

English Language

Paper 1

The Complete Guide

Question 1 – 4 marks – 5 minutes

Select four quotes/points.

Question 2 – 8 marks – 10 minutes

Analyse the language (words/devices/sentence structures).

Question 3 – 8 marks – 10 minutes

Analyse the structure (beginning vs ending/focus/perspective) and reader's response.

Question 4 – 20 marks – 20 minutes

Agree with the statement by analysing how the point is shown (discuss language and structure with terminology and prove the argument they make).

English Language Paper 1 – Question 1

Read the section indicated by the question (such as lines 1-10). You will then be asked to pick out four ideas or quotes to answer a specific focus.

You CAN use short quotes.

You CAN summarise the quote.

CHECK you only put ONE idea per line. If there's another idea within the sentence, put it on another line!

CHECK you are actually answering the question, and your answer comes from the right section.

English Language Paper 1 – Question 2

You will be instructed to read another section of the extract. You have to write about three different areas (three paragraphs): words/phrases; devices; sentence structures.

There may be more than one device or word/phrase you want to use to answer the question – USE THE RELEVANT INFORMATION, even if it is more than one example per bullet point.

Things to remember

1. TERMINOLOGY – Verb/Adjective/noun
phrase/list/simile/metaphor/personification/connotations/juxtaposition/repetition etc
2. A MINIMUM of 3-4 quotes within the whole answer. Use the bullet points to structure the order of your analysis.
3. You must refer to the effect on the reader. What do we think about the question as a result of the quote itself – what is the quote DOING?
4. Demonstrate you understand the language and how it's being used. Look for underlying meaning.

Sentence starters

This suggests...

The writer uses (terminology) to show...(link to question) shown by... (evidence from text).

The use of the _____ implies...

The impact of the language is...

The _____ evokes...

The reader believes...

It is used to show the reader...

This creates the effect of...

This makes the reader...

This has the impact of...

How to achieve in Language Paper 1 - Question 3

We must write about the way a text is '*built*' or '*put together*' and the choices the writer makes. You might think of structure as being the '*building blocks*' of a text. **However**, the structure is very important in helping us to see the **meaning** of a text.

The building blocks to discuss are:

- Narrative perspective – outside to inside or vice versa
- Paragraphing including introductions and developments
- Chronology or sequence
- Topic shifts
- Sentence structures
- Tense
- Use of time
- Pace of events
- Patterns such as repetition, listing or contrast

To comment on the EFFECT of structure, you should be exploring what different structural features can actually do to a text, their purpose and so therefore the reason why the writer may have chosen them. That means talking about:

CREATING a pattern, a sound effect, an impression?	ADDING a new place, a new character?
CHANGING the narrator, the location, the speaker?	SHIFTING the time, the topic, the focus?

In summary:

What does the feature do to the text (the storyline or character), and what does it make the reader think of?

- What does this feature make me think of?
- What am I imagining in my mind's eye?
- What feeling do these words/images give me and why?

Useful Language to include:

- repeats
- spotlight
- perspective
- beginning
- middle
- end
- foregrounding
- perspectives
- speech
- sentence types and functions
- tense
- contrasts
- climax
- zooming in or out
- shifts
- gradually changes
- moves inside
- moves outside
- cyclical structure
- moves between different points of view
- developing a point of view
- reiterates
- mirrors
- echoes
- reflects
- narrows down to
- widens to

Useful sentence starters:

- At the beginning of the extract the writer focuses the reader's attention on... The impact of this is...
- In the second paragraph the focus shifts to...The impact of this is...
- Structure is initially used to...
- One way structure has been used is to...
- The impact of the complex sentence is...
- The opening line is structurally interesting because...
- The contrast created between...
- The continued shift in focus allows the audience to...
- The climax of the piece is... and the impact of this is...
- The writer has foregrounded the idea of...
- Direct speech is used so that...
- The narrative voice is significant because...
- The use of the present/past tense allows the writer to...
- The third/first person narration creates a sense of...

Strategies to answer the question

- 1) Think about the sequence – Think of the writer as if they are in charge of a camera. The writer has decided who and what they want the camera to focus on and your job is to identify how and why the writer has done this.
- 2) Change each of the bullet points given in the question into sentence starters/the focus of the paragraph. You will use these to guide your answer and they will help you to stay focused on the exam question.

English Language Paper 1 – Question 4

EVALUATE. You'll be given a sentence or two that establishes a point of view. Your job in this answer is to agree with it and explore how the effect is created. You are essentially being TOLD the point you have to make, and you prove with quotation and analysis. There are bullet points to support your paragraphing structure. Make sure you AGREE every time; keep linking back to storyline and how the language/device backs the question focus up.

