Coatbridge High School



English & Media Department

National 5 Homework Booklet

Aug-Dec

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**Section 1: Own Words**

Remember that these questions are testing your understanding of **what** is being said in the passage AND have a varied enough vocabulary **to convey the same meaning as the writer** without using the same words as the writer. It may sound awkward but that’s okay!

**Suggested Approach**

1. Locate information in text

2. Highlight/underline key words/phrases

3. Change key words/phrases into your own words

**Worked Example**

### Wilson had a **range of objections** to the proposals for the new Visitor Centre. He considered them as suffering from **an ignorance of the local culture**. In addition, he viewed the motives behind the ideas as having their foundation purely in the realms **of commercial interests**. Another major problem was the fact that the building itself was planned for an **area which would quickly become congested if a lot of cars** attempted to head in its general direction. Following on from that, any additional parking facilities would **encroach on the Town Commons, an area of stunning natural beauty**. In fact, he could only see problems if the Planning Committee approved the scheme.

### ***Using your own words, explain Wilson’s objections to the proposals for the new Visitor Centre. (4)***

Four reasons from the text:

* **“an ignorance of the local culture”** becomes *it did not show enough awareness of the town’s traditions and customs.*
* ***“commercial interests”*** *becomes the proposals were only interested in making money.*
* ***“area would quickly become congested if a lot of cars”*** *becomes there would be traffic jams due to more people heading to the Centre.*
* ***“encroach on the Town Commons, an area of stunning natural beauty.”****they would have to use space from the picturesque parklands in the town.*

**OWN WORDS: PRACTICE QUESTIONS**

1. Many of the commentators I hear on television expressing their opinions about football games leave me cold. I cannot be bothered with their ill-informed, pompous and often irrelevant contributions. I usually watch the games with the sound turned down.

***Explain two reasons why the writer does not like football commentators. (2)***

1. After trying and failing to find Jessica Ennis in the English Institute of Sport in Sheffield, a female athlete helps me track her down. "There she is," she says. Which is just as well as I'm not entirely convinced I'd have recognised the slight figure in tracksuit bottoms and a hooded top.

***Look at the first paragraph and then explain, using your own words where possible, why the writer had difficulty in finding Jessica Ennis. (2)***

1. Qin Shi Who? My reaction entirely. I had heard of the Terracotta Army, of course. I had even seen some of them when a vanguard of warriors came to London in the1980s. But I couldn’t have told you who Qin Shihuangdi was. That probably goes for the vast majority of people in the West. And given that he is one of the most colossal figures ever to havewalked the earth, that is rather shocking. For Qin Shihuangdi, its First Emperor, created China more than two millennia ago, establishing the world’s longest-lasting empire. A visionary, a brutal tyrant and a megalomaniac, he is the greatest historical figure that most of us have never heard of.

***In your own words give two reasons why it is “rather shocking” that most people in the West do not know about Qin. (2)***

1. As an underground phenomenon involving running through cities and leaping over obstacles, parkour is the epitome of cool for its growing army of fans. Participants are known as traceurs (or traceuses for females) and the parks and city structures of Scotland are rapidly becoming theirstage. “I really like the ability to move in the way you want, rather than being bound by the way the street designer wants you to move,” says Glynn Forsythe (24), one of the traceurs assessing the obstacles dotting the campuses of Strathclyde University.“It might be faster to go across that railing than to take the path. I like that,” he says. “It makes things interesting.” There are no rules and no projected outcomes; parkour simply advocates that individuals “find their own way”. The aim is to improve strength, both physical and mental, while developing your technique to overcome even greater barriers.

***Using your own words, give two reasons why parkour appeals to Glenn Forsythe. (2)***

1. Hector Pieterson was 12 when he died. Today a museum bearing his name commemorates his death — and hundreds of others — which occurred some 30 years ago at a place whose name has come to symbolise uprising against oppression: Soweto. Hector was one of thousands of black children who took to the streets on June 16, 1976, in protest about schooling under the apartheid regime in South Africa. When police opened fire on the march it brought the word Soweto to the attention of the world. But less well known is the role that Charles Dickens played in events. The march was in protest at a government edict making Afrikaans compulsory in schools. From January 1976, half of all subjects were to be taught in it, including ones in which difficulties of translation were often an issue.

***Explain, in your own words, what the marchers were objecting to. (2)***

**OWN WORDS TOTAL: 10 MARKS**

**Section 2: Summarising**

These types of questions are testing that you have understood KEY ideas throughout the passage.

