**Reading Strategy**

**Read the whole passage**

You WILL be asked a question about the passage as a whole, so you need to read it as a full piece, rather than looking at corresponding lines for specific questions.

**Identify the question types**

Carefully read the questions before attempting them, and write a code at the side to say what type of question it is, e.g. IYOW beside an In Your Own Words question.

**Learn the formulas-and use them!**

We teach R4UAE by question type for a reason. The formulas will help you to answer the questions fully and give you the best opportunity to achieve high marks.

**Bullet point your answers**

This makes answering your questions easier, marking the assessments easier, and ensures you have written enough information to achieve the number of marks available.

**Check number of marks available**

Remember-one point=one mark!

**Answer every question**

Even an attempt, a quoted word, a piece of punctuation named could give you a mark.

**Review your responses**

Check-do they make sense? Have I written enough? Have I written the answer in the right style?

**In Your Own Words**

Question Formula

* LOCATE-Find the words in the passage.
* TRANSLATE- put the word or phrase into your own words-DO NOT quote from the passage.

Top Tips

* You may want to highlight the key information when LOCATING
* When TRANSLATING, try to make your answer as simple as possible-if the writer has used complex language, simplify it
* Think-how would I explain this to a five-year-old?

Example Answer

*“We all travelled light, taking with us only what we considered to be the bare essentials of life.”*

Q. The family “travelled light”. In your own words explain what they took with them. (1 mark)

**Step 1-Locate**

*“We all travelled light, taking with us* ***only what we considered*** *to be* ***the bare essentials of life.****”*

**Step 2-Translate**

“**only what we considered** to be **the bare essentials of life”**

The family only took **what they thought** they would **need to survive**.

**Word Choice**

Question Formula

* Identify the word or phrase.
* Explain the meaning (denotation) - **“\_\_\_\_ means…”**
* Explain the connotations and effect of word; what the writer thinks- **“this suggests…”**

Top Tips

* Remember-a phrase is TWO-THREE WORDS, NOT A SENTENCE!
* Remember to link your connotations to what is being described in the question-what does the word suggest about the situation/person/thing described?

Example Answer

*Radio 1 has announced a major revamp, bringing in Nick Grimshaw as a presenter and ditching breakfast presenter Chris Moyles.*

Q. How does the word choice reveal Radio 1’s attitude to Chris Moyles? (2 marks)

* **Identify word/phrase**

“ditching” (1)

* **Meaning**

Means to get rid of something

* **This suggests**

This suggests that they no longer see him as useful, are dropping him callously, without much thought (1)

**Sentence Structure**

Question Formula

* Identify the Technique-punctuation or sentence type
* State what it is used for
* Explain why it has been used in this context

Top Tips

* Ensure you have a good understanding of the **purpose** of different sentence types and punctuation.

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| **Sentence Type** | **Definition** |
| Rhetorical question | A question posed to make the reader think about an issue |
| Repetition | Writer states the same thing over and over to reinforce their point |
| Short sentence | Sums up a pointBlunt, directMakes an impact |
| List | Emphasises the number or range of somethingGives a variety of examples |

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| **Name** | **Symbol** | **Use** |
| Full stop | . | -indicates completion of a sentence-determines long/short sentences |
|  | , | -separates brief items in a list: *apples, pears, bananas and a grapefruit.*-used like parenthesis when before and after a phrase:*Enter Arthur, a distant cousin, in love with Anne.* (additional info) |
|  | ; | -separates larger items in a list:*A beach house in Bermuda; a chalet in the Alps; a castle in Scotland with 40 rooms.*-indicates a turning point in a balanced sentence:*Sober, he was unpredictable; drunk, he was dangerous.* |
|  | : | -signals explanation or elaboration:*It was now night: stars twinkled overhead and the moon was rising.*-signals upcoming quotation-introduces a list:*Her garden was a picture: tulips, roses, marigolds and daisies.* |

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| **Name** | **Symbol** | **Use** |
|  |  | -adds additional information -single dash adds emphasis or importance to a word or phrase |
|  |  | -in middle of a sentence, suggests interruption, hesitation or indecision-end of sentence, suggests anticipation or suspense |
|  |  | -indicates strong emotion, often surprise, excitement or anger |
|  |  | -may ask a question to answer in following paragraph-series of questions=confusion or bewilderment-rhetorical question-invites reader to share the writer’s views. |
|  |  | -around a word or phrase-casts doubt on meaning of word-indicates title of poem, song, article or chapter. |

* Ensure you link the basic purpose to the function of the punctuation in the example given

Example Answer

*Adele had always had trouble with Derek; he pushed her, threw things at her and generally made her life miserable. She hated him.*

Q. How does the writer use sentence structure to convey Adele’s feelings towards Derek?

* **Identify technique**

A short sentence is used

* **State what it is used for**

Used to sum up a point

* **State why it has been used in this context**

Sums up Adele’s strong hatred for Derek

**Imagery**

Question Formula

* (QUOTE)
* State the Technique **(simile/metaphor/personification)**
* Say what is being compared to what
* Say what they have in common- **just as…so too**

Top Tips

* Remember:

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| **Technique** | **Definition** | **Example** |
| Simile | A comparison using ‘like’ or ‘as’ | The teacher stormed into the room like a raging bull |
| Metaphor | A comparison saying something IS something else | She was a rock in their time of need |
| Personification | Giving human qualities to something non-human | The wind howled through the night |

* Ensure you are reading the question carefully so you know exactly what you need to do-have they identified the image already? Given you the technique used?
* It is easier to describe what the object is being compared to first when doing your “just as, so too”

e.g. “she was as blind as a bat”

just as a bat has very poor sight, so too the girl was unable to see clearly

VS.

just as the girl could not see clearly, so too bats have poor sight

Example Answer

*The traders at my stall were like vultures round a carcass.*

* **State the technique**

A simile is used

* **Comparison**

Traders compared to vultures

* **Just as…so too**

Just as vultures crowd round a carcass to feed, tearing at the flesh of the animal, so too the traders at the stall to grab the best wares for themselves.

