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*KS4 English Passport to Success*

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As part of your GCSEs, you will have to study and learn an anthology of poems. Moreover, it is vital that your writing skills are honed and ready for your GCSE exams. Remember you get marks for SPAG on all reading papers and across other subjects!

With this in mind, this booklet reminds you of key poetry analysis skills as well as revision of basic SPAG rules and usages.

This summer, you must complete 1 poetry task and 2 SPAG sheets per week.

Please complete the grid below and ask your parent/guardian to sign it on a weekly basis.

	<b>Poetry Task Completed? + Parent/guardian signature:</b>	<b>2 SPAG Sheets Completed? + Parent/guardian signature:</b>
<b>Week 1</b>		
<b>Week 2</b>		
<b>Week 3</b>		
<b>Week 4</b>		
<b>Week 5</b>		
<b>Week 6</b>		
<b>Week 7</b>		

## Writing about Poetry

- Q1** Decide whether the sentences below are discussing elements of **language**, **structure** or **form**. Copy them out into their separate groups.

- \* 'Mother, Any Distance' has three stanzas with irregular line lengths and no set rhyme scheme.
- \* 'Sonnet 43' is a regular sonnet written in iambic pentameter.
- \* Heaney uses the extended metaphor of a ship in 'Follower' to emphasise the father's skill.
- \* Tennyson uses repetition in 'Charge of the Light Brigade' to emphasise the unrelenting nature of the charge taking place.
- \* 'Climbing My Grandfather' begins with the narrator at his grandfather's feet, and ends with him reaching "the summit" of his head.

- Q2** Copy out the terms below and write a one-sentence **definition** of each.

Tone

Rhyming couplet

Tercet

Free verse

Stanza

- Q3** Read the extract below. **Identify** any words or phrases that influence the **mood** of the poem, and write a short paragraph that explains their effects.

Nothing beside remains: round the decay  
Of that colossal wreck, boundless and bare,  
The lone and level sands stretch far away.  
*Ozymandias, Percy Bysshe Shelley*



The words "go to bed" affected Yasmina's mood severely.

- Q4** Choose a poem you've studied in class. Write a short paragraph **describing its form** and **explaining the effect** it has.

Think about whether the poem has a specific form or if it's in free verse, its rhyme scheme, its rhythm etc.

### ***Languine e formaggio — discussing poetry is more appetising in Italian...***

Back to the good old language, structure and form combination that we know and love — you can't write about poetry without them. Make sure you know the difference between structure and form, and can comment on their effects.



## Poetic Techniques

**Q1** Write out the sentences below and answer the questions that follow.

*"the fizzy, movie tomorrows / the right walk home could bring."*<sup>1</sup> (onomatopoeia)

*"They accuse me of absence, they circle me."*<sup>2</sup> (sibilance)

*"a blockade of yellow bias binding around your blazer."*<sup>3</sup> (alliteration)

*"Slowly our ghosts drag home"*<sup>4</sup> (assonance)

- For each sentence, **underline** the letters or words that are used to create the effect in brackets.
- Write a sentence for each example **explaining** the effect of the technique used.

**Q2** Poets include **pauses**, or **break up the lines** of poetry using techniques such as **end-stopping**, **caesurae** and **enjambment**. Write out each extract below and **label** it according to which of these techniques it uses.

a) *"He has a job to do. Solutions slop in trays"*<sup>5</sup>

b) *"And thus we sit together now, / And all night long we have not stirred, / And yet God has not said a word!"*<sup>6</sup>

c) *"I would fill jampotfuls of the jellied / Specks"*<sup>7</sup>

**Q3** Write out the sentences below and then answer the questions that follow.

*"a sweating, unexploded mine / buried deep inside his mind"*<sup>8</sup>

*"the china plate of a shoulder blade"*<sup>9</sup>

*"the bright, thin walls of faith"*<sup>10</sup>

*"the flung spray hits / The very windows, spits like a tame cat / Turned savage"*<sup>11</sup>

- Label each sentence as either a **simile** or a **metaphor**.
- Look again at the **last extract**. What **impression** of the **sea spray** do you get from this comparison? Explain your answer in a few sentences.

