



English Language Component 1: Section A Reading 20th Century Literature

Take 1 hour for this section: 10 minutes to read and 50 minutes to write your answers. There are five questions to answer worth 40 marks.

Q	Description	Mins	Example Question	Top tips
-	Read the extract carefully and thoroughly at least twice .	10		<ul style="list-style-type: none"> ✓ Use the glossary to help you with words you do not understand ✓ Try to visualise what is happening in the text in your mind
1	List five things question (5 marks) AO1 identify explicit and implicit information and ideas	5	Read lines 1-7. List five things you learn about Ruby Lennox in these lines.	<ul style="list-style-type: none"> ✓ Read and highlight the key focus of the question ✓ Re-read the relevant section and highlight elements that help you answer the question ✓ Keep it simple and answer the question: write down the things you learn in simple sentences. You can write more than five things. <u>Eg</u>: She talks to the parrot. ✓ DO NOT copy out indiscriminate chunks of the text for your answers
2	What impressions question (5 marks) AO2 explain, comment on and analyse how writers use language to achieve effects and influence readers.	5	Read lines 8-23. What impressions does the writer create of the Lennox family in these lines? <i>You must refer to the language used in the text to support your answer, using relevant subject terminology where appropriate.</i>	<p><i>The approach to these questions are very similar. The length of your response should be dictated by the marks available. Remember to track chronologically through the section of the text and pack your answers full of ideas</i></p> <ul style="list-style-type: none"> ✓ Read and highlight the key focus of the question ✓ Re-read the relevant section and track through the text for evidence to help you answer the question ✓ Aim to select and write about 5 quotations for a five mark answer and 8 to 10 for a 10 mark answer ✓ Make a clear point referring to the question, support it with evidence and zoom in on the words or phrases that convey significant meaning ✓ Write about the effects of the language or structural features on the reader – what does it make you understand? ✓ Identify language features using the correct term where appropriate
3 & 4	How does the writer question (10 marks) AO2 explain, comment on and analyse how writers use language and structure to achieve effects and influence readers	10 mins each	Read lines 24-35. How does the writer show the fire spreading and becoming very serious in these lines? or How does the writer makes these lines exciting and dramatic?	<ul style="list-style-type: none"> ✓ Make a clear point referring to the question, support it with evidence and zoom in on the words or phrases that convey significant meaning ✓ Write about the effects of the language or structural features on the reader – what does it make you understand? ✓ Identify language features using the correct term where appropriate
5	To what extent or How far do you agree question (10 marks) AO4 evaluate texts critically and support this with appropriate textual reference.	10	Read lines 50 to the end. “In the last 20 or so lines of this passage, Patricia becomes a real heroine.” How far do you agree with this view? [10] You should write about: <ul style="list-style-type: none"> • your own thoughts and feelings about how Patricia is presented here and in the passage as a whole • how the writer has created these thoughts and feelings. • You must refer to the text to support your answer. 	<p><i>This question is asking you to evaluate a text. There will always be plenty of evidence to agree with the view, and you may also find evidence to disagree with the view.</i></p> <ul style="list-style-type: none"> ✓ Read and highlight the key focus of the question ✓ Re-read the relevant section (it might be the whole text) and select evidence that helps you to form your point of view ✓ Aim to select and write about 8 -10 quotations ✓ Begin by stating how far you agree with the view and then support this with a range of clear PEEZR paragraphs ✓ If you feel confident, offer an alternative viewpoint that contrasts with the statement. ✓ Conclude, by briefly summarising your point of view.



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AO2: Commenting on language

Look out for the following in texts and comment on the effect the writer creates by using them. It is explaining the effect that is important.