**Tone**

Question Formula

* (Consider the author’s attitude throughout the text. Decide first whether it is positive of negative.)
* State the tone (humorous, persuasive, informal etc.)
* Give **evidence** for your answer-look for tonal markers-QUOTE

Top Tips

* Consider how the writer would read the piece aloud to help determine tone
* For tonal markers, remember T.W.I.ST:

**T**one is established through:

**W**ord choice

**I**magery

**S**entence Structure

**T**ypography (bold, italics, underlined)

Example Answer

*Bring three pieces of identity with you, a letter of recommendation from your head teacher, a full CV, the form filled-in in triplicate and a cheque for £150. You have to admit it, they don’t ask much.*

Q. What tone is created here? Give a reason for your answer. (2 marks)

* **State the tone**

Sarcastic tone is created (1)

* **Give evidence-tonal markers**
* Exaggeration “form filled out in triplicate”, “cheque for £150” (1)
* Contrast/understatement “you have to admit it, they don’t ask for much” (1)

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| **Tone** | **Emotions** | **Tonal Markers** |
| Argumentative | -anger-disbelief-resentment-bitterness | -exclamation marks-rhetorical questions-all capitals-emotive language |
| Excited |   | -exclamation marks-positive language-hyperbole-pleasant imagery-all capitals |
|  | -light-hearted-mocking-cheerfulness-tongue-in-cheek | absurd images or ideas, silliness, exclamation marks, hyperbole, puns. |
| Ironic(the writer is saying the opposite of what they mean) |  | rhetorical questions, jokes, absurd images or ideas |

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| **Tone** | **Emotions** | **Tonal Markers** |
|  | -mocking-contempt-irritation-cynical-negativity | negative statements, jokes, rhetorical questions (Chandler-“could I BE…”), absurd images or ideas, jokes, insults, hyperbole, litotes |
|  | -desperation-confidence-argumentative-serious-charming |  rhetorical questions, inclusive language (“you”, “we”), forceful language (“must”, “have to”, “need”), powerful images, emotive language |
| Formal |  |  formal language (no slang), factual information, few personal comments |
|  | -relaxed-informal-chatty-friendly | -slang-abbreviations-dialectal speech-personal opinion |

**Link**

Question Formula

* Quote the part of the linking phrase which refers back- **“Quote Linking Phrase (QLP)”…**
* Explain what topic/ idea/ argument it refers back to- **…refers back to when the writer discusses...**
* Quote the part of the linking phrase which refers forward-“QLP”…
* Explain what topic/ idea/ argument it refers forward to**-… refers forward to when the writer goes on to discuss...**

Top Tips

* Seems complicated, but isn’t! often link sentence is indicated in question-read it carefully
* Read paragraph before and work out-what is this about? Then spot where that idea is mentioned in link sentence
* Read paragraph following link sentence-what is that about? Then spot where that idea is mentioned in the link sentence

Dummy Answer

* The expression “\_\_\_\_\_\_” acts as a link in the writer’s argument.
* “\_\_\_\_\_” links back to the idea in the previous paragraph about \_\_\_\_\_\_\_\_.
* “\_\_\_\_\_\_” links forward to the idea in the next paragraph about \_\_\_\_\_\_\_\_\_.

Example Answer

*Howard could see he knew the berries weren’t ready yet, like the ones behind the steading that they always picked; and he understood that this was a lesson being set up for him when he came home without brambles: not to tell lies. And there’d be another lesson behind this one, the real lesson: that is father had been right about that sort of new fangled nonsense coming to grief.*

*In spite of this, he forgot it all and slipped through the Racecourse fence.*

*A crowd mobbed around the grandstand where they served drinks and sandwiches. He made his way through the high society of Lanark, dolled up to the nines...*

Q. How does the writer use the second paragraph to establish a link between paragraph 1 & 3? (2 marks)

* The expression “In spite of this, he forgot it all and slipped through the Racecourse fence.” acts as a link in the writer’s argument.
* “In spite of all this, he forgot it all” links back to the idea in the previous paragraph about Howard’s father’s advice.
* “slipped through the racecourse fence” links forward to the idea in the next paragraph about the events at the racecourse

**Evaluation Questions-Summarising and Effectiveness**

**Summarising**

Question Formula

* Locate main ideas in paragraphs
* Pick out key points (1 point=1 mark)
* Translate into own words-shortened

Top Tips

* It might be helpful to sum up each paragraph in a few words as you read initially-will make it easier to scan through in summary question
* Simplify the information as much as possible-what point is the writer making?

**Effectiveness**

* **CONSIDER** no. of marks -2 marks=1 example + explanation
* **LOCATE**-(find the relevant info)
* **IDENTIFY**-aspects of **style** (how the writer writes)-imagery, sentence structure, tone, word choice
* **EXPLAIN**- in your own words, describe the effect this aspect has on the reader
* **EVALUATE**-how effective is this aspect in getting the writer’s point across?

Top tips

* Remember to look closely at number of marks available
* Treat it the same way you would treat a word choice/imagery/sentence structure question-give an example and explain its effect