

A Parent's Guide to PEZZ structure

How the English Department supports students to write analytically (Point...Evidence...Zoom in...Zoom out...)

<p><u>P</u>POINT What?</p>	<p><u>W</u>hat is the writer trying to tell us about the character/theme? <u>W</u>hat do they want us to feel as a reader?</p> <p>Macbeth is presented as _____ Priestley presents Birling as _____ and _____ The theme of _____ is shown to be important when _____</p> <p>We get the impression that... The reader is positioned to feel... The writer causes the reader to consider...</p> <p><i>Priestley presents Inspector Goole as a straight-forward and direct character, who challenges the ideology/morals of both the Birlings and the audience, so that both the characters and the reader are positioned to understand the significance of the events leading up to the suicide of Eva Smith.</i></p>
<p><u>E</u>EVIDENCE</p>	<p>Carefully select a quote that supports the POINT and can be zoomed in on to explore the HOW. Try to embed the quote so it flows within the writing.</p>
<p><u>Z</u>ZOOM IN How?</p>	<p><u>H</u>ow is the writer doing this? <u>H</u>ow do they use the language/ methods/structure/dramatic devices to do this? <u>H</u>ow do key words/phrases show this?</p> <p>The adjective/noun/verb/phrase/image/simile/metaphor/alliteration/dramatic irony/aside/stage direction....</p> <p>This suggests/ implies/ indicates/ demonstrates/ portrays/ presents/ highlights/ connotes/emphasises/reinforces/develops/creates/hints at...because...</p> <p><i>Inspector Goole uses emotive language to highlight the fact that after Birling sacks Eva, she was left with 'few friends, lonely, half-starved, she was feeling desperate.' Priestley lists emotive adjectives such as 'lonely' and 'desperate' in an attempt to make Birling understand the impact of his actions and empathise with the horrific situation that Eva was left in. The verb 'starved' with its connotations of being near to death, is a blatant attempt to guilt Birling into understanding the effect that the sacking had on Eva. As Birling has shown little compassion up to this point, we can sense the Inspector's sense of frustration and anger that Birling has not learnt the lesson that he hoped he would have done – that of compassion for his fellow man.</i></p>
<p><u>Z</u>ZOOM OUT Why?</p>	<p><u>W</u>hy is the writer doing this? What are their intentions? <u>W</u>hy might they want us to interpret it in different ways? How does this tell us something about the time the text was written?</p> <p>Shakespeare wants us to understand the significance of... The audience may feel... Priestley's message is...</p> <p>It can be seen that/It might be thought/It could be argued/Some readers might think/alternatively/possibly/on the other hand /it may be seen as /for other readers/conversely/equally</p> <p><i>We could also interpret that Inspector Goole is not only talking to Birling, but to all the characters on the stage. He wants them all to contemplate how myopic their world is, and indeed Sheila does seem to reply with some compassion for the girl's predicament. An audience watching the play in 1945, having lived through two world wars, would perhaps see more clearly the hypocrisy of Edwardian values and the readiness to blame the 'deserving poor' without considering how it must feel to have nothing and nowhere to turn. In the Inspector, Priestley reflects his own Socialist views; in particular the idea that we should all be responsible for one another, and be able to 'put ourselves in the place' of those who do not have the same opportunities or are as prosperous as ourselves.</i></p>

Top Tips to Remember	
Use ONLY the writer's last name	Shakespeare presents..., Priestley creates... ALWAYS spell names of writers and characters correctly.
Present tense when writing about texts. Past tense to refer to historical past	Priestley uses dramatic irony to ... Macbeth is presented as... Past tense when writing about the context of a text: The Romantic poets focused upon ...
Use analytical verbs	suggests, implies, demonstrates, seems to show, conveys, emphasises
Use short embedded quotations	Because Birling considers himself 'hard-headed'...
Use modal verbs/adverbs to show tentativeness	Verbs: might, could, may, should Adverbs: probably, perhaps, possibly
Use vocabulary that adds precision and subtlety:	The opening scene is essential in setting up the...
Analyse the language <u>and</u> form <u>and</u> structure of the text for essays.	Words, phrases, clauses, sentence forms and structures, punctuation, language techniques, symbolism, imagery, motifs, sound patterns, repetitions, contrasts and juxtapositions, connotations Characterisation, settings, genre features/devices, narrative view and voice, atmosphere, mood, tensions, dramatic devices Shifts , changes, developments, chronology, cause/effect, foreshadowing, flashback, conflict, problem/solution, openings/closings
Include relevant context to show what was going on at the time the text was written and/or set	This clearly breaks the Jacobean belief in the Chain of Being as... Having been through two world wars and experienced the horrific effects of war, the 1946 audience would...

How does the reader/audience feel?	
Outrage	Sympathy
Pity	Critical
Empathy	Approval
Satisfaction	Compassion
Anger	Excitement
Anxiety	Disappointed
Thrilled	Uncomfortable
Shocked	Negative
Outrage	Unpleasant
Concern	Pathos
Ridicule	Mock
Respect	Admiration
Guilt	Irritation
Disapproval	Appalled
Bemused	Disgusted
Challenged	Relieved
Justice	Injustice
Celebratory	Overjoyed
Catharsis	Worried
Horrorified	Indignant
Supportive	Vindicated
Trepidation	Distressed
Benevolence	Cynical
Elated	Pessimistic

Evaluation vocabulary: This is an/a.....idea.			
Effective	Interesting	Thoughtful	Upsetting
Challenging	strong/striking	Compelling	Developed
Crucial	Significant	Satisfying	Intriguing
Pivotal	Provocative	Powerful	Shocking