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GCSE English
information
to help your
student
achieve



Barlby High School English Department

English language GCSE exams breakdown:

All texts in the examination will be unseen.

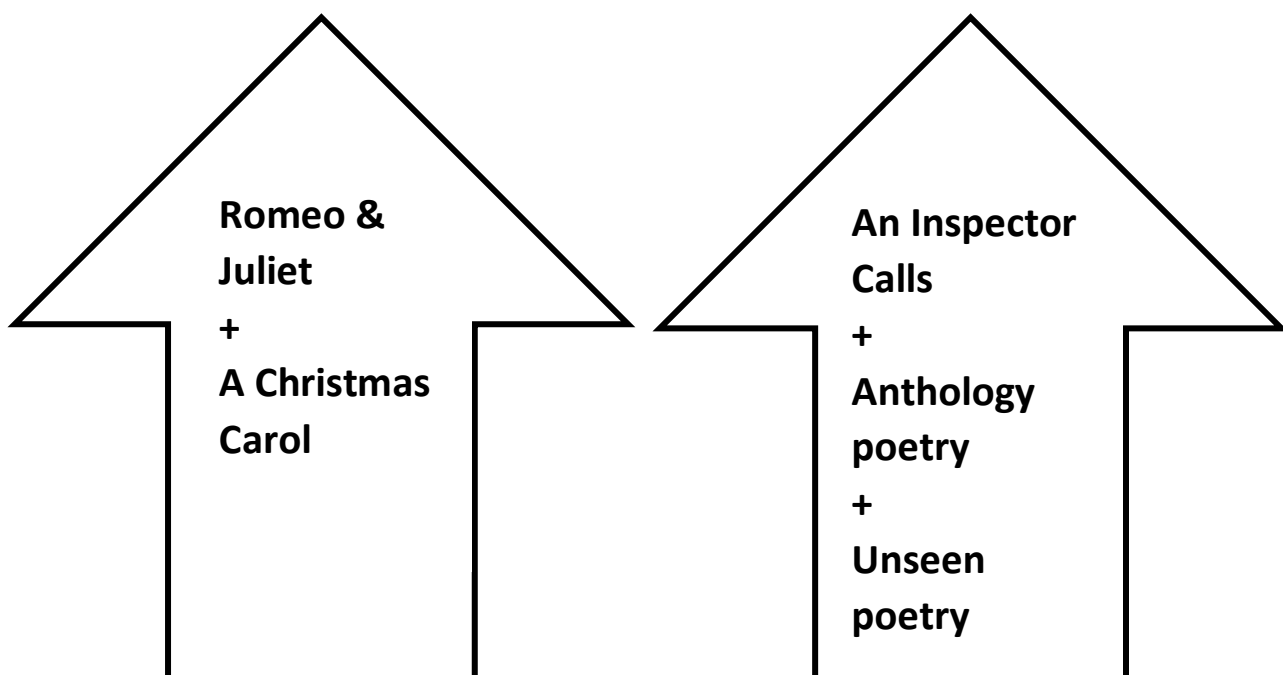
Paper 1: Explorations in Creative Reading and Writing	+ Paper 2: Writers' Viewpoints and Perspectives
What's assessed Section A: Reading <ul style="list-style-type: none">one literature fiction text Section B: Writing <ul style="list-style-type: none">descriptive or narrative writing	What's assessed Section A: Reading <ul style="list-style-type: none">one non-fiction text and one literary non-fiction text Section B: Writing <ul style="list-style-type: none">writing to present a viewpoint
Assessed <ul style="list-style-type: none">written exam: 1 hour 45 minutes80 marks50 % of GCSE	Assessed <ul style="list-style-type: none">written exam: 1 hour 45 minutes80 marks50 % of GCSE
Questions Reading (40 marks) (25%) – one single text <ul style="list-style-type: none">1 short form question (1 x 4 marks)2 longer form questions (2 x 8 marks)1 extended question (1 x 20 marks) Writing (40 marks) (25%) <ul style="list-style-type: none">1 extended writing question (24 marks for content, 16 marks for technical accuracy)	Questions Reading (40 marks) (25%) – two linked texts <ul style="list-style-type: none">1 short form question (1 x 4 marks)2 longer form questions (1 x 8, 1 x 12 marks)1 extended question (1 x 16 marks) Writing (40 marks) (25%) <ul style="list-style-type: none">1 extended writing question (24 marks for content, 16 marks for technical accuracy)

English literature GCSE exams breakdown:

All assessments are closed book: any stimulus materials required will be provided as part of the assessment.

