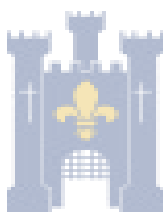


# English

# ENGLISH



(hb)<sup>2</sup>



**Questioning:**

Delve deeper – don't take things at face value.

**Using your initiative:**

Make good use of resources.

**resourcefulness**

## Useful websites:

<https://www.bbc.co.uk/bitesize/examspecs/zcbchv4>

Offers a range of activities for analysing fiction texts

<https://www.senecalearning.com/>

Useful for revising future GCSE texts and key quotations.

<https://www.bbc.co.uk/teach/skillswise/reading-for-pleasure/zj37cqt>

Activities and worksheets which develop reading skills

<https://www.englishgrammar.org/exercises/>

Online grammar quizzes and explanations

<https://www.writersdigest.com/prompts>

Creative writing ideas and prompts

<https://thinkwritten.com/365-creative-writing-prompts/>

Additional creative writing ideas and prompts

## Discourse markers

*You could use these phrases to introduce or develop your ideas in an essay:*

***In addition,  
Furthermore,  
Additionally,***

***For example,  
Such as,  
For instance,***

***Therefore,  
Consequently,  
As a result,***

***On the other hand,  
In contrast,  
Whereas,  
Alternatively,***

***Similarly,  
Likewise,***

***However,***

***This is best illustrated/ demonstrated/ shown/ hinted at/ highlighted/ emphasised/ revealed when.....***

***It is evident through the writer's language choices that...***

***The writer may have wanted to give the impression that ...***

***The word ' \_\_\_\_\_ ' suggests/ indicates/ implies/ makes me think that...***

# English

English Language

Linguistic Devices



You must be able to identify a range of linguistic devices and comment on the effect. In addition, you will be expected to craft your own in your Question 5 response.

DEVICE	DEFINITION	EXAMPLE
<b>Simile</b>	Uses the words “like” or “as” to compare two things, suggesting that they are alike.	<i>She was as pale as the moon.</i>
<b>Metaphor</b>	States a comparison as a fact by saying something is something else.	<i>The rotting pumpkin was a <b>deflated basketball</b> of mould and flies.</i>
<b>Adjective</b>	Gives more detail and describes an object, place, person or thing.	<i>The <b>old, red</b> wheelbarrow leant against the <b>wooden</b> wall.</i>
<b>Verb</b>	Show an action or a movement.	<i><b>Jumping</b> into the swimming pool. Jess <b>laughed</b> loudly.</i>
<b>Adverb</b>	Gives more information about a verb and how an action is done. Usually ends in <i>ly</i> .	<i><b>Carefully</b>, the old woman cradled the baby in her arms.</i>
<b>Personification</b>	When human characteristics are given to an animal or object.	<i>The sun warmly <b>greeted</b> me.</i>
<b>Sensory Description</b>	Imagery that the reader can vividly imagine as it appeals to any of their five senses: see, hear, smell, touch, taste.	<i>Sinking its teeth into the carcass, the wolf <b>howled</b>; its snout was matted with fresh, <b>warm</b> blood.</i>
<b>Onomatopoeia</b>	A word that captures the sound made by an object or action.	<i>The door <b>creaked</b> open.</i>

# English

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English Language

**Ambitious Vocabulary**



You must use sophisticated and ambitious vocabulary in your writing for Q5.

**Task:** Find a range of synonyms for each of the words below:

**Adjectives for describing a setting:**

Old:

Dirty:

Clean:

Stormy:

Calm:

Dark:

Bright:

# English

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English Language

'Show don't tell'



In order to make your writing compelling, you should provide your reader with subtle clues that they can imagine for themselves.

**As the novelist Chekhov said: "Don't tell me the moon is shining; show me the glint of light on broken glass."**

**Task:** Consider below how you could imply the following emotions through the behaviour of your character:

**Cold:** *The girl shivered and pulled the fur coat closer around her shoulders.*

**Hot:**

**Happy:**

**Excited:**

**Sad:**

**Angry:**

**Frightened:**

**Jealous:**

**Embarrassed:**

**Tired:**

**Lonely:**

**Stressed:**

# English

English Language

Punctuation



You must be able to confidently use a range of punctuation in your writing.

