

English/Language Revision guide

HOW TO USE THIS GUIDE?

This guide is designed for you to **ACTIVELY** revise. It is not just a list of reading and things to remember. This guide is full of strategies to revise actively which can be done in groups with your friends, as well as on your own. Remember, you compete on your own in the exam but you can prepare together.

"Fail to prepare, Prepare to Fail!"

Roy Keane

English and English Language Unit 1 exam (2 hours and 15 minutes) = 40% of GCSE Grade

- It is suggested that 15 minutes are spent reading the questions and the 3 texts at the beginning of the exam.
- Marks available = 80.

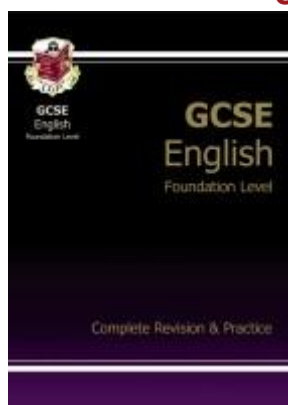
Section	Marks Available	Time to complete
Reading = 4 questions on 3 texts. Q4 asks you to compare 2 texts.	40	1 hour
Writing = 2 questions. • 1 = Inform Explain describe. • 2 = Persuade Argue.	40	1 Hour

Revising for your English Unit 1 exam:

Where to revise:

- Look on the school website for Guidance under "English Revision".
- Use the study guide you bought from us.

Study Guides



Where to find Practise papers:

- Look on the school website for Guidance under "English Revision".

HIGHER Unit 1 Exam A SUMMARY OF WHAT I HAVE TO DO :				
Reading section Questions	Marks available	My Mark	Minutes to spend on Question	Content of Question:
A1	8		12	I have to use PEA to interpret facts and show what the reader learns from the facts/descriptions in the text.
A2	8		12	I have to use PEA to analyse how effectively: heading, sub-headings and images are used to engage the reader and connect to the text.
A3	8		12	I have to use PEA to explain and analyse the thoughts and feelings of a writer from the language used in a text. I may also be asked to use PEA to show how a writer makes a text: entertaining, exciting, or tense through the use of language.
A4	16		24	I have to use PEA to compare 2 texts. I must show how the language in both texts is used to affect the reader. I must use a PLANNING DIAGRAM to organise my ideas.
Writing section Questions	Marks available	My Mark	Minutes to spend on Question	Content of Question:
B5 i+ii	10			I have to write to inform/explain/describe including the features of this style of writing.
B5 iii	6		24	I have to use short and long sentences, punctuation for effect and spell words correctly. I should try to use complex sentences and vocabulary.
B6 i+ii	16			I have to write to persuade/argue. I must use AFOREST or AHFASTERCROC and CONNECTIVES to organise my writing.
B6 iii	8		36	I have to use short and long sentences, punctuation for effect and spell words correctly. I should try to use complex sentences and vocabulary.
Total	80		2 hours	

FOUNDATION Unit 1 A SUMMARY OF WHAT I HAVE TO DO:				
Reading section Questions	Marks available	My Mark	Minutes to spend on Question	Content of question:
A1a	4		6	I have to give 4 pieces of information for part A I have to identify and comment on 2-4 interpretations of facts.
A1b	4		6	
A2	8		12	I have to use PEA to explain how a writer achieves a purpose.
A3	12		18	I have to use PEA to explain how a writer uses language to achieve a purpose like: inform/explain/entertain/persuade/argue/advise.
A4	12		18	I have to use PEA to compare the PRESENTATIONAL FEATURES of 2 texts. I must use a planning diagram to organise my ideas.
Writing section Questions	Marks available	My Mark	Minutes to spend on Question	Content of Question:
B5 i+ii	10			I have to write to inform/explain/describe including the features of this style of writing.
B5 iii	6		24	I have to use short and long sentences, punctuation for effect and spell basic words correctly. I should try to use complex sentences and vocabulary.
B6 i+ii	16			I have to write to persuade/argue. I must use AFOREST and CONNECTIVES to organise my writing.
B6 iii	8		36	I have to use short and long sentences, punctuation for effect and spell basic words correctly. I should try to use complex sentences and vocabulary.
Total	80		2 hours	

What the examiner is looking for in the Writing section of the paper?

Inform/explain/describe:

- I use carefully chosen, detailed descriptive language. (I refer to the senses if asked to describe).
- I use similes/metaphors/personification of appropriate.
- I engage with question offering reasons when informing/explaining.
- I structure my work skilfully and paragraphs aid meaning.
- I use the Hand plan.

Persuade/argue/advise:

- I use carefully chosen persuasive language to manipulate my audience.
- For advise I use modal verbs like: may, might, should, could etc. for persuade I use must.
- When arguing I consider the other side.
- I show confident understanding of purpose and audience.
- My paragraphing is effective and aids meaning.
- I use specific sentence lengths for effect.
- I use connectives persuasively in my writing.
- I use the planning diagrams.

Key English Language Vocabulary	Key Literature Vocabulary
Alliteration	Soliloquy
Rhetoric	Prejudice
Onomatopoeia	Interpretation
Metaphor	Evaluation
Simile	Intention
Personification	Attitude
Summary	Political
Alliteration	Consequently
Rhetoric	Rhyme
Consequently	Rhythm
Comparison	Stanza
Similar	Prose
Effective	Associate
Bias	Author
Colloquial	Gullible
Slang	Ingenious
Emotive	Mischievous
Formal	Momentous
Informal	Necessary
Jargon	Occasion
Pun	Occurrence
Sarcasm	Ordinary
Repetition	Originally
Patronise	Parallel
Development	Reference
Difference	Relevant
Subtle	Responsibility
Gauge	Tragedy
Imitate	Treacherous
Knowledge	Unnatural
Irrelevant	Unnecessary
Prominent	Responsibility
Antidote	Suspicious
Dissatisfaction	Representation
Artificial	Significant
Language	Inferior
Association	Superior
Assonance	Violence
Iambic metre	Acquaintance
Imagery	Pugnacious
Personification	Culminates
Pun	Steinbeck
Sonnet	Priestley
Syllable	Narrative
Parallel	Narrator
Humourous	Setting
	Symbolism

