

## KEY POINT

The language of this poem articulates ideas indirectly. Draw out how the substance of the poem is the 'unsaid'.

## ACTIVITY 1

A01

## SKILLS

CRITICAL THINKING, ANALYSIS, INTERPRETATION

## ▼ READING BETWEEN THE LINES

Although the boy is shown to be part of a family, he also seems quite isolated in the poem, and there is little sympathy for the rest of the family's attitudes. What does the poem's language show you about:

- the boy's sister
- the relationships within the family
- the family's reactions to the boy's tragic early death?

Copy and complete the table with examples of language referring to the above points, explaining what each example shows you.

LANGUAGE REFERRING TO FAMILY	WHAT DOES THIS SHOW?

## ACTIVITY 2

A01

## SKILLS

TEAMWORK, EMPATHY

## ▼ EXPLAINING THE ACCIDENT

Work with a partner, imagining that one of you is a police officer and that the other is a member of the family who actually saw the accident, describing the event to the police officer. In your roles, conduct an interview to investigate the circumstances of the accident.

## ACTIVITY 3

A04

A05

## SKILLS

CRITICAL THINKING, ANALYSIS, INTERPRETATION, ADAPTIVE LEARNING, CREATIVITY

## ▼ WRITING TASK

Write an article on the dangers to children of undertaking adult work, persuading people to adhere to health and safety advice.

## EXAM-STYLE QUESTION

A01

A02

## SKILLS

CRITICAL THINKING, ANALYSIS, REASONING, INTERPRETATION

How does the writer create a sense of horror in 'Out, Out—'?

In your answer, you should write about:

- the way in which the chainsaw is presented
- the way in which the seriousness of the situation is gradually revealed
- the poet's use of words, phrases and techniques.

You should support your answer with close reference to the passage, including brief quotations.

(30 marks)