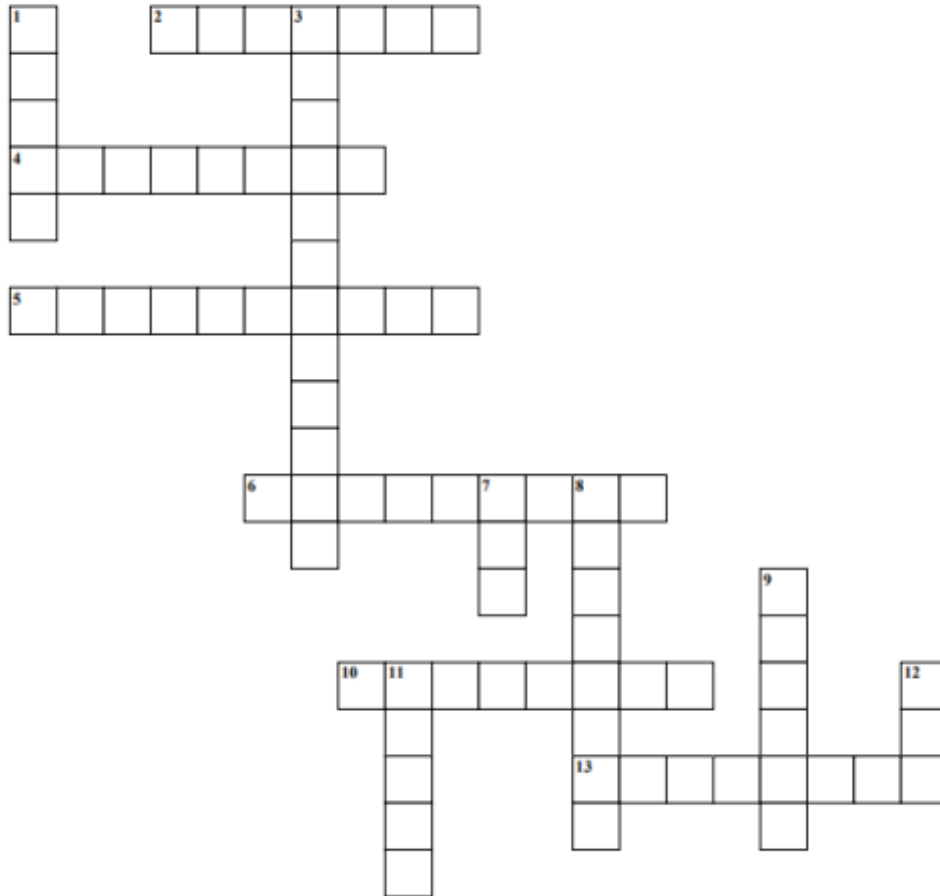


Name: _____

Knowledge Organiser

Autumn—'The Ruby in the Smoke' and Crime and Mystery

Crime and Mystery



Across

- [2] The main setting of The Ruby in the Smoke
- [4] A word that means to set someone free
- [5] Complete the phrase Revolution
- [6] A word used to describe Major Marchbanks
- [10] The effect of a writer's use of juxtaposition
- [13] The word we use in English instead of speech




Down

- [1] The name of the protagonist of The Ruby in the Smoke
- [3] The profession of Fred Garland
- [7] The part of the old man that the narrator of 'Tell-tale Heart' objected to
- [8] The name of the young girl who works for Mrs Holland
- [9] The name of Sherlock's sidekick
- [11] The substance that Matthew Bedwell is addicted to
- [12] The surname of the writer of 'Tell-tale Heart'

Key Stage Three English – Year 9

Autumn – 'Crime and Mystery'

Main – 'The Ruby in the Smoke'

Key Characters		Context
Sally Lockhart	Father has died and she is seeking answers to a mystery surrounding a letter she has received.	Industrial Revolution - the rapid development of industry that occurred in Britain in the late 18th and 19th centuries, brought about by the introduction of machinery. It was characterized by the use of steam power, the growth of factories, and the mass production of manufactured goods. Poverty - The population of Great Britain trebled during the 19th century. People were living longer, having larger families, infant mortality was down and immigrants escaping from the potato famine in Ireland all added up to a huge population explosion in Victorian times. Most employment was to be found in the newly industrialized cities, so many people abandoned their rural roots and converged on the urbanized areas to seek work. Hideously overcrowded, unsanitary slums developed, particularly in London. They were known as rookeries. Social Hierarchy - The Victorian society was divided into nobility Upper Class, Middle Class, and the Working Class . The Victorian Upper Class consisted of the Aristocrats, Nobles, Dukes, other wealthy families working in the Victorian courts. The Upper Class was in a powerful position giving them authority, better living conditions, and other facilities. Gender - During the Victorian period men and women's roles became more sharply defined than at any time in history. In earlier centuries it had been usual for women to work alongside husbands and brothers in the family business. Living 'over the shop' made it easy for women to help out by serving customers or keeping accounts while also attending to their domestic duties. As the 19th century progressed men increasingly commuted to their place of work – the factory, shop or office. Wives, daughters and sisters were left at home all day to oversee the domestic duties that were increasingly carried out by servants. The Victorians and the Opium Trade - The India-China opium trade was very important to the British economy. Britain had fought two wars in the mid-19th century known as the 'Opium Wars', because of the immense profits to be made in the trading of opium. Since the British captured Calcutta in 1756, the cultivation of poppies for opium had been actively encouraged by the British and the trade formed an important part of India's (and the East India Company's) economy. Opium played an important part in Victorian life. Shocking though it might be to us in the 21st century, in Victorian times it was possible to walk into a chemist and buy, without prescription, laudanum, cocaine and even arsenic.
Frederick Garland	A bohemian photographer who helps Sally out of a sticky situation and offers her work and a place to live.	
Mrs Holland	An old boarding house owner with nefarious intentions.	
Jim Taylor	A lad who works as a runner for	
Adelaide	A young girl who works for Mrs Holland.	
Matthew Bedwell	A sailor recently returned from the East.	
Major Marchbanks	An old gentleman who writes a letter to Sally.	
Recurring ideas		
Smoke 	Metaphorically, could represent hypocrisy and secrecy in Victorian society and literally, the impact of the Industrial Revolution on London.	
Ruby 	Symbolises the dangers of greed and obsession. It could also be a metaphor for the abuse of lands colonised by England.	
Setting		
		
The novel is set in Victorian London, and most of the action happens in the East End of London, specifically the Docklands areas of Wapping and Shadwell. London's docks at the time were incredibly busy with imported good arriving from China and India among other places. The areas of Shadwell and Wapping are recognisable, through Pullman's detailed description, as areas of extreme depravation and present the sin and crime that flourished in these areas of poverty.		

Unit vocabulary		Conventions of Gothic and detective genres	
Subvert	To undermine the power and authority of (an established system or institution).	Gothic <ul style="list-style-type: none">• things that are hidden• gloomy settings• mystery• dreams• tales within tales, journals, diaries• knowledge that is forbidden• imprisonment• mirrors• labyrinths• doubles and evil familiars• secrets• wills• breaking of taboos (e.g. social or religious rules)• horror and terror• things which are strange or eerie• darkness, fogginess and confusion• supernatural	Detective/Mystery <ul style="list-style-type: none">• red herrings and false leads• a murder• a complex puzzle• a small number of characters• several possible suspects• a detective• gathering evidence• clues for the reader as well as the characters• search for the truth• the detective's helper• secrets• a revelation• mistaken identity• wills• a reconstruction of the crime• detailed references to dates and times• a final twist in the plot• a final confrontation and solution
Intriguing	Arousing one's curiosity or interest; fascinating.		
Disconcerting	Causing one to feel unsettled.		
Squalid	Extremely dirty and unpleasant, especially as a result of poverty or neglect.		
Audacious	Showing a willingness to take surprisingly bold risks.		
Disorientating	Causing a feeling of confusion.		
Liberate	Set (someone) free from imprisonment, slavery, or oppression.		
Enlightened	Give (someone) greater knowledge and understanding about a subject or situation.		
Enslave	Cause (someone) to lose their freedom of choice or action.		
Immoral	Not conforming to accepted standards of right or wrong behaviour.		
Inequality	Where groups of people do not receive the same treatment as other groups of a similar social position.		
Revelation	A surprising and previously unknown fact that has been disclosed to others.		
Justification	The action of showing something to be right or reasonable.		
Revenge	The action of hurting or harming someone in return for an injury or wrong suffered at their hands.		
Exploit	Make use of (a situation) in a way considered unfair or underhand.		
Unit terminology		Narrative Structure	
Narrative voice	The viewpoint from which a narrative is told	Freytag pyramid <pre>graph LR Exposition --> IncitingIncident[Inciting Incident] IncitingIncident --> RisingAction[Rising Action] RisingAction --> Climax Climax --> Reversal Reversal --> FallingAction[Falling Action] FallingAction --> Resolution Resolution --> Denouement</pre>	
Sentence functions	Imperative (commands) e.g. <i>Go to the back of the queue.</i> Declarative (statements) e.g. <i>Poverty was rife in Victorian England.</i> Interrogative (questions) e.g. <i>Why were there slums?</i> Exclamative (exclamations) e.g. <i>Mr Higgs died!</i>		
Sentence types	Simple – Mrs Higgs died. Compound – Mr Higgs died, and Sally didn't know what to do. Complex – Mr Higgs, a man who was evading Sally's questions, died.		
Pathetic fallacy	Pathetic fallacy is giving human feelings to something non-human (as opposed to personification which gives human actions to something non-human.)		
Contrast	The effect when a writer juxtaposes ideas, characters etc.		
Adverb	A word that modifies a verb to show how the action happens		
Adjective	A word that modifies a noun to describe it		
Dialogue	Speech in a narrative		
Themes			
death – family – revenge – gender – class – good v evil – colonialism – poverty			

