

Name:



# Year 7 English Knowledge Organisers

Our theme for the year is **identity**.






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

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



Subject terminology		Definition	Language techniques	Definition	
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> .		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 plane was a <u>metallic little bird</u> soaring through the empty sky."</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.			In this example, the aeroplane (this is called the 'TENOR') is compared to a bird (this is called the 'VEHICLE') to help the reader to understand what the aeroplane is like (understanding the link between the tenor and the vehicle is called the 'GROUND').	
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.			PERSONIFICATION	A type of image where a <b>human quality</b> is attached to a thing or idea e.g. <i>"The trees <u>wore</u> blankets of ice."</i>
Word classes	Definition	Example	SIMILE	A type of image that writers use to <b>compare one thing with another, using 'like' or 'as'</b> e.g. <i>"The snow fell like delicate confetti."</i>	
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.</i> <i>She <u>understood</u> what a verb was.</i>	Sentence openings	Definition	Example
ADVERB	An adverb is a <b>describing</b> word that adds more detail to a verb.	<i>She <u>instinctively</u> understood what a verb was.</i> <i><u>Rapidly</u>, he thought of an idea.</i>	<b>Begin with a verb</b>	A sentence that begins with the action ( <i>verb, person sentence</i> ).	<i><u>Reading</u> through the book, he became engrossed in the story. <u>Crying</u>, she opened the envelope.</i>
NOUN	Nouns are <b>names, places and things</b> .	<i>The <u>sunshine</u> was blinding.</i> <i>His <u>knowledge</u> of grammar was impressive.</i>	<b>BEGIN WITH AN ADVERB</b>	A sentence that begins with the description of the action.	<i><u>Quietly</u>, she crept away.</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.</i> <i>The basketball rolled until <u>it</u> hit the wall.</i>	<b>Begin with an emotion</b>	A sentence that begins by describing the emotion of the subject.	<i><u>Furious</u>, he slammed the door and vowed never to return.</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.</i> <i>The <u>blinding</u> sunlight meant that it was difficult to see.</i>			
Structural techniques		Definition			
EXPOSITION	The <b>beginning</b> of the text where elements of plot, character and setting are introduced.				
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.				
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 <b>confrontation</b> , or a <b>moment</b> where someone realises how they feel about someone/ something, or when a <b>secret</b> is revealed.				
FALLING ACTION	The action that happens <b>as a result of</b> the climax. For example, this might be where the characters guess/ speculate/ worry about what will happen to them next.				
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.				




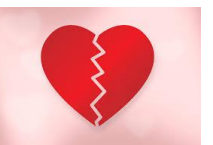
Subject terminology		Definition	Language techniques	Definition	Example
Persuasion		The action or process of <b>persuading someone</b> , or of being persuaded to do or believe something.		Alliteration	When a writer uses a series of words that begin with the <b>same letter or sound</b> . It is often used to emphasise a particular phrase or idea. <i>We want a <u>better, brighter</u> future for all children.</i>
Point of view/ viewpoint		A particular <b>attitude or way of looking</b> at an issue.			
Line of argument		The <b>reasons</b> that are used to support a particular idea or view.			
Word classes	Definition	Example	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>	
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. <i>She <u>instinctively</u> understood what a verb was. <u>Rapidly</u>, he thought of an idea.</i>				
NOUN	Nouns are <b>names, places and things</b> . <i>The <u>sunshine</u> was blinding. His <u>knowledge of grammar</u> was impressive.</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>				
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>				
Sentence openings		Definition			Example
Begin with a <b>verb</b>		A sentence that begins with the <b>action</b> . <i><u>Reading</u> through the book, he became engrossed in the story.</i>			
BEGIN WITH AN <b>ADVERB</b>		A sentence that begins with the <b>description of the action</b> . <i><u>Quietly</u>, she crept away.</i>			
Begin with an <b>emotion</b>		A sentence that begins by describing the <b>emotion of the subject</b> . <i><u>Furious</u>, he slammed the door and vowed never to return.</i>			
Structural features		Definition	Example	Facts	Something that can be proven to be <b>true</b> . <i>Global warming <u>is</u> happening.</i>
Introduction		An effective introduction will <b>grab the reader's/ audience's attention</b> .			
Main paragraph: <b>personal perspective</b>		In your first main paragraph, you should write from a <b>personal perspective</b> i.e. you can write about the topic as <b>personally affected</b> you or someone you know. This can make your writing very trustworthy, convincing and emotive.			
What should you include?		- Make it very clear what you think about the topic - Address the question. - Open with a language technique e.g. direct address, a rhetorical question or an attention-grabbing statistic.			
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>Firstly... Also... However... On the other hand,... To conclude.</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>
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>			
TOPIC SENTENCE		A sentence that identifies the <b>main idea</b> of the paragraph. <i>The facts about women and employment are clear.</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. <i>Who doesn't want to achieve success in their life?</i>		Statistics	A fact that is supported by <b>numerical data</b> (you can make these up, as long as they are sensible). <i><u>80% of people agreed</u> that this would change their community for the better.</i>