Even if the question doesn’t state you have to answer in your own words, it is good practice to do so anyway.

**Suggested Approach**

1. Look at number of marks available
2. Highlight appropriate parts of text
3. Simplify language

**Worked Example**

**Of course, those born in the 1970s may find celebrity on the Taylor scale hard to understand. The whole concept of celebrity has been degraded, over the last two centuries by an avalanche of media coverage which makes no pretence of interest in the actual work that well-known people do, but instead focuses entirely and insidiously on the personal lives, and most particularly the personal appearance, of anyone who has ever been in the public eye for anything, from behaving like an idiot on reality TV, to having sex with a premiership footballer.**

What three main criticisms does the writer make of the way the media treat celebrities today? (3)

* Media doesn’t pay attention to what celebrities do for a living on a day-to-day basis
* Only pay attention to, in a very sinister way, to what goes on in private
* Only pay attention to how they look

**Summarising Example Questions**

1. Therein lie the polar points of Scottish tourism. On the one hand, there is the attitude of those who couldn’t care less, who regard service as a synonym for servility, who treat customers as if they are something smelly stuck to their shoe. Meanwhile, there are those who take satisfaction from other people’s pleasure, who embrace the “Welcome to Scotland” slogan, who are enthusiastic ambassadors for their country and will attempt to kill you with kindness

***In your own words, summarise he two opposite attitudes that are shown towards tourists visiting Scotland (4)***

1. The equation of risk for the Arctic convoys was grim. During the winter the ice, extending southward, obliged them to pass within two or three hundred miles of German-held territory. The summer route was further north and therefore further away from the German airfields, but the daylight was perpetual. The winter convoys had to pass dangerously close to German bases. The summer ones were exposed twenty-four hours a day to German air attack for at least one third of the voyage.

***Using your own words as far as possible summarise the various risks the Arctic convoys faced. (3)***

1. The cold was now intense. To keep a watch, especially a watch on the bridge, was torture: the first shock of bitter wind that seared the lungs, left a man fighting for breath: if he had forgotten to don gloves – first the silk gloves, then the woolen mittens, then the sheepskin gauntlets – and touched a handrail, the palms of his hands seared off, the skin burnt as by white-hot metal. On the bridge, the deadly chill crept upwards from feet to calves to thighs, nose and chin turned white with frostbite and demanded immediate attention, and then, by far the worst of all, the end of the watch, the return below deck, the excruciating agony of returning circulation.

***Using your own words as far as possible to summarise the various problems faced by many men aboard the Arctic convoy. (3 marks)***

**SUMMARISING QUESTIONS TOTAL: 10 MARKS**

**Section 3: Linking**

Linking questions are testing your understanding of the ideas of the passage as you must be able to summarise the ideas that have come before and follow the linking sentence you are directed to.

You should make sure you are familiar with connectives such as “but”, “yet”, “furthermore”, “in addition” etc...These words and phrases are used to signal changes or additions to an argument or topic and you should be using them in your own writing too.

**Suggested Approach**

Step 1: Quote the part of the sentence which refers to the earlier topic (1 mark) and explain what that topic is. (1 mark) **AND/OR**

Step 2: Quote the part of the sentence which looks forward to the next topic (1 mark) and explain what that topic is. (1 mark)

**Possible answer structure:**

**The word(s) /phrase connect(s) to the previous paragraph which is about...**

**The word(s) /phrase introduce(s) the next paragraph which is about...**

**Example**

The 7.15 dance class is full, as was the six o’clock, as is the 8.30. In the reception area of Edinburgh Dancebase, learners, ranging from the middle-aged, fresh from work, to students, mill around waiting to dance.

Unlikely as it may at first seem, this is occurring across the country. Against similar winter backdrops people are queuing up to learn to dance. National inhibition is being shed as salsa, meringue, and cumbia beats force hips to sway rhythmically and partners to twist complicatedly. French ceroc classes are filling up, street dancing to hip hop is being used as an exercise class. Even ballroom dancing is enjoying something of a renaissance.

***By referring to specific words or phrases, show how the first sentence in the second paragraph performs a linking function in the line of thought. (2)***

**Answer**

The word “this” connects to the previous paragraph (1 mark) which is about how full dance classes are in Edinburgh (1 mark). AND/OR

The phrase “occurring across the country” introduces the next paragraph (1 mark) which is about different styles of dance becoming more popular across the country (1 mark).