All assessments are compulsory.

Paper 1: Shakespeare and the 19th-century novel	+	Paper 2: Modern texts and poetry
What's assessed <ul style="list-style-type: none">• Shakespeare• The 19th-century novel		What's assessed <ul style="list-style-type: none">• Modern texts• Poetry• Unseen poetry
How it's assessed <ul style="list-style-type: none">• written exam: 1 hour 45 minutes• 64 marks• 40% of GCSE		How it's assessed <ul style="list-style-type: none">• written exam: 2 hour 15 minutes• 96 marks• 60% of GCSE
Questions <p>Section A Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.</p> <p>Section B The 19th-century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.</p>		Questions <p>Section A Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.</p> <p>Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.</p> <p>Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.</p>



Other ways to help your child in English language and literature

1. Youtube can be a great way to engage your child in revision. Students sometimes respond to listening to a different voice and some of the videos can be very visual, allowing students to see modelled examples. Please be aware that some of these channels address texts that aren't relevant to our exams, so students must be selective and only watch what is right for them. Look for these in titles:

- AQA 8700 or AQA 8702 (these are the course codes for the language GCSE)
- An Inspector Calls (AIC)
- A Christmas Carol (ACC)
- Romeo and Juliet (R&J)
- Unseen poetry
- Love & Relationships anthology poetry

Channels to look for in particular:

- Mr Bruff
- Mr Salles Teaches English
- Stacey Reay

2. We recommend students read CGP or YorkNotes guides. These are excellent for memorising events and quotes in literature texts and have handy quizzes and larger essays to see if students are making progress.

3. Finally, we suggest students read as much as they can. Reading will improve their understanding and use of the English language. The literature texts and any good fiction, but also non-fiction articles from quality newspapers are particularly effective and very manageable.

If in any doubt, please contact your child's teacher and they will help.

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Miss Day: g.day@barlbyhighschool.org

Mrs Sergeant: l.sergeant@barlbyhighschool.org

English quizzes to do with your son or daughter

We have devised simple quizzes you can use to help your child revise for GCSE language and literature. To use this simply ask your son or daughter the 5 questions and record their score at the end. Repeat the quiz on either the same day or the following week and record the score twice again. Your son or daughter should be using their memory to improve.

What to do if your child finds these questions easy:

- Congratulate them on their success at revising; they have obviously worked hard.
- Explain that they can still be recapping this information as it is about up topping memory skills so that they know it in June, not just now.
- Encourage them to re-read the texts (everyone has had a copy provided by the school already).
- Suggest they make their own quizzes or complete practice questions.

What to do if your child is consistently getting 3/5 but never full marks:

- Encourage your child to do more focused revision. They are doing work in lessons if they know some of the answers, but they are not actively using their memory to improve or may not be revising at home as well as working in lessons.
- Ask them to read out certain pages of the revision guide aloud to you. Ask them questions about what they've read and see if it has gone in. Ask them to write down 2 quotations from each page that they think are important.
- Use the film adaptations of the texts to help your child remember quotations.
- Contact your child's teacher and ask them for advice regarding your child's needs.

What to do if your child is regularly confused about all the questions and is disheartened:

- Has your child had lots of absence from English during GCSE? They may be struggling to remember the lessons we spent on the texts. Contact your child's teacher.
- If your child has had no absence, perhaps they are not managing to revise properly. Maybe they're struggling to concentrate or are feeling overwhelmed. Try revising with them and structuring half an hour a day without any other distractions to read the texts or revision guides with them. Ask them questions as you go about characters and details and if the pages aren't going in, start again.
- Your child could try writing down key information or quotations on paper with different colours and these could go on their bedroom wall. Memory can be jogged if students see the same thing every day in the same place. If you want materials for this, specific quotations from the texts or general advice on this, get in touch with your child's teacher and they can help.
- If it will help, your child can watch the film adaptations.

