

Additional Vocabulary and References for Revision

Content

1. Additional student samples of PEEL responses for WA3 questions
2. Answers to Reading Quiz (Revision) for Emily of Emerald Hill
3. For POETRY: Additional vocabulary and literary devices. The definitions are already in your Poetry Package Term 1 (Glossary). These are additional illustrations of quotes and useful expression/ vocabulary .

1. Additional good student samples of PEEL responses from WA3 questions

Qn 1A: What is **one impression** you have of Emily from the passage? **Support your answer with evidence** from the passage.

P: One impression I have of Emily is that she is **highly competitive**.

Evidence from the passage: Her competitiveness is seen in her response when Richard showed her his report card, she was angry, asking “what is this red mark” and “Why so bad?”. After she learnt that Richard did better than Freddy, she immediately changed her attitude to be softer and nicer, praising Richard as a ‘Good boy’ and rewarding him with five dollars and a promise of a pair of roller skates.

Elaboration: Her swift change in attitude tells me that Emily cares less about Richard’s performance in school and is more focussed on showing that Richard is better than Freddy to his grandfather and to Susie. She deliberately brings up both Richard’s and Freddy’s results in front of her father-in-law by strategically asking if he had “seen Freddy’s report card” and what his “class position” was. She wanted to show both Susie and her father-in-law that her son Richard was better academically than Freddie even though he was younger.

Link (strengthens the point in the topic sentence): Therefore, Emily’s competitiveness and rivalry with Susie are suggested from her change in attitude to Richard even though his marks remained the same, and in her strategic questions to her father-in-law meant to highlight that Richard was better than Freddy.

Qn 1B: What is **one feeling** you have **towards Emily in this passage**? **Support** your answer **with evidence from the passage**. Write ONE PEEL paragraph.

DO NOT repeat your answer to part (a) of the question.

P: I feel distrustful of Emily and her actions.

Evidence from the passage and Elaboration: From the passage, Emily schemes to have Richard be favoured by his grandfather and be given the largest share of the inheritance. She notices that Susie was “always trying to get on Father’s good side” and she felt threatened by Susie’s actions to gain favour for her son Freddy for the same motive. Emily therefore strategically signs Richard up for riding lessons so that his grandfather would feel a greater connection to Richard. To ensure that her father-in-law sees Richard as the grandson to continue his legacy in horse racing, she tells him that Richard could “even ride one of your horses for you” and appeals to his pride that “Perhaps your grandson can win another gold cup for you”.

Link: Emily strategically makes Richard take riding lessons not for his interest but to strengthen her strategy in gaining favour from her father-in-law, Hence I am distrustful of Emily.

Qn 1C: What is **one theme** you can **identify** and **explain in the play**? **Support** your answer **with evidence from the earlier parts of the play**. Write ONE PEEL paragraph.

Note: Read the question prompts carefully. This question **does not** require you to refer to the passage given. The response will be irrelevant if you do refer to the passage.

Instead, the question requires you to refer to evidence **BEFORE** the given passage (select an episode/ moment to give a focused context).

P: One theme I can identify and explain in the play is love and control.

Evidence and Elaboration:

Emily deeply loves Richard but also has a desire to control Richard’s future. This often overshadows her affection for Richard as she pressures him to accept her plans for him. This can be seen when Emily declares that “(a)ll I want for you is to be a good boy and make me proud”. This shows Emily’s pride and devotion as a mother, but also suggests that she obsessively controls his decisions even though he is already 20 years old. This suggests that she sees Richard as an extension of herself and her success as a mother instead of an individual with his hopes and dreams. Furthermore, Emily also says she already knows Richard’s plans when she makes her arrangements for his overseas education in Act One, suggesting that she sees her control over Richard as an act of love.

However, Emily's thinking that she always knows what is best for Richard causes her to aggressively dismiss his attempts at independence when he chooses to withdraw from his studies. She wants to dictate his future, leading to him feeling that he has little freedom. [Should have evidence quoted]

Link: Emily's actions and reasoning suggest that she confuses her suffocating control as nurturing, protective love.

