










ENGLISH CURRICULUM MAP YEAR 11

<p>AUTUMN TERM: LANGUAGE: Language Exam Timings & How to effectively plan for Q5 on both Language papers</p> <p>Language Paper 1</p> <ul style="list-style-type: none"> Paper 1 needs to be completed in reverse order. Q5-Q1. Q5 – 45 minutes (10 minutes planning + 35 minutes writing) Q4 – 30 minutes Q3 – 10 minutes Q2 – 10 minutes Q1 – 5 minutes 5 minutes allocated to reading both sources and finding evidence for section A. 		<p>Reading sources and extracts for Language Paper 1 & 2 section As</p> <p>Reading model answers</p> <p>Reading exam questions</p> <p>Reading peer work</p>
<p>Language Paper 2</p> <ul style="list-style-type: none"> Paper 2 needs to be completed in normal order: Q1-5. You need to use the sources given to you in section A , to help you with Q5 (the writing question). Q1 – 5 minutes Q2 – 10 minutes Q3 – 15 minutes Q4 – 20 minutes Q5 – 45 minutes (10 minutes planning + 35 minutes writing) 10 minutes allocated to reading both sources and finding evidence for section A. <p>Language Paper 1 Q5 – How to effectively plan</p> <ul style="list-style-type: none"> 5 step planning process to using an image to create a story. Step 1: Identify your 5 paragraph topics *Ensure your paragraph is cyclical – end what what you started with e.g the weather could be negative to begin with, and then get better as your story concludes to reflect the mood change. *Paragraph topics may include: weather, character, flashback, flash forward, the bigger schene, the smaller scene (specific detail about a particular aspect of the scene), setting, mood, atmosphere, thoughts & feelings. Step 2: Senses – write down around the picture multiples things that you would be able to: see,smell,hear,touch,taste, to ensure the scene/image will have been described in detail. Step 3: Adjectives and adverbs to describe the senses. Add these to your senses ideas, e.g You can see a taxi, lumionous, yellow, beeping aggressively. Step 4: Use of menthods – make a list of atleast 5 methods you are going to include in your story/description: simile, metaphor, personification, sibilance, plosives. Add how you will use these, simile to describe the taxi. Step 5: Make a list of all of the different punctuation you need to include in your story/description and tick them off as you include them. 		<p>OPPORTUNITIES FOR EXTENDED WRITING:</p> <p>Planning responses to Language paper 1 Q5 & language paper 2 Q5.</p> <p>Practice exam responses for English Language questions</p>
<p>Language Paper 1 Q5 – How to effectively plan</p> <ul style="list-style-type: none"> 5 step planning process to using an image to create a story. Step 1: Identify your 5 paragraph topics *Ensure your paragraph is cyclical – end what what you started with e.g the weather could be negative to begin with, and then get better as your story concludes to reflect the mood change. *Paragraph topics may include: weather, character, flashback, flash forward, the bigger schene, the smaller scene (specific detail about a particular aspect of the scene), setting, mood, atmosphere, thoughts & feelings. Step 2: Senses – write down around the picture multiples things that you would be able to: see,smell,hear,touch,taste, to ensure the scene/image will have been described in detail. Step 3: Adjectives and adverbs to describe the senses. Add these to your senses ideas, e.g You can see a taxi, lumionous, yellow, beeping aggressively. Step 4: Use of menthods – make a list of atleast 5 methods you are going to include in your story/description: simile, metaphor, personification, sibilance, plosives. Add how you will use these, simile to describe the taxi. Step 5: Make a list of all of the different punctuation you need to include in your story/description and tick them off as you include them. 		<ul style="list-style-type: none"> *P=PURPOSE=WHY you are writing e.g to explain,argue,advise. *A=AUDIENCE=WHO you are writing to e.g readers of the newspaper. *F=FORMAT=WHAT you are writing; e.g article, letter, blog, speech. *F=FORMALITY=HOW you are writing; e.g formal or informal
<p>Language Paper 2 Q5 – How to effectively plan</p> <ul style="list-style-type: none"> The Facts: LP2 Q5 will always have a quotation followed by your question; for example: ‘we are born evil’ create an newspaper atricle arguing for or against this statement. 5 step planning process for LP2 Q5 – transactional writing. Step 1: PAFF the question. *P=PURPOSE=WHY you are writing e.g to explain,argue,advise. *A=AUDIENCE=WHO you are writing to e.g readers of the newspaper. *F=FORMAT=WHAT you are writing; e.g article, letter, blog, speech. *F=FORMALITY=HOW you are writing; e.g formal or informal Step 2: Identify your 5 paragraph topics – chosen paragraph structure will be dependant on PAFF. Step 3: Use of methods – which of DAFOREST can you include? Plan how you are going to include them, and list which ones you are going to use. Step 4: Anecdote – plan an anecdote that it suitable to your question that you can include in your writing. Step 5: Make a list of all of the different punctuation you need to include in your transactional writing and tick them off as you include them. 	<p>Autumn Term Homework</p>	<p>Weekly revision tasks set by class teacher according to the needs of the group.</p>







