

# English Language Component 1

(1hr 45mins)

**Section A** – answer 5 questions on a fiction extract

[40 marks]

**Section B** – narrative writing (a choice of 4 story titles)

[40 marks]

**Complete Section B (narrative) first** 45 mins

**Question 1** 5 mins

**Question 2** 10 mins

**Question 3** 15 mins

**Question 4** 15 mins

**Question 5** 15 mins

**Step 1:** Rule off line numbers and highlight key words in the question

**Step 2:** Read section of extract and highlight evidence

**Step 3:** Use the 'find and write' method to write your response

**Question 1**  
[5 marks]

**Short, bullet pointed sentences**  
List 5...

- Read the question carefully and highlight key words
- List your answers in bullet points
- Use a mixture of your own words and evidence from the text
- Don't copy out full sentences (pick out the important words and phrases)
- Write in chronological order
- Write 6 points (just in case)
- Start each sentence with the subject from the question
- Be specific and clear

**Question 2**  
[5 marks]

**How does the writer show...?**  
What impressions...?

**Evidence + inference** x 5

**Bruce thinks Pat is 'average'** which shows he has patronising thoughts about her.

**'messy and lazy'** gives the impression that Anna is disorganized and has left the flat in a cluttered state.

**Question 3**  
[10 marks]

**How does the writer show...?**  
What impressions...?

**Evidence + inference** x 10

**Bruce thinks Pat is 'average'** which shows he has patronising thoughts about her.

**'messy and lazy'** gives the impression that Anna is disorganized and has left the flat in a cluttered state.

**Question 4**  
[10 marks]

**How does the writer show...?**  
How does the writer make these lines...?

**Evidence + inference** x 10

**Bruce thinks Pat is 'average'** which shows he has patronising thoughts about her.

**'hopelessly stuck'** is dramatic as it implies the girls won't get out of the house alive.

**Question 5**  
[10 marks]

**To what extent do you agree...?**

At the start of the text, /Then, /Next, Then,  
As the text progresses, /Then, /Next, Then, Next,  
At the end of the text,

**Evidence + inference** x 10

**Bruce 'smiles at his own image in the mirror'** makes him seem unlikeable as he is arrogant.

Overall, I agree/disagree/mostly agree that the writer presents...because...

**Section B**  
**NARRATIVE**

**TOP TIPS**

- ❖ Clearly state which title you have chosen in the margin (question no.)
- ❖ Write 400-600 words
- ❖ Structure: opening, problem, complication, crisis, resolution
- ❖ Make sure you focus on a single moment/event that your narrator must overcome
- ❖ Use humour, sarcasm and a light-hearted tone to create a strong narrative voice
- ❖ Keep dialogue to a minimum
- ❖ Remember to clearly paragraph – miss a line each time
- ❖ Show, don't tell (actions and description)
- ❖ Use the past tense the whole way through
- ❖ Proofread for SPaG, vocabulary and any plot holes

Choose from 1 of 4 narrative titles

There are 4 types of titles that could appear:

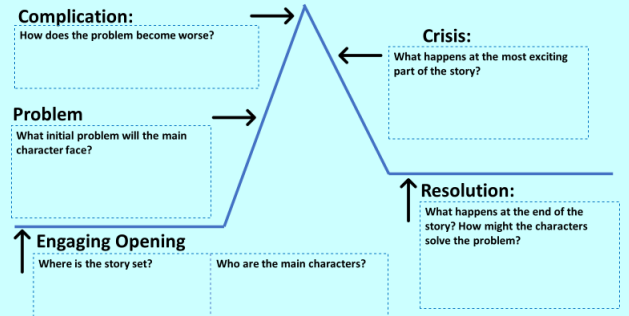
- Write about a time when...
- Title i.e. The Wedding
- Start your story with...
- End your story with...

