

The English Exam Bible

Everything you need to know for the English exam.

Key things to remember:

- The exam lasts 2 hours and 15 minutes.
- Writing skills and reading skills tested.
- Make sure you have several pens in the exam. Sometimes, they can run out in an exam.
- All questions need to be attempted. You get a mark for attempting the question. A question missed is a mark lost.
- The difference between each grade on the paper is usually 5 marks, so each question could be the one to push you to a C, B or an A.
- Keep to the timings. You will miss out on marks if you spend extra time on a question.
- If you get stuck on a question, move on to the next one and come back to it later.
- I know it is difficult to, but make sure you have a full night's sleep before the exam and make sure you have eaten something before the exam. A tired, hungry body is a tired, hungry brain that isn't working at its full potential.

The Golden Order of Answering the Paper

Question 6 – first question you answer

Questions 1,2,3 and 4

Question 5 – last question you answer

Mr Thomson, Mr Curtis, Miss McCready, Mrs Folan and Mrs Bacall

Questions Overview

Question	Skills Tested	Marks available	What should I concentrate on?	Time
1	Reading Summarising a text Identifying key points of a text Reading between the lines	8 marks	The writer The writer's ideas	12mins
2	Reading Commenting on the writer's choices Reader's reaction to a text Commenting on the structure of a text	8 marks	The reader The writer The effect The reader's thoughts and feelings	12mins
3	Reading Reading between the lines Commenting on the writer's thoughts and feelings	8 marks	The writer The writer's thoughts and feelings	12mins
4	Reading Commenting on the writer's choices Reader's reaction to a text Comparing how writers use language for effect	16 marks	The reader The writer The effect The reader's thoughts and feelings	16mins
5	Writing Content / ideas Structure Vocabulary Grammar Punctuation Techniques	16 marks		25mins
6	Writing Content / ideas Structure Vocabulary Grammar Punctuation Techniques	24 marks		35mins

The Reading Section

Question 1

What do you learn / understand from the article?

This question is assessing whether or not you can answer the following question- *What are the main points/arguments/issues?*

How should I structure my answers?

- Make a point
- Use a quote
- Make an inference...
- For 'top marks' make subtle points/ comment on wider issues/ comment on consequences/ impact of actions...

NO Language analysis

PLAN

- 1) Start with a summary of the whole article, showing that you understand what it is aiming to do/show.
- 2) Retrieve information
- 3) Support with quote or reference
- 4) Interpret- *This shows that.....*

I can infer from this that.....

This implies that.....

- 5) Try to include a quote from the start of the extract and a quote from the end of the extract. Use quotes in the middle to comment on how the extract changes over time.
- 6) Summarise the writer's ideas (but don't repeat them). Look for subtle things they do (e.g- *If an article is about 'lazy teenagers' comment on how the article implies that their parents are to blame*).

- Don't comment on the effect on the reader.
- Don't comment on the picture.
- Don't comment on the language

- Do comment on the range of issues/ arguments/views.
- Do it in order.

Sentences to help you structure your writing:

One thing we learn...

Another thing we learn...

A further point for us to learn is....

You have to dig deep and not just skim ideas off the top of the article. Look at these ideas below.

Some shop-bought sandwiches more calorific than burgers

Supposedly healthy lunchtime sandwiches and salads from supermarkets and high street coffee shops can **contain more calories and fat than burgers and pizza**, consumer group Which? Has warned.

At a time when many **people are trying to make healthier eating choices**, new analysis by the organisation has found that some sandwiches, pastas and salads have high levels of fat, sugar and salt, for example because of the addition of mayonnaise-based dressings. **Just one tablespoon** (around 15g) of mayonnaise contains 101 calories and 11g of fat.

Researchers carried out a nutritional analysis of popular lunchtime foods and identified the eight worst offenders, which included items from Caffè Nero, Pret a Manger, Marks & Spencer and [Asda](#). Caffè Nero's brie and bacon panini was highlighted as having **more calories (624) than a McDonald's quarter-pounder with cheese** (518). The bacon and brie also make the panini high in fat (24.1g), saturates (12g) and salt (3.2g), while caramelised onions add to the **sugar content** (15.8g). A typical adult – based on a 60kg woman doing an average amount of exercise – is advised not to consume more than 70g of total fat per day, 90g of sugars or 6g of salt.