KEY SPELLINGS

Alliteration	Disregard	Pursue
Rhetoric	Distort	Received
Prejudice	Eagerly	Recommend
Onomatopoeia	Enthral	Reference
Metaphor	Eventually	Regrettable
Simile	Exaggerate	Relevant
Personification	Forfeit	Responsibility
Summary	Accept	Separate
Interpretation	Except	Shakespeare
Evaluation	Existence	Shriek
Intention	Favourite	Similar
Attitude	Foreign	Sincerely
Political	Fulfil	Solemn
Comparison	Gauge	Succeed
Similar	Glimpse	Tragedy
Consequently	Grieved	Treacherous
Effective	Gullible	Unnatural
Bias	Guest	Unnecessary
Colloquial	Haggard	Usually
Emotive	Humorous	Vicious
Sarcasm	Imitate	Virtuous
Repetition	Immediately	Responsibility
Rhyme	Immensely	Suspicious
Rhythm	Impertinent	Representation
Stanza	Independent	Significant
Patronise	Ingenious	Inferior
Accept	Interfere	Superior
Affect	Irrelevant	Violence
Effect	Irreparably	Acquaintance
Associate	Irritable	Pugnacious
Behaviour	Knowledge	Culminates
Believe	Likable	Antidote
Business	Manoeuvre	Dissatisfaction
Camouflage	Mischievous	Steinbeck
Category	Momentous	Priestley
Conscience	Necessary	Artificial
Conscious	Noticeable	Language
Subconscious	Occasion	Association
Deceive	Occurrence	Assonance
Definite	Opportunities	Iambic metre
Deteriorate	Ordinary	Imagery
Development	Originally	Narrative
Difference	Parallel	Narrator
Subtle	Permanently	Personification
Disappear	Persistent	Pun
Disappoint	Possessive	Setting
Disastrous	Privilege	Sonnet
	Procedure	Syllable
	Prominent	Symbolism

Key Grammar



<u>Type</u>	<u>Explanation</u>	<u>Example</u>
Nouns	Naming words	e.g. 1) <u>Jack</u> is upset. e.g. 2) The <u>table</u> is flat. e.g. 3) The <u>crowd</u> surged forwards.
Verbs	Doing words (indicating an action or a state of being)	e.g. 1) The dog is <u>barking</u> . e.g. 2) The horse <u>has</u> a long mane. e.g. 3) The student <u>walked</u> away.
Adjectives	Words that describe a noun or pronoun	e.g. 1) The bus was <u>big</u> and <u>red</u> . e.g. 2) <u>Several</u> people were queuing. e.g. 3) It's sad that <u>my</u> sister is nicer than <u>your</u> brother.
Pronouns	Used instead of a noun to avoid constant repetition (e.g. He, she, it, they)	e.g. 1) Jack liked Jill. <u>He</u> was head over heels for <u>her</u> . <u>Their</u> love was amazing. <u>It</u> was never-ending.
Adverbs	A word that adds information to a verb (either how, when or where it was done)	e.g. 1) She moved <u>slowly</u> . e.g. 2) Amanda walked in <u>earlier</u> . e.g. 3) The dog walked <u>far</u> .



Types of Sentences:

<u>Type</u>	<u>Explanation</u>	<u>Example</u>
Simple	A sentence with a noun/pronoun and one main verb	e.g. 1) She was <i>living</i> in a car. e.g. 2) David <i>knows</i> Sarah. e.g. 3) He <i>danced</i> all night.
Compound	Two or more simple sentences joined by a connective	e.g. 1) She was living in a car <i>and</i> she was sad. e.g. 2) David knows Sarah <i>but</i> he doesn't know her sister.
Complex	A sentence with one main clause and one or more subordinate clauses/embedded clauses	e.g. 1) Planes cannot land, when the weather is bad. e.g. 2) The car, which was stolen , laid abandoned in the ditch.

Common Connectives:

And	But	Too	Moreover	Furthermore	As well as	Also
Meanwhile						
Because	After	Before	Next	Finally	First	Second
	Third	So				
Then	Especially	Indeed	Significantly		In particular	
Similarly	Thus					
Therefore	Consequently	However	Although	Unless	If	
Alternatively						
Such as	For example	For instance	Whereas	Otherwise		
Likewise						

TASK:

Organise the connectives into 4 lists:

- Connectives to order information.
- Connectives to show similarities.
- Connectives to show differences.
- Connectives to show reinforcement of an idea.

Common mistakes:

<u>There</u>	a place (remember 'here' is in the word 'there')	e.g. 1) He went over <u>there</u> to get some water. e.g. 2) I can find my own way <u>there</u> .
<u>Their</u>	To indicate possession	e.g. 1) It's <u>their</u> dog. e.g. 2) My friends have lost <u>their</u> coats.
<u>They're</u>	Abbreviated version of 'they are'	e.g. 1) <u>They're</u> over here. e.g. 2) I'm glad <u>they're</u> happy with everything.

<u>To</u>	Used to show direction or as part of a verb	e.g. 1) he passed the bag <u>to</u> his brother. e.g.2) She wanted <u>to</u> read the new Twilight book.
<u>Too</u>	Indicates something is excessive or is as well as something else	e.g. 1) That is <u>too</u> expensive! e.g. 2) Will you be eating <u>too</u> ?
<u>Two</u>	The number two	e.g. 1) There were <u>two</u> boys. e.g. 2) I will take <u>two</u> of these.

<u>Was</u>	Used when writing in the singular	e.g. 1) I <u>was</u> very upset. e.g. 2) She <u>was</u> in need of a haircut!
<u>Were</u>	Used when writing in the plural	e.g. 1) They <u>were</u> happy to be here. e.g. 2) We <u>were</u> in a new place.
<u>We're</u>	Abbreviated version of 'we are'	e.g. 1) <u>We're</u> here at last. e.g. 2) When <u>we're</u> happy, I am glad.
<u>Where</u>	Refers to a place	e.g. 1) <u>Where</u> are we now? e.g. We are going who knows <u>where</u> .

