

Name:

# GCSE English Language Knowledge Organisers



If you see a word in **CAPITALS**, it means that this is a core word for **English Language** and it will be repeated on many of the KOs.

If you see an **asterisk (\*)**, it means that you should already know this word from KS3.

Subject terminology (Q3, Q4, Q5)	Definition	Sentence types (Q2, Q4, Q5)	Examples
Narrative arc	This describes the <b>sequence of events</b> following a traditional structure of <b>exposition - rising action - climax/ dilemma - falling action - resolution</b> .	<b>*Imperative</b> (giving a command)	<i>Change the way you think. Accept that there is nothing you can do.</i>
Narrative perspective	The <b>point of view</b> from which the story is told. <b>First person narrative perspective:</b> in this point of view, a character (typically the protagonist, but not always) is telling the story. Pronouns such as 'I' and 'we' are used. <b>Third person narrative perspective:</b> in this point of view, an external narrator is telling the story. Pronouns such as 'he', 'she', 'it' and 'they' are used.	<b>*Declarative</b> (stating information)	<i>It is wrong to assume that everyone is as fortunate as you. There was a disconcerting quality to his smile.</i>
		<b>*Interrogative</b> (asking a question. They end with a question mark)	<i>Why had I never realised this before? Was it everything you wished for?</i>
Show not tell	This is when you allow the reader to experience and <b>guess</b> what is happening in the story through the use of words, images and action, rather than telling them directly.		
Chronological/ non-chronological	Stories written in <b>chronological</b> order are stories which move forward in time, from beginning to middle to end. The events are <b>sequenced in order</b> . Stories that are <b>non-chronological</b> don't follow the chronological order of events - they might start at the end and go backwards, or they feature flashbacks/flash forwards. They tend to <b>jump back and forth in time</b> .	<b>*Exclamatory</b> (expressing a heightened emotion. They end with an exclamation mark)	<i>I felt outraged! I can't wait!</i>

Word classes (Q2, Q4, Q5)	Definition	Example
*Verb	A verb is a word or set of words that shows <b>actions and feelings</b> .	<i>He <u>thought</u> of an idea. She <u>understood</u> what a verb was. She <u>was</u> elated.</i>
*Adverb	*An adverb is a <b>describing</b> word that adds more detail to a verb. They show the <b>way or manner</b> in which something is being done.	<i>She <u>instinctively</u> understood what a verb was. <u>Rapidly</u>, he thought of an idea. The dog growled <u>menacingly</u>.</i>
	Adverbs can show: <b>Time:</b> <i>when</i> something happens. <b>Place:</b> <i>where</i> something happens. <b>Frequency:</b> <i>how</i> often something happens.	<i>Now, then, today, later, earlier, soon. Near, here, inside, somewhere. Usually, frequently, occasionally, rarely.</i>
*Noun	*Nouns are <b>names, places</b> and <b>things</b> .	<i>The <u>sunshine</u> was blinding. His <u>knowledge</u> of <u>grammar</u> was impressive. There was a <u>flash</u> of <u>hope</u> in his <u>eyes</u>.</i>
	* <b>Concrete nouns</b> are nouns that you can see, hear, taste, touch or smell (i.e. they can be experienced through the <b>senses</b> ).  * <b>Abstract nouns</b> are <b>ideas and concepts</b> .	<i>Sky, medicine, thunder, chair, cake.  Love, justice, happiness, sadness, hope.</i>
*Pronoun	Words used <b>instead of</b> a noun i.e. 'he', 'she', 'they', 'it'.	<i>The idea filled <u>her</u> with happiness. The basketball rolled until <u>it</u> hit the wall. <u>She</u> was surprised <u>it</u> was happening.</i>
*Adjective	An adjective is a <b>describing</b> word that adds more detail to a noun.	<i>His <u>impressive</u> knowledge of grammar filled him with confidence. The <u>blinding</u> sunlight meant that it was difficult to see.</i>
*Preposition	A preposition is a word that tells you <b>where or when</b> something is in relation to something else.	<i>The house was <u>on</u> a hill <u>beside</u> a tree. The cat lurked <u>under</u> the bed. The money was hidden <u>under</u> the bed, <u>beside</u> the old duvet, <u>on top of</u> the shoe box.</i>