Past Paper Narrative Titles

- Write a story that ends 'and that was the worst job of my life'
- Write a story that begins: I can clearly remember the family gathering
- Write a story that ends 'and I realised some things are more important than money'
- Write a story that ends 'and I felt so sorry for myself'
- Write about a time when you broke the rules
- Write about a time when you felt let down by a friend
- Write about a time when you had to go shopping with a relative
- The Wedding
- A memory of primary school
- Grandma
- The Decision
- The Big Decision.
- Write a story that ends: ... and I don't miss her at all.
- Write about an occasion when you did someone a favour.
- Write a story that begins: Mum insisted that I went to the supermarket with her.

Check the following:	Checklist
Clear structure (opening/setting, problem, complication, crisis, resolution)	
It needs to be plausible (no haunted houses, zombies or battlefield experiences!)	
Examiners seem to like humour as it makes writing more entertaining	
A clear narrative voice (Cornelius is a great example of this – you feel like you know him!) Use of 'show don't tell'	
An engaging opening to create a good first impression to the examiner	
Past tense (be careful as students always struggle to maintain this)	
Clear paragraphs	
A range of sentence structures	
General SPaG skills	

GET PLANNING!



<b>Engaging Opening</b>	<ul style="list-style-type: none"> <li>•Characters introduced</li> <li>•Setting introduced</li> <li>•Main problem introduced</li> </ul>
<b>Introduce a Problem</b>	<ul style="list-style-type: none"> <li>•Problem develops</li> <li>•Tension/suspense is built leading to the complication</li> </ul>
<b>Complication</b>	<ul style="list-style-type: none"> <li>•Turning point in the story</li> <li>•Main character comes face to face with a problem and changes in some way</li> <li>•The most intense moment</li> </ul>
<b>Crisis</b>	<ul style="list-style-type: none"> <li>•Action following the complication and ultimately leading to the resolution.</li> </ul>
<b>Resolution</b>	<ul style="list-style-type: none"> <li>•Loose ends are tied up</li> <li>•Main character either defeats the problem, learns to live with it or is defeated by it.</li> <li>•The most intense moment</li> </ul>

Engaging Openings

<b>Setting</b>	The rusted gates towered over me intimidatingly whilst the walls strictly blocked out any natural light from entering the inner building. For the past 11 years I had often walked past this hell hole, but now it was actually time for me to join.
<b>Action</b>	Crouched over the fire, I stirred the embers so that the sparks swarmed up like imps on the rocky walls of hell.
<b>Direct address</b>	You may have some cringeworthy memories but believe me, it's got nothing on events from June 12 <sup>th</sup> , 2017.
<b>A question</b>	They assured me that my choice would change nothing. But, how could it not?
<b>Refer to a dramatic moment later in the narrative</b>	Never did I think my Sunday morning would involve me, half-naked, looking up at a snow-coated tree.
<b>A shocking statement</b>	Nothing you learn in the first seventeen years of your life means a thing. This was crystal clear the day I turned eighteen.

Vocabulary

- **Brazen** – shameless: *She looked at me with the brazen arrogance that only a teacher could pull off.*
- **Callous** – showing cruel disregard for others: *I had never seen someone behave in such a cold, callous manner.*
- **Confidant**
- **Impertinent** – not showing proper respect / rude: *His impertinent attitude caught me off guard.*
- **Indolent** – lazy: *In his infuriatingly indolent way, he rolled his eyes at my request.*
- **Lurid** – unpleasantly bright in colour: *My new uniform, a lurid mix of greens, reds and tartan, stared back at me in the mirror.*
- **Morose** – sulky and bad-tempered: *My little brother didn't take the news well; his morose expression seemed to darken the whole room.*
- **Oblivious** – lacking awareness: *As ever, my mum was completely oblivious to my pain and suffering!*
- **Sycophant** – a person who tries to please someone in order to gain an advantage: *He was surrounded by his usual cronies – a bunch of sycophants who were desperate for him to accept them.*
- **Vociferous** – offensively loud and insistent: *Our whole year group ran towards the school gates like a vociferous mob.*
- **feral** – wild: *The year 7 in question was practically feral, running around the school with no regard for rules or social norms.*

Show, Don't Tell

Let's practise this skill: find alternative ways of showing these descriptions without using the underlined words. Think about physical description, action, inner thoughts, or speech. You may wish to use imagery.

