GCSE ENGLISH LANGUAGE

INDEPENDENT REVISION WORKBOOK



WRITING

You should use this workbook to help you improve your writing skills. Use the self-assessment pages at the start to work out what you want to focus on – or challenge yourself to complete every page!

**Contents/ self-assessment**

**Technical Accuracy**

**These are skills associated with AO6 (writing with accurate spelling, punctuation and grammar, varying vocabulary and sentence structures)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **I am very confident** | **I am quite confident** | **I need to do more work on this** |
| **Punctuating correctly to aid meaning** |  |  |  |
| **Semi-Colons/Comma splicing** |  |  |  |
| **Spelling – commonly confused words**   1. **Effect/affect** 2. **Raise/rise** 3. **Past/passed** 4. **Quiet/quite** 5. **Lay/lie** |  |  |  |
| **Spelling – your and you’re** |  |  |  |
| **Spelling – doubling consonants** |  |  |  |
| **Spelling – adding to words ending in ‘y’** |  |  |  |
| **Spelling – the ‘ie’ rule** |  |  |  |
| **Writing in full sentences** |  |  |  |
| **Using complex sentences** |  |  |  |
| **Varying sentence moods** |  |  |  |
| **Spelling - Using homophones correctly** |  |  |  |

**Writing skills**

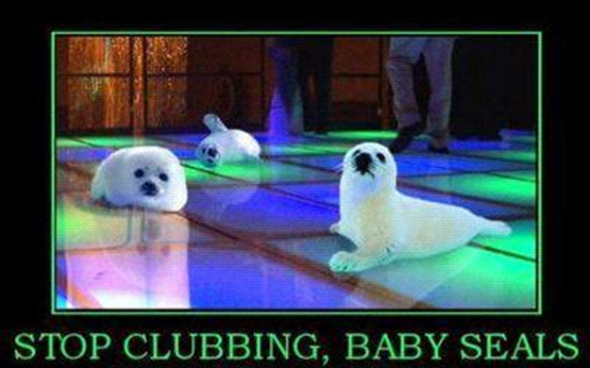
**These skills are associated with AO5 (N.B. AO5 is usually worth more marks in total than AO6 above and your revision focus should bear this in mind) which requires students to communicate clearly, effectively and imaginatively/ adapt tone, style and register for different forms, purposes and audiences/ organise information and ideas.**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **I am very confident** | **I am quite confident** | **I need to do more work on this** |
| **Effective narrative openings** |  |  |  |
| **Building a plotline** |  |  |  |
| **Developing characters** |  |  |  |
| **Showing not telling** |  |  |  |
| **Using direct speech** |  |  |  |
| **Improving your descriptions** |  |  |  |
| **Using rhetorical techniques** |  |  |  |
| **Using adverbs to improve descriptive writing** |  |  |  |
| **Making your writing more formal/less personal** |  |  |  |
| **Writing more persuasively** |  |  |  |

**Punctuating for meaning**

**TASK: What is wrong with the sentences in each image? Re-write them so they say what you think the author intended.**

**1.**

****

**What does it mean here?**

**Re-write it:**

**2.**

****

**What does it mean here?**

**Re-write it:**

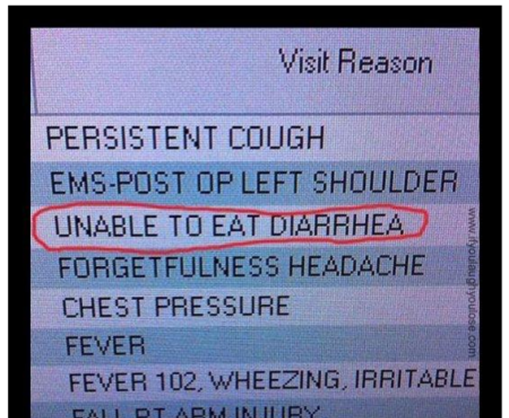
**3.**

****

**What does it mean here?**

**Re-write it:**

**4.**

****

**What does it mean here?**

**Re-write it:**

**5.**



**What does it mean here?**

**Re-write it:**

**Punctuation you should be familiar with using**

**TASK: Connect the types of punctuation with an example of it correctly in use**

|  |  |
| --- | --- |
| Type of punctuation | Example |
| Colon | Help! |
| Parentheses | Are you eating that pie? |
| Ellipsis | Please read the analysis. (You'll be amazed.) |
| Dash | You may think she is a liar - she isn't. |
| Apostrophe | He is a strong, healthy man. |
| Exclamation mark | This is my son-in-law. |
| Speech marks | You have two choices: run away or fight. |
| Full stop | I’ve borrowed my friend’s coat. |
| Comma | I go shopping every day. |
| Question mark | Dad is going bald; his hair is almost gone. |
| Hyphen | “I’m inclined to agree,” he said. |
| Semi-Colon | If only she had . . . Oh, it doesn’t matter now. |