**Linking Example Questions**

1. The playground was full of acts of premeditated violence. The building was dilapidated. The morale amongst the teachers was poor, with many objecting to acts of intimidation directed at them by the pupils they tried to teach. The cleaners had given up trying to deal with the debris, which lay scattered in every corridor and stairwell at the end of morning interval or the all too brief lunchtimes. Local drug dealers had taken to hanging about the school gates, finding too many willing customers exiting through the school gates.

Yet, these terrible problems did not deter the new Rector, as he put a variety of strategies into operation. Firstly, he and the Board Of Studies began regular patrols in the playground during times when the pupils were using it, and motivated pupils were sworn in as prefects to help enforce the law. A new Staff Social Committee was set up and the staffroom was redecorated. New litter patrols were initiated using the pupils who wanted to have pride in their school. Money was spent installing a new security system and a more effective and hard-hitting anti-drugs education pack was used during Social Education lessons.

***Explain how the sentence “Yet, these terrible…..into operation” performs a linking function in the passage. (2)***

2.During his time at High School, Harding became a cause for concern. His behaviour with female students was intimidating and there were many complaints about his inappropriate comments to them, often of a violent or sexual nature. He also found it impossible to relate to his peers and he was an isolated figure in the playground or corridors as he actively sought to separate himself from the other children. Most problematic was his art work and he produced images of the bizarre fantasies spewing forth from his dark imagination. One depiction of a wart-time massacre was so horrific that his Art teacher refused to teach him anymore.

Despite the psychological problems that were becoming increasingly obvious in his words and actions, Harding had undoubted academic potential. He won a Creative Writing competition during his first year at the school. Moreover, his performance in Science and Mathematics tests at the end of second year was so much more advanced than his classmates that he won Awards in both subjects.

***Explain how the sentence “Despite the psychological problems…academic potential” performs a linking function in the passage. (2)***

3. It’s no coincidence that our love affair with The X Factor is so potent right now, more than ever before, as Britain endures a period of relative austerity. In a time of economic hardship, we are seeking out the simple and cheap — family entertainment that makes us feel part of something bigger. But the popularity of such shows may be traced back even further— to the emergence of 19th-century periodicals which relied on reader contributions. Reality TV is merely a manifestation of a very, very old craving. We love sentimental stories, such as Dickens’ Little Nell; we love a tearjerker, and shows like The X Factor are no more crass or exploitative than cheap sensational 19th-century fiction.

Yet it seems that 21st-century viewers are looking for more than just simple entertainment. Part of the attraction is the sense of control. The X Factor gives us: the sense that we can put right wider social wrongs by voting for our favourite contestants and that although our lives are being shaped by forces beyond our control — such as government cutbacks, widespread job losses or social deprivation — the ability to have a say in what happens to others in reality TV shows gives us back a much-needed sense of power.

***Explain how the sentence underlined helps to provide a link between these two paragraphs. (2)***

4.But the superstitions and rituals so beloved by the world’s top players are not confined to the court. They take even more bizarre twists when the poor dears get home after their matches. Goran Ivanisevic got it into his head that if he won a match he had to repeat everything he did the previous day, such as eating the same food at the same restaurant, talking to the same people and watching the same TV programmes. One year this meant that he had to watch Teletubbies every morning during his Wimbledon campaign. “Sometimes it got very boring,” he said.

Could it be that these multifarious superstitions tell us something of deeper importance not only about humanity but about other species on the planet? The answer, I think, is to be found in the world of pigeons. Yes, really. These feathered fellows, you see, are the tennis players of the bird world. Don’t take my word for it: that was the opinion of B. F. Skinner, the man widely regarded as the father of modern psychology.

***Explain why the underlined sentence works well at this point as a link of the ideas between the two paragraphs. (2)***

5. Mary Stuart was certainly rated a beauty by the standards of her own time: even John Knox described her as ‘pleasing’. In her height, her small neat head, and her grace she resembled the contemporary ideal. It was the type of beauty which her contemporaries were already learning to admire in art, and could now appreciate in life, all the more satisfyingly because it was in the person of a princess.

Not only the appearance, but also the character of Mary Stuart made her admirably suited to be a princess of France in the age in which she lived. Mary was exactly the sort of beautiful woman, not precisely brilliant, but well-educated and charming, who inspired and stimulated poets by her presence to feats of homage.

