

Pigeon English Assessment Sheet

Your exam:

You will be asked to read an extract from *Pigeon English* by Stephen Kelman (that you have read in class) and answer the following question:

How does Kelman use language and structure to present [...] in this extract?

The question may include a theme or character.

Success Criteria:

3 paragraphs

2-3 a paragraph

2-3 techniques per paragraph

Talk about the effect of the techniques on the reader

Sentence Starters:

Kelman presents...as/by/through...

This is shown when he writes "...” and "...”

The use of [TECHNIQUE] shows that the pigeon is...because...

Similarly, when he writes "...” the use of [TECHNIQUE] and [TECHNIQUE] also shows that the pigeon is...

Alternatively, it shows...

This makes the reader feel...

What can I do to revise?

- Make sure you know and can identify techniques
- Read through the exemplar paragraph and identify the success criteria
- Use your interim feedback and reflection lesson to help you (this will be in your book)
- Complete the practice questions

Language	Structure	Form
Slang/informal language Lexical field (a group of words that are linked) Imagery (words that create an image) Pronouns (he, she, I) Direct address Imperative Simile Metaphor Adjectives/Adverbs	Short sentence Multiclausal sentence Script-like structure Dialogue Repetition Italics Bold	Dual narration

Exemplar Paragraph:

Kelman presents the pigeon as protective. This is shown when he “saw the boy off to school, I start everyday with the taste of his dreams in my mouth.” The use of the sensory imagery shows how close the pigeon feels to Harri as he can taste his dreams, almost protecting him as well as the past tense verb “saw” showing him watching over him. Similarly, the short sentence “the taste of all your dreams” shows he is protecting everybody and makes the reader feel he is directly addressing them through the word “your”.

How does Kelman use language and structure to present Harri in this extract?

You could see the blood. It was darker than you thought. It was all on the ground outside Chicken Joe's. It just felt crazy.

Jordan: 'I'll give you a million quid if you touch it.'

Me: 'You don't have a million.'

Jordan: 'One quid then.'

You wanted to touch it but you couldn't get close enough. There was a line in the way:

POLICE LINE DO NOT CROSS

If you cross the line you'll turn to dust.

We weren't allowed to talk to the policeman, he had to concentrate for if the killer came back. I could see the chains hanging from his belt but I couldn't see the gun.

The dead boy's mamma was guarding the blood. She wanted it to stay, you could tell. The rain wanted to come and wash the blood away but she wouldn't let it. She wasn't even crying, she was just stiff and fierce like it was her job to scare the rain back up into the sky. A pigeon was looking for his chop. He walked right in the blood. He was even sad as well, you could tell where his eyes were all pink and dead.

Read the extract from Stephen Kelman's 'Pigeon English' and answer the question below.

Violence always came too easy to you, that's the problem. It always felt too good. Remember the first time you trod on an ant, and with an infant stamp made the moving still, the present past? Wasn't that a sickly sweet epiphany? Such power in your feet and at your fingertips such temptation! It would take some act of charity to give all that good stuff away. You'd need to be something greater than just another invention of a spiteful god.

Kyle Barnes stuck his compass in Manik's leg. Manik screamed like a girl even if there was no blood. Everybody laughed.

Manik: 'What did you do that for?'

Kyle Barnes: 'So you'd do that.'

Kyle Barnes chooked him again. Manik screamed again. He was like a squeaky pig. It was like the compass was a fork and Kyle Barnes was testing to see if he was done yet. Asweh, it was very funny. Kyle Barnes loves it when we have a supply teacher. Most of the time they don't even do the lesson, they just read the newspaper. That's when Kyle Barnes comes after you with the compass. You have to not get chooked but you're not allowed to get off your chair. It's proper hard. I've been chooked about three times. It doesn't really hurt, it just gives you a crazy surprise. There's never any blood.

The best weapon would be an umbrella that's really a poison gun. You think it's just an umbrella but actually it shoots poison bullets out the end. We were talking about what the best weapons are.

Kyle Barnes thinks the best weapon is an AK-47.

Dean thinks it's a knuckleduster with extra long spikes.

Chevon Brown thinks the best weapon is a crossbow. But you have to be very strong to shoot it because it's proper heavy. The arrows are called bolts. They're longer than you.

Brayden Campbell: 'You couldn't shoot a crossbow. You couldn't even pick it up.'

Chevon Brown: 'F--- off, man. You couldn't even shoot an AK-47, the recoil would knock your head off.'

Brayden Campbell: 'Bullshit. I could do it one-handed.'

Me and Dean: 'My arse.'

Me and Dean: 'Jinx!'

We said jinx straight away. The curse can't even touch us.

How does Stephen Kelman use language and structure to present Harri's experience of school?

Exemple Paragraph

Kelman presents the pigeon as protective. This is shown when he writes “saw the boy off to school, I start everyday with the taste of his dreams in my mouth.” The use of the sensory imagery shows how close the pigeon feels to Harri as he can taste his dreams, almost protecting him as well as the past tense verb “saw” showing him watching over him. Similarly, the short sentence “the taste of all your dreams” shows he is protecting everybody and makes the reader feel he is directly addressing them through the word “your”.

How does Kelman present the pigeon in this extract?

Kelman presents the pigeon as...

This is shown when he writes "...” and "...”

The use of [TECHNIQUE] shows that the pigeon is...because...

Similarly, when he writes "...” the use of [TECHNIQUE] and [TECHNIQUE] also shows that the pigeon is...

Alternatively, it shows...

This makes the reader feel...

Look for the following techniques:

Metaphor

Emotive language

Sensory imagery

Adjectives

Short sentences

Repetition

Contrast