Key Punctuation

.	Full Stop	To indicate the end of a sentence
,	Comma	1) To separate items in a list (e.g. I need to buy chocolate, sweets, apples and milk.) 2) In between clauses in a sentence (e.g. Although we sometimes doubt them, teachers are always right.)
‘	Apostrophe	1) Possession: to show that something belongs to someone or a group of people (e.g. That is Anna’s coat; I have two dogs. These are my dogs’ toys.) 2) Omission: to show that a letter, letters or word has been removed (e.g. They are wrong = They’re wrong.)
?	Question Mark	Used at the end of a sentence to show that it is a question
!	Exclamation mark	1) To highlight humour 2) To emphasise strong or sudden feelings like anger, surprise, delight etc
“ ”	Speech marks/Quotation marks	1) Used to indicate the words that are actually spoken (NB: any punctuation within the speech must be included before you close the speech marks) 2) Used to indicate words/sentences taken directly from a text
:	Colon	1) To introduce a quotation (e.g. The teacher said: “work hard.”) 2) To introduce a list (e.g. There are many things to look forward to: sun, sea, the beach and good times)
;	Semi-colon	1) Separating two closely-related sentences, giving a shorter pause than a full stop (e.g. I know I can pass my exams; I have the knowledge and understanding to do it.) 2) Separating the sections of a complicated list (e.g. I like cats because they’re cute; I like dogs because they’re loyal; and I love dolphins because they are intelligent)
...	Ellipsis	1) Used to suggest a situation could run on forever (e.g. the film seemed to last forever...) 2) Used to give an air of mystery (e.g. who can imagine the horrors they witnessed...?) 3) Used to suggest the reader can decide for themselves

		(Which way will you vote...?)
()	Brackets	Used to offer additional information (e.g. George was very efficient (except when he was tired) and he worked very hard.)
-	Dash	Used in the same way as brackets and can also be used to make information stand out (e.g. Rupert Murdoch – worth over £50 million – is a very rich man.)

Q4 Higher Unit 1 A

Specifically

challenging test:

What can you do?

G	Genre - what type of text is it?
A	Audience - who is the audience?
P	Purpose - to: entertain, persuade. Inform, advise etc. Can be more than 1!
L	Language - How do the words/phrases meet the purpose?
I	Information - facts, statistics, statements
S	Structure - long/short paragraphs, long/short sentences, bullets etc?
T	Tone - is it serious, funny, sarcastic?

GAP LIST PLAN – Read the texts through and then plan for 5 MINS!

	<u>TEXT 1:</u>	<u>TEXT 2:</u>
<u>G</u>	<u>What type of text is it?</u>	<u>What type of text is it?</u>
<u>A</u>	<u>What type of people is it written for (target audience)?</u>	<u>What type of people is it written for (target audience)?</u>
<u>P</u>	<u>What is the purpose(s) of the text?</u>	<u>What is the purpose(s) of the text?</u>
<u>L</u>	<u>Quote 3/4 lines that fulfil the purpose(s) (persuasive/descriptive/entertaining etc) - what is the implied meaning and effect?</u>	<u>Quote 3/4 lines that fulfil the purpose(s) (persuasive/descriptive/entertaining etc) – what is the implied meaning and effect?</u>
<u>I</u>	<u>Information/imagery used to fulfil purpose/engage the target audience? (optional)</u>	<u>Information/imagery used to fulfil purpose/engage the target audience? (optional)</u>
<u>S</u>	<u>Sentence/paragraph structure use for effect to fulfil a purpose/engage the target audience? (optional)</u>	<u>Sentence/paragraph structure use for effect to fulfil a purpose/engage the target audience? (optional)</u>
<u>T</u>	<u>What words and phrases are used to set the tone of the piece (sad/exciting/tense/fun etc.)? What is the implied meaning and effect on the reader?</u>	<u>What words and phrases are used to set the tone of the piece (sad/exciting/tense/fun etc.)? What is the implied meaning and effect on the reader?</u>

Structure for your write up of Question 4:

Paragraph 1: text 1 – engaging the reader and setting the tone (A, T and P sections of GAPLIST)

- Answer: how does text 1 engage the target audience at the beginning of the text – what words/phrases grab you and get you to read on – how and why do they do that (what do they suggest to you)? **PEA**
- Analyse how the words set the tone for the rest of the piece (what do the words imply and what tone does this create?) **add on to the end of the Analysis**
- Explain how and why this fulfils one or more of the purposes of the text (to entertain? To inform? etc.) **+ explain this at the end of the paragraph**

Link with a connective – ‘Similarly’, ‘In comparison’, ‘Likewise’, ‘In contrast’ etc.

Paragraph 2: text 2 – engaging the reader and setting the tone (A, T and P sections of GAPLIST)

- Answer: how does text 2 engage the target audience at the beginning of the text – what words/phrases grab you and get you to read on – how and why do they do that (what do they suggest to you)? **PEA**
- Analyse how the words set the tone for the rest of the piece (what do the words imply and what tone does this create?) **add on to the end of the Analysis**
- Explain how and why this fulfils one or more of the purposes of the text (to entertain? to inform? etc.) **+ explain this at the end of the paragraph**

Paragraph 3: text 1 – PEA language analysis and its implication and effect (L, P and A of GAPLIST)

- **PEA** – make a point about text 1 and what it makes you think/feel; provide a quote (evidence) that you think makes you think this; analyse the evidence, pulling out key words, explaining what they mean and how and why they make you think the point – what are they implying to you, as the reader?
- + - Explain how and why this fulfils one or more of the purposes of the text (why does it make you want to do it (*if* persuasive)? How does it create a greater understanding of what they’re talking about (*if* informative)? How does it engage you (*if* entertaining)?
- + - Explain how the words/implications appeal to the target audience – how does it engage them and effect them particularly?

Link with a connective – ‘Similarly’, ‘In comparison’, ‘Likewise’, ‘In contrast’ etc.