Source: <http://www.theguardian.com/lifeandstyle/2015/apr/17/some-shop-bought-sandwiches-more-calorific-than-burgers>

What do the highlight section teach us about the writer's view of food sold in shops and supermarkets?

Here are some possible ideas.

- The writer thinks we are being misled over food by supermarkets and shops - **Supposedly healthy lunchtime**
- The writer is surprised that food we know to be bad for you is probably better for you than a salad - **contain more calories and fat than burgers and pizza**
- The writer thinks that more people are trying to eat healthily than before and that there is a level of unfairness when people are trying to improve - **people are trying to make healthier eating choices**
- The writer thinks that people are clearly failing when they want to get healthy through no fault of their own - **people are trying to make healthier eating choices**
- The writer thinks that the amount people eat is the problem, but the article proves that this view has been changed because of the amount of calories in a single spoon of mayonnaise shows it isn't large amounts of food that make you overweight - **Just one tablespoon**
- The writer's view of takeaway food has changed as it is now probably better to eat in a McDonald's restaurant than other places - having **more calories (624) than a McDonald's quarter-pounder with cheese**
- The writer also feels that the sugar and salt content is just as worrying as the fat content - while caramelised onions add to the **sugar content** (15.8g)

It is better **to use your own words and phrases when summarising the text**. You can add extra meaning when you use your own words.

These words and phrases do not feature in the original text, but the student writing about the extract has used them, and they add more meaning.

being misled

food we know to be bad for you is probably better for you

more people are trying to eat healthily

people are clearly failing

a level of unfairness

amount people eat is the problem

sugar and salt content is just as worrying as the fat content

Also, remember to explore the ideas in great detail by exploring the consequence and causes of the point.

- The writer thinks we are being misled over food by supermarkets and shops - **Supposedly healthy lunchtime**

This could mean that supermarkets have discovered that people will not buy salads and sandwiches if they do not have a high level of fat and sugar in them.

This could mean that supermarkets are purposefully making the salads so that the buy will continue buying them with the hope that it will help them to lose weight.

This could mean that supermarkets see taste more important in food than the any benefits of eating food.

This could mean that supermarkets are not bothered about healthy eating and helping people lose weight.

Have a go with this article by

Labour's Tristram Hunt calls on parents to play more with their young children

Four-year-old children are starting school unable to speak properly because their parents are not getting down on all fours and playing with them at home, Labour's education spokesman has claimed.

Tristram Hunt said he had been struck by the number of headteachers who had raised concerns about the number of children turning up at reception class with delayed speaking, listening and motor skills. There had been a marked decline in speech and language skills in the past decade, Hunt said. He suggested it could be down to the prevalence of technology such as smartphones and Ipads, or a lack of understanding among struggling parents of the importance of play in children's development.

Hunt was speaking after addressing school leaders at the National Association of Head Teachers' annual conference in Liverpool. He admitted it was tricky straying into a debate about good and bad parenting, but said parents had a responsibility to play and talk to their children.

Source: <http://www.theguardian.com/lifeandstyle/2015/may/01/labour-tristram-hunt-parents-play-young-children-decline-speech-language-skills-school>

What do we learn about parenting from this article?

Have a go with this article by Andre Spicer

Adults with colouring books, kids with CVs – it's a world turned upside down

Over the weekend, I found myself colouring in. While waiting for food in a restaurant, I started to fill in my two-year-old daughter's colouring book. I became engrossed in making Peppa Pig green, George blue and Daddy Pig yellow. Before I knew it, the food had arrived, my crotchety mood had lifted and my daughter's attention had moved on to other things. Little did I know, but I had become an unwitting part of a booming new sector of the economy: the infantilisation industry.

There is a flourishing market for products and services offering adults an opportunity to become a child again. In the publishing world, half of Amazon's current top 10 bestsellers are colouring-in books targeted at grown-ups. Other bestselling books, such as the Harry Potter series, appear to be for children but are widely read by adults. The average age of people playing highly successful computer games such as Battlefield is 27. And one of the most popular themes for adult parties in the UK is "back to school".

Some companies have redesigned their offices to resemble giant childcare centres – complete with soft toys, water pistols and giant cartoon characters originally intended to appeal to children under six.

