**Mrs Tilscher’s Class**

Nostalgia and memory-childhood setting

In Mrs Tilscher's class

Personal pronoun connects reader to common childhood memories

Possibility and potential

You could travel up the Blue Nile

Contrast-Nile=largest river, contrasted with tiny child’s finger

with your finger, tracing the route

Knowledgeable, practised

while Mrs Tilscher chanted the scenery.

Places around the Nile

List/short sentences create chanting rhythm-reinforcing Mrs T’s knowledgeable nature

"Tana. Ethiopia. Khartoum. Aswan."

That for an hour,

Assonance-playful sound

Enjambment-lessons flowing together

then a skittle of milk

Move from topic to topic quickly-keeping things interesting

Taking something alien and making it tangible for kids

Metaphor-comparing milk bottle to skittle-everything is playful, fun

and the chalky Pyramids rubbed into dust.

Child’s perspective-everything larger-oddly specific memory

A window opened with a long pole.

Movement verbs-indicates energetic and excitable nature of pupils

Personification-emphasising joy of environment

The laugh of a bell swung by a running child.

Holds your attention-classroom filled with exciting objects

Home=safety, comfort-classroom is a cherished place

This was better than home. Enthralling books.

Warming, comforting

Sweetshop-world of treats, excitement-classroom seen as overwhelmingly positive

The classroom glowed like a sweetshop.

List-pleasant imagery of classroom

Sugar paper. Coloured shapes. Brady and Hindley

Contrast-pleasant and comforting images with symbol of terror

Moors murderers-terrifying crime of 1960s-symbol of fear and danger

faded, like the faint, uneasy smudge of a mistake.

Short sentence-factual tone=strong belief

Simile-suggests worries and fears are forgotten, replaced with happy memories at school

Fear still there, but not as urgent, soothed

Mrs Tilscher loved you. Some mornings, you found

Assonance creating strong impression-scent memory v powerful-transports you back

Symbolises feeling proud, special, rewarded, valued

she'd left a gold star by your name.

Precision, care

The scent of a pencil slowly, carefully, shaved.

Personification-childlike sound, suggesting playfulness, lack of seriousness

A xylophone's nonsense heard from another form.

Metaphor-inky tadpoles=maturing pupils, changing due to puberty. Commas-> exclamation marks=big emotional changes from slow progress to extreme changes

Over the Easter term the inky tadpoles changed

Enjambment-indicates process of change is on-going

from commas into exclamation marks. Three frogs

Class clown

Mimicking energy of kids

hopped in the playground, freed by a dunce

Repeated personal pronoun-shared experience

Extended metaphor-‘croaking’=voices breaking

followed by a line of kids, jumping and croaking

Older, harsher realities of life intruding on innocence-loss of naivety

away from the lunch queue. A rough boy

disbelief

told you how you were born. You kicked him, but stared

Anger, frustration

Emphasising horror at loss of innocence-changing view of parents/the world

at your parents, appalled, when you got back

home

That feverish July, the air tasted of electricity.

List-uncomfortable, volatile, uneasy

Tangible=can be touched, felt-pupils on high alert, reactionary

Hot, uncomfortable, delirious

Synaesthesia-different senses stimulated from normal sense-air=something we feel. ‘electricity’-energy, excitement, tension building

A tangible alarm made you always untidy, hot,

Pathetic fallacy-weather reflecting hormonal changes

fractious under the heavy, sexy sky. You asked her

No longer font of knowledge-leaving Mrs Tilscher behind with childhood

how you were born and Mrs Tilscher smiled

Symbolises distinct shift from childhood to adolescence e

then turned away. Reports were handed out.

Excitement, thrill of change

Symbolises end of term, leaving-short, abrupt

You ran through the gates, impatient to be grown

Pathetic fallacy-hormonal change is powerful and overwhelming

the sky split open into a thunderstorm.

Aggressive, shocking