Structural techniques (Q3, Q4, Q5)	Definition	Language techniques (Q2, Q4, Q5)	Definition
*Exposition	The <b>beginning</b> of the text where elements of plot, character, setting and/ or atmosphere are established.	*Metaphor	A type of image when <b>one thing is compared to another thing</b> to help the reader to understand an aspect of the original thing more clearly e.g. <i>"The mesmerising circus was a <u>magnet</u> for the children."</i>
*Rising action	The action building up to the climax. We start to <b>learn more</b> about the characters and relationships in the story. There will be an incident (or incidents) that create suspense, or interest, or some kind of conflict.		In this example, the circus (this is called the 'tenor') is compared to a magnet (this is called the 'vehicle') to help the reader to understand an aspect of the circus more clearly (understanding the link between the tenor and the vehicle is called the 'ground').
*Climax/ dilemma	The most <b>intense, important</b> point of the story where the tension has built to its highest point. For example, it might be a confrontation, or a moment where someone realises how they feel about someone/ something, or when a secret is revealed.	*Personification	A type of image where a <b>human quality</b> is attached to a thing or idea e.g. <i>"The car <u>complained</u> as the key was roughly twisted in the lock."</i>
*Falling action	The action that happens as a <b>result of</b> the climax. For example, this might be where the characters guess/ speculate/ worry about what will happen to them next.	*Simile	A type of image that writers use to <b>compare one thing with another, using 'like' or 'as'</b> e.g. <i>"The horse's wild mane was like a blaze of fire."</i> TIF: when writing, you can open sentences with similes e.g. <i>"Like the flames of a wild fire, the heat gained in intensity."</i>
*Resolution	The <b>end</b> of a text where events are resolved. Loose ends are tied up and we see what the characters' lives are going to look like now that the story is over.	*Imagery	The use of vivid language to evoke a sensory experience or create a picture with words for a reader. Writers often use the <b>different senses</b> to describe something – such as seeing, hearing and touching – in order to help the reader experience what is being described e.g. <i>"The <u>earthy, unmistakable aroma</u> of coffee weaved through the air."</i>
*Flashback	A flashback is a reference (or scene) to something that takes place <b>before</b> a story begins. Flashbacks <b>interrupt</b> the chronological order of the main story and they take the reader back in time to past events in a character's life.	*Symbol/ symbolism	A thing that <b>represents or stands for something else</b> – usually, this is an object that represents a much deeper idea, emotion or feeling e.g. the colour white can symbolise peace; a star might symbolise hope e.g. <i>Dickens uses the light shining from the Ghost of Christmas Past to symbolise Scrooge's memory. By trying to extinguish the light, he is tries to extinguish painful memories.</i>
*Flashforward	A flashforward is a reference (or scene) to the <b>future</b> (it could be an imagined idea of the future, or what actually happens in the future). It is much more direct than foreshadowing, which is where a writer tends to drop hints and clues rather than telling the future directly.	*Pathetic fallacy	A type of personification where <b>emotions</b> are given to a <b>setting, a natural object or the weather</b> e.g. <i>"The clouds overhead <u>crowded together suspiciously</u> as the sky <u>frowned forebodingly</u>."</i>
*Anaphora	When a writer <b>repeats</b> a word or phrase at the <b>beginning</b> of successive sentences, phrases, or clauses e.g. <i>"<u>We</u> came, <u>we</u> saw, <u>we</u> conquered."</i>	*Semantic field	A group of words that are very <b>similar in meaning</b> . Semantic fields are often used by writers to keep or reinforce a certain <b>image/ feeling/ impression</b> in the reader's mind e.g. The writer includes a semantic field of pain and torture: <i>"A man who had been <u>soaked in water</u>, and <u>smothered in mud</u>, and <u>lamed by stones</u>, and <u>cut by flints</u>, and <u>stung by nettles</u>, and <u>tor</u>n by briars."</i>
*Cyclical structure	When the end of the text <b>repeats or references</b> an idea/ character/ setting from the <b>opening</b> . TIF: when writing, you can start and end with the same line of dialogue; you can also mirror your first and final paragraphs.	Intensifier	A word, especially an adverb or adjective, that is used to <b>add emphasis</b> to another adjective, verb, or adverb e.g. <i>very, incredibly, really, strangely, unbelievably; "He was <u>too</u> dispirited to continue"; "The card was <u>extremely</u> sentimental."</i>
*Foreshadowing	Where the author gives the reader <b>warnings, hints or signs about the future</b> . It suggests what is to come through imagery, language, and/or symbolism. It does not directly give away the outcome, but rather, suggests it.	Listing	When a writer includes <b>several words/ phrases/ ideas</b> , one after the other e.g. <i>"A <u>squeezing</u>, <u>wrenching</u>, <u>grasping</u>, <u>scraping</u>, <u>clutching</u>, <u>covetous</u>, old sinner!"</i>
*Withholding information	Where a writer <b>conceals information</b> in order to raise questions from the reader and therefore build both <b>suspense and tension</b> . This can be achieved by making the <b>reader know what</b> the character does, making the <b>reader know more</b> than the character does or making the <b>character know more</b> than the reader does.	Motif	An object, image, symbol or idea that is <b>repeated</b> throughout a literary work. Motifs help to explain bigger ideas or themes e.g. In 'Macbeth', <i>sleep is used as a motif to show the downfall of the tragic hero and his wife: "Macbeth shall sleep no more!"</i> etc.
Character development	When the writer presents a character <b>differently</b> as the text progresses.	Repetition	When a word/ phrase is <b>obviously repeated</b> throughout a sentence/ paragraph/ whole text e.g. <i><u>One</u> child, <u>one</u> teacher, <u>one</u> pen and <u>one</u> book can change the world.</i>
Cliffhanger	When the end of the text is <b>strangely or dramatically abrupt</b> , so that the main character/s is left in a difficult situation, without offering any resolution of their conflict or situation.	Zoomorphism	A technique in which <b>animalistic characteristics</b> are given to non-animal objects, humans, and events e.g. <i>She snarled at the unwelcome visitors.</i>
Juxtaposition	When the writer <b>places two ideas together</b> for contrasting effect.		
Narrowing/ widening the perspective	When the writer switches from a <b>broader overview</b> (e.g. describing a crowd) to a more <b>specific point of view</b> (e.g. an individual).		
Opening and ending	The <b>first mood/ image</b> of the text, where an atmosphere or idea or character is established. The <b>final mood/ image</b> of the text.		
Repetition	When a word/ phrase is <b>obviously repeated</b> throughout a paragraph/ whole text.		
Shifts in tense, mood/ tone, focus, narrative perspective	When the writer alters the <b>time frame/ the overall feeling of the text/ the topic/ the narrator</b> .		

