Int 2 Close Reading- Imagery

From the tail of my eye, I saw what I took to be a kestrel. I turned my head to watch it as it climbed, and I waited for it to go into its hover, according to time-honoured kestrel custom. But it did nothing of the kind. It turned itself into an anchor. Or a thunderbolt.

1. What is the author suggesting about the bird when he says “It turned itself into an anchor” (line 14)?

*It changed its shape/resembled/adopted the shape of an anchor/looked like an anchor. OR It descended vertically/swiftly.*

1. Why is the comparison of the bird to a “thunderbolt” (line 15) an effective image or metaphor?

*It suggests suddenness/destructiveness/coming from the sky/speed.*

Here, by the edge of a blue-black and bitter salt lake, great floes of rock salt encrusting the mud are prised up, hacked into slabs and loaded on to the camels.

1. The word “floes” (line 6) usually refers to icebergs

Explain why it is appropriate to use it as a metaphor to refer to the appearance of the rock salt deposits.

*Similarity in size OR colour OR shape OR contrast with surroundings*

*Any two, (1) each*

An infinity of stars blazed above. The mysterious lake was close, and when the wind changed you could smell the sulphur blowing from a range of bubbling vents of gas, salt and super-heated steam. On the horizon fumed the volcano, Hertale.

1. Explain what the word “fumed” (line 22) suggests about the volcano, apart from having smoke coming from it.

*Idea of personification − eg that it was angry/threatening/bad-tempered*

As Ethiopia modernises, the Afar will leave their desert home. They will drift into the towns and cities in the highlands.

1. What does the word “drift” suggest about how “the Afar will leave their desert home” (lines 30 – 31)?

*It will happen piecemeal/gradually/without purpose or direction or motive on the part of those who do it.*

Link Questions

The apartheid regime had tried to “vanish” black people. Feeling abandoned and isolated, people turned to Dickens as someone who understood their plight.

But there were not enough books to go round. Few of the crateloads of Shakespeare,

Hardy and Dickens shipped from Britain reached the townships. Instead, they came to Soweto in parcels from charities. They were read by candlelight, often out loud, shared in a circle, or passed from hand to hand.

“But there were not enough books to go round.” (line 29)

1. Explain how this sentence provides a link between paragraphs at this point. **2 A**

*“books” refers back to Dickens in previous paragraph (1);*

*“not enough” anticipates the idea of paucity/scarcity developed in the rest of the*

*paragraph (1)*

*Less precise answer, eg one without selective quotation from the link sentence = 1*

*Appropriate comment on the function of “But” = 1*

“But,” said Solomon, scratching one of the small fly-bites that were troubling all of us, “if we could return here in 50 years, this village would be different. There will be streets, electricity, and proper buildings. As Ethiopia modernises, places like this will be made more comfortable for people. Hamed Ela will probably be a big town.”

And that is where Solomon was wrong. As Ethiopia modernises, the Afar will leave their desert home. They will drift into the towns and cities in the highlands. Their voracious herds of goats will die. Their camels will no longer be of any use. The only remembrance this place will have of the humans it bred will be the stone fittings of their flimsy, ruined stick huts, and the mysterious black rock burial mounds that litter the landscape.

1. Explain why the sentence “And that is where Solomon was wrong” (line 30) is an effective link between the paragraphs contained in lines 26 to 35.

*“(And) that” refers back to his words in the previous paragraph (about progress/ growth/improvement) (1)*

*“was wrong” leads to (the rebuttal contained in) the rest of the paragraph (1)*

*less well explained/less selective = 1*

*Comment on linking function of “And” = 1*

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|  | **2 E** |