

**GRAYS TUITION CENTRE – Online Tutoring**

**WEEK: 11**

**Week Beginning: (01/03/2021)**

**Subject: ENGLISH**

**Year: 9**

**Lesson Objective:**

- Analysing Non-Fiction texts

**Class Worksheets**

- Go through Shakespeare questions
- Analyse non-fiction texts and how to find similarities and differences.

**Homework Worksheets**

- Analyse two non-fiction texts and make notes of differences.

**Additional Notes**

### Source A

This extract is taken from *The Living Mountain* (1977) by Nan Shepherd. This is from the opening of Chapter 8, in which Shepherd records her journeys into the Cairngorm mountains of Scotland.

The first time I found summer on the plateau - for although my earliest expeditions were all made in June or July, I experienced cloud, mist, howling wind, hailstones, rain and even a blizzard - the first time the sun blazed and the air was balmy, we were standing on the edge of an outward facing precipice, when I was startled by a whizzing sound behind me. Something dark swished past the side of my head at a speed that made me giddy. Hardly had I got back my balance when it came again, whistling through the windless air, which eddied round me with the motion. This time my eyes were ready, and I realised that a swift was sweeping in mighty curves over the edge of the plateau, plunging down the face of the rock and rising again like a jet of water. No one had told me I should find swifts on the mountain. Eagles and ptarmigan, yes: but that first sight of the mad, joyous abandon of the swift over and over the very edge of the precipice shocked me with a thrill of elation. All that volley of speed, those convolutions of delight, to catch a few flies! The discrepancy between purpose and performance made me laugh aloud - a laugh that gave the same feeling of release as though I had been dancing for a long time.

### Source B

This extract is taken from *The Grasmere Journals* by Dorothy Wordsworth, her diary of life in the Lake District with her brother, the poet William Wordsworth.

Wednesday 16<sup>th</sup> June, 1802

I spoke of the little Birds keeping us company - & William told me that that very morning a Bird had perched upon his leg - he had been lying very still & had watched this little creature, it had come under the Bench where he was sitting & then flew up to his leg, he thoughtlessly stirred himself to look further at it & it flew onto the apple tree above him. It was a little young creature, that had just left its nest, equally unacquainted with man & unaccustomed to struggle against Storms & winds. While it was upon the apple tree the wind blew about the stiff boughs & the Bird seemed bemazed & not strong enough to strive with it. The swallows come to the sitting-room window as if wishing to build but I am afraid they will not have courage for it, but I believe they will build at my room window. They twitter & make a bustle & a little chearful song hanging against the panes of glass, with their soft white bellies close to the glass, & their forked fish-like tails. They swim round & round & again they come. - It was a sweet evening we first walked to the top of the hill to look at Rydale & then to Butterlip How - I do not see the brownness that was in the coppices. The lower hawthorn blossoms passed away, those on the hills are a faint white.

## Question 2

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The question tests AO1, how well you:

- identify and interpret explicit and implicit information and ideas
- select and synthesise evidence from different texts.

Using details from **both** sources, write a summary of the different descriptions of the natural world, and the birds within it. **(8 marks)**

Remember you are being asked to summarise the differences in content, both explicit and in the inferences you can draw. You will be asked to analyse language and techniques in the longer question (question 4), so don't do that here.

You should be able to identify some of the following differences in your summary of each text:

Source A <i>The Living Mountain</i> by Nan Shepherd	Source B <i>The Grasmere Journals</i> by Dorothy Wordsworth
Remote and wild setting e.g. 'on the edge of ... a precipice' on the Cairngorm mountains.	More domestic setting in a garden with an 'apple tree' and in the local countryside, 'Butterlip How'.
Writer compares the mountain's extremes of weather, from this hot day, 'the sun blazed', to worse summers in the past, 'even a blizzard'.	A setting with harsh weather, 'Storms & winds' but less extreme, 'the wind blew the stiff boughs' and later it's a 'sweet evening'.
Describes the swift's skill and speed in searching for food, 'sweeping in mighty curves', 'plunging down'.	Presents these birds as weak against the wind, 'bemazed and not strong enough to strive with it', and looking for a safe place to build a nest.
Describes how the swift's actions, 'mad, joyous abandon', far exceed and overshadow the practical aim of catching flies in the wild.	These birds are less bold, 'twitter and make a bustle & a little cheerful song' and seem rather tame.

#### Question 4

The final reading question is worth 16 marks, more than any of the other reading questions and so you should spend the most time on it, answering the question in detail and supporting with relevant quotations from both texts.

The question tests AO3: how well you compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.

