

Language Paper One, Section A

Reading Comprehension

Before you start: let's read the extract and then mark the part of the extract named for each question.

Question 1

Question 2

2

Source A

Using a time machine, an organisation called Time Safari transports clients into the past to take part in hunting expeditions. A group that includes Mr Eckels, together with their guide, Travis, is visiting a prehistoric jungle in order to shoot a Tyrannosaurus Rex.

1 The jungle was high and the jungle was broad. Sounds like music and flying tents filled the sky, and those were pterodactyls soaring with huge grey wings.

'I've hunted tiger, wild boar, buffalo, elephant, but now, this is it,' said Eckels. 'I'm shaking like a kid.'

5 'Ah,' said Travis.

Everyone stopped.

Travis raised his hand. 'Ahead,' he whispered, 'in the mist. There he is. There's his Royal Majesty now.'

9 The jungle was wide and full of twitterings, rustlings, murmurs, and sighs.

10 Suddenly it all ceased, as if someone had shut a door.

Silence.

A sound of thunder.

Out of the mist, one hundred yards away, came Tyrannosaurus Rex.

'It,' whispered Eckels, 'it.....'

15 'Shh!

16 It came on great oiled, resilient, striding legs. It towered thirty feet above half of the trees, a great evil god, folding its delicate watchmaker's claws close to its oily reptilian chest. Each lower leg was a piston, a thousand pounds of white bone, sunk in thick ropes of muscle, sheathed over in a gleam of pebbled skin like the armour of a terrible warrior. Each thigh was a ton of meat, ivory, and steel mesh. And from the great breathing cage of the upper body those two delicate arms dangled out front, arms with hands which might pick up and examine men like toys, while the snake neck coiled. And the head itself, a ton of sculptured stone, lifted easily upon the sky. Its mouth gaped, exposing a fence of teeth like daggers. Its eyes rolled, ostrich eggs, empty of all expression save hunger. It closed its mouth in a death grin. It ran, its pelvic bones crushing aside trees and bushes, its taloned feet clawing damp earth, leaving prints six inches deep wherever it settled its weight.

25

26 It ran with a gliding ballet step, far too poised and balanced for its ten tons. It moved into a sunlit area warily, its beautifully reptilian hands feeling the air.

'Why, why....' Eckels twitched his mouth, 'it could reach up and grab the moon.'

Question One

- One thing per mark (you can gain more than one mark per line)
- Quotations (accurate, precise, short)
- Or, your own words
- Try to phrase as a short sentence
- The easiest question (you should get 4 marks)
- **Spend 4/5 minutes on this (maximum)**

Question Two-Language

- All about **effects** of language
- Language=words, phrases, language techniques and sentence forms
- Focus on two or three quotations
- Use the question to word the start of each paragraph
- Naming technique/word class is desirable but not essential-you gain marks by showing **understanding**
- You must **explain** what the **EFFECT** of language is
- **Analysis of language** is the most important skill here
- *Tips: if you can't remember any language techniques, **imagery** covers everything! Also, put a description in front of the word class to show that you understand effect, e.g. violent verb*
- **Spend about 10 minutes on this**

Checklist:

- [Link to task](#)
- **Relevant quotation (embed)**
- **Meaning of quotation**
- **Method named**
- **Effects explained**
- **Words zoomed in on**
- **Meaning of words**
- **Implied meaning of words**
- **Impact on reader**
- **Aim higher: layers of meaning**

Language question

Do:

- select two or three language rich phrases
- zoom in on words to explain/analyse their effects
- link the analysis to the context of the passage
- use subject terminology to enhance the response.

Don't:

- label language features without commenting on effects
- infer on content
- make empty explanations (it make me want to read on, it gives me a picture in my head).

Question Three-structure

- This question is all about the **effect** of **structure**
- **Analysis** of structure is the most important skill here
- You must use **subject terminology**: focus, shift, flashback/forward...
- Pay attention to the **beginning** and **end**
- Use '**interest**' as in 'interest the reader'
- Ask questions of the text: 'why that person, why that place, why that shift, at that point?'
- What impact does the writer wish to have?
- Ban 'this makes the reader want to read on'
- Make three points
- **Spend about 10 minutes on this**

If nothing else, do this...

It's all about the phrase 'at this point'. Ask yourself: why am I, the reader, being told this, at this point?

Tip: Use 'at this point' as a sentence starter OR 'the writer focuses our attention on...at this point because...'

Question Four-Evaluation

- Generally this question will lead you to agreement but you are free to choose whether you completely agree, agree with an element or completely disagree.
- You must use quotations to backup your points
- Make four-five points
- *I agree/disagree with this statement because [summary]... then quotation... then exploration of methods.*
- Evaluate the **HOW**, not just the WHAT
- Ask questions of the text
- Form your own clear interpretation
- Don't include introduction or conclusion
- Show a clear understanding of the writer's **methods (language or structure)**
- Your response is more **personal** than for the other questions but it must be clear, formal and relevant.
- *Tip: You can repeat what you wrote for Q2 because questions are marked separately.*
- **Spend about 20 minutes on this**