My definition	Characteristics
Examples	Non-examples

subvert

My definition	Characteristics
Examples	Non-examples

intriguing

My definition	Characteristics
Examples	Non-examples

disconcerting

My definition	Characteristics
Examples	Non-examples

squalid

My definition	Characteristics	
Examples	audacious	Non-examples

My definition	Characteristics	
Examples	liberate	Non-examples

My definition	Characteristics	
Examples	disorientating	Non-examples

My definition	Characteristics	
Examples	enlightened	Non-examples

My definition	Characteristics
Examples	Non-examples

enslave

My definition	Characteristics
Examples	Non-examples

immoral

My definition	Characteristics
Examples	Non-examples

Inequality

My definition	Characteristics
Examples	Non-examples

revelation

My definition	Characteristics	
Examples	revenge	Non-examples

My definition	Characteristics	
Examples	justification	Non-examples

My definition	Characteristics	
Examples	exploit	Non-examples

My definition	Characteristics	
Examples	climax	Non-examples

Key Stage Three English – Year 9

Autumn – Enrichment - 'Crime and Mystery'

Timeline of Detective Fiction



Crime and Mystery Authors

Sir Arthur Conan Doyle

Doyle wrote several short stories and four short novels about Sherlock Holmes. In many ways Doyle regretted the creation of his most famous character and, at one point, tried to kill off Sherlock Holmes by having him fall from a waterfall in a battle with his nemesis (arch enemy), Moriarty. The public outrage was so strong however that Doyle was forced to bring Holmes back in a new series of stories called *The Return of Sherlock Holmes*. His stories were published in magazines and newspapers.



Edgar Allan Poe

Edgar Allan Poe was an American writer, poet, editor, and literary critic. Poe is best known for his poetry and short stories, particularly his tales of mystery and the macabre. He is widely regarded as a central figure of Romanticism in the United States, and of American literature. Poe was one of the country's earliest practitioners of the short story, and considered to be the inventor of the detective fiction genre, as well as a significant contributor to the emerging genre of science fiction.



Historical context

Jack the Ripper

Jack the Ripper was an unidentified serial killer active in the impoverished districts in and around Whitechapel in the East End of London in 1888. In both criminal case files and the contemporary journalistic accounts, the killer was called the Whitechapel Murderer and Leather Apron. Attacks ascribed to Jack the Ripper typically involved female prostitutes who lived and worked in the slums of the East End of London. Their throats were cut prior to abdominal mutilations. The removal of internal organs from at least three of the victims led to proposals that their killer had some anatomical or surgical knowledge. Numerous letters were received by media outlets and Scotland Yard from individuals purporting to be the murderer. The name "Jack the Ripper" originated in a letter written by an individual claiming to be the murderer that was disseminated in the media.



Victorian Sensationalist

The Illustrated Police News was a weekly illustrated newspaper which was one of the earliest British tabloids. It featured sensational and melodramatic reports and illustrations of murders and hangings and was a direct descendant of the execution broadsheets of the 18th century. The paper, first published in 1864, was inspired by *The Illustrated London News*, which had been launched in 1842 and revealed that newspapers with illustrations could achieve high sales.


Its standards of illustration and tone were reminiscent of an earlier publication, *The Newgate Calendar*, and the popular "penny dreadful". It gained a reputation for sensationalism during the Jack the Ripper murders of 1888.



Victorian policing and punishment

- It was harder to trace criminals in Victorian times as forensic evidence and DNA testing had not been discovered, and finger-printing was not yet widely used. Policing itself was fairly new: the first policemen in London were set up in 1829 by Sir Robert Peel and became known as 'Peelers' or 'Bobbies'. To start with, there was little trust in the police as they were poorly paid so seen as lower class, unprofessional and guilty of corruption.
- Punishment for criminals could be severe. You might receive a fine for a minor crime such as trespassing or begging, but theft and violence was punished by imprisonment or by transportation to a work colony, such as those in Australia. The punishment for murder was public execution by hanging.



Unit Vocabulary		Report Writing	Tabloid Articles
Curious	Eager to know or learn something.	✓ Case number	<p>Tabloids are image led, 'popular' newspapers. The masthead is the large font title at the top of a newspaper front page containing the newspaper's title. They have short stories using simple language and more pictures than other newspapers.</p> <p>Think the 5ws when planning:</p> <ul style="list-style-type: none"> ➤ What happened? ➤ Who was involved? ➤ Where did it happen? ➤ When did it happen? ➤ Why did it happen? 
Apprehensive	Anxious or fearful that something bad or unpleasant will happen.	✓ Crime classification – murder, robbery etc.	
Moral	Having high principles for proper way to behave and having a strong sense of what is right or wrong.	✓ Incident information: time, date, location etc.	
Culprit	Person responsible for a crime or misdeed.	✓ Suspect information – may come from witnesses	
Suspense	A state or feeling of excited or anxious uncertainty about what may happen.	✓ Action taken	
Sensationalism	The presentation of stories in a way that is intended to provoke public interest or excitement, at the expense of accuracy.	✓ Report summary: <ul style="list-style-type: none"> o Well-written o Accurate o Concise – factual, no elaboration o Complete – nothing missing o Written in the first person o Written in chronological order 	
Mystery	Something that is difficult or impossible to understand or explain.		
Intrigue	Arouse the curiosity or interest of; fascinate.		
Meticulous	Showing great attention to detail; very careful and precise.		
Ambiguity	Being open to more than one interpretation.		
Turmoil	A state of great disturbance, confusion, or uncertainty.		
Motive	A reason for doing something.		
Tension	Mental or emotional strain.		
Gruesome	Causing repulsion or horror; grisly.		
Unit Terminology		Features of poetry	Word Classes
Protagonist	The main character/s or hero of a story.	Form – sonnet, blank verse, monologue etc.	Noun – a word (other than a pronoun) used to identify any of a class of people, places, or things.
Antagonist	The antagonist is the opposing force to the protagonist in a story and can be presented as tangible or intangible.	Structure – How the poem is organised	
Exposition	The start of a story where we are introduced to character, setting and main conflict.	Stanza – one section or verse of a poem	Verb – a word used to describe an action, state or occurrence.
Resolution	A resolution in literature is the part of the story that provides readers with answers to their questions and resolves any lingering issues.	Enjambment – the line runs over to the next line, or stanza, of poetry with no end punctuation	Adjective – a word used to describe a noun
Main clause	A clause that can form a complete sentence standing alone, having a subject and a predicate.	Caesura – A pause within a line of poetry, often marked with punctuation	Adverb – modifies a verb expressing a relation of place, time, circumstance, manner, cause, degree, etc.
Subordinate clause	A subordinate clause is a clause that can't stand alone as a complete sentence. It doesn't express a complete thought.	Alliteration – repetition of a vowel sound – it does not have to be the same letter or on words next to each other	Pronoun – I, we, she, they – used to replace a name in discourse.
Chronological	Writing in the order of when things happened.	Tone – Tone in literature refers to the author's attitude toward a certain topic through specific word choice.	
Hyperbole	Exaggeration		
Factual	Concerned with what is actually the case		

My definition	Characteristics
Examples	Non-examples

curious

My definition	Characteristics
Examples	Non-examples

apprehensive

My definition	Characteristics
Examples	Non-examples

moral

My definition	Characteristics
Examples	Non-examples

culprit

My definition	Characteristics	
Examples	suspense	Non-examples

My definition	Characteristics	
Examples	sensationalism	Non-examples

My definition	Characteristics	
Examples	mystery	Non-examples

My definition	Characteristics	
Examples	intrigue	Non-examples

My definition	Characteristics
Examples	Non-examples

turmoil

My definition	Characteristics
Examples	Non-examples

meticilous

My definition	Characteristics
Examples	Non-examples

motive

My definition	Characteristics
Examples	Non-examples

ambiguity

My definition	Characteristics
Examples	Non-examples

tension

My definition	Characteristics
Examples	Non-examples

gruesome

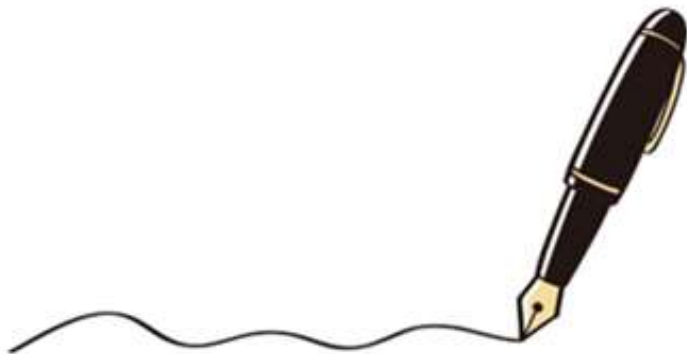
My definition	Characteristics
Examples	Non-examples

exposition

My definition	Characteristics
Examples	Non-examples

antagonist

Notes:



