

Perfume: The Story of a Murderer by Patrick Suskind – This is from the opening of the novel and is set in the 19th Century. A woman is in a fish market and is about to give birth.

How does the writer use language to describe the streets of Paris in the 19th Century?

In the period of which we speak, there reigned in the cities a stench barely conceivable to us modern men and women. The streets stank of manure, the courtyards of urine, the stairwells stank of mouldering wood and rat droppings, the kitchens of spoiled cabbage and mutton fat; the unaired parlours stank of stale dust, the bedrooms of greasy sheets, damp featherbeds, and the pungently sweet aroma of chamber pots. The stench of sulphur rose from the chimneys, the stench of caustic lye from the tanneries, and from the slaughterhouses came the stench of congealed blood. People stank of sweat and unwashed clothes; from their mouths came the stench of rotting teeth, from their bellies that of onions, and from their bodies, if they were no longer very young, came the stench of rancid cheese and sour milk and tumorous disease. The rivers stank, the marketplaces stank, the churches stank, it stank beneath the bridges and in the palaces. The peasant stank as did the priest, the apprentice as did his master's wife, the whole of the aristocracy stank, even the king himself stank, stank like a rank lion, and the queen like an old goat, summer and winter. For in the eighteenth century there was nothing to hinder bacteria busy at decomposition, and so there was no human activity, either constructive or destructive, no manifestation of germinating or decaying life that was not accompanied by stench.

Green: Smells are important in this extract. Underline 3 references to smell and annotate with the connotations it makes you think of.

Amber: Highlight and label 2 more advanced techniques being used by the writer to present Paris (SPAMRODS) and annotate with the connotations it makes you think of.

Red: Zoom in on words from your Green and Amber quotations and decide what word class they belong to. Guess what? You then need to annotate with the deeper connotations it makes you think of.

Extra Challenge: You now have the ingredients to create a detailed, analytical response to P1, Q2. Let's have a go at producing a PETER paragraph...

P. _____

E. _____

T. _____

E. _____

R. _____

