

**POINT**  
I believe that...  
It is my view that...  
In my opinion...  
The author is trying to convey the message that...  
It appears/seems that...

**EVIDENCE**  
When the author writes...  
A clear example of this is...  
This can be shown by...  
When considering statements such as...  
The use of...

**TECHNIQUE**  
RHYME ~ STANZAS  
~ LINES ~ ENJAMBMENT ~ END STOPPING  
~ ASSONANCE ~ ALLITERATION ~ METAPHOR ~ SIMILE ~ PERSONIFICATION ~ ONOMATOPOEIA ~ REPETITION ~ PUNS ~ CONNOTATION ~ DOUBLE MEANINGS ~ AMBIGUITY ~ WORD ORDER ~ ADJECTIVES ~ KEY WORDS AND PHRASES ~ SLANG ~ MISSPELLINGS ~ INTERTEXTUALITY ~ STYLE

**ANALYSIS**  
This demonstrates that the author wants the reader to feel/think/believe...  
The effect of [INSERT TECHNIQUE] is to make the reader consider/contemplate/evaluate...  
Based on this evidence, it appears that...  
It is clear from the quote above that...  
This is significant because it suggests that...  
The author uses these literary techniques to...

**LINK**

**LINK IT BACK TO THE QUESTION**

**PLEAT**

**SO WHAT? WHY DOES THIS POINT MATTER?**

**Symbols**

**Innocence and ignorance:** the story is told from the viewpoint of Bruno, who is young and naïve. As a result, he is unaware of the true extent of the events taking place around him. He is oblivious to many important factors in the war, e.g. 'The Fury' (his mispronunciation of Fuhrer) and 'Out-With' (Auschwitz). The reader is forced to many of the more horrific images from the story.

**Complicity:** although a few of the characters are explicitly mentioned as supporters of the Nazi party, most of them end up complying with the regimes, goals and ideals – primarily through a sense of duty, fear or apathy. Through these characters, Boyne demonstrates how ordinary, otherwise kind people became compliant with the horrors of the Holocaust.

**Key Context**

Adolf Hitler was the leader of Nazi Germany between 1934-1945. He was a dictator and known in Germany as 'Der Fuhrer'. His aggressive actions towards Jews and *Untermenschen* (undesirables) led to the deaths of millions of people across Europe.

The Holocaust is the genocide committed in World War 2. Approximately 6 million Jews were systematically murdered in Extermination Camps, such as Auschwitz in Poland. These camps were designed for the mass-murder of Jews during Hitler's 'Final Solution'.

**Varied adjectives:** Herr Liszt made a hissing sound... he said in a sinister voice (ch. 9)

**Imagery:** colourful shop fronts; leeks and vegetables spilling out of the stalls (ch. 2)







**Simile:** *It was as if he was the conductor of a barbershop quartet (ch. 5)*

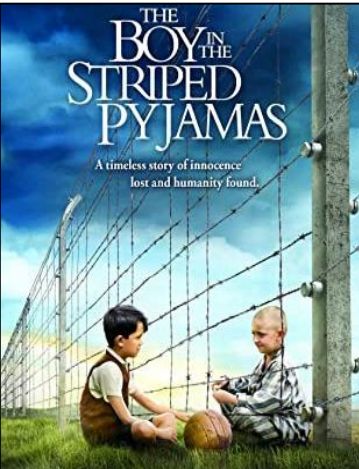
**Limited third person narrative:** the style of narration is third person, from Bruno's perspective. This reflects the innocence of Bruno's mind when compared to the horror of the Holocaust.