1. The man was angry.
2. The girl was scared.
3. The old man was lonely.
4. She was beautiful.
5. They were loud.
6. Donald Trump is orange.

The man resembled a pressure cooker about to explode.  She was pretty.



Sentence Types

2AD Sentences

➢ 2A sentences have 2 adjectives before a noun:

➢ *The glamorous, intelligent princess kissed the grotesque, warty frog.*

Emotion word, (comma) sentence

➢ Emotion word, (comma) sentences begin with a feeling word followed by a , (comma).

➢ *Desperate, she screamed for help.*

The more, the more

The more, the more sentences are in 2 parts. The first more should be followed by an emotion word and the second more should be followed by a related emotion.

*The more upset she was, the more her tears flowed.*

De: De sentences (Description: Details)

A De: De sentence has 2 parts. The 1st part gives a description, the 2nd gives further details. The 2 parts are separated by a colon (:)

*Snails are slow: they take hours to move the shortest of distances.*

Sentence Types

If, if, if, then sentences

➢ If, if, if, then sentences are made up of 3 separate parts:

➢ *If the alarm had gone off, if the bus had been on time, if the road repairs had been completed, then his life would not have been destroyed.*

Some; others sentences

➢ Some; others sentences begin with the word some and have a ; instead of a 'but' to separate the two parts.

➢ *Some people love football; others just can't stand it.*

O. (I.) sentences – Outside (Inside.) sentences

➢ O. (I.) sentences are made up of 2 related sentences. The first sentence tells the reader the character's outward actions. The second (placed in brackets) shows the characters true INNER feelings.

➢ *He smiled and shook the man's hand warmly. (Inside, however, he was more angry than he had ever been.)*

**Section A** – answer 6 questions on 2 non-fiction extracts

[40 marks]

**Section B** – transactional writing (two tasks – letter/ article/ speech/ review/ report)

[40 marks]

**Question  
1 & 3  
[3 marks]**

**Short answers  
(a) (b) (c)**

- Read the question carefully and highlight key words
- List your answers (a) (b) (c)
- Don't write or copy out full sentences (pick out the important words and phrases)
- Be specific and clear

**Total: 2 hours**

<b>Section A</b>	1 hour
<b>Question 1</b>	3 mins
<b>Question 2</b>	15 mins
<b>Question 3</b>	3 mins
<b>Question 4</b>	15 mins
<b>Question 5</b>	9 mins
<b>Question 6</b>	15 mins

<b>Section B</b>	1 hour
<b>Question 1</b>	30 mins
<b>Question 2</b>	30 mins

**Question  
2  
[10 marks]**

**How does the writer  
show...?**

**Evidence + inference** x 10

'40 years' shows West has already worked at the market for a long time so he is more likely to continue as a street seller.

**Question  
4  
[10 marks]**

**To what extent do you  
agree...?**

**Evidence + inference** x 10

'Petticoat Lane is long, narrow and filthy' immediately paints a negative picture of a dirty street.

**Question  
5  
[4 marks]**

**Using information from  
both texts, explain...**

In text 1, the writer presents...  
[give two specific details/ideas]

In text 2, the writer presents...  
[give two specific details/ideas]

**Question  
6  
[10 marks]**

**Compare...**

State clearly which text you're writing about.  
**Evidence + inference** x 10

In Text 1, '\_\_\_\_\_' suggests... x 5

In Text 2, '\_\_\_\_\_' suggests... x 5

In Text 1, Harry 'cheerfully greets a steady stream of customers' which suggests Harry is friendly and positive when trying to sell his own goods.