***Show how the first sentence of the second paragraph acts as a link in the argument.(2)***

**LINKING QUESTIONS TOTAL: 10 MARKS**

**Section 4: Word Choice**

**Remember Word Choice questions are testing your knowledge of language and your ability to offer (valid) comment on why the writer chose a particular word over another.**

When you are asked a word choice question you should write about the effects, or the connotations, of a word. These effects might include creating a picture/image in the mind of the reader, a feeling or to convey an idea.

You should ideally be looking for a single word but never more than three words for a phrase.

At National 5, you are awarded 1 mark for correctly identifying an example of word choice and a further 1 mark for offering a valid explanation of why it is appropriate.

**Suggested Approach**

1. Quote word/phrase
2. Give the connotations/impression it creates **in the context of the passage**

# Example

“…new mother (pigs) are routinely confined in farrowing crates. The crates are designed to stop sows crushing their young”

|  |  |
| --- | --- |
| **Quote** | **Connotation/Impression** |
| “routinely” | Suggests without thinking, done all the time. Shows writer’s disapproval |
| “confined” | Suggests small space, cramped. Shows writer doesn’t think they care about the cows |
| “crushing” | Suggests being squeezed tightly, packed tightly, squashed. Shows writer thinks conditions are inhumane. |

 ***Explain how the writer’s word choice helps you to better understand his opinion of the treatment of cows in the UK. (2)***

**Answer**

So for a **two mark** question, there are **six marks** available

**Word Choice Example Questions**

1.As well as being resourceful, ants are also capable of being highly destructive. Most ants are carnivorous. Many prey upon termites, raiding the great mounds and doing battle with the soldiers. If they win, they devour the defenceless workers and larvae. Others, in one of the most astounding forms of social behaviour, make slaves of a different kind of ant. They raid the nest, collect the pupae and carry them back to their own colony. When these hatch, the young ants serve their captors, collecting food and feeding it to them, for the slave-makers have such large jaws that they cannot feed themselves. The leaf-cutting ants of South America build vast underground nests and set off from them, day and night, in long columns to demolish trees, removing every shoot, leaf and stem, section by tiny section and transporting them all back to their underground chambers.

***How does the author use word-choice to reveal that ants have both positive and negative attributes? (4)***

3.How did Ali, the icon of world sport, come to this? It was a cavalier attitude to money when it was plentiful, an almost childlike trust in the untrustworthy and, throughout, an utterly reckless generosity.

***Explain how word-choice is used by the author to help explain the reasons for Ali’s financial problems. (2)***

4.The rest were relatives, friends of relatives, old pals of Ali who had fallen on hard times, and outright leeches. Daily they plundered the hotel’s shopping mall, amassing clothes, jewellery and tacky souvenirs all charged to Ali’s account.

***How does the author’s word choice in lines 1-4 help create a negative impression of the people who surrounded Ali? Refer to one example in your answer. (2)***

5.The 20th century won itself a ghastly reputation in many areas, from genocide to the creation of ever more horrific weaponry.

***How does the author use word choice to add impact to her argument in lines 1-2? (2)***

**WORD CHOICE QUESTIONS TOTAL: 10 MARKS**

**Section 5: Imagery**

#### **You need to comfortable with identifying the following:**

#### **Simile:** description where one thing is compared to another using “like” or “as” to create an image e.g. “as fragile as a cockle shell”.

#### **Metaphor:** a stronger image is created by saying something is something else e.g. “The moon was a ghostly galleon tossed upon cloudy seas”

#### **Personification:** person-making – giving an animal, idea or object, human feelings to enhance a motion, feeling or effect e.g. “Arise fair sun and kill the envious moon.”

#### **Hyperbole:** Exaggeration e.g. “When I saw him I nearly died of fright.”

#### **Oxymoron:** opposite words put together for effect e.g. “deafening silence”.

**Suggested Approach**

#### To gain full marks in Close Reading, when analysing an image, you must:

#### identify what is being compared to (the root image)

#### what that suggests or makes you think of

#### relate your answer to the context of the passage.

#### Lots of candidates find the formula “Just as +quote+ what it suggests so too + relate to question very useful when answering imagery questions.

