

The background is a gradient of dark blue and purple, speckled with small white dots. On the left side, there are several concentric circles and a large arc with a scale. The scale has numbers ranging from 140 to 260 in increments of 10. There are also smaller circles with arrows indicating a clockwise direction.

LANGUAGE USE FOR IMPACT

NARRATIVE PACKAGE 2020

SUPPORT YOUR IDEAS WITH DETAILS FROM THE PASSAGE

Language Use for Impact can be defined as

- the **use of language**
- to **affect the readers' thoughts and feelings** about the subject in the passage.
- The writer chooses **very specific** vocabulary and figurative language to lead the readers towards the **main idea** that they want to convey in the story about the place or the people.
- It can be used to create an **atmosphere** that would provoke an **emotional reaction** in the reader.

TAKE NOTE:

- Explanations must be **differentiated** and **should not be repeated** in slightly varying words addressing the requirements found in the question.
- Explanations should show what the 3 phrases imply **precisely** and **distinctly**.

STRATEGIES

1. **Read** the question
2. Underline/Circle the **keywords**
3. Locate the answer from the **text (vocabulary or figurative language)**
4. “Support your ideas with three details” – **Quote** from text
5. “**Explain** how the language used makes.....” – Explain the quotes individually.

When we arrived at last I was helped down from the carriage at the age of three; and there, with a sense of bewilderment and terror, my life in the country began.

The grass amongst which I stood was taller than I was. I had never been so close to grass before. It towered over me and all around me, each blade tattooed with tiger-skins of sunlight. It was knife-edged, dark and a wicked green, thick as a forest and alive with grasshoppers that chirped and chattered and leapt through the air like monkeys.



QUESTION

- 5. At the beginning of this text three-year-old Laurie Lee was lost in the tall grass. **Explain** how the **language used** in paragraph 2 makes **the grass appear threatening**.
- Support your ideas with three details from paragraph 2. (3)
- Meaning of **threatening**: having a **hostile** or **deliberately frightening** quality or manner.

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3 details	Explain how it makes grass appear threatening
‘it towered over me’	suggests how small /vulnerable he feels
‘each blade tattooed with tiger-skins’	suggests frightening pictures/wild animals
‘knife-edged’	suggests the grass is sharp and harmful

other details	Explain how it makes grass appear threatening
‘a wicked green’	suggests evil/cruelty
‘thick as a forest’	suggests impenetrable/inescapable
‘alive with grasshoppers...like monkeys’	suggests the grass is full of things/creatures that can attack him

1. The beginning of this text describes the children's reactions about their father's return home.
2. Explain how the language used in Paragraph 5 emphasises their reactions.

Support your ideas with three details from Paragraph 5.

1. Ravi was exasperated/annoyed/tired/fed up with his father as 'he sighed under his breath'.
2. Ravi was angry/furious/had lots of built-up anger/wanted to confront his father as he 'had to muster all his self-control in order not to storm outside and give his father a piece of his mind'.
3. Ravi expected/anticipated to hear his father beating his mother as 'Ravi waited to hear the usual sounds of beating and shouting'.

TEXT 3 – UNDERLINE TEXT THAT EMPHASISES REACTIONS

- “Good grief!” muttered Ravi as he sighed under his breath. He had a Mathematics test that day and he needed all the sleep he could get. Ravi had to muster all his self-control in order not to storm outside and give his drunken father a piece of his mind. “Let’s go, let’s go,” came his mother’s harried voice followed by the clumsy closing of her bedroom door. Ravi waited to hear the usual sounds of beating and shouting but after a brief clatter and a loud thump on their bed, no other noises came from his parents’ room. Ravi breathed a sigh of relief knowing that his mother was safe this time but then, he heard a soft sobbing from the bed above him-his younger sister, Shanti.

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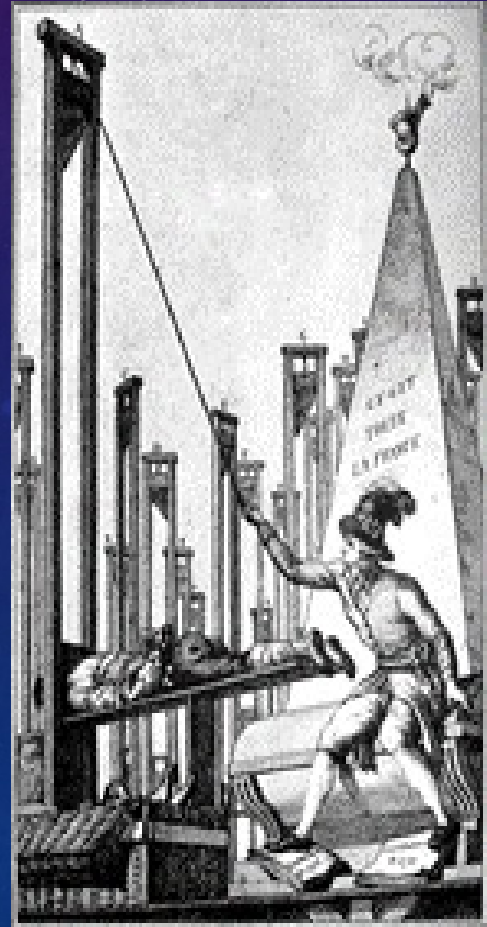
4. Ravi was worried about the safety of his mother as seen when he 'breathed a sigh of relief knowing that his mother was safe this time'.
5. Shanti was crying/upset/saddened as he 'heard a soft sobbing from the bed above him – his younger sister Shanti'.