**The Comma Splice**

DEFINITION: *Commas should not be used to separate what could be two sentences (e.g. ‘Susie paused by the bus stop, she looked impatiently at her watch’ is a comma splice) Instead of a comma, you should:*

***Start a new sentence*** *(‘Susie paused by the bus stop. She looked impatiently at her watch’)*

*OR*

***Use a semi-colon*** *(‘Susie paused by the bus stop; she looked impatiently at her watch’*

*OR*

*Use a hyphen/dash (this is not always appropriate but works well in instructive writing e.g. Start off by adding a pinch of salt – you may want to adjust according to taste.)*

**TASK: Indicate whether you think that the sentence is an example of the comma splice. Remember – it is only a splice if what is on side both sides of the comma could both be sentences in their own right. CORRECT the sentence if it needs altering.**

1. I love eating fruit, it is one of my favourite things.

a) Fine.

b) Comma splice.

Why?

2. After visiting the cinema, we are intending to go to the pub.

a) Fine.

b) Comma splice.

Why?

3. After a couple of drinks, we enjoyed a lovely stroll along the beach.

a) Fine.

b) Comma splice.

Why?

4. There are many reasons to visit Greece, the beaches are lovely and the people are friendly.

a) Fine.

b) Comma splice.

Why?

5. I'll never be able to buy a house, prices these days are just ridiculous.

a) Fine.

b) Comma splice.

Why?

6. I cannot afford a house in London, so I am moving to Sunderland.

a) Fine.

b) Comma splice.

Why?

7. This is a lovely cake, you must give me the recipe one day.

a) Fine.

b) Comma splice.

Why?

8. The computer in my room is old, but the carpet is ancient.

a) Fine.

b) Comma splice.

Why?

9. Given the lack of understanding among the general public, it is not surprising that many people are guilty of using the comma splice.

a) Fine.

b) Comma splice.

Why?

10. Hungary is an interesting country, the churches contain some of the finest frescos found anywhere in Europe.

a) Fine.

b) Comma splice.

Why?

**Spelling – commonly confused words**

**EFFECT AND AFFECT**

DEFINITION: AFFECT = VERB (ACTION)

EFFECT = NOUN (RESULT)



**Task: Fill in the gaps with the correct word:**

1. I think the rain might \_\_\_\_\_\_\_\_ play
2. The \_\_\_\_\_\_\_ on the reader is that sympathy is created.
3. Your tears don’t \_\_\_\_\_\_ me
4. That fabric has a lovely, shimmering \_\_\_\_\_\_\_\_\_
5. I worry your absence will \_\_\_\_\_\_ your final result on the course
6. The lights are rigged to create an eerie \_\_\_\_\_\_\_\_ at some points of the play, but I hope they won’t \_\_\_\_\_\_\_\_ any epileptics in the audience!
7. He said he promised to listen, or words to that \_\_\_\_\_\_\_\_
8. Steroids are banned as they \_\_\_\_\_\_ the athletes’ performance

**RAISE AND RISE**

DEFINITIONS:

We raise something (children, houses, money)

Rise is a verb used on its own (“I rise at 7am”)

**Task: Fill in the gaps with the correct word**

1. Silence in court! The court will now \_\_\_\_\_\_\_
2. Anyone in favour of the new policy, \_\_\_\_\_\_\_\_\_ your hand now
3. Only a mother can comment on how to \_\_\_\_\_\_\_\_ a child
4. A cockerel thinks it will be fed every morning, until one morning its owner \_\_\_\_\_\_\_ his axe. How do we know the sun will \_\_\_\_\_\_ tomorrow?
5. I have to \_\_\_\_\_\_\_\_\_\_ the question of whether this \_\_\_\_\_\_\_\_ in employees’ salaries is sustainable.

