

English Paper 2 Notes

Visual Text

Notable Common Questions:

Message: What is the purpose of this poster?

- Look out for title/call to action/emphasised portions/overall theme of the poster
- Format: To (action verb e.g. advise/urge) (audience) (message) so as to (expected outcome)

Intended Effect: The advertisement states that.....what effect is this intended to have on the reader?

- Identify what is striking about the element and the emotion derived from it
- Find out what the element wants the reader to do
- Format: The statement was written so that the reader will feel (emotion) so that they will (action).
- If a quote is given, show understanding of said quote by reinstating it in synonyms

Effect of photograph: How does the photograph illustrate _____?

- Describe photograph, write more on impactful elements
- State what can be inferred from the elements you have raised
 - Relate this to the overall message of the extract
- "Quote or Element" suggests that "Explanation of effect"
- If the criterion is broad, specify, with clear links, the subset of the criterion
 - How does the illustration highlight the role of social enterprise?: Must specify what social enterprises do

Effect of statement: What is striking and effective about.....?

- Use the "Elements of Appeal" below to find out what is different about the text compared to other texts
- State what is striking about the text. What makes this text memorable?
- State what is effective about the text. What message does this text convey impactfully?
- E.g "Silk: Strength in Every Pour": The slogan is striking as silk is often associated with soft and smooth objects while in the slogan it is associated with strength. The slogan is effective as it highlights/emphasises how the silk milk has health benefits that will nurture the body while being delicious to drink.
- Striking: Memorable, Effective: Highlights message

Effect of element: Explain how.....highlights the message of the poster

- Identify what is particular about the element and how it emphasises the message
- Format: The (element's unique quality) highlights that (underlying theme) so that (main message)
- If the criterion is broad, specify, with clear links, the subset of the criterion

- How does the statement highlight the role of social enterprise?: Must specify what social enterprises do

Appeal to audience: Refer to the heading.....Give two reasons why the information presented will appeal to participants.

- Identify elements of the information presented that strike you
- State the action of the element
- E.g. It portrays the participants as positive youths.

Target Audience: Who might this advertisement target?

- See “Elements of Appeal” of the text shown below
- Infer from the nature of the visual the audience it is meant to target
- The target audience may be a specific age group (children, teenagers, adults) or a group the advertised subject caters for (Milk for health-conscious adults)

Elements of Appeal:

- Choice of Words (Diction)
- Interesting images and Illustrations
- Layout and Colour (usually NA as pictures are in B&W)
- Font
- Humor
- Scare/Shock Tactics
- Language (Puns, Irony, Imagery, Personification, Metaphors, Similes, Hyperbole)

(Essentially, pay attention to what is unusual about the information relayed.)

General Tips:

- Read the questions first before scanning the visual
- Highlight important points
- Check your answer for grammatical and vocabulary-related errors

Section B and C

Notable Common Questions:

Factual: What three methods were employed to try and stop the cook from using the boss’ sock as strainers?

- Easiest question type
- Read the text and highlight the relevant portions
- State the points needed directly, with appropriate connectors.
- You do not need to state the answer in your own words
- You do not need to draw any inferences
- Contextualise the information given
- Converse information which implies the answer may apply

Factual-Technique: Give two ways in which the writer emphasises..... (criterion)

- Technique: "Quote" + Explain through rephrasing key terms (or all to be safe) in your own words + Link to Criterion
- Do not repeat the criterion; reinstate it in your own words
- You may use "..." for clarity
- If the criterion is broad, specify, with clear links, the subset of the criterion
 - How does the statement highlight the role of social enterprise?: Must specify what social enterprises do

Inferential: a. Why do you think that...../Suggest a reason why...../What is so surprising about...../Why might it be difficult to.....

- Do not use contextual knowledge to answer these questions
- Ensure that the question is not a factual question: If you see the word "do you", the examiner is seeking your opinion, and therefore inference, rather than a fact from the text.
- When given a quote/a specified word, reinstate the quote with synonyms, and always make reference to terms used in the quote in your answer. See this as a link of sorts.
- Analyse every word and its underlying connotations
- Character Trait: Must be permanent

Language use for Impact: What is effective about the use of...../Explain the irony of...../What is effective about the use of the hyperbole.....