Paragraph 4: text 2 – PEA language analysis and its implication and effect (L, P and A of GAPLIST)

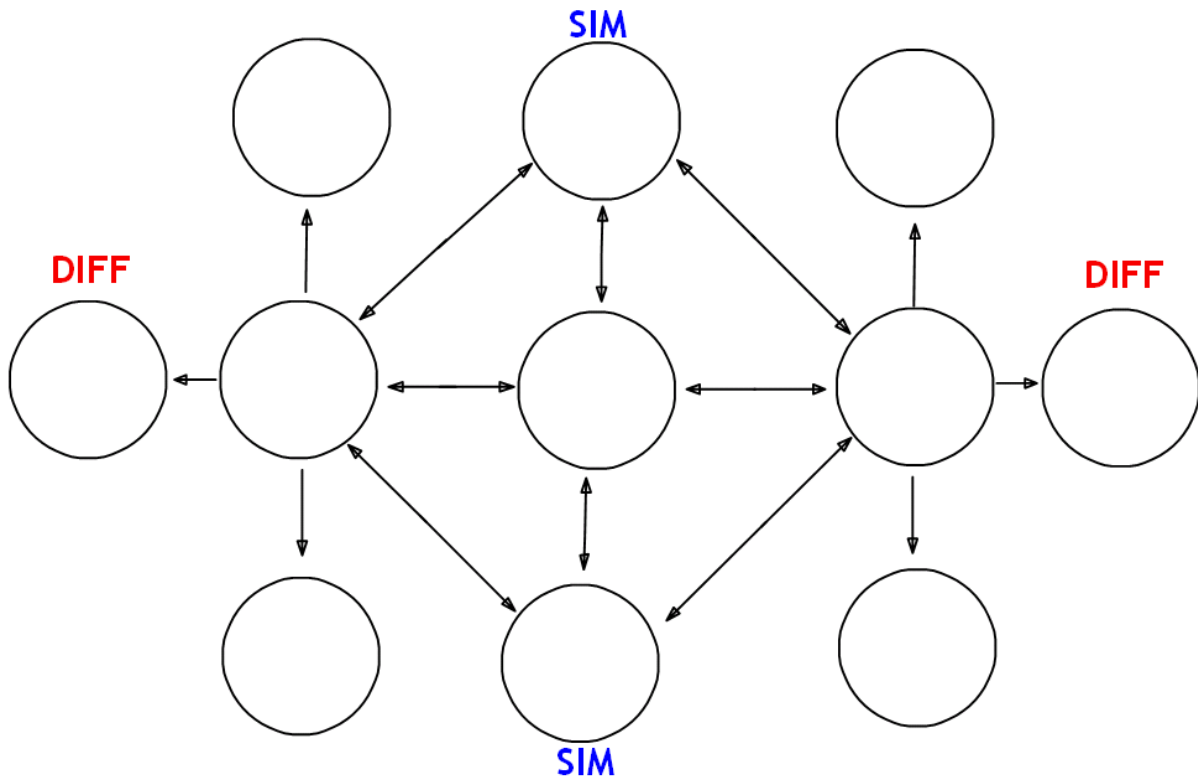
- **PEA** – make a point about text 2 and what it makes you think/feel; provide a quote (evidence) that you think makes you think this; analyse the evidence, pulling out key words, explaining what they mean and how and why they make you think the point – what are they implying to you, as the reader?
- + - Explain how and why this fulfils one or more of the purposes of the text (why does it make you want to do it (*if* persuasive)? How does it create a greater understanding of what they’re talking about (*if* informative)? How does it engage you (*if* entertaining)?
- + - Explain how the words/implications appeal to the target audience – how does it engage them and effect them particularly?

Paragraphs 5 and 6 (if time in exam):

Repeat what you did for paragraphs 3 and

Q4 FOUNDATION:

This questions means you have to compare the PRESENTATIONAL FEATURES of 2 texts.



You must plan an answer to *COMPARE* the texts. You can use the plan above or a VENN diagram. But you must plan!

Revision Techniques

SMART revision is...



Specific - What exactly are you going to do?

Example :

1. Revise for the literature exam (general aim) ✓
2. *Of Mice and Men* (a more specific aim) ✓✓
3. Revise theme of the American Dream this week (SMART!) ✓✓✓ ☺

Measurable - How will you measure your progress? How many pages, paragraphs, topics, or for how many hours do you aim to revise?

Top tip:

Enough sleep is as important as drinking water and eating a well balanced diet. These things can affect concentration levels.

Achievable - Can you do what you plan in the time you have available?

Time how long it takes to read a chapter, or write a page without interruptions. This will give you a good idea of what you can achieve.

Small goals are far more achievable than large ones, and every little bit you do will soon add up!

Don't forget that you will need to take a break every so often (every half an hour or 50 minutes, say).

Realistic - Be realistic about what you can achieve in the time you have available - are you kidding yourself?

To a Time scale - Think deadlines! When is the exam?

Knowing what you have to do and when it needs to be done by will help you decide what to tackle first. Fill in the table below with details of your exams.



Plan your time so that you work SMART and relax as well.

Activity	Hours per day
At school	
Sleeping	
Eating	

Fill out the table right to show how you spend your time:

Take the total away from 24 (hours in a day) = hours

This is a **rough** idea of how much time you can spend on revision each day, but remember you will need to take breaks while you work!

The amount of time you have available on a weekday will be different from the amount of time available on a weekend, so do it again for the weekend

Top Tips For Revising



Try to involve all your senses in your revision - it might help you remember more!

Here are some ideas to get you started:

- If you have to remember a sequence of events, try writing each one on a post-it and sorting them into the right order.
- Use colour in your notes (e.g. themes = blue; characterisation = yellow; important events = pink; linguistic devices = orange) to highlight relevant points.
- Have music quietly playing in the background.
- Use pictures and images instead of words.
- Try sucking a mint while you revise - peppermint can help concentration.
- Make up a song or a tune around what you need to learn, or use a well known tune and change the words to suit your purpose. The alphabet song and multiplication tables chant sticks in the mind years after leaving school.
- Use your sense of smell. Lavender is very relaxing, grapefruit and lemon are energizing.
- Mindmapping, spidergrams, charts, listing, bullet points all help to break up chunky pieces of information.