**PASSED AND PAST**

DEFINITIONS:

Passed = is ONLY a verb (‘I passed him in the hallway’)

Past = a noun, adverb or preposition. (‘it happened in the past’ or ‘I rushed past’)

**TASK: Fill in the gaps with the correct word**

1. To get to the football ground, you go \_\_\_\_\_\_ the college
2. She walked \_\_\_\_\_ me without evening looking and on her way back she \_\_\_\_\_\_ me again. I’m \_\_\_\_\_ caring!
3. I \_\_\_\_\_\_\_\_\_ the exam, thanks to all that revision
4. It is half-\_\_\_\_\_\_\_\_ seven
5. I might have \_\_\_\_\_ my driving test, had I not driven \_\_\_\_\_ my friends and been distracted

**QUIET AND QUITE**

DEFINITIONS:

Quiet = an adjective meaning little/no sound

Quite = an adverb meaning ‘completely’ or ‘altogether’

(TIP: They are actually pronounced differently – try to spell them as they sound!)

**TASK: Fill in the gaps with the correct word**

1. Libraries insist upon peace and \_\_\_\_\_\_\_\_
2. It’s \_\_\_\_\_\_ difficult to remember all of these spelling rules at first
3. It was spookily \_\_\_\_\_ as the soldiers prepared their weapons
4. She didn’t \_\_\_\_\_\_ know which option to choose
5. My husband has to get up early, but he is actually \_\_\_\_\_\_ \_\_\_\_\_\_ and considerate!

**LAY AND LIE**

DEFINITIONS:

LAY = we lay something (tables, bricks, the rules)

LIE = a verb used on its own (‘ I lie on the couch’)

**TASK: Fill in the gaps with the correct word**

1. I love to \_\_\_\_ in bed at the weekends
2. The fox \_\_\_\_\_ asleep, dreaming of chickens
3. Tell that dog to \_\_\_\_\_ now and stop barking!
4. I can’t \_\_\_\_\_ down the law for my step-children; they \_\_\_\_\_ around doing nothing at all day
5. The stones \_\_\_\_\_ deep within the house’s foundations.

**Spelling – your and you’re**

DEFINITIONS:

YOUR – Something belonging to you e.g. your bag, your cat.

YOU’RE – A contraction (shortened version) of you are. E.g. ‘I hope you’re telling the truth.

**Task: Identify which of these sentences are incorrect and re-write them using the correct version of your/you’re.**

1. Your in so much trouble!
2. Your house looks lovely
3. You’re my best friend
4. You’re really silly sometimes
5. Your trying really hard
6. You’re holidays sound brilliant
7. Your dog is ill
8. You’re work was perfect
9. Your going to the cinema?
10. It is you’re loss.

**Spelling – doubling consonants**

RULES:

-When you are adding a suffix onto a single syllable word that ends in a consonant, you need to double that final consonant e.g. fat + en = fatten

- This is only true for two syllable words if they meet all the following criteria: they end in a ‘t’, the ‘t’ is preceded by a vowel, the final syllable is stressed, the suffix begins with a vowel e.g. admit + ed = admitted but limit + ing = limiting

**TASK: Write out the correct spellings of the following words+suffixes:**

Win + er =

Wrap + ed =

Wit + y =

Flat + en =

Wet + est =

Hop + ed =

Sun + y =

Debit+ ing =

Omit + ed =

**Spelling – adding to words ending in ‘y’**

RULES:

- If the suffix is -ing, just add it straight on (e.g. try = trying, rely = relying)

- For all other suffixes, if there is a consonant before the y, change y to i ( e.g. reply = replied, salty = saltiness)

- For all other suffixes, if there is a vowel before the y, just add the suffix straight on (e.g. employ = employer, dismay = dismayed)