Sentence variation	Definition	Example
(Q5) *Begin with a <b>verb</b>	A sentence that begins with the action ( <i>verb, person sentence</i> ).	<i>Reading through the book, he became engrossed in the story.</i> <i>Crying, she opened the envelope.</i>
*Begin with an <b>adverb</b> (of manner)	A sentence that begins with the description of the action.	<i>Quietly, she crept away.</i> TIF: <i>Swiftly yet stealthily, he roamed the city streets.</i>
*Begin with an <b>emotion</b>	A sentence that begins by describing the emotion of the subject.	<i>Furious, he slammed the door and vowed never to return.</i> TIF: <i>Determined, frustrated and exhausted, the runner crossed the finish line.</i>
*Begin with a <b>preposition</b>	A sentence that begins by stating where something is.	<i>On the horizon, the sky darkened and a storm began to brew.</i>
*Begin with an adverb of <b>time, place</b> or <b>frequency</b> .	A sentence that begins by stating when, where or how often something has happened.	<i>Now, there was nothing to do but wait in terrified silence.</i> <i>Outside, the wind whistled.</i> <i>Usually, she was tired when she woke up in the morning, but not today.</i>
Use <b>hyphens</b>	Use hyphens to add extra information in the middle of a sentence.	<i>She took a tentative step further in - then two or three steps - expecting to feel woodwork against the tips of her fingers.</i>
Use a <b>semi-colon</b>	Use a semi colon to add more detail to a description.	<i>His sleep had been disturbed; his eyes burned and his body ached.</i>
Use a <b>colon</b>	Use a colon to introduce a list ( <i>tell: show sentence</i> ).	<i>The beach was a hive of activity: parents wrestling with umbrellas, children squealing delightedly and crabs dodging the clatter of human feet.</i> <i>It was a sleepy town: shops were shuttered, cats lazed in the shade and the air was drowsy.</i>
Use <b>repetition</b>	Use the same sentence opening to repeat a series of sentences or paragraphs.	<i>Alfred had grown almost used to such sights. Almost used to seeing the remains of men he had sometimes shared mugs of tea with. Almost used to them being suddenly torn apart and scattered around here and there or falling like rain into the mud.</i>
Use <b>listing</b>	Use listing to describe a series of actions or thoughts or feelings.	<i>She immediately stepped into the wardrobe and nestled herself among the coats, rubbing her face against them, breathing in the musty scent and believing herself to be utterly safe.</i>