# English Language Component 2

(2hrs)

## WRITING A FORMAL LETTER

Your headteacher has suggested that the summer holidays should be reduced from 6 weeks to just 3 weeks because it is a waste of time.

Write a letter to your head teacher giving your views on this matter.

Structure: (Your address)

(Their address)  
Date

Dear Mrs Lowry-Johnson,

✓ P1: Opening statement to introduce your stance.

Ethos: connect with the reader.

I am writing to you regarding ... On behalf of the whole student body/the school council

✓ P2: Your reasons (strongest reason first)

Pathos: engage with emotion.

Elaboration: In the current climate, it appears that \_\_\_\_\_

It may be controversial, but I believe that \_\_\_\_\_

Example: Picture the scene: \_\_\_\_\_

✓ P3: Consider different views.

Logos: give logical and credible reasons as part of your counter arguments.

Metacommentary: In other words, it is evident that \_\_\_\_\_

Objections: People often assume that \_\_\_\_\_; however, I would argue that \_\_\_\_\_.

✓ P4: Conclusion (for actions)

Ethos: offer solutions.

The solution is simple: \_\_\_\_\_

I recommend that \_\_\_\_\_

Yours sincerely, (because you know the name; Yours faithfully if not)

## Stating positives/benefits to your opinion

Exceptional  
Remarkable  
Incomparable  
Advantageous  
Logical  
Profitable  
Beneficial  
Legitimate  
Justified

## Connectives

Additionally  
Similarly,  
Likewise,  
What is more,  
Indeed,  
Correspondingly,

For instance,  
Notably,  
Namely,  
Particularly,

However,  
On the contrary,  
Conversely,  
In fact,  
Although,

Thus,  
Therefore,  
Ultimately,  
Essentially,

## Stating negatives

Atrocious  
Abhorrent  
Abysmal  
Illogical  
Deplorable  
Disgraceful  
Tedious  
Lacklustre  
Monotonous  
Futile  
Inane  
Absurd  
Inept

## WRITING A SPEECH

Task: 'Floods, earthquakes, hurricanes and landslides – we see more and more reports of environmental disasters affecting the world and its people every day.'

Write the text of a speech for a debate at your school or college in which you persuade young people to take more responsibility for protecting the environment.

## Structure:

✓ Introduction:

Imagine \_\_\_\_\_; imagine \_\_\_\_\_; imagine \_\_\_\_\_.

My name is \_\_\_\_\_ and today I'm here to talk to you about \_\_\_\_\_.

✓ P1: Topic sentence - rhetorical question / Evidence / Summative sentence

Have you ever considered \_\_\_\_\_?

Let's take a look at the facts. Statistics from a recent government poll indicate that \_\_\_\_\_% of UK teenagers \_\_\_\_\_.

While this figure may be shocking/unbelievable, \_\_\_\_\_.

Therefore, it is clear to see that \_\_\_\_\_.

✓ P2: Topic sentence - some/other/ Reason and detail / Summative sentence - triplet

Some of us \_\_\_\_\_; others simply \_\_\_\_\_.

For instance, / This is exemplified by / Now, let's be clear, the real problem here is \_\_\_\_\_.

Thus, I'm sure we can all agree that \_\_\_\_\_ and \_\_\_\_\_.

✓ P3: Topic sentence - counter argument / Expert opinion / Summative sentence

- the more, the more \_\_\_\_\_.

People often assume that \_\_\_\_\_; however, I would argue that \_\_\_\_\_.

Many people perceive this as a fractious issue, but for me, (topic) is \_\_\_\_\_.

Jane Smith (Ambassador for the Young Minds charity) has stated, "\_\_\_\_\_".

From this, we can learn a worthwhile lesson: \_\_\_\_\_.

Ultimately, the more \_\_\_\_\_, the more \_\_\_\_\_.

✓ Conclusion

Thank you \_\_\_\_\_ I'd like to leave you all with this final thought: \_\_\_\_\_.