**TASK: Write the correct spelling of these words with the following suffixes.**

1. Pay +ed =
2. Tidy + est =
3. Spy + ed =
4. Fly +er =
5. Spray +s =
6. Dusty +er =
7. Glory + ous =
8. Hurry +ing =

**And now use both a correct spelling and an accurate suffix to make sure these sentences make sense:**

e.g. It was a cowardly (betray) \_\_\_\_\_\_\_\_\_ = It was a cowardly betrayal

1. The bird (fly) \_\_\_\_\_\_\_\_ away at the sound of the gun..

2. You should be (copy) \_\_\_\_\_\_\_ this down from the board.

3. He was a (duty) \_\_\_\_\_\_\_\_ son.

4. She has an (envy) \_\_\_\_\_\_\_ amount of money.

5. I’ve been invited to a lot of (party) \_\_\_\_\_\_ over the summer.

**Spelling – the ‘ie’ rule**

RULES:

- ‘I’ before ‘e’ when the sound made is ‘ee’ EXCEPT after ‘c’ e.g. grieve, receive

- ‘E’ before ‘I’ when the sound made is ‘ay’ e.g. vein

- N.B. even with these rules there are some irregular words to watch out for – see numbers 9 and 10 below!

**TASK: Fill in the gaps in these words with either ‘ie’ or ‘ei’ to spell the following words correctly**

1. S\_ \_ ge
2. N\_ \_ ghbours
3. P\_ \_ ce
4. Surv\_ \_llance
5. Th \_ \_ f
6. Rec\_ \_ pt
7. Abs\_ \_ l
8. W\_ \_ ght
9. Glac\_ \_r
10. Insuffic\_ \_ ent

**Writing in Full Sentences**

Rule: A full sentence must contain a SUBJECT and a VERB as a minimum

e.g. ‘I am’ is one of the shortest sentences possible but is still a sentence as it contains the subject ‘I’ and the verb ‘am’.

e.g. ‘The cat leaped’ is a slightly longer sentence. ‘The (a determiner) + cat (subject) + leaped (verb). Clearly, ‘leaped’ is not a sentence as it is just a verb. Neither is ‘The cat’ as it is just a subject framed by a determiner.

**TASK 1: See if you can sort the following list into which could be sentences and which could not using the above rule. It might help you to circle the subject and the verb in each example.**

|  |  |  |
| --- | --- | --- |
| **Example** | **Sentence** | **Not a sentence** |
| The car park |  |  |
| Reaching for his pocket |  |  |
| Clouds of smoke danced in the moonlight |  |  |
| It was raining |  |  |
| Three uniformed figures lingered |  |  |
| Huddled together near the doors as if for safety |  |  |
| Outside the main doors |  |  |
| A tall security guard took out a cigarette and lit it |  |  |

**TASK 2: Read the following piece of student work. They have used the ideas from the table to complete a paragraph of descriptive writing. See if you can work out where to demarcate the sentences and add in the full stops:**

It was seven fifteen am the immense Merry Hill Shopping Centre was virtually deserted the car park stretched out on all sides it was like a vast treeless plain it was empty except for five cars they were huddled together near the doors as if for safety outside the main doors were three uniformed guards they lingered there one tall guard reached for his pocket he took out a cigarette and lit it clouds of smoke danced in the lamplight the automatic doors glided open silently

**TASK 3: One of the ways you can improve your writing is to use a variety of different types of sentence in order to make your writing much more interesting. Read the paragraph below, which has now been demarcated into sentences, and think about:**

**• what works well**

**• whether the student has used any sentence variety**

**• what could be improved in order to make the paragraph much more interesting**

It was seven fifteen am. The immense Merry Hill Shopping Centre was virtually deserted. The car park stretched out on all sides. It was like a vast treeless plain. It was empty except for five cars. They were huddled together near the doors as if for safety. Outside the main doors were three uniformed guards. They lingered there. One tall guard reached for his pocket. He took out a cigarette and lit it. Clouds of smoke danced in the lamplight. The automatic doors glided open silently.

NOW rewrite their piece to improve the sentence variety:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Using Complex Sentences**

In the writing section of your exam, you will be marked on your ability to use a variety of sentence types and moods. Complex sentences are often the most challenging to include.

DEFINITION: A complex sentence contains one or more sub-ordinate clauses (a clause that adds extra information but can be removed from the sentence while still allowing it to make sense)

**TASK 1: In each of the following complex sentences, underline the sub-ordinate clause.**

1. After completing the gardening, Peter went inside for a cup of tea.
2. The cinema, which is in the centre of town, is the ideal place to meet.
3. Pine forests, located in the South of the country, are rapidly decreasing in size.
4. Having checked the time, Lucy decided she could just about make it.
5. Simon, an elderly man with a grey beard, stood waiting at the bus stop.
6. Years and years later, the brothers reunited.
7. He stared at me, his blue eyes boring into my back, as I completed the task.
8. Flowing through the town, the river Avon is a sight to behold.
9. Symptoms such as nausea, which can occur up to 12 hours after the injection, should be monitored closely.
10. I suspect, considering your reputation, that is exactly what you wanted.

