**H**

**YOUR GUIDE TO THE READING SECTION OF THE ENGLISH UNIT 1 (HIGHER) EXAM. FOLLOW THIS STRUCTURE EXACTLY TO GET MAXIMUM MARKS! SOME POINTS TO REMEMBER:**

ON THE ANSWER PAPER, DON’T WRITE ANYTHING OUTSIDE THE BOX. ASK FOR EXTRA PAPER IF NEEDED! // ANSWER QUESTIONS IN THIS ORDER: 1, 2, 3, 4, 6, 5 // MAKE SURE YOU STICK TO YOUR TIMINGS: NOT DOING SO WILL END IN DISASTER! // ALWAYS WRITE ON THE INSERTS AS PART OF YOUR PLANNING FOR EACH QUESTION // READ EVERYTHING CAREFULLY!

**How to answer QUESTION 1 (8 MARKS – UP TO 16 MINUTES)**

Question 1 will always ask you to write about what you understand about something in particular in Source 1. It is important to expand upon the writer’s points.

Your aims: to show you fully understand the issues being presented throughout the article, and to make inferences about what is stated in the text.
**INFERENCE = WHAT THE TEXT TELLS YOU, BUT ISN’T ACTUALLY IN THE WRITING**

1. READ the QUESTION carefully and HIGHLIGHT exactly what you have to focus on in your answer – what must you show you understand?
2. Read Source 1, putting a number next to anywhere that the writer is expressing something about what the question is asking you to focus on. When you have finished reading the article, you should have AT LEAST 4 numbered parts.
3. Choose 4-6 of your numbered points that best answer the question; especially if you can make INFERENCES from them.
4. Write a brief PEE paragraph for each of these 4-6 points:
P: What the writer is saying
E: A SHORT quote
E: Make a brief comment about what this shows, IN YOUR OWN WORDS. This will help you to make an INFERENCE, by EXPANDING on the quote itself.

Tips:

* NEVER just repeat the quote or let it explain itself. If you don’t use your OWN words, you will score a maximum of 1 mark!
* Check carefully whether the question is asking you to write about one or two issues
* Don’t write about the writer’s thoughts/feelings – focus on the ISSUE(S) in the question
* Don’t just focus on one part of the article – use quotes from different paragraphs
* Make sure that quotes have QUOTATION MARKS
* Use a new paragraph for each point
* Leave a line of space between each paragraph
* Discuss at least one of your points in more detail, so you’ll have at least one slightly longer paragraph
* NEVER analyse the effects of language choices/devices – this is for Q2 and Q4 only
* For higher marks, look out for TWO SIDES to the issue(s) in the article – make sure you cover different points of view if there is more than one

**How to answer QUESTION 2 (8 MARKS – UP TO 16 MINUTES)**

Question 2 will always ask you to write about the effects of the HEADLINE and the IMAGE in Source 2, and how they LINK TO THE TEXT. You have 3 things to do!
Your aims: to show that you understand the effects on the READER of choices made in the headline and image, and how they link to the text.

1. Select one key word from the headline (or sub-heading if the question says this) and number it. Think about the writer’s AIM here – how does this word influence the thoughts/feelings of the READER, in how it is being used?
2. Read the text carefully and put the SAME NUMBER next to part of the article where an idea/feeling MATCHES the idea/feeling in your headline word
3. Write a paragraph explaining the effect of your word and this link:
P: How the writer wants to make the reader think/feel
E: Quote the SINGLE WORD from the headline/subheading
E: Explain how this word makes the reader feel this way, WITHOUT just repeating the word from the quote. What does the word make the reader think? What are its connotations, or what do we link it with?
L: In 1-2 sentences, explain how this links to the text, using the word LINKS and including your SHORT quote from the text.
4. Select one focussed detail from the picture where the writer also has an AIM to influence the reader by making them think/feel a certain way.
5. Look back through the text for a quote that links to this particular part of the picture; it might also be trying to make the reader think/feel this way.
6. Write another PEEL paragraph, explaining the effect of the SPECIFIC DETAIL in your picture. You must IMAGINE THAT THE EXAMINER IS BLIND! Describe the specific detail (so for example, don’t just say ‘his facial expression’ – DESCRIBE the facial expression; don’t just say ‘the background’ – DESCRIBE it; etc.).
7. You should have enough time to write 1-2 more PEELs. Do another one on the headline FIRST, then a second one on the picture if you can.

Tips:

* Focus on one word for each headline paragraph, but if there is also a pun, some important punctuation or use of sentences structure, you can write about this in the paragraph too
* You MUST cover HEADLINE, IMAGE **and** LINK BOTH to text, or you will score under 4 marks
* Quickly explain the link to the text, but DO NOT ANALYSE the text itself – only the headline and image. Also, NEVER LINK THE HEADLINE WITH THE IMAGE – just each to text

**How to answer QUESTION 3 (8 MARKS – UP TO 16 MINUTES)**

Question 3 will always ask you about the THOUGHTS AND FEELINGS of the writer or another person in Source 3, a nonfiction piece with some kind of story and a lot of description. Aims: to show that you can EXPLAIN the thoughts and feelings of someone in the extract – this means you must write WHY they think/feel certain ways.

