

Words to Avoid and Sophisticated Alternatives

'this shows': Use 'which suggests/implies/indicates/illustrates/illuminates/elucidates' etc. or 'suggesting, implying'

'quote'/'quotation': Use adjective, noun, verb, adverb, image, phrase (more than one word), line (poetry), sentence.

'I think': Avoid using the first person in essays. Use 'It could be argued that...'/ 'The reader might infer that...' etc.

'You get the impression': ...the *reader/audience* is positioned to feel...

Sophisticated Analytical Sentence Structures

1. Reader positioning

e.g. *The reader is positioned against/in favour of/to feel...*

2. Analysing an alternative interpretation

e.g. *The image could also be interpreted as representing...*

3. Analysing the combined effect of several techniques

e.g. The writer uses _____ coupled with _____ to reflect...

4. Tracing how key ideas are developed through a text

e.g. This idea/sense of _____ is further developed by _____

5. Peeling away the layers of characterisation

e.g. *On the exterior _____, yet on the interior we can infer _____.*

6. Deepening analysis

e.g. At first glance _____; however, on closer inspection _____.

Building and Contrasting Connectives

Use **building** and **contrasting** connectives to make connections between your paragraphs and improve the fluency of your writing.

Building connectives: 'In addition', 'Moreover', 'Furthermore', 'Similarly',

Contrasting connectives: 'In contrast', 'However'

Evaluative adjectives: skilful, subtle, provocative, disturbing, pivotal, effective, striking, challenging, central concern, crucial, significant, climactic, clear etc.

Writing Sophisticated Essays

Structuring a paragraph using 'What, How, Why'

Effective essay paragraphs are structured so that they answer three key questions:

W: What is the writer presenting (portraying/depicting)? [This is sometimes called a '**topic sentence**' because it should establish the topic of the paragraph using the key question words.]

E.g. *Exam Question: How does Shakespeare present Lady Macbeth?*

Shakespeare uses a simile to present Lady Macbeth as evil, dishonest and manipulative.

H: How are these ideas demonstrated and developed?

STEP 1. Introduce and embed a quotation so that you provide evidence for the point you have made in your first sentence. **STEP 2.** 'Zoom in' on the most important words in the quotation and analyse their connotations [the deeper ideas, feelings and associations which they produce]

Embedded quotation

Lady Macbeth commands Macbeth to 'act like the innocent flower and be the serpent under it', which suggests that Lady Macbeth is forcing her husband to act duplicitously. The phrase 'innocent flower' has connotations of naturalness and honesty, reflecting Lady Macbeth's desire for her husband to present a public mask of loyalty to Duncan. This sense of innocence is contrasted with the metaphor of the 'serpent', which implies that Lady Macbeth wishes Macbeth to be dishonest, deadly and sinful.

Using 'which suggests' after a quotation is much less clunky and much more sophisticated than 'this shows'

Zooming in

Y: Why is this portrayal effective? Why might it create shock/suspense/humour/sympathy for the reader? Why does it relate to the context?

Shakespeare skilfully positions the audience to be shocked by Lady Macbeth's behaviour, which contrasts sharply with the stereotypical seventeenth century view of women as weak and submissive. The image of the serpent can be interpreted as an allusion to Satan, who disguises himself as a serpent in order to corrupt Adam and Eve and also to the traitors in the failed Gunpowder Plot of 1605. The combined effect is to present the audience with a treacherous pragmatist intent on murder.