Compare **how** the two writers convey their different attitudes to the natural world and the birds within it; support with quotations from both texts. **(16 marks)**

Remember to

- compare their different attitudes
- compare the methods they use to convey their different attitudes
- support your ideas with quotations from both texts.

You should be able to identify some of the following differences in the writers' attitudes:

Source A <i>The Living Mountain</i> by Nan Shepherd	Source B <i>The Grasmere Journals</i> by Dorothy Wordsworth
Respect for the mountain, wildlife and potential dangers, 'outward facing precipice', 'speed that made me giddy'.	Affection for the garden and birds, with repetition in 'this little creature' and 'a little young creature'.
Shepherd is impressed by the power of nature, with a list of weather experienced there in summer, 'cloud, mist, howling wind ...'	Wordsworth notes how the changing landscape and colours mark the change of seasons, 'I do not see the brownness', 'the hills are faint white'.
The speed of the swift passing close by shocks the writer; she uses onomatopoeia to convey the sound and feeling produced, 'whizzing ... swished ... whistling'.	The writer feels sorry for the swallows, which appear too timid to build a nest near people. 'I am afraid they will not have courage' suggests personification of the swallows.
She uses a strong verb 'plunging' and a simile 'rising again like a jet of water' to convey the bird's control and speed so near to a rock face.	The metaphors 'their forked, fish-like tails' and 'they swim round & round & again they come' make the birds sound like goldfish in a bowl.

**Foston, Feb. 16th, 1820**

Dear Lady Georgiana,

Nobody has suffered more from low spirits than I have done—so I feel for you.

1st. Live as well as you dare.

2nd. Go into the shower-bath with a small quantity of water at a temperature low enough to give you a slight sensation of cold, 75° or 80°.

3rd. Amusing books.

4th. Short views of human life—not further than dinner or tea.

5th. Be as busy as you can.

6th. See as much as you can of those friends who respect and like you.

7th. And of those acquaintances who amuse you.

8th. Make no secret of low spirits to your friends, but talk of them freely—they are always worse for dignified concealment.

9th. Attend to the effects tea and coffee produce upon you.

10th. Compare your lot with that of other people.

11th. Don't expect too much from human life—a sorry business at the best.

12th. Avoid poetry, dramatic representations (except comedy), music, serious novels, melancholy sentimental people, and everything likely to excite feeling or emotion not ending in active benevolence.

13th. Do good, and endeavour to please everybody of every degree.

14th. Be as much as you can in the open air without fatigue.

15th. Make the room where you commonly sit, gay and pleasant.

16th. Struggle by little and little against idleness.

17th. Don't be too severe upon yourself, or underrate yourself, but do yourself justice.

18th. Keep good blazing fires.

19th. Be firm and constant in the exercise of rational religion.

20th. Believe me, dear Georgiana, your devoted servant, Sydney Smith.

April 10, 2006

Dear Crystal,

I'm so sorry to hear that life is getting you down at the moment. Goodness knows, it can be so tough when nothing seems to fit and little seems to be fulfilling. I'm not sure there's any specific advice I can give that will help bring life back its savour. Although they mean well, it's sometimes quite galling to be reminded how much people love you when you don't love yourself that much.

I've found that it's of some help to think of one's moods and feelings about the world as being similar to weather:

Here are some obvious things about the weather:

It's real.

You can't change it by wishing it away.

If it's dark and rainy it really is dark and rainy and you can't alter it.

It might be dark and rainy for two weeks in a row.

BUT

It will be sunny one day.

It isn't under one's control as to when the sun comes out, but come out it will.  
One day.

It really is the same with one's moods, I think. The wrong approach is to believe that they are illusions. They are real. Depression, anxiety, listlessness – these are as real as the weather – AND EQUALLY NOT UNDER ONE'S CONTROL. Not one's fault.

BUT

They will pass: they really will.

In the same way that one has to accept the weather, so one has to accept how one feels about life sometimes. "Today's a crap day," is a perfectly realistic approach. It's all about finding a kind of mental umbrella. "Hey-ho, it's raining inside: it isn't my fault and there's nothing I can do about it, but sit it out. But the sun may well come out tomorrow and when it does, I shall take full advantage."

I don't know if any of that is of any use: it may not seem it, and if so, I'm sorry. I just thought I'd drop you a line to wish you well in your search to find a little more pleasure and purpose in life.

Very best wishes

(Signed)

Stephen Fry

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Read both texts above. The question that follows is a typical comparative exam question for two texts on a similar theme. Write your answer to the question.

**Compare how the two writers convey their different attitudes to depression.**

In your answer, you should:

- compare their different **attitudes**
- compare the **methods** they use to convey their attitudes
- support your ideas with quotations from both texts.