Context		Themes			
<p><b>What do we know about the writer?</b> Annabel Pitcher wrote the book in 2011. In an interview, she said that she started writing it after watching a documentary that explored the impact of terrorist attacks.</p>		<p><b>Grief:</b> the writer helps the reader to understand that people experience loss in many different ways. The reader is shown how grief can sometimes lead to destructive, thoughtful or rebellious behaviour.</p> 			
<p><b>What is an 'extremist' group?</b> A group of people who hold ideas or beliefs that most people find unacceptable. They might use violence to get the attention of others. Extremist groups never represent an entire religion or culture.</p>		<p><b>Relationships</b> (family and friendship): the writer uses the characters to show the pain that can be caused by not communicating properly with family members and not supporting them. Pitcher also helps the reader to understand the comfort and kindness that can be found in friendships.</p> 			
<p><b>What do we know about terrorism in the 2000s?</b> In 2001, there was a terrorist attack on the Twin Towers in New York (people often call this attack '9/11'). The people who claimed responsibility were a violent extremist group. Although they claimed to be linked to Islam, they were a terrorist group that had extreme beliefs of hatred and violence that go against the teachings of Islam.</p> <p>Since 2001, there have been further terrorist attacks across the world e.g. there was an explosion at the Manchester Evening News Arena in 2017 during an Ariana Grande concert. These attacks are tragic and terrible and have caused a huge amount of pain, but it is important to remember that they are extremely rare.</p>		<p><b>Prejudice:</b> the writer explores how discrimination and bullying results in suffering for those it is targeted towards. Pitcher helps the reader to understand that prejudiced views are often a result of ignorance.</p> 			
<p><b>What is Islamophobia?</b> Islam is a religion followed by Muslims. Islamophobia happens when people who are part of the Muslim community are discriminated against and treated very badly. Islamophobic comments are hurtful comments made about Muslims.</p> <p>Some people wrongly believe that the entire Muslim community are to blame for terrorist attacks. In reality, these attacks were committed by a small number of people who do not represent Islam, and many of the people who have been targeted and harmed by these extremist groups have actually been Muslim. To blame a huge group of people for the actions of a very small number who have extremist views is wrong.</p>		<p><b>Guilt:</b> the writer helps the reader to understand the pain of feeling guilty and regretful. She also helps the reader to understand that feelings of guilt can be destructive to yourself but also to others.</p> 			
		<p><b>Courage:</b> the writer uses the characters to show that being honest about emotions and needing support is brave.</p> 			
Subject terminology		Literary techniques		Characters	
<p><b>CONTEXT:</b> ideas and events that were happening around the time the book was written.</p>		<p><b>METAPHOR:</b> when one thing (this is called the 'TENOR') is compared to another thing (this is called the 'VEHICLE') to help the reader to understand an aspect of the original thing more clearly (understanding the link between the tenor and the vehicle is called the 'GROUND'). Example: '<i>The snow was confetti</i>'. Snow = tenor. Confetti = vehicle. Snow is compared to confetti to show how delicate and beautiful it is = ground.</p>		<p><b>Jamie.</b>  <b>Sunya:</b> Jamie's friend.  <b>Jamie's dad.</b>  <b>Jamie's mum.</b>  <b>Nigel:</b> Jamie's mum's boyfriend.  <b>Jasmine:</b> Jamie's older sister.  <b>Leo:</b> Jasmine's boyfriend.  <b>Rose:</b> Jamie's other older sister.  <b>Roger:</b> Jamie's cat.  <b>Mrs Farmer:</b> Jamie's teacher.  <b>Daniel:</b> a boy in Jamie's class.</p>	
<p><b>NARRATIVE PERSPECTIVE:</b> the point of view that the story is told from.</p>		<p><b>MOTIF:</b> an object or place that helps to explore a bigger idea e.g. Jamie's Spiderman t-shirt.</p>			
<p><b>PROTAGONIST:</b> the main character who all of the action revolves around.</p>		<p><b>PERSONIFICATION:</b> giving non-human objects human features and characteristics.</p>			
<p><b>Internal voice:</b> the inner thoughts and feelings of the character.</p>		<p><b>SIMILE:</b> when one thing is compared to another thing of a different kind to add to the reader's understanding of the original object. Example: '<i>The snow fell like beautiful confetti.</i>'</p>			
<p><b>Taboo language:</b> words or phrases that most people find shocking or impolite.</p>					