Why do adults hanker after things designed for kids? One reason is nostalgia. We hope that by consuming products made for children, we can transport ourselves back into our own childhood and reconnect with long-lost pleasures. I know many grown men who own Star Wars figures and vast collections of Lego precisely for this reason. By becoming a kid again, we also hope to momentarily avoid the burdens of adult life.

Source: <http://www.theguardian.com/commentisfree/2015/apr/08/adults-colouring-books-kids-cvs-lego-children>

What do you learn from the article about how adults are changing their behaviour?

Skills and targets to work on

A	Select quotes from the text to support your ideas
B	Use speech marks ('quote') to show you have used a quote
C	Read between the lines by using the phrase – which shows
D	Use PEE (Point Evidence Explanation) to structure your ideas
E	Make connections between different points made in the text
F	Make less obvious points
G	Highlight how there are two conflicting sides of the argument
H	Pick out a flaw in the arguments presented
I	Discuss the writer's opinion changes on the topic
J	Link ideas to how the how text is structured
K	Offer how different readers might interpret the argument in a different way
L	Offer your opinion subtly by using adverbs

Question 2

Explain how the headline and picture, with caption, are effective and how they link to the text.

How to structure your answer?

- Open sentence commenting on the overall tone of the article – serious, comical, shocking, disbelief
- Two points about the headline and link to the text
- Two points about the picture and link to the text

When writing this question you need to link the **reader's feelings** to what the **writer is saying** and **how the writer presents things (techniques)**.

Tone

Explain in your first sentence what the writer is aiming to do and more importantly what the reader is feeling – **that's the effective word of the question.**

The text is written to shock the reader as

The writer has employed a comical tone in this writing by ...

Headline

Look for the following things:

- Emotive language / jargon
- Jokes / puns
- Use of numbers
- Vague words
- Lists
- Unusual combinations of words
- Sound effects – alliteration, rhyme, assonance, repetition
- Punctuation () - ; : ‘ ‘
- The first and last words
- Change in tone in the headline

Things to remember:

Inverted commas create 'sarcasm' or 'doubt'.

First and last words show a level of emphasis.

Dashes (-) and ellipsis (...) are used to create tension or introduce a new thought.

Key words: suggest / implies

Explain why the writer used the language feature and explain how the reader feels when reading it.

The writer uses inverted commas around the word 'guilty' to show that the writer isn't sure if the man is guilty or not. This would make the reader doubt the guilt of the person and they will read the article to discover his guilt.

Then, link your ideas to the rest of the text.

Pictures

Structure your picture paragraphs by following this pattern:

Shows – what can you see in the picture? Describe it.

Suggest – what is the picture hinting at?

Symbolise – what is the picture a symbol of? Think of the wider world, the issue or society.

When looking at the picture concentrate on the following?

- Colours – dark (depressing, sad, lack of hope) / bright (happy, optimistic, hopeful)
- Symbols – what do the colours symbolise? Red = danger / Gold = wealth
- Lighting – What is in darkness? What is in the light?
- Foreground / background
- Fine detail – clothes / objects / setting
- People – Why pick that particular person?

LINKS

In each paragraph you MUST make a link to the rest of the text. This is so you can show the examiner that you know how the text works.

The text will either **CHALLENGE, ANSWER or SUPPORT** the headline. After making your picture or headline point you must say how it links to the text.

The headline poses the question and this is **answered** in the third paragraph. The writer has done this so the reader is curious enough to read the whole text and find the answer.

The picture is supported in the text with the line The writer proves this in the text to **confirm and support** that this is true.

The headline suggests and the second paragraph **challenges** this idea so the reader will change their opinion of the subject.

Top Marks for....

- Make a reference to how the reader's feelings change across the text.
- Linking to more than one place in the text.
- Highlighting a pattern.
- Symbolism of wider issue about society.

Example analysis:

Explain how the headline and picture, with caption, are effective and how they link to the text.

The overall tone of this article is shock and disgust. The writer is shocked that an innocent man has suffered because of the 'corrupt cop' and the 'European Arrest Warrant'. The reader is supposed to feel angry that a British tourist was treated so badly.