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<p>AUTUMN TERM LITERATURE: POETRY CLUSTER & UNSEEN POETRY</p> <p>Context</p> <ul style="list-style-type: none"> In <i>Ozymandias</i>, Egyptian Pharaohs, like Ramesses II, believed themselves to be Gods in mortal form and their legacy would last forever <i>London</i> was written to explore revolution and the power of people Wordsworth was a Romantic poet. <i>The Prelude</i> looks at the spiritual and moral development of a man growing up <i>My Last Duchess</i> was based on real figures and critiques the aristocratic rule <i>Charge of the Light Brigade</i> was set during the Crimean War Wilfred Owen's poetry was characterised by his anger and cruelty at the waste of war, which he experienced during service on the Western Front. <i>Exposure</i> explores this. Seamus Heaney was born in Northern Ireland and <i>Storm on this Island</i> alludes to the problems faced between Ireland and Northern Ireland. Ted Hughes was a former RAF serviceman. In <i>Bayonet Charge</i>, we experience one man's battle during World War One. <i>Remains</i> explores PTSD suffered by soldiers <i>Poppies</i> is based heavily around the idea of memorials and memory War photographers do a dangerous job; many are killed or injured Imitiaz Dharker experienced different cultures after being born in Pakistan and moving to Glasgow. In <i>Tissue</i>, she explores the idea that life is fragile similar to tissue. <i>The Emigree</i> relates to the word 'emigrate', the idea that a person settles in another country, sometimes feeling not welcome to return <i>Checking Out Me History</i> gives examples of powerful black figures, often involved in conflicts themselves. <i>Kamikaze</i> pilots were expected to use all their weapons and then commit suicide by flying into their targets 		<p>Power and Conflict Poetry Cluster</p> <p>Contextual information about the poems</p> <p>Unseen poems</p> <p>Macbeth, A Christmas Carol & An Inspector calls revision – key scenes and extracts</p>
<p>Themes:</p> <p>The anthology poems are grouped together thematically. The poems highlighted in bold will need to be taught explicitly in depth and then the other poems can be taught briefly and/or as unseen poetry. The focus is on teaching the skill of analysing poems as opposed to the context of the poems. The students will be provided with multiple opportunities to complete the Power and Conflict comparison questions as well as the unseen poetry style questions.</p> <p>Power of Humans – Ozymandias, London, My Last Duchess</p> <ul style="list-style-type: none"> Power of Nature – The Prelude, Exposure, Storm on the Island War – The Charge of the Light Brigade, Bayonet Charge, Remains, Poppies, War Photographer Identity – Tissue, The Emigree, Kamikaze, Checking Out Me History 		<p>ASSESSMENTS:</p> <p>Full Language Mock – October</p> <p>Full Literature Mock – October</p>
<p>How to analyse unseen poetry:</p> <p>Form - Poetic form refers to a poem's physical structure; basically, what the poem looks like and how it sounds. Elements like the poem's type, stanza structure, line lengths, rhyme scheme, and rhythm express its form.</p> <p>Language – Individual words or phrases - the overall effect of key words in a poem.</p> <p>Poetic techniques or devices - Ways in which a poet uses language in a particular way to create effect, e.g. simile, metaphor, alliteration, personification.</p> <p>Imagery – Imagery is the name given to the elements in a poem that spark off the senses. Despite "image" being a synonym for "picture", images need not be only visual; any of the five senses (sight, hearing, touch, taste, smell) can respond to what a poet writes.</p> <p>Rhyme – Rhyme is a popular literary device in which the repetition of the same or similar sounds occurs in two or more words, usually at the end of lines in poems or songs.</p> <p>Tone – <i>The tone of a poem is the attitude you feel in it — the writer's attitude toward the subject or audience. Tone can also mean the general emotional weather of the poem.</i></p> <p>Structure - <i>The structure of a poem refers to the way it is presented to the reader. This could include technical things such as the line length and stanza format. Or it could include the flow of the words used and ideas conveyed. Line length shows the reader how it should be read.