**Q4** Find a **metaphor** in the extract below and write a short paragraph on the **effect** it creates.

In every cry of every man,  
In every infant's cry of fear,  
In every voice, in every ban,  
The mind-forged manacles I hear.<sup>12</sup>

<sup>1</sup> *Before You Were Mine*, Carol Ann Duffy

<sup>2</sup> *The Emigrée*, Carol Rumens

<sup>3</sup> *Poppies*, Jane Weir

<sup>4</sup> *Exposure*, Wilfred Owen

<sup>5</sup> *War Photographer*, Carol Ann Duffy

<sup>6</sup> *Porphyria's Lover*, Robert Browning

<sup>7</sup> *Death of a Naturalist*, Seamus Heaney

<sup>8</sup> *The Manhunt*, Simon Armitage

<sup>9</sup> *Mametz Wood*, Owen Sheers

<sup>10</sup> *Living Space*, Imtiaz Dharker

<sup>11</sup> *Storm on the Island*, Seamus Heaney

<sup>12</sup> *London*, William Blake

## Poetic Techniques

- Q5 Choosing from the list below, copy down which **idea** or **emotion** you think the “hesitant figure” of the child symbolises in this extract. Write a sentence explaining your answer.

That hesitant figure, eddying away  
Like a winged seed loosened from its parent stem  
*Walking Away, Cecil Day-Lewis*

- a) Growing up is an exciting journey for a child.  
b) Children have to become independent from their parents in order to grow.  
c) Children always go through a rebellious phase.
- Q6 The extract below **personifies** dawn on a battlefield. Write two paragraphs describing the **impression** you get of the **speaker’s feelings** and **how** this impression is created.

Dawn massing in the east her melancholy army  
Attacks once more  
*Exposure, Wilfred Owen*

- Q7 Read the extract below and answer the questions that follow.

That’s my last Duchess painted on the wall,  
Looking as if she were alive. I call  
That piece a wonder, now: Frà Pandolf’s hands  
Worked busily a day, and there she stands.  
Will’t please you sit and look at her? I said  
‘Frà Pandolf’ by design, for never read  
Strangers like you that pictured countenance,  
The depth and passion of its earnest glance,  
But to myself they turned (since none puts by  
The curtain I have drawn for you, but I)

*My Last Duchess, Robert Browning*



*The Duchess had her good days and her bad days.*

- a) What is the **rhyme scheme** in this extract? Is it **regular** or **irregular**?  
b) Find an example of **direct address**. Write a sentence explaining the **effect** it has.  
c) **Enjambment** is used throughout the extract. Write a short paragraph on the **effect** this has on the **pace** and **mood** of the poem.

### **Techniques — like tech geeks, only cooler...**

You need to be able to recognise all the main techniques and explain their effect. This will vary from poem to poem, but a good general rule is to keep your eyes peeled for changes in mood, pace, tone and rhythm.



## Comparing Poems

Read these two poems, and then answer the questions that follow.

### Ozymandias

I met a traveller from an antique land  
 Who said: 'Two vast and trunkless legs of stone  
 Stand in the desert. Near them, on the sand,  
 Half sunk, a shatter'd visage lies, whose frown,  
 And wrinkled lip, and sneer of cold command,  
 Tell that its sculptor well those passions read  
 Which yet survive, stamp'd on these lifeless things,  
 The hand that mock'd them and the heart that fed;  
 And on the pedestal these words appear:  
 "My name is Ozymandias, king of kings:  
 Look on my works, ye Mighty, and despair!"  
 Nothing beside remains. Round the decay  
 Of that colossal wreck, boundless and bare  
 The lone and level sands stretch far away.'

Percy Bysshe Shelley



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### London

I wander through each chartered street,  
 Near where the chartered Thames does flow,  
 And mark in every face I meet  
 Marks of weakness, marks of woe.

In every cry of every man,  
 In every infant's cry of fear,  
 In every voice, in every ban,  
 The mind-forged manacles I hear.

How the chimney-sweeper's cry  
 Every black'ning church appals,  
 And the hapless soldier's sigh  
 Runs in blood down palace walls.

But most through midnight streets I hear  
 How the youthful harlot's curse  
 Blasts the new-born infant's tear,  
 And blights with plagues the marriage hearse.

William Blake



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Q1 Write a sentence for each poem explaining what you think it is about.

## Comparing Poems

**Q2** Using the poems on p.44, choose which example below **best compares** the **main idea** in each. Write a sentence **explaining** your choice.

a) *Both poems focus on man's lack of power. 'Ozymandias' depicts human efforts to make a lasting impact upon Earth as futile — kingdoms will eventually "decay". Similarly, Blake shows humans to be marked by "weakness", with little power of their own.*

b) *Both poems deal with man's lack of power. 'Ozymandias' focuses on the idea that human power is brief and ultimately insignificant compared to the power of nature and time. In contrast, 'London' suggests that most people never have power, but instead are oppressed by institutions like the "church" and the monarchy, and by their own attitudes.*

c) *Both poems talk about power. Blake says that every face has "marks of weakness", showing that people don't have power. In Shelley's poem, the statue is a "wreck", which shows that human power always fades.*

**Q3** Write a sentence **explaining** the **effect** of each of the following aspects of **structure** and **form**.

- a) The regularity of the rhyme scheme in 'London'.
- b) The interjection of Ozymandias' words, engraved on the base of the statue.
- c) The use of end-stopping in 'London'.
- d) The use of caesurae in 'Ozymandias'.