Language skills: guess what the language technique is

1. When a writer uses two opposing ideas together to highlight the other. **Juxtaposition**
2. Language that exaggerates. **Hyperbole**
3. A word that mimics the noise it makes. **Onomatopoeia**
4. The repetition of the same vowel noise across two or more words. **Assonance**
5. A clue the writer gives to the reader about a future event. **Foreshadowing**

Score out of 5	Attempt 1: /5	Attempt 2: /5	Attempt 3: /5
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Literature recap: answer the questions relating to the literature texts

1. In what form do Romeo and Juliet speak to each other to show their love and unity?
Sonnet
2. What is the Titanic a symbol for in AIC? **The class divide in Britain or the social hierarchy of Edwardian England**
3. Name two themes in The Farmer's Bride. **Loveless marriage / unrequited love / nature / innocence / sex / fear**
4. How many Cratchit children are there? **6 (Peter, Martha, Belinda, Tiny Tim and Two young Cratchits.)**
5. How many friends are in the photograph with Carol Ann Duffy's mother? **Two.**

Score out of 5	Attempt 1: /5	Attempt 2: /5	Attempt 3: /5
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Guess the act: who said this quotation and in which act?

1. "Mankind was my business." **Jacob Marley, Stave One of ACC.**
2. "Turn your households' rancour to pure love." **Friar Laurence, Act Two of R&J.**
3. "He was our police inspector alright." **Eric Birling, Act Three of AIC.**
4. "He's a man of wax." **The Nurse, Act One of R&J.**
5. "Not a farthing less. A great many back-payments are included in it, I assure you."
Scrooge, Stave Five of ACC.

Score out of 5	Attempt 1: /5	Attempt 2: /5	Attempt 3: /5
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Romeo and Juliet: answer the questions about the plot:

1. Which character dies of shock and grief? **Lady Montague.**
2. What is Queen Mab's chariot made of? **A hazelnut.**
3. What does Romeo say he swears by to prove his love for Juliet in Act 2 scene 2? (Hint: Juliet thinks it isn't good enough and challenges him about it!) **The moon.**
4. Where is Romeo banished to? **Mantua.**
5. What is the name of the friar that attempts to deliver Friar Laurence's letter to Romeo? **Friar John.**

Score out of 5	Attempt 1: /5	Attempt 2: /5	Attempt 3: /5
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Language skills: answer these questions

1. What does connotation mean?
Associations we have with certain language.
2. Name 3 techniques to look for when analysing structure. **Foreshadowing, focus shift, tonal shift, time, chronology, action, narrative perspective shifts, flashback**
3. Write a complex sentence about this classroom.
Sentence should feature a comma. E.g. "Carefully, he crept away."
4. Write the opening sentence to a novel set at a funeral. Use appropriate pathetic fallacy. **The sentence should feature bad weather.**
5. Name 2 different types of narrative.
Possible answers: First person, third person, dual narrative (two people talking)

Score out of 5	Attempt 1: /5	Attempt 2: /5	Attempt 3: /5
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Poetry: which poem are these quotations from?

1. It's not romance, simply how things are. **Letters from Yorkshire**
2. Thy vows are all broken, And light is thy fame. **When We Two Parted**
3. Dipping and rising to his plod. **Follower**
4. What are all these kissings worth, if thou kiss not me? **Love's Philosophy**
5. I warily oped her lids: again laughed the blue eyes without a stain. **Porphyria's Lover**

Score out of 5	Attempt 1: /5	Attempt 2: /5	Attempt 3: /5
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Romeo & Juliet: which act are these quotations from and what's happening at the time?