Interesting words and phrases:



Spring—'Of Mice and Men', 'A Raisin in the Sun' and Diversity

Diversity

OR S I U C Z I A L B C Q Y F Y S V B R G K K W F T O B B P
K A Y B H L N M L T A Q H L J F Z C B B G P E G I Y T N M G
B V L Q D F C Y I X N G B V Q K Z N B D X T Z D N M H X E G
V S G W E X O V E C C W U O O A X K T P Q D B R P X E B M N
P U O R R O G U N T O D E S I M I T C I V R U T F P R I S N
P Q I L E A J J A E X Z Z Y V E M Q Q N U H S D K A N G J F
S O D I C E S W T I O K E R T T R Y A E A B Q E V T E J E J
R Q T Q W B X T I I F S O A X A W T A G U U F R A R S E T P
U W Z H O G L S O B L Y H C R A R E I H T F B O E I S G A R
B V D R W U G S N D Y V X P I Q H G O B H H X G C A M U L S
U O O F L W Q C R Q V O M V W E H L P I O W E A T R J T O A
J R A O D I S C R I M I N A T I O N N E R U L T M C F G S M
M X X P E T R P X Z L H C D Y H P X M H I Q W O W H F Q I C
R N L E Q W X M X R U I Y O Y J K O R S T Z D R T Y V F M W
P E N G S X M E I W R X E P A Q D I K M A B Y Y Z Y F G S H
J U R Z L G H K Q H Y V E D V G E S D Z T Y O Z R Q X B I L
F L X Q K H H J Q Q P C B O K H S Z M Q I H H N F R Y U R C
Y V U L K H U F F L I X A S C V I O S C V G X E R Z R S A S
F U J D I L F Z W T M F R O F I L V E H E E G Z T A I Q B Y
U L J J I V J M H D N O H D V Q A S G V O N X W W U Q V R K
B N C E T L R L E X G M G I R Z N H R J I Y C T U L S L A L
L E C X P W D X E X U D Q H P I I H E S D Y T D N W D F B Q
N R X V V U K G P B M M Y I S O G C G L T W B I W G C I W P
Z A G A P H W A N H W S C C O N R F A R Q K H C L B M K X W
S B O I H O Q M M K H Z V W Y Q A J T N D V N V Z I M Z O W
L L N Z P D Q Z B H U X M Q O X M U E Z W I D L J J G C C D
T E Y U X I D O M I N A N C E H D Z D S Z A N P T I P A D N
Z W M W D I N E V I T A B L E L Q G M N K S R R X P L O R V
G C J O F I E L J Z P F E T L R F Y J B C Y K A I X J U N F
Q Z Q M G V H G Z S W W D O I Q F R H M E M Y Z K T E M S E

HIERARCHY

MARGINALISED

AUTHORITATIVE

DEROGATORY

FRAGILITY

PATRIARCHY

DISCRIMINATION

VULNERABLE

BARBARISM

SEGREGATED

VICTIMISED

INFERIOR

INEVITABLE

OTHERNESS

ISOLATE

ALIENATION

DOMINANCE

Key Stage Three English – Year 9

Spring– 'Diversity in Literature'

'Of Mice and Men' & 'A Raisin in the Sun'



Writing a comparative Paragraph using WHAT, HOW, WHY

COMPARATIVE WHAT	Start with one statement that responds directly to the question. Include reference to both texts
TEXT 1 WHAT	Develop this point in more detail for text 1. Find a quotation from the text 1 that backs up what you have said in your topic sentence.
TEXT 1 HOW	<ol style="list-style-type: none"> 1. Are there any techniques used? What is the effect? 2. Are there any interesting words? What do you associate with that word? 3. Could you find any alternative interpretations?
TEXT 1 WHY	<p>What is the writer trying to do?</p> <p>The writer is trying to:</p> <ul style="list-style-type: none"> - criticise - challenge - celebrate - highlight - establish - provoke - illustrate - teach - reinforce - contrast
REPEAT	Using one of the comparative connectives, repeat WHAT, HOW, WHY about the second text
CONCLUSION	What are the key similarities and differences you have explored in this paragraph? Summarise it in one beautiful sentence

Comparative Connectives

Similarities	Differences
Similarly	However
In the same way	Whereas
Likewise	Although
Indeed	Dissimilarly
Also	On the other hand
Both	Unlike
Equally	Instead of

Characters

Of Mice and Men	A Raisin in the Sun
George Lennie Curley Crooks Curley	Lena AKA mama Walter Younger Travis Younger Beneatha Younger
Curley's Wife - flirtatious and lonely, Curley's wife is presented as a danger to the other men because of the consequences if Curley suspects that they have interacted with her. She shares her lost dreams with Lennie, emphasising her lack of companionship.	Ruth Younger – Other than that she is married to Walter and is mother to Travis, little is known of her background. What is known is that she is fiercely loyal to her mother-in-law and the rest of her family.

Context

The American Dream

An American belief/ethos, which declares that freedom, prosperity, success and social mobility can all be achieved through hard work.

Racism

There was still a divide between white and black people living in America in the 1930s. There were not yet laws against racial discrimination. The lynching of black people was common. The Jim Crow laws reinforced racism.

Segregation

Segregation is the practice of separating people of colour from white people. It has been written into the law in parts of America throughout the 19th and 20th Centuries as some people believed that white people and black people were incapable of coexisting.

The Wall Street Crash and The Great Depression

In the 1920s, America had been a prosperous nation. However, in 1929 millions of dollars were wiped out in 'The Wall Street Crash'. This triggered 'The Great Depression'. Between 12-15 million people were unemployed and left to face poverty.

Gender inequality

During WWI, women took the jobs of men whilst they were away fighting. However, after the Great Depression, when many jobs had been lost, women's jobs were the first to go. Many women were forced into domestic roles.

Unit vocabulary

1. Hierarchy	A system in which people or things are put at various levels or ranks according to their importance.
2. Marginalised	To treat someone or something as if they are not important.
3. Segregated	Set apart or separated from others.
4. Victimised	To single (someone) out for cruel or unjust treatment.
5. Authoritative	Commanding and self-confident.
6. Derogatory	Showing a critical or disrespectful attitude.
7. Inferior	Lower in rank, status, or quality.
8. Inevitable	Certain to happen; unavoidable.
9. Fragility	The quality of being easily broken or damaged.
10. Patriarchy	A male dominated society/arrangement where men hold power.

Unit terminology

1. Symbolism	When a word, phrase or object represents other ideas.
2. Foreshadowing	A warning or indication that something will happen in the future.
3. Animal Imagery	When a writer uses description of animals to create vivid imagery
4. Figurative Language	Comparing one thing to another to paint a vivid image. This could be a simile (using like or as) or a metaphor (using is)
5. Theme	A big idea that reappears across a text
6. Pathetic fallacy	Where the weather mirrors the emotion of the scene or the people in it.
7. Cyclical	Something that recurs or happens in cycles.
8. Fatalistic	A belief or idea that events are inevitable and cannot be altered.
9. Characterisation	A range of methods used by a writer to create a realistic character
10. Vernacular	The language or dialect used by ordinary people in a particular country or region

Features of a play

1. Act	Divides up the play into sections
2. Scene	Divides up each act like chapters
3. Dramatic tension	Tension builds when the audience anticipates (expects) certain outcomes that are going to happen
4. Dramatic irony	When the audience knows something that the characters on stage do not know
5. Stage Directions	Often in italics or brackets, stage directions show the actors how the lines should be delivered or what actions they should take
6. Soliloquy	When a character speaks aloud their thoughts in a play to nobody/ the audience. It usually reveals the true feelings or intentions of this character.
7. Playwright	The name or the person who wrote the play
8. Audience	A group of people watching a play. We say this instead of "reader" when writing about a play.