Framed, jailed and betrayed: British tourist tells how he was arrested for murder in Greece and held in a squalid prison... all because of a corrupt cop and the controversial European Arrest Warrant



Andrew Symeon (pictured left and right, speaking to family members in jail) was held in a Korydallos, one of the notorious prisons in Europe, after being arrested for the murder of Jonathan Hiles. Aged just 20, he was wrongly identified as a killer of the Cardiff teenager Jonathan Hiles, who in a nightclub fracas on the holiday island of Zante (inset) in 2007. Although he knew the case against him was fabricated, he was up against the controversial European

Headline

- List of verbs at the start to shock the reader with all the terrible things that took place – 'framed, jailed and betrayed'
- 'British tourist' makes him seem innocent and free from blame as tourists are there for a good time and not to cause trouble.
- Ellipsis (...) used to highlight the writer anger. The writer has listed all the bad things and then separates the cause with ellipsis.
- Alliteration of 'corrupt cop' used to show disgust of the culprit.
- 'Squalid' used to make us feel sympathy for

the tourist. Not only did he experience several horrible actions, he had had to put up with terrible physical conditions. He was not treated fairly.

- The word 'murder' is understated in the text. Although it is quite an emotive word, here it is made less dramatic by the references to the experiences the tourist had.
- 'Framed' is the first word used and this clearly highlights the writer's view that the man is innocent. The reader is shocked that someone had be blamed for a murder when they clearly did not commit it.

Picture

- The picture on the left shows how the 'tourist' is a respectable man with his smart shirt and his well-groomed presentation. This shows us how unlikely it is the man could be blamed for the murder. The fact that there is lot of greenery in the background suggests that this is taken in his house and that the view is of his garden. It could be a symbol of his money. He may be rich and, therefore, another reason for not killing a person.
- The picture on the left also shows that the man survived the ordeal. It creates a sense of relief for the reader as they can see that he has not be affected physically by the terrible events described in the article.
- The picture in the middle shows us the tourist resort. The bright lights and night time setting suggest the reason for his holiday. The man just wanted to enjoy himself and the irony of the picture is that he didn't. The picture also symbolises to reader how their future holiday could be a scene for something similar. Therefore, the picture is used to scare readers. They could go on holiday and be victim to a similar episode of injustice.

- The picture on the right shows us the reality of his holiday, which is a contrast to the picture of the lovely resort. We also see the man behind bars and trapped for something he didn't do. The inclusion of the women in the picture is used to symbolise the people this injustice affected. It did not just affect the man, but it affected his wife and mother presumably. The use of cold colours also highlights the depressing and awful situation he was subjected to.

Links to the text

Obviously you don't have the full text, but you can always make connections to the text. Look at the whole text. Think about how everything works together. Think about these points:

- What murder?
- What makes the cop corrupt?
- What is so controversial about the warrant?
- Why was he framed?
- Who betrayed them?

Newspapers always raise questions in their headlines and pictures. It is how they get people to read the article. They raise questions to ensure people the whole text. Somethings they leave right to the end so the reader will read the whole text.

Why would the writer put these bits of information in a particular place?

- What murder? - End of the article
- What makes the cop corrupt? Start of the article
- What is so controversial about the warrant? Middle
- Why was he framed?
- Who betrayed them?

Have a go at analysing these extracts

Net loss! Dragon forced to tear up tennis court hidden on giant estate... so was it spotted on Google Earth by official



Dragons' Den star Peter Jones must be regretting his decision to build a court in a corner of his Buckinghamshire estate - after officials found he had breached planning rules. There has been speculation that his error only came to light when spotted in aerial photo.

Can you spot the cut-price bride? After Tesco offer £80 wedding dress, which gowns cost less than £100 and which more than £2,000?



Brides-to-be (and their parents!) are only too aware that the perfect gown alone could set them back thousands of pounds. So when Tesco announced it would be selling a machine-washable wedding dress for as little as £80, the news was met with a mixture of astonishment and relief. And with British brides spending an average of £1,400 on their wedding dresses, a number high street outlets are now offering cut-price creations almost indistinguishable from the designer labels. So can you spot which of these is a cut-price bride?