Subject terminology	Definition	Structural techniques	Definition
LINE	A line is a <b>single row of words</b> in a poem. A line does not have to be a full sentence. There can be any number of lines in a poem, and they do not all need to be the same length.	OPENING	The <b>first image</b> of the poem. This helps to create or introduce a particular mood.
		ENDING	The <b>final image</b> of the poem. This usually helps to strengthen the mood that has been created in the poem.
MOOD	The mood is the <b>overall feeling</b> created by the poet for the reader.	CHANGE IN MOOD	When the writer alters the <b>overall feeling or mood</b> of the poem.
SPEAKER	The <b>narrator, or voice</b> in the poem. The poet might not necessarily be the speaker of the poem e.g. the poet might choose a child to be the speaker of their poem so they can write about things from a child's perspective.		
STANZA	A 'paragraph' in a poem. It is a <b>grouped set of lines</b> within a poem, usually separated from other stanzas by a space.		





Poetic techniques	Definition
METAPHOR	<p>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 plane was a <u>metallic little bird</u> soaring through the empty sky."</i></p> <p>In this example, the aeroplane (this is called the 'TENOR') is compared to a bird (this is called the 'VEHICLE') to help the reader to understand an aspect of the aeroplane more clearly (understanding the link between the tenor and the vehicle is called the 'GROUND').</p>
MOTIF	An <b>object, image, symbol or idea that is repeated</b> throughout a literary work. Motifs help to explain bigger ideas or themes.
PERSONIFICATION	A type of image where a <b>human quality</b> is attached to a thing or idea e.g. <i>"The trees <u>wore</u> blankets of ice."</i>
SIMILE	A type of image that writers use to <b>compare one thing with another, using 'like' or 'as'</b> e.g. <i>"The snow fell like delicate confetti."</i>
Imagery	A technique where writers use the <b>different senses</b> to describe something - such as hearing, seeing and touching - in order to help the reader experience what is being described.