**TASK 2: Turn these simple sentences into complex ones by adding some extra information or detail in the gaps.**

e.g. The lighthouse, standing proudly on the cliff edge, emitted flashing blasts of colour.

1. Sarah rounded the corner, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. The bay, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, stretched into the distance.
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, Lucas regretted it instantly.
4. Watch out for issues, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, with the new rules.
5. We must remember, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, how devastating loneliness can be.

**Varying sentence moods**

In the writing section of your exam, you will be marked on your ability to use a variety of sentence types and moods. There are four sentence moods you **should know and try to use as appropriate.**

DEFINITIONS:

**Imperative sentences:** Are commands e.g. ‘Open the window’ ‘Beware the dog’. They begin with an imperative VERB

**Declarative sentences:** Are statements e.g. ‘The river Nile is the longest in the world’ ‘I hate mushrooms’

**Interrogative sentences:** Are questions e.g. ‘What’s that?’ ‘Why do I bother?’

**Exclamative sentences:** Use an exclamation mark to indicate excitement, emotion etc. e.g. ‘How fantastic!’ ‘You’ll be sorry!’

**TASK 1: Identify the sentence mood**

1. I’ve never been so disappointed! =
2. The first step is the hardest. =
3. Why do you imagine that is? =
4. What’s the problem? =
5. She fell in love easily. =
6. Listen carefully… =
7. Stop that right now. =
8. Why must you do that? =
9. Careful with that. =
10. Oh no! =

**TASK 2: Here is a short paragraph that uses only declarative sentences. Can you re-write it below so that it includes every sentence mood listed above? You can add direct speech or extra words as necessary.**

It was getting late in the day. The park was freezing cold when the two strangers collided. One, the older gentleman, was shocked and stumbled. He apologised hastily. The other angrily asked him what he thought he was doing, warning him he needed to watch where he was going in the future. The older gentleman looked down and mumbled, embarrassed and desperate to escape the growing tension.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Have you included…

* Imperatives
* Exclamatives
* Interrogatives

**Spelling – Using homophones correctly**

DEFINITION: Homophones are words that sound the same but are spelt differently. For example:

Son – a parent’s male child

Sun – the star around which our planet orbits

Bough – a tree branch

Bow – bend your back forwards

**TASK 1: Write the definitions of the following homophones (look them up if you need to!)**

Aisle –

Isle-

Allowed –

Aloud-

Band –

Banned –

Buy –

Bye –

Cell –

Sell –

Coward –

Cowered –

Flour –

Flower –

Knew –

New-

Idle –

Idol –

Missed –

Mist –

Scent –

Sent –

Serial –

Cereal-

**TASK 2: Now, read through this passage. Every time you come to an incorrect homophone, cross it out and right the correct version above it so that the story makes sense.**

**There are 16 errors to find in total!**

When we visited the fare it was a sunny mourning. I began the day with some serial and toast before heading to the park. I had to get a lone from my dad to go on the rides but I rote him an IOU. He said I was aloud to spend about too hours their with my friends. I had never scene so many rides! They’re were ones that through you into the air and ones that whirled at the speed of lite. We pact so much into the to hours we had. My dad asked me for the money I ode, but I joked that he would waist it on bier!

Technical Accuracy recap:

**Test your skills! Correct the sentences below – the number in brackets is the total number of errors to find and correct.**

We maybe bias but social networking site’s are fun, interactive, and creative. (4)

You’re childs concentrasion will be noticebly affected if they are used to stareing at a computer Screen all day. (5)

Esafety campains have lead to better understanding recently (3)

childrens safety are at risk if we dont introduce some immedate measures too curb the problems (5)

Dont sit back and let your teenagers communication skills’ suffer! (3)

As a parent its good to no that you can talk to your child about your conserns (3)

Making friends talking to old pals on the other side of the world even chatting to grandma – its all possible on line. (4)

**Effective Narrative openings**

**This is probably the most challenging aspect of writing a story – how can you write anything if you can’t think of any ideas?!**

**Task: Here are some examples of effective ways to open your story. Write your own opening sentence using each technique.**

1.**Letting the reader know how it ends, as you begin**

MY EXAMPLE: The story you are about to read reveals exactly how I got my embarrassing nickname….