The things you have to do

1. USE TERMINOLOGY. Talk about how the writer presents the points – ie. Words/phrases/devices/structure. Identify a whole RANGE of different examples that prove the point.
2. Connect the method with the effect on the reader. Why use the method...what does it do for the reader in terms of the question focus. See sentence starters below.
3. Use lots and lots of mini quotations! For one point, use all of the little one word/two word phrases which support it. Embed within a sentence.
4. Write in third person – talk about the character or subject of the extract... 'Mary's isolation is a large indicator of tension from the start.'
5. Connectives to link your ideas together. You want to **discuss** the point as you would do in conversation.
6. Develop ideas beyond a statement using extender clauses – 'which suggests...' / 'which is intended to' / 'which is achieved by'...

Sentence starters:

I agree with this statement because...

One of the key ideas to support this interpretation would be fact that...

This is interpretation could be said to be true due to...

The writer creates this impression through the use of...

One of the key methods the writer uses here is...

Furthermore,

This idea is reinforced when...

The use of _____ acts as...

The verb/adjective/adverb ' _____ ' suggests...

The writer further conveys...

This guides the audience's response by...

This has the impact of encouraging the reader to consider...

This presents the viewpoint of...

The writer has chosen this image to suggest the...

This repeated image conveys the idea that...

The writer uses a metaphor to...

The pattern of negative adjectives is effective because...

This short, simple, monosyllabic sentence emphasises...

The writer wanted to create this effect by...

The reader feels...

English Language Paper 1 – Question 5

THE WRITING QUESTION

You get to pick between two options. The likelihood is that you will choose between a DESCRIBE question and NARRATE. (But it could be two narrates or two describes as your options!)

Describe = Will probably be describe an image given to you in the exam paper. Maximum of three events can occur in the whole. MUST BE in third person, past tense. Mostly about the mood and atmosphere being built up through setting and a focus on details. Should allow the reader to infer something about place/character.

Narrate = NOT a feature length film...focus on one or two parts of a story arc. Exposition of setting/character; rising action (plot points); climax; falling action (solution). Easiest to write in PAST tense, and third person. You may choose first person if you prefer.

"I have no idea what to write about"

PLAN TO WORK OUT WHAT YOUR IDEAS ARE. This is NOT an Oscar winning film you are writing...it is a short event or description.

Description planning:

Draw a box around the most interesting parts of the photo. Label with all the nouns within it. Layer these into noun phrases or interesting similes/metaphors. Mind-map expressive vocabulary that reflects the MOOD or TONE you want to create (eg. Mourning/fear).

Then choose the order of the boxes that will manipulate the reader's focus. Eg. From a mysterious object in the air, zooming to a crowd response, to the person who threw the object, to a fire in the centre of the picture. THIS IS YOUR PARAGRAPH STRUCTURE.

Narrative planning:

Which section of the story arc are you writing about (exposition of setting and character are easiest)? Make decisions about where, when, who, what is happening. Plan WHY it is going to mean something to the reader – they have to CARE about your narrative. E.g. Write about a time when you were alone: a reader will only care about you being alone if there's something to miss...Mind-map vocabulary or devices which will express the mood or tone of this section (e.g. mourning/fear/sadness)

Other tips:

- Use all five senses
- Vary sentence structures
- Move from a general detail and zoom right into the object as if you have a magnifying glass
- Make your similes and metaphors count – they need to be apt and original
- Start wide descriptively, and slowly move into the scene
- Pretend you are writing for a movie director...if they repainted your scene in reality, every item and detail should be there for them to use.
- Instead of worrying about details, think about the effect of a sentence – WHY IS IT THERE?

Show not Tell

Don't tell the reader what to think or feel about characters. Make them work for their understanding. Careful with your name choice – Mr Stone has connotations of coldness...but your friend's name might not have the same effect!

How do I do this?

- Use carefully chosen verbs – think carefully about the nuance of it...does it fit the emotion?
- Refer to the consequence of the action, not the action itself...e.g "The curtains billowed wildly in the open window." INSTEAD OF "It was windy."
- Build noun phrases – focus on the noun, then build the sentence around it.

