



Tauