

Language and Structure

Elements of Structure

- Sentence types, e.g. Minor sentence, parallel structure...
- Sentence lengths
- Punctuation: use of question marks
use of exclamation marks
dashes
ellipses
- Repetition
- Shift/change in development
- The way the paragraph/section begins
- The way the paragraph/section ends

[try to make 2 points – make sure there is a comment on effect for each selection]

Elements of Language

- Diction: verbs, adverbs, adjectives, connotation
- Figurative language: simile, metaphor, personification
- Imagery: descriptions that appeal to one of the senses
 - Sight = visual image
 - Sound = auditory image
 - Smell = olfactory image
 - Touch = tactile image
 - Taste = gustatory image
- Methods of characterisation: chr's actions
chr's appearance
chr's speech / tone of voice
chr's thoughts

[try to make 2 points – make sure there is a comment on effect for each selection]

Effect structures: This <i>shows</i> ...	<i>This gives the reader an impression of... + Noun</i>
<i>suggests</i> ...	<i>This creates an impression of... + Noun</i>
<i>indicates</i> ...	<i>This gives a sense of... + Noun</i>
<i>emphasises</i> ...	<i>This gives the reader an impression that... + SV</i>
<i>highlights</i> ...	
<i>implies</i> ...	
<i>means</i> ...	<i>(do not use this verb. This is not about dictionary meaning)</i>

[for more, see p.32 of Textbook]

Recommended answer time: 15 minutes

Evaluation

The writer has been successful in creating... because...

This is best shown when it says: "..."

This emphasises to the reader that... because..

The use of _____ helps to accentuate that... because...

Therefore the writer has been successful as...

Moreover, we learn _____ when we are told: "..."

This amplifies to the reader that...

In particular the words "... " and "... " work with the technique _____ to make the reader think...

The reader gets the impression that...

The reader is positioned to feel/imagine...

The writer causes the reader to consider...

The reader is encouraged/positioned to be in favour of/against... because...

This Implies/conveys/highlights/reinforces/develops/creates/hints at...

It could be argued that..

Perhaps the reader may infer...



Tension

1. The writer successfully builds tension through his description of setting.
2. The writer successfully implies the idea of ... that also builds tension.
3. The writer uses the event of ... to build tension.
4. Finally, the narrator ...seems to be an event that leads to tension.

1. The writer successfully conveys the idea that...
2. The ... creates a superstitious effect which helps to build tension.
3. The writer successfully conveys the idea that...
4. The fact that ... is really a manifestation of the narrator's ...

Engage

1. The article successfully engages the reader with an background/a headline/an overview that...
2. The way the writer describes the setting also engages the reader.
3. The ... attempts are also events that effectively engage the reader.
4. The writer's description of ... is a feature of the text type which helps the audience relate to the situation.

1. The ...works well to present this theme.
2. This combination of factual and emotive language (根据实际替换) successfully appeals to a broad audience.
3. This effectively presents ... of the passengers.

Analytical verb	Meaning		
Emphasises	Makes clearer to an audience by focusing on something	Affects	Has an impact on, makes the reader feel something.
Connotes	Implies something beyond a literal meaning to the audience	Alludes to	Hints at or refers to something indirectly and the readers will recognise the reference.
Conveys	To get across a message or idea to the audience	Articulates	To explain something clearly.
Highlights	Makes the audience focus on something by making an idea stand out	Builds	To put something together and make it stronger or clearer, for example <i>building tension</i> .
Exaggerates	To make something seem better or worse than it is to emphasise an idea to the audience.	Clarifies	Makes something clearer or definite to the reader.
Illustrates	Makes the audience see a particular image or idea	Compels	Makes the reader feel they have to think or feel something.
Amplifies	Emphasises something by making it clearer by adding more detail	Confirms	Establish the truth or correctness of something for the reader.
Indicates	Helps the audience to see a particular idea	Denotes	This is what you can see, the exact meaning of a word.
Evokes	Makes an audience feel a particular emotion	Constructs	To put together, to build for the reader.
Provokes	Makes the audience react to something	Creates	To make or design something for the reader.
Foreshadows	Provides hints to the audience about something that may happen in the future	Criticises	To express a judgement or opinion on something.
Parallels	Seems to be similar or the same as another part of the play, character or theme.	Deepens	To make an idea or opinion deeper.
Reiterates	To re-emphasise to the audience; to repeat an idea for added emphasis.	Depicts	To show in words, a way of describing something.
Symbolises	Uses a particular image to represent a deeper meaning for the audience	Describes	To provide a detailed account of how something appears for the reader.

