

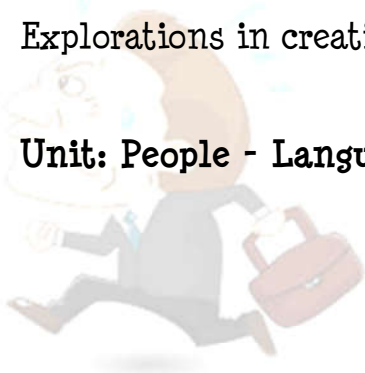


King Edward VII Academy

Teacher Booklet - annotated/model answers

Explorations in creative reading for Paper 1

Unit: People - Language - skills base



Lesson 01 – Comprehension – I Know Why the Caged Bird Sings by Maya Angelou

1. What colour was the dress and what is it made of (explain what taffeta is)
2. What impression do you get of the dress?
3. Why was it a shame the dress sounded like crepe paper?
4. What did her mum put on the dress?
5. How did she want to feel in the dress?
6. What made up for the colour of the dress?
7. How did she want to look? And why did she want to feel that way?
8. What is a black singer sewing machine?
9. What did she hope people would think?
10. Why did she want angel dust in her face?
11. When is the story set?
12. Where had the dress come from?
13. Why did she compare herself to the Arkansas clay?
14. Who looked at her legs?
15. How did she feel about her heritage?
16. Why did she want long blonde hair and blue eyes?
17. What is a southern accent?
18. How did she feel towards her mother?

Lesson 02 – Inference/Deduction (AO1) – Boy by Roald Dahl

1. What is Repton? And how do you know?
2. Who is most of them?
3. How was Corkers different? What does it make the reader think/feel?
4. What can you infer from his dress code?
5. What does Dahl mean, he was meant to teach us? How will a reader react to this?
6. What did his lessons consist of and what does this tell the reader about the teacher?
7. What does the verb lumbering suggest?
8. Why did the boys wait expectantly? What effect does this create for the reader?
9. Why did he smile slyly? Explain why Dahl's choice of language is effective?
10. Who did he offer the bar of chocolate to and why? What does this tell you about Corkers?
11. Why did he bring a snake in to school? How does this make the boys feel?
12. Why can't Dahl remember everything Corkers did?
13. What mood and atmosphere does this extract create?
14. How does the reader feel about Corkers?
15. What image does a reader have of Corkers?
16. Is Dahl's description effective? If so/not – why?

Lesson 03 – Language (AO2/1) Analysis – Harry Potter – JK Rowling

How are the Dursley's presented in this extract? Explain why you think Rowling has done this. Use quotes to support your ideas.

Lesson 04 – Structure (AO2/1) The Adventures Of Sherlock Holmes By Sir Arthur Conan Doyle

How does Doyle structure the text to make it interesting for the reader?

Lesson 05 – Language (2) (AO2/1) The Adventures of Huckleberry Finn – Mark Twain (1884)

How has Twain used language to describe the character of Huckleberry Finn?

Lesson 06 – Evaluate (2) (AO2/1) - The Count Of Monte Cristo By Alexandre Dumas

- A student, having read this section of the text said: I really felt as if I was there with the The Count Of Monte Cristo To what extent do you agree and why?

Lesson 07 – Compare Writers' Ideas (AO1/O3) Beauty and the Beast (original/Disney)

Compare how Beauty is present in both original and modern versions of the story Beauty and the Beast. Consider what the authors were trying to say about gender stereotypes.

