Creative Reading

Surviving Paper 1

Question 1 will ask you to find **four** things from a **specific part of the text.**

Each point you make should be different.

You must make sure you are getting the information from the right place. (Only the lines it says in the question)

You do not need to analyse language, just find the appropriate point in the text.

This question is **always** about the l**anguage** a writer uses.

The question will show you which part of the text you need to get the information from.

***You should look for:***

- **Interesting words and phrases**

- **Language techniques** (for example alliteration, repetition, imperatives)

- **Sentence forms** (For example are they short and simple? Does the writer use a lot of speech?)

You should track the text.

You should answer using SQI

S – make a statement

Q – give a quote

I – make inferences about the words in the quote

Write 3-4 SQI paragraphs about the language that is used.

**Do not talk about structure!**

**Question 3** asks you to analyse the **structure** of the whole extract.

Read the instructions carefully it may give you hints about how you should answer.

For example it may tell you that the text is from the beginning or end of a novel.

You should write about:

What the writer focuses your attention on - what is he telling the reader about?

How and why the writer changes this focus of the writing as the source develops.

Any other structural features that interest you. (For example one line paragraphs or changes in mood.)

Question 4 will tell you to focus on a certain part of the text.

Find the right part of the text

Find at least 6 quotations you could use in your response.

Give your own thoughts and feelings about what is happening.

Evaluate what the writer is doing—

- what is he saying and why?

-How does the writer focus your attention?

-Does the writer manipulate the reader into thinking a certain way?

**Top tip**: don’t totally disagree. There is always more to write about if you agree or partially agree.

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| Modal verb | | Used to change verbs to express certainty, ability or obligation e.g. Will, Could, Must. | |
| Narrator | | The person who is telling the story. | |
| Noun | | Names of things - object, place, name. | |
| Oxymoron | | Two words with opposite meanings placed directly next to each other e.g sweet sorrow. | |
| Pivotal moment | | A critical point in the text. | |
| Pronoun | | Replaces the noun (he, she, we). | |
| Protagonist | | The main character. | |
| Simile | | A comparison of two things using "like" or "as". | |
| Superlative | | The highest quality e.g best, worst, finest. | |
| Symbolism | | The use of symbols to represent ideas or qualities e.g. Red connotes stop, blood, danger. | |
| Verb | | A doing word or action. | |
| Writer | | The person who wrote the text, also called the author. | |
| Author | The person who wrote the text, also called the writer. | |
| Adjective | A describing word. | |
| Adverb | Describes a verb - often ends 'ly'. | |
| Ambiguous | More than one meaning. | |
| Antithesis | When two ideas are introduced for contrasting effect.. | |
| Conjunction | A connective. | |
| Contrast | Opposite ideas. | |
| Imagery | Visually descriptive or figurative language.. | |
| Imperative | A command. | |
| Imply | What the writer is trying to tell us. | |
| Infer | What the reader. | |
| Juxtaposition | things being seen or placed close together with contrasting effect.. | |
| Metaphor | A comparison of two things by saying one thing is another. | |