




(1) Dramatic Vocabulary	(2) Grammar	(3) Colour Vocabulary
<p>Drama is intended to be seen on a stage rather than read on a page.</p> <p>Stage directions: Used to inform the actor how to say the words in a play script, how to move or where to move to.</p> <p>Soliloquy: An actor speaks the character’s thoughts aloud when alone on stage to share them with the audience.</p> <p>Dramatic irony: The audience is more aware of situations that will impact on the characters than the characters themselves. <i>Example: The audience is aware that Romeo and Juliet will die but they are not.</i></p> <p>Lighting: Used to create mood and atmosphere on the stage as well as to establish the time and location of events.</p> <p>Setting: Scenery or backdrops on the stage are used to indicates a time or location.</p> <p>Props: Objects used by the actors to make the events clear.</p>	<p>Was or were? Was: Singular past tense verb. <i>Examples: The house was abandoned. The dog was lonely.</i> Were: Plural past tense verb. Also used when using ‘you’ in the past tense. <i>Examples: We were hungry. The dogs were barking. You were excited.</i></p> <p>Is or are? Is: Singular present tense verb. <i>Examples: He is happy. The house is wonderful.</i> Are: Plural present tense verb. <i>Examples: They are happy. The dogs are running around.</i></p> <p>Have (not of) The phrases ‘should of’, ‘would of’ and ‘could of’ are always wrong. The correct contractions of the verbs should have, would have, could have are should’ve, would’ve, could’ve.</p>	<p>Colour synonyms: Each colour has a range of shades with different names.</p> <p>Connotations: Each colour also has different connotations to suggest things to a reader or audience.</p> <p><u>Red</u> Synonyms: scarlet, crimson, burgundy, cherry. Connotations: danger, passion, anger, love, warning.</p> <p><u>Blue</u> Synonyms: sapphire, sky-blue, navy, azure, indigo, aquamarine. Connotations: peaceful, calm, tranquil, sad.</p> <p><u>Green</u> Synonyms: emerald, olive, mint, aqua, jade. Connotations: jealousy, nature, environmentally friendly.</p>
(4) Sentence Functions	(5) Symbols and Motifs	(6) Cohesion
<p>There are four different functions of sentences depending on what job they do.</p> <p>Declarative: Used to make a statement and proclaim something. <i>Example: Today we are going to learn about sentence functions.</i></p> <p>Exclamative: Ends with an exclamation mark. <i>Example: The ending of Cirque Du Freak was spectacular!</i></p> <p>Interrogative: Ends with a question mark. <i>Example: When are we going to read Blood Brothers?</i></p> <p>Imperative: A sentence which starts with a verb and is considered a command. <i>Example: Revise for your knowledge organiser quiz.</i></p>	<p>Symbols and motifs are used by writers to add greater depth or significance of meaning to ideas within a text.</p> <p>Symbols: A character, location, object or place that represents something else. <i>Example: A character’s possession of a sword might symbolise that they are violent.</i></p> <p>Motifs: Reoccurring objects with symbolic significance. <i>Example: The repeated use of light throughout a text might act as a motif to suggest that a character is good, happy or wise.</i></p> <p>A symbol might be used once or twice but a motif is recurring throughout a text.</p>	<p>Whether you are writing a response to something you have read or are writing your own ideas, if you have more than one paragraph then you should aim to have text cohesion (the ideas flow and link together).</p> <p>Discourse markers (linking words) are used to structure writing, show differences, join ideas together and control the fluency of writing.</p> <p><i>Examples: in conclusion, firstly, secondly, alternatively, in addition, in most cases, likewise, as a result, consequently...</i></p>
<div><p>Revise the content in each box every week. Then, complete your homework on Educake. www.educake.co.uk</p></div>		