Analytical verb	Meaning		
Determines	Establish the certainty of an idea or opinion.	Intensifies	Makes something more intense or stronger.
Demonstrates	Giving proof or evidence of something.	Introduces	Bring something into use for the first time, perhaps a new character or setting.
Echoes	An idea, thought or feeling that is paralleled. <i>The empty countryside echoed his loneliness.</i>	Juxtaposes	To put contrary or different ideas next to each other for effect.
Encourages	Persuade the reader to think or do something.	Manifests	To show something, often in physical form. <i>The character's thoughts were manifested through their actions.</i>
Establishes	Creates for the reader.	Narrates	To give a spoken account of something.
Exemplifies	Be a typical example of something.	Personifies	To give a non-human human qualities.
Exhibits	To show something clearly to the reader.	Persuades	Encourages the reader to think or feel something.
Expands	A bit like deepens, it gives the reader a more detailed account of something.	Portrays	To depict or describe something for the reader.
Exposes	To reveal, to show the true nature of something.	Presents	To introduce someone or something.
Expresses	Convey ideas or thoughts to the reader.	Refers	To mention to or allude to.
Forces	Makes the reader think or feel something.	Represents	To depict or describe something for the reader. Another way of saying 'shows'.
Heightens	Like deepens or expands.	Reveals	Like exposes, this is when something previously not shown is revealed to the reader.
Hints	This suggests something is happening without saying it directly.	Supports	Gives weight or authority to an idea or feeling.
Indicates	Another way of showing something to the reader.	Typifies	A good example of something.

Transactional Writing

1. Read through the questions and decide which question you are going to do.
2. Highlight the PAF (Purpose, Audience, Form) in the question.
3. For each bullet point, plan out briefly what you would discuss.
4. Start your writing with one word, followed by a question.
5. Write three main paragraphs and a conclusion – ensuring you use connectives to link your ideas.
6. Ensure in your writing you use the four sentence types: declarative, exclamatory, interrogative, imperative.
7. Ensure you include a variety of punctuation in your writing
8. Include language techniques – such as DAFOREST.

1. **Step 1** - Read through the questions and decide which question you are going to do.

SECTION B – Transactional Writing	
Answer ONE question. You should spend about 45 minutes on this section.	
Write your answer in the space provided.	
EITHER	
<p>*8 Write the text for a speech you will give to your peers giving essential advice on personal safety.</p> <p>In your speech, you could:</p> <ul style="list-style-type: none">• consider what you think personal safety means• consider what risks there may be for your peer group• suggest things that people can do to keep themselves safe and why these may be useful <p>as well as any other ideas you might have.</p> <p><i>*Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.</i></p> <p>(Total for Question 8 = 40 marks)</p>	
OR	
<p>*9 Write an article for a magazine about an interesting hobby or activity.</p> <p>In your article, you could include:</p> <ul style="list-style-type: none">• what the interesting hobby or activity is and who it appeals to• facts or information about the hobby or activity• what the positives and negatives of your chosen hobby or activity are <p>as well as any other ideas you might have.</p> <p><i>*Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.</i></p> <p>(Total for Question 9 = 40 marks)</p>	

2. **Step 2** - Highlight the PAF (Purpose, Audience, Form) in the question.

EITHER

***8** Write the text for a speech you will give to your peers giving essential advice on personal safety.

In your speech, you could:

- consider what you think personal safety means
- consider what risks there may be for your peer group
- suggest things that people can do to keep themselves safe and why these may be useful

as well as any other ideas you might have.

**Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.*

(Total for Question 8 = 40 marks)

Form (Text type)

Purpose (what you are being asked to do)

Audience (who you are addressing)

3. **Step 3** - For each bullet point, plan out briefly what you would discuss.

In your speech, you could:

- consider what you think personal safety means
- consider what risks there may be for your peer group
- suggest things that people can do to keep themselves safe and why these may be useful

as well as any other ideas you might have.