Context		Themes	
<p><b>The Victorian era:</b> the period of Queen Victoria's reign (1837-1901). Britain was seen as a strong country with a huge empire but there was a lot of social inequality in Britain itself. There was also a lot of change due to the Industrial Revolution – technology improved, industry grew, and many people went to work in factories and mills in the towns and cities. Dickens wanted to show how difficult it was to grow up in these times if you were poor, and aimed to reveal the differences between poor and rich people's lives.</p>		<p><b>Social class:</b> there was a big divide between the upper and lower classes and Dickens did not like the effects of this. Pip starts to see that many of the people of 'high' social class have significant character flaws, and that people from other social classes are 'better' human beings. Many people in the upper classes sometimes feared and distrusted lower working-class people, seeing them as violent and unpleasant.</p>	
<p><b>Social class:</b> in Victorian times, society was strictly layered and it was very difficult to improve your status. There was a huge gap between the rich and poor; the poor suffered and the many rich people did little to help them.</p>		<p><b>Crime and the law:</b> Dickens had a strong social conscience and was deeply critical of the existing system of law and justice (remember that his father was imprisoned for debt.) Dickens felt that some criminals were good men trapped by an unfair system, that punishment missed the guilty, that lawyers were rotters, and that prison was an inhuman place. In his view, England's system of justice was – in reality - completely unfair and unjust.</p>	
<p><b>Social problems:</b> some people wanted to improve conditions for poor people, especially in terms of healthcare and education. Dickens was a great supporter of improving education and prisons.</p>		<p><b>Ambition and self-improvement:</b> the Victorian era was the age of the 'self-made man'. Most of Dickens' readers would have wanted to better themselves, and he presents different characters who have different positions e.g. Miss Havisham, who is born rich, compared to Magwitch, who becomes rich. Dickens' message is that 'character' is not about money or manners, but what is in your heart – so, the true heroes are people like Joe. What matters to Dickens is not what you achieve, but what kind of person you are.</p>	
<p><b>Charles Dickens:</b> Dickens was born in England in 1812 and died in 1870. His first big success was 'The Pickwick Papers'. This was in 1837, the year Victoria became Britain's queen. Dickens lived through the Industrial Revolution. When he was 12, his father was imprisoned for debt. While his father was in prison, Dickens was sent to work in a boot-blackening factory. Even when his father came out of prison, Dickens' mother made him continue working in the factory, for which he never forgave her.</p>		<p><b>Love and deception:</b> Dickens explores love and loyalty in 'Great Expectations'. He makes it clear that they are the foundation of true happiness (when things go well) and misery (when things go wrong). For example, Pip's unrequited love for Estella throughout the novel only brings misery for Pip. Miss Havisham's life is ruined when she is jilted on her wedding day.</p>	
<p><b>Nineteenth century literary traditions:</b> by 1860, although most people in Britain could read and write, most ordinary people couldn't afford to buy books. Because of this, Dickens' novels were serialised. 'Great Expectations' was published in 36 weekly parts in 'All Year Round', priced 2d (two pence in old money).</p>			
Characters			
<b>Pip</b>	The hero, protagonist and narrator of 'Great Expectations' who starts as an orphan and receives a large and unexpected fortune. He is victimised, lonely and naïve.		
<b>Magwitch</b>	A fearsome criminal, Magwitch escapes from prison at the beginning of 'Great Expectations' and later becomes Pip's secret sponsor. He is rough, complicated, generous and misunderstood.		
<b>Estella</b>	Miss Havisham's beautiful young niece, Estella is Pip's unachievable dream throughout the story. She is beautiful, arrogant and cold.		
<b>Miss Havisham</b>	The old woman who lives in Satis House. As a young woman, Miss Havisham was deserted by her fiancé minutes before her wedding, and now she hates all men. She is bitter, angry and eccentric.		