**Q4** Using your answers from Q3, write a **paragraph** comparing the **form** and **structure** of the two poems, **explaining** how this relates to ideas about **power** in each.

**Q5** Write a few paragraphs **comparing** and **contrasting** the **language** used in each poem. **Explain** how the language relates to the **main idea** outlined in Q2, and give **examples**.

**Q6** Write a page (3-4 paragraphs) **comparing** two poems you've studied in class in terms of their **message**, **form**, **structure** and **language**.

***If practice makes perfect, you should be feeling pretty good right now...***

Comparing poems is all about drawing out the similarities and differences between them. Try and get a good idea of what they're about individually before you look at them together — that way the differences will be easier to spot.



## Standard English

**Q1** Copy out the following sentences under the headings "Standard English" or "Non-Standard English".

- a) Social class was very important to people in 19th-century Britain.
- b) The place was so familiar that he thought he must of been there before.
- c) In 'Dr Jekyll and Mr Hyde', London's streets are portrayed as dangerous.
- d) They both stared at the house, which was perched on the top of the hill.
- e) 'Poppies' by Jane Weir ain't got a regular rhythm.



Arnold's concept of Standard English was a little out of date.

**Q2** Copy out these sentences and **underline** the words and/or phrases that are **not** Standard English.

- a) He wanted them who doubted his abilities to believe in him for once.
- b) The language what the author uses creates a powerful image of the stormy weather.
- c) When she come home from running she saw that the front door had been forced open.
- d) The article is very informative: it describes stuff to see and do, and provides some local history.
- e) At the end of the play, Sheila reacts like the Inspector hoped she would.

**Q3** Write out the examples below, filling the gaps with 'them', 'those', 'who' or 'which' to complete the sentences in Standard English.

- a) The first scene of 'Macbeth' focuses on the supernatural, \_\_\_\_\_ creates an ominous tone.
- b) The extract shows a positive attitude towards \_\_\_\_\_ who decide to take a gap year.
- c) The poem presents the themes of war and death, using the narrator to comment on \_\_\_\_\_.
- d) He didn't know \_\_\_\_\_ the culprit was out of the men, but he knew how to find out.
- e) In 'Great Expectations', Dickens mocks characters \_\_\_\_\_ are obsessed with social status.

**Q4** Read the following examples carefully, then **rewrite** them using Standard English.

- a) In them times, upper and middle-class women usually couldn't earn money.
- b) The article ain't neutral because it only considers one side of the argument.
- c) Ralph values Piggy better as the narrative progresses.
- d) Abdil crept off of the rock, and backed away from the clearing as quietly as he could.
- e) The writer uses hyperbole to emphasise how the situation is getting more worse every day.

***Thaz gut nowt to worry 'bout, wuk 'ard at this an' you'll be reet in t'exam...***

Sorry, I think I slipped into Northern again — it sure does make writing books tricky. It can be quite easy to fall into non-standard English, so it's something you should always be aware of as you're writing, especially in an exam.



## Punctuation

**Q1** Rewrite these sentences with **capital letters, full stops, exclamation marks and question marks** in the right places.

- a) the valley stretched away from the house its rolling fields were pleasant to the eye
- b) have you ever fancied going on the journey of a lifetime well now's your chance
- c) they finally saw a shooting star the silvery trail it left behind vanished almost immediately
- d) the Lake District is beautiful all year round you should make the time to visit it
- e) it was the wettest and windiest camping trip I've ever been on i'm never going again
- f) the writer also uses metaphors he does this to emphasise the sadness of the main character

**Q2** Some of these sentences use commas correctly and some do not. Rewrite the ones that are wrong, **correcting** the mistakes.

- a) Despite many appeals, including a high-profile campaign over Christmas, drinking and driving figures have not substantially improved.
- b) 'Storm on the Island' is written in blank verse making the poem sound like a conversation.
- c) Books, papers photos, clothes and ornaments were thrown all over the floor.
- d) At the start of the final chapter, Jane addresses the reader directly.
- e) The horse hearing a loud noise took fright and bolted.
- f) As she looked at the sky above, her eyes couldn't believe what they were seeing.

**Q3** Each of these examples needs a **semicolon** or a **colon** to make it into a proper sentence. Copy them out with the correct punctuation.

- a) The extract uses a lot of wordplay\_\_this makes it an entertaining text.
- b) He had a face you'd never forget\_\_it unnerved me and I turned away.
- c) We need a better choice of food in the school cafeteria\_\_a survey shows that most students agree with me.
- d) There's only one solution\_\_you'll have to go there yourself.
- e) Shelley implies that the monster repulses Frankenstein\_\_his heart is filled with "breathless horror and disgust", and the "beauty" of his dream "vanishes".
- f) The rain pounded on the roof and the windows\_\_this promised to be one miserable hike.