Headlines

- 1
- 2
- 3

Pictures

- 1
- 2
- 3

Links

- 1
- 2
- 3

Source: <http://www.dailymail.co.uk/home/index.html>

Skills and targets to work on

A	Select quotes from the text to support your ideas
B	Use speech marks ('quote') to show you have used a quote
C	Use PEE (Point Evidence Explanation) to structure your ideas
D	Make a comment about what the picture shows in the text
E	Make a comment about what the picture symbolises in the text
F	Point out a language point used in the headline
G	Make a reference to the language used in the text
H	Make a connection between the picture and the headline
I	Make a connection between the headline or picture and the text
J	Explain how the headline or picture supports / challenges an idea in the text
K	Explain the reader's thoughts when they read the text
L	Explain how the reader will react to the picture or headline
M	Explore finer details of the picture such as colour, texture, positioning, etc
N	Explore how different readers will react to the text
O	Explore how the reader's reaction changes over the text
P	Explore how some aspects are flawed

Question 3

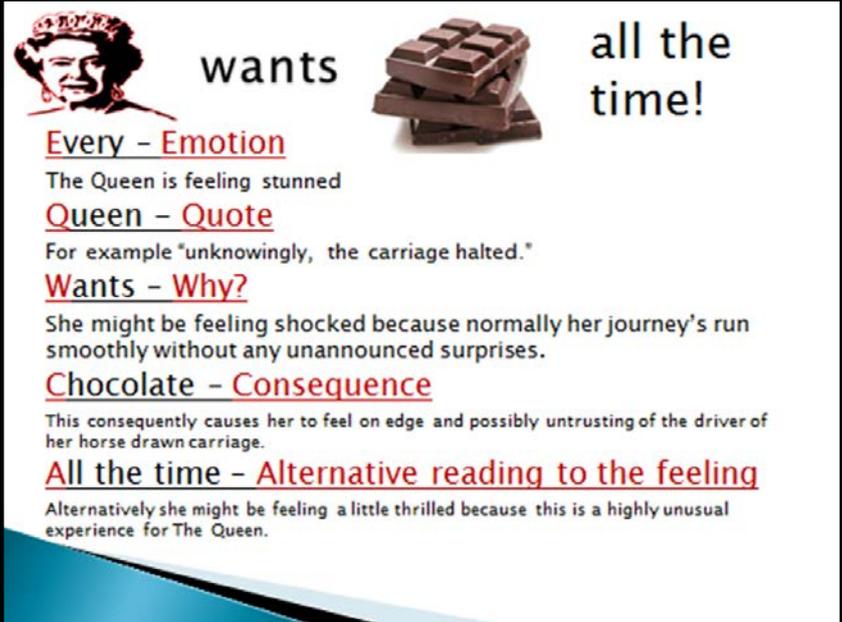
Explain some of the **thoughts** and **feelings** the writer has during their journey – 8 marks

You need 4 paragraphs in total:

- 4 different emotions: 1 from the start, 2 from the middle and one at the end - how do they change across the text? How does the writer experience different shades of an emotion?
- 4 Quotes (pick short less obvious quotes / phrases)

An easy way to structure your paragraphs:

- 1) EVERY = Emotion – be specific
- 2) QUEEN = Quote – choose a less obvious
- 3) WANTS = WHY? Why are they feeling like this – link your reasons closely to the text / journey
- 4) CHOCOLOATE = Consequences – what are the consequences / impacts of this emotion?
- 5) ALL OF THE TIME = Alternative reading to the emotion - another way this feeling could be interpreted?



wants all the time!

Every - Emotion
The Queen is feeling stunned

Queen - Quote
For example "unknowingly, the carriage halted."

Wants - Why?
She might be feeling shocked because normally her journey's run smoothly without any unannounced surprises.

Chocolate - Consequence
This consequently causes her to feel on edge and possibly untrusting of the driver of her horse drawn carriage.

All the time - Alternative reading to the feeling
Alternatively she might be feeling a little thrilled because this is a highly unusual experience for The Queen.

Phrases to use:

- 'Creates a sense of ...'
- 'Hints at a feeling of...'
- 'Feelings of ... Burst through the phrase ...'
- 'Implies the writer is experiencing...'
- 'Suggesting the writer feels...'
- 'The writer might appear to be But ...'
- 'Displays feelings of great...'
- 'Evokes the feeling of...'
- 'Portrays a feeling of ...'
- 'Has flavours of ...'
- 'Depicts the emotion of ...'