Subject terminology	Literary techniques	Examples
<p><b>Bildungsroman:</b> a coming-of-age novel which focuses on the development of the protagonist from childhood to adulthood. 'Bildung' means education and 'roman' means novel in German. By the end of such a novel, the protagonist will have experienced disappointments and upsets but will have emerged as an older and wiser human being.</p>	<p><b>Imagery:</b> the use of vivid language to create a sensory experience or a picture with words for a reader. Writers often use the <b>different senses</b> to describe something – such as seeing, hearing and touching – and this helps the reader experience what is being described.</p>	<p>"[He] limped, and <u>shivered</u>, and <u>glared</u>, and <u>growled</u>; and [his] teeth <u>chattered</u> in his head as he seized me by the chin."</p>
<p><b>Catalyst:</b> something that causes a reaction to happen quickly.</p>	<p><b>Listing:</b> when the writer includes several words/ phrases/ ideas, one after the other.</p>	<p>"A man who had been <u>soaked</u> in water, and <u>smothered</u> in mud, and <u>lamed</u> by stones, and <u>cut</u> by flints, and <u>stung</u> by nettles, and <u>torn</u> by briars."</p>
<p><b>Chronological:</b> when the events of the story are related in order, from beginning to middle to end.</p>	<p><b>*METAPHOR:</b> when one thing (this is called the 'TENOR') is compared to another thing (this is called the 'VEHICE') to help the reader to understand an aspect of the original thing more clearly (understanding the link between the tenor and the vehicle is called the 'GROUND'). Example: 'The snow was confetti'. Snow = tenor. Confetti = vehicle. Snow is compared to confetti to show how delicate and beautiful it is = ground.</p>	<p>"...the distant savage lair from which the wind was rushing was the <u>sea</u>."</p>
<p><b>*CONTEXT:</b> ideas and events that were happening around the time the novel was written.</p>		
<p><b>Exposition:</b> the introduction to a story, where background information about the characters is provided and the setting is explained.</p>		
<p><b>Grotesque:</b> in literature, this refers to anything that is monstrous, frightening, strange, distorted or exaggerated.</p>		
<p><b>*NARRATIVE PERSPECTIVE:</b> Pip is the narrator so Dickens has used a first person narrative. We follow Pip's journey from a poor childhood into privileged adulthood and see the power that money and social class have to change him as he grows up. We see all events and characters through Pip's eyes and this may affect our views of them. It is also written in past tense as Pip looks back on his life. This means that the reader and the narrator (an older, wiser Pip) both know more than the younger Pip who is experiencing the events of the novel. We often can see the mistakes he is making before he can.</p>	<p><b>*MOTIF:</b> a repeated image that helps to convey a theme .</p>	<p>"She uttered the word with an eager look...and with a <u>weird</u> smile that had a kind of boast in it."; "She [had] a smile of triumph in her <u>weird</u> eyes."</p>
	<p><b>*PERSONIFICATION:</b> describing an inanimate object as having human feelings.</p>	<p>"Occasionally, the smoke came rolling down the chimney as though it <u>could not bear to go out</u> into such a night."</p>
	<p><b>Repetition:</b> when a word/ phrase is noticeably repeated throughout a sentence/ paragraph/ whole text.</p>	<p>"The shoe upon it, <u>once white, now yellow</u>, had never been worn...the silk stocking on it, <u>once white, now yellow</u>, had been trodden ragged."</p>
<p><b>Patriarchal:</b> relating to a system/ society where men dominate.</p>	<p><b>Semantic field:</b> a set of words that are related in meaning.</p>	<p>"But I saw that everything within my view which ought to be white, had been white long ago, and had <u>lost its lustre</u> and was <u>faded and yellow</u>. I saw that the bride within the bridal dress had <u>withered</u> like the dress, and like the flowers, and had no brightness left but the brightness of her <u>sunken eyes</u>...[and the] figure ...had <u>shrunk</u> to skin and bone."</p>
<p><b>*PROTAGONIST:</b> the main character who all of the action revolves around.</p>		
<p><b>Serialisation:</b> when stories were released in a series of weekly instalments instead of as a whole novel. 'Great Expectations' was first serialised in a weekly magazine. To make sure that his readers kept coming back for more, Dickens often used <b>cliffhanger</b> endings for each part to keep the audience guessing as to what might happen next.</p>	<p><b>*SIMILE:</b> describing something by comparing it to something else (it must use 'like' or 'as').</p>	<p>"By the light of the torches, we saw the black Hulk lying out a little way from the mud of the shore, <u>like a wicked Noah's ark</u>."</p>

