

**EXAM**

**Essay Writing Skills**

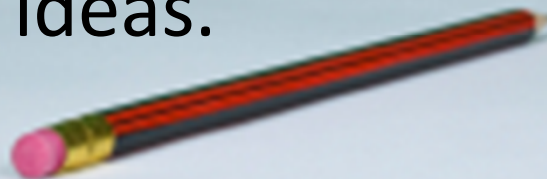
**Meeting Needs**



# What is an essay?

- It is a way of showing an opinion you have formed on a novel or poems;
- It shows your interpretation (working out what things mean) of the text;
- It is backed up with evidence from the text – this shows it is firmly based on the text, not just random ideas.

EXAM



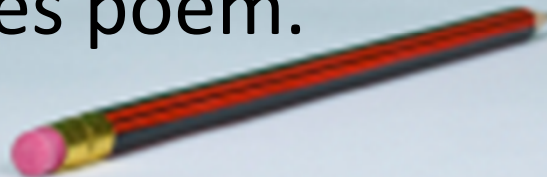
# Beginning ...

- If you were asked the exam question, how would you reply?
- You couldn't say a whole essay in a quick Q&A session in class;
- You would give your answer in a nutshell, making a clear statement in response to the question;
- You would then be asked to explain how you've come to that conclusion;
- This is what your introduction should do.



# Try answering these in a nutshell ...

- How does Steinbeck show that Lennie was always going to get into serious trouble?
- Compare the ways the poets present violence in four of the poems you have studied;
- Compare the methods the poets use to bring out meaning in *Not My Business* and one other cultures poem.



## The main body ...



- You should have made some **points** in your nutshell introduction that you now need to expand upon;
- Focus on developing these **points** with **evidence**, this will show your response is firmly grounded in the text and that you can **explain** the **effects** of the **methods** that the writer has used and their **intended purpose**.



# PEE



- You should be doing this in each paragraph;
- Make your **point** – a statement about the poem/novel that relates to the question and that you have hopefully mentioned in your nutshell introduction;
- Then use **evidence** to back up what you are saying – to prove that you know what you are talking about and haven't just made it up;
- Then **explain** the **effects** that the **language** has on the reader – that's you – how does it make you **feel**, what does it tell us about a **character** or a **theme**?

# You try ...

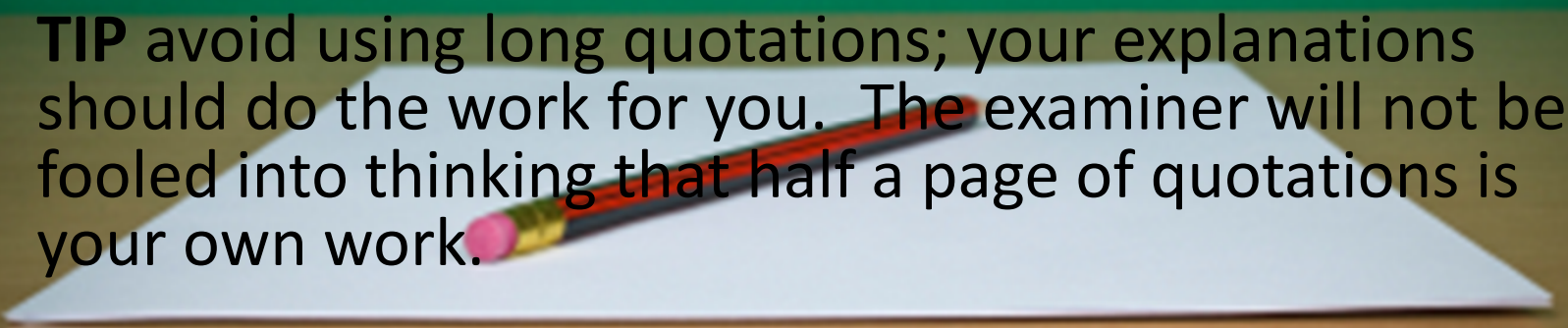


- Look at one of your **nutshell** responses;
- Write down the key **points** you have made;
- Now try to find the **evidence** to support your points;
- Then take a tip from a toddler, keep asking **why?**
- **Why has the writer used those words?**
- **Why does the writer put the character/idea across in that way?**
- **Why does that have an impact on the reader?**
- **Why does the writer structure it in that way?**
- The answers to all of those **why?** questions form your **explanation.**

# Using quotations effectively ...

- **Embed;**
- This means you are essentially 'tucking-in' your evidence into your sentence;
- You can use a word or phrase, yes that does count as evidence, and you make it part of your own writing, which shows you really understand how it works;
- When Lennie talks of his dream to 'tend the rabbits' it highlights how childlike he is.
- **TIP** avoid using long quotations; your explanations should do the work for you. The examiner will not be fooled into thinking that half a page of quotations is your own work.

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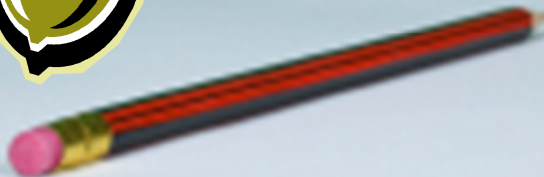




# Ending ...

Sir! Miss! I can't do conclusions!

- Conclusion might be a big word, but it's really easy;
- You are returning to the original question/task and answering it with a brief summary – back to the nutshell – of how you've arrived at your conclusion.



## Next step ...

- You have your 'nutshell' introduction;
- You have your plan;
- Now try writing the body of the essay;
- Use evidence effectively by embedding it into your sentences;
- Write a snappy conclusion that puts your final ideas back into that nutshell.

EXAM

