

# GRAYS TUITION CENTRE – Online Tutoring

**WEEK: 10**

**Week Beginning: (22/02/2021)**

**Subject: ENGLISH**

**Year: 8**

## **Lesson Objective:**

- Be able to begin to plan and answer exam styled questions.
- Be able to assess effectiveness and reliability of a student opinion of a text.

## **Keywords/ Concepts**

- Effectiveness
- Structure
- Reader investment.

## **Class Worksheets**

- For classwork- exam questions on Hard Times with relevant comprehension.

## **Homework Worksheets**

- Worksheets on “The Selfish Giant”

## **Additional Notes**

### Chapter One: The One Thing Needful

'NOW, what I want is, Facts. Teach these boys and girls nothing but Facts. Facts alone are wanted in life. Plant nothing else, and root out everything else. You can only form the minds of reasoning animals upon Facts: nothing else will ever be of any service to them. This is the principle on which I bring up my own children, and this is the principle on which I bring up these children. Stick to Facts, Sir!'

The scene was a plain, bare, monotonous vault of a school-room, and the speaker's square forefinger emphasised his observations by underscoring every sentence with a line on the schoolmaster's sleeve. The emphasis was helped by the speaker's square wall of a forehead, which had his eyebrows for its base, while his eyes found commodious cellarage in two dark caves, overshadowed by the wall. The emphasis was helped by the speaker's mouth, which was wide, thin, and hard set. The emphasis was helped by the speaker's voice, which was inflexible, dry, and dictatorial. The emphasis was helped by the speaker's hair, which bristled on the skirts of his bald head, a plantation of firs to keep the wind from its shining surface, all covered with knobs, like the crust of a plum pie, as if the head had scarcely warehouse-room for the hard facts stored inside. The speaker's obstinate carriage, square coat, square legs, square shoulders, - nay, his very neckcloth, trained to take him by the throat with an unaccommodating grasp, like a stubborn fact, as it was, - all helped the emphasis.

'In this life, we want nothing but Facts, Sir; nothing but Facts!'

The speaker, and the schoolmaster, and the third grown person present, all backed a little, and swept with their eyes the inclined plane of little vessels then and there arranged in order, ready to have imperial gallons of facts poured into them until they were full to the brim.

### Chapter Two: Murdering The Innocents

THOMAS GRADGRIND, Sir. A man of realities. A man of facts and calculations. A man who proceeds upon the principle that two and two are four, and nothing over, and who is not to be talked into allowing for anything over. Thomas Gradgrind, Sir - peremptorily Thomas - Thomas Gradgrind. With a rule and a pair of scales, and the multiplication table always in his pocket, Sir, ready to weigh and measure any parcel of human nature, and tell you exactly what it comes to. It is a mere question of figures, a case of simple arithmetic. You might hope to get some other nonsensical belief into the head of George Gradgrind, or Augustus Gradgrind, or John Gradgrind, or Joseph Gradgrind (all supposititious, non-existent persons), but into the head of Thomas Gradgrind - no, Sir!

In such terms Mr Gradgrind always mentally introduced himself, whether to his private circle of acquaintance, or to the public in general. In such terms, no doubt, substituting the words 'boys and girls,' for 'Sir,' Thomas Gradgrind now presented Thomas Gradgrind to the little pitchers before him, who were to be filled so full of facts.

## Section A: Reading

1. Read again the first part of the source from lines 1-5  
List four things that the speaker believes about "Facts" [4 marks]

2. Look in detail at this extract from lines 6-19 of the source.

**How does the writer use language here to describe the speaker?**

You could include the writers choice of:

- Words and phrases
- Language features and techniques.
- Sentence forms.

**[8 marks]**

3. Now you need to think about the **whole** of the source.

**How has the writer structured the text to interest you as a reader?**

You could write about:

- What the writer focuses your attention on at the beginning
- How and why the writer changes this focus as the extract develops
- Any other structural features that interest you.

