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| **. Reader response**The reader is caught between…The reader is caught between empathy for Lennie and disgust at the cruel world he lives in. | **2. Peeling away the layers of characterisation**On the exterior…, yet on the interior we can infer….On the exterior, Shylock appears desperate for revenge against the Christians who have wronged him, yet on the interior we can infer that he is he feels a deep sense of injustice for the wrongs he has suffered. | **3. Character motives**\_\_\_\_\_\_\_\_is motivated not only by… but also by…Macbeth is motivated not only by his ambition to become king, but also by his desire to please Lady Macbeth. | **4. Character development**By the close of the play/poem/novel the once … has developed into...By the close of the poem, the once fearsome terrorist has developed into a polite and humble child who is willing to remove his shoes. |
| **5. Reader positioning**(The writer) positions the reader/audience in favour of /against \_\_\_\_\_ by… Priestley positions the audience against Mr Birling by revealing his buffoonery in the early scenes. | **6. First impressions**Our first impressions of…Our first impressions of the Birling family are that they are rich, arrogant and ‘pleased with themselves’. | **7. Weighing up the importance**Even though/although … , …Even though Curley’s Wife behaves at times like a cruel temptress, by the end of the novel we realise that she is a victim of a harsh, misogynist world. | **8. Deepening analysis**At first glance…; however, on closer inspection….At first glance the family appear to be respectable members of society; however, on closer inspection, we can already sense the rift between father and son. |
| **9. Identifying a common thread**Throughout the novel/poem/play…Throughout the poem, the poet explores the pain of unrequited love in a variety of ways | **10. Identifying the main thing**The most important word/sentence/idea/chapter/moment is \_\_\_\_ because….The most important word from this line is ‘top’ because it emphasises the superiority of the bird. | **11. Close language analysis**Here, \_\_\_\_\_\_\_\_employs the word/phrase ‘\_\_\_\_\_\_\_\_\_\_’ to suggest/imply/reinforce….Here, the Inspector employs the phrase ‘millions and millions’ to reinforce the idea that Eva Smith represents many other working-class Edwardian girls. | **12. Exemplifying an idea through a character/setting/event**\_\_\_\_\_\_\_\_\_\_ reveals her/his belief in \_\_\_\_\_through her/his description of…Stevie Smith reveals her belief in the cyclical nature of war through her description of the ‘ebbing tide of battle’. |
| **13. Contrast**Although both writers/characters… , they...Although both writers explore the idea of love, they express their ideas in very different ways. | **14. Noting  subtleties**Here, the writer cleverly….Here, Ted Hughes cleverly employs the gruesome image of a dying hare to remind the reader once again of the way war targets the innocent. | **15. Proposing a tentative idea**Perhaps, (writer’s name) was hinting that …Perhaps Steinbeck was hinting that human beings are no different from the rest of the animal kingdom. | **16. Contrasting alternative viewpoints**Some readers might propose that…; other readers, however, might argue…Some readers might propose that Shakespeare’s portrayal of Shylock was cruel and unfair; other readers, however, might argue that Shakespeare was simply reflecting the views of the society he lived in. |