**Plot Summary and Key Quotations**

1-4	Bruno comes home one day to be told by his mother that they are moving house. He is disgruntled by this, but she explains it is necessary due to Father's job in the army. Bruno hates the new house, which has none of the features of the old house, which he loved. Bruno and Gretel learn that the new place is called 'Out-with'. From a window, they can see all of the people in the camp wearing striped pyjamas.	"We don't have the luxury of thinking," said Mother. "...Some people make all the decisions for us."  "That's the name of the house," said Gretel. "Out-With."
5-8	Bruno decides to speak to his father about his displeasure. He recalls how The Fury once came to dinner. He also remembers seeing a train crammed with people heading to Out-With. Bruno decides to construct a swing. He asks Kotler for help – Kotler barks at an old man who now waits on the family (Pavel) to get him a tyre. Bruno soon falls off and scrapes his knee. Pavel helps him, and reveals he was a doctor before he came to Out-With. Bruno's mother returns and looks uncomfortable. She says to Pavel that she will claim to have bandaged Bruno up.	"Ah, those people...well, they're not people at all." "Heil Hitler" "There was an atmosphere around him (Kotler) that made Bruno feel very cold and want to put a jumper on.' "He doesn't understand you. He's only nine.' '(Kotler) was just plain nasty.'
9-11	Father decides that Bruno and Gretel should resume their studies, and calls on a man called Herr Liszt to act as their private tutors. One day, Bruno goes out exploring beyond the garden. He meets Shmuel sitting at the other side of the fence. The boy is wearing the striped pyjamas. The two begin to talk more about each other's lives, and strike up a friendship. The Fury comes over for dinner and is very rude and forceful around the family.	'Bruno was sure that he had never seen a skinnier or sadder boy in his life.' "Poland... That's not as good as Germany, is it?" "We're superior" "What a horrible man" said Bruno of The Fury'
12-15	Shmuel tells Bruno more about how he came to live in the camp. At dinner that evening, Father realises that Kotler's father deserted Germany at the start of the war. Kotler beats Pavel after he spills wine. Bruno is shocked to find Shmuel in the house cleaning glasses one day. He gives Shmuel food, but Kotler catches him eating it. Bruno then lies by stating that he did not give Shmuel food.	'What happened then was ... unexpected and extremely unpleasant. Lieutenant Kotler grew very angry with Pavel and no one...stepped in to stop him doing what he did, even though none of them could watch. Even though it made Bruno cry and Gretel grow pale.'
16-17	Bruno's grandmother dies/ Kotler is relocated. Bruno and Shmuel meet again and Bruno apologises. Bruno contracts lice and has to have his head shaved. Bruno's father and mother argue more, until it is agreed that the family (except Father) should be moved back home.	"When I think about it, perhaps she is right. Perhaps this is not a place for children."
18-20	Shmuel reveals that he has lost his father. Bruno dresses in striped pyjamas and goes under the fence to help. They are marched into a room and everything goes black.	'Of course, all this happened a long time ago and nothing like that could ever happen again. Not in this day and age.'

**Main characters**

<b>Bruno</b>		Naïve, innocent, friendly: an innocent young boy growing up in Berlin. He loves adventures, which leads him to discover the horrors of Out-With.
<b>Gretel</b>		'Hopeless case': Bruno's 12-year-old sister. She is obsessed with dolls and patronising towards Bruno. She thinks she knows everything, but it just as naïve as Bruno.
<b>Shmuel</b>		A 9-year-old Auschwitz prisoner. He knows a lot about the realities of war and contrasts Bruno's naivety.
<b>Lieutenant Kotler</b>		Handsome, mean: A young, well-dressed soldier who works for Bruno's father. He is cruel and violent towards the camp prisoners, and calls Bruno 'Little Man'.
<b>Father</b>		Proud, devoted: Bruno and Gretel's father is a high-ranking member of Hitler's regime. He is Commandant of Out-With and tries to protect his family from what happens there.
<b>The Fury</b>		Powerful, authoritative: The Fury is the Chancellor of Germany and Father's boss. He is a strict leader and firmly in control wherever he goes. He is married to Eva.



Emotive Language				
agony	cruel	forbidden	ordeal	terrified
atrocious	damaging	harsh	outrage	threat
atrocious	disaster	honest	panic	tragic
appalling	disgust	innocent	repulsive	tremendous
beg	dreadful	magnificent	secret	urge
blessed	ecstatic	miracle	shame	vile
courageous	freedom	must	startling	vulnerable
you	corrupt	magic	concealed	wicked


**Explaining PEEL: I had an unusual childhood**

**P** - I had a pet elephant when I was a child.

**E** - My parents owned a circus.

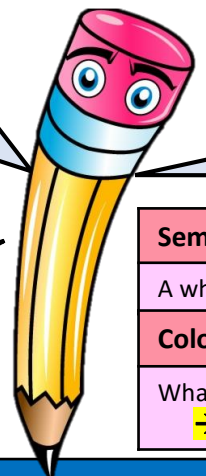
**E** - I have a photograph showing me gazing dreamily out of the window with my pet elephant.

**L** - This photo proves that I had a pet elephant when I was a child.



Johnny reminded us, "Always begin a new speaker on a new line!"

"Take care with your punctuation," he added.




**Semi-colons separate two independent clauses**

A whale is not a fish: it is a warm-blooded mammal.