Techniques for English Language revision:

English: Suggested tasks

1. Study an advertisement in a magazine or newspaper or on the internet. Decide who the audience is, and how you know, what is the advert trying to say and how it says it. Think carefully about the words and images that have been used. Think about the size of the picture and the words – what effect is the advert trying to have on you? Jot down some words to describe the effect you think the advertiser is trying to create and then use a thesaurus and develop and extend your vocabulary.
2. Read a newspaper report from <i>The Guardian</i> , <i>The Times</i> , <i>The Independent</i> or <i>The Telegraph</i>
3. Create a poster to go up in your bedroom of the features you might expect to find in a persuasive text.
4. Go on to the BBC Bitesize web site, English section and complete the Reading Non-Fiction Texts section: Getting started, genre, audience, purpose, language, information, style, tone.
5. Compare two texts; one must be an information leaflet and the other a newspaper report from a tabloid web site or newspaper (e.g. <i>The Sun</i> , <i>News of the World</i> , <i>Daily Mail</i> , <i>Mirror</i>).
6. Go onto the BBC Bitesize Web site, Reading Non-Fiction Texts section and complete the comparative exercise and the comparative exam question.
7. Here is the opening to an essay: 'Write a persuasive article for a teenage fashion magazine about whether following fashion is important'. <i>Whether or not you choose to follow fashion depends very much on you. Some people like to wear whatever is cheapest. Others want things that are warm or practical and others want to look like they've just stepped off the catwalk or out of a high street shop. Some people just HAVE to be seen in the latest gear – whatever the cost.</i> Using your poster from task 3, rewrite this so it is really punchy and persuasive – remember who your audience is and what your purpose is.
8. Read an information or a persuasive leaflet and complete Appendix 2, identifying the audience, purpose, use of fact and opinion, the language and the layout. What do you think is the writer's intention?
9. Plan a response to this question: <i>Write an article for a newsletter in which you aim to persuade your readers that animals should be released from any form of captivity.</i> This question could account for up to 15% of your final GCSE English grade.
10. Write a persuasive essay from one of your plans.
11. Take an advert from a magazine and make notes about how it communicates; focus especially on the picture or pictures. Think about the graphology – remember someone has been paid a lot of money to communicate to their audience and persuade them to buy the product – why have they made the advert look like this?
12. Look outside your bedroom window. List four things you can see. For each thing, describe how it looks, sounds, tastes and smells. Write four sentences, each one beginning with either an adverb, or an adjective, or an exciting and dramatic finite verb (e.g. Whirling across the road, the leaves brushed the tarmac, bruising the cold concrete with the fresh, acrid smell of decomposing life.)
13. Plan this essay in 15 minutes: <i>Journeys can be exciting, boring, or a mixture of both. Describe a journey you have made, so that the reader can imagine it clearly.</i> Focus on vocabulary choices, using a thesaurus, and building up detail and description through the choice of subordinate clauses. Remember to make it interesting: it's good to have a hook at the beginning e.g. It was

a matter of life and death; arriving on time was essential.

14. Read a Sunday paper. Choose a substantial article and using Appendix 2, analyse the effectiveness of the article. Allow yourself twenty five minutes and write an essay which explains how the writer communicates with the reader.

15. Timed practice: Allow 40 minutes for planning and writing this essay: *Write to the Examination Board and persuade them to award GCSEs on coursework grades alone, and to stop all examinations.* Write four paragraphs and then check your work. What do you need to do to improve your work? Get on and do it. Share the best parts of your essay with someone else in the house – they'll probably enjoy it: I'll bet you're lovely to live with right now.

16. Allow 45 minutes to plan and answer this question: *Describe your ideal holiday location.*

Doing better in GCSE English Examinations C grade candidates

In the examinations, you will be assessed on reading and writing only and to achieve a grade C you need to be confident in all of these aspects

(Use the code in the third column, G - green, very confident; O - orange not fully sure; and R - red, not very confident, to record how well you think you can do. Ask your teacher about anything you colour red.)

Reading

Can You?	What can help you improve	
Set about reading a text in the best way and keep going even if it gets difficult	<ul style="list-style-type: none"> When you read what's on the exam paper, ask yourself: What is this text for? Who is it for? Decide whether you need to read closely, skim read or just scan over the text Guess the meaning of words you don't know by thinking what would make sense Go back to the beginning of the paragraph if you find you have lost the meaning 	R A G
Show that you understand: <ul style="list-style-type: none"> What the text clearly states What the text suggests by writing clear answers to questions	<ul style="list-style-type: none"> Highlight the key words in the question eg <i>Explain why ...</i> so that your answer is to the point. Before you start writing, think: is this really what the question is about? If you can't find the answer directly in the author's words, do some detective work and try to find where the answer is suggested by something in the text Remember that opinions are just what somebody or some people believe. If they are trying to persuade you, they may present their opinions so they look like facts 	R A G
Back up what you say by giving examples and explaining them	<p>If it fits the question, use the PEE formula:</p> <ul style="list-style-type: none"> This is my point Here is an example Here is a comment to explain the example <p>If you need to quote, make it as short as possible – it may be quicker just to refer to a line, sentence or paragraph.</p>	R A G
Find the important bits of information in texts and put them together in your own words	<ul style="list-style-type: none"> Scan texts and skim read until you have located the information you need for the question. Mark the sentences or paragraphs and read them carefully. Use good connectives to help you write your answer. <i>Whereas, On the other hand, instead of</i> are useful links if you are saying that the information is different in two texts; <i>Similarly, likewise, in the same way</i> are useful if the texts are saying more or less the same. 	R A G
Make comments about the way a writer has chosen: <ul style="list-style-type: none"> to use words to set out their writing and present it to the reader 	<ul style="list-style-type: none"> Make sure your comment is about the effect of the author's special use of words or presentation. For example, don't say: <i>It's a good description because there are lots of adjectives</i>, Say: <i>The many adjectives make the description richer and more detailed so the reader can imagine the scene more easily.</i> 	R A G

