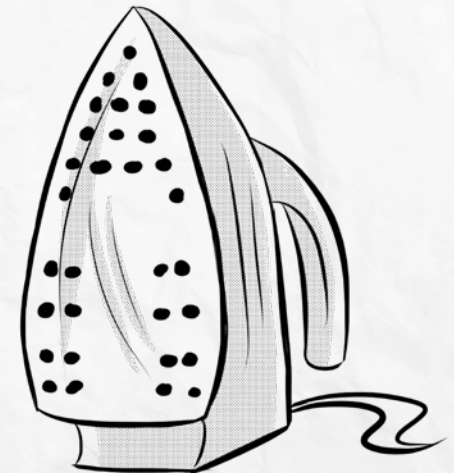
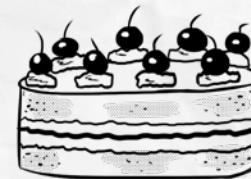
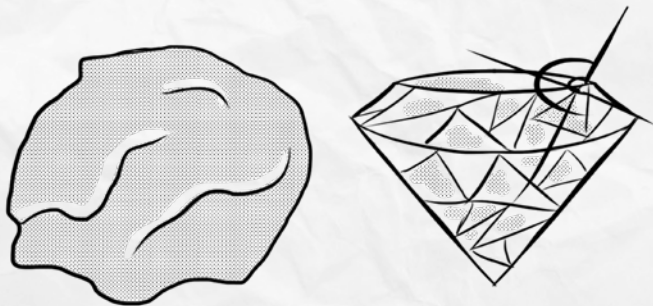
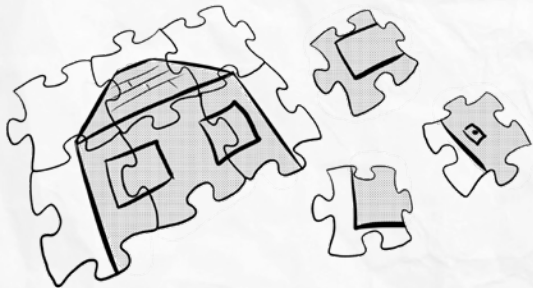


GCSE AQA GCSE English Language

Paper One, Question Five



KnowIT

Planning and Timing

When you have only a short amount of time to write creatively in an exam, it may feel scary or like a waste of time to plan. However: this will keep you focused. You will have a more crisp and organised piece if you know where you are heading.

Look at this title below, or use one that your teacher has set for you, and create a spider diagram with **no more than** five ideas around it.

Example task: Write a short story with the title, 'The Winners'.

Paragraphs

Once you have your five ideas you can organise them into five clear paragraphs. This will give your story or description a good structure and keep you on track.

Look at these ideas below. What order or sequence should they come in to make an effective short story that makes clear sense?

- The family settle down to pizza in front of the TV on Saturday night
- Mum buys a lottery ticket with the shopping
- Dad is forced to search through the dustbins
- The lottery numbers are announced and mum searches frantically in her purse for the ticket – she's sure she's the winner
- Dad puts the shopping away and scrunches up the bags and puts them outside in the dustbin

Organise the ideas for the task your teacher has set you in the same way to make clear sense.

Vocabulary

In an exam situation you are always trying to give the examiner a snapshot of your best skills. Do not be afraid to use the widest vocabulary you can, even if you are not sure how to spell the words. There are more marks for vocabulary than spelling!

Look at the words in the list below and write down a more interesting, exciting or ambitious alternative.

Cold	Boring
Good	Lively
Angry	Tall
Delicious	Blue
Heavy	

Write a sentence using each of your new words that might fit in your short story 'The Winners' or the task set by your teacher.

Linguistic Features

A linguistic feature is there to create an interesting effect in creative writing by making your readers imagine what you can see in your mind's eye or which creates a memorable pattern within the sentences you write. You can use metaphors, similes, onomatopoeia, listing, personification – all of things the professional writers you study use in their work.

Look at each of the dull sentences below and transform them into effective, memorable or visually exciting ones by rewriting them using any of the linguistic features above.

- The lottery ticket was dropped into the plastic bag with the receipt
- Dad screwed up the plastic bags and took them outside to the bin
- Saturday night is pizza night
- Mum leapt up from the sofa
- Dad came back in from the bins holding the grubby, crumpled ticket and smelling really bad

Look at some of the sentences in your next piece of work for your teacher and aim to rewrite them in the same way to add interest.

Basic Spellings

Sometimes if you feel rushed in an exam, it is easy to forget about the basics. Look at these sentences below and check whether the basic spellings in them are correct or incorrect. Rewrite them using the correct alternative.

- 'Do we have to watch this evry week, its total garbage?' I said.
- 'You wont be saying that if we win.' Mum replyd.
- 'Wear is the ticket?' shrieked Mum.
- 'You must of put it in the bin with the rubbish,' she panicked.
- 'Im not going in there,' said Dad, turning is nose up.

Check your next piece of work carefully to iron out small basic spelling errors.

Demarcating Sentences

To show very clearly where each sentence ends there are only three punctuation marks to choose from: **. ? !**

Which one you use depends on the sentence form itself.

Are you:

- Making a statement (.)
- Asking a question (?)
- Showing surprise, shock, joy, anger in an exclamation (!)

Demarcate the sentences below with the correct punctuation mark.

- I could use some help with this shopping
- Are you ready for those all-important numbers
- Saturday night was always pizza night
- It's me I'm the winner
- Do you seriously want me to go through that bin
- We were jumping for joy all over the living room

Aim to use each of these different forms to add variety to your next piece of narrative writing where appropriate. Don't forget the correct punctuation mark.

Agreement

Our sentences can be grammatically incorrect if we use the wrong form of very basic verbs 'to have' and 'to be'. Choose the correct verb form so that the sentences below make grammatical sense when you read them aloud. Correct other words such as pronouns, which also add to the problems in the sentences.

- | | |
|--|---|
| • We was/were heading out to the shops. | • Where was/were they when you last saw those/them? |
| • I was/were much happier when we went out for tea. | • When you have finished your piece of practice work, read it aloud to check your grammar is all correct. |
| • You was/were the last person to touch them/those carrier bags. | |