1. Romeo slew Tybalt, Romeo must not live.

Act 3 - Lady Capulet is enraged that Romeo has killed Tybalt

2. Thou know'st my daughter is of a pretty age.

Act 1 - Lady Capulet schemes to marry Juliet to Paris

3. Hang thee, young baggage! Disobedient wretch!

Act 3 - Lord Capulet is livid with Juliet for not wanting to marry Paris

4. O, she doth teach the torches to burn bright!

Act 1 - Romeo sees Juliet for the first time

5. I am hurt. A plague o' both your houses!

Act 3 - Mercutio is stabbed by Tybalt in a fight about Romeo's behaviour

Score out of 5	Attempt 1: /5	Attempt 2: /5	Attempt 3: /5
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An Inspector Calls: Who says this quotation?

1. "I know the Brumley officers pretty well." **Mr Birling**

2. "I didn't install her there so I could make love to her." **Gerald Croft**

3. "I know I'm to blame and I'm desperately sorry." **Sheila Birling**

4. "Community and all that nonsense." **Mr Birling**

5. "We're respectable citizens and not dangerous criminals." **Gerald Croft**

Score out of 5	Attempt 1: /5	Attempt 2: /5	Attempt 3: /5
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Context of poets' lives: who is the poet from the anthology?

1. (1869–1928) Born in London; some family had mental health problems

Charlotte Mew

2. (1917–2003) Born in Cornwall and was a teacher at his old school

Charles Causley

3. (1955–) Born in Glasgow and became the first LGBT Poet Laureate in 2009

Carol Ann Duffy

4. (1788–1824) Born in London and became a very famous 'romantic' poet

Lord Byron

5. (1966–) Born in London; writes about immigrants speaking 'Punlish'

Daljit Nagra

Score out of 5	Attempt 1: /5	Attempt 2: /5	Attempt 3: /5
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A Christmas Carol: general trivia

1. Who does Bob Cratchit give a toast to which surprises Mrs. Cratchit? **Scrooge.**
2. Who is described in this quote: "A solitary child, neglected by his friends"? **Young Scrooge at school.**
3. Give 2 places the Ghost of Christmas Yet to Come takes Scrooge. **The Change in London, his grave, the Cratchits' home, his bedroom, his office.**
4. How are Fred's eyes described? **They "sparkled."**
5. What is the frequent motif in the novella? **Light/fire.**

Score out of 5	Attempt 1: /5	Attempt 2: /5	Attempt 3: /5
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Literature questions (all texts)

1. In which part of ACC do we see an image of Cain and Abel? **These biblical images decorate Scrooge's fireplace that we see him eating in front of in Stave 1.**
2. Where is AIC set? **Brumley (Based on Bradford.)**
3. Name two themes in R&J. **Love / Marriage / Family / Hatred / Tragedy / Fate**
4. Which two of our anthology poets were married to each other? **Elizabeth Barrett Browning and Robert Browning.**
5. Why did Eva Smith leave Birling & Co.? **She was fired for wanting more money.**

Score out of 5	Attempt 1: /5	Attempt 2: /5	Attempt 3: /5
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Romeo & Juliet: trivia

1. Give two quotations you would use in an essay about Romeo.
2. In which scene do Romeo and Juliet first meet? **Act 1 Scene 5**
3. What happens to Paris in the end of the play?
He is killed by Romeo at the entrance to Juliet's tomb
4. On which celebratory day was Juliet born?
Lamas Day (a day celebrating harvest)
5. Who is teased about being the "captain of compliments"? **Tybalt (by Mercutio)**

Score out of 5	Attempt 1: /5	Attempt 2: /5	Attempt 3: /5
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Author context

1. Which UK town was JB Priestley from? **Bradford**
2. Which two poets unfortunately committed suicide?
Charlotte Mew and Andrew Waterhouse
3. What job did the young Charles Dickens have?
Worked in a blacking factory attaching labels to glass for up to 12 hours a day.
4. Which two monarchs did Shakespeare live under the reign of?
Elizabeth I and James I
5. Which political party did JB Priestley co-found?
Common Wealth Party

Score out of 5	Attempt 1: /5	Attempt 2: /5	Attempt 3: /5
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Poetry: which quotation is this from?