Themes across the texts

1. Status
2. American dream
3. Marginalisation
4. Loneliness
5. Gender inequality
6. Segregation

Characterisation

The character's thoughts

The character's actions

What the character says

How the character says it

The character's appearance

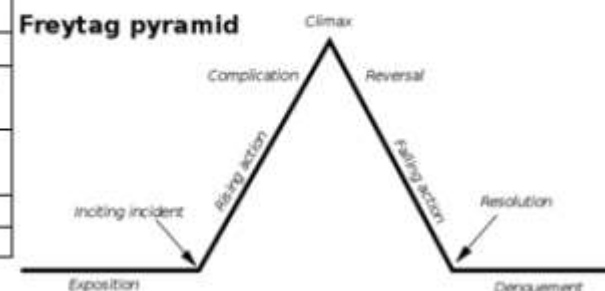
What others says about the character

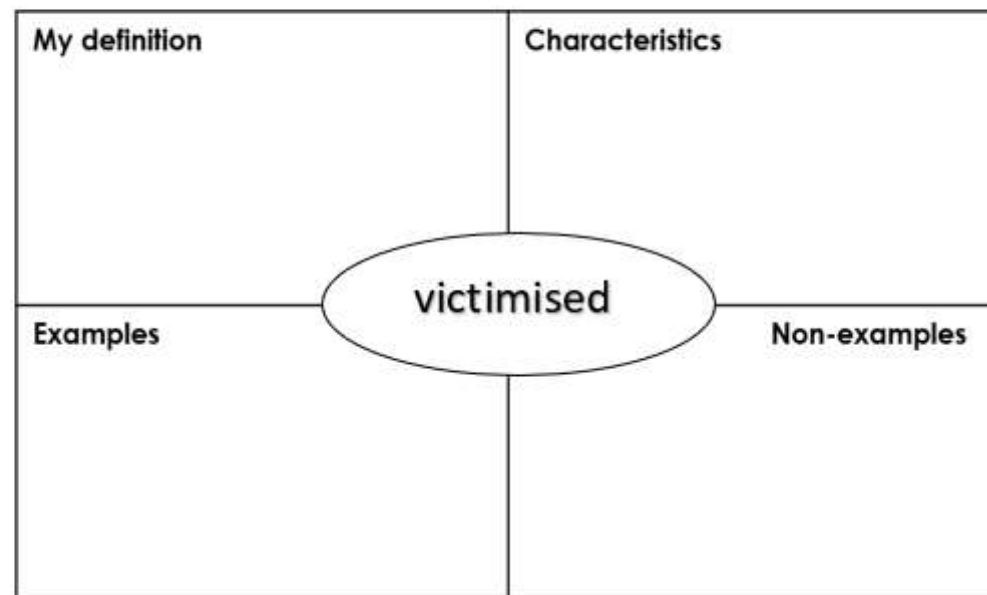
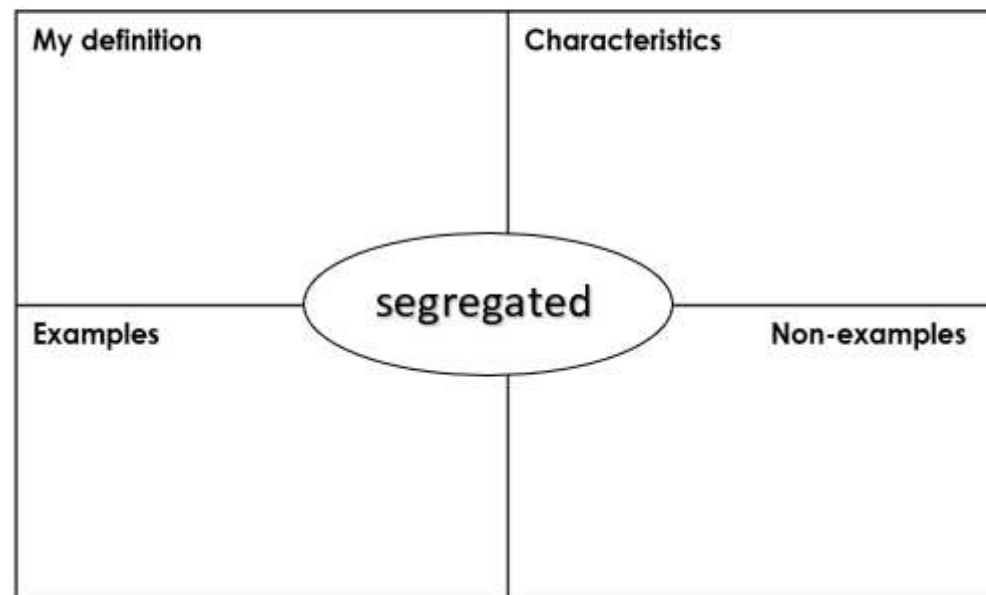
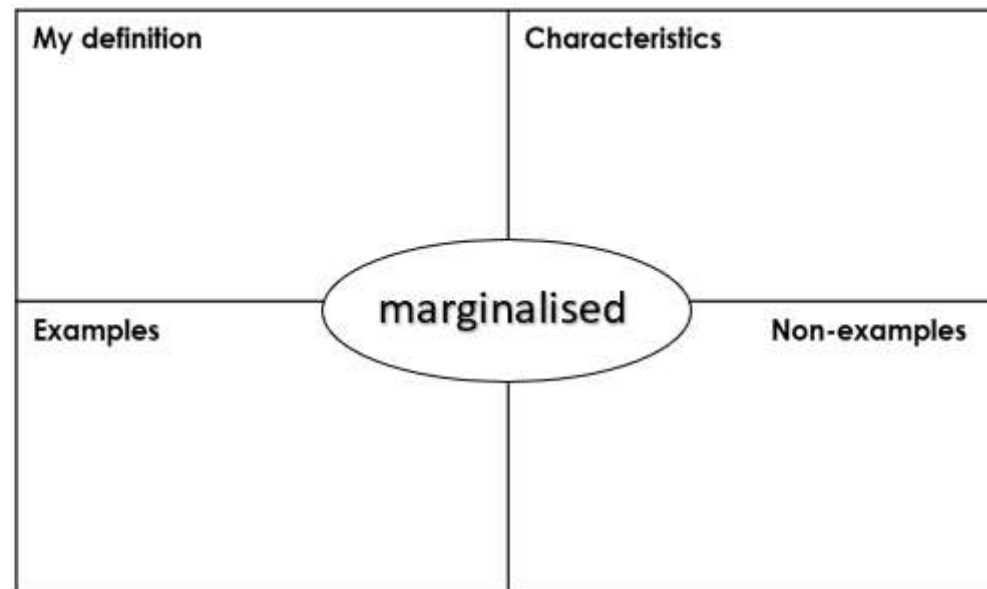
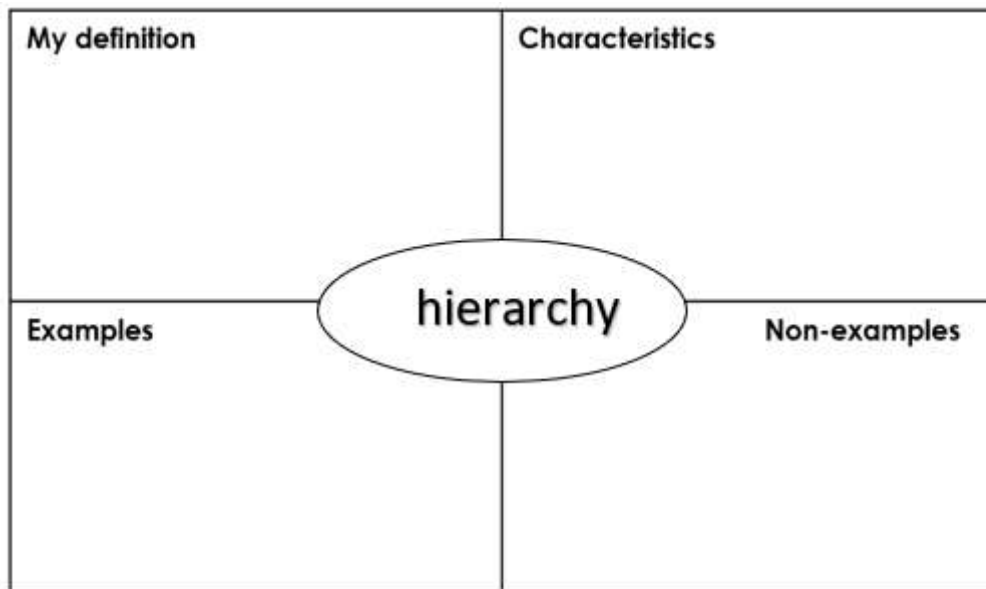
Connotations (words or phrases describing the character that we might associate with something else)