</i></p>		<p>Oxymoron: two words next to each other that contradict each other</p> <p>Semantic field: a set of words related in meaning</p> <p>Monologue: a speech that expresses the thoughts and feelings of one character</p> <p>Elegy: poem of mourning</p> <p>Sibilance: the repetition of the s or sh sounds</p> <p>Assonance: the repetition of similar vowel sounds</p> <p>Consonance: the repetition of consonant sounds</p> <p>Ballad: a poem that is typically arranged in quatrains with the rhyme scheme ABAB</p> <p>Caesura: using punctuation to create pauses or stops</p> <p>Enjambment: a sentence or phrase that runs onto the next line</p> <p>Iambic pentameter: a rhythm structure, that combines unstressed syllables and stressed syllables in groups of five</p> <p>Octave: a group or stanza of eight lines</p> <p>Volta: a turning point in a poem</p> <p>Sestet: the last six lines of a sonnet</p> <p>Anaphora: when the first word of a stanza is the same across different stanzas</p> <p>Epitrophe: when the final word of a stanza is the same across different stanzas</p>
<p>History: Modern and Ancient Warfare</p> <p>Geography: Migration and Settlement</p> <p>Performing Arts: Dramatic poetry readings</p> <p>Art: Appreciation of Art and Culture</p> <p>PSE: Stereotypes, Prejudice and Mental Health</p> <p>Careers and personal development: putting reading and writing skills into 'real-life' context for children and giving writing a purpose eg. letters, posters, instructions, articles, speeches, blogs. Individual Liberty - Giving opinions about books, debating why certain things happen in a books, predicting what might happen next and giving reasons.</p>		<p>History: Modern and Ancient Warfare</p> <p>Geography: Migration and Settlement</p> <p>Performing Arts: Dramatic poetry readings</p> <p>Art: Appreciation of Art and Culture</p> <p>PSE: Stereotypes, Prejudice and Mental Health</p> <p>Careers and personal development: putting reading and writing skills into 'real-life' context for children and giving writing a purpose eg. letters, posters, instructions, articles, speeches, blogs. Individual Liberty - Giving opinions about books, debating why certain things happen in a books, predicting what might happen next and giving reasons.</p>



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<p>SPRING TERM LANGAUGE: Language papers revisit and revise Language Papers, Section As revisited:</p> <ul style="list-style-type: none"> Understanding of how the papers link together. Linking through language inference analysis: LP1: Q2+4 & LP2: Q1,2,3,4 all require the same skill. Linking through structure inference analysis: LP1 Q3,4 & LP2 Q4 you either have to or it is desired that you include structural analysis. 		<p>Reading extracts for English Language Reading model answers Reading peer work</p>
<p>Language analysis writing frame structure:</p> <ul style="list-style-type: none"> Recall, revisit and practice use of WHAT HOW WHY <p>Structure analysis writing frame structure:</p> <ul style="list-style-type: none"> Teach,recall,revisit, practice use of FQWE. <p>FQWE Focus: Must state which writer's structural method are you going to focus your response on and briefly what is suggested through the use of this method.</p> <p><i>The writer opens the text by introducing/using [insert STOPSEC feature] in order to suggest/create...</i></p> <p>Why: This sentence needs to explain the effect of the method, what was the desired impact and how was this created.</p> <p><i>The writer has done this to...</i></p> <p>Evidence: This sentence needs to state where the writer has used this method.</p> <p><i>For instance, this is seen when '...'</i></p> <p>Effect: Explain what is the effect of this method on the readers, the other characters or on the story/extract as a whole.</p> <p><i>This creates a sense of...</i> <i>It tells us...</i> <i>We are shown that...</i> <i>The ... develops...</i></p> <p>STOPSPEC:</p> <ul style="list-style-type: none"> STOPSPEC should be used to identify writer's structural methods: Setting, Time, Opening, Perspective, Shift in Focus, Ending, Character. <p>Comparative analysis writing frame structure:</p> <ul style="list-style-type: none"> Students to think of any comparative question as an 'umbrella' The top of the umbrella being the POINT - the overarching statement: this needs to include whether your analysis if going to compare similarities or differences. After the point (top of the umbrella), the students then need to write EEZL+EEZL paragraphs analysing the similarities/differences from the 2 sources. 		<p>OPPORTUNITIES FOR EXTENDED WRITING: Practice exam responses for English Language questions</p> <p>ASSESSMENT: Full Language Mock – October Full Literature Mock – October</p>
