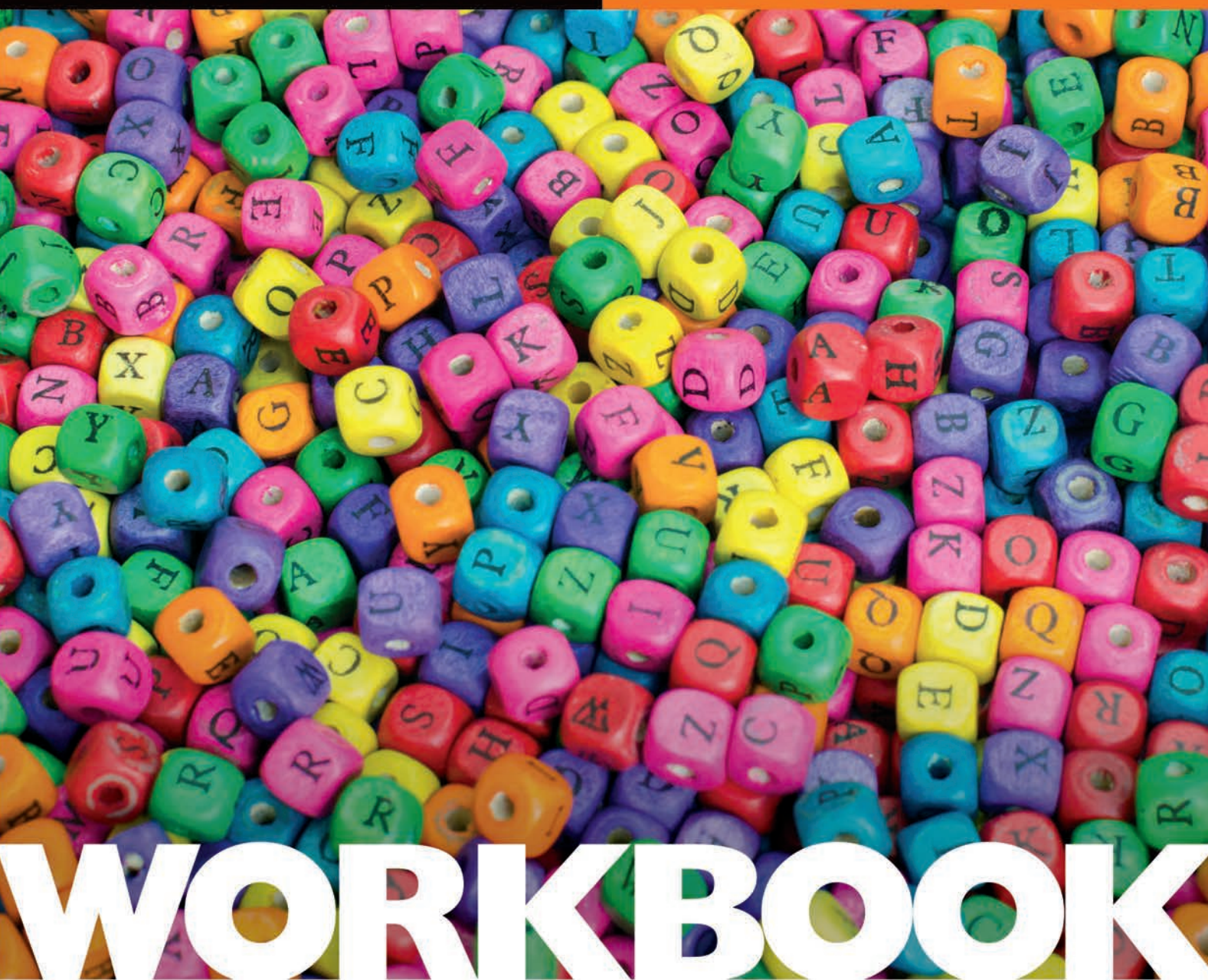


CCEA

GCSE



# WORKBOOK

## English Language

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**1** This workbook will help you prepare for your CCEA GCSE English Language exam.

**2** Your exams are 1 hour 45 minutes long for the Unit 1 paper, and 1 hour 45 minutes long for the Unit 4 paper.

**3** Build your skills and prepare for every question in the exam using:

- clear explanations of what each question requires
- short answer activities that build up to exam-style questions
- spaces for you to write or plan your answers.