<u>Sentence type</u>	<u>Explanation</u>	<u>Example</u>
Simple	ONE main clause. A subject (who or what it's about), verb (action/doing), object (consequence or what the verb affects). Easy way to think about it is ONE main event/action.	- The boy kicked the ball. - Snow fell onto the ground.
Compound	TWO main clauses, joined by 'and', 'but' or 'so'. Remember to make main clauses interesting by building up the noun phrase and clause (add adjectives and adverbs)	- The boy kicked the ball and his father caught it. - She walked to the shop but it was closed. - They picked up the food shopping so they could share it later.
Complex – subordinate clause before or after the main clause	ONE main clause (a simple sentence) but with extra detail added which doesn't make sense on its own (subordinate clause). No comma needed if the extra detail comes after the main clause, but comma needed if the extra detail starts the sentence. Remember: the extra detail (subordinate clause) might say when, where, how or add specific information to the main clause – NOT A NEW EVENT. Often uses 'although', 'while', 'because', 'as'.	- She stayed with him although she was angry. - Although she was angry, she stayed with him. - As they shuffled in, the crowd parted. - The crowd parted as they shuffled in.
Complex – internal/ embedded clause	The subordinate clause is in the middle of the main clause to add more information specifically to the subject of the sentence (the one doing the action). Commas should be on either side of the extra information. If it's less important information, either dashes or brackets can be used.	- The boy, whose clothes were drenched, stood in the doorway. - The ball – which was slowly deflating – fell at his feet.
Complex – starting with an adverbial phrase	A subordinate clause that begins with an –ly word to describe how the action of the main clause is completed. Remember, if you just use an –ly word, the comma comes immediately after. If there is a full subordinate clause, the comma ends the subordinate clause.	- Eagerly, she grabbed the bag. - Eagerly stretching her hand out, she waited for the present.
Complex – beginning or ending with an –ing or –ed verb subordinate clause	The subordinate clause begins with a verb (present tense –ing, past tense –ed). A comma must separate it from the main clause whether it is before or after.	- Getting tired, she collected her bag to go to bed. - He moved to the door, getting blocked by the guard. - Frustrated, he screamed. - Frustrated by the noise, he screamed. - He screamed, frustrated by the noise.
Question/ Interrogative	Curiosity. Often a main clause, but any sentence form that asks for more information or a response. Rhetorical questions imply a silent thinking response.	- Could you live with it? - Why do you always do that? - Although you normally say no, I was wondering whether you could help me?
Triple	Three points to build up description. Often three adjectives in a row. Can be three verbs in a row. Could be three consecutive sentences that begin in the same way for persuasive purposes or tension. Occasionally, the final point is in contrast slightly to the first two (see example).	- The dog was white, fluffy and cute. - Tripping, stumbling, falling, he made his way out the door. - Light shone from the flicker of the candle. Light shone from the moon out of the window. Light did not shine from the shadow pacing towards him.
Speech/ dialogue/ thought	Indicating conversation or thought. Must have "" to indicate the change from narration. A capital letter must start the sentence once opened, and punctuation must end the sentence before closing speech marks.	- "Where are you going?" - She screeched, "Don't do it!" - His thoughts reverberated around his mind, "I'm never getting out."
Fragment	One or two words. Do not use too much because it is for sudden effect or mood change. Often misses out the auxiliary verb.	- Nothing. - Silence. - Such fun!

<u>Punctuation mark</u>	<u>Purpose/Explanation</u>	<u>Example</u>
Full stop .	Ends a sentence (one whole unit of meaning)	The snow glistened.
Question mark ?	Ends the sentence with curiosity. When something is asked.	Would it remain like that for long?
Exclamation mark !	Ends the sentence with gusto. Shows high/strong emotion. Never use more than one.	Such fun!
Semi-colon ;	Joins two main clauses that are related in meaning (often where 'because' could join them together OR items in a list (each item is a phrase)	He trudged to the base of the tree; his shovel was waiting for him. The boy carried: a torch with only minimal battery life; a padded and heavy electric blanket; two survival guides from his previous birthday; and a selection of his favourite biscuits.
Brackets ()	Suggests related, but not altogether important, information. Can clarify an idea of the writer.	The ground (now sodden with the melting snow) squelched beneath his feet.
Ellipsis ...	Indicates information being missed out. Often for tension or hesitation.	The boy turned to the shadow behind him... "It was...it was..."
Speech marks " "	Indicating conversation or thought. Must start with a capital letter after opening the speech marks, and finish with punctuation before closing speech marks.	"Hello?" the boy whispered. The man bellowed, "Get out!" She thought, "It's the end."
Colon :	Introduces a list. Gives an explanation for, or example related to, the main clause (further information).	The boy carried: a torch, blanket, book and food. She was scared: the shadow was skulking at the edge of her vision.
Dash -	Double dash is like brackets on either side of extra information (but a bit more important to pay attention to). For a final comment or afterthought. A dash could be used for interruption or a repetition.	The ground – sodden with melted snow – sank beneath the tread of his foot. She put the kettle on – then she remembered. "Stop – just stop!" he cried.
Apostrophe '	To demonstrate possession (ownership) of objects. For contractions where letters are missed out.	Sam's ball rolled toward the tree. The book's pages flipped open. She shouldn't go out. He can't do it.
Comma ,	Separates items in a list. Straight after an adverb (-ly word) IF it starts the sentence. Separates the main clause from the subordinate clause. Used either side of an internal embedded clause (information in the middle of a main clause) To introduce speech. TIP: You always need a comma when there is extra information before the main clause. You ONLY need a comma after a main clause if it is an -ing clause.	The boy carried: a torch, blanket, book and food. Hastily, she moved to the door. Although it was dark, the cat's eyes were visible to everyone. The dog, who was extremely kind-natured, sat on his owner's feet. We whispered, "It's time to go."