Writing

Can You?	What can help you improve	
<p>Collect ideas and plan a piece of writing that will hold the interest of your reader</p>	<ul style="list-style-type: none"> • Use the way of planning that you find easiest. It might be a list of bullet points or some kind of diagram. Put all your ideas down quickly, then cross out what you don't like and organise the rest into the best order • Use the information in the question to help you think of ideas • <i>Who? What? Where? When? Why?</i> and <i>how?</i> are questions that can sometimes help to generate ideas • Respect your readers. Include all the information they need. Make it make sense. 	<p>R A G</p>
<p>Write in different ways</p>	<ul style="list-style-type: none"> • Revise the key features of different types of writing so you can include them in your own work • By thinking about the purpose and the intended readership of your writing, decide how formal and/or impersonal it needs to be. Adapt your writing to match this. Remember not to use the language of ordinary speech if you are writing formally. Eg We say, 'Thanks a lot.' In a formal letter we write: <i>I am most grateful.</i> 	<p>R A G</p>
<p>Add interest by choosing the best words and by the way you write sentences</p>	<ul style="list-style-type: none"> • You will need to write quickly, but you should stop sometimes and think: Is that the best word I can use? Can I write something more powerful, more unusual, more exact? • Vary the length of your sentences, using short, simple sentences for emphasis and longer sentences to link ideas together • Start your sentences in different ways. Don't always start with the subject and the verb of the main clause. 	<p>R A G</p>
<p>Make your writing very clear by using paragraphs and punctuation</p>	<ul style="list-style-type: none"> • Think about paragraphs while you are planning and before you actually start the writing • Remember to start a new paragraph for a change of time, change of topic, change of speaker • Look at your longer sentences and see whether a comma between clauses or to separate a phrase from the rest of the sentence would help to make them clearer • Don't use commas instead of connectives • Check that you have remembered other punctuation like speech marks and apostrophes 	<p>R A G</p>
<p>Write neatly and keep the number of spelling mistakes down</p>	<ul style="list-style-type: none"> • You may be nervous in the exam, but don't write so quickly that it is hard to read. You will not lose marks for crossing out mistakes. • Know which words you are sometimes careless with. Look closely at these when you read through your writing. • If there are common words that always trouble you (eg how many f's and t's in <i>graffiti</i>? how do you spell <i>necessary</i>?), make sure you have got your own way of remembering what is correct • Don't avoid using an excellent word because you are unsure of the spelling, but do make sure that you don't make mistakes in simple, common words that you could be expected to know 	<p>R A G</p>

Trivial Pursuit

The aim of this is to produce your own revision game to play with your friends or family. This takes preparation, but if done correctly provides you will an excellent revision tool on a range of topics within English Literature.

Resources

For this game you will need the following:

1 trivial pursuit board game

4 counters

Cards

A variety of question cards split into 6 categories:

Red = Newspapers

Green = Poetry

Orange = Grammar, punctuation, spelling

Blue = Non Fiction

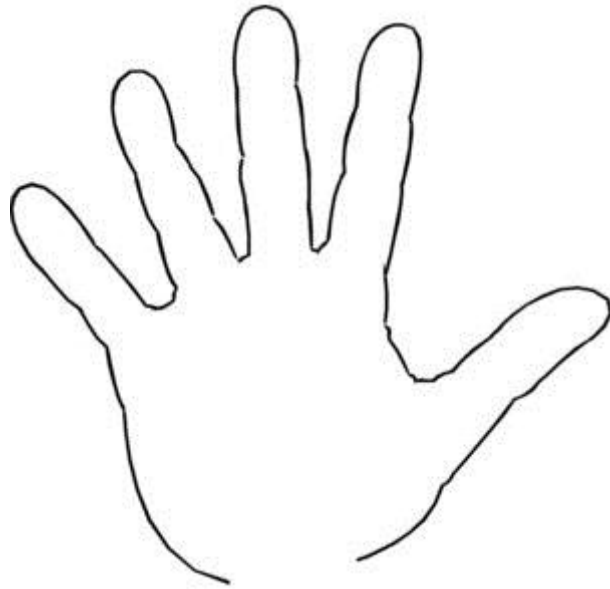
Purple = Pot Luck

Yellow = Writing triplets

Instructions

1. Get a group together of you and your friends
2. Take 20 cards each
3. Make sure each player creates three questions (providing the answers also) on their cards for each category
4. Use highlighters to colour code the categories of questions
5. Shuffle all the cards in the same category together
6. Set up the Trivial Pursuit board
7. Begin playing
8. The first player to win a cheese/pie from each category wins.

Inform Explain Describe 'Hand' Diagram



Instructions

Label the fingers 1 to 5 - this represents 5 paragraphs

Place a C in the palm - this represents your conclusion

Assign one of the 5 senses to each finger (sight, sound, touch, hear, smell)

Assign each finger a figurative language technique (alliteration, onomatopoeia, simile, metaphor, personification etc)

Then...

Personalize each paragraph in regards to individual question

IED Checklist

Students who achieve a C grade and above will:

- plan their response
- use a clear paragraph structure
- develop their ideas, building layers for effect and to sustain the interest of the reader
- create a clear picture using small but interesting details
- use a range of sentence structures
- use a variety of punctuation
- ensure their spelling is accurate
- use a variety of interesting vocabulary
- use a variety of adverbs and adjectives
- use a range of imagery
- include a wide range of detail
- use sensory description.

WRITING TO INFORM, EXPLAIN, DESCRIBE

Higher

1 "When one door closes, another opens."

Write an article for a magazine describing an occasion when one opportunity was lost but another one was presented to you or to someone you know.

2 Write an entry for a diary (which could be kept on paper or on a website) explaining your thoughts and feelings about growing up in the twenty-first century.

3 A publisher has asked for ideas for a new magazine for teenagers. Write a letter informing the publisher of your ideas for such a magazine; you should describe your suggestions for title and content and explain why you think the magazine will be popular.

4 "What really annoys me!"

Explain clearly what annoys you, and why you feel so strongly.