1. Word Types	4. Figurative Language
Nouns: the name of a person, place or thing.	Simile: when a writer compares 2 things using as or like eg: <i>My feet were as cold as ice.</i>
Verbs: the action word within the sentence eg: <i>sprinting</i>	Metaphor: when a writer compares 2 things directly eg: <i>My feet were blocks of ice.</i>
Adverbs: the word that describes the verb eg: <i>hysterically</i>	Personification: when an inanimate object is given human attributes eg: <i>The fragile arms of the trees swayed desperately in the storm.</i>
Adjectives: the word that describes the noun eg: <i>tranquil</i>	Alliteration: when two words close together begin with the same letter eg: <i>The wailing wind howled down the mountain pass.</i>
Pronouns: words such as he, she, it, they and we. They replace the noun.	Onomatopoeia: when the word chosen creates the sound of the object eg: <i>The incessant buzz of mosquitoes filled the air.</i>
2. Sentence types	3. Sentence forms
Declaration: a statement eg: <i>John was a liar.</i>	Simple: a sentence with one clause eg: <i>The house was ablaze.</i>
Exclamation: expresses surprise, shock or anger eg: <i>What a liar he is!</i>	Compound: two independent clauses joined by and, but, yet, or, so eg: <i>The house was ablaze and there was nothing she could do.</i>
Interrogative: a question eg: <i>What do you mean John has lied to us?</i>	Complex: a sentence with a independent and at least one dependent clause eg: <i>Despite the efforts of the fire fighters, the house was ablaze.</i>
Imperative: a command eg: <i>"Stop lying."</i>	

AO2: Commenting on structure

Look out for the following in texts and comment on the effect the writer creates by using them. It is explaining the effect that is important.

5. Structural Features
Dialogue: the language that is spoken aloud by characters.
Repetition: words, phrases and images that are repeated for impact.
Contrast or juxtaposition: when 2 contrasting ideas are placed close together.
Foreshadowing: when the author hints at what is to come.
Flashback/forward: when the author skips forward or backward in the story.
Internal narration: When the author shifts the focus to the thoughts and feelings of the character rather than an external description of the action/events.
Listing: when the author lists events in close successive order. This can create pace and tension at key moments in the text.

AO4: Evaluating texts

Question 5 always asks you to evaluate a text. Here are some phrases that will help you to evaluate how successful a writer has been.

6. Evaluative phrases	
This clearly emphasises the fact that...	This effectively draws attention to ...
Here the writer successfully conveys...	This phrase indicates clearly...
The certain implication here is ...	The author is deliberately highlighting...
This convincingly creates/suggests...	At this point in the text, it is powerfully implied that...
The unquestionable suggestion here is that...	The writer subtly conveys the sense...
Without a shadow of a doubt, the author is implying...	Here the writer reiterates that...
This statement undoubtedly presents...	The clever insinuation here is...

Remember to use PEEZR

7. Constructing a PEEZR paragraphs.	
Make a clear point that refers to the question.	<i>Ruby is presented as... Drama is created when...</i>
Embed the evidence from the text in support of your point.	<i>This is shown when... For example... This is evident when...</i>
Explain, at great depth, what you learn from the evidence.	<i>This implies/suggests/conveys...</i>
Zoom in on a key word, phrase or technique and unpick its importance.	<i>In particular... A key phrase is... The writer effectively uses...</i>
Discuss the likely response of the reader to this.	<i>The writer intends the reader to feel... A likely response is... The reader get the impression that...</i>

English Language Component 1: Section B Writing Creative Prose

Take 45 minutes for this section. Remember to plan your story for 5 minutes, write for 35 minutes and use the last 5 minutes to proof read your work for accuracy.

AO5: 60% or 24 marks

- ✓ Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences
- ✓ Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts

AO6: 40% or 16 marks

- ✓ Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

1. What the examiner is asking you to do

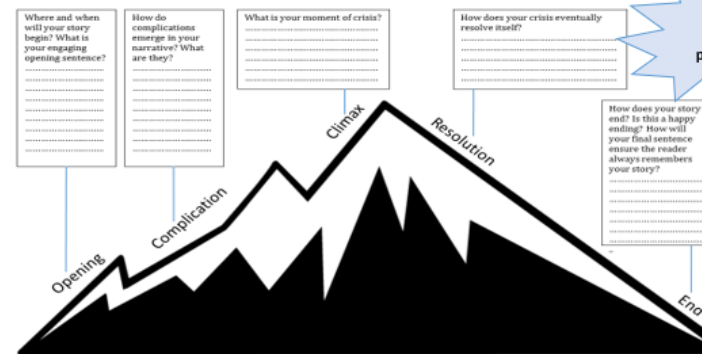
Produce a piece of creative writing in 45 minutes