**[8 marks]**

4. Focus this part of your answer on the second part of the source, from line 20 to the end.

*A student, having read this section of the text said: "Thomas Gradgrind sounds like a miserable person who is mean to children. He treats the children like objects, not people."*

**To what extent do you agree?** Create a short plan before you begin.

In your response, you could:

- Write about your impressions of the children
- Evaluate how the writer has created these impressions.
- Support your opinions with references to the text.

**[15 marks]**

**Extension activities:**

- ❖ Create a table to fill in 4 quotations of your choice. Here, you will annotate any language techniques used, analyse punctuation, effect, imagery etc.
- ❖ Write what themes, symbols, or connotations you can find throughout the text and explain their importance.
- ❖ What genre is this text? Why do you think the purpose of this was when chosen by the author?

- ❖ How is the character presented? What effect does this have on the reader?
- ❖ Write 3 sentences exploring why you think the extract is likely to intrigue and entice a reader.
- ❖ What atmosphere is the author attempting to create?

Quotation	Meaning and effect
“A man of realities. A man of facts and calculations”	
“In this life, we want nothing but facts Sir; nothing but facts.”	
“Plant out nothing else, and root out everything else”	

## Homework.

Every afternoon, as they were coming home from school, the children used to go and play in the Giant's garden.

It was a large, lovely garden, with soft green grass. Here and there over the grass stood beautiful flowers like stars, and there were twelve peach trees that in the spring-time broke out into delicate blossoms of pink and pearl, and in the autumn bore rich fruit. The birds sat on the trees and sang so sweetly that the children used to stop their games in order to listen to them. 'How happy we are here!' they cried to each other.

One day the Giant came back. He had been to visit his friend the Cornish ogre and had stayed with him for seven years. After the seven years were over he had said all that he had to say, for his conversation was limited, and he determined to return to his own castle. When he arrived he saw the children playing in the garden.

'What are you doing there?' he cried in a very gruff voice, and the children ran away.

'My own garden is my own garden,' said the Giant; 'anyone can understand that, and I will allow nobody to play in it but myself.' So he built a high wall all round it, and put up a notice board.

**TRESPASSERS  
WILL BE  
PROSECUTED.**

He was a very selfish Giant.

The poor children had nowhere to play. They tried to play on the road, but the road was very dusty and full of hard stones, and they did not like it. They used to wander round the high wall when their lessons were over and talk about the beautiful garden inside. 'How happy we were there,' they said to each other.

Then the Spring came and all over the country there were little blossoms and little birds. Only in the garden of the Selfish Giant it was still winter. The birds did not care to sing in it as there were no children and the trees forgot to blossom. Once a beautiful flower put its head out from the grass but when it saw the notice-board it was so sorry for the children that it slipped back into the ground again and went off to sleep. The only people who were pleased were the Snow and the Frost.

'Spring has forgotten this garden,' they cried, 'so we will live here all the year round.' The Snow covered up the grass with her great white cloak and the Frost painted all the trees silver. Then they invited the North Wind to stay with them, and he came. He was wrapped in furs and he roared all day about the garden and blew the chimney pots down.

'This is a delightful spot,' he said, 'we must ask the Hail to visit.' So the Hail came. Every day for three hours he rattled on the roof of the castle till he broke most of the slates and then he ran round and round the garden as fast as he could go. He was dressed in grey, and his breath was like ice.

**'The Selfish Giant' comprehension questions**

1. Write down seven adjectives that the author has used in the second paragraph which begins 'It was a large ...'

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2. Tick the statements from this list that are true:

- The garden had pear trees.
- The children loved listening to the birds singing.
- The children had got used to playing in the garden as the Giant had been away for a while.
- The Giant put up a sign that said 'Stay off the grass'.

3. How did the Giant make sure that the children could not get into the garden to play in it?

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4. What did the words on his noticeboard mean?

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5. Find and copy the quotation that proves the road was not suitable for playing on.

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