**4** Answering the questions will help you build your skills and meet the assessment objectives A03 (studying written language) and A04 (writing).

**6** You still need to read your textbook and refer to your revision guides and lesson notes.


**7** Answers to every question in the book are available at: [www.hoddereducation.co.uk/workbookanswers](http://www.hoddereducation.co.uk/workbookanswers).

# Comparing and contrasting literary texts

Unit 4, Task 2 will ask you to read two literary texts and to compare and contrast how the texts have been crafted to achieve a specific effect. The question may ask you to consider how characterisation, setting, atmosphere or situation have been presented.

**What exactly must I do?**

You must be able to identify relevant points of comparison and contrast, supporting your observations with relevant textual evidence and appropriate explanations. You may compare and contrast the writers' styles, ideas and attitudes, and use of linguistic devices and structural features, including punctuation and use of specific words and phrases. When composing your response, you should be using suitable comparative markers, for example 'similarly' or 'in contrast'.

 **ACTIVITY 1**

1 In the table below, record comparative markers that will indicate to the examiner that you are comparing and contrasting:

To compare	To contrast

2 Read these two sentences:

**Text A**

Her long hair cascades down her back in curls that glisten like threads of gold.

**Text B**

Her hair hung round her pasty face like clumps of dark seaweed on a clam.

Complete this comparative paragraph:

Both writers use the technique of ..... (identify technique) to describe the hair of the female characters. In Text ..... (A or B) the image is a flattering one and gives the reader an impression of a character who is .....

.....

.....

(explain).

ACTIVITY CONTINUES ➔

..... (insert comparative marker), in Text ..... (A or B) the effect is that the reader imagines a character who is .....  
.....  
.....  
(explain).



ACTIVITY 2

1 Read the two extracts below.

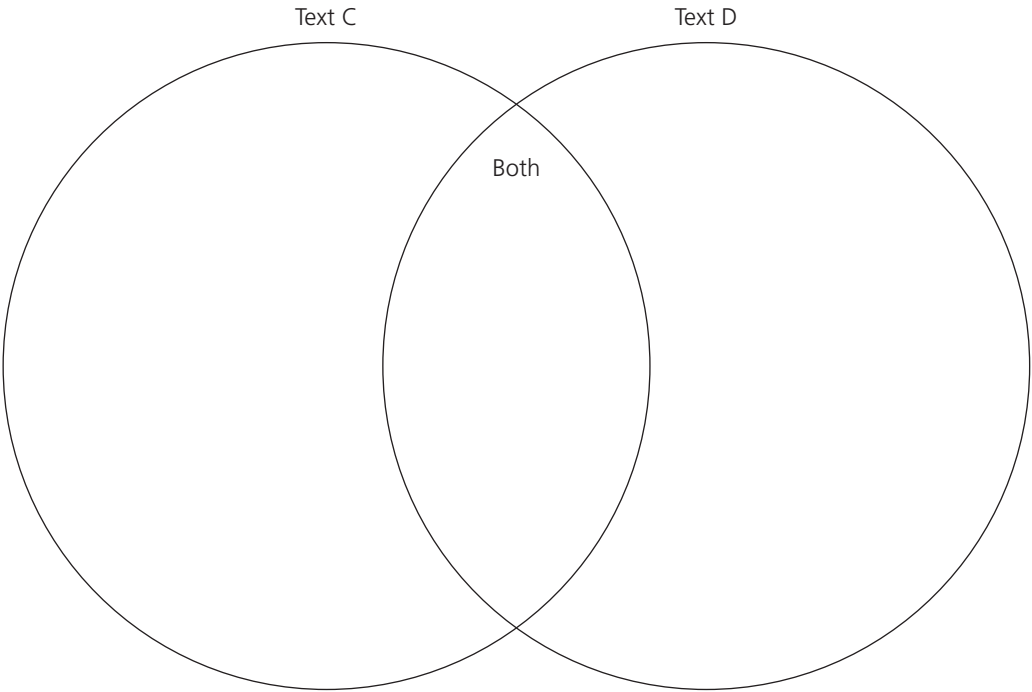
Text C

Principal Scott was a tall, thin and wiry man. Much to the amusement of his students, he was incapable of standing still when he spoke. His head would bob up and down, his body would twitch wildly and his arms would wave in all directions like someone had passed an electric current through him. Stand too close and you risked getting a thump.