- Quote: Describe with synonyms + Explain
- Figures of speech which may be tested:
 - A. Simile: He is like school on December; no class/He is as awkward as pickles in a cheeseburger.
 - B. Metaphor: He is school on December; no class.
 - C. Personification (Describing or referring to an inhuman subject as a human, for example through human-related adjectives; e.g. the wheels screamed)
 - D. Hyperbole (Exaggeration)
 - E. Oxymoron (A noun described by a contrasting verb for emphasis e.g. deafening silence, pretty ugly)
 - F. Ellipses: "..."; shows length
 - G. Brackets: Additional information which is interesting and noteworthy
- Question Types
 - a. Diction: What does the phrase/word tell you about.../Explain why the writer chooses the word...
 - Answer directly, attempt to capture the meaning as much as possible. Sometimes an additional adjective may be necessary for the mark.
 - "Wooden faced": The phrase tells me that the woman was expressionless.
 - In explaining the writer's word choice, use action verbs (e.g. illustrate/highlight)
 - Explain fully: Use cause and effect
 - The statement highlights that (effect) ACTION VERB + MESSAGE
 - Link to a given criterion if necessary

- Explain how the language used...: Only quote relevant portions and state explanation in context of criterion
- Quote: If figurative language is used, explain the expression in terms of the context, and link your explanation to the given criterion (see “simile/metaphor” below)
- b. Simile/Metaphor: What is effective about the use of the simile “as wax”?
 - Explanation of simile + *similarly* + relation to meaning in context
 - Wax is easily shaped, similarly, bachelors are easily manipulated by their stewards.
- c. Common Quality: What is common between the simile and the metaphor?
 - Quality of A + *likewise* + Quality of B
 - Replace words used with synonyms
- d. Irony: Explain the irony about
 - State that literal/expected meaning/outcome the text suggests, then state the ironic result, Word/phrase suggests that (expected outcome) however, (ironic actual outcome)
 - Irony is engendered when there is an incongruity between the expected and actual outcome.
- e. What picture does the author create:
 - State an element in the text and liken it to another element. Ensure that both are stated or marks will be deducted.
 - The author creates the image of the river as a shepherd and the trees as cattlemen, which the shepherd is gathering.

Unusual and Effective: What is unusual/surprising and effective about this phrase?

- Requires you to explore the nuances in meaning of a word and its influence on and with other words
- a. State what is unusual: Analyse the literal meaning/expected connotation of the word used and what it suggests, and compare it with the current use of the word in the text. (e.g pg15: warehouse suggests goods while it was polar bears, living things, that were stored)
 - It is unusual as.....
 - Use conjunctions such as “however” to show incongruity
 - You may use quotes from the text
- b. State what is effective: Show the effect the word used has achieved (usually emphasis of a point) ACTION VERB + MESSAGE
 - It is effective as.....
 - (e.g pg15: emphasises how the polar bears were treated cruelly, as if they were objects)

Use your Own Words: In your own words, why did.....

- Look for answer in the text
- Use a synonym to change words
- Do not use the author’s words/grammatical variations
- You may change the sentence word for word or change the sentence such that the essence of meaning is preserved
- Use adjectives where necessary. Try as much as possible to capture the full meaning of the text.

- Suitable word to describe...: Do not use “not”

Explain in your Own words: Explain in your own words what the author means by.....

- Read the given quote and note all adjectives
- Use a synonym to change words
- Do not use the author’s words/grammatical variations
- You may change the sentence word for word or change the sentence such that the essence of meaning is preserved
- Use adjectives where necessary. Try as much as possible to capture the full meaning of the text.
- Do not be afraid to use a phrase to replace a word; accuracy is key

Vocabulary in Context: Identify a word or phrase in the text that.....

- Ensure that every word written is relevant
- Definition of a phrase: string of words which do not have a subject-verb pair (action+thing):

A phrase is a collection of words that may have nouns or verbals, but it does not have a subject doing a verb. The following are examples of phrases:

- leaving behind the dog
- smashing into a fence
- before the first test
- after the devastation
- between ignorance and intelligence
- broken into thousands of pieces
- because of her glittering smile

In these examples above, you will find nouns (dog, fence, test, devastation, ignorance, intelligence, thousands, pieces). You also have some verbals (leaving, smashing), but in no case is the noun functioning as a subject doing a predicate verb. They are all phrases.

A clause is a collection of words that has a subject that is actively doing a verb. The following are examples of clauses:

- since she laughs at diffident men
- I despise individuals of low character
- when the saints go marching in
- Obediah Simpson is uglier than a rabid raccoon
- because she smiled at him.

In the examples above, we find either a noun or a pronoun that is a subject (bold-print and red) attached to a predicate verb (underlined and purple) in each case:

- since she laughs at diffident men
- I despise individuals of low character
- when the saints go marching in
- Obediah Simpson is uglier than a rabid raccoon
- because she smiled at him

Source: https://web.cn.edu/kwheeler/gram_clauses_n_phrases.html

By Ms Teng’s standards: A phrase must not have more than 7 words

Global Questions

- Do this question as you first read the passage

- Note the requirements of the question, e.g the relevant paragraphs
- Ascertain the conditions of use for the words
- Spot pairs of look-alikes to check for distractors. If an answer is found you may cross off the distractor with a dotted line
- Look out for synonyms and the specified character's actions, thoughts and speech to find the required word.