5 A website is inviting contributions on the subject 'Which item or items could you not live without?'

Write a contribution to this website explaining your choice.

6 'Sounds and Sights to Remember.'

Write a magazine article describing a market or a festival, at home or abroad, which you have visited, explaining how this experience has made a memorable impression on you.

TABOO A GAME - WRITING TO DESCRIBE

Get your friend/mum/dad to play.

Choose an object - e.g. Hairbrush.

Give 5 words cannot say: brush, hair, comb, style, head.

Give a list of techniques you must use: good adjectives, simile, metaphor, refer to the senses.

Give yourself a maximum 1 minute to describe object using the techniques but not the stated words you've chosen.

The Features of a Persuasive Text

BOLD opening

Language that really plays on the emotions: e.g. instead of child, 'tiny tot'; or instead of sad, 'miserable'

Expert opinions and facts and statistics to support your position (you can make these up, but don't go overboard!)

Exaggeration

Rule of three

Repetition of words or ideas

Use personal anecdotes after the facts and evidence

Rhetorical questions to engage audience

Write in the second person - address your audience directly

You might refer to a different opinion, but then criticise it or prove that it is wrong, and that your position is the right one.

Sentence variety; complex sentences with lots of subordinate clauses adding detail and really simple, even one word sentences, can be an extremely effective combination

Sound as though you really believe in what you are saying – is it a matter of life or death?

Finish with an instruction: TELL 'EM

AFOREST - Writing to Persuade

		Definition	Example
A	Alliteration	Two or more words next to each other that begin with the same letter	<i>Willy Wonka was a waiter</i>
F	Fact	A true statement	<i>Mr Simpson is an English teacher at Kingsdown</i>
O	Opinion	A point of view	<i>Mr Simpson has the worst taste in football teams</i>
R	Rhetorical Question or Repetition	A question that does not require an answer Repeated for effect	<i>Do you mind?</i> <i>Please, please, please</i>
E	Exaggeration or Emotive language	Going over the top Words used provoke an emotional response from the reader	<i>It was the best thing I had ever seen in my entire life!</i> <i>Without your help, little Alfie won't have a roof over his head or food and water. Only you can make a difference.</i>
S	Statistics	A number figure	<i>80% of teachers wear wigs, 9 out of 10 pupils dislike Lady Gaga.</i>
T	Triad (rule of 3)	Using 3 descriptive words to stick in a reader's mind.	<i>The lesson was brilliant, captivating and enjoyable.</i>

PERSUADE, ARGUE, ADVISE QUESTIONS

Higher:

- British scientists want to join a mission to put men on Mars in 2009. The cost will be £25 million a year. There are those who believe that the money should be spent on other things needed by society.
A debate on the issue is to be broadcast on your local radio station and you are to put a young person's view.
Write out, in full, the speech you intend to make either for or against supporting the Scientists
- A Government report suggests that the levels of congestion and pollution caused by traffic in this country could treble in the next decade.
Write a letter to your MP in which you argue this situation is unacceptable and offer advice on how it might be avoided.
- Write a letter to the editor of your local newspaper in which you try to persuade him to include more topics that may tackle issues faced by teenagers.
- The school meals service is seeking advice on how to make their meals more attractive to consumers. Write a letter to the school meals service in which you offer your advice.
- Write a letter to former students of your school in which you try to persuade them to return to school for a special occasion of your choice.

THESE ARE THINGS TO CHECK FOR IN YOUR WRITING TO GET
MAXIMUM MARKS

Examiners are impressed by students who correct their work, so don't be afraid to cross things out and make changes: it shows you are a thoughtful writer.

Make sure you keep changes as neat as possible and that your corrections are clear.

Does it make **sense**?

Have I included **full stops, semi-colons and commas**? Also check for speech marks, colons, question marks and apostrophes. Don't use exclamation marks unless it is an emergency.

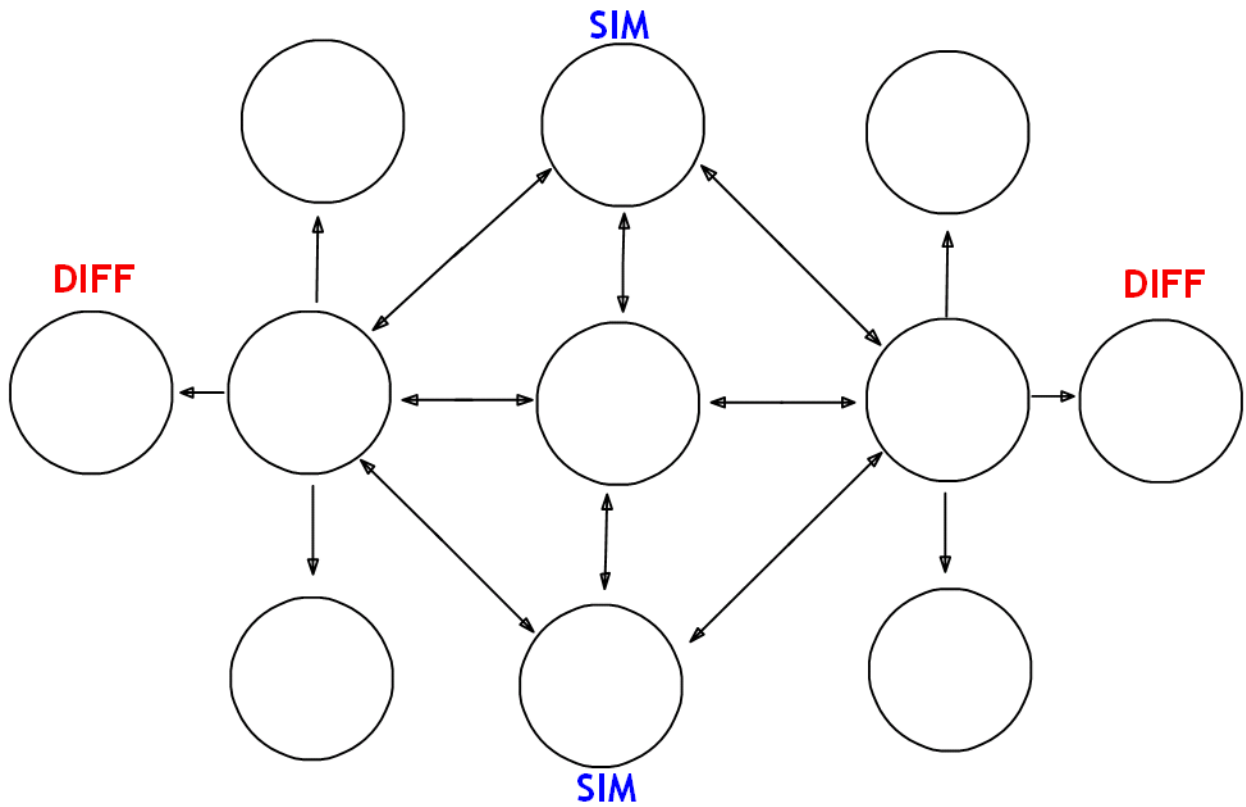
Could I vary the sort of **sentences** I've used? Maybe I could start with subordinate clauses and make the sentences more descriptive and detailed.