TERM	GUIDANCE	EXAMPLE
<b>Apostrophe</b> '	<ol style="list-style-type: none"><li>1. Signifies the omission of letters.</li><li>2. Shows possession</li></ol>	<i>I'm instead of I am</i> <i>Fred's mother</i>
<b>Brackets</b> ( )	Used to separate a word or phrase. Brackets contain extra information which could be omitted without altering the meaning of the sentence.	<i>His stomach (<b>which was never very quiet</b>) began to gurgle hungrily.</i>
<b>Colon</b> :	Used to introduce an example, explanation or a list. Information following a colon must expand upon or link to the previous part of the sentence.	<i>It wasn't much of a holiday: two weeks of constant rain in a leaky tent.</i>
<b>Comma</b> ,	<ol style="list-style-type: none"><li>1. Marks a pause in a sentence, especially to separate a subordinate clause from the main clause.</li><li>2. To separate items in a list.</li><li>3. In pairs to give additional information.</li></ol>	<i>I've packed slippers, socks, pyjamas and my toothbrush.</i> <i>The guitarist, Jimi Hendrix, once lived here.</i>
<b>Semi colon</b> ;	Used to mark a significant break in a sentence, to connect two closely related clauses and to separate items in a complex list.	<i>The castle was desolate; no one had lived there for a while.</i>
<b>Ellipsis</b> ...	<ol style="list-style-type: none"><li>1. Creates suspense if used at the end of a sentence.</li><li>2. Signifies a pause in a person's thoughts or speech.</li></ol>	<i>"I'm not sure... maybe I'll do it later."</i> <i>A scream pierced the darkness....</i>
<b>Exclamation mark</b> !	Expresses extreme emotions, shouting, alarm or excitement in written speech.  Used to emphasise a point.	<i>"Stop! Don't drink! The goblet is poisoned!"</i>
<b>Dash</b> -	<ol style="list-style-type: none"><li>1. Indicates a connection between two words.</li><li>2. Allows for additional information to be inserted into a sentence instead of commas.</li></ol>	<i>The Nobel-Prize winning author.</i> <i>I have a detention with my teacher- Mr Smith- tomorrow.</i>

# English

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**Task 1 :** Add the semicolon to these sentences.

Freddie opened the pizza box it was empty.

My Dad loves football I can't stand it.

Max is clever and works hard he deserves to pass all his GCSEs.

My friend's birthday is on the 22<sup>nd</sup> August her star sign is 'Leo'.

**Task 2:** Consider where you would add semicolons in this list.

For dessert I had some bananas a handful of small, juicy strawberries some sliced kiwi fruit and a generous dollop of ice cream all covered in delicious, melted chocolate.

**Task 3:** Add the correct punctuation.

Im going to my dads house this weekend

My mum Julia is a teacher

My cat is brown lazy and very fat

My friend baked a chocolate cake my favourite and we all had a slice.

My grandmothers name is Gertrude.

# English



English Language

Planning a Q5 response

You must consider the structure of your work and organise your ideas.

**Task:** Use the four boxes to plan your creative writing.

<p><b>1. Setting:</b> Give an overview of the setting. How can you establish the time/ place/ mood?</p>	<p><b>2. Zoom in:</b> Focus on something specific to describe in detail- either a character or an aspect of the setting.</p>
<p><b>4. Link:</b> How can you end your piece powerfully and give your reader closure? You could 'link back' to something you have already referred to- for example a last look at the detail you zoomed in on previously?</p>	<p><b>3. Shift:</b> A moment of change or conflict. Something happens to develop the plot. Or you could switch to an internal perspective- what is the character thinking/ feeling?</p>

# English



Use the checklist to make sure your creative writing meets all the criteria.

