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| --- | --- | --- | --- |
| **TECHNIQUES/ TERMINOLOGY** | **QUESTIONS – 15 mins reading time** | **QUESTION 5 CHECKLIST** | **Image result for st bartholomew's school logo** |
| **Allusion** | Reference to other works e.g. the Bible | **Anecdote** | A short, amusing story told to illustrate a point | **Question 1** | 4 things (4 marks) 5 mins | . , ? ! ; : - ( ) | A short paragraph |
| **ENGLISH LANGUAGE PAPER 2** |
| **Ambiguity** | where the meaning is unclear (usually on purpose)  | **Minor sentence** | Incomplete sentence e.g. ‘Yes.’ ‘Indeed.’ | **Question 2** | Summarise the differences (8 marks) 10 mins | An …ly sentence opening (‘Suddenly, the window opened…’) | Linked opening and closing |
| **Antithesis** | Opposites e.g. ‘love is the antithesis of hate’ | **Monosyllabic words** | Single syllable words | **Question 3** | How is language used to… (12 marks) 15 mins | An …ing sentence opening (‘Dreaming, Jack was unaware...’) | Rhetorical devices - DAFOREST |
| **Emotive Language** | Words that provoke emotion, either positive or negative | **Motif** | An image or symbol that reoccurs | **Question 4** | Compare how writers convey their differing attitudes (16 marks) 20 mins | A short sentence | Features of the form |
| **Colloquialism** | Informal or familiar language | **Direct Address** | Speaking to the reader directly “you” | **Question 5** | Select ONE option. Writing to convey an opinion (40 marks = 24 content + 16 technical accuracy) 45 mins | Two adjective sentence opening (‘Grey and murky, the lake looked utterly lifeless…’) | Complex reasons/ideas  |
| **Pronoun** | I, you, she, it, this. Words that refer to people/objects. | **Intensifier** | An adverb used to give force or emphasis e.g. really, very. | **QUESTION 2 TIPS** | **QUESTION 3 TIPS** |
| **Inclusive language** | Language that includes people e.g. we, us, mankind. | **Rhetorical Question** | A question that doesn’t require an answer. |  Think about what is **implied**/below the surface | Image result for iceberg clipart black and white | **Image result for drawing of a cup of tea Have a cup of tea!**  |
| **Imperative** | Commands e.g. jump; sit | **Protagonist** | The main character | **Start** | Summarise (key points) differences at the start | **T -** name a technique (must use terminology here) |
| **Oxymoron** | The use of opposing words e.g. peaceful war | **Semantic field** | A group or words united by a theme | **Middle** | Summarise differences in the middle of each text | **E -** give evidence (small and precisely selected is better) |
| **Irony** | Signifies the opposites to create humour | **Statistics** | Facts with numbers used as evidence and to sound credible/reliable. | **End** | Summarise differences at the end | **A –** analyse – zoom in briefly and analyse the effect of this technique and why it has been used/how it influences the reader |
| **Jargon** | Technical language  | **Symbol** | A thing that represents something else | Use small quotes and **infer** | AT LEAST 3 TEA paragraphs needed. |
| **Juxtaposition** | Two contrasting ideas or words | **Syntax** | The structure of sentences  | **TOP TIP:** Connectives – on the other hand’ ‘in contrast’ ‘alternatively’ |
| **USEFUL SENTENCE STARTERS** | **ASSESSMENT OBJECTIVES** | **QUESTION 4 TIPS** |
| **Q2:** * Both texts are about… however one of the key differences is…
* This suggests/implies ….
* On the other hand, …..
 | **AO1** | Identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts | Image result for clip art filling a kettle**Turn the TAP on and make a cup of TEA!** |
| **AO2** | Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views | 1. TAP both texts – how do their audiences and purposes differ
 |
| **Q3:** * By using …, the writer shows…
* When the author writes ... it creates a sense of….
* This creates a …. effect on the reader because…
* The connotations of the word …. are….. so the effect is one of …
* This influences the reader by …..
 | 1. Comparative TEA paragraphs –

Attitude 🡪 **t**echnique used to show attitude 🡪 **e**vidence 🡪 **a**nalyse 🡪 link 🡪TEA again |
| **AO3** | Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts | **Conclusion** – overall what attitudes are conveyed, why (link to TAP) and how do they do this? |
| **Q4:** * Both texts are about ... however, Text A is to …. And Text B ….
* The writer’s attitude is one of …..
* Similarly/in contrast to this….
 | **AO4** | Evaluate texts critically and support this with appropriate textual references | **TOP TIPS:** Use terminology – there is still a focus on the writer’s methods, so you must still analyse your evidence.Make sure you are explicit about what the writer’s **attitudes** are. |