1. You are being asked to write a short narrative/story.
2. You will be given a choice of 4 titles. Read them carefully and decide which one you can write most convincingly.
3. Spend 5 to 10 minutes thoroughly planning your response. Try to follow the narrative structure opposite.
4. Spend 30 to 35 minutes writing. Focus on quality over quantity. Stick to your plan and develop your ideas into paragraphs. Fill your writing with lots of different sentence starters, language techniques and types of punctuation.
5. Spend 5 minutes at the end checking through your writing very carefully. Read each word slowly. If it doesn't 'sound' right, fix it. Think to yourself, 'How could I upgrade my writing?' Pay attention to your SPaG, especially punctuation like apostrophes and full stops.

Top tip: Keep your story to a short timescale.

3. How to structure a story

Use the story mountain structure and prompt questions to help you plan any story.



Top tip: Vary the length of paragraphs.

2. What the tasks look like

Choose one of the following titles for your writing:

Either

- a) A memorable weekend.
- b) Write about a time when you had to make a difficult decision.
- c) Write a story which begins: "You are not staying here on your own. Get in the car now," my mum said in that voice which did not allow any argument.
- d) Write a story which ends: I feared the worst but the teacher could not stop herself from laughing.

Effective Openings: hook the reader in

- ✓ Begin with a detailed description of setting
- ✓ Start with some dramatic dialogue
- ✓ Use an intriguing sentence that puzzles the reader
- ✓ Directly address the reader
- ✓ Start in the middle of the action before flashing back
- ✓ Begin by hinting at what is going to happen

Interesting Conclusions: wrapping things up

- ✓ Return to something at the beginning with a twist and come full circle
- ✓ End on a question to create uncertainty
- ✓ End on a moral or lesson learnt
- ✓ End with the direct thoughts and feelings of the narrator
- ✓ Repeat a key phrase or sentence from earlier
- ✓ Hint at the future

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Take 45 minutes for this section. Remember to plan your story for 5 minutes, write for 35 minutes and use the last 5 minutes to proof read your work for accuracy.

4. Understanding when to change paragraph

As a general rule you should change paragraph when:

1. you change the **place/location** where the story is happening
2. you change the **time** of the story
3. you change the **focus/topic** of the story in terms of action or events
4. you change the **person** who is speaking when using dialogue

Remember you can use single sentence or single word paragraphs for dramatic effect.

5. Vocabulary and Language Features

The content and detail of your writing is important so try to incorporate a range of the following features.

Feature	Example	Feature	Example
Powerful nouns	The edifice filled the skyline.	Onomatopoeia	The scuttle of claws against the wooden floor sent shivers down her spine.
Well-chosen adjectives	The looming edifice filled the skyline.	Alliteration	The wind whistled and wailed down the chimney as the storm grew.
Excellent verbs	The looming edifice dominated the skyline.	Personification	The windows of the house stared down like lifeless eyes.
Evocative adverbs	The looming edifice dominated the skyline menacingly.	Pathetic fallacy	The cold rain thundered down spitefully on the people below.
A simile	Her eyes glimmered darkly like jet black coals.	Sensory description (5 senses)	An acrid stench from the scorching fire caught in the back of his throat.
A metaphor	The pearls of her teeth glistened with spittle.	Oxymoron	A cold fire of rage rippled through her.

6. Being good at sentences

Vary the type and form of sentence that you use.

Type	Example	Form	Example
Use statements for impact	This was the end.	Be bold with a simple sentence	The bull charged.
Add drama through exclamations	"I hate you!" she screamed in fury, slamming the door as she left.	Combine ideas with a compound sentence	The day had begun brightly, but now large looming clouds bristled ominously on the horizon.
Create confusion through interrogatives	What was happening? Was that an explosion? A gun firing?	Add pace with a complex sentence	As he sprinted down the road, his lungs burning, his eyes smarting from the acrid fumes, Marcus realised he couldn't out run the deadly lava.
Create tension with imperatives	"Get down! Take cover before it's too late."	Use a fragment for force	That's when she saw it. Too late...