**Example**

*“But pleasures are like poppies spread…”*

***What does this image tell us about the nature of pleasure? (2 marks)***

1. Just as a poppy is a flower **(=the root image**)
2. That wilts and doesn’t last very long **(=analysis**)
3. So too is pleasure short-lived and does not last **(=relate to question**)

**Imagery Example Questions**

1. He would never have a party again. They descended upon the house, almost instantly consuming everything in their path, before leaving it bare and lifeless after they departed.

***Comment on the use of imagery in lines 1-3 (3)***

2. When he discovered her, Sheila was in a terrible state. She bit his shoulder savagely, tearing her claws down his back and hissing at him when he tried to approach her. Every time he beat her off, she leapt at him once more, drawing blood with each furious attack.

***Explain how the author uses imagery in lines 1-3 to draw the reader’s attention to the way Sheila was behaving. (2)***

3. As fuel costs escalate, and they inevitably will, there will be more and more discontent. The public in this country have been the victims for too long, with the oil companies holding a gun to our heads, and callously robbing us. Unfortunately, there is no-one to protect us from this crime as our government is just as bad and they get their cut through increased tax revenues.

***Show how the writer uses imagery to express her discontent at both the oil companies and the government (3).***

4. It is clear that his time in Scandinavia was vital in Casey’s intellectual development. During his discussions with university colleagues, ideas took root, grew and blossomed spectacularly in the Summer of 1963 and became a thing of beauty. I refer of course to the publication of his masterpiece, *“Life and How Not to Live It”.*

***Explain how the writer uses imagery to make us aware of the way that Casey’s ideas developed during his time in Scandinavia (2).***

**IMAGERY QUESTIONS TOTAL: 10 MARKS**

**Section 6: Sentence Structure**

This is the WAY sentences are put together rather than the meaning of the words.

#### **Look for lists, long sentences, short sentences, parenthesis (words in brackets or dashes), inversion or unusual word order, repetition, questions, climax, anti-climax, tenses, types of words (pronouns, verbs...), ellipsis etc... These are all made clear using punctuation.**

#### **Punctuation is not there to give your English teacher a job; it is there to guide you on how to read something. Compare the following:**

#### A woman, without her man, is nothing.

#### A woman: without her, man is nothing.

#### Punctuation matters.

**Suggested Approach**

1. Identify feature of sentence structure used
2. Comment on the effect of it in the **context** of the passage

At National 5, you get **1 mark** for identifying a correct feature of sentence structure and you **1 mark** for commenting on its effect.

**Example**

*From whence comes this compulsion to climb mountains? Why do I have this compulsion to get to the top of every insignificant bump on the landscape? Why, no matter how breathless, bruised, battered and bedraggled I become while hillwalking, do I return with a grin on my face and a desire to go out and do it again?*

***Here the author reflects on his need to climb mountains. Comment on how two aspects of sentence structure are used to explore his feelings. (4)***

|  |  |
| --- | --- |
| **Feature of SS** | **Effect** |
| Series of questions | ***Shows he is conflicted; doesn’t understand his own desire to climb*** |
| ***List “breathless, bruised, battered and bedraggled”*** | ***Emphasises the extent of the hardships he has to bear as a result of climbing and it surprises him that this still doesn’t stop him*** |

**Sentence Structure Reminders**

Almost all sentence structure features are designed to create emphasis.

In other words, to make word or ideas stand out more.

* ***Short sentences*** *draw our attention to and emphasise the words/ideas in them.*
* ***Long sentences*** *often build up to a* ***climax****, drawing our attention to and emphasizing what is at the end of them, which is therefore emphasized.*
* ***Varied sentence length****is used to add emphasis to ideas, usually in the short sentences, e.g. if you have a few long sentences then all of a sudden there is a short snappy sentence, you pay attention to the words/ideas in the shorter sentence.*
* ***Lists*** *often draw our attention to what is actually listed, often to emphasise how much of something there is or they build up a vivid image of what is happening.*
* ***Colons*** *often create a* ***pause for emphasis****, drawing our attention to what follows immediately after the colon. They are also used to divide sentences into two equal parts, allowing us to* ***compare*** *or* ***contrast*** *different ideas or qualities mentioned in each half.*
* ***Brackets*** *or* ***dashes*** *are used to separate something from the rest of the sentence, thus emphasising what is in* ***parenthesis****, e.g. example, additional information, change of tone, important ideas.*
* *The use of* ***exclamation marks****emphasises how passionately a writer feels about something – they can convey anger, surprise, disbelief…*
* *Using a series of* ***questions*** *might emphasise confusion. The use of questions that* ***directly involve the reader*** *can help emphasise the ideas in the question, as we pay more attention to them due to an increased sense of involvement. Look out for* ***rhetorical questions****, which are used to make a point and do not need an answer.*
* ***Repetition –*** *any word or phrases which are repeated, automatically stand out, emphasising certain ideas.*
* ***Word Order –*** *Another name for word order is* ***syntax****. Look out, in particular for a technique called* ***inversion****, which takes what would usually be at the end of a sentence and places it at the start, e.g. “Horrified I was.” or “Being two-faced was the thing she was best at”. We pay attention to the word “Horrified” in the first example and “being two-faced” in the second. This is mainly due to the fact that they are so clearly placed in a strange position within the sentence.*