The character's hopes and dreams

The character's name

Freytag pyramid





My definition	Characteristics
Examples	Non-examples

inferior

My definition	Characteristics
Examples	Non-examples

authoritative

My definition	Characteristics
Examples	Non-examples

derogatory

My definition	Characteristics
Examples	Non-examples

inevitable

My definition	Characteristics
Examples	Non-examples

fragility

My definition	Characteristics
Examples	Non-examples

patriarchy

My definition	Characteristics
Examples	Non-examples

cyclical

My definition	Characteristics
Examples	Non-examples

dramatic irony

My definition	Characteristics
Examples	Non-examples

vernacular

My definition	Characteristics
Examples	Non-examples

soliloquy

My definition	Characteristics
Examples	Non-examples






foreshadowing


My definition	Characteristics
Examples	Non-examples

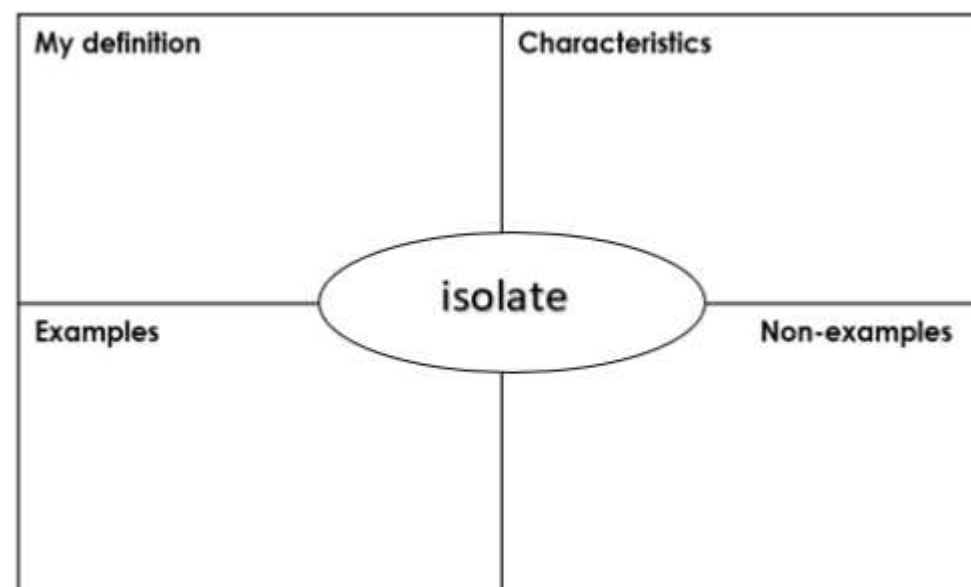
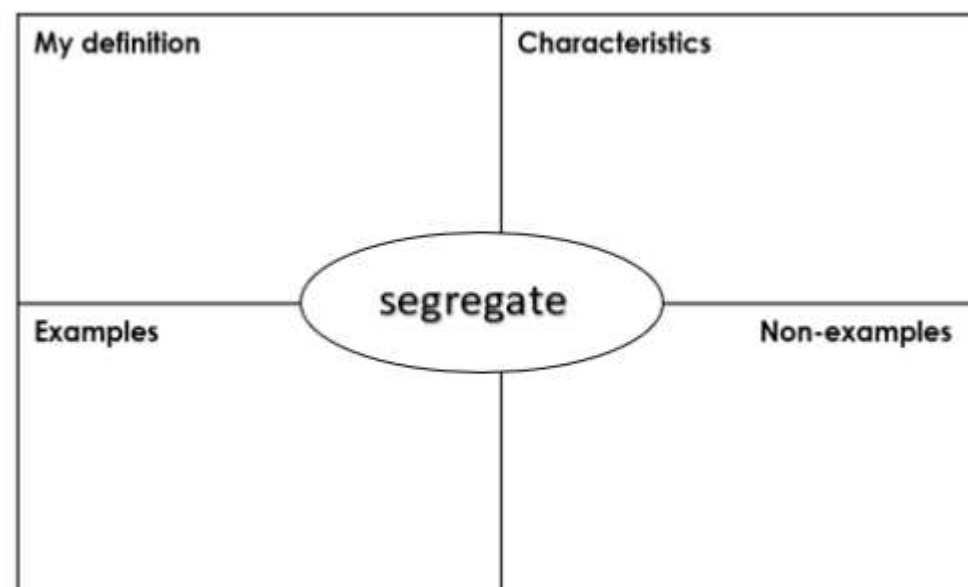
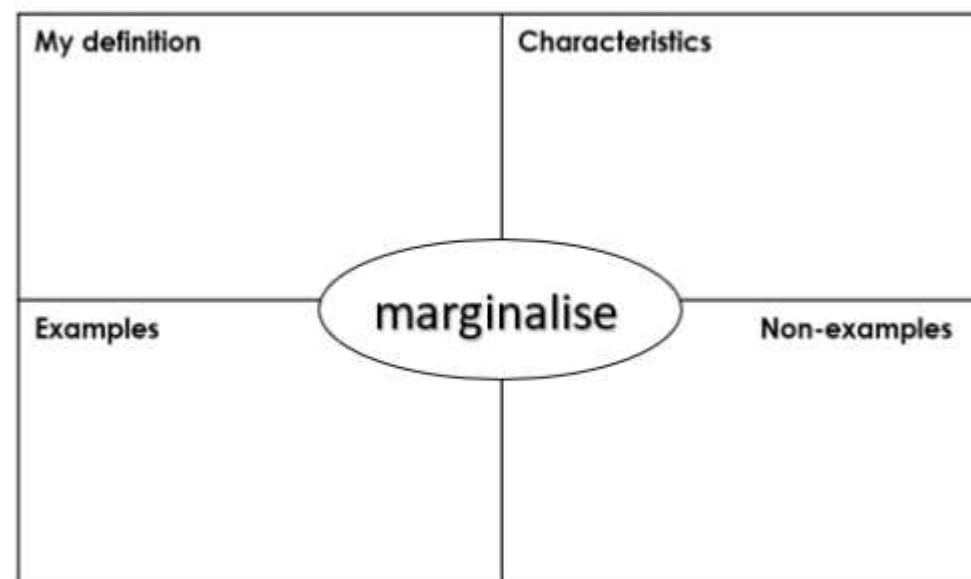
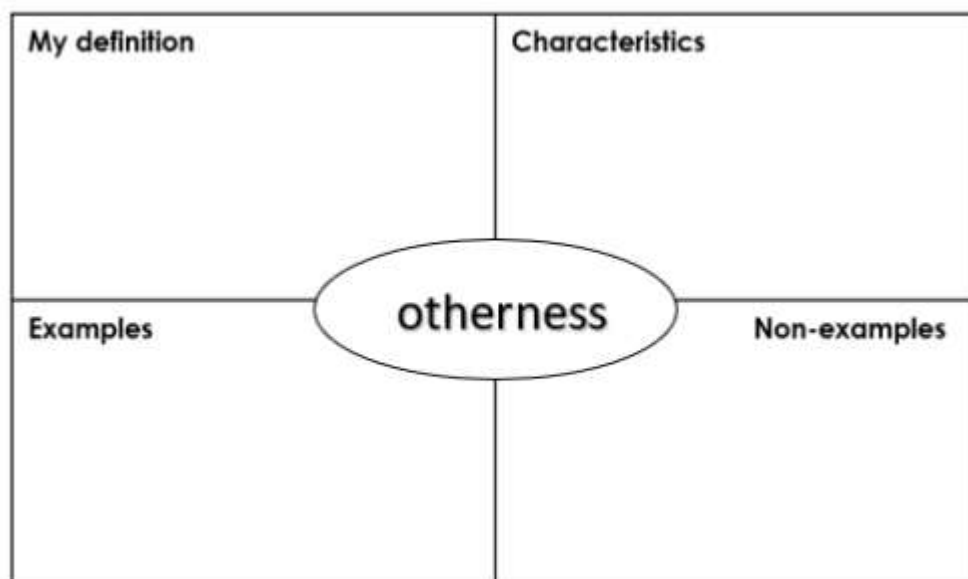
stage directions

Key Stage Three English – Year 9

Spring – Enrichment – ‘Diversity’