***My interests include triathlon, cooking my two dogs and my friends...***

There's been many a red face caused by commas in the wrong place... Not using punctuation correctly in an exam doesn't look great. You'll gain valuable marks for using it accurately, so it's worth taking the time to get it right.









# Apostrophes

**Q1** Rewrite each sentence, adding in **apostrophes** where needed.

- |   |  |
|---|--|
| a) My fathers car is black.             | f) The novels settings are often dark and foggy.     |
| b) The pupils book was ragged and torn. | g) Its a biased article written for a magazine.      |
| c) The articles purpose is to inform.   | h) The poem changes its tone in the final stanza.    |
| d) Jos parents looked shocked.          | i) The childrens playground was packed.              |
| e) Similes are used in this passage.    | j) Its a technique often used in persuasive writing. |

**Q2** Rewrite these sentences, adding **apostrophes** in the right places.

- a) The lone battalions guns were smoking in the silent aftermath of battle.
- b) The feud between the Capulets and the Montagues can't prevent Romeo and Juliets love for each other.
- c) The negative side effects of smoking don't seem to deter the populations desire for cigarettes.
- d) The ghost takes Scrooge to visit the Cratchit familys house.
- e) Tickets to watch mens football are more expensive than ones to watch womens football.
- f) Come and visit Warwick! The castles grounds are open all year round.



*Sophie finally succeeded in putting her apostrophes in the right place.*

**Q3** Rewrite the **underlined** words in full. Then **underline** the letters the apostrophe replaced.

- a) If you thought you'd heard the best part, prepare to be amazed.
- b) Although both poems have the same form, they've got contrasting ideas about love.
- c) Source A doesn't take as strong a view about fox-hunting as Source B.
- d) I'll just have to learn from my mistake and move on.
- e) You're bound to be utterly mesmerised by the magnificent sight of the Northern Lights.
- f) If we don't address climate change now, we'll pay for it in years to come.

**Q4** Make a list of all the words you can think of where an apostrophe is used in place of a letter. Use the words from Q3 to start you off.

***Practise this well and you'll avoid an exam catapostrophe... \*smirk\*.***

Apostrophes are small but they're important, and they can be a little confusing. Luckily, there are rules about how to use them correctly — all you have to do is learn these rules and apply them to your writing. Boom.



## Speech Marks

**Q1** Rewrite these sentences using speech marks. Try to use some more **descriptive verbs** instead of 'said'. The first one has been done for you.

- a) DAVID: It's the third time I have come last in the 100m this year.  
e.g. *"It's the third time I have come last in the 100m this year," sighed David.*
- b) ELIDH: I can't believe it! My team won!
- c) MAREK: Do I look stupid to you?
- d) JOSH: You have had your last chance, pal. It's payback time.
- e) CAITLIN: Look after yourself. It's not *my* job, is it?

**Q2** Rewrite these sentences with **capital letters** in the correct places.

- a) Alex tore out of the room and shouted, "get down! the building is about to explode!"
- b) "hold it right there — don't move a muscle," yelled the policeman.
- c) "you've made the right decision," Kate sighed, "but I still can't help worrying."
- d) "could you hold on a second, please?" said Jade. "let me write that down."

**Q3** Rewrite these examples with either a **comma**, a **question mark** or a **full stop** in the spaces.

- a) "What do you think you're doing\_\_" Ciaran shouted.
- b) She turned to him with tears in her eyes and whispered\_\_ "You know I can't."
- c) Mei smiled and said, "This is the best meal out I've had in a long time\_\_"
- d) Mr Brown turned to the hotel manager and cried\_\_ "This is the worst holiday ever\_\_"

**Q4** Write the following sentences out with **all** the punctuation correctly in place.

- a) that was amazing where did you learn to run like that gasped Elliot
- b) scale *that* twenty-metre-high wall scoffed the soldier you must be joking sir
- c) the judge cleared his throat and announced you have been found guilty of theft
- d) you haven't earned my trust snapped the captain and you never will

***look. where. by the tree. which tree. the big one. i can't see it. oh man...***

As illustrated by the frustrating sentence above, speech marks (and the capital letters and punctuation that go with them) are handy creatures. You don't want to make an examiner tetchy by writing confusing dialogue — no one wants that.