<p>Key words from P1 & P2 mark scheme: Simple & limited: Students answer is restricted, shallow in depth of analysis and doesn't offer much in response to the questions asked. Some: Students do make an attempt to respond to the questions they are being asked, however their analysis may be very explicit and obvious, and their analysis may only offer the basic surface level of a quotation. Clear & relevant: Students response is strong, clear and accurate to the question they are being asked. They analyse implicit ideas and offer alternative interpretations to a quotation. Perceptive & detailed: Students response is insightful, observant and developed. They critically analyse implicit and explicit ideas and offer alternative and critical perspectives to quotations. Numerous pieces of evidence will be embedded throughout their responses to ensure accurate support to their responses.</p> <p>LP1&2 – Q5s:</p> <ul style="list-style-type: none"> Students to revisit, recall and practice the 5 step planning process for both questions. <p>Key words from Q5s: Compelling: fascinating, enthralling, exciting, your piece must grip the reader. Convincing: resounding and undoubted in key ideas, arguments or perspectives. Consistent: clear and sustained quality throughout.</p>	 	<p>Key words from P1 & P2 mark scheme: Simple & limited: Students answer is restricted, shallow in depth of analysis and doesn't offer much in response to the questions asked. Some: Students do make an attempt to respond to the questions they are being asked, however their analysis may be very explicit and obvious, and their analysis may only offer the basic surface level of a quotation. Clear & relevant: Students response is strong, clear and accurate to the question they are being asked. They analyse implicit ideas and offer alternative interpretations to a quotation. Perceptive & detailed: Students response is insightful, observant and developed. They critically analyse implicit and explicit ideas and offer alternative and critical perspectives to quotations. Numerous pieces of evidence will be embedded throughout their responses to ensure accurate support to their responses. Key words from Q5s: Compelling: fascinating, enthralling, exciting, your piece must grip the reader. Convincing: resounding and undoubted in key ideas, arguments or perspectives. Consistent: clear and sustained quality throughout.</p>
<p>Spring Term Homework</p>	<p>Spring Term Homework</p>	<p>Weekly revision tasks set by class teacher according to the needs of the group.</p>





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<p>SPRING TERM LITERATURE: Planning and Structuring a Literature Essay & Contextual integration in Literature essays</p> <p>Preparing to write:</p> <ul style="list-style-type: none"> • Key words from the question are highlighted to ensure focus on the question • Quotations are selected which link to the question keyword • A plan can be in bullet points, mind map or table • A plan will allow you to structure your knowledge and information logically <p>Overarching/Thesis Statements:</p> <ul style="list-style-type: none"> • An overarching statement is the introduction to your essay. It statement frames the entirety of your answer • An overarching statement is often referred to as a thesis paragraph • Overarching statements need to be concise • You should use your contextual knowledge and thoughts about the text in your overarching statement • I should use nominalisation when responding to a Literature question • Nominalisation writing uses third person rather than first <p>Structuring an essay:</p> <ul style="list-style-type: none"> • The main body of your essay is where you pick up the majority of your marks, so it is where you should spend the most time and effort • The main body should aim to explain what you have written in your overarching statement, using evidence from the text to justify your thoughts • A topic sentence is the point which you are making • Evidence is needed to support points in the form of quotations. Short quotations only • Techniques/subject terminology should be used • Analysis means to break down the different parts and explain them and explain how it relates to your point • Contextual links should be made throughout • A conclusion mentions all foci and explain how they combine to justify your overarching statement 		<p>Reading extracts for Literature examination texts</p> <p>Reading model answers</p>