Otherness		Key Writers and Texts	
<p><u>What might determine why an individual feels a sense of Otherness?</u></p> <ul style="list-style-type: none"> Race Gender Sexual orientation Disability Age Culture <p>"The pursuit of otherness, the sense that we are somehow different than our brothers and sisters, no matter where we find them, allows for all the other great evils: racism, sexism, homophobia, violence against gay people and against women." Anna Quindlan</p>		<p>12 Years a Slave – Solomon Northup</p> <p>An 1853 memoir and slave narrative by American Solomon Northup as told to and written by David Wilson. Northup, a black man who was born free in NY but later tricked and sold into slavery.</p> 	<p>And Still I Rise – Maya Angelou</p> <p>Written in 1978 by singer, writer and activist Maya Angelou the poem encourages readers to rise above the hatefulness in society and to be proud of their identity: <i>You may write me down in history/ With your bitter, twisted lies/ You may trod me in the very dirt/ But still, like dust, I'll rise.</i></p> 
Links to Year 9 Texts		Context	
<p>Of Mice and Men</p> <p>Steinbeck explores the theme of otherness through his presentation of characters who are ostracised from society:</p> <ul style="list-style-type: none"> Crooks: forced to live separately from the other men because of his race. Curley's Wife: seen as a trophy by Curley, labelled as 'jailbait' by the male ranch workers, isolated and alone. Candy: aware he once he outlives his 'usefulness' on the ranch he will be an outcast as society has no place for those with disabilities. Lennie: representative of society's mistreatment of mental illness <p>Steinbeck explores the dehumanising and often violent consequences of segregation and isolation.</p> <p>A Raisin in the Sun</p> <ul style="list-style-type: none"> Hansberry explores the societal expectations placed on minority groups such as women and African Americans in 1950s America at a time of extreme racism and oppression. The play explores how the need for self-respect and a sense of identity crosses all races and genders. 		<p>Colonialism</p> <ul style="list-style-type: none"> the action or process of settling among and establishing control over the indigenous people (those native to an area). In the process of colonisation, colonisers may impose their religion, language, economics and other cultural practices. <p>Slave trade</p> <ul style="list-style-type: none"> the capturing, selling, and buying of enslaved persons. From the 1770s in Britain, a movement developed to bring the slave trade to an end. This is known as the abolitionist movement. In 1807, the British Parliament passed the Abolition of the Slave Trade Act. This ended the buying and selling of enslaved people within the British Empire, but it did not protect those already enslaved. Many enslavers continued to trade illegally. <p>Edward Coulson</p> <ul style="list-style-type: none"> a 17th century MP and colonial slave trader who funded many public buildings in Bristol. A statue erected in his honour was pulled down in June 2020 during Black Lives Matter demonstrations in the city. 	
		<p>Disability</p> <ul style="list-style-type: none"> any condition that makes it more difficult for a person to do certain activities or effectively interact with the world around them (socially or materially). According to the World Report on Disability, 15% of the world's population or 1 billion people are affected by disability. Legislation such as The Equality Act 2010 was introduced to protect a disabled person from discrimination.  <p>LGBTQ+</p> <ul style="list-style-type: none"> stands for lesbian, gay, bisexual, and transgender. In use since the 1990s, the initialism, is an umbrella term for sexuality and gender identity. It may refer to anyone who is non-heterosexual or non-cis-gender. The Human Rights Act 1998 stipulates that people should be protected against discrimination based on sexual orientation. 	

Unit Vocabulary		Narrative Writing	Writing to argue, persuade, advise
Otherness	The quality or fact of being different.	5 Important Elements of a Narrative <ul style="list-style-type: none"> Plot Setting Character Conflict Theme Structure  <p>Freytag's Pyramid</p>	<ul style="list-style-type: none"> A short introduction should clearly state your purpose Aim for three, well-developed and supported points Use a counter-argument to anticipate and 'shoot down' opposing views. A powerful conclusion which reinforces your view and leaves your reader with something to consider. Rhetorical Devices <ul style="list-style-type: none"> Anaphora: repetition of word or phrase at beginning of successive sentences Tri colons (Rule of three) Rhetorical questions Emotive Language Anecdote Statistics/quotes from experts Alliteration Hyperbole Metaphor/simile
Marginalise	treat (a person, group, or concept) as insignificant or peripheral.		
Segregate	set apart from the rest or from each other; isolate or divide		
Isolate	set apart from others or quarantine		
Ostracise	exclude from a society or group		
Discrimination	the unjust or prejudicial treatment of different categories of people, especially on the grounds of ethnicity, age, sex, or disability.		
Vulnerable	a person) in need of special care, support, or protection because of age, disability, or risk of abuse or neglect:		
Alienation	a state of depersonalization or loss of identity		
Ethnocentrism	evaluation of other cultures according to one's own culture.		
Exoticism	style or traits considered characteristic of a distant foreign country		
Dominance	power and influence over others:		
Barbarianism	a primitive, less advanced ethos or attitude		
Unit Terminology		Writing styles	Sentence Functions
Emotive Language	Vocabulary evoking an emotional response	Monologue – a long speech presented by one character to express their thoughts. Recount - focuses retelling a single event or the whole story typically in chronological order). Writers use recounts to reveal events from a character's past. Autobiographical – an account of a person's life written by that person. Blog – discussion or information- based website writing consisting of a series of posts in reverse chronology so the most recent appears first. Article - informative or persuasive writing. Usually written in Standard English but colloquial language can be used to emphasis a point.	<ul style="list-style-type: none"> Statement: declares something by presenting it as a fact or opinion. Use for power/impact/information. Interrogative: tells us to do something by putting the verb first to emphasise the action. Authoritative. Exclamation: expresses emotion such as shock, anger, joy, surprise. Conveys feeling/emotive Interrogative: question – challenges reader to think about their actions or opinions
Adjective	Describes a person or thing		
Verb	A word used to describe an action, state or occurrence.		
Adverb	Modifies a verb expressing a relation of place, time, circumstance, manner, cause, degree, etc.		
Narrative Arc	The chronological construction of a plot in a story		
Shifts of focus	Changing the mood or tone, zooming in or out on a detail, or changing narrative perspective		
Dialogue	Conversational exchange between two or more people		
Chronological	The order that things happened		
Flashbacks	Recounting an earlier event		
Openings and Closing	How the writer chooses to begin and end a piece of fiction		



My definition	Characteristics	
Examples	ostracise	Non-examples

My definition	Characteristics	
Examples	vulnerable	Non-examples

My definition	Characteristics	
Examples	discrimination	Non-examples

My definition	Characteristics	
Examples	alienation	Non-examples

My definition	Characteristics	
Examples	exoticism	Non-examples

My definition	Characteristics	
Examples	dominance	Non-examples

My definition	Characteristics	
Examples	ethnocentrism	Non-examples

My definition	Characteristics	
Examples	barbarism	Non-examples

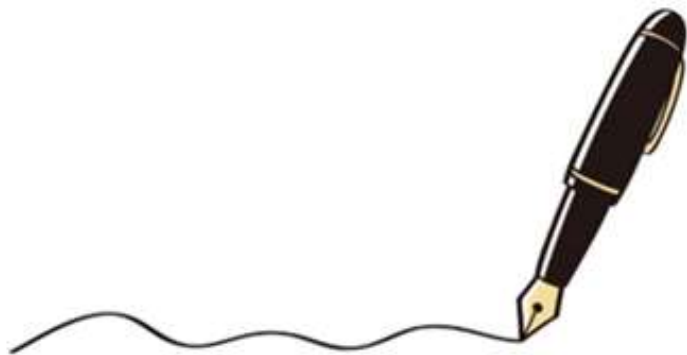
My definition	Characteristics	
Examples	flashback	Non-examples

My definition	Characteristics	
Examples	shift of focus	Non-examples

My definition	Characteristics	
Examples	chronological	Non-examples

My definition	Characteristics	
Examples	narrative arc	Non-examples

Notes:






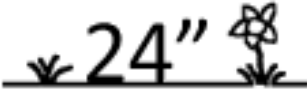

Interesting words and phrases:



Summer—'Romeo and Juliet' and Communication



Look at the images and say what you see!

Write the answer in the box underneath the clue.

1. SYMPHON	2. C I II	3. GREENVY	4. 	5. XOOJ LOOK
6. 	7. BAD WOLF	8. <u>READING</u>	9. B1L1U1E M1O1O1N	10. Why? Why? Why? 
11. VEATELGBES	12. 	13. CASE	14. 	15. JUMP