1. We stood by a pond that winter day. **Neutral Tones**
2. We caught her, fetched her home at last And turned the key upon her, fast. **The Farmer's Bride**
3. Unreeling years between us. Anchor. Kite. **Mother, Any Distance**
4. And now your ghost clatters toward me over George square. **Before You Were Mine**
5. The sky whitens, as if it was lit by three suns. **Eden Rock**

Score out of 5	Attempt 1: /5	Attempt 2: /5	Attempt 3: /5
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An Inspector Calls: Who said this and in which act?

1. "I was in that state when a chap easily turns nasty." **Eric, Act 3**
2. "But each of you helped to kill her. Remember that. Never forget it."
Inspector, Act 3
3. "It doesn't much matter who it was who made us confess." **Eric, Act 3**
4. "Whoever that chap was, the fact remains that I did what I did." **Eric, Act 3**
5. "I speak as a hard-headed business man." **Mr Birling, Act 1**

Score out of 5	Attempt 1: /5	Attempt 2: /5	Attempt 3: /5
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Language skills:

1. Write a sentence about the sun using personification.
The sun cast its rays downward, burning flesh with venom.
2. Write 3 verbs for a fire. **Crackled, spat and burst.**
3. "His room was a pigsty." **Name the technique. A metaphor.**
4. How do you spell the word we use to mimic the sound it makes? **Onomatopoeia.**
5. Write a type of question you're likely to see in Language Paper 2 question 5. "We should fine people who breed puppies and encourage the public to rescue unwanted animals instead." Write an article about this subject for a newspaper.

Score out of 5	Attempt 1: /5	Attempt 2: /5	Attempt 3: /5
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Match the theme to the literature text:

1. Wealth and poverty - **An Inspector Calls, A Christmas Carol**
2. Responsibility - **An Inspector Calls, A Christmas Carol**
3. Capitalism vs. socialism - **An Inspector Calls**
4. Love and lust - **Romeo and Juliet**
5. Fate - **Romeo and Juliet**

Score out of 5	Attempt 1: /5	Attempt 2: /5	Attempt 3: /5
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Fill in the gap: all literature texts:

1. Juliet is "the _____ in the Ethiopé's ear". **jewel**
2. "I never saw _____ beauty till this night." **true**
3. "Tis but a _____." **scratch**
4. "I will make thee think thy _____ a crow." **swan**
5. "For _____, not loving, pupil mine." **Doting**

Score out of 5	Attempt 1: /5	Attempt 2: /5	Attempt 3: /5
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A Christmas Carol: which stave (chapter) are these quotations from?

1. "The inexorable finger." **Stave 4**
2. "A crutch without an owner." **Stave 3**
3. "He became as good a friend, as good a master, and as good a man, as the good old city knew." **Stave 5**
4. "A lonely boy was reading by a feeble fire." **Stave 2**
5. "To Mr Scrooge, the founder of the feast!" **Stave 3**

Score out of 5	Attempt 1: /5	Attempt 2: /5	Attempt 3: /5
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Poetry images: which poems do these images come from?

1. Tartan, moon, bridge - **Singh Song!**
2. Mice, key, bed - **The Farmer's Bride**
3. Shadow, palm, bud - **Sonnet 29: I think of thee**
4. Ghost, shoes, photograph - **Before You Were Mine**
5. Plates, milk, cloth - **Eden Rock**

Score out of 5	Attempt 1: /5	Attempt 2: /5	Attempt 3: /5
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Poetry anagrams: unscramble these words to reveal poets' names

1. lame to wretch (poet, 2 words) **Charlotte Mew**
2. casually cheers (poet, 2 words) **Charles Causley**
3. darn fancy foul (poet, 3 words) **Carol Ann Duffy**
4. o, a sad rhythm (poet, 2 words) **Thomas Hardy**
5. heroes news (poet, 2 words) **Owen Sheers**

Score out of 5	Attempt 1: /5	Attempt 2: /5	Attempt 3: /5
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Romeo & Juliet: Who is the character?

