

Depending on the ability of the students, you may wish for them to read the whole extract themselves before attempting any of the tasks. For less confident students, you may simply chunk the text and work through it as per the slides.

This task focuses on a passage from 'You Are Now Entering the Human Heart' by Janet Frame, published in 1969. The whole of the short story can be accessed here: <https://byuis.brainhoney.com/Resource/11236525,1,0/Assets/Media/PDF/YouAreNowEnteringTheHumanHeart.pdf>

Depending on the ability and needs of the group, the onscreen activities could be completed together as a class, in pairs or groups or students can be asked to complete the activity on their own first and then feedback be taken as a class.

The focus for this activity is evaluation, so students should be encouraged to give their opinions or make judgments supported by evidence from the text.

This is a building block activity. The first slide gives the selections to the students, they just need to work out which point the evidence supports (which column it goes in). The second slide gives them the opportunity to select the evidence for themselves. The third slide encourages them to consider an alternative reading and the last slide asks them to begin creating an essay style response.

Responses the students might come up with:

### Screen 1

- The writing in italics is to give some background/context for the passage. The extract is taken from a longer piece of writing so these italics help the reader to 'fill in the gaps.'

### Screen 2

<b>Evidence to show Miss Aitcheson's fear</b>	<b>Evidence to show how the attendant is in control of this situation</b>
<ul style="list-style-type: none"><li>• It is clear to the narrator that Miss Aitcheson has "never handled a snake in her life."</li><li>• "Her face was pale".</li><li>• "She just managed to drag the fear from her eyes"</li><li>• "Where [the fear] lurked, like a dark strain."</li></ul>	<ul style="list-style-type: none"><li>• "The best way to get through to the children is to start with the teacher," he said to Miss Aitcheson.</li><li>• "It's harmless," the attendant said.</li></ul>

### Screen 3

Evidence to show Miss Aitcheson's fear	Evidence to show how the attendant is ignoring Miss Aitcheson's fear
<ul style="list-style-type: none"> <li>• " Her eyes faced the lighted exit."</li> <li>• "I saw her fear."</li> <li>• "Miss Aitcheson stood rigid."</li> <li>• "she seemed to be holding her breath."</li> <li>• "she suddenly jerked her head and lifted her arms in panic to get rid of the snake."</li> <li>• "she whispered,"</li> <li>• "I could see her defeat and helplessness."</li> </ul>	<p>"with a swift movement, before the teacher could protest, draped it around her neck."</p> <p>"stepped back, admiring and satisfied."</p> <p>"Your teacher has a snake around her neck and she's not afraid'."</p> <p>"He leaned forward, pronouncing the judgement on her,"</p> <p>"The attendant seemed unaware."</p>

### Screen 4

Responses the students might come up with:

- "she touched the snake. Her fingers recoiled. She touched it again."
- "See, she's not afraid. Miss Aitcheson can stand there with a beautiful snake around her neck and touch it and stroke it and not be afraid."

### Screen 5

Students should be able to highlight the key words from the questions and, if needed, the teacher should draw attention to the way the question is worded to invite different responses '**only** sympathy' – so they don't have to feel sympathy at all times, they may spot that being forced to face her fear actually begins to work as she can now touch the snake.

### Screen 6

<p>From the start of the passage, it is clear the attendant is manipulating Miss Aitcheson to do something she doesn't actually want to do.</p>
<p>Frame writes that the attendant "lowered his voice" as if he is in cahoots with Miss Aitcheson, when actually she doesn't want to hold the snake at all.</p>
<p>Frame then has the attendant continue by saying "The best way to get through to the children is to start with the teacher". By using the superlative "best", he knows that she will do as he asks in order to benefit the children as it is the "best" way.</p>
<p>The reader feels sympathy for Miss Aitcheson here as it is clear she is a good teacher and wants her children to benefit from the experience so does what the attendant says, despite being petrified of the snakes.</p>

## Screen 7

**Concise quote**

From the start of the passage, it is clear the attendant is manipulating Miss Aitcheson to do something she doesn't actually want to do. **Frame writes** that the attendant "**lowered his voice**" as if he is in cahoots with Miss Aitcheson, when actually she doesn't want to hold the snakes at all. Frame then has the attendant continue by saying "The best way to get through to the children is to start with the teacher". By using the superlative "best", he knows that she will do as he asks in order to benefit the children as it is the "best" way. The reader feels **sympathy** for Miss Aitcheson here as it is clear she is a good teacher and wants her children to benefit from the experience so does what the attendant says, despite being petrified of the snakes.

**Aware of the author**

**Explains**

**Focus on the key words from the question**