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| What? | **What is the writer trying to tell us about the character/theme/setting?**  **What do they want us to feel as a reader?**  Macbeth is presented as\_\_\_\_\_\_\_\_  Priestley presents Birling as \_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_  The character of \_\_\_\_\_\_\_\_\_\_\_\_  Social class is an integral theme within ‘An Inspector Calls’  We get the impression that…  The reader is positioned to feel…  The writer causes the reader to consider…  The reader is encouraged/ positioned in favour of/against \_\_\_\_\_because….  *Priestley presents Inspector Goole as a straight-forward and direct character, who challenges the ideology of both the Birlings and the audience, so that both the characters and the audience are positioned to understand the significance of the events leading up to the suicide of Eva Smith.* |
| How? | **How are they doing this? How do they use the language/language techniques/structure to do this? How do key words/phrases show this? How does it tell us something about the time a text was written?**  The adjectives/noun/verb/phrase/image/simile/metaphor/personification/alliteration….  This suggests/ implies/ indicates/ demonstrates/ portrays/ presents/ highlights/ emphasises/reinforces/develops/creates/hints at…  It could be argued that/the reader may infer…  The writer uses \_\_\_\_coupled with \_\_\_\_\_\_ to highlight…  *Inspector Goole uses emotive language to highlight the fact that after Birling sacks Eva, she was left with ‘few friends, lonely, half -starved, she was feeling desperate.’ Priestley lists emotive adjectives such as ‘lonely’ and ‘desperate’ in an attempt to make Birling understand the impact of his actions and empathise with the horrific situation that Eva was left in. The verb ‘starved’ with its connotations of being near to death, is a blatant attempt to guilt Birling into understanding the effect that the sacking had on Eva. As Birling has shown little compassion up to this point, we can sense the Inspector’s sense of frustration and anger that Birling has not learnt the lesson that he hoped he would have done – that of compassion for his fellow man. Through the Inspector, Priestley reflects his own Socialist views, in particular the idea that we should all be responsible for one another, and be able to ‘put ourselves in the place’ of those who do not have the same opportunities or are as prosperous as ourselves.* |
| Why? | **Why are they doing this? Why did they choose that language? Why might they want us to interpret it in different ways?**  Shakespeare wants us to understand the significance of…  This is the turning point in the play because…  It can be seen that/It might be thought/It could be argued/Some readers might think/alternatively/possibly/on the other hand /it may be seen as /for other readers/conversely/equally  *We could also interpret that Inspector Goole is not only talking to Birling, but all the characters on the stage. He wants them all to contemplate how myopic their world is, and indeed Sheila does seem to reply with some compassion for the girl’s predicament. An audience watching the play in 1945, having lived through two world wars, would perhaps see more clearly the hypocrisy of Edwardian values and the readiness to blame the working class without considering how it must feel to have nothing and nowhere to turn.* |

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| **Tips to Remember** | |
| Use ONLY the writer’s last name | Shakespeare presents…, Priestley creates… ALWAYS spell names of writers and characters correctly. |
| Present tense when writing about texts.  Past tense to refer to historical past | Priestley uses dramatic irony to …  Macbeth is presented as…  Past tense when writing about history of a text: The Romantic poets focused upon … |
| Use analytical verbs | suggests, implies, demonstrates, seems to show, conveys, emphasises |
| Use short embedded quotations | Because Birling considers himself ‘hard-headed’… |
| Use modal verbs/adverbs to show tentativeness | Verbs: might, could, may, should  Adverbs: probably, perhaps, possibly |
| Use pronouns that add academic authority | We, us, our  (not I and me/my) |
| Use vocabulary that adds precision and subtlety: | Is the ‘big’ event…  …major/ground-breaking, momentous/significant |
| Analyse the language and form and structure of the text for essays. | Words, phrases, clauses, sentence forms and structures, punctuation, language techniques, symbolism, imagery, motifs, sound patterns, repetitions and echoing, contrasts and juxtapositions  Characterisation, settings, genre features/devices, narrative view and voice, atmosphere, mood, tensions  Shifts, changes, developments, chronology, cause/effect, foreshadowing, flashback, Freytag, conflict, problem/solution, openings/closings |

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| **How does the reader/audience feel?** | |
| Outrage | Sympathy |
| Pity | Critical |
| Empathy | Approval |
| Satisfaction | Compassion |
| Anger | Excitement |
| Anxiety | Disappointed |
| Thrilled | Uncomfortable |
| Shocked | Negative |
| Outrage | Unpleasant |
| Concern | Pathos |
| Ridicule | Mock |
| Respect | Admiration |
| Guilt | Irritation |
| Disapproval | Appalled |
| Bemused | Disgusted |
| Challenged | Relieved |
| Justice | Injustice |
| Celebratory | Overjoyed |
| Catharsis | Worried |
| Horrified | Indignant |
| Supportive | Vindication |
| Trepidation | Distressed |
| Benevolence | Cynical |
| Elated | Pessimistic |

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| **Evaluation vocabulary** | | | |
| Subtle | Skilful | Admirable | Pleasing |
| Challenging | Striking | Compelling | Wonderful |
| Crucial | Significant | Satisfying | Accomplished |
| Pivotal | Provocative | Powerful | Commendable |