Context	Characters	
<p><b>Social hierarchy:</b> in Elizabethan society there was a strict hierarchy of importance. Everything had its place in the natural order of the world – if anything broke this order, it was considered disastrous.</p> <p><b>Men and women:</b> there was a strict divide between men and women. Men were seen as being superior in everything, and women were expected to obey them. Women were the property of their fathers, and their fathers could decide who they married. Once married, a woman became the property of her husband. This is one of the reasons Queen Elizabeth never married – she did not want to give up her power to a man. Marriages were often business arrangements, with the woman being offered with a dowry – money and property – that was payable to her future husband.</p>	<b>Oberon and Titania</b>	All-powerful King and Queen of the Fairies. Oberon controls the love potion; Titania falls in love with Bottom when she is bewitched by the effects of the potion.
	<b>Hermia</b>	Young daughter of Egeus; short, dark-haired beauty in love with Lysander and childhood friend of Helena.
	<b>Lysander</b>	Young man of Athens in love with Hermia, but cannot marry her because Egeus wishes his daughter to wed Demetrius.
	<b>Helena</b>	Young friend of Hermia who is in love with Demetrius; she is tall and fair but lacks confidence in her looks.
	<b>Demetrius</b>	Young man of Athens in love with Hermia but once engaged to Helena.
	<b>Nick Bottom</b>	One of the Mechanical actors; over-confident and full of advice, he makes silly mistakes and misuses language. Puck turns him into an ass.
	<b>Puck</b>	Oberon’s servant; a mischievous fairy who enjoys playing pranks on mortals. He is responsible for causing many of the complications and misunderstandings in the story.
	<b>Egeus</b>	Hermia’s strict father who has little sympathy for young love. He demands death for his disobedient daughter.
<p><b>Patriarchy:</b> Elizabethan society was patriarchal which meant that men held the highest positions in society. Only men could have jobs in politics, law, finance and the church.</p>	<b>Theseus and Hippolyta</b>	Theseus is the Duke of Athens and is engaged to Hippolyta, who is the legendary Queen of the Amazons.
	<b>Other workmen or Mechanicals</b>	A group of simple men who represent honest toil, decency, loyalty and endeavour. They practice and perform a play at the final wedding celebrations.

**Themes**

<p><b>Love:</b> Shakespeare explores both sides of love - the lighter side of love as well as the more hurtful side. Love also makes us behave in <b>strange ways</b> – the young lovers fight in a most uncivilised way. Passion can make you abandon logic and sense.</p> <ul style="list-style-type: none"> <li>Love can bring out the <b>best and bravest</b> qualities in a character – Hermia risks her life for love.</li> <li>Lovers often feel <b>invincible</b> against a world that doesn’t understand them, just as Hermia and Lysander stand alone against Athens’ law.</li> <li>Love can make us <b>ridiculous</b> – Helena asks a boy to treat her like a dog, whilst Titania falls in love with a donkey.</li> <li>Love can be <b>cruel</b> – Helena and Demetrius fall in love with someone who doesn’t love them back.</li> <li>Love also has a <b>powerful and magical quality</b> - falling in love can be like being under a spell. It can transform our lives.</li> <li>Love can be <b>fickle</b> – this is often centred around the male characters, to suggest how disloyal and impulsive they can be.</li> <li>Love can be <b>unrequited</b> – sometimes those we love do not feel the same way.</li> </ul>		<p><b>Discord and harmony:</b> <b>chaos</b> is created when the natural order of things is <b>disrupted</b>. In Shakespeare’s era, it was believed that everything had its place in the natural order of the world and this created harmony - if this order was broken then it could be disastrous. Puck’s meddling causes love to turn to hate but because this is a comedy, order and harmony are restored at the end.</p>	
		<p><b>Appearance and reality:</b> sometimes things are not quite what they seem. Sometimes we fail to see situations as they really are. People often pretend to be someone that they’re not, hiding their true selves for one reason or another. The play is also full of dreams and illusions. The setting of the night-time woods is a strange and confusing environment for the four young lovers. The woods are also where the mystical fairies are perfectly at home – a place of hidden events, strange happenings and mysterious creatures.</p>	
		<p><b>Magic and enchantment:</b> in Elizabethan England, stories and legends of fairies, ghostly spirits and strange supernatural creatures were common. The fairy world of Oberon and Titania would not have seemed particularly strange to the audiences of the time.</p>	