Different ways to begin your sentences.

Sentence type	Example
Noun starter	<i>The sky was thick with choking black smoke.</i>
Adjective pair starter	<i>Restless and ferocious, the volcano erupted with great gouts of lava.</i>
Adverb starter	<i>Mercilessly, the molten rock consumed everything in its path.</i>
'-ing' verb starter	<i>Fleeing in terror, the mountain villagers abandoned their homes.</i>
Preposition starter	<i>Inside the bowels of the volcano, a nightmare lake of magma churned.</i>
Simile starter	<i>Like a nuclear detonation, the summit of the mountain exploded.</i>

7. Use a range of punctuation for effect



English Language Component 2: Section A Reading 19th and 21st Century Non-fiction reading

Take 1 hour for this section: 10 minutes to read and 50 minutes to write your answers. There are six questions to answer worth 40 marks and two extracts to read.

Q	Description	Mins	Example Question	Top tips
-	Read the extracts carefully and thoroughly at least twice .	10		<ul style="list-style-type: none"> ✓ Use the glossary to help you with words you do not understand ✓ Try to visualise what is happening in the text in your mind
1 & 3	Retrieval of explicit information. (3 marks each) AO1 identify explicit and implicit information and ideas	5	Read the newspaper article 'Miners Rescued from Chilean Mine' in the separate Resource Material. a. What was the nickname of the rescue capsule? [1] b. How did the miners let the rescuers know they were still alive? [1] c. Where were the men taken once they had been brought to the surface? [1]	<ul style="list-style-type: none"> ✓ Make sure you are looking at the correct text and the right part of the text ✓ Read the question at least twice to make sure you know exactly what you are looking for ✓ Use skimming and scanning techniques to find the detail(s) you need quickly ✓ Check that you have written the information down accurately and that your answer is specific
2	How does the writer question (10 marks) AO2 explain, comment on and analyse how writers use language to achieve effects and influence readers.	12	How does Tom Robbins try to make his account of Iceland's erupting volcano' exciting and dramatic? [10]	<ul style="list-style-type: none"> ✓ Read the question carefully and highlight what you are being asked to explain/ analyse/comment on ✓ Track through the text for evidence to help you answer the question ✓ Where relevant, highlight a RANGE of different techniques, words and phrases which are used by the writer. ✓ Make a clear point referring to the question, support it with evidence and zoom in on the words or phrases that convey significant meaning ✓ Write about the effects of the language or structural features on the reader – what does it make you understand? ✓ Identify language features using the correct term where appropriate
4	To what extent or How far do you agree question (10 marks) AO4 evaluate texts critically and support this with appropriate textual reference.	12	"In this extract, George Banks presents <u>Blondin</u> in a very positive way." How far do you agree with this view? You should comment on: • what he says; • how he says it. [10]	<p>This question is asking you to evaluate a text. There will always be plenty of evidence to agree with the view, and you may also find evidence to disagree with the view</p> <ul style="list-style-type: none"> ✓ Read and highlight the key focus of the question ✓ Re-read the relevant section (it might be the whole text) and select evidence that helps you to form your point of view ✓ Aim to select and write about 8-10 quotations ✓ Begin by stating how far you agree with the view and then support this with a range of clear PEEZR paragraphs ✓ If you feel confident, offer an alternative viewpoint that contrasts with the statement ✓ Conclude, by briefly summarising your point of view
5	Explain briefly in your own words (4 Marks) AO1 Select and synthesise information from across two texts	4	Using information from both texts, explain briefly in your own words what happened as a result of the volcanoes erupting in <u>Anjer</u> and Iceland. [4]	<ul style="list-style-type: none"> ✓ Read the question carefully. It is vital that you understand what you are being asked to synthesise ✓ Underline a couple of relevant key words from each text as these will help you to remain focused ✓ Write about one text and then link to the other texts showing similarities or differences ✓ DON'T use long unabridged quotations from the text (embed short quotes) ✓ DON'T elaborate or analyse – this should be a short, precise summary ✓ ALWAYS write about both texts
6	Compare (10 marks) AO3 Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.	12	Both of these texts are about volcanoes that have erupted. Compare: • what the writers could see and hear of the erupting volcanoes; • how they get their experiences across to their readers. [10]	<p>This question is asking you to compare an ideas across two texts, so you MUST write about both texts. Use the bullet points to help you structure your answer – tackle the WHAT and then the HOW (the techniques the writer uses).</p> <ul style="list-style-type: none"> ✓ Read and highlight the focus of the question ✓ Skim and scan the texts and highlight a range of evidence to help you answer the question. ✓ Use the bullet points to help you structure your answer ✓ When tackling the HOW discuss the words, phrases and techniques the writer uses to convey their ideas ✓ Use comparative connectives to link your ideas between the texts ✓ ALWAYS write about both texts