1. Read the question to make sure you know WHOSE thoughts and feelings you will explain. This will usually be the writer, but not always.
2. Read Source 3, and every time you notice anywhere that the writer has a REACTION to something (so it seems to bring up a THOUGHT or FEELING), then number this part of the text. You should find at least 5 examples to number.
3. Choose at least 5 areas of the text that you have numbered, which cover a range of DIFFERENT thoughts and feelings of the writer. For each, you should write a SHORT paragraph that includes the following:
> What the writer/person is thinking or feeling and WHY – what is making them feel this way?
> Include a SHORT quote to back this up.
> As you explain WHY they are thinking/feeling this way, DO NOT REPEAT WORDS FROM THE QUOTE. Explain it in YOUR OWN WORDS.

Your 5+ paragraphs should be quite short (2-3 sentences) so that you can stick to the time limit, but you might want to explain one or two more complex emotions in a little more detail.

Tips:

* Don’t focus too much on physical feelings – think more about EMOTIONS, as you can’t usually write as much about physical feelings
* Make sure you capture how the thoughts and feelings of the person CHANGE
* Like Q1, NEVER analyse the language choices/words/devices – focus on EXPLAINING WHY the person thinks/feels how they do, based on WHAT IS HAPPENING IN THE TEXT
* You need to include examples of DETAILS of ACTIONS, SPEECH or THOUGHTS, which reveal what a person thought OR felt
* Do NOT write about the feelings of the READER, unless the question asks (it almost certainly won’t!)
* You should be using the word BECAUSE a lot in your answer, because you are explaining
* Always think about where he/she is, and what their situation is, when covering how they think/feel

**How to answer QUESTION 4 (16 MARKS – 25 MINUTES)**

Question 4 is the most important and you MUST allow yourself enough time to do it well. In it, you must ANALYSE the effects of the LANGUAGE used in Source 3 and one other source.

1. Letter code 3-4 language devices (techniques) [A,B,C,etc.] on Source 3.
2. Choose which source you will compare to, based on which has SIMILAR language devices to source 3, if possible.
3. On your chosen source (1 or 2), use the same labelling system [A,B,C,etc.] for the language devices in this one. E.g. similes in 2&3 might be A, repetition might be B, etc.
4. Your paragraph PAIRS should then follow this structure:
P: The technique used in Source 3 and a comment on why
E: Quote the technique
E: Choose ONE SPECIFIC WORD from your quote and explain the writer’s reasons for using it. You must focus on what this SPECIFIC WORD makes the reader think/feel – it must relate only to this specific word and why it is important; think about exactly what this word means and what you associate it with.
P: Use a connective like SIMILARLY and state that the technique is also used in the other source, with a brief reason why.
E and E: Do the same as above - quote the technique, analyse a SPECIFIC WORD, then explain whether the EFFECTS are the SAME OR DIFFERENT to Source 3, and why – what does this writer want the reader to think/feel and why?
5. Repeat step four at least two more times. You should aim for THREE PAIRS of paragraphs (six paragraphs in total).

Tips:

* Aim for 3-4 PAIRS of paragraphs, BUT 2 HIGH QUALITY PAIRS is better than 3-4 weak ones
* ALWAYS focus on one specific word from your quote. You might use the phrase ‘The lexical choice of ‘\_\_\_\_’ evokes thoughts of…’ in your explanation when doing this. (Lexical choice means SINGLE WORD choice.) Check that what you are writing about this word relates to THIS WORD ONLY, and couldn’t just be written about any word.
* Don’t be surprised if the same device (even the exact same word!) has DIFFERENT EFFECTS – the two texts will be very different (topics, purposes, audiences, writers) so this is expected!
* If you’re struggling to find the same devices in both texts, try to link effects instead (e.g. different devices for similar effects). If you have something great to say about a technique in one source but can’t link it, label this with letter ‘X’ in the text and write about it at the end
* If you’re struggling to find devices at all (very unlikely!), think about verbs, adjectives etc.
* These devices are best to find, in this order: 1. Similes (imagery) 2. Metaphors (imagery) 3. Personification (imagery) 4. Emotive language 5. Repetition of a key word 6. Use of numbers 7. Exaggeration/hyperbole 8. Contrasting language 9. Slang/colloquial/conversational language 10. Powerful verbs, adjectives, adverbs 11. Irony/sarcasm/puns 12. Key WORDS within rhetorical questions 13. Key WORDS within alliteration
* Remember that 4 of the 16 marks are for comparison, but the other 12 are for what you write about language and the effects, especially of SPECIFIC WORDS, on the READER