and explained Islam. They are both good listeners and keen to learn.

Award 3 marks for 2 points well explained



9.4 Refer to lines 20–24. Discuss the roles of the two Mr Kumars in Pi’s life and provide an explanation for the fact that both men share exactly the same name. (3)

*Mr Kumar, the baker: He introduces Pi to the Muslim faith, and Pi takes to the religion that focuses on ‘brotherhood and devotion’. (1)
Mr Kumar, the teacher: He is Pi’s Biology teacher and an atheist. His love of Science and the animal world is one of the reasons Pi studies Zoology in Canada. (1)
They have the same name to indicate Pi’s understanding that religion and science are intertwined; they are equally essential in a human’s life. (1)*

9.5 How does this encounter with the zebra keenly eating the carrot (line 29) compare to a later encounter with a zebra on the boat? (3)

The situation in the zoo could not be more different. (1) This zebra is in an enclosure and well-fed. (1) The zebra on the boat is frightened and in an unusual and dangerous place. He becomes the prey of a vicious attack by the berserk hyena – a very different scene to the contained one in the zoo. (1)

P.t.o

AND

EXTRACT D

He landed upon me heavily. We fell half onto the tarpaulin, half onto the middle bench. His hands reached for my throat.	
'Brother,' I gasped through his overeager embrace, 'my heart is with you, but I must urgently suggest we repair to another part of my humble ship.'	
'You're damn right your heart is with me!' he said. 'And your liver and your flesh!'	5
I could feel him moving off the tarpaulin onto the middle bench and, fatally, bringing a foot down to the floor of the boat.	
'No, no, my brother! Don't! We're not –'	
I tried to hold him back. Alas, it was too late. Before I could say the word alone, I was alone again. I heard the merest clicking of claws against the bottom of the boat, no more than the sound of a pair of spectacles falling to the floor, and the next moment my dearest brother shrieked in my face like I've never heard a man shriek before. He let go of me.	10
This was the terrible cost of Richard Parker. He gave me life, my own, but at the expense of taking one. He ripped the flesh off the man's frame and cracked his bones. The smell of blood filled my nose. Something in me died that has never come back to life.	15
[Chapter 90]	



- 9.6 At this stage Pi is blind. Discuss Pi's state of mind when he euphemistically refers to the castaway's 'overeager embrace' (line 3) and calls him 'brother' (line 3). (3)

Pi is delirious from exposure and hunger – the physical cause of his blindness – and is probably hallucinating. (1)

He does not understand that the castaway wants to eat him, and that he is not embracing him out of friendship or love. He is not his 'brother'. Pi is endangering himself by trusting the bloodthirsty castaway. (2)

- 9.7 'This was the terrible cost of Richard Parker.' (line 14) Critically comment on the nature of the relationship between Pi and Richard Parker. (3)

Pi depends on this dangerous character (tiger?). He is his only companion on the lonely trip. Pi trains him, which gives him a purpose. Richard Parker also stands for Pi's instinctive side – it allows him to commit brutal acts in order to survive. Richard Parker's strength and intelligence help Pi to survive. He is probably Pi's own creation, which helps him cope with the terrible brutality and inhumane circumstances he has to endure on the boat.

Award 3 marks for a full understanding of the dynamics of the relationship.

- 9.8 'Something in me died that has never come back to life.' (lines 16–17). Briefly relate how the confident Pi from Extract C had become Pi who carries death in his soul in Extract D.

(4)

Extract C: Pi is still in India, and he is discovering the world through the eyes of his teachers. There is only potential and adventure for Pi to consider.

Extract D: Pi has spent a lifetime of days on the boat, adrift in the Pacific Ocean. He is slowly dying of hunger, and has witnessed horrors aplenty. He has lost all hope of being rescued. He prepares to die. He has seen enough. Pi's survival has come at the cost of another's life. He has lost his innocence and resorts to cannibalism. He will never be the same boy he was in Extract C.

Award marks for any other relevant answer.

[25]



TOTAL SECTION B: 25