English Language Component 2: Section A Reading 19th and 21st Century Non-fiction reading

Take 1 hour for this section: 10 minutes to read and 50 minutes to write your answers. There are six questions to answer worth 40 marks and two extracts to read.

AO2: Commenting on language

Look out for the following in texts and comment on the effect the writer creates by using them. It is explaining the effect that is important.

1. Word Types
Nouns: the name of a person, place or thing.
Verbs: the action word within the sentence eg: <i>sprinting</i>
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Adjectives: the word that describes the noun eg: <i>tranquil</i>
Pronouns: words such as he, she, it, they and we . They replace the noun.

2. Sentence types
Declaration: a statement eg: <i>John was a liar.</i>
Exclamation: expresses surprise, shock or anger eg: <i>What a liar he is!</i>
Interrogative: a question eg: <i>What do you mean John has lied to us?</i>
Imperative: a command eg: <i>"Stop lying."</i>

3. Sentence forms
Simple: a sentence with one clause eg: The house was ablaze.
Compound: two independent clauses joined by and, but, yet, or, so eg: The house was ablaze and there was nothing she could do.
Complex: a sentence with a independent and at least one dependent clause eg: Despite the efforts of the fire fighters, the house was ablaze.

4. Figurative Language
Simile: when a writer compares 2 things using as or like
Metaphor: when a writer compares 2 things directly
Personification: when an inanimate object is given human
Alliteration: when two words close together begin with the same letter
Onomatopoeia: when the word chosen creates the sound of the object
Emotive Language: language chosen to play on the emotions of the reader be that guilt, disgust, horror, shame, pity or anger

AO2: Commenting on non-fiction techniques

Look out for the following in non-fiction texts and be prepared to comment on their effect

5. Non-fiction extras
Reported speech/ quotations: words or phrases from experts or eye witnesses that are added to the text to give it validity.
Repetition: words, phrases and images that are repeated for impact. If this is repeated at the start of subsequent sentences, it is called anaphora .
Opinions: the directly expressed opinion of the writer
Hyperbole: over exaggeration used for emphasis. A writer might also use superlatives eg: the worst, greatest, cruellest for further emphasis.
Irony: when a writer clearly means the opposite of what they state. Be sensitive to tone.
Facts and statistics: information that supports an argument and adds legitimacy.
Direct Address: directly speaking to the reader to gain their attention and involvement.

AO3: Comparing texts

Questions 5 and 6 always asks you to compare 2 texts. Here are some phrases that will help you to compare between texts.

6. Comparative words	
on the other hand	like
similarly	yet
both	although
unlike	in contrast
whereas	likewise
as well as	however
alternatively	conversely

Remember to use PEEZR

7. Constructing a PEEZR paragraphs.	
Make a clear point that refers to the question.	<i>Robbins makes the eruption sound exciting when...</i>
Embed the evidence from the text in support of your point.	<i>This is shown when... For example... This is evident when...</i>
Explain , at great depth, what you learn from the evidence.	<i>This implies/suggests/conveys...</i>
Zoom in on a key word, phrase or technique and unpick its importance.	<i>In particular... A key phrase is... The writer effectively uses...</i>
Discuss the likely response of the reader to this.	<i>The writer intends the reader to feel... A likely response is... The reader get the impression that...</i>

English Language Component 2: Section B Transactional and Persuasive

Take 1 hour for this section. Remember that you have to write two pieces. Plan for 5 minutes and write for 25 minutes. Try to leave time to proof read. Each task is worth 20 marks.