YOUR EXAMPLE:

2. **Using an exclamation mark to capture the reader’s attention**

MY EXAMPLE: I couldn’t believe what I saw as I opened the door! Right before my eyes….

YOUR EXAMPLE:

3. **Using a simple sentence to add drama and suspense**

MY EXAMPLE: It was all in vain. We had worked for hours on the project, only to…..

YOUR EXAMPLE:

4. **Situating the story in a clear time and place**

MY EXAMPLE: It was early morning on Clearview Crescent and Lucy Smith was rising unusually promptly….

YOUR EXAMPLE:

5. **Using a rhetorical question to include the reader in the story**

MY EXAMPLE: Do you ever wonder who reads all that junk mail that comes through your door? May I introduce…

YOUR EXAMPLE:

**6. Keep it personal, using ‘I’ to suggest a revealing story is about to unfold**

MY EXAMPLE: I have a confession to make that may shock and surprise you….

YOUR EXAMPLE:

**7. Shock your readers, perhaps by beginning ‘in medias res’ – in the middle of the story.**

MY EXAMPLE: He lay, spread-eagled lifeless on the kitchen floor. It was a horrifying sight…

YOUR EXAMPLE:

**Building a plotline**

**Most students aim for a 4 part story structure:**

**Introduction – we learn about the main characters and setting**

**Complication – an event happens which triggers the story to ‘happen’**

**Climax – this is the main point of the story, the part where it’s reached its most important point**

**Resolution – all the ‘problems’ are sorted out**

**TASK: Get creative! Think of some potential plots for the following stories.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Story Title** | **Introduction** | **Complication** | **Climax** | **Resolution** |
| The Gift |  |  |  |  |
| A day at the funfair |  |  |  |  |
| A story which begins “I knew I was going to get the blame...” |  |  |  |  |

**Developing Characters**

RULE 1 – make your character realistic and ‘human’ (with real thoughts and anxieties)

**TASK: Make a list of five words/phrases this character might use.**

You might need to elaborate on the situation they are in.

****

**1.**

**2.**

**3.**

**4.**

**5.**

RULE 2 – create imagery for your reader

**Circle which sounds better:**

1. She was a pretty girl, brown hair and earrings, reading in the library.

2. Staring intently down at the page of her favourite Dickens novel, waves of butter-soft brown hair cascaded down her back.

**TASK: Now transform the descriptions below in the same manner, using the prompts:**

1. The library was large and full of reference books

* Can you think of a better adjective instead of ‘large’?
* What metaphor could you use to depict this aisle of books?
* What subjects might these books cover – could you list some interesting ones?

Your sentence: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. There were yellow, red and blue books lining the bookshelves

* Can you name some more specific colour terms e.g. sunset orange, aquamarine?
* What about the different thicknesses/ages/fonts the books’ spines use?
* Is this sight pretty or intimidating?

Your sentence: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

RULE 3 – SHOW don’t TELL

**Circle which sounds better:**

1. She was anxious; she only has until 3pm to submit her paper.

1. The slightest frown creased her otherwise angelic face; she kept glancing at the clock as if willing the second hand to creep just a little more slowly forwards as she devoured the pages.

**TASK: Jot down some ideas how you could SHOW the following:**

*LOVE*

Body language – (e.g. fingertips softly stroking the book’s spine)

Expression – (e.g. eyes glazed over like a still lake)

Movements – (e.g. a hint of a smile playing on her lips)

*FEAR*

Body language-

Expression-

Movements-

*ANGER*

Body language-

Expression-

Movements-

*BOREDOM*

Body language-

Expression-

Movements-

**Showing not telling**

It’s often tempting to begin a story with a list of facts about your characters, but be warned, this is often BORING to read. The key to creating good characters is to always SHOW your readers not TELL.

*This student TELLS us about her character:*

‘She was called Layla and worked in a fish and chip shop in town. She was unhappy that day as she was arguing with her boyfriend’

This is a lower grade piece of writing.