## Negatives

- Q1** Make two headings: 'Positive' and 'Negative'. Copy out the sentences under the correct heading.
- Julian wasn't at the scene of the crime.
  - Debs forgot to take a map with her on her bike ride.
  - In 'An Inspector Calls', Mr Birling doesn't show any concern for the working classes.
  - Never cross a road without looking both ways first.
- Q2** Rewrite these negative sentences, changing them so that they have the same meaning but use **positive** words.
- I wouldn't choose to shop in a supermarket rather than a local shop.
  - 'Singh Song!' has no regular rhyme scheme.
  - Harrison never tells the truth.
  - There are never any spaces in the car parks in town on a Saturday.
- Q3** Match each sentence with its correct definition of 'none'. You can only use each definition **once**.
- |   |            |
|---|------------|
| a) None of the students wanted to return to the house that night. | Not at all |
| b) None of the snow had melted at all.                            | Not any    |
| c) The article is none the better for its aggressive tone.        | Not one    |
- Q4** All of these sentences use **double negatives**. Rewrite them so they make sense.
- The poem doesn't use no set rhyme scheme.
  - I ain't sleeping none tonight.
  - I wouldn't never have done it if I'd known.
  - I don't want no mountain of debt when I finish university.
  - Elizabeth doesn't never follow social rules completely.
  - Mickey doesn't use no imagery in this speech.
  - Our local council hasn't got no idea about the best way to improve the town.



*The inspector had all the evidence he needed when the bear said he "didn't do nothing wrong".*

***Nobody don't never call me no user of double negatives. Or do they...***

Double negatives are another thing to add to your list of things to be aware of while you're writing — they can make your sentence mean the opposite of what you intended. They're pretty simple to avoid — just use one negative at a time.

# Spelling

**Q1** Rewrite these sentences using either 'a' or 'e' to fill in the blanks.

- a) I am of the opinion that CCTV has no \_\_ffect on crime levels whatsoever.
- b) The use of stressed and unstressed syllables \_\_ffects the rhythm of the poem.
- c) I was deeply \_\_ffected by the reports of animal cruelty.
- d) The extract is \_\_ffective in conveying the horrors of war.

**Q2** Rewrite the sentences, choosing the correct word to complete each one.

- a) I had no idea **wear/where/were** the bright beam of light was coming from.
- b) In 'Blood Brothers', class status is reflected in the clothing characters **wear/where/were**.
- c) The performers **wear/where/were** delighted when they received a standing ovation.
- d) **There/Their/They're** are four quatrains in 'Neutral Tones'.
- e) They ran across the boggy ground, **there/their/they're** shoes filling with cold, dirty water.
- f) **There/Their/They're** coming closer; we need to move now before they see us.

**Q3** Each of these words contains a **silent letter**. Rewrite the words, adding the silent letter to complete them.

- |            |            |           |
|------------|------------|-----------|
| a) __reck  | d) lis__en | g) r__yme |
| b) dum__   | e) resi__n | h) ha__f  |
| c) colum__ | f) g__ost  | i) __nee  |

**Q4** Alter the words below to include the **suffix** given. The first one has been done for you.

- |                            |                 |                 |
|----------------------------|-----------------|-----------------|
| a) cry + ed → <b>cried</b> | d) arrive + al  | g) private + cy |
| b) divide + ion            | e) create + ive | h) happy + ness |
| c) hesitate + ion          | f) tiny + est   | i) nerve + ous  |

**Q5** Copy out these words, inserting either 'ie' or 'ei' to complete their correct spelling.

- |           |            |            |
|-----------|------------|------------|
| a) f__rce | d) f__sty  | g) w__rd   |
| b) gr__f  | e) rec__pt | h) c__ling |
| c) sh__ld | f) dec__ve | i) for__gn |

***This page was full of silent letters for a while. Couldn't think what to write...***

I bet you're glad I got there in the end though. Spelling is important — an exam paper littered with mistakes isn't going to make a great impression on the examiner. Words are our friends — treat them right and they will gain you marks.



## Types of Words

**Q1** Copy out these sentences and underline all the **nouns**.

- a) The gardener took the shears and trimmed the hedge every Tuesday throughout the summer.
- b) In the novel 'Jane Eyre', Jane is a governess for a young French girl named Adèle.
- c) Sian and Cati had been friends for six years and there was a strong sense of loyalty and trust between them.
- d) To build the cathedral, from the first brick to the last piece of wooden carving, took one hundred and thirty-three years.
- e) 'Silas Marner' by George Eliot was written during the Industrial Revolution.