Conventions of Shakespeare's comedies	Literary techniques	Definition
<b>Love:</b> a struggle of young lovers to overcome problems, often the result of the interference of their elders.	* <b>METAPHOR</b>	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. The original thing (called the ' <b>tenor</b> ') is compared to another thing (this is called the ' <b>vehicle</b> ') to help the reader to understand it more clearly (understanding the link between the tenor and the vehicle is called the ' <b>ground</b> ').
<b>Confusion:</b> there is a lot of confusion amongst the characters, through mistaken identities and disguise.		
<b>Separation:</b> there is usually some element of lovers being separated and then reunited.		
<b>Plots and sub-plots:</b> complex, interwoven plot-lines.	* <b>MOTIF</b>	An <b>object, image, symbol or idea that is repeated</b> throughout a literary work. Motifs help to explain bigger ideas or themes.
<b>Humour:</b> a tendency to poke fun at the folly and foolish behaviour of human beings.	* <b>PERSONIFICATION</b>	A type of image where a <b>human quality</b> is attached to a thing or idea.
<b>Happy endings:</b> when problems are solved, often involving marriage.	* <b>SIMILE</b>	A type of image that writers use to <b>compare one thing with another, using 'like' or 'as'</b> .

Subject terminology	Definition
<b>DRAMATIC IRONY</b>	This is when the audience knows <b>more about a character's situation</b> than the character themselves. It is often used by playwrights to create tension, or sometimes humour.
<b>Comedy</b>	A Shakespearean comedy is one that has a happy ending and a tone and style that is more light-hearted than Shakespeare's other plays. His comedies are sometimes a way of mocking society and commenting on social issues.
<b>Farce</b>	A farce is a form of <b>humorous drama</b> which uses exaggerated characters, absurd and ridiculous situations and slapstick action to get laughs. Often, improbable/ unbelievable things happen.
<b>Parody</b>	A parody is an <b>imitation</b> of something else, usually for comic effect.
<b>Pun</b>	A pun is a <b>play on words</b> .
<b>Rhyming couplet</b>	A <b>pair of lines that rhyme</b> , usually at the end of a long speech to show the audience that the speech is ending.

\*What you already know

Year 7 English -  
when you are  
writing about a  
novel, play or poem

When you are  
analysing evidence/  
quotations, use...

This shows.../  
showing...

This illustrates.../  
illustrating...

This provides...

This conveys...

This displays...

This portrays...

This suggests...

TIF:

On a deeper level, the  
writer could be...

This could imply  
that...

The writer could be  
suggesting that...

When you are writing an introduction to an answer...

Make sure you include the following ingredients:

Writer's name, name and genre of text, words in the question.

For example:

What is the writer trying to show the reader about Jamie?

In the novel 'My Sister Lives On The Mantelpiece', *Pitcher* shows that Jamie is a lonely and neglected child.

When you are writing a paragraph in an answer...

Make sure you include the following ideas:

- A **topic sentence** that answers the question
- Some **evidence** from the text to support your idea e.g. a quotation or an example
- A **literal inference** - what is happening in the quotation and how does it support your clear point?
- A **deeper inference** - what could the writer be asking us to think about on a deeper level?
- **Zoom** in on key words and literary techniques that stand out to you and have been deliberately used by the writer
- Link to things that were happening at the time e.g. **ideas and events in real life**