Subject terminology (Q3, Q4, Q5)	Definition		Language techniques (Q3, Q4, Q5)	Definition	Example
*Persuasion	The action or process of <b>persuading someone</b> , or of being persuaded to do or believe something.		*Alliteration	When a writer uses a series of words that begin with the <b>same letter or sound</b> . Alliteration is often used to emphasise a particular phrase or idea.	<i>We want a <u>better, brighter</u> future for all children.</i>
*Line of argument	The <b>reasons</b> that a writer gives to support a particular idea or view.		*Direct address	When a writer uses a <b>pronoun or name for the person they are speaking to</b> , in order to gain their attention or make them feel personally involved.	<i><u>You</u> are the key to this entire idea succeeding - we will be with <u>you</u> all the way. I can't thank <u>you</u> enough!</i>
*Persona	A persona is a <b>role/ character/ voice</b> that you adopt when you are writing e.g. if you were writing about the topic of mental health, you might take on the persona of a doctor.		*Emotive language	When a writer uses <b>vocabulary</b> which will make the audience feel sad, concerned or outraged (for example).	<i>Thousands of <u>innocent</u> animals are at risk because of our <u>selfishness, ignorance and disregard</u> for kindness.</i>
*Perspective/ viewpoint	A particular <b>attitude, opinion or way of looking</b> at an issue.		*Facts	Something that can be proven to be <b>true</b> .	<i>Global warming <u>is</u> happening.</i>
*Tone	The writer's <b>attitude or feelings</b> about a subject or issue. For example, a writer might feel <i>distressed, outraged, impassioned, sarcastic, disgusted, regretful, fearful, amused, defeatist, sympathetic, admiring or awed</i> .		*Opinions	A <b>personal viewpoint</b> (often presented as if it is a fact).	<i><u>In my view</u>, this is the best thing to have ever happened.</i>
*Rhetorical question	When a writer asks a question to <b>produce an effect</b> or to <b>make the reader/ audience think</b> . It does not require a reply.		Who doesn't want to achieve success in their life?		
*Statistics	A fact that is supported by <b>numerical data</b> (you can make these up, as long as they are sensible).		<i>80% of people agreed that this would change their community for the better.</i>		
*Anecdote	A <b>short dramatic, interesting or amusing story</b> about a real incident or person.		<i>In March 2020, the coronavirus pandemic became front page news and <u>my life changed forever when</u>...</i>		
*Hyperbole	When a writer uses <b>deliberately exaggerated</b> language.		<i>I am <u>drowning</u> in the amount of homework I need to do. The deadlines are <u>killing me</u>!</i>		
*Repetition	When a word/ phrase is <b>obviously repeated throughout a sentence/ paragraph/ whole text</b> .		<i><u>No animal</u> deserves to be mistreated. <u>No animal</u> should ever suffer. <u>No animal</u> must ever become a victim of human cruelty.</i>		
*Allusion	A <b>reference to something else</b> , such as a historical event, a person, a place or another text.		<i>As <u>David Attenborough</u> once said...</i>		
*Imperative	A sentence that is used to issue a <b>command or instruction</b> , make a <b>request</b> , or offer <b>advice</b> .		<i><u>Remember</u> this moment.</i>		
*Inclusive pronouns	When a writer uses inclusive pronouns such as <i>we</i> and <i>us</i> to establish a <b>common bond</b> and persuade the reader/ audience to share the same opinions.		<i>I know that <u>we</u> all feel the same about this issue.</i>		
*Modal verbs	These are auxiliary verbs (also called helping verbs) like <i>can, will, could, shall, must, would, might, and should</i> . Modal verbs can make something sound more <b>forceful, urgent or likely to happen</b> .		<i>We <u>must</u> act now and then change <u>will</u> happen.</i>		
*Rule of three	The use of <b>three words, phrases or sentences one after the other</b> to describe something in a memorable way.		<i><u>Homes</u> have been lost; <u>jobs</u> shed; <u>businesses</u> shattered.</i>		
Eye-witness / expert quotation	Direct speech from a person who <b>witnessed an event/ who has an in-depth understanding</b> of the topic.		<i>The reality is that it is becoming harder to recruit nurses. The British Nursing Association said this situation is "hugely concerning" and a stark example of "extreme workforce pressure".</i>		
*Adjective	An adjective is a <b>describing</b> word that adds more detail to a noun.		Flattery		<i>The very fact that you are reading this article suggests that you are a <u>compassionate and understanding individual</u> who cares about the freedom of all people.</i>
*Irony/ sarcasm	When the <b>literal meaning and the intended meaning are the opposite</b> , typically for humorous or emphatic effect.		<i>There is nothing I enjoy more than being trolled on Twitter by people who have absolutely no understanding of the situation.</i>		
*Metaphorical language	Writers also use techniques such as imagery, metaphor, motifs, personification, semantic fields, similes and symbolism when they are writing persuasively.				
*Preposition	A preposition is a word that tells you <b>where or when</b> something is in relation to something else.		<i>The house was <u>on</u> a hill <u>beside</u> a tree. The cat lurked <u>under</u> the bed.</i>		
Word classes (Q3, Q4, Q5)	Definition	Example			
*Verb	A verb is a word or set of words that shows <b>actions and feelings</b> .	<i>He <u>thought</u> of an idea. She <u>understood</u> what a verb was.</i>			
*Adverb	*An adverb is a <b>describing</b> word that adds more detail to a verb. They show the <b>way or manner</b> in which something is being done.	<i>She <u>instinctively</u> understood what a verb was. <u>Rapidly</u>, he thought of an idea.</i>			
	Adverbs can show: <b>Time:</b> <i>when</i> something happens. <b>Place:</b> <i>where</i> something happens. <b>Frequency:</b> <i>how</i> often something happens.	<i>Now, then, today, later, earlier, soon. Near, here, inside, somewhere. Usually, frequently, occasionally, rarely.</i>			
*Noun	*Nouns are <b>names, places and things</b> .	<i>The <u>sunshine</u> was blinding. His <u>knowledge</u> of grammar was impressive.</i>			
	*Concrete nouns are nouns that you can see, hear, taste, touch or smell (i.e. they can be experienced through the <b>senses</b> ).  *Abstract nouns are <b>ideas and concepts</b> .	<i>Sky, medicine, thunder, chair, cake.  Love, justice, happiness, sadness, hope.</i>			
*Pronoun	Words used <b>instead of</b> a noun i.e. 'he', 'she', 'they', 'it'.	<i>The idea filled <u>her</u> with happiness. The basketball rolled until <u>it</u> hit the wall.</i>			