Key Stage Three English – Year 9

Summer – Shakespearean Tragedies and Romeo and Juliet

The Plot simplified			Key Characters	
ROMEO AND JULIET: ONE PAGE SUMMARY			Romeo: the son of Lord and Lady Montague: impulsive and sensitive. He is a peaceful character and chooses to focus on love: first unrequited by Rosaline and then genuinely with Juliet.	
The Montague and Capulet families hate each other.	Montague's son, Romeo, falls madly in love with Capulet's daughter, Juliet.	Romeo and Juliet are secretly married by Friar Laurence.	Juliet - the daughter of Capulet and Lady Capulet: beautiful, young, courageous, naïve. She bravely disobeys her father by refusing to marry Paris then fakes her death with the hope of being reunited with Romeo.	
Juliet's cousin, Tybalt, kills Romeo's best friend, Mercutio, in a fight.	This makes Romeo really, really mad, and he kills Tybalt.	Romeo is banished from Verona.	Friar Lawrence - acts as guidance counsel for Romeo: kind, trustworthy, has good intentions.	
Capulet, not knowing Juliet is already married, forces her to marry a rich guy named Paris.	To help Juliet escape, Friar Laurence gives her a sleeping potion that will make her appear to be dead.	Friar Laurence sends Romeo a message explaining this, but it doesn't reach Romeo.	The Nurse - Juliet's confidante: trustworthy, kind, mother figure.	
Romeo thinks Juliet is dead, goes to her tomb, kills Paris in a duel, then poisons himself.	Juliet wakes up, sees Romeo is dead, and then stabs herself.	The Montague and Capulet families decide to stop hating each other.	Tybalt - Juliet's ruthless, volatile, <u>confrontational</u> and vengeful cousin.	
			Mercutio - a kinsman to the prince and one of Romeo's closest friends. Mercutio has a sparkling wit and a vivid imagination.	
			Benvolio - cares about his cousin Romeo and tries to keep peace between the families: loving, loyal, <u>caring</u> and honest.	
			Lord and Lady Capulet - Juliet's parents. Lord Capulet shows concern for Juliet's <u>welfare</u> , but can be aggressive and tyrannical when he is disobeyed. Lady Capulet appears to be quite cold and distant for most of the play. She expects Juliet to follow in her own footsteps.	
			Lord and Lady Montague - Romeo's parents. They both care for their son deeply and do not want him to get banished; they try to persuade the <u>Prince</u> to drop the charge. At the end of the play, Lord Montague repents his sins, asks for forgiveness and vows never to argue with the Capulet family again.	
			Paris - wishes to marry Juliet and appears to like her. He persuades Lord Capulet to give his daughter's hand in marriage. At Juliet's death, Paris is mournful and fights Romeo; a man he thinks has come to upset Juliet's peace.	
			Prince Escalus - a kinsman of Mercutio and Paris. He is the seat of political power in Verona. He is angered by the feuding families but lacks the personal strength to reconcile the differences, attempting to keep the peace in the city.	
Context				
Shakespearean times Shakespeare wrote his plays at the time of Queen Elizabeth I and James I. <i>Romeo and Juliet</i> was written relatively early in Shakespeare's career and extremely popular in his lifetime, as it is now.	Honour and masculinity Reputation and honour were one of the most important attributes of a man in the Elizabethan era. A man was judged by the honour he had and was expected to defend it at all costs. Trial by duel was a part of the tradition of the time and it occurred quite frequently with the purpose of defending one's honour in the society.	The role of women Shakespeare's time was patriarchal – women were considered inferior to men. Women belonged to their fathers and then their husbands, so Juliet would be expected to obey her father. Marriages were focused on finance and were arranged between families so both sides would benefit.		Religion A religious presence is evident in <i>Romeo and Juliet</i> which reflects a society across Europe that was deeply religious. Several characters show their commitment to the church: Romeo and Juliet marry rather than fornicate, and the Capulets, who are quick to contemplate that Juliet is in a better place (heaven) after she is found 'dead.'
				Elizabethan views on fate <u>At this time</u> belief in both astronomy and the supernatural was far more than in society today. Reference to 'star-cross'd' lovers <u>demonstrates</u> the large role of horoscopes and planet positions in being used to predict fate. Also, Romeo and Juliet make reference to the fact that they feel they are being guided by a supernatural force (e.g. 'fortune's fool').

Unit vocabulary		Key Quotations
Feud	A long and bitter dispute.	Prologue
Impulsive	Acting suddenly and without prior thought.	1. 'Two households, both alike in dignity'
Volatile	Likely to change suddenly or unexpectedly.	2. 'Ancient grudge'
Naïve	Showing a lack of experience, wisdom, or judgement.	3. 'A pair of star-cross'd lovers' with a 'deathmark'd love'
Maternal	Characteristic of a mother or motherhood - motherly.	Act I
Belligerent	Hostile and aggressive.	1. Benvolio: 'I do but keep the peace' (Sc. 1)
Obedient	Doing, or <u>willing</u> to do, what you have been told to do by someone in <u>authority</u> :	2. Lord Capulet, to Paris: 'let two more summers wither in their pride' (Sc. 2)
Passionate	Displaying intense emotion or strong feeling.	3. Tybalt, about Romeo: 'To strike him dead I hold it not a sin' (Sc. 5)
Dutiful	Doing everything that is expected of you.	4. Romeo, about Juliet: 'she doth teach the torches to burn bright' (Sc. 5)
Lustful	A very powerful feeling of wanting something.	5. Juliet, about Romeo: 'if he be married, /My grave is like to be my wedding bed.' (Sc. 5)
Idealistic	Believing that very good things can be achieved, even when this seems unlikely.	Act II
Tyrannical	Cruel and unjust power or control.	1. Juliet, about Romeo: 'Tis but thy name that is my enemy' (Sc. 2)
Honour	High respect; great esteem.	2. Friar Lawrence: 'This alliance may so happy prove to turn your households' rancour to pure love' (Sc. 3)
Melancholic	Expressing feelings of deep sadness and serious thought.	3. Friar Lawrence: 'These violent delights have violent ends' (Sc. 6)
Exile	To send someone away from their own country or home.	Act III
Unit Terminology		1. Tybalt, to Romeo: 'thou art a villain' (Sc. 1)
Hamartia	A fatal flaw leading to the downfall of a tragic hero or heroine.	2. Mercutio: 'a plague o' both your houses' (Sc. 1)
Hubris	Excessive pride or self-confidence.	3. Mercutio: 'ask for me to-morrow, and you shall find me a grave man.' (Sc. 1)
Catharsis	The process of releasing, and thereby providing relief from, strong or repressed emotions.	4. Romeo: 'O, I am fortune's fool!' (Sc. 1)
Peripeteia	A sudden reversal of fortune or change in circumstances.	5. Lord Capulet, about Juliet: 'I think she will be ruled in all respects by me' (Sc. 4)
Prologue	Comes at the <u>beginning</u> of a <u>play</u> , introducing events and the story.	6. Lady Capulet, about Juliet: 'I would the foo I were married to her grave' (Sc. 5)
Shakespearean sonnet	A fourteen-line poem written in iambic pentameter, following a rhyme scheme of ABAB CDCD EFEF GG. They end with a rhyming couplet and the first 12 lines are divided into three quatrains.	7. Lord Capulet, about Juliet: 'Hang thee young baggage, disobedient wretch!' (Sc. 5)
Dramatic irony	When the audience's understanding of events or individuals in a text is greater than that of its characters.	8. The Nurse, to Juliet, about Paris: 'I think it best you married with the County' (Sc. 5)
Soliloquy	A speech by a single character to express their inner thoughts to themselves.	Act IV
Foreshadowing	When a writer gives hints of what is to come later in the story.	1. Juliet, to Friar Lawrence: 'I long to die if what thou <u>speak'st</u> speak not of remedy' (Sc. 1)
Imagery	The use of language to create images and pictures in the audience's mind.	2. Lord Capulet, about Juliet: 'Death is my son-in-law, Death is my heir' (Sc. 5)
		3. Lord Capulet: 'with my child my joys are buried' (Sc. 5)
		Act V
		1. Romeo: 'here lies Juliet, and her beauty makes/ This vault a feasting presence full of light.' (Sc. 3)
		2. Prince: 'all are <u>punish'd</u> ' (Sc. 3)
		3. Capulet: 'O brother Montague, give me thy hand' (Sc. 3)

My definition	Characteristics	
Examples	feud	Non-examples

My definition	Characteristics	
Examples	volatile	Non-examples

My definition	Characteristics	
Examples	impulsive	Non-examples

My definition	Characteristics	
Examples	naive	Non-examples

My definition	Characteristics	
Examples	maternal	Non-examples

My definition	Characteristics	
Examples	obedient	Non-examples

My definition	Characteristics	
Examples	belligerent	Non-examples

My definition	Characteristics	
Examples	passionate	Non-examples

My definition	Characteristics
Examples	Non-examples

dutiful

My definition	Characteristics
Examples	Non-examples

lustful

My definition	Characteristics
Examples	Non-examples

idealistic

My definition	Characteristics
Examples	Non-examples

tyrannical

My definition	Characteristics	
Examples	honour	Non-examples

My definition	Characteristics	
Examples	exile	Non-examples

My definition	Characteristics	
Examples	melancholic	Non-examples

My definition	Characteristics	
Examples	hamartia	Non-examples

Key Stage Three English – Year 9

Summer – Enrichment - 'Communication'