Bullet point one: Personal safety – using technology safely, travelling safely, safety of personal items, health and safety (both physically and mentally)

Bullet point two: Risks there may be – personal danger internet danger such as identity theft, risks to young people of bullying and isolation

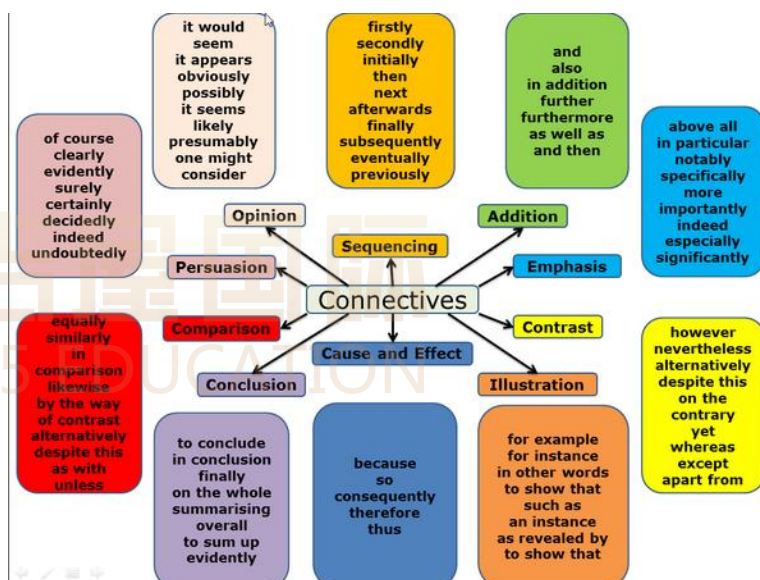
Bullet point three: keeping safe - keeping devices out of sight when travelling, being aware of surroundings, keeping people informed of how and when they are travelling, keeping possessions safe, staying in contact

4. **Step 4** - Start your writing with one word, followed by a question.

Examples:

- Safety. Your safety - how important is this to you?
- Danger. How can you stop the intrusion, the invasion of your personal details online?
- Theft. Why does this happen still in our society?

5. **Step 5** - Write three main paragraphs and a conclusion – ensuring you use connectives to link your ideas.

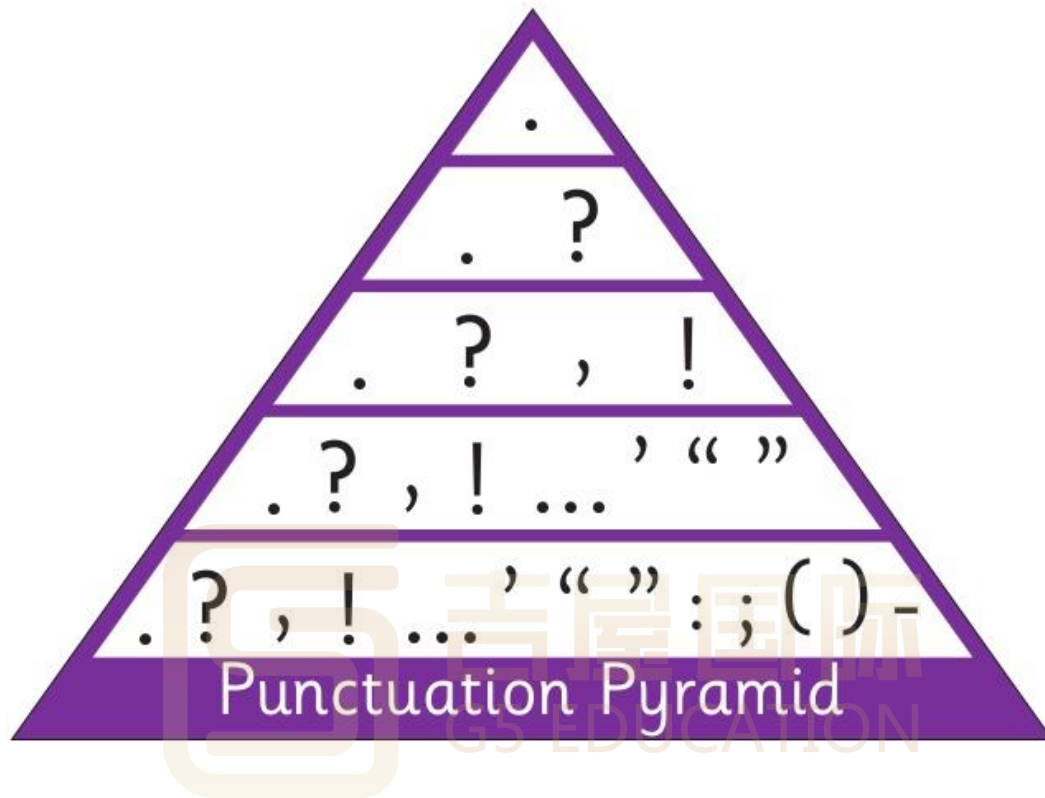


6. **Step 6** - Ensure in your writing you use the four sentence types: declarative, exclamatory, interrogative, imperative.