Sentence openings (Q5)	Definition	Example	Structural features (Q5)	Definition	What should you include?
*Begin with a <b>verb</b>	A sentence that begins with the action.	<i>Reading through newspapers, I am amazed by the amount of stories about people living in poverty in our country.</i>			<ul style="list-style-type: none"> <li>- Make it very clear what you think about the topic</li> <li>- Address the question.</li> <li>- Open with a language technique e.g. direct address, a rhetorical question or an attention-grabbing statistic.</li> </ul>
*Begin with an <b>adverb</b>	A sentence that begins with the description of the action.	<i>Suddenly, I realised that I had to say something about this terrible injustice.</i>			
*Begin with an <b>emotion</b>	A sentence that begins by describing the emotion of the subject.	<i>Determined, I vowed that I would make it my mission to protect animals' rights.</i>			
*Begin with a <b>preposition</b>	A sentence that begins by stating where something is.	<i>All around me, I see students who are struggling to cope with the stresses of homework and assessments.</i>			
Begin with an adverb of <b>time, place</b> or <b>frequency</b> .	A sentence that begins by stating when, where or how often something has happened.	<i>Now, we are faced with an uncertain future. In other communities in the world, people are taking action. Often, I wonder whether prejudice will ever disappear.</i>			
Structural techniques (Q5)	Definition	Example			
*Discourse markers/ connectives	A word or phrase that is used to help <b>organise ideas</b> , either in a paragraph or at the start of a paragraph. They are like a signpost, showing the reader/ audience the direction of your thinking.	<i>However... Although... Nevertheless... Firstly... On the other hand... To conclude.</i>	*Main paragraph: <b>societal (macro) perspective</b>	In your third main paragraph, you should write from a <b>much broader perspective</b> i.e. you can write about how this topic has affected people throughout the <b>whole of society, or nationally, or globally</b> . This shows that you have a very deep understanding of the topic, and makes your writing completely convincing.	You could begin with sentence openers such as... <ul style="list-style-type: none"> <li>- As a society, we...</li> <li>- In our country, we have seen how...</li> <li>- On an international level, this issue has...</li> </ul>
*Effective opening	The first paragraph, which is written to <b>grab the reader's/ audience's attention</b> with techniques that stand out and make people listen (e.g. rhetorical question or a shocking statistic).	<i>Can you imagine a world where everyone is equal?</i>	*Conclusion	An effective conclusion will <b>wrap up all your ideas, reinforce your persona</b> and leave the reader/ audience with a <b>powerful final impression</b> .	<ul style="list-style-type: none"> <li>- Remind the reader/ listener of what you think about the topic.</li> <li>- Finish with a language technique e.g. anaphora, an imperative or the rule of three.</li> <li>- Use a cyclical structure to link back to your effective introduction.</li> </ul>
*Topic sentence	A sentence that identifies the <b>main idea</b> of the paragraph.	<i>The facts about women and employment are clear.</i>	<b>Useful phrases (Q5)</b>		
*Counter argument	What someone who <b>disagrees with you</b> might say in response to your ideas/argument. When you consider the counter argument to your opinion, you show that you have an answer to any objections or criticisms. This ultimately makes your own argument more persuasive.	<i>Admittedly, it has been argued that global warming is just a myth – but of course, such claims are completely absurd. It has been proven that...</i>	<p>Many people think that... Like me, you must agree that... As a community, we should aim to... As a concerned member of the community/ parent/ adult / consumer / citizen... People like us often think... We know from experience that people... It is widely accepted that...</p> <p>Whilst I appreciate that you cannot...I still think... Although I agree that...I also think...</p> <p>I would implore you to consider... The impact of this would be... This resulted in... This led to... Not only will this...it will also...</p>		
*Short sentences	A simple sentence, which <b>often communicates clearly and is easily remembered</b> .	<i>This is about our human rights.</i>	<p>Think about... Consider the impact of... Imagine if...</p> <p>Usually... Considering... Arguably... Clearly...</p> <p>Consequently... Furthermore... Moreover...</p> <p>Ultimately... Most importantly... Fundamentally... In conclusion... Significantly... Finally...</p>		
*Anaphora	When a writer repeats a word or phrase at the beginning of successive sentences, phrases, or clauses.	<i>"We came, we saw, we conquered."</i>			
*Cyclical structure	When the end of the text <b>repeats or references</b> an idea/ example/ sentence from the <b>opening</b> .	<i>Can you imagine a world where everyone is equal? – Can we now imagine a world where we're all equal?</i>			
One sentence paragraph	When one line of text is used on its own in a text, normally for emphasis.	<i>Dear sisters and brothers, now it's time to speak up.</i>			