<b><u>Content and Organisation [24 marks]</u></b>	
<b>Linguistic devices</b>	
	Simile
	Triple
	Alliteration
	Metaphor
	Personification
	Pathetic Fallacy
	Onomatopoeia
<b>Structural Features</b>	
	Describe the wider setting.
	Zoom in on the small details.
	Shift in time, place or perspective.
	Link back using a cyclical structure.
	Use a new paragraph whenever you change the time/place/topic.
	Link your paragraphs.



# English

## English Language

## Rhetorical Devices Glossary

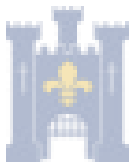


When writing a speech, you can use these tools to make your argument more compelling and persuasive for an audience.

DEVICE	EXAMPLE	EFFECT
<b>Alliteration</b>	<i>Only <u>t</u>ime will <u>t</u>ell.</i>	The repetition of consonant sounds at the beginning of words. This helps to add emphasis and make them more memorable.
<b>Repetition</b>	<i><u>This is</u> where we belong; <u>this is</u> our home.</i>	When words and phrases are repeated to reinforce the argument or to add emphasis. This device makes the statement memorable- as it ensures the message stays in the mind of the audience.
<b>Anecdote</b>	<i>The same thing happened to <u>my friend Ben</u>...</i>	A short personal story which connects the speaker with the audience. Expressing personal experience with the topic makes the speaker's viewpoint seem more believable.
<b>Counter-argument</b>	<i><u>Other brands claim to be more effective,</u> however...</i>	When you state the opposing viewpoint and then disprove or discredit it in order to make your opinion seem stronger.
<b>Direct Address</b>	<i>If <u>you</u> don't buy this, <u>you</u> will regret it.</i>	When the speaker aims to communicate their message directly to the audience.
<b>Hyperbole</b>	<i>This is the <u>most important issue of all time</u>.</i>	Exaggeration- to make the point being expressed more dramatic and to add emphasis.
<b>Rhetorical Question</b>	<i>Do you want to be fit and healthy?</i>	Statements phrased as questions. They encourage the audience to consider the implied answer.
<b>Simile</b>	<i><u>Like a great ship,</u> together we must persevere through the storm.</i>	Imagery that encourages a comparison by saying something is <i>like</i> something else. Used to make the point more vivid and to engage the audience.

# English

<b>Jargon</b>	<i>Our moisturiser is enriched with <u>folic acid</u> and uses <u>microdermabrasion technology</u>.</i>	Technical words or phrases that relate to a topic, that people may not fully understand. Used by the speaker to show their expert knowledge and to make themselves sound credible and believable.
<b>Pronouns</b>	<i><u>We</u> are all in this together; <u>we</u> will stand united.</i>	'we' helps to create a sense of unity and connection between the speaker and audience. 'Them' or 'they' creates a common enemy. 'I' makes the speaker sound authoritative and establishes credibility.
<b>Triple</b>	<i>Government <u>of the people</u>, <u>by the people</u>, <u>for the people</u>.</i>	When adjectives or phrases are arranged into lists of three. This adds emphasis and makes the information being expressed more memorable and powerful.
<b>Emotive Language</b>	<i>Woody was <u>abandoned</u>. Help end the <u>suffering</u> of <u>neglected animals</u>.</i>	Words that encourage strong feelings about the topic being expressed. If an audience is emotionally invested in what you are saying, they are more likely to be persuaded.
<b>Evidence</b>	<i>As per the <u>graph</u>, <u>89%</u> of people who answered our <u>survey</u> would recommend this product.</i>	Graphs, statistics, diagrams, expert opinions, etc. can be used to support the speaker's viewpoint and add credibility. People are more likely to be persuaded if they can see proof.



Websites which offer persuasive speech ideas and prompts:

<https://uk.papersowl.com/blog/best-ideas-for-persuasive-speech>

<https://publicspeakingresources.com/argumentative-speech-topics/>

Famous speeches:

<https://highspark.co/famous-persuasive-speeches/>

<https://www.marieclaire.co.uk/entertainment/people/the-10-greatest-all-time-speeches-by-10-inspirational-women-79732>