Do any of the words I've written look as though they're not quite right? If so, try writing them again on a piece of rough paper, **spelling** them differently; keep trying until it looks right and then correct it in your essay.

Have I divided my work up into **paragraphs**? If not, read it carefully and decide where you think the breaks ought to go. After the last word of the sentence that you want to end your paragraph, mark // and then NP which will tell the examiner that you want to begin a new paragraph.

Have I **included all that I wanted** to say? If not, mark the spot where you want to add something with a * and then make the same mark at the end of your essay, where you have some space, and write the extra points and ideas you wish to make by this second mark.

Planning diagrams:

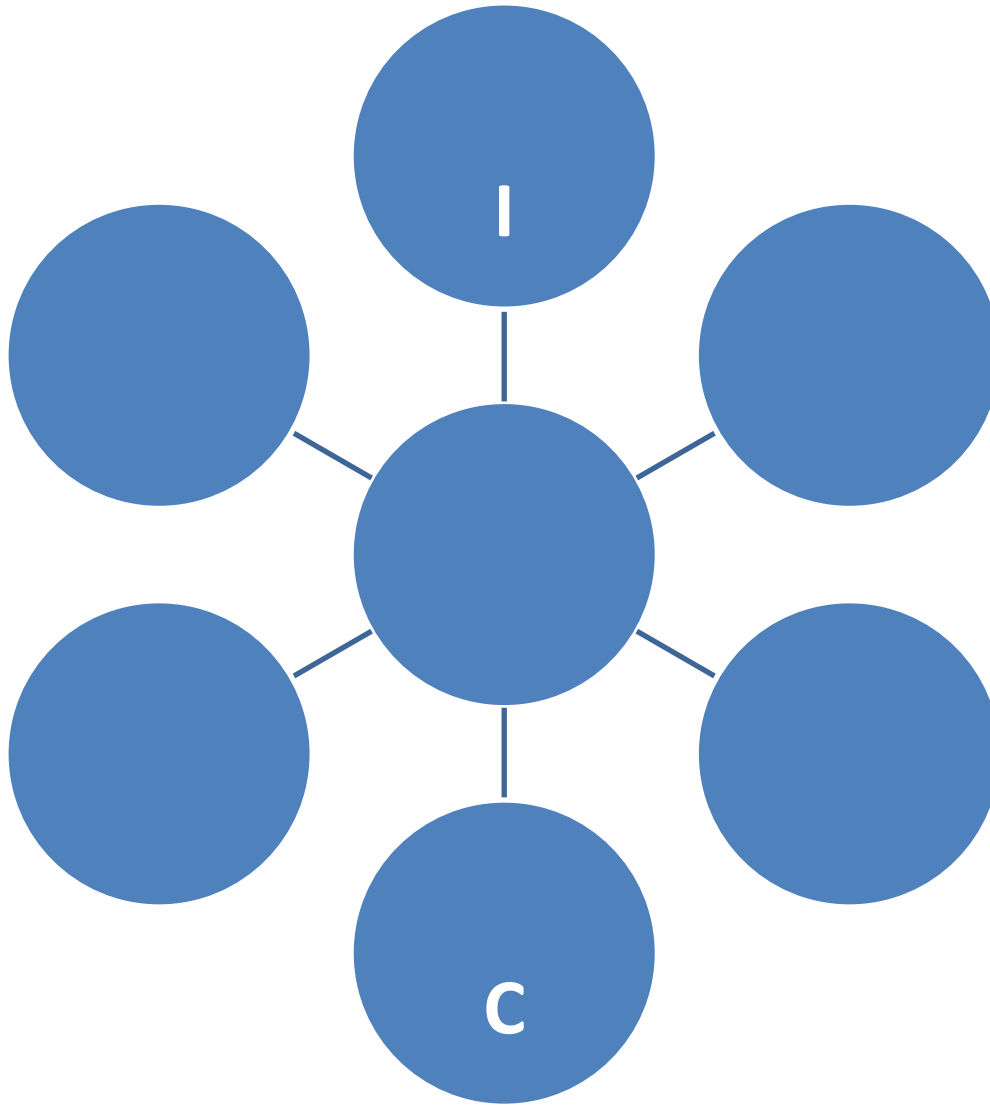


This is a possibility to use for Q4 on the reading section to compare. Equally the following work JUST as well;

- GAPLIST plan
- Venn

AFOREST

PAL



Powerful Phrases

PTs

Further Suggestions:

FRONTER

Student Shared

GCSE Bitesize

GCSEPOD

www.sparknotes.com

York Notes.

CGP Revision guides.

Regarding GCSE revision techniques, the Revision World site as advertised in the TES is very thorough: <http://www.revisionworld.co.uk/gcse/english>

This is a science revision site but contains a user friendly list of revision techniques:

<http://www.darvill.clara.net/revtips.htm>

Also:

http://www.revisioncentre.co.uk/advice/study_techniques.html

<http://www.edexcel.com/i-am-a/student/examzone/Pages/home.aspx>