

Starter Quiz

<p>1.</p> <p>Identify the simile from the options below:</p> <p>A. The man was large and angry B. Stronger than a bull C. Like a heard of cows D. The clouds looked on, happily</p>	<p>2.</p> <p>What features should you analyse when completing the evaluation question?</p>	<p>3.</p> <p>Which sentence is correct?</p> <p>A. Where is the dog! B. When is it time to go? C. She, said, 'stop!' D. Get down from there.</p>
<p>4.</p> <p>Write a sentence in which you correctly use a semi-colon</p>	<p>5.</p> <p>What subject terminology should you use when analysing how the writer uses structure?</p>	<p>6.</p> <p>How many papers do you have to sit for GCSE English Language?</p>
<p>7.</p> <p>What is the focus in this sentence:</p> <p>'Michael was driving; a thin, angular man, starved of attention. He seemed to occupy almost all of the seat, sprawling awkwardly.'</p>	<p>8.</p> <p>Give a definition of personification</p>	<p>9.</p> <p>There is a spelling mistake within this quiz: Where is it? What word is not spelled correctly?</p>

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<p>4.</p> <p>Write a sentence in which you correctly use a semi-colon</p> <p>Let's hear your examples</p>	<p>5.</p> <p>What subject terminology should you use when analysing how the writer uses structure?</p> <p>First, next, last, then, afterwards, before</p>	<p>6.</p> <p>How many papers do you have to sit for GCSE English Language?</p> <p>2</p>
<p>7.</p> <p>What is the focus in this sentence:</p> <p>'Michael was driving; a thin, angular man, starved of attention. He seemed to occupy almost all of the seat, sprawling awkwardly.'</p> <p>Michael's negative appearance</p>	<p>8.</p> <p>Give a definition of personification</p> <p>Giving a non-living object human characteristics to describe it: 'the snowflakes danced in the cold winter breeze'</p>	<p>9.</p> <p>There is a spelling mistake within this quiz: Where is it? What word is not spelled correctly?</p> <p>'Heard' should be 'herd'!</p>

Learning Objectives

- **To develop knowledge and understanding of structural features.**
- **To analyse structural features and the impact these features have on the reader.**

Activity

The **Tacoma Narrows Bridge** was a suspension bridge in the U.S. state of Washington which opened to traffic on July 1, 1940.

From construction, it began to move in windy conditions and it finally collapsed on the morning of November 7, 1940.

Let's see the bridge in action...



In your books, complete the following...

- **How would you feel if you were on the bridge?**
- **Imagine you were on the bridge**
- **Write a short paragraph to describe your experience**
- **What features do you need to include?**

Structural Features

- In the GCSE English Language exam, you will be asked to identify, discuss and analyse the structure and structural features within a text.
- **In pairs, discuss:**
 1. What are the structural features?
 2. What do you need to identify, discuss and analyse?

What do we mean by structural features?

- The structure of a text is how it is organised, physically laid out or ordered. Writers structure their texts to have a specific impact on the reader (to make the reader think or feel a certain way).
- Examples of structural features include:

The order of events	Contrasts in focus	The focus in the middle of the text
References to time	Lengths of paragraphs	When key events/ characters are introduced
Repetition of events	The focus at the end of the text	If any information is withheld
Shifts in focus	Patterns in the lengths of sentences	The focus at the beginning of the text

Structure

- You will need to include:
 1. Relevant subject terminology
 2. Evidence
 3. Impact on the reader

But how do we do this?

What is 'Relevant Subject Terminology'?

- The words/ phrases used to talk about a topic (in this case, structure).
- Structure is the order & arrangement of a text, so subject terminology is what gives us clues about the order & arrangement!

Terminology which shows the place/ time/ location in the text:

First	Next	Then	Last	Before	Finally
Suddenly	After	Secondly	Gradually	Later	Further
In the middle of the story					

Terminology which discusses changes in the text:

Shift in focus	Immediately	Suddenly
This contrasts with	This changes when	However, later on

Evidence

- How do you evidence your answer? How do you show that what you are saying is correct or valid? Evidence!
- This takes two main forms:
 1. A quotation (You can see this when Michael says, ‘It’s about time!’)
 2. A reference to a part of the text (‘we see this in the middle of the text when Michael is impatient’)

Impact on the reader

- How does the quote or structural feature make the reader feel? Why?
- What does the quote or structural feature make the reader think? Why?
- Remember: YOU are the reader!

Adding this element is where you'll gain more marks!

And now...

- We will now read a short story called
A First Day To Remember.

- **As we read through the text, think about:**
 - The order of events
 - Why it is ordered this way
 - How it makes you feel and why
 - What it makes you think and why

And now...

- You will now annotate the text for structural features!
-
- Summarise the main events
 - What is the focus in the beginning/ middle/ end?
 - Find any changes in focus
 - What order is the text in? What happens first, second, next, last?
 - Are there any repeated ideas/ themes?
 - How do the characters/ events change during the text?

Structure Question

Using the whole text, answer the following question.

How does the writer use structural techniques in this extract?

- What happens 1. first, 2. next, 3. then, 4. last?
- Highlight and number a quote for each

Plan

How does the writer use structural techniques in this extract?

Model

Terminology

Evidence

Impact

At the beginning, the focus is on the main character (Chris) and how late he is for his first day. Chris is described as being full of anxiety and worry as he is not going to be on time 'Chris was going to be late... Chris was panicking'. Then, the focus shifts to describe how, as well as being late, he is confronted with a stranger who is also late. The writer then moves the action to the bus arriving and both Chris and his new friend being picked up 'The next bus had arrived'. This suggests that Chris is enormously relieved that he will now be on time to school (on his first day). This makes the reader think that Chris could be an anxious child and he may struggle at school. It does, however, make the reader feel relieved that the bus has arrived, because Chris seems to be a diligent student, so the reader would not want him to get into trouble on his first day.

Structure Question

Using the whole text, answer the following question.

How does the writer use structural techniques in this extract?

Structure for a structure question!

- **First**, *evidence*, suggests/think/feel? Why?
- **Next**, *evidence*, suggests/think/feel? Why?
- **Then**, *evidence*, suggests/think/feel? Why?
- **Last**, *evidence*, suggests/think/feel? Why?

And now...

- **Swap your work with a partner.**
- **Read through their work and prepare to give them feedback.**

WWW – What Went Well – Pick *one* of these!

- Well done! You talk about how the writer uses structural techniques.
- A good effort. You added a quote and started to explain what the quote suggests.
- Excellent. You start to discuss how the reader is made to think or feel.
- Well done. You have identified a quote.
- An excellent effort. You identified a key structure technique.

EBI – Even Better If

- In the future, make sure you talk about how the writer uses structural techniques.
- Next time, add a quote and started to explain what the quote suggests.
- To develop further, start to discuss how the reader is made to think or feel.
- Next time, make sure you find a quote to back up your ideas.
- In future, explain ‘why’ the reader thinks or feels a certain way.