To get a top grade:

- Give alternative interpretation to a quote 'it could also be...'
- Pick less obvious quotes to support your ideas. Eg: Choose 'piercing the dusk with pools of white' rather than 'I was impressive'
- Make links to other parts of the text – is there a thread across the text?
- Zoom in on words – explain in detail how a word is linked to an emotion
- Explore how feelings have changed across the text
- Talk about SUPERIOR AND INFERIOR
- Write about colour in the text ... link colours to feelings and explain how they are linked
- Give detailed reason to your idea by linking to what has happened in the text (don't just throw in random reasons – show the examiner you have read and understand the text)

Vocabulary to describe emotion:

Happy = Euphoric, Sad = Dismal, Lonely = Alienated, Confused = Chaotic, Cheerful = Buoyant, Passionate = Zealous, Scared = Fretful, Angry = Belligerent, Inferior = Flawed and Superior = Egotistical

Explain the thoughts and feelings of the writer in this article from the Guardian website.

It's easy to get off the beaten track in Malawi. In fact it can be difficult to stay on it, as we found one early evening in July three years ago, when we were driving up the lake road from Salima towards Nkhata Bay for a week's holiday, in my daughter's old low-slung Nissan Bluebird, her boyfriend at the wheel.

It was that dangerous twilight time, when the roads are swarming with villagers, their children, chickens, runaway piglets, wayward goats and workshy dogs, all dashing to get home before nightfall; drivers of vehicles without functioning lights or brakes career around potholes, also hurrying homewards. For twilight is short in Malawi, and when night comes, the darkness is absolute. Road accidents are frequent in this dusky light. Children are often the victims. It's also the time of day when disease-vector mosquitoes come out to feast on human blood.

It became obvious that we weren't going to get to Nkhata Bay that evening, and we'd have to stop somewhere overnight. We tried a couple of upmarket lodges, but they were closed, or full, or just didn't like the look of us. We were directed to other, more remote places, which either didn't exist, or were also full; we were beginning to get worried. Suddenly, out of the dusk, a crooked, hand-painted wooden sign flickered across our headlights: "Maia Beach Cafe Accommodashon". We let out a cheer, executed a U-turn, and set out down the sandy track signposted towards the beach.

After a kilometre or so, the track divided into a number of less distinct tracks. The tracks were definitely not beaten – they were hardly more than faint trails. There was no light ahead – in fact, there was no light anywhere, apart from the stars, which hung so close and bright you almost felt you could reach up and pick them out of the sky like low-hanging fruit.

Suddenly, our wheels hit a patch of soft sand, skidded, and sank in. The tyres were spinning, but not gripping. We were stuck. Getting out to assess the situation, we saw it was even worse than we had imagined. Three wheels were hopelessly churning up the sand; the fourth was spinning free, perched over a sandy bluff with a four-foot drop beneath. If we slipped down there, we would never, ever get the car out again. Beyond the narrow beam of our headlights, it was pitch black. All around us were prickly bushes, their vague menacing shapes blocking out the lie of the land. Swarms of mosquitoes smelled our fear, and swooped.

<http://www.theguardian.com/travel/2012/nov/23/lake-malawi-holiday-travel-fiction>

Skills and targets to work on

A	Select quotes from the text to support your ideas
B	Use speech marks ('quote') to show you have used a quote
C	Read between the lines by using the phrase – which shows
D	Use PEE (Point Evidence Explanation) to structure your ideas
E	Describe the thought that the person has.
F	Describe the feelings the person has.
G	Give a reason why the person is thinking or feeling something.
H	Give a detailed reason to your idea by linking idea to what has previously happened.
I	Link your idea to a particular word or phrase.
J	Explore how the feelings have changed over the text.
K	Select four different thoughts and feelings rather than repeat the same one.
L	Select less obvious ideas.
M	Offer more than one possible reading of a thought: It could also be...
N	Make a link to other parts in the text.
O	Use precise words when describing thoughts and feelings.

Question 4

Compare the ways in which language is used for effect in the two texts. Give some examples and analyse.

How to structure your ideas?

- Two paragraphs about one text
- Two paragraphs about the other text
- Two paragraphs comparing both texts

The most important thing to focus on is words. Write about the words the writer has used in the text. Avoid general techniques and focus on the words the writer has written.

Step 1: Pick out a really effective paragraph in each text. Only focus on one paragraph.

Step 2: Highlight any interesting or effective words in the paragraph.

Step 3: Decide on the effect of the paragraph and the techniques used.

How do I write my answer?

Write WEEL

Word – effect – explanation - link

Pick out a word.