1. Romeo's cousin-in-law - **Tybalt**
2. The Birlings' servant - **Edna**
3. Mercutio's distant kinsman - **Prince Escalus**
4. Tim's older brother - **Peter Cratchit**
5. The ghost who appears in Stave 1 – **Jacob Marley**

Score out of 5	Attempt 1: /5	Attempt 2: /5	Attempt 3: /5
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An Inspector Calls: who said this and in what act?

1. "A man has to make his own way—has to look after himself." **Mr Birling, Act 1**
2. "I can't help thinking about this girl—destroying herself so horribly." **Sheila, Act 1**
3. "I don't dislike you as I did half an hour ago, Gerald." **Sheila, Act 2**
4. "You've had children. You must have known what she was feeling." **Inspector, Act 2**
5. "You mustn't try to build up a kind of wall between us and that girl." **Sheila, Act 2**

Score out of 5	Attempt 1: /5	Attempt 2: /5	Attempt 3: /5
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Romeo & Juliet: Who says these quotations?

1. O, then, I see Queen Mab hath been with you.
Mercutio (He is teasing Romeo about being in love)
2. Old Capulet, and Montague, have thrice disturb'd the quiet of our streets
The Prince (he is telling off everyone who was fighting in the street)
3. But, soft! what light through yonder window breaks?
Romeo (he sees Juliet's window)
4. Never was a story of more woe than this of Juliet and her Romeo.
The Prince (the last words of the play where he's explaining the tragedy)
5. A pair of star-cross'd lovers take their life
The narrators / the prologue (introducing the play in act 1)

Score out of 5	Attempt 1: /5	Attempt 2: /5	Attempt 3: /5
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Test your child on these language devices:

Alliteration	Allusion	Anaphora	Anecdote	Antithesis
<p>The close reoccurrence of the same letter or sound.</p> <p><i>Tragedy travelled through our terrible lives.</i></p>	<p>A reference to a commonly known person, place or event.</p> <p><i>"She's a real Einstein" or "Look at the rain; soon we'll need an ark."</i></p>	<p>Repetition of the same word or phrase in successive sentences.</p> <p><i>I have a dream... I have a dream... I have a dream...</i></p>	<p>A short story about a real person or incident.</p> <p><i>That reminds me of the time when my auntie...</i></p>	<p>Contrasting relationship between two ideas.</p> <p><i>That's one small step for man; one giant leap for mankind.</i></p>
Cliff hanger	Climax	Collective Pronouns	Colon	Complex sentence
<p>Leaving your reader on an uncertain end.</p> <p><i>"She had two choices. Stay and die or leave and survive..."</i></p>	<p>A good-better-best structure.</p> <p><i>A good thing about holidays are the food. Even better is the rest. The best, by far, is the weather.</i></p>	<p>Linking yourself with the audience via 'we', 'our', 'us'.</p> <p><i>We must act now.</i></p>	<p>Used before a list, description or an explanation.</p> <p><i>Dinner tonight: chips and pizza. I should really eat more vegetables.</i></p>	<p>Adds more information with a subordinate clause.</p> <p><i>The dog, <u>still groggy from the day before</u>, flopped down on the floor.</i></p>
Counter Argument	Dashes	Direct Address	Ellipsis	Emotive Language
<p>Opposing a contradictory belief or opinion.</p> <p><i>Although fireworks can be dangerous, professional displays ensure the public's safety.</i></p>	<p>Using a dash to as a break in a sentence.</p> <p><i>Glitter, felt, yarn, and buttons—his kitchen looked as if a clown had exploded.</i></p>	<p>Speaking directly to the audience using 'you', "us" or "our".</p> <p><i>You must realise that animal testing is cruel and is destroying our</i></p>	<p>Using three dots (...) to indicate a pause, hesitation or perhaps a thought trailing off.</p> <p><i>Nobody said you would be here...</i></p>	<p>Using language to move your audience.</p> <p><i>Those savage hooligans attacked the poor woman, when she was at her most vulnerable.</i></p>
Emphatic language	Exclamation	Expert Reference	First person narrative	Foreshadowing
<p>Using language to emphasise an idea.</p> <p><i>Who on earth would do something like this? The <u>cowardly</u>, <u>dastardly</u>, most <u>terrible</u> person: that's who.</i></p>	<p>A sudden cry or remark expressing surprise, strong emotion, or pain.</p> <p><i>"Wait, stop!" yelled Anna.</i></p>	<p>Quoting a professional.</p> <p><i>Professor Arthur Knowles, an expert in _____, stated that: "....."</i></p>	<p>Writing from one person's point of view, using <u>I</u>, <u>me</u> and <u>my</u>.</p> <p><i><u>I</u> saw the boat bobbing up and down on the current.</i></p>	<p>Giving a clue about a future event in the plot.</p> <p><i>At the time, I didn't think we would need it. I wish I had opened my eyes to the signs.</i></p>
Hyperbole	Hypophora	Imperative	Isocolon	Metanoia
<p>Deliberately exaggerating for effect or emphasis.</p> <p><i>The bag weighed an absolute ton!</i></p>	<p>Asking a question before answering it yourself.</p> <p><i>Who enjoys doing homework? No-one!</i></p>	<p>Giving an authoritative command.</p> <p><i>Do not smoke in this building.</i></p>	<p>Creating sentences with parallel structures.</p> <p><i>Many will enter, few will win.</i></p>	<p>Correcting yourself for emphasis.</p> <p><i>I think – no, I know – that animal testing is wrong.</i></p>