Text D

The students of Denewood College had officially declared Principal Thomas to be ‘a legend’. He was a small, unassuming man with a massive personality and an infectious laugh. He was a firm believer in having a ‘quiet word’ and he spoke with a deep intensity, like a priest delivering a sermon.

Identify similarities and differences in how the writers depict the character of a school principal. Record your observations in the diagram below.



ACTIVITY CONTINUES ➡

2 Using your planning notes from the diagram in Task 1, write a detailed paragraph in answer to the question:

Compare and contrast how the character of a school principal has been depicted by the writers of Text C and Text D. [32]

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ACTIVITY 3

1 Complete the table below to make links between Text E and Text F. Add brief quotations to support your notes.

Text E

The brakes squealed. Cal gripped the steering wheel. The car spun out of control. Everything was a blur. He shut his eyes but was unable to escape the impact of the collision or the stomach-wrenching sound of his beautiful car being ripped apart. Finally, it stopped. He was shaking but alive. The car was a crumpled mess of metal; it would have to be scrapped.

Text F

With a shrill squeal, the train pulled away from the station and into the countryside. I lounged back in the soft leather seats, gazed out the window and soaked up the magnificent sights of rolling fields in all shades of green, majestic trees as old as time itself, delicate blossoms and quaint houses speckled here and there, some so squat they looked like they didn't want to be discovered at all. In the distance, I could see the sparkle of a meandering lake which flowed across the landscape like liquid crystal. This was paradise.

	Text E	Text F
Is the journey described positive or negative?		

ACTIVITY CONTINUES ➔

	Text E	Text F
What is the narrative perspective?		
How are sentence lengths used for effect?		
How is descriptive language used?		

2 Using your notes from Task 1, write a detailed response to the question:

Compare and contrast how the writers of Text E and Text F describe the experience of travelling. [32]

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**ACTIVITY 4**

1 Read the two extracts below:

**Text G**

It was a town of red brick, or of brick that would have been red if the smoke and ashes had allowed it; but as matters stood, it was a town of unnatural red and black like the painted face of a savage. It was a town of machinery and tall chimneys, out of which interminable serpents of smoke trailed themselves for ever and ever, and never got uncoiled. It had a black canal in it, and a river that ran purple with ill-smelling dye, and vast piles of building full of windows where there was a rattling and a trembling all day long, and where the piston of the steam-engine worked monotonously up and down, like the head of an elephant in a state of melancholy madness. It contained several large streets all very like one another, and many small streets still more like one another, inhabited by people equally like one another, who all went in and out at the same hours, with the same sound upon the same pavements, to do the same work, and to whom every day was the same as yesterday and tomorrow, and every year the counterpart of the last and the next.

From *Hard Times* by Charles Dickens

**Text H**

The drive wound away in front of me, twisting and turning as it had always done, but as I advanced I was aware that a change had come upon it; it was narrow and unkept, not the drive that we had known. At first I was puzzled and did not understand, and it was only when I bent my head to avoid the low swinging branch of a tree that I realised what had happened. Nature had come into her own again and, little by little, in her stealthy, insidious way had encroached upon the drive with long, tenacious fingers.

The woods, always a menace even in the past, had triumphed in the end. They crowded, dark and uncontrolled, to the borders of the drive. The beeches with white, naked limbs leant close to one another, their branches intermingled in a strange embrace, making a vault above my head like the archway of a church. And there were other trees as well, trees that I did not recognise, squat oaks and tortured elms that straggled cheek by jowl with the beeches, and had thrust themselves out of the quiet earth, along with monster shrubs and plants, none of which I remembered.

From *Rebecca* by Daphne du Maurier

Complete these paragraphs, which compare and contrast Texts G and H.

- *Both writers describe settings in a way that makes them seem unpleasant.*  
[Comment on how this is achieved in Text G and Text H.]

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ACTIVITY CONTINUES ➔

- *Text G describes an industrialised setting.*

(Select evidence and explain.)