*This student SHOWS us her character:*

‘Layla shut the door with a sigh. She could still smell the stench of the deep fat-fryer on her uniform and longed to sink into her soft bed and forget the world. Looking at her phone she noted another five missed calls from him; clearly he was hoping to kiss and make up.

This is a far stronger piece of writing.

Remember SHOW; DON’T TELL! (But take care to avoid clichés!)

**TASK: Re-write these sentences to show the characters’ feelings rather than telling us information. You can add as many words as you need.**

1. Jack sat in his car. He was very angry.
2. Lucy lay in bed feeling very sad.
3. The children were excited about the party.
4. The teacher was disappointed in the pupils.
5. The salesman was fed up that no-one would buy anything.

Using direct speech

**TASK 1: Write a list of the rules you know for punctuating direct speech. Research online for help if you are unsure.**

**1.**

**2.**

**3.**

**4.**

5.

N.B. The teacher shouted to the children that playtime was over. 🡺 Reported Speech

“Playtime is over children!” shouted the teacher. 🡺 Direct Speech

**TASK 2: Re-write the examples below changing the sentences from reported to direct speech. For each example, use a different word from SAID.**

1. The conductor said that the train was leaving.
2. The coach said that he was pleased the team had won.
3. Simon said he would be late for tea if they didn’t get there soon.
4. The little girl said she’d fallen and hurt her knee.
5. Jack told Lucy and Paul that he had won a competition.

Using rhetorical techniques

**TASK: Match up the rhetorical techniques below with its definition on the right. You should aim to memorise this list of techniques and use as many as possible (while still sounding natural of course!) in your writing.**

* Direct speech between 2+ people

1st person pronoun/ possessive pronoun

Direct address

Sentence variation

Variety of interesting vocabulary

Memories/flashbacks

Emotive language

Dialogue

Rhetorical questions

Imagery: similes, metaphors and personification

Hyperbole

Irony

Repetition

Tricolon

* Use of ‘I’ or ‘my’
* Three ideas linked together
* Language that links to emotions
* Exaggeration
* Repeating yourself
* Questions without an answer
* Speaking to the reader
* Comparisons and giving life to objects
* A range of choices
* Where the opposite of what should be expected occurs
* Mixing simple/compound/complex sentences
* Taking the reader back to the past

**Using adverbs in your writing**

You may have received feedback suggesting you need to add more adverbs to enhance your descriptive or narrative writing. These are an often neglected word class that can help demonstrate your range of vocabulary and add detail to your sentences.

DEFINITION: An adverb adds detail to a verb – it might explain the manner in which the action was completed (moved reluctantly), when the action was completed (moved yesterday), where the action was completed (moved North) or how frequently the action was completed (moved frequently).

**TASK 1: Use a thesaurus (or a thesaurus app online) to find FIVE interesting adverbs of manner you can use to describe these actions:**

e.g. Walk – hastily, clumsily, leisurely, dejectedly, morosely

(TIP – once you think of one adverb, look it up and see what other synonyms are suggested in the thesaurus)

1. Talk:



1. Listen:



1. Believe



1. Argue



1. Watch



1. Lie



1. Attack



1. Suspect



**TASK 2: Read the following passage and circle all of the adverbs.**

**There are SEVEN to find in total.**

Nathan sighed heavily. It was clearly going to be a long day and he hadn’t the patience to be running aimlessly around town after the new intern. The headed down the high street, passing shopkeepers opening their doors, eagerly awaiting the first customers of the day. He wished he had their enthusiasm. He couldn’t believe this had happened again. Lumbered with the new kid. She didn’t look more than sixteen, the kind who naively believed this was her big break.