GCSE ENGLISH LANGUAGE -  
general inference phrases for reading  
questions

**This shows.../ showing...**

**This illustrates.../  
illustrating...**

**This implies...**

**This conveys...**

**This displays...**

**This portrays...**

**This demonstrates...**

**This highlights...**

**This indicates...**

**This evokes...**

**This suggests...**

**This emphasises...**

**This reinforces...**

**This exaggerates...**

**This exemplifies...**

**This illuminates...**

**This signifies...**

**This presents...**

**This depicts...**

**This provides...**

**TIP:**

**This repetition of...reinforces...**

**The writer exaggerates this idea by...**

**It is clear that...**

**It becomes apparent that...**

**It is evident that...**

**The image suggests...**

**This words has connotations of.../ The connotations of...suggest...**

**The references to...suggest...**

**This could imply that...**

**Perhaps...**

**The writer could be suggesting that...**

**The writer alludes to...**

**This idea confirms...**

**He considers...**

**This echoes...**

**This mirrors...**

**This establishes an atmosphere of...**

**He forewarns us that...**

**She examines...**

**The writer juxtaposes...**

**The reader perceives...**

**He exposes...**

**The writer subverts the idea that...**

**The writer simultaneously suggests that...**

**The writer explicitly states that...**

**(More) implicitly, the writer could be suggesting that...**

**Metaphorically, it could be suggested that...**

**Symbolically, this could imply that...**

**The cumulative effect of...**

**The writer prepares us for...**

**On another level...**