



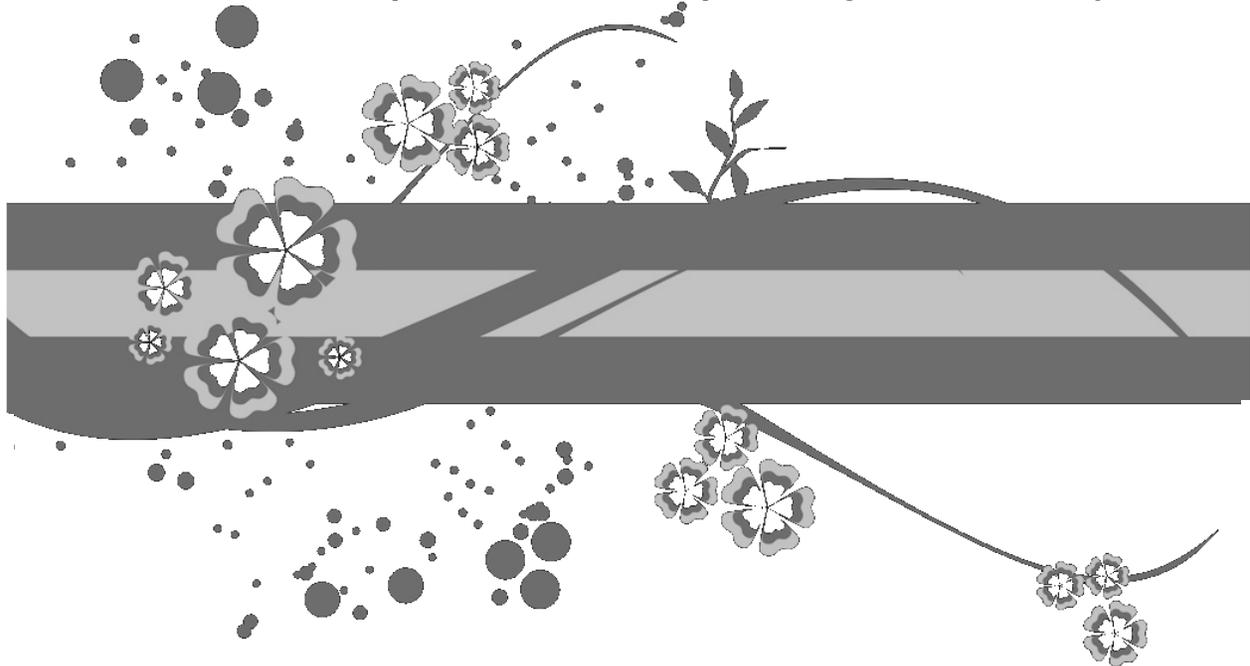
**KEY STAGE 4
ENGLISH
REFERENCE
GUIDE**

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ONLINE RESOURCES

BBC Bitesize:	http://www.bbc.co.uk/schools/gcsebitesize
Grammar Exercises:	http://www.buzzin.net/english/gramm.htm
Study Skills	http://www.how-to-study.com
Of Mice and Men	http://www.bookrags.com/notes/omam
AQA Anthology	http://www.universalteacher.org.uk
A Christmas Carol	http://www.bookrags.com/studyguide-chirstmascarol/
An Inspector Calls	http://www.taproottheatre.org/docs/icstudyguide.pdf
Romeo and Juliet	http://www.absoluteshakespeare.com/guides/romeo_and_juliet/



CLASSROOM RULES



RESPECT YOURSELF

ALWAYS TRY YOUR BEST
COMPLETE ALL TASKS
MAKE SMART CHOICES
COME TO CLASS PREPARED

RESPECT OTHERS

LISTEN QUIETLY WHILE
OTHERS ARE SPEAKING
DO NOT DISRUPT OTHERS
KEEP YOUR HANDS FEET
AND OBJECTS TO YOURSELF
PUT AWAY OR RETURN
ALL RESOURCES

SANCTIONS

- ✓ This is your warning. Choose to correct your behavior.
- ✓✓ Lunch or break time Detention (10 minutes). May result in further action
- ✓✓✓ DFL or removal from classroom. After school detention (30 minutes minimum). Phone call home. Green Report.

RESPECT MANDEVILLE

FOLLOW ALL SCHOOL RULES
KEEP THE CLASSROOM TIDY
NO FOOD OR FIZZY DRINKS

I have read, understood and plan to follow the classroom rules

.....

(sign here)

LITERARY DEVICES



ALLITERATION

A repetition of the starting sounds of words. Robert Frost's poem Acquainted with the Night provides an example: "I have stood still and stopped the sound of feet."