Explain how it creates a feeling or thought in the reader. [Clever people will

Use phrases like 'a sense of ...' or 'a feeling of..'

Explain what the quotation means or what the writer is trying to do or say.

Make a link to another technique or word used in paragraph.

DON'T TALK ABOUT PUNCTUATION! THERE ARE NO MARKS FOR TALKING ABOUT IT!

Comparing the texts

Basic

- Compare the content of the two texts

Better than basic

- Compare the effect of the two texts
- Compare the audience of the two texts
- Compare the content of the two texts
 - Similar content but given a different treatment for a different audience?
 - Different content but given a similar treatment for a similar purpose? (Harder)
 - Eg: both articles about dangerous animals –one factual for information, one humorous for entertainment.

Best

- Compare the way similar language features are used for a different purpose in different sources.
- Compare the way the sources are structured.
- Compare the way grammar features (sentences, punctuation) are used in the different sources.

Top Marks for

- Using a quotation in each sentence
- Writing five or more paragraphs
- Comparing the texts

Compare these two paragraphs taken from extracts in this booklet.

Extract 1

Suddenly, our wheels hit a patch of soft sand, skidded, and sank in. The tyres were spinning, but not gripping. We were stuck. Getting out to assess the situation, we saw it was even worse than we had imagined. Three wheels were hopelessly churning up the sand; the fourth was spinning free, perched over a sandy bluff with a four-foot drop beneath. If we slipped down there, we would never, ever get the car out again. Beyond the narrow beam of our headlights, it was pitch black. All around us were prickly bushes, their vague menacing shapes blocking out the lie of the land. Swarms of mosquitoes smelled our fear, and swooped.

Extract 2

Over the weekend, I found myself colouring in. While waiting for food in a restaurant, I started to fill in my two-year-old daughter's colouring book. I became engrossed in making Peppa Pig green, George blue and Daddy Pig yellow. Before I knew it, the food had arrived, my crotchety mood had lifted and my daughter's attention had moved on to other things. Little did I know, but I had become an unwitting part of a booming new sector of the economy: the infantilisation industry.

Skills and targets to work on

A	Select quotes from the text to support your ideas
B	Use speech marks ('quote') to show you have used a quote
C	Read between the lines by using the phrase – which shows
D	Use PEE (Point Evidence Explanation) to structure your ideas
E	Describe how the texts makes a reader feel an emotion.
F	Explain how a writer creates an emotion through language.
G	Select a word or a phrase and link it to the emotion / effect of the text.
H	Explain why the writer uses that particular emotion/effect for the text – link to purpose
I	Explore in detail why the language creates that particular effect
J	Make more points
K	Make a connection between the two texts
L	Make comparison of how the texts use language or effect in the same way
M	Evaluate the effectiveness of a technique
N	Explore a subtle connection, similarity or difference between the texts
O	Make connections between different parts of the text when explaining a point

Question 5 and 6 – The Writing Tasks

Remember: You must start with Question 6 and leave Question 5 to the end.

Question 5 - 25 minutes

The task with either be to EXPLAIN, DESCRIBE or INFORM.

Possible tasks:

- Describe a meal.
- Describe a perfect or worst day / season / moment / experience.
- Describe a time you were worried / sad / nervous.
- Describe a
- Explain why people should attend an event.
- Explain why people why should revise.
- Explain why
- Inform people of upcoming event.
- Inform people of sport.
- Inform people of

The form of the text might be a blog, website, newspaper, newsletter, letter or magazine article. Writing in the style of this text is more important than pictures and headings.

You need to write three detailed paragraphs

Your writing should be:

- **Effective – create a mood or an emotion**
- **Detailed – give clear points and develop these with reasons (explain / inform) or fine detail (describe)**
- **Stylish – use impressive words and sentence openings**
- **Varied – use a range of sentence lengths, sentence types and punctuation**

- **Interesting** – think about what the average person might put down for the answer and don't use that idea. Think of something different.

Quick fixes for your writing:

Multiple Lists – Tough, repetitive and dull exams could be the thing of the future if you revise, practise and think before the exams.

Exaggeration - This revision booklet is the second most important book since the dawn of time.

Repetition – Revision, revision and more revision is necessary for success.

Similes / Metaphors – Writing is like opening your brain and squeezing your brain of ideas. You human computer is a labyrinth of delights.