**Q2** Now circle all the **verbs** in the sentences you copied out for Q1.

**Q3** Write out the sentences below, replacing the **adjectives** with more interesting ones from the box. Each adjective should only be used **once**.

absorbing	colossal	bewildering	excruciating
minute	prominent	odious	attractive

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>a) There was a small tear in the fabric.</li> <li>b) The living conditions in Dickensian London were disgusting.</li> <li>c) The maths test was too hard.</li> <li>d) The love affair between Lydia Bennet and Wickham is interesting.</li> </ol> | <ol style="list-style-type: none"> <li>e) The poem's one-line stanza is eye-catching.</li> <li>f) When I broke my finger, the pain was really bad.</li> <li>g) They ran up a huge bill at the bar.</li> <li>h) The article uses imagery to make the resort sound nice.</li> </ol> |
|--|---|

**Q4** Make these sentences more **descriptive** by rewriting them and inserting an **adverb** of your choice.

- a) Tariq walked into the room.
- b) Felicity opened her mouth and shrieked.
- c) By the end of the novel, Scrooge has transformed his views.
- d) Reena pointed at the crowd.
- e) The poem's pace progresses in the first stanza.
- f) Chris was unaware that the man was striding towards them.

**Ah, word types — I feel like I've noun them all my life...**

You should have a good grip on the different word types by the time your exams roll around. It's helpful to get used to recognising them in the texts you're studying, too — look at one of your texts and choose a passage to practise on.



## Sentences

**Q1** One verb in each of the sentences below is **incorrect**. Rewrite the sentences **without** errors.

- a) When I was young, I am the cleverest in my class.
- b) The extracts both draws on the experiences of the miner.
- c) 'Frankenstein' have a first-person narrator.
- d) Every Wednesday next year, I went to yoga classes.
- e) I think I knows you, don't I?
- f) In 'Much Ado About Nothing', Claudio and Hero falls in love.
- g) Source A is a very different viewpoint to Source B.



Barnaby knew exactly how grave sentence errors could be.

**Q2** Copy out these sentences and label them as **simple**, **compound**, or **complex**.

- a) The article discusses the role of social media in modern society.
- b) The problem, which is growing every day, can only be solved by compromise.
- c) As the daughter of an Indian couple living in Britain, Meena is caught between two cultures.
- d) Alisha was scared, but she crept towards the source of the noise.
- e) Daffodils represent the beginning of spring and are also a Welsh national symbol.
- f) 'The Merchant of Venice' is a Shakespearean comedy.
- g) The extract is a piece of autobiographical writing that explores the author's childhood.

**Q3** Rewrite this paragraph, varying the way sentences **start** to make the writing more interesting.

*I was pleased that Brazil won. It was a brilliant tournament. It was sad that South Korea didn't make it to the final. I was sad that England got knocked out in the semi-final, although their exciting victory over Argentina was a bit of consolation. I was pleased Ireland got beyond the second round, too. I was sad that Scotland and Wales didn't qualify at all, but I'm sure they will next time. I have to say, though, I always love the World Cup whatever happens, because there's football on TV three times a day and all the teams are full of hope and energy.*

***This page is your 100% natural verbal remedy...***

The examiner isn't just interested in what you write — the way you write is important, too. Worm out any repetitive sentence starts and make sure none of those verb mistakes slip unnoticed into your writing (they're sneaky, trust me).



## Writing Varied Sentences

**Q1** Rewrite these descriptions using more varied and interesting adjectives.

a) *Elizabeth Bennet comes across as clever in the novel and seems nice. She is never horrible to others and does nice things for people. Her character is nice and she believes in herself.*

b) *Not everyone realises the dangers of swimming in the sea. There are strong currents and the wind can be strong, too. Be careful and never go out of your depth, especially if you're not a strong swimmer.*

c) *There are some good walks in the countryside, and not all of them involve horrible mud. Don't worry, it's not as horrible as you think! You can get good photos and spend quality time with family and friends.*

**Q2** Write out the sentences below and label them as either **literal** or **metaphorical**.

- a) After his promotion, Siraj was walking on air.
- b) The mountain spring was clear and fresh.
- c) When I tell you things, they go in one ear and out the other.
- d) Juggling two jobs at once has become too stressful.
- e) Travelling provides a fantastic opportunity to meet new people.
- f) When I got home, she was crying her eyes out.



*Cecil was always in the doghouse.*


**Q3** Make the sentences below more descriptive by turning them into **similes**.  
The first one has been done for you.

- a) The wind was cold.  $\Rightarrow$  e.g. *The wind was as cold as an Arctic gale.*
- b) Anita's hair felt smooth.
- c) The toffee stuck to Aiden's teeth.
- d) The sun was bright.
- e) Behind them, a sharp noise rang out.
- f) Their cheers were loud.
- g) The grass smelt fresh.

## Writing Varied Sentences

- Q4** Rewrite the following examples, swapping the **simple words** in bold for some **more sophisticated** vocabulary.
- The train **left** five minutes late.
  - 'Bayonet Charge' **says** that soldiers are driven into battle out of fear, rather than patriotism.
  - The magazine **had loads of good stuff** in it about make-up.
  - The novel uses **horrible** descriptions of the city to make it sound **scary**.
  - You are much better at **writing** varied sentences now than you were at the start of this page.