AO5: 60% or 12 marks

- ✓ Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences
- ✓ Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts

AO6: 40% or 8 marks

- ✓ Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

1. What the examiner is asking you to do

Produce two pieces of non-fiction writing in 1 hour.

- ✓ Two writing tasks
- ✓ 20 marks each
- ✓ 5 minutes to plan
- ✓ 25 minutes to write
- ✓ Write 300-400 words per task



2. What the tasks look like

Write a review for a teenage magazine of a book, film or TV programme/series you have enjoyed in the last year and why it might appeal to others of your age.
Write your review. [20 marks]

Your headteacher has decided that there should not be an end of year celebration such as a school prom or party. The headteacher believes it would just be an excuse for students to show off in an expensive way.

Write a letter to your headteacher giving your opinions on this. [20 marks]

3. Before writing

1. Read each task carefully (remember you have to do both).
2. Highlight the keywords in the task that suggest **audience, content, purpose, style, structure and so on.**
3. Try to step back from the task – sometimes you are asked to give your views – try to consider how you feel or what your immediate reaction is.
4. Use the planning time to form a clear plan.

4. What's my PURPOSE?

PURPOSE – this is the intention of your writing. What are you trying to achieve? Make sure you know the **PURPOSE** of your piece.

TO INFORM:

- ✓ Facts and statistics
- ✓ Impersonal – you're writing for a broad audience
- ✓ Organise paragraphs logically, or you could use subheadings
- ✓ You should sound like an 'expert' in this field – use subject specific vocabulary, e.g. Tech: RAMM, GB, Megapixels

TO EXPLAIN:

- ✓ Give a balanced view
- ✓ Comparative connectives
- ✓ Clear, factual language
- ✓ Logically ordered paragraphs or subheadings

TO ARGUE:

- ✓ Plan – you need a range of points both for and against
- ✓ Lead with your dominant argument – what you think
- ✓ Explore the counter argument – what might others think? Why are they wrong?
- ✓ Use a range of persuasive techniques – see the **persuade** section

TO PERSUADE:

- Use a range of persuasive techniques throughout
- Direct Address
 - Alliteration/ Anecdote
 - Facts
 - Opinions as fact
 - Repetition
 - Emotive Language
 - Statistics
 - Triplets
 - Rhetorical Question
 - Flattery and humour

TO ADVISE:

- ✓ Give choices
- ✓ Make suggestions using modal verbs (could, would, should might, may, must...)
- ✓ Be polite
- ✓ Informal, friendly tone
- ✓ You should sound like an 'expert'
- ✓ Motivate
- ✓ Encourage

5. Who's my audience?

Friends/Family	Peers/Teens	VIPS – eg MP or Headteacher	Other Adults
<ul style="list-style-type: none"> • Be friendly, but polite, e.g. Do you remember that ridiculous time that we...? • Use informal language • Contractions are appropriate, e.g. we're instead of we are; I'm instead of I am • You can use minor sentences for effect 	<ul style="list-style-type: none"> • Friendly, but confident tone, e.g. We all have voices worth hearing. We are the future. • Formality will depend on the form and purpose 	<ul style="list-style-type: none"> • Respectful tone, e.g. I am writing to inform you of/to request that/regarding • Use formal language • Avoid contractions, e.g. ensure that you use we are instead of we're • Avoid minor sentences 	<ul style="list-style-type: none"> • Use a polite tone, e.g. As educated members of the Exmouth community... • Avoid contractions • Identify common ground, e.g. Like you, I live in this beautiful part of the world, where...

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6. Understanding features of form.