Examples:

- Declarative: Identity theft is a major problem in the UK.
- Exclamatory: Stay alert!
- Interrogative: How will you travel safely?
- Imperative: You must leave your devices at home.

7. **Step 7** – Ensure you include a variety of punctuation in your writing



8. **Step 8** - Include language techniques – such as DAFOREST.

- **Direct speech** – use of ‘you’, ‘we’
- **Alliteration** – the occurrence of the same letter or sound at the beginning of closely connected words
- **Facts** – a thing that is known or proved to be true
- **Opinion** – a view or judgement formed about something
- **Rhetorical questions** – a question asked in order to create a dramatic effect or to make a point rather than to get an answer
- **Emotive language** – words use to arouse emotions
- **Statistics** – use of data
- **Triple** – listing three interlinked ideas together in a sentence, one after another.

Example question

SECTION B – Transactional Writing

Answer ONE question. You should spend about 45 minutes on this section.

Write your answer in the space provided.

EITHER

- *8 Write a section for a text book to help people manage changes in their lives.

In your text, you could include:

- what type of changes you and others have to cope with
- how change can affect people
- the ways people can deal with change

as well as any other ideas you might have.

**Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.*

(Total for Question 8 = 40 marks)

OR

- *9 Your local newspaper has published an article called 'Is it really more expensive to eat healthy food?'

Write a letter to the newspaper giving your views.

In your letter, you could include:

- your views on what food is considered healthy or unhealthy
- your views on the cost of unhealthy or 'junk' food
- things that people can do to eat healthily and save money

as well as any other ideas you might have.

**Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.*

Example answer:

Friday 8th January 2016

Opens with
a sense of
context –
use of
pronouns
shows
relationship
between
the reader
and writer

To “The Telegraph”.

Declarative
sentence
used to
create a
compelling
tone.

Recently, I happened to stumble upon an article in your newspaper which caught my attention as it is a pressing issue in modern society.

The myths and lies that surround this topic like a fog blocking our arteries and

veins needs to be cleared. I am talking, of course, about healthy eating.

In your article, you claim that eating healthily is in fact “dirtcheap” and that if we decide to turn vegan and survive on rabbit food, we can lose some weight without losing so much money. However, this is a commonly advertised myth that seems to disregard many things.

Similes and
rhetorical
questions
used
throughout

First of all, any sort of diet, whether healthy or unhealthy, will ultimately be expensive.

With the current rates of VAT and rocketing prices, even fruit and vegetables are expensive to buy. In fact, in a recent survey, over 80% of people admitted to buying more unhealthy food than healthy food due to the price difference. But then again, is this statistic really that

shocking? The “health” aisles in supermarkets are avoided by most like the plague, designed to leech away all your money. If eating healthily truly is cheaper, then surely low-fat yoghurts should be cheaper too? Why are we paying more for food with less in it?

Clear
structure
through
connectiv
es

Furthermore, these supposed healthy foods are extremely unappealing, with skimmed milk being almost as thin and tasteless as stale tap water. Your article claimed that the only way for people to eat more healthily is to make better choices. On the other hand, I believe this is quite a far-fetched ambition. With more than 25% of the British population classed as “obese”, should the citizens really be expected to make healthy decisions?

High-level
vocabulary
/ phrasing

Sophisticat
ed
sentence
structure

Instead, I propose a much more effective way to end obesity and unhealthiness.

Perhaps instead of sitting around waiting for people to change, the supermarkets

themselves should change. Rather than making people pay five pounds for a bar of chocolate made from carrots, these supposedly “natural” foods should be priced equally to the Cadbury chocolates. After all. If all these health foods are natural and void of preservatives, they should surely cost less than products with hundreds of extra colours, preservatives and additives.

Perhaps people are saving a little extra money by changing what they buy and making nutritious decisions. But ultimately, a box of Pringles with its ridiculously jovial man with a moustache is much more attractive than that brown bag with a muddy turnip adorning the package. And the constant price reductions and sales on muffins and biscuits will almost always be preferable to superfoods that cost more than petrol.

Therefore, instead of simply arguing over obesity and how to persuade people to eat better, perhaps newspapers should be calling out to the government and health brands. If we let our people choose, their hands (which are becoming increasingly chubby, fingers

enlarging like balloons held down only by tight wedding rings) will always choose the cheaper – and most likely healthier – alternative.

So rather than discussing health as casually as if it is a relationship advice column, we should take action against these unfair prices that are ripping us off of our money but lading on the fat and health problems.

Yours sincerely,

Effective
ending

An exasperated citizen, and extremely worried about the state of our society._

AO5 24 marks

AO6 16 marks