Text 6

1. In Paragraph 10, the writer personifies the scaffold as a malicious agent of death.
2. Explain how the language is used to convey that effect
3. by supporting your answer with three details from the paragraph.

The scaffold is not a structure. The scaffold is not a machine. The scaffold is not an inert contraption made of wood, iron and rope. It is as though it were some kind of being with its own sinister initiative. To all appearances this wooden construction can see, this machine can hear, this contraption can understand, this wood, this iron and this rope have a will of their own. Its presence casts the soul into a ghastly trance in which the scaffold appears terrifying and involved in what it is doing. The scaffold is the executioner's accomplice. It devours. It eats flesh. It drinks blood. The scaffold is a kind of monster put together by the judge and the carpenter, a spectre that seems to live by some dreadful life force created out of all the death it has inflicted.

a ghost



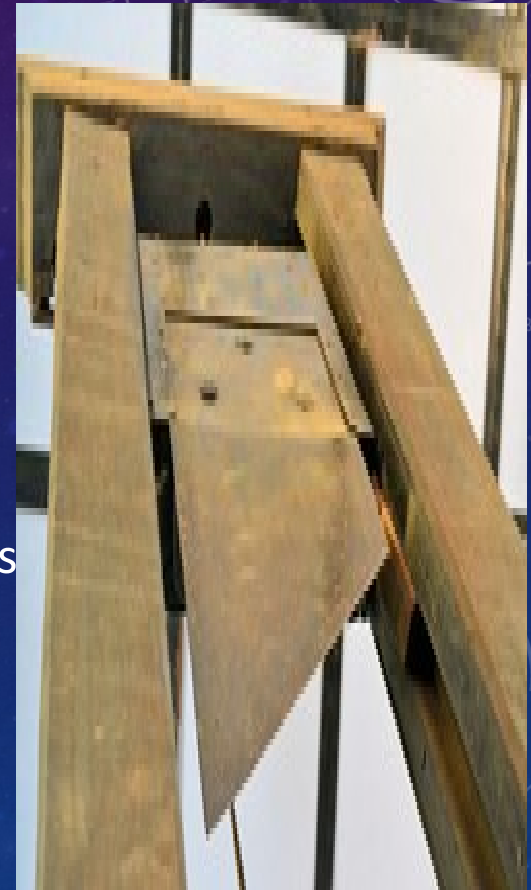
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‘some kind of being with its own sinister initiative’ suggests that the scaffold is alive and hatching an evil plan/harbours the intention to kill

‘its presence casts the soul into a ghastly trance’ shows that it has the ability to make a persons’ spirit lose control in an unpleasant way/rattle someone’s level of peace/instils fear in the person

‘It devours/eats flesh/drinks blood’ shows the destructive nature of the scaffold/ shows how it terminates life cruelly/violently/mercilessly/it is hungry for death.

◀ ‘a spectre that seems to live by some dreadful life force created out of all the death it has inflicted’ shows how the main purpose of the scaffold is to bring death to people



Text 7

1. In Paragraph 3, the writer describes the boy's reactions to the sights and sounds of London.
2. Explain how the language used suggests that the environment was frightening or fascinating to the boy.
3. Support your ideas with three details from Paragraph 3.

But at Charing Cross Station the twelfth passenger got in – a boy with a blue bag. He looked about thirteen; headed for the docks to sail on probably his first voyage. We could tell almost immediately; the way his eyes darted about, a cloud of wonderment surrounding him. When the bus first pulled up at the stop, he was standing on the opposite pavement with dazed eyes like a hare's, staring at the strange new world around him —the cars whizzing by, the yelling newsboys, the crowd, the bustle and din of it all. The hugeness and noise of the city could really be frightening or alluring to a young child. After hailing our bus, he dashed across the busy road, almost dropping his bag. Thankfully, he was snatched out of the path of an oncoming car by the bus conductor just in time, and was hauled onboard. His eyelids were pink and swollen; but he was not crying, though he wanted to. Instead, he took a great gulp and squeezed past us to his seat, and tried to look brave as a lion.



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'his eyes darted about' suggests that he was eager/keen to explore/take in everything around him

'a cloud of wonderment surrounding him' suggests that he was amazed/in awe

'dazed eyes like a hare's' suggests that he found the new environment overwhelming/too much to take in

Text 8

1. In Paragraph 2, the elephants fell into the river.
2. Explain how the language makes their situation life-threatening.
3. Support your ideas with three details.

I was suddenly alarmed by hearing an elephant roar. I ran down to the edge of the near bank and saw an elephant with her calf, trapped in the fast-rising torrent. She was holding her whole body against the surging river and keeping the calf pressed against her massive body. Every now and then the swirling water would whip the calf away; then, with terrific strength, she would encircle it with her trunk and pull it upstream to rest against her body again. Her grip on the calf was tested every time she was slapped about by fallen trees borne downstream by the raging river.



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‘trapped in the fast-rising torrent’ suggests that the elephants are caught/stuck in the rapid waves/cannot escape

‘slapped about by fallen trees’ suggests that the elephants were hit by floating logs /injured/life was at risk.

‘fast rising torrent’ suggests that the water current was very strong and may sweep the elephants away

‘holding her whole body against the surging river and keeping the calf pressed against her massive body’ suggests that the current was very strong and can carry the calf along with it