*B.Read carefully the short story below. Then answer* **all** *the questions which follow it.*

*This extract is about a young boy called Bertie who lives in Edinburgh. Irene is his mother.*

**A2. Look at section 2.**

**What is Bertie thinking and feeling in this part of the story? Discuss how the writer uses particular language and structure choices to present his feelings. [10]**

**Section 2**

Bertie was silent. It was no use; he would be forced to go, just as she had forced him to go to yoga

and to all the rest of it. There was no use protesting. If he was unable to persuade his mother not to subject him to the humiliation of being the youngest member, by far, of an orchestra, then he

would have to find some other means to ensure he did not get in.

He thought for a moment and then realised that there was an obvious solution. Irene saw Bertie’s

face break into a broad grin. He must have realised, she thought, what fun it would be to go to

Paris. ‘Why are you smiling?’ she asked. ‘Thinking of Paris? We’ll have such fun in Paris.’ Bertie,

who had been smiling over the prospect of escape, now became grave. We? Had his mother said

*we’ll* have such fun in Paris?

His voice was tiny when he asked the question. ‘Are you coming too, Mummy? Are you coming

to Paris, too?’

Irene laughed. ‘But of course, Bertie. Remember you’re only six. Mummy will come to look after

you.’

‘But the teenagers won’t have their mothers with them. I’ll be the only one.’

And it would be worse, he thought. The humiliation would be doubled by the fact that Irene was

visibly pregnant. This would mean the other boys would know what she had been doing. It was

just too embarrassing. The journey to Queen’s Hall passed mostly in silence, at least on Bertie’s

part, although Irene had various bits of advice for him.

‘Don’t feel nervous,’ she said. ‘Remind yourself that there are not only strangers there. I’ll be there

too. Keep that in mind.’

Bertie reeled under the fresh blow. He had been hoping that his mother would wait outside. Now

she was coming in! That would make his plan much more difficult to put into effect.

In this question you have to do two things.

1. Comment on what \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

2. Comment and explain HOW the writer uses \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and structure to tell us about Bertie.

Using the language and structure information, complete the following tasks before answering the question:

1. Identify a simple and complex sentence. What is the effect?

2. Can you see the dialogue (speech?)

3. Look at the last line – what punctuation do you see. Effect?

4. See “Bertie was silent.” What do you think he was thinking/feeling?

5. With a highlighter, find all other thoughts and feelings of Bertie. (about 8-12)

Answer the question in your book. You need 6/7 examples of: language and structure that tells us about Bertie’s thoughts and feelings.

* Begin answering in your book, start: The writer uses the short, simple sentences at the beginning of this paragraph to show…….
* When the writer uses the verb ‘protesting’ it suggests that Bertie felt hopeless, he knew his mother was determined….