General Tips:

- Read the questions first before scanning the visual/text
- Highlight important points
- Check your answer for grammatical and vocabulary-related errors
- The answers are usually in order with the text's paragraphing
- Be Direct - do not use figurative language
- When linking to criteria
- Rephrase said criteria in your own words
- Explain criteria if it is broad
- When quotes are given
- Explain in context of its usage + similarly + Link to criteria

Summary Writing

Sample Question: *Explain the reasons why experts believe cakes should not be worn as clothing, and why summary writing should be banned from the English curriculum. Use only information from paragraphs 1 and 2.*

General Format: ASAP

- Analyse the Question
 - Select relevant Information
 - Arrange the Information
 - Paraphrase
1. Analyse the question: Understand what is expected of you
 - Underline keywords on which your answers must be founded
 - Number the different question requirements (Usually 1-2)
 - Check for paragraph restrictions
 2. Select relevant Information: Choose information from the text, whilst adhering to the conditions stated above
 - All the question requirements must be fulfilled
 - Write the question requirements at the top of the paper for ease of linking
 - Find as much points as possible related to the topic
 - Bracket up and number your points
 - Ensure that you have at least 8-11 points (though 8 is sufficient)

3. Arrange the information: Present your points coherently
 - Decide how you wish to order your points
 - Write the shortest points first
 - It is best to write points under the same question requirement together
 - Write out the points on a separate foolscap/in pencil on the script, whilst doing step 4
 - Ensure that the given words lead and link to your first point
4. Paraphrase: Rephrase the content in your own words
 - Ensure that your points are distinct from each other
 - Preservation of definition: Ensure that the entire meaning of what you are attempting to summarise is encapsulated in your words
 - Do not use a synonym if you are unsure of its meaning
 - It is advised that you use one sentence for each point
 - If you are unsure: Lift points, replace 1-2 keywords of 2-3 points
 - Helpful Connectors: Agreement: Furthermore, Additionally, Moreover. Opposition: Conversely, However, Besides

Eliminate:

- "A"s and "the"s and generalise their definitions
- "A star will be born": "stars will be born"
- Repetition of ideas, adjectives, nouns and verbs
- Like items
- Provide an overarching category to summarise
- Nature provides for man's food, water, shelter and clothing: Nature provides for man's basic necessities

Alter:

- Word order
- Father of the groom: the groom's father
- Sentence Structure
- Play around such that meaning is retained
- The man was kicked by the horse
- The horse kicked the man
- Words through synonym use
- Happy: Elated
- Join related words together with a hyphen
- The replacement of words: Word-replacement

Summary Writing (Rephrasing Skills)

Instructions to students:

Firstly, read the critical summary writing (Rephrasing) skills below. There is no hard-and-fast rule about particular order in which these can be used, although you may find some more regularly used than others.

SN	STRATEGY	EXAMPLES	COMMENTS
1	Change of word forms / parts of speech	e.g. from adjective to adverb + verb: "She is a <u>positive</u> (adj) <u>influence</u> (n) in my life." (8) → "She <u>positively</u> (adv) <u>influences</u> (v) my life" (5).	
2	Eliminating repetitive ideas	e.g. she was alert now, watching her surroundings closely for any signs of danger (13) → she was alert to any signs of danger (8)	No additional marks for same meaning / point
3	Eliminating double adjectives / nouns / verbs	e.g. "a fat and obese man" (5) → "an fat obese man" (3)	
4	Group like items	e.g. his <u>fishing rod, hook, net and bait</u> → his <u>fishing equipment</u> e.g. he placed the <u>fork, spoon, plate and knife</u> ... → he placed the <u>cutlery</u> ...	
5	Reordering of words	e.g. the father of the groom (5) → the groom's father (3)	
6	Restructuring sentences	e.g. The man was eaten by the tiger (7) → The tiger ate the man (5)	
7	Use of signal words / connectors	e.g. Additionally / Further / Yet / Although / However / despite / also / and / Firstly / Lastly / Because, etc	
8	Word replacements	using synonyms, e.g. pollution <u>threatens</u> mankind → pollution <u>endangers</u> mankind	Good when wide range of vocabulary
9	Examples		
10	Sing → plural	A star will be born — stars will be born	
11	Propping the	Noting positions of planets and stars → Noting positions of planets and stars	

Secondly, continue to consistently add to this list for your own future use.

Hyphen the movie was three hours long, —
The three-hour movie —

Romans 5:3-5 New International Version (NIV)

3 Not only so, but we also glory in our sufferings, because we know that suffering produces perseverance; 4 perseverance, character; and character, hope. 5 And hope does not put us to shame, because God's love has been poured out into our hearts through the Holy Spirit, who has been given to us.