**Colons separate two dependent clauses**

Whales are mammals **while** sharks are fish  
 → whales are mammals; sharks are fish.



**Instead of 'said', try:** shouted ~ yelled ~ called ~ laughed ~ giggled ~ cried ~ whispered ~ muttered ~ explained ~ exclaimed ~ questioned ~ announced ~ protested ~ argued ~ sighed ~ moaned ~ complained ~ disagreed ~ agreed ~ lied ~ admitted

**Simple sentences:** The werewolf growled.

**Compound sentences:** The werewolf growled **and** stalked the oblivious girl.

**Complex sentences:** The werewolf growled **while** stalking the oblivious girl. // **While** stalking the oblivious girl, the werewolf growled.

**Relative Clauses**

My grandmother (**who** is ninety-two) is a gymnast.

Italy - **where** pizza is said to have been invented - is in Europe.

The vases, **which** were antiques, were extremely valuable.



**The Active Voice**

The **subject** performs the **action** (the verb) to the **object**.

The people screamed at the zombies. The army shot at the zombies.

**The Passive Voice**

The thing that would normally be the object gets turned into the subject through the use of the passive form of the verb. They often include a prepositional phrase starting with 'by'.

The zombies were screamed at by the people. The zombies were shot at by the army.

**A good essay introduction should:**

- catch your reader's attention.
- give background on your topic.
- present your main point.

**A good essay conclusion :**

- Is the final idea left with the reader at the end of an essay.
- links back to the essay question by briefly restating your main points.
- includes a final thought or reflection to highlight the significance of the topic.

Figurative language	
<b>Simile</b>	Comparing something to something else using 'like' or 'as'. • The water well was <b>as</b> dry <b>as</b> a bone • The soldier was <b>like</b> a brave lion.
<b>Metaphor</b>	A comparison which is not literally true. Does not use 'like' or 'as'. • The water well <b>was</b> a dry bone. • The soldier <b>was</b> a brave lion.
<b>Personification</b>	Giving an object human characteristics (emotions, sensations, speech, physical movements, etc.) • The <b>cruel</b> waves <b>swallowed</b> the poor swimmer.
<b>Onomatopoeia</b>	A word that names a sound, but also sounds like that sound. • Smash, splash, bang, crash, thud, zoom, sizzle, whizz, boom, honk
<b>Alliteration</b>	The repetition of an initial letter or sound in closely linked words. • <b>Don't</b> dream it. <b>Drive</b> it. • <b>Peter Piper</b> picked a <b>peck</b> of <b>pickled</b> peppers.

**CHECK! Have you included basic punctuation?**

**Subjunctive**

For the subjunctive, we remove the final s at the end of the verb, so:

- I request that he **write** to her (instead of he **writes** to her) and in the subjunctive we use the forms **I were** and **they be**, so
- I wish I **were** able to fly (instead of I **was**)
- She asked that they **be** told immediately (instead of they **were** told).

The subjunctive isn't used in English very often. Nowadays it is usually replaced with modal verbs like might, could or should.

<b>Prejudice:</b> a negative opinion about someone which is not based on fact or reason	<b>Propaganda:</b> information used to promote a political cause. It may be misleading.	<b>Auschwitz:</b> the biggest concentration camp in Poland, where millions of Jews died.
<b>Commandant:</b> leader of the concentration camp.	<b>Holocaust:</b> destruction or slaughter on a mass scale.	<b>Anti-Semitism:</b> hostility or prejudice towards Jews
<b>Discrimination:</b> the unfair treatment of people based purely on race, religion, age, gender, etc.	<b>Final Solution:</b> Hitler's final plan to exterminate the Jewish population in extermination camps.	<b>Extermination Camp:</b> concentration camps which committed the mass-murder of Jews.

Subject Terminology		
<b>Foreshadowing:</b> to give an indication of what's to come.	<b>Flashback:</b> referring back to or remembering an earlier event.	<b>Unreliable narrator:</b> a narrator whose view cannot be trusted.
<b>Connotation:</b> an idea or feeling which a word invokes or suggests.	<b>Naïve:</b> a character who is innocent and doesn't know or understand what is going on around them.	<b>Semantic field:</b> a group of words belonging to a common theme or motif.

**DADWAVERSS!** Description ~ Action ~ Dialogue ~ Where ~ Adverb ~ Verb ~ Estimation of time ~ Rhetorical questions ~ Simile ~ Subordinating Conjunction ~ Onomatopoeia!