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- *Whereas Text H...*

(Make a contrast, provide evidence and explain.)

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- *Both writers use negative language.*

(Select evidence from each text and explain the effect.)

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- *Both writers employ long sentence length.*

(Select examples and explain the effect.)

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ACTIVITY CONTINUES ➞

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● *Uniquely, Text G...*

(Identify one unique feature about Text G and explain its effect – you may comment on the writer’s style, the narrative perspective, the use of language or structural features.)

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● *A unique feature in Text H...*

(Identify one unique feature about Text H and explain its effect – you may comment on the writer’s style, the narrative perspective, the use of language or structural features.)

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## Extended practice

Read both texts below. Compare and contrast how the writers of the two texts present the experiences and feelings of characters who experience exclusion.

[32]

There were a couple of girls in the room, but they ignored him, unless the snort of laughter he heard while he was getting his reading book out had anything to do with him. What was there to laugh at? Not much, really, unless you were the kind of person who was on permanent lookout for something to laugh at. Unfortunately, that was exactly the kind of person most kids were, in his experience. They patrolled up and down school corridors like sharks, except that what they were on the lookout for wasn't flesh but the wrong trousers, or the wrong haircut, or the wrong shoes, any or all of which sent them wild with excitement. As he was usually wearing the wrong shoes or the wrong trousers, and his haircut was wrong all the time, every day of the week, he didn't have to do very much to send them all demented. Marcus knew he was weird, and he knew that part of the reason he was weird was because his mum was weird. She just didn't get this, any of it. She was always telling him that only shallow people made judgements on the basis of clothes or hair; she didn't want him to watch rubbish television, or listen to rubbish music, or play rubbish computer games (she thought they were all rubbish), which meant that if he wanted to do anything that any of the other kids spent their time doing he had to argue with her for hours. He usually lost, and she was so good at arguing that he felt good about losing. She could explain why listening to Joni Mitchell and Bob Marley (who happened to be her two favourite singers) was much better for him than listening to Snoop Doggy Dogg, and why it was more important to read books than to play on the Gameboy his dad had given him. But he couldn't pass any of this on to the kids at school. If he tried to tell Lee Hartley – the biggest and loudest and nastiest of the kids he'd met yesterday – that he didn't approve of Snoop Doggy Dogg because Snoop Doggy Dogg had a bad attitude to women, Lee Hartley would thump him, or call him something that he didn't want to be called. It wasn't so bad in Cambridge, because there were loads of kids who weren't right for school, and loads of mums who had made them that way, but in London it was different.

From *About a Boy* by Nick Hornby

I know I'm not an ordinary ten-year-old kid. I mean, sure, I do ordinary things. I eat ice cream. I ride my bike. I play ball. I have an Xbox. Stuff like that makes me ordinary. I guess. And I feel ordinary. Inside. But I know ordinary kids don't make other ordinary kids run away screaming in playgrounds. I know ordinary kids don't get stared at wherever they go.

If I found a magic lamp and I could have one wish, I would wish that I had a normal face that no one ever noticed at all. I would wish that I could walk down the street without people seeing me and then doing that look-away thing. Here's what I think: the only reason I'm not ordinary is that no one else sees me that way. But I'm kind of used to how I look by now. I know how to pretend I don't see the faces people make. We've all gotten pretty good at that sort of thing: me, Mom and Dad, Via. Actually, I take that back: Via's not so good at it. She can get really annoyed when people do something rude. Like, for instance, one time in the playground some older kids made some noises. I don't even know what the noises were exactly because I didn't hear them myself, but Via heard and she just started yelling at the kids. That's the way she is. I'm not that way.

Via doesn't see me as ordinary. She says she does, but if I were ordinary, she wouldn't feel like she needs to protect me as much. And Mom and Dad don't see me as ordinary, either. They see me as extraordinary. I think the only person in the world who realises how ordinary I am is me. My name is August, by the way. I won't describe what I look like. Whatever you're thinking, it's probably worse.

Extended practice continues ➔

Next week I start fifth grade. Since I've never been to a real school before, I am pretty much totally and completely petrified. People think I haven't gone to school because of the way I look, but it's not that. It's because of all the surgeries I've had. Twenty-seven since I was born.

From *Wonder* by R.J. Palacio

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