The repetition of the S sound creates a sense of quiet, reinforcing the meaning of the line.

ALLUSION

A reference in one literary work to a character or theme from another text.

"Christy didn't like to spend money. She was no Scrooge, but she seldom purchased anything except the bare necessities".

The name 'Scrooge' brings to mind an image of someone who is very greedy.

ANTIPATHY

The a feeling of dislike or disrespect towards a character or event (opposite of sympathy). For example, the way Scrooge treats his employees in Dickens' A Christmas Carol creates antipathy towards his character.

CHARACTERISATION

The method a writer uses to reveal the personality of a character in a literary work: Methods may include (1) what the character says about himself or herself; (2) what others reveal about the character; and (3) the character's own actions.

CLIMAX

The deciding moment in a story, the climax is the turning point of the play to which the rising action leads. This is the crucial part of the drama, the part which determines the outcome of the conflict.

COUPLET

A group of two lines, usually rhyming. The following, by Edna St. Vincent Millay, is an example of a rhyming couplet:

"Whether or not we find what we are seeking
is idle, biologically speaking."

LITERARY DEVICES

EUPHEMISM

A mild word or phrase which substitutes for another which would be undesirable because it is too direct, unpleasant, or offensive. Pass away is a euphemism for die.

FORESHADOWING

In drama, a method used to build suspense by providing hints of what is to come. In Shakespeare's Romeo and Juliet, looking down at Romeo, says "Methinks I see thee, now thou art below, / As one dead in the bottom of a tomb." The next time she sees him he will be dead in a tomb.

IMAGERY

A word or group of words which appeal to one or more of the senses: sight, taste, touch, hearing, and smell. The use of images serves to intensify the impact of the description.

IRONY

SITUATIONAL IRONY: the result of an action is the reverse of what the character expected.

DRAMATIC IRONY: the audience knows something that the characters in the drama do not.

VERBAL IRONY: the contrast is between the literal meaning of what is said and what is meant. Sarcasm is a form of verbal irony.



LANGUAGE TYPES

EMOTIVE

Language meant to make the reader feel an emotion. (sympathy or antipathy). For example, in JB Priestly's An Inspector Calls, "the poor girl died in agony" creates sympathy for the character of Eva Smith.

FIGURATIVE

Figurative language uses 'figures of speech' - a way of saying something other than the actual meaning of the words. Metaphors, similes, symbolism and personification CAN be examples.

LITERAL

Words or phrases that have the exact meaning. Little interpretation is required.

LITERARY DEVICES

METAPHOR

A figure of speech wherein a **DIRECT** comparison is made. The reader must interpret the intended meaning. In Shakespeare's Romeo and Juliet, Romeo says "Juliet is the sun". The intended meaning is that she brightens his life.

MOOD

The atmosphere or feeling created by a literary work, partly by a description of the objects or by the style of the descriptions. A work may contain a mood of horror, mystery, holiness, or childlike simplicity, to name a few.

ONOMATOPOEIA

The sound of a word echoes the sound it represents. The words "bang", "splash", "knock" and "roar" are examples.



PERSONIFICATION

A figure of speech in which something nonhuman is given human characteristics. For example, "The ocean roared with fury".

POINT OF VIEW

A piece of literature contains a speaker who is speaking either in the first person, telling things from his or her own perspective, or in the third person, telling things from the perspective of an onlooker.



RHETORICAL QUESTION

A question designed to make the reader think, posed for effect. The speaker implies that the answer is either too obvious 'Can a person ever have too much love?' or uses it to make a point 'How should I know?'

LITERARY DEVICES

SIMILE

An indirect comparison which uses the words "like" or "as" in the comparison. For example, 'faster than a speeding bullet'.

STANZA

A major subdivision in a poem (like a paragraph). A stanza of two lines is called a couplet; a stanza of three lines is called a tercet; a stanza of four lines is called a quatrain.

SYMBOLISM

An example of symbolism is 'Her eyes looked but did not see. All was dark'. Literally speaking, eyes either see (healthy eyes) or they don't see (blind eyes). An eye that looks but does not see is blind in a figurative sense. Very often, vision and light are symbols for understanding and enlightenment.

THEME

The main ideas presented within a text. Often they are the authors commentary about society (the way the world works) or human nature. The theme provides an answer to the question What is the work about?

tone

Tone expresses the author's attitude toward his or her subject. Since there are as many tones in literature as there are tones of voice in real relationships, the tone of a literary work may be one of anger or approval, pride or pity.



WRITING ESSAYS

THE P.E.E. CHAIN



POINT

State your idea

OR

Identify a technique



EVIDENCE

Use a quotation

OR

Describe example in detail



EXPLAIN

Develop your idea in detail

OR

Explain effect created



USING EVIDENCE

Using evidence is absolutely essential. Evidence can take the form of examples or quotations

EXAMPLES

Examples are brief, use them for minor points or when listing several examples.