**Sentence Structure Example Questions**

**1.** *That was 1966 and Muhammed Ali seemed not simply the best boxer of the day but the best boxer who could possibly be imagined – so good that it was an inspiration to see even a picture of him. My body shivered when I saw him as if an electric shock had pulverized my ability to feel. No fighter could touch him.*

***How does the writer use sentence structure in lines 20 – 25 to emphasise how strongly he felt about Ali? (2)***

**2.** *But then, like the cavalry regrouping, they set off once more, ground their way back up to speed, beat a path through the final verse and ended again. Simon’s flourish sounding a little more sheepish this time. After that, they were gone. And no encores.*

***Show how sentence structure is used in lines 18 – 21 to emphasise:***

1. ***the energy of the live performance (2)***
2. ***the effect that the group’s performance had on the audience (2)***

**3.** *Ahead of us a woman screams. Panic runs through the line, you can feel it jumping from body to body, there’s a surge backwards: in a minute we’ll be stampeded, crushed. Then comes the rumour, the whisper: it was only a spider. We’re caught anyway, the tunnel’s jammed, we can’t move, we stand in the dead air listening to our hearts, and now we know the answer…*

***Explain how the author uses sentence structure to emphasise the way the author feels as people flee along the tunnel. (2)***

4. *The scientists say that even if the world’s governments and industries meet international goals on reducing greenhouse gases – which they probably will not – it still won’t be enough to prevent severe changes to the world’s weather. Their advice to governments, businesses and private citizens about this is grim: get used to it.*

***How does the author’s sentence structure in the second paragraph emphasise her concern about the future? (2)***

**SENTENCE STRUCTURE QUESTIONS TOTAL: 10 MARKS**

**Section 7: Tone**

The ‘tone’ of a piece of writing does not relate directly to the meaning, but rather to *the way in which something is said*.

It refers to a particular **attitude or feeling conveyed by the writer.**

Tone is created by a combination of techniques that you are already familiar with: word choice, sentence structure, imagery etc...

You should be comfortable identifying “tone markers” for certain tones. For example:

Emotive word choice: often used to create persuasive tone

Parenthesis: often used to create sarcastic tone

Contrast: often used to create humour

Exclamation marks: often used to create anger or outrage

**Suggested Approach**

1. Identify tone (unless given)
2. Identify/quote techniques used to create tone
3. Explain/analyse how these examples help to create tone

**Example**

**The** film is a farce from start to finish. Paris Hilton blunders through every scene with all the energy of a sleepwalker. What excellent casting- a millionairess socialite trying to convey a life of suffering in the ghettoes of Bombay- it’s literally unbelievable.

***Explain what tone is used in this extract and how language is used to convey this. (4)***

**Answer**

(The writer clearly does not like the film so the tone could be):

Critical, scathing, hostile, sarcastic etc…

“Farce” (1) implies the film is an utter joke or disaster (1)

“blunders” (1) tells us she is clumsy and unskilled at acting (1)

”What excellent casting” (1) is ironic as Hilton is clearly unsuited to the role (1)

**Examples of Tone**

Sarcastic Ironic Depressed Cynical Pessimistic

Optimistic Angry Disappointed Humorous Gloomy

Concerned Apologetic Disbelieving Doubtful Negative

Bitter Irritated Mocking Scathing Serious

Enthusiastic Hopeful Critical Confused Hostile

**Tone Example Questions**

1. The day had gone brilliantly. I crashed my car in the morning, got sacked by an unsympathetic boss for being late and found my wife kissing my best friend in my living room, when I returned home early from what used to be my work.

