LANGUAGE PAPER ONE: EXAM HACKS (READING SECTION)

**1: Make sure you write one whole sentence in each point explaining the effect.**

* We automatically sympathise and identify with him.
* We as readers become clear about the cause of the noise.

**2: Use one of these four things when talking about the effect.**

Mood                    Atmosphere                      a sense of ….                      A feeling of

**3: Mention the word ‘writer’ at least three times and the word ‘reader’ four times in questions 2, 3 and 4.**

**4: Use the royal ‘we’ (or ‘us’) when explaining when explaining the reader and the impact of the choices.**

•       We automatically sympathise and identify with him

•       … makes us trust his judgment even more.

•       We’d be less likely to believe…

•       We as readers become clear…

•       We are in the same position as the start…

**5:  Think about what verb to use to describe the reader’s reaction**

The reader sympathises / empathises / identifies / experiences

 **6: The effect can also be a question.**

* What is behind the door?
* What is making that noise?
* Why is the narrator so interested in the letter?

**7: Where does the writer position the reader? Is the writer trying to connect or repel the reader to events?**

The writer puts the reader in the position of helpless (or active)  observer / confidant / participant / witness

**8:  What is the reader’s relationship with the character /narrator? Does the writer want you to like / dislike / hate the character? Or, does he want you to be suspicious?**

The writer wants the reader to be suspicious about the man’s motives and so presents as a kind character who acts strangely.

**9: Never forget power. The effect of a technique can often be linked to power. It can be used to make things seem inferior / superior or equal.**

The violent verbs make the storm superior to the house and the people in it.

**10: Readers have expectations too.**

* Readers will be expecting to see …
* Readers expect ….
* Readers will believe ….

**11: Think about perspective and the effect of the perspective. Which perspective do you trust?**

•       1st person – closer – understanding – relationship – connection

•       3rd person – distant – mystery- revealing – helpless

Or tense:

Past – fixed – inevitable - predictable – helpless

Present – changeable – unpredictable- involved

**12: Think about what is the normal way of presenting this kind of story.**

* Normally a writer would…
* It is common for writers to…
* Usually writers start by ….
* A typical way to introduce a setting is to…

**13: The writer’s grand design! Address the idea that there is a masterplan under all the writing.**

* The writer intended … so
* The writer designed it so ….
* The writer planned for us to …. so
* The writer wanted the reader to …. so

**14: If you are not convinced by the writer’s grand design, then say he/she is trying.**

* The writer is trying to make the reader curious about what is happening.
* The writer is trying to make the reader sympathise with the narrator.
* The writer is trying to make us feel like we are there.

**15: Adverbs are your friends when writing question 4. They can go at the start or within a sentence.**

Typically, …. Realistically,…. Stereotypically, … Effectively, … Unusually, … Unrealistically, … Surprisingly, … Unsurprising, …

**16: Explore alternative choices. If…, then….**

If the narrator was a child, we’d be less likely to believe that there is something wrong going on.