Adjectives – A simple, small adjective can save a dull, boring and lifeless sentence.

Adjectives go before a noun and a nice way to remember how to use adjectives is this little pattern.

Adjective noun	smelly feet
Adjective and adjective noun	smelly and hairy feet
Adjective, adjective noun	huge, hairy feet
Adjective, adjective and adjective noun	spotty, hairy and huge feet
Adjective, adjective, adjective noun	spotty, hairy, huge feet

Punctuation for effect – Play around with punctuation for a surprise. Or, to make it seem (as they always do) as if someone is interrupting – isn't that annoying?

Sentence length - Use a short sentence for effect. Yes. Use. One.

[This applies to Question 6 too]

Question 6 - 35 minutes

The task will either be to ARGUE, PERSUADE or ADVISE.

You will have to mainly persuade people of something. That simply means you have to convince people of something.

Possible tasks:

- Persuade students to revise more for exams.
- Persuade people the benefits of healthy eating.
- Persuade teachers to give less homework.
- Persuade people to
- Celebrities are poor role models. Argue for or against this statement.
- Teenagers should be allowed to drive before the age of 16. Argue for or against this statement.
- Teenagers should be able to leave education before the age of 18. Argue for or against this statement.

The topics will be, to be honest, very dull and general so the key is to take the topic and make it interesting.

You need to write five or more detailed paragraphs

You should think about the following things....

- **Tone – vary how you speak to the reader. Don't shout. Flatter or impress the reader. Convince the reader to listen. Sometimes, that might include a joke.**
- **Effect – Think about the desired effect. You might want to shock the reader. You might want to make them laugh. Try to vary the effect.**
- **Voices – Use quotes from made-up people. Or, adopt a voice. Mr Jones said, 'The English exam is tough, but with this booklet his life was drastically improved.'**
- **Facts and statistics – Nothing is more convincing than facts, fact and statistics. 71% of teachers agree with that statement. Make them up. The examiner isn't going to know.**

- **Feelings / Logic / Reliable – Use these to appeal to the reader. Make the reader feel something. Make the reader see the logic of your argument. Make the reader see that you are reliable.**
- **Talk to the reader – I know you that / We can all agree that / I am sure you / Our opinions are very similar**
- **Counterargument – Think about what the reader might say when they read you ideas. Predict and respond. I know you think that a 16-year-old knows nothing about driving but....**

USE IMPRESSIVE WORDS! NOTHING IS MORE EFFECTIVE THAN THE WORDS YOU USE.

Remember to show off with lists, repetition, similes, punctuation for effect, variety in sentences and many other techniques.

Top Marks for....

- Changing the tone of the writing in a paragraph
- Use of parody. Take a famous quote and use it in your writing. I have a dream that all teenagers are free from homework. I have a dream that teenagers are free from the tyranny of tests.
- Make links across the whole text. A running joke. A repeated phrase.
- Use metaphorical language. Education is a lifeboat in a sea of confusion.

Look at these openings and closings.

Which is the best one? Why?

Write a magazine article persuading teenagers of the dangers of smoking.

1. Cough. Cough. Sorry, I am struggling to say this as – cough, cough – I find it difficult to talk as I have had one lung removed due to cancer.
2. Smoking is bad. It is the cause of millions of deaths every year.
3. I know you can't help it, but smoking is terrible and it makes you stink.
4. £5000 is exactly how much money you waste on smoking each year.
5. I am going to teach you about the dangers of smoking. In this article, I will give you the reasons as to why you shouldn't smoke.
6. Imagine you are on a date. Your date arrives. In the distance, they look gorgeous and worth the hours it has taken you to get ready. As they get closer, you notice something – a smell. The scent of an ashtray.

1. So, if you want to be another statistic on a long and ever expanding list, then carry on smoking.
2. Finally, the reasons for not smoking are clear – it is bad; it causes cancer; it stunts your growth; it costs a lot of money.
3. Act now and stub it out or expect to be ash quicker than you think.
4. Smoking costs. Smoking Smells. Smoking kills.
5. To conclude, smoking is very bad, so to save your life, do something now.

Question 2

Visit the Daily Mail website and look at the use of headlines and pictures in each story.

Question 4

Learn to read with insight –read an article / webpage /newspaper at least twice a week.