***Describe the tone of lines 1-4 and explain how it is created. (3)***

**2.** I am fed up listening to scaremongers about the E-coli virus, telling me my child should never visit a farm or come into contact with animals. I am weary of organizations that are dedicated to promulgating the idea that threats and dangers to children lurk everywhere. I am sick of charities who on the one hand attack overprotective parents and at the same time say children should never be left unsupervised in public places.

***How does the writer’s tone help convey her strength of feeling about the subject she is writing about? (3)***

**3.** I couldn’t believe the cheek of the boy, sitting there with his smug, self-satisfied face and his stupid, malformed ears glowing with pride.

***Comment on the writer’s tone in lines 1-3 (3)***

4.Walking through the rain, I thought wistfully about how I would feel when I eventually got home and managed to change out of my sodden clothes. As grim darkness descended mercilessly upon me, I hoped for a full moon, to illuminate my way along the dull pathway. ***What is the tone of the writer in lines 1-5 and how is it created? (3)***

**TONE QUESTIONS TOTAL: 10 MARKS**

**Section 8: Writer’s Language**

The**se** questions ask about how the writer’s language creates a particular effect. Here you are free to write about word choice, imagery, tone, sound, contrast and sentence structure.

You are awarded **1 mark** for correctly identifying a feature of the writer’s language and another **1 mark** for commenting on its effect.

Depending on what feature of writer’s language you look at, answer the question the same way you would for word choice, imagery, tone, sound, contrast or sentence structure

Worked Example

#### But then entertainment is what zoos are all about. The main thing that distinguishes them form

#### the discredited circuses of yesteryear is their spurious educational credentials. But what does a

#### child really learn from watching a wretched polar bear sitting disconsolately on some concrete rock?

#### What ecological awareness is gleaned from the looking into an enclosure, watching a listless tiger

#### pacing up and down with frustrated, stereotypic movements? Don’t ask me. I refused to take my

#### children to a zoo because I find them so depressing. But they went with school anyway, and found them…depressing.

#### **Show how the writer’s use of language makes clear her disapproval of zoos. Refer in your answer**

####  **to word choice and sentence structure (**

ANSWERS

***Word Choice***

|  |  |
| --- | --- |
| Quote | Effect |
| “spurious” | Suggests claims to education value are bogus, misleading |
| “wretched” | Suggests misery, despair |
| “disconsolately” | Suggests sadness, loneliness |
| “concrete rock” | Suggests zoo environment is harsh, cold, unnatural |
| “listless” | Suggests animals are bored, lethargic, lacking spirit |
| “frustrated” | Suggests animal is irritated, suffering because of confined environment |
| “stereotypic” | Suggests animal is limited to the predictable, forced to conform |

#### **Sentence Structure**

|  |  |
| --- | --- |
| Quote | Effect |
| (rhetorical) questions | hectoring tone, demanding the answer “None” as if bullying the reader |
| “Don’t ask me” | blunt, dismissive short sentence as if not prepared to engage in debate |
| and found them…depressing” | deliberately delaying final word teases the reader before revealing the surprise |
| Repetition of “depressing” | to emphasise just how disheartening zoos are, not just to her, but to her children |

**So, in reality there are potentially 22 marks available for a 4 mark question. No excuse for not at least getting 2!**

**Writer’s Language Example Questions**

**1.** At the beginning of this month I was in a hellish yet beautiful place. I was making a programme for Radio 4 about one of the world’s most ancient trade routes. Every year since at least the time of the Ancient Greeks, hundreds of thousands of camels are led, strung together in trams, from the highlands of Ethiopia into the Danakil depression: a descent into the desert of nearly 10,000 feet, a journey of about 100 miles. Here, by the edge of a blue-black and bitter salt lake, great floes of rock salt encrusting the mud are prised up, hacked into slabs and loaded onto the camels.

**With reference to the writer’s use of language, show what the writer suggests about the highlands of Ethiopia. (4)**

**2.** Everywhere you turn there is an army of professionals –ably abetted by the media –hard at work encouraging the parents to fear the worst. Don’t let your children out in the sun–not unless they are wearing special UV resistant T-shirts. Don’t buy your children a Wendy house, they might crush their fingers in the hinges. Don’t buy plastic baby teethers, your baby might suck on the harmful chemicals. Don’t let them use mobile phones, they’ll sizzle their brains. Don’t buy a second-hand car seat, it will not protect them. And on and on it goes.