There is a lot of conflict in Act 3, Scene 5. For example, Juliet argues with Romeo, her mother and her father. This causes her to feel isolated.

QUOTATIONS

Quotations are parts of text taken directly from the source. They must be introduced and explained. Use “quotation marks” to show its beginning and end. You should indicate where the quote comes from in brackets.

Dickens reveals Scrooge’s character when he writes: “Darkness is cheap, and Scrooge liked it” (pg. 18)

Elipses (...) can be used for cutting out unnecessary parts of the text to stay focused

Arthur Birling is described as “a heavy-looking, rather portentous man ... rather provincial in his speech” (pg. 1)

The following words can be used to effectively introduce quotations:

“ argues writes describes concludes comments
notes maintains suggests observes implies
states claims says explains reveals ”

CONNECTIVES

Introduction:

Firstly
Primarily
Chiefly
Importantly
The writer/author introduces ...
We are introduced to ...



Connectives are an excellent way to connect different points together in your essay. They, by nature, tend to help lead you towards the analytical thought required in your assignments

Main Body:

The reason for this is ...
From this, we can note that ...
Secondly. Thirdly etc.
Moving on ...
The reader can see from this that ...
The author writes ... because ...
Another ...
Also ...
Therefore ...
Significantly ...
We can see from this that ...
The writer then moves on to ...
Next
Obviously, this shows that ...
This shows that ...
Following this ...
Then ...
This then means that ...
Penultimately (*last but one*)
Later ...
It can be noted/said that ...

Explaining Ideas

For example,	For instance,
In other words,	Such as,

Compare and Contrast

However,	On the other hand,
Despite this,	Although,
Though,	In contrast,
Similarly,	Unlike,

KNOW the question

Search for key words to gain a better understanding of what is being asked.

PLAN things out

Make a plan. Decide which aspects of the text you will discuss in each section and pick examples / evidence.

FOCUS on analysis

Don't waste space retelling the story. Spend your time explaining HOW and WHY meaning is created.

DOUBLE CHECK

PROOFREAD! Get rid of spelling mistakes. Read it out loud, word for word, to catch mistakes

Conclusion:

In summary
In conclusion
It is important to conclude with ...
Weighing up the evidence, we can see that ...
Finally ...
Lastly .
The message conveyed is therefore ...
Summarising, we can see that ...

SLAP POETRY

'Slapping' poetry is an effective way of remembering to comment on all of the important features of a poem.

S STRUCTURE

How is the poem written? What does it look like on the page?

Rhyme Scheme	Stanzas	Line length
Development of ideas	Sound Patterns	Meter

L LANGUAGE

Why has the poet chosen certain words? What effects are created?

Imagery	Metaphor	Simile
Non-Standard English	Onomatopoeia	Punctuation
Word Choice	Alliteration	Repetition

A ATTITUDES

What are the poet's feelings? Why has he or she written this piece?

Themes	Mood	Tone
Purpose	Subject	Human Nature

P PERSONAL RESPONSE

What do you think of the poem? Can you relate? What did you like?

Opinions	Meanings	Interpretations
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Mandeville School Guide to Essay Writing



Question: How does one write an organized, persuasive essay?

Being able to write a well-organised, persuasive essay is one of the most important skills

in English. Essay writing becomes more and more critical as one moves from key stage three to GCSE's and beyond. Essay writing can be difficult, as there are many factors to consider. A well-written essay is organised, contains evidence to support ideas and includes some analysis and insight of the topic at hand.

Organising ideas in writing can be especially challenging. Remember that the purpose of any essay is to answer the assigned question. The essay will begin with an introductory

paragraph. The purpose of this paragraph is to give some background information regarding the topic, as well as to state the author's point of view in terms of the question. Simply state how you plan on answering the question. Following this, a number of body paragraphs will

examine aspects of the question in greater depth. Here is where you develop your ideas in detail. Finally, a conclusion paragraph will close off the essay by summing up your most con-

vincing points, while offering some of your own ideas about the subject. Looking closer it becomes obvious that sentences must be organised as well – this can be achieved by using the

P.E.E model Begin by making a point. Continue by offering some evidence that backs up your statement. To conclude, comment on the importance of your point in relation to the question.

By using these organizational techniques, a writer can be sure that he or she is communicating their ideas effectively.

Using evidence is also a crucial part of an essay. Evidence is what backs up your ideas

Topic Sentence:
Link to key words in question

Give some **background information** about the topic

Reader knows what to expect next: 3 body paragraphs about organization, evidence and analysis

Topic Sentence

Formal Style: Avoid 'you', 'I', 'my' etc. if possible. Try: 'the author', 'the reader', etc.