- Q5** Copy out the sentences below, **underlining** the words used to create an **image**. Then write a sentence for each example **explaining** what **effect** the image has.

e.g. Damon flared up at once.  "Flared up" suggests that Damon has a temper that is unpredictable and dangerous.

- Abbey sailed across the room.
- He was so angry! At half-time he exploded at them.
- Her face shone in delight.
- Lana rattled off the points in favour of the proposal.
- Tarak sieved through the application forms quickly.
- The sergeant major towered above the new recruit.

- Q6** Replace the verb "walked" in the sentence below with the verb that **best conveys** the **emotions** listed from a) to f). Write a new sentence for each emotion.

He **walked** across the room.

wobbled

rushed

thundered

ambled

crept

sauntered

- |             |                |                |
|-------------|----------------|----------------|
| a) angrily  | c) slowly      | e) drunkenly   |
| b) sneakily | d) confidently | f) impatiently |

***Simmy Lee is always comparing himself to me — it's so tedious...***

Whether you're doing an essay or a piece of creative writing, varying sentences will earn you more marks. Use the power wisely, though — try to use different sentence types for a specific effect, rather than stuffing them in willy-nilly.





## Paragraphs

**Q1** Write down **four** instances when you should start a **new paragraph**.

**Q2** The extracts below aren't split into paragraphs. Rewrite each one, adding in **paragraph breaks** where necessary.

- |  |  |
|--|--|
| <p>a) The rain poured down onto the busy street as Mr Sanders picked his way through noisy street-sellers, filthy children and stray dogs. The whole city seemed intent on keeping him from his appointment. At High Court House, Miss Loxham was impatiently awaiting the arrival of her tutor.</p>   | <p>c) In Act One, after being parted at birth, the twins meet and become 'blood brothers'. This hints that their bond is stronger than a normal friendship. As Act Two progresses, the twins' friendship weakens and the class divide between them becomes more pronounced.</p>  |
| <p>b) Osteoarthritis is now easily treated by a hip replacement operation. This operation is a great success story for medical science. Although quite a complicated procedure, there's an almost 100% success rate in patients. However, rheumatoid arthritis is far less easy to treat. As yet, there is no known method of ridding patients of the disease, although it can be controlled by drugs.</p> | <p>d) Eric Birling is prepared to accept responsibility for his actions towards Eva Smith, and feels guilty for the part he played in her death. Mrs Birling, however, will not accept any blame for Eva's death, even though she turned her away when she asked for help. She is still prejudiced and selfish at the end of the play.</p> |

**Q3** These passages sound very disjointed. Rewrite them, inserting **linking words** to help the writing flow more smoothly from one paragraph to the next.

- a) We all know that using public transport is better for the environment than driving, as it reduces the amount of vehicles on the roads. Fewer cars means lower carbon dioxide emissions, which lessens the greenhouse effect. Public transport is not an option in some areas. Destinations are simply too remote or suffer from a lack of public demand.
- b) In 'Macbeth', Shakespeare uses settings to emphasise aspects of his characters. The Witches often appear alongside thunder and lightning, suggesting that they are dangerous and threatening. Macbeth and his wife usually appear at castles in Scotland, demonstrating their noble stature in Scottish society. This noble background contrasts with the savagery of their actions, highlighting their immorality.
- c) Mountain climbing is a potentially dangerous sport. Every year people die in their pursuit of reaching the summit, but this doesn't put others off. It is necessary to prepare carefully for a mountain expedition. You need to take lots of equipment to cover a large number of eventualities.

## Paragraphs

- Q4 The paragraphs in these extracts are in the wrong order. Reorder them to make the extracts clear and logical.

- a) Although humiliating, the Bank insists the situation could have been worse. "We understand a substantial proportion of the new notes are still in bank or Post Office branches and have not been issued to the general public," said a Bank of England spokesman.  
The Bank of England has made an embarrassing discovery. It has had to halt distribution of the new £5 note after it was discovered parts of the note's design were disappearing.  
However, the Bank did admit that about 10 million of the new £5 notes had been distributed. The new note is the same size and colour as the old fiver.

- b) Increased emissions of methane are also contributing to the greenhouse effect, although on a far smaller scale than carbon dioxide. One reason for the increased emissions is the modern practice of intensive animal farming.  
Carbon dioxide emissions are largely caused by extensive deforestation and fossil-fuel burning — both of which are common in society today.  
Global warming is a natural process, but human activity is speeding it up. The most significant factor contributing to global warming is increased emissions of carbon dioxide, the main greenhouse gas.



Margaret was ashamed of her hefty contribution to methane emissions.

- Q5 Read the passage below and answer the following questions.