How to read visual texts for deeper meaning	Word Classes	Sentence Functions
<p>1. Where does the image come from? Is it part of a sequence (page from a book or website; clip from a film) or does it stand alone (art work, poster, advertisement)?</p> <p>2. What is its purpose?</p> <p>3. Who is it for?</p> <p>4. What is it about?</p> <p>5. What connections can you make to other texts and experiences?</p> <p>6. How do you think this text is positioning the viewer/reader?</p> <p>7. What might be missing from this image?</p> <p>8. Why has the image-maker chosen to show this image this way? How else might this be shown? What difference might this make?</p> <div data-bbox="181 727 392 855"> <p>1. Part of a series of advertisements for the World Wildlife Fund.</p> </div> <div data-bbox="488 715 1037 775"> <p>2. To raise awareness of the plight of tigers and persuade you to give money for the campaign.</p> </div> <div data-bbox="353 799 893 1161"> </div> <div data-bbox="920 842 1093 970"> <p>3. Anyone who cares about the welfare of animals.</p> </div> <div data-bbox="936 1031 1070 1257"> <p>4. It is making the connection between poachers and consumers.</p> </div> <div data-bbox="136 1177 566 1437"> <p>8. The close up of the tiger's eyes feels intimidating and connotes with the danger that they present to humans. This could have been shown as a distant shot to show the pattern on its coat "rug", but this wouldn't have been as effective because it wouldn't feel as personal.</p> </div> <div data-bbox="647 1206 898 1437"> <p>6. The use a bold declarative 'I am not a rug' combined with a close-up of the tiger makes it feel directed at you personally.</p> </div>	<p>Noun - a word that refers to a person, place, thing, event, substance, or quality</p> <p>Verb - words that show an action (sing), occurrence (develop), or state of being.</p> <p>Adverb - modifies/describes a verb</p> <p>Adjective - Describes a noun</p> <p>Pronoun - replaces a noun - he, she, they etc.</p> <p>Abstract noun - denotes an idea, quality or state: Love, concept, experience, courage, judgement, freedom.</p> <p>Concrete noun - A concrete noun is a noun that can be identified through one of the five senses (taste, touch, sight, hearing, or smell).</p> <p>Noun phrase - a small group of words which contains a noun but doesn't contain a verb</p> <p>Preposition - Prepositions tell us where or when something is in relation to something else.</p>	<p>Declarative - a statement of explicit information</p> <p>Exclamatory - a statement that expresses strong emotion and ends with an exclamation mark</p> <p>Interrogative - asks something or requests information</p> <p>Imperative - a sentence that gives the reader an instruction, makes a request, or issues a command. They start with a verb</p> <div data-bbox="1877 555 2101 826"> </div>
Persuasive Techniques		
<p>Repetition - Words/phrases or ideas are repeated for effect.</p> <p>Rhetorical questions - a question asked in order to create a dramatic effect or to make a point rather than to get an answer.</p> <p>Statistics - The use of authentic data to support your argument.</p> <p>Direct Address - any construct in which a speaker is talking directly to an individual or group - you, we, hello etc.</p> <p>Anaphora - repeating a sequence of words at the beginnings of neighbouring clauses for emphasis</p> <p>Anadiplosis - a word or group of words located at the end of one clause or sentence is repeated at or near the beginning of the following clause or sentence.</p> <p>Facts - using something that is known or proven to be true to support your idea.</p> <p>Anecdotes - a short interesting story about a real incident or person.</p> <p>Opinion - what you think about something.</p> <p>Emotive language - language used to create a strong emotional response in a reader.</p>		



Unit Vocabulary	
Caricature	A picture, description, or imitation of a person in which certain striking characteristics are exaggerated <u>in order to</u> create a comic or grotesque effect.
Stereotype	A widely held but fixed and oversimplified image or idea of a particular type of person or thing.
Contradiction	A combination of statements, ideas, or features which are opposed to one another.
Bias	An inclination or prejudice for or against one person or group, especially in a way considered to be unfair.
Manipulation	The action of manipulating someone in a clever or unscrupulous way.
Political expressing	Communications that express a specific opinion on current events or political processes or that disseminate information relevant to the interpretation of those events or processes.
Persuasive	Encouraging someone to do or believe something through reasoning or the use of temptation.
Coherent	Forming a united whole: logical and clear
Cohesion	Cohesion concerns the flow of sentences and paragraphs from one to another. It involves the tying together of old information and new.

Subject Terminology	
Dialect	A particular form of a language which is peculiar to a specific region or social group.
Accent	A distinctive way of pronouncing a language, especially one associated with a particular country, area, or social class.
Juxtaposition	Two things being seen or placed close together with contrasting effect.
Sociolect	A variety of language belonging to a particular social class.
Idiolect	The personal way you speak – made up of your regional dialect, and your sociolect.
Colloquial	Language and expressions are more informal words, phrases, and slang words.
Tone	Through specific word choice, the author reveals their feelings and opinions to the reader, conveying the author's intentions behind the text.
Rhetoric	The art of effective or persuasive speaking or writing, especially the exploitation of figures of speech and other compositional techniques.
Homophone	Each of two or more words having the same pronunciation but different meanings, origins, or spelling, for example new and knew.
Homonym	Each of two or more words having the same spelling or pronunciation but different meanings and origins.
Homograph	One of two or more words spelled alike but different in meaning or derivation or pronunciation (such as the bow of a ship, a bow and arrow)

Spoken Language Mark Scheme		
PASS <ul style="list-style-type: none"> expresses straightforward ideas / information / feelings, makes an attempt to organise and structure his or her presentation, makes an attempt to meet the needs of the audience, and listens to questions / feedback and provides an appropriate response in a straight forward manner. 	Merit <ul style="list-style-type: none"> expresses challenging ideas / information / feelings using a range of vocabulary, organises and structures his or her presentation clearly and appropriately to meet the needs of the audience, achieves the purpose of his or her presentation, and listens to questions / feedback responding formally and in some detail. 	Distinction <ul style="list-style-type: none"> expresses sophisticated ideas / information / feelings using a sophisticated repertoire of vocabulary, organises and structures his or her presentation using an effective range of strategies to engage the audience, achieves the purpose of his or her presentation, and listens to questions / feedback, responds perceptively and if appropriate elaborates with further ideas and information.

Rhetorical Devices
<p>Logos – A way of persuading an audience with reason and logic. For example: 97% of students who study abroad found employment within 12 months of graduation unlike other students of whom only 49% found employment within the same timeframe. This shows that studying abroad is better.</p> <p>Pathos – A way of convincing the audience by creating an emotional response. For example: That poor defenceless puppy needs a loving home.</p> <p>Ethos - Used as a means of convincing an audience via the authority or credibility of the speaker or writer. For example: I have worked as a palaeontologist for many years and believe Jurassic Park to be an excellent film. Celebrity endorsements.</p>



My definition	Characteristics
Examples	Non-examples

caricature

My definition	Characteristics
Examples	Non-examples

bias

My definition	Characteristics
Examples	Non-examples

stereotype

My definition	Characteristics
Examples	Non-examples

contradiction

My definition	Characteristics
Examples	Non-examples

manipulation

My definition	Characteristics
Examples	Non-examples

persuasive

My definition	Characteristics
Examples	Non-examples

coherent

My definition	Characteristics
Examples	Non-examples

Political expression

My definition	Characteristics	
Examples	cohesion	Non-examples

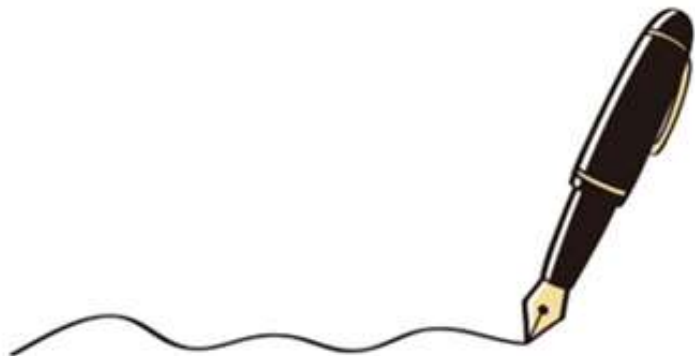
My definition	Characteristics	
Examples	accent	Non-examples

My definition	Characteristics	
Examples	dialect	Non-examples

My definition	Characteristics	
Examples	homophone	Non-examples

Ideas for my speech

Notes:



Interesting words and phrases:





What does the text make me feel?
 What tone is being established?
 What emotion does the text convey?
 What thought is being established?
 What idea is being expressed about a certain character?
 What theme or idea is the text expressing?

The writer makes the reader feel ... when...
 The reader feels ... because...
 At this point in the extract, the tone is...
 It is clear that (the character) is ... when the writer...
 The writer is positioned to feel...
 Perhaps the writer is trying to make the reader feel...when...

Analytical verbs:

Conveys	Emphasises
Illustrates	Evokes
Suggests	Examines
Implies	Symbolises
Reinforces	Intensifies
Heightens	signifies



How does the writer make me feel a certain way?
 How is the tone established?
 How does the text convey a certain emotion?
 How does the writer use certain methods?
 How is the thought being expressed?
 How is the idea about the character being expressed?

Tone is created with the word '...' and its connotations of...
 The word '...' evokes a sense of... as...
 By comparing with In this simile, the writer is conveying...
 The writer uses words such as '....' and '....' which remind the reader...
 From the word '...' the reader may infer...

Evaluative words:

Subtly
 Subverting
 Pivotal
 Powerfully
 Compelling
 Challenging



Why does the writer want to make you feel that way?
 Why does the writer seek to establish that tone?
 Why does the writer convey that emotion?
 Why does the writer use language/structure/form in that way?
 Why is the thought expressed that way?
 Why does the writer express the idea about the character in that way?
 Why does the writer express the theme or idea in that way?

It is possible that the writer may want the reader to...
 This makes it clear to the reader...
 It could be argued that... alternatively...
 This is important to our understanding because...
 The writer may wish to increase the tension here so...

Reader reactions:

Outrage * sympathy * pity * trepidation * anger * disgust * anxiety * admiration * worry * disappointment

Words to extend your explanation/analysis:

Because * but * so