## WRITING AN ARTICLE

Task: "Children learn more from their experiences outside school than they do from their lessons inside."

Write a lively article for your school newspaper to explain what you think makes a good education.

## Structure:

✓ **Headline**

✓ P1: Anecdote relating to topic.

Picture the scene: / Imagine:

✓ P2: 1 sentence paragraph

This may be a fractious issue for many, but it is clear to me: ...

✓ P3: Your first reasons (strongest reason first!)

Where to start first? Well, in my opinion one of the most vital things about school...

✓ P4: Another reason

We can also look at...

✓ P5: Explore opposite opinion and use a counter argument

People often assume that ... However, ...

✓ Conclusion + link back to anecdote

So, let's consider our scene again: ...

## WRITING A REVIEW

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

Write your review.

## Structure:

✓ **Heading:** a question, pun, or opinion

✓ **Introduction**

Without a doubt, the new/latest/hottest film/TV/book \_\_\_\_\_ deserves our undivided attention. (now summarise what it is about) So, what's all the fuss about?

P1: Wider aspects

Audiences will appreciate \_\_\_\_\_ (music/actors/action/storyline/drama)

If you liked \_\_\_\_\_ (as I certainly did) then you'll love \_\_\_\_\_ because...

✓ P2: Opinion & Examples

Without a doubt, this show is incomparable in terms of its \_\_\_\_\_.

For instance, / To illustrate this, \_\_\_\_\_.

Anyway, I'm sure we can all agree that \_\_\_\_\_.

P3: Opinion & Examples

People often assume that \_\_\_\_\_; however, I would argue that \_\_\_\_\_.

Despite some harsh criticism, the show has a loyal following that all agree... Ultimately, the more \_\_\_\_\_, the more \_\_\_\_\_.

✓ **Conclusion**

Ultimately, \_\_\_\_\_ is a remarkable and moving drama/hilarious rom-com/ridiculous blend of horror and comedy/a terrifying and realistic insight into modern dating that I highly recommend to my teenage readers (or whatever audience)

With a perfect cast, exciting dialogue and ambitious storylines, it might be one of the best things you watch this year – or ever!

## Success criteria:

- ✓ Approximately 1 ½ sides of A4.
- ✓ Clear understanding of **purpose, audience and form**.
- ✓ **Clear structure** which uses **paragraphs** that are **detailed and developed**. Paragraphs include **specific examples** and an **anecdote**.
- ✓ A **range of sentence types**.
- ✓ At least one **wow word**.
- ✓ **Accurate SPaG**

Boring word	Ambitious synonym
Good	exceptional, remarkable, incomparable
Bad	abhorrent, abysmal, atrocious
Boring	tedious, lacklustre, monotonous
Angry	exasperated, vexed, aggrieved
Pointless	futile, inane, absurd

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Step 1: PAF and plan ideas

Step 2: Write your response

Step 3: Proofread (SPaG, vocabulary, paragraphs)

P: Purpose

A: Audience

F: Format

Picture the scene: \_\_\_\_\_

It may be controversial, but I believe that \_\_\_\_\_  
Moreover, the school prom is \_\_\_\_\_

Therefore, it is clear to see that \_\_\_\_\_

Perhaps you assume that \_\_\_\_\_; however, I would argue that \_\_\_\_\_.  
Many people perceive this as a fractious issue, but for me, (topic) is \_\_\_\_\_.

Jane Smith (in a recent article for the Guardian newspaper) stated, "\_\_\_\_\_"

From this, we can learn a worthwhile lesson - \_\_\_\_\_.

Ultimately, the more \_\_\_\_\_, the more \_\_\_\_\_.

Imagine \_\_\_\_\_;  
imagine \_\_\_\_\_; imagine \_\_\_\_\_

My name is \_\_\_\_\_  
and today I'm here to talk to you about \_\_\_\_\_.