2. EMILY OF EMERALD HILL REVISION READING QUIZ ANSWERS

1. b	11. a
2. c	12. b
3. d	13. d
4. b	14. b
5. a	15. c
6. c	16. a
7. d	17. b
8. c	18. d
9. b	19. a
10. c	20. c

3. POETRY: ADDITIONAL VOCABULARY AND EXPRESSION

For Poetry:

Additional Vocabulary and Examples of Literary Devices and Diction

Refer to your Poetry Package Term 1 (uploaded in GC) for the **definitions** of the following literary devices:

1. Imagery
2. Metaphor
3. Simile
4. Personification

5. Alliteration (repetition of consonant sounds. E.g. brilliant bird, softly singing)
6. Juxtaposition

Remember: Include an **explanation** of why the poet uses these devices in the specific phrases. Usually, it is to draw the reader's attention to that phrase so that the reader pays attention to the meaning suggested in the specific lines and context.

The literary device can also be used by the poet to invite the reader to think and/ or feel in a specific way to the subject matter presented in the poem, or towards the speaker in the poem.

LITERARY DEVICES (ADDITIONAL VOCABULARY AND EXPLANATION FOR REVISION)

1. Imagery

- **Intended Effects:** Paints a vivid mental picture, appeals to the sensory details (sight, sound, touch, taste, smell), immerses the reader in the scene.
- **Key Vocabulary:** *evokes, paints a vivid image of, appeals to the senses, immerses, visualizes*
- **Example Quote:** *"The sea is a hungry dog / Giant and grey."* — *The Sea* by James Reeves

2. Metaphor

- **Intended Effects:** Directly compares two unlike things without using "like" or "as" to transfer the **qualities** of one object to another, **creating** a striking or deep connection.
- **Key Vocabulary:** *symbolises, equates, represents, underscores, highlights a shared quality*
- **Example Quote:** *"Hope is the thing with feathers / That perches in the soul"* — Emily Dickinson

3. Simile

- **Intended Effects:** Compares two distinct things using "like" or "as" to make an unfamiliar idea easy to understand by connecting it to something familiar.

- **Key Vocabulary:** *draws a parallel, compares... to, highlights similarities, emphasizes*
- **Example Quote:** *"O my Luve's like a red, red rose / That's newly sprung in June"*
— Robert Burns

4. Personification

- **Intended Effects:** Gives human qualities, emotions, or actions to non-human things or abstract concepts, making the subject feel alive, relatable, or dramatic.
- **Key Vocabulary:** *animates, breathes life into, gives human qualities*
- **Example Quote:** *"The sun stretched its golden arms across the morning sky."*

5. Alliteration

- **Intended Effects:** Repetition of initial consonant sounds to create a rhythmic, musical effect, draw attention to key words, or mimic the sound of what is being described.
- **Key Vocabulary:** *creates a rhythm, emphasizes, reinforces the sound/mood, mimics*
- **Example Quote:** *"Softly singing, a brilliant bird took flight."*

7. Juxtaposition

- **Intended Effects:** Placing two **contrasting** ideas, images, or words **close together** to highlight their differences and create a striking visual or emotional impact.
- **Key Vocabulary:** *sharply contrasts, creates tension, highlights the gap between, exposes the difference*
- **Example Quote:** *"All high and low, all bright and dark."* — *All Things Bright and Beautiful* by C.F. Alexander

Other Language Methods (Diction). Diction (such as adjectives, nouns, verbs, adverbs, superlatives, pronouns) are **NOT literary devices**, but they are important language features that the poet will use to convey meaning/ message/ ideas AND to invite the reader to pay special attention to specific phrases and descriptions, as well as inviting

responses from the reader. They usually work together with the literary devices used by the poet.

a. Diction (Word Choice)

- **Intended Effects:** Specific word choices set a particular tone, establish mood, suggests associated meanings of that word/ description, or suggest deeper connotation beyond the literal definition.
- **Key Vocabulary:** *connotes, implies, suggests, sets the mood or tone, carries negative/positive associations*
- **Example Quote:** *"The soldier **slouched** into the shadows." (Note: the choice of diction / verb "slouched" connotes exhaustion or defeat, unlike "walked".)*