Metaphor	Pathetic fallacy	Personification	Present tense	Prolepsis
<p>A direct comparison between two objects or ideas.</p> <p><i>It feels like I'm drowning in an ocean of tears.</i></p>	<p>When weather or surroundings reflect a character's mood.</p> <p><i>The grey clouds gathered over the church as Ben found his hand drifting away from hers.</i></p>	<p>Giving an inanimate object human feeling.</p> <p><i>The windows screeched as Evie pushed them open.</i></p>	<p>Speaking in the present as if something is happening right now.</p> <p><i>I am sitting in my English lesson right now.</i></p>	<p>Imagining an audience's response/objection.</p> <p><i>Some of you might be thinking _____, however...</i></p>
Pun	Repetition	Rhetorical Question	Semantic field	Semi-colon
<p>A humorous play on words.</p> <p><i>New study of obesity looks for larger test group.</i></p>	<p>Repeating a word or an image throughout the text.</p> <p><i>This is ridiculous, utterly ridiculous.</i></p>	<p>Asking an obvious question as a way of asserting a point.</p> <p><i>Have you ever lied when you really shouldn't have?</i></p>	<p>Words that are related by meaning.</p> <p><i><u>Knife, thump, cut, snarl, blood</u> = a semantic field of violence.</i></p>	<p>Used to separate two related clauses in a sentence, instead of using a conjunction.</p> <p><i>It's my birthday today; I'm going to eat as much cake as I can.</i></p>
Sensory detail	Short sentence	Simile	Statistics	Subordinate clause
<p>Using any senses to evoke a feeling in a reader.</p> <p><i>The syrupy scent of cinnamon flooded the air as we entered the bakery.</i></p>	<p>A sentence with minimal words, used for impact.</p> <p><i>It was perfect.</i></p>	<p>A comparison that uses 'like' or 'as'.</p> <p><i>Energy drinks are like toxic waste; useless sewage that damages the body.</i></p>	<p>Using factual, numerical evidence for supporting a point.</p> <p><i>A study conducted by the British Horse Society revealed that over 8,000 horses and ponies were abandoned this year.</i></p>	<p>A secondary part of a sentence, that only makes sense when used with the main part.</p> <p><i>I met her in Paris, <u>where I lived as a child.</u></i></p>
Third person narrative	Tricolon			
<p>Writing from a narrator's point of view, not the character's, using <u>he, she or they</u>.</p> <p><i><u>She</u> saw the boat bobbing up and down on the current.</i></p>	<p>Three similar words or phrases.</p> <p><i>I came, I saw, I conquered.</i></p>			