Form: Report	Form: News Article	Form: Review	Form: Diary
<p>Features</p> <ul style="list-style-type: none"> ✓ Informative, concise title ✓ An introduction/overview ✓ Clear sections – findings and recommendations ✓ Topic sentences at the beginning of each section ✓ Third person ✓ Formal language throughout ✓ Topic specific vocabulary 	<p>Features</p> <ul style="list-style-type: none"> ✓ Informative headline, ✓ Formal language ✓ Third person ✓ Past tense ✓ Expert/witness quotations ✓ An opening ‘five Ws’ paragraph – use at least 3 <u>Ws</u> 	<p>Features</p> <ul style="list-style-type: none"> ✓ Informal language ✓ Detailed description of plot/product/service ✓ Organised logically into paragraphs ✓ Subheadings ✓ Use subject specific vocabulary ✓ Descriptive language ✓ Debate the pros and cons of the product ✓ Advise who ‘it’ would suit ✓ Conclude with a verdict ✓ Give a star rating 	<p>Features</p> <ul style="list-style-type: none"> ✓ Date ✓ Informal ✓ Personal ✓ Personal pronouns ✓ Focus on your own feelings ✓ Confessional ✓ Truthful ✓ Mainly past tense
<p>Form: Magazine Article</p> <p>Features</p> <ul style="list-style-type: none"> ✓ Catchy heading, e.g. alliteration, pun ✓ Subheadings (sometimes) ✓ Topic sentences ✓ Informal language ✓ Persuasive techniques (if it is a persuasive article) 	<p>Form: Speech</p> <p>Features</p> <ul style="list-style-type: none"> ✓ Bold, attention grabbing opening statement ✓ Use direct address or personal pronouns ✓ Organise ideas logically into paragraphs by topic ✓ Use persuasive techniques ✓ Use a killer last statement ✓ Formality will depend on audience 	<p>Form: Guide</p> <p>Features</p> <ul style="list-style-type: none"> ✓ Give choices ✓ Be polite ✓ Imperatives ✓ Encourage ✓ Modal verbs ✓ Expert opinions ✓ Personal Pronouns ✓ Persuasive techniques ✓ Clear topics divided by headings or subheadings 	<p>Get the tone of your writing right. Tone can be: <i>serious, solemn, humorous, resigned, factual, formal, concerned, elated, questioning, persuasive, instructional, thought-provoking</i></p>
<p>Form: Informal letter</p> <p>Features</p> <ul style="list-style-type: none"> ✓ Sender’s address ✓ Date ✓ Informal ‘Dear’ line – forename, nickname ✓ Friendly opening paragraph – ask questions, family, etc ✓ Topic sentences ✓ Persuasive techniques (if it is a persuasive letter) ✓ Friendly closing paragraph – ‘Hope everything is okay your send. Look forward to hearing from you soon. ✓ Informal sign off <ul style="list-style-type: none"> <input type="checkbox"/> Love, <input type="checkbox"/> Best wishes, <input type="checkbox"/> Take care, ✓ Forename/abbreviation/nickname 	<p>Form: Formal Letter</p> <p>Features</p> <ul style="list-style-type: none"> ✓ Sender’s address ✓ Recipients address ✓ Date ✓ Formal ‘Dear’ line – title or Sir/Madam ✓ Reference line ✓ Intentions paragraph ✓ Topic sentences ✓ ‘Reply assumption’ paragraph ✓ Formal sign off <ul style="list-style-type: none"> <input type="checkbox"/> Yours sincerely (if addressed to a name) <input type="checkbox"/> Yours faithfully (if addressed to Sir/Madam) ✓ Signature ✓ Full name - printed 	<p>Structure of a text:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Text structure is more than just writing in paragraphs (which are important). <input type="checkbox"/> Structure focuses on how to put your ideas together. <input type="checkbox"/> An effective plan will decide the order of your ideas. You then need to consider how to present your ideas and sentences, so they have an impact on the reader. <input type="checkbox"/> For example: <ol style="list-style-type: none"> 1. Reserve some key details for a dramatic final paragraph. 2. Use comparison to show your range of ideas. 3. Use counter-arguments to convince the reader that there is no alternative. 	