<p>Macbeth Question Context:</p> <ul style="list-style-type: none"> • You would explore the role of a woman in a patriarchal society if the exam question focused on Lady Macbeth or her manipulation of her husband • You would explore King James I's dark fascination of magic through the Scottish witch hunts and the publishing of <i>Deomonologie</i> (1597) if the exam question focused on the Witches or the Supernatural • You would explore the idea of the 'divine right of kings' if the exam question focused on the idea of regicide or ambition <p>A Christmas Carol Question Context:</p> <ul style="list-style-type: none"> • You would explore the effect of the Industrial Revolution in Victorian England and overcrowding in the city if the exam question focused on setting or poverty • You would explore the Poor Laws and Dickens' own experience of workhouses leading to the economic divide if the exam question focused on poverty or the Cratchits • You would explore Dickens' message of how joy could be found in helping a poor family to survive if the exam question was about any aspect of poverty, charity or the Cratchits • You could explore the notion that, when Dickens published the novella in 1843, Christmas was just transitioning from a quiet, religious holiday to one enjoyed by an entire community. Prior to this, it was rare for employees to be given the day off if the 		<p>Planning an essay</p> <p>Annotating extracts</p> <p>Extended essay writing by producing examination style responses</p>






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<p>exam question focused on Christmas, the Fezziwigs, Scrooge or Scrooge's redemption</p> <ul style="list-style-type: none"> You could explore Dickens honouring the Christmas tradition of telling ghost stories on Christmas eve if the exam question focused on the Ghosts or the supernatural <p>An Inspector Calls Question Context:</p> <ul style="list-style-type: none"> You could explore Priestley's influence in developing the welfare state as a consequence of social equality if the exam question focused on Eva Smith, the Birlings or social class You could explore the role of Inspector Goole as presenting Priestley's own views You could explore the roles of Mr and Mrs Birling as characters who present selfish views and social/economic inequality and social responsibility You could explore Mr Birling's use of dramatic irony through the sinking of the Titanic and WW2 You could explore the rigid gender boundaries in 1912 if the exam question focused on any of the female characters <p>Power & Conflict Poetry Question Context:</p> <ul style="list-style-type: none"> In Ozymandias, Egyptian Pharaohs, like Ramesses II, believed themselves to be Gods in mortal form and their legacy would last forever London was written to explore revolution and the power of people Wordsworth was a Romantic poet. 'The Prelude' looks at the spiritual and moral development of a man growing up 'My Last Duchess' was based on real figures and critiques the aristocratic rule 'Charge of the Light Brigade' was set during the Crimean War Wilfred Owen's poetry was characterised by his anger and cruelty at the waste of war, which he experienced during service on the Western Front Seamus Heaney was born in Northern Ireland Ted Hughes was a former RAF serviceman 'Remains' explores PTSD suffered by soldiers 'Poppies' is based heavily around the idea of memorials and memory War photographers do a dangerous job, many are killed or injured Imtiaz Dharker experienced different cultures after being born in Pakistan and moving to Glasgow 'Emigree' relates to the word 'emigrate', the idea that a person settles in another country, sometimes feeling not welcome to return 'Checking Out Me History' gives examples of powerful black figures, often involved in conflicts themselves Kamikaze pilots were expected to use all their weapons and then commit suicide by flying into their targets 		<p>All words revisited and revised from Year 10 speak like an expert</p>
		<p>History: Modern and Ancient Warfare Geography: Migration and Settlement Performing Arts: Dramatic poetry readings Art: Appreciation of Art and Culture PSE: Stereotypes, Prejudice and Mental Health</p> <p>Careers and personal development: putting reading and writing skills into 'real-life' context for children and giving writing a purpose eg. letters, posters, instructions, articles, speeches, blogs. Individual Liberty - Giving opinions about books, debating why certain things happen in a books, predicting what might happen next and giving reasons.</p>