Lesson 07 – Compare Writers’ Ideas (AO1/O3)

Beauty And The Beast By Marie Le Prince De Beaumont (1756)

There was once a very rich merchant, who had six children, three sons, and three daughters; being a man of sense, he spared no cost for their education, but gave them all kinds of masters. His daughters were extremely handsome, especially the youngest; when she was little, every body admired her, and called her The little Beauty; so that, as she grew up, she still went by the name of Beauty, which made her sisters very jealous. The youngest, as she was handsome, was also better than her sisters. The two eldest had a great deal of pride, because they were rich. They gave themselves ridiculous airs, and would not visit other merchants' daughters, nor keep company with any but persons of quality. They went out every day upon parties of pleasure, balls, plays, concerts, etc. and laughed at their youngest sister, because she spent the greatest part of her time in reading good books. As it was known that they were to have great fortunes, several eminent merchants made their addresses to them; but the two eldest said they would never marry, unless they could meet with a Duke, or an Earl at least. Beauty very civilly thanked them that courted her, and told them she was too young yet to marry, but chose to stay with her father a few years longer.

Beauty and the Beast Modern Script (Disney)

GASTON: Just watch I'm going to make Belle my wife! (TOWNSFOLK gather around GASTON, and eventually surround him)

ALL: Look there she goes a girl who's strange but special. A most peculiar mademoiselle. It's a pity and a sin she doesn't quite fit in!

GROUP 1: But she really is a funny girl

GROUP 2: A beauty but a funny girl

ALL: She really is a funny girl! That Belle!

GASTON: Hello, Belle.

BELLE: Bonjour Gaston. (GASTON grabs the book from BELLE) Gaston, may I have my book, please?

GASTON: How can you read this? There's no pictures!

BELLE: Well, some people use their imaginations.

GASTON: Belle, it's about time you got your head out of those books (tossing book into the mud) and paid attention to more important things...like me! The whole town's talking about it. (The BIMBETTES, who are looking on, sigh. BELLE has picked up the book and is cleaning off the mud) It's not right for a woman to read--soon she starts getting ideas... and thinking.

BELLE: Gaston, you are positively primeval.

GASTON: (Putting his hand around her shoulders) Why thank you, Belle. Hey, whaddya say you and me take a walk over to the tavern and have a look at my hunting trophies.

BELLE: Maybe some other time.

BIMBETTE 1: What's wrong with her?

BIMBETTE 2: She's crazy!

BIMBETTE 3: He's gorgeous!

BELLE: Please, Gaston. I can't I have to get home and help My father.

Commented [FR1]: Education for all his children is important

Commented [FR2]: Yet Beauty was the prettiest of all, even in 1756 being attractive was equally or more important than being educated

Commented [FR3]: Her sisters were jealous of her beauty.

Commented [FR4]: She was also 'better' than her sisters. Maybe the father's favourite??

Commented [FR5]: A sense of class and disdain, feel they are better than, superior

Commented [FR6]: Their life was frivolous, parties, nothing of worth

Commented [FR7]: They mocked their sister

Commented [FR8]: Even though she is pretty she reads

Commented [FR9]: Suggests they felt superior to others beneath them they wanted to marry for money, not love

Commented [FR10]: A sense of misogyny, he claims Belle (French for beauty) for his wife, she has no choice in it.

Commented [FR11]: Villagers consider her strange but special because she's different.

Commented [FR12]: Because she wants to read and not interested in marriage ppl find her odd.

Commented [FR13]: She's polite, graceful and demure

Commented [FR14]: He is opposite to her, he is ignorant, picture books are associated with children

Commented [FR15]: He is like the sisters in the original version. He is full of self importance.

Commented [FR16]: Bimbettes a take on bimbo – (an attractive but unintelligent or frivolous young woman.)

Commented [FR17]: Gaston represents patriarchal - a system of society or government in which men hold the power and women are largely excluded from it.

Commented [FR18]: She describes him as primitive, an uncivilised underdeveloped, unintelligent male.

Commented [FR19]: Who likes to kill

BOTH versions of Beauty love their father, love reading, are educated, kind, thoughtful, considerate, generous, unaware of their beauty, not bothered about marriage.

Compare how Beauty is present in both original and modern versions of the story Beauty and the Beast. Consider what the authors were trying to say about gender stereotypes.