Connective Phrases show relationships (comparing, contrasting, sequencing...)

P.E.E. Model:
P: Point—Explain your idea.
E: Evidence—Prove what you are saying/Give an example.
E: Explain—Why its important in answering question.

Sentence links topic (organize) to question (essay writing).

Topic Sentence

Do: Plan in advance Write Clearly Revise and edit your draft Proofread your final version Use your time effectively

Remember: Quality is more important than quantity!

<p>Quotes are placed inside inverted commas “ ”</p>	<p>and makes them more convincing. Evidence can take the form of a quotation or a paraphrase. Evidence is most effectively used when illustrating your arguments, adding authority and where the original words best express the meaning.” (Robertson, p.87) It is important to be brief here, including the most important information. Do not include extra, irrelevant information, as this simply wastes time and space. Ideally, your evidence will directly back up the point you are trying to make. If not, take some time to explain how your evidence proves your point.</p>	<p>Paraphrase: put something into your own words.</p>
<p>After a quote, in parenthesis (), include the page/line number. If examining different authors, include the surname as well.</p>	<p>Offering insight into a topic can be very challenging. In English, you are rewarded for expressing your own ideas and interpretation regarding different topics. On the most basic level, this can take the form of summarizing and paraphrasing key ideas from the text. An even better analysis would address some of the underlying issues in the topic. This can be, for example, the feelings and motivations of a character in a story or play. Higher level answers may discuss things like language used by a writer and the effect it creates, literary techniques, such as metaphors, and their significance. Furthermore, it is always a good to discuss the context of the subject. Ask yourself some simple questions: Was the text written by an author with a bias or agenda? Was it written in a different time period, with different beliefs and customs? What is the format of the text? A novel, play and advertisement all present different opportunities for analysis. Ensure that you analyse key features in detail, possibly in a variety of ways. This will allow you to score the most marks from your writing.</p>	<p>Introduce Quotations: Explain what it is about</p>
<p>Double spaced: stays neat and leaves room for comments</p>	<p>Writing a high-level is like a balancing act; it can be quite complicated. Keeping ideas organised, using evidence effectively, and including a detailed analysis are all critical components. However, the right approach combined with some hard work and effort will ensure that your essay achieves the high scores that you should expect of yourself.</p>	<p>Quotations: Show what you are writing about. Use only the most appropriate quotes.</p>
<p>The colon : is used to draw attention to something, or at the start of a list.</p>	<p>Be Specific: Avoid using words like ‘good’, ‘bad’, ‘boring’. Use strong words. Express your exact thoughts</p>	<p>Noun Phrase: marked off by commas, this clause adds detail to your writing.</p>
<p>Semi-colon Allows a simple sentence to be added on for effect. Adds info.</p>	<p>Conclusion: Use to recap key ideas and offer some of your own opinions about the topic. Remember to explain <i>why</i> you have this opinion.</p>	<p>Examples: A kind of evidence, usually a paraphrase.</p>
<p>Simile: Can be used to help make a point / explain.</p>	<p>Recap the key ideas.</p>	<p>Be Specific: Avoid using words like ‘good’, ‘bad’, ‘boring’. Use strong words. Express your exact thoughts</p>
<p>Alliteration: Can make ideas sound convincing</p>	<p>Use the ideas of others Rush Use text decorations such as boldness Go off-topic, stick to answering the question</p>	<p>Conclusion: Use to recap key ideas and offer some of your own opinions about the topic. Remember to explain <i>why</i> you have this opinion.</p>
<p>Don't: Use the ideas of others Rush Use text decorations such as boldness Go off-topic, stick to answering the question</p> <p>Remember: Ask your teacher for help!</p>		

IMPORTANT DATES

ASSIGNMENT

DUE DATE

MEDIA

SHAKESPEARE

MODERN DRAMA

A CHRISTMAS CAROL

ORIGINAL WRITING

Don't put things off

Don't leave things to the last minute, you will be much less stressed if you stay up-to-date!

Break big tasks down

Coursework doesn't have to be a marathon. Focus on one paragraph and complete one P.E.E chain at a time

Use class time effectively

You will have enough time in class. DO NOT say 'I will do it at home'. The classroom is the place for you to complete this work.

Know what you're doing

WHAT is the assignment?
WHEN is it due?
WHERE can I get the resources I need?
WHO can I go to for assistance?



Just get started!

Take ACTION!
Avoid DISTRACTION!
Stay FOCUSED!
Be ORGANISED
REWARD YOURSELF
FOR A JOB WELL
DONE