*Are looks really important? Fashion, it seems, is an idea that can never become outdated. Societies have followed popular styles for hundreds of years, and today fashion is as popular as ever. However, one firm trend we can identify is the notion of "less". The highest fashions can come at the lowest prices, frequently at the expense of those who work to make the clothes. Even though our awareness of the poor conditions in sweatshops has increased over the years, it is now an accepted part of our modern economy. We simply don't care.*

- Find and write down the **rhetorical question** in the passage.
- Explain** how the writer has used the opening sentences of the first two paragraphs for effect.
- Write a couple of sentences **explaining** the effect of the **one-sentence paragraph**.

### **Now your writing will be more para-ful than ever...**

Paragraphs help to make your writing clear and easy to follow, but don't forget that you can use them for effect, too. They can make a certain sentence or word stand out, and give your writing a certain graph-itas... (sorry, I couldn't resist).



## Checking Your Work

- Q1** Rewrite the text below in **Standard English**. You can change as many words as you want (apart from the quotations), but you must keep the same meaning.

*Frankenstein obsessively does his task, ignoring his mates, family and the "charms of nature". Shelley reckons the stuff he's doing is disturbing and unclean — Frankenstein spends his time in his "workshop of filthy creation", and he says he'd often "turn with loathing" from his work. Another thing, when Frankenstein brings the monster to life, his reaction suggests it's well nasty; it makes him feel a "breathless horror and disgust".*

- Q2** This passage is missing some **punctuation**. Write it out, adding the correct punctuation.

*in the last twelve years the state of the promenade has worsened to the point of near dereliction if you walk along it you will always see overflowing rubbish bins litter and discarded chewing gum on the pavements how long are we going to accept this before we begin to change it it is my proposal that we as proud residents of the town begin to make a difference to our own environment I say we all need to set an example if you see someone dropping litter don't just shake your head in disgust and walk on stop pick up the rubbish and put it in the nearest bin if you know the person why not tell them that you are unhappy with their behaviour it won't do any harm to take a more active approach to looking after our town and it might just make things look a whole lot better.*

- Q3** Rewrite these extracts to make them **less repetitive**. Think about the **language used**, **sentence structures** and the **way sentences begin**.

a) *'Checking Out Me History' is a poem about identity. It explores identity by looking at history and education, and the way history and education shape identity.*

b) *The article is trying to persuade families to go on holiday in Britain. The article makes the British landscape sound attractive. There are vibrant, attractive descriptions and anecdotes. They make the British countryside sound vibrant and exciting.*

c) *The Cratchit family are symbolic of a perfect family. They're very close. They enjoy affectionately teasing and talking with each other. They're also supportive and loyal. They unite in their grief over Tiny Tim's death.*

## Checking Your Work

- Q4** Copy out this extract, adding **punctuation** wherever there is **underlining**. Try to use sophisticated punctuation, e.g. semicolons, where relevant.

The dry dust of the desert blew in through the open door\_ it had drifted across the terracotta tiles\_ long wisps of its sandy fingers reached into the dark interior of Elianna's humble cottage.  
 \_ Mother. \_  
 A pitifully weak voice wandered through the body of the house\_ a young voice, frightened and weary.  
 But the voice would keep on calling\_ it would get no response\_ Elianna had left that morning and had no intention ever to return to the child or the house where she had lived all her life. Her child\_s fate was now out of her hands\_  
 Elianna\_s decision was final.

- Q5** Read the script below and complete the following exercises.

*Harold and Skipper are two old men who have known each other since they fought together during World War Two. In this scene, they're reminiscing about their return home from war.*

HAROLD: (*sitting heavily on the upturned bucket*) I did not expect things to turn out the way they did.

SKIPPER: You should not have expected anything. The people who were not fighting hadn't got no concept of what life was really like for soldiers like ourselves.

HAROLD: (*pushing back his cap and scratching at his scalp*) But I *did* expect, Skipper. I expected flags waving and crowds cheering, exactly like there was when we left. Do you remember?

SKIPPER: (*clenching his teeth*) Of course I remember. The train station was full of people who were staying safely at home. No wonder they were cheering.

HAROLD: You must not say that Skip. Try not to be bitter.

SKIPPER: Why not? Why should I not?

HAROLD: It was a long time ago. It was almost fifty years ago, Skip.

SKIPPER: (*muttering*) Well, it still felt like it was yesterday to me.

- a) Find the sentence containing a **double negative** and write it out correctly.
- b) Skipper uses a verb in the **wrong tense**. Find the error and rewrite the sentence so it's correct.
- c) Harold's third section of speech is missing a **comma**. Copy out the line, putting the comma in the right place.

- Q6** Rewrite the **dialogue** from this play so that it sounds more like **real speech**. You can change as many words as you want, but not the meanings.