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<p>SUMMER TERM LITERATURE Literature memory recall - Lit memory recall of quotations:</p> <p>'A Christmas Carol'</p> <ol style="list-style-type: none"> 1. 'As solitary as an oyster' (Stave 1) and 'I am as light as a feather' (Stave 5) to link to Scrooge's redemption through the use of the contrasting similes 2. 'Are there no prisons, no workhouses for the poor?' (Stave 1) to link to Scrooge's attitude, poverty in Victorian times, Dickens' own life and charity 3. 'Bah! Humbug' (Stave 1) and 'I will honour Christmas in my heart' (Stave 4) to show Scrooge's redemption from initial dislike of Christmas and the effect of the Ghosts and 'Merry Christmas, uncle! God save you!' (Stave 1) to link to Fred being the antithesis of Scrooge with his attitudes towards Christmas 4. 'Another idol has displaced me' (Stave 2) to link to Scrooge's character, wealth divide and the Ghost of Christmas Past 5. 'Tell me Tiny Tim will live' (Stave 3) to link to the Cratchit family, poverty, social inequality and 'God 6. 'I wear the chains I forged in life' (Stave 1) to link to the supernatural and the key Christian message of the novella 		<p>Reading sources for Language Paper 1&2 section As</p> <p>Reading model answers</p> <p>Reading exam questions</p> <p>Reading peer work</p>
<p>'Macbeth'</p> <ol style="list-style-type: none"> 1. 'Fair is foul and foul is fair' (Act 1) to link to setting, pathetic fallacy and set the tone for the play 2. 'Is too full of 'th' milk of human kindness' (Act 1) and 'Dashed the brains out' to link to Lady Macbeth's contrast to a woman's role. Also link to Lady Macbeth's ambition, persuasion and manipulation and how she subverts the patriarchal order and 'Come you spirits' (Act 1) to link to the supernatural and Demonologie. 'Are you a man?' (Act 3) links to Lady Macbeth's use of pejoratives to control her husband 3. 'Look like th' innocent flower but be the serpent under't' (Act 1) to link to Lady Macbeth's manipulation and control through the use of metaphor and imperative verb 4. 'Duncan in his grave, after life's fitful fever he sleeps well' (Act 3) and 'Macbeth does murder innocent sleep' links to the motif of sleep throughout 5. 'She has light by her continually' (Act 5) links to the change in LM's character and 'Out damned spot' links to hallucinations and frailty of mind 		<p>Planning responses to all questions</p> <p>Writing responses to all questions</p> <p>Mock exam questions.</p>
<p>'An Inspector Calls'</p> <ol style="list-style-type: none"> 1. 'Hard-headed, practical man of business' and 'keep labour costs down' links to the Birlings, capitalism and the plight of the working classes pre-Welfare state 2. 'There isn't a chance of war' and 'unsinkable, absolutely unsinkable' links to dramatic irony and the context of what happened in the years between the play being set and the play being written 3. 'I can't accept any responsibility' (Birling), 'she only had herself to blame' (Sybil), 'Between us, we drove that girl to suicide' (Sheila) links to responsibility and the fact that the younger generation begin to accept this towards the end to show the ability for the younger generation to change (Priestley's message) 4. 'Fire and blood and anguish' (Goole – final speech) to link to the 'hell' or the social unrest of the time. Has allusions to WW2 where Goole foreshadows the conflict to follow 		<p>All words revisited and revised from Year 10</p> <p>Speak like an expert</p>
<p>'Remains'</p> <ol style="list-style-type: none"> 1. 'Leg's it up the road' is a colloquialism which links to authenticity and real life experiences of soldiers 2. 'He's here in my head when I close my eyes' links to PTSD and the effects of war. Metaphor for the conflict in the soldier's head <p>'Exposure'</p> <ol style="list-style-type: none"> 1. 'Our brains ache' links to physical (cold) suffering and mental (PTSD or shell shock) suffering. Uses semantic field of weather and the power of nature 2. 'the merciless winds that knife us' links to personification (cruel and murderous wind); sibilance (cutting/slicing sound of wind); ellipsis (never-ending) <p>'London'</p> <ol style="list-style-type: none"> 1. 'Every black'ning church appals' links to the church being corrupt; 'the hapless soldier's sigh / Runs in blood down palace 	<p>Summer Term Homework</p>	<p>Weekly revision tasks set by class teacher according to the needs of the group.</p>



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<p>walls' – soldier's suffer and die due to the decisions of those in power, who themselves live in palaces</p> <p>2. 'mind-forged manacles' links to being trapped in poverty and 'each chartered street' links to the idea that everything is owned by the rich</p> <p>'The Prelude'</p> <p>1. 'One summer evening (led by her) links to nature being personified and his love of nature. Autobiographical</p> <p>'Upreared its head' and 'measured motion like a living thing' links to the mountain being personified as a powerful beast, but calm which contrasts with his own inferior panic</p>		
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