**How does the writer’s use of language emphasise his feelings about the “army of professionals”? (4)**

3. There is a huge amount to be done. We need to address what food means in people’s emotional lives. We need to transform the culture of thinness. We need to recognise that we as a society are deeply confused about eating and dieting. And we need to realise that part of this confusion has been cynically promoted by those who are selling us the obesity epidemic.

**How does the writer’s use of language highlight her belief that action is required to combat obesity? (4)**

***National 5/ Higher Technique Word Bank/Glossary***

|  |  |  |
| --- | --- | --- |
| **Word** | **Meaning** | **Example** |
| Alliteration | A group of words which begin with the same letter | Peter picked a peck of pickled peppers |
| Ambiguous | Having two meanings | The cannibal liked children |
| Anecdote | A small personal story to illustrate a point |  |
| Argument | The meaning or main point the writer wants to get across |  |
| Assonance | A group of words which contain the same vowel | The roar soared over to the shore |
| Atmosphere | The creation of mood | Often through the senses: eg cold, damp |
| Bias | A writers prejudice for or against a topic or group |  |
| Colloquial language | Informal writing | Eg calling a potato a ‘spud’ |
| Connotation | The idea associated with a word | Eg ‘ash’ and ‘dust’ have associations with death |
| Dialogue | Conversation between characters |  |
| Effect | The impression you get from a piece of writing |  |
| Emotive language | Words or phrases which arouse an emotional response | Eg ‘the poor defenceless animals’ |
| Euphemism | A gentler way of expressing something | Eg ‘your dog has passed away …” |
| Figurative language | Where the meaning isn’t the same as the literal meaning – an alternative for metaphor | It was raining cats and dogs |
| Flashback | A technique of structure where events move back to an earlier time |  |
| Genre | Type of literature | Poetry, drama, science fiction etc… |
| Hyperbole | Exaggeration | I’ve been told a million times to improve my writing |
| Imagery / images | Descriptive words which create a picture in your head | The boy’s bedroom looked like a bombed out pigsty |
| Inference | A second level of meaning which is implied by the words but not stated  |  |
| Inversion | Word order which inverts the expected word order in a sentence placing emphasis on the word which is out of order. | “Down she went” |
| Irony | Not what is intended happens – the opposite of what you mean or say |  |
| Jargon | Specialised language belonging to a group eg computer | Byte, hard drive etc … |
| Juxtaposition | Placing one thing beside another in order to create an effect, for example contrast. |  |
| Linear structure | Events in a text take place in order of time |  |
| Link | A sentence (or sentences) that refers to both the ideas just discussed and introduces the ideas which coming next. |  |
| Metaphor | One thing is compared to another without using ‘like’ or ‘as’ | He’s a wizard at maths |
| Minor sentence | A sentence where the verb is omitted. | “Yes, sir.” |
| Mood | The emotion being created in a piece of writing. | Tense, cheerful … |
| Onomatopoeia | Words which copy the sound they describe | Sizzle, crash … |
| Oxymoron | A figure of speech containing a contradiction | “sweet sorrow” |
| Paradox | An apparent contradiction of ideas | You must be cruel to be kind |
| Parenthesis | A word or phrase inserted into a sentence giving extra information |  |
| First person narrative | The story is told from the point of view of one character | I |
| Third person narrative | The story is told by a narrator | He, she … |
| Persona | A personality adopted by a writer, where the writer puts themselves in the shoes of another  |  |
| Personification | Objects are given human characteristics | The engine coughed into life |
| Propaganda | Writing or broadcasting designed to persuade people to a point of view |  |
| Prose | Writing which is not in verse | Novels, short stories |
| Register | A form of language using word choice associated with one group etc… | Legal language, medical terminology |
| Rhetorical question | A question that does not expect an answer, or where the answer is already known | “You don’t kick children, do you?” |
| Rhyme | Using pairs of words, usually at the end of lines, with the same sound |  |
| Simile | Two things are compared using ‘like’ or ‘as’ | His hands were as cold as ice |
| Slang | Colloquial expressions which would be unacceptable in formal language | Eg ‘loads of stuff’ rather than ‘lots of things’ |
| Symbol | A word which can stand for something else | A flower can be a symbol of love |
| Syntax | The arrangement of words or phrases in a sentence |  |
| Theme | The main idea (central concern) of a text |  |
| Tone | The expression of the writer’s feelings or attitude towards his subject | Informal, formal, humorous, sarcastic … |