**TASK 3: Now read the following paragraph. It has no adverbs at all. Can you see what difference this makes to the quality of writing? Re-write it below, adding in at least FIVE adverbs of your own choice.** (TIP: You might want to add the adverbs where the \* occurs, though you can choose where you think works best)

He looked out the window\*. The rain was falling\* on the pavement, sploshing\* onto the slabs. In the distance a rainbow was \*forming, its luminous colours \*lighting up the dull sky. He heard a knock on the door. \*Descending the stairs, he peered through the peephole, aware that you couldn’t be too careful these days. On the doorstep rested a single cardboard box.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Using an inventive structure in your narrative writing**

**Task: Look at the list of techniques below and see if you can match them to their definitions**

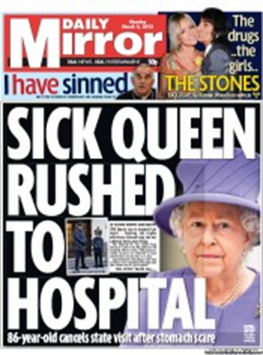
|  |  |
| --- | --- |
| **Techniques** | **Definition** |
| Red-herrings  A chronological narrative  Dialogue  In medias res  Anti-climax  Flashbacks  Digression  foreshadowing | - not writing in time order (perhaps starting at the end or in the middle of the story)  - using direct speech to break up writing  - going back to something that happened in the past in the middle of the present story  - giving us clues as to what will happen next  - tricking us into thinking something is going to happen that never occurs  - building up to something big, then letting us down  - going ‘off topic’  - starting the story in the midst of the action |

**Now see if you can write a paragraph that uses one of these techniques:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Making your writing more formal/less personal**

**Strategy 1: Include the passive voice in your headline or sub-headings**



Definitions: **Active voice:** The subject of the sentence performs the action

Theresa May (subject) was making (action) excuses about Brexit

**Passive voice**: The subject is elided or receives an action

Excuses about Brexit were being made [by Theresa May]

Why use this?

* Use it if the action is more important than the person doing it – have a look at the newspaper headlines opposite.
* Use it to take a journalistic tone
* Use it to make blame unclear

**TASK 1: Are these sentences in the active or passive voice?**

(TIP – look for the key word ‘by’ to indicate passive voice, or, if it is not there, see if you can add the phrase ‘by Santa Claus’ on the end of the sentence so that it still makes sense. If it does, you have a sentence in the passive voice!)

1. The internet is taking over young people’s lives.
2. Innocent children are being corrupted by social media.
3. Picking up litter in your local park might sound like a chore.
4. The rise in eating disorders makes for some shocking headlines
5. 25% of the nation’s takeaways are rated as ‘very unhealthy’.
6. Walking, dancing in a club or even skateboarding can all help keep you trim.

**TASK 2: Convert these active voice sentences to the passive voice**

e.g. The class raised over a thousand pounds for guide dogs.

= Over a thousand pounds was raised for guide dogs.

1. The group protested the lack of gender-neutral facilities in the sports centre.
2. The report indicated several changes to the system.
3. We fear too sudden a transformation could be disastrous.

**Strategy 2: Start some sentences with a connective**

e.g. Rather than: The local Council has created a significant litter problem, due to neglecting to provide bins in the town centre.

Use: Due to neglecting to provide bins in the town centre, the local Council has created a significant litter problem.

**TASK: Change the following sentences in the same way:**

1. Residents have made their annoyance clear, by frequently ringing and emailing the Council. By…
2. It will be necessary to install more litter bins in the town centre, to improve the situation.

To…

1. Young people can be encouraged to become involved by visiting across town.

By…

**Writing more persuasively**

**TASK 1: Match up these ways in which you can persuade a reader with some examples for a piece of writing on E-safety:**

|  |  |
| --- | --- |
| **Ways to persuade** | **Examples** |
| **Facts and figures**  **Anecdotes**  **Guilt trip**  **Bribery**  **Emotive language**  **Authority**  **Rhetorical questions**  **Direct address** | * Thousands of vulnerable young people are needlessly putting themselves at risk online * Jon, 14, admits he has previously posted his mobile number on a friend’s wall * Do you want your child at risk of poor eyesight from staring for hours at screen, not to mention failing grades? * 80% of children claim that Facebook has allowed them to stay in contact with friends they would otherwise rarely see * Stop to consider the detrimental effect of rash criticisms of social networking * Dr. Samson, a social researcher at Durham University, declared online networking a revolutionary communication tool * You and your family come first * Parents can now purchase Norton security software at a bargain £29.99 through top E-safety charities’ webpages |

**TASK 2: Write your own sentences to persuade a board of governors to abolish school uniform:**

**Facts and figures**

**Anecdotes**

**Guilt trip**

**Bribery**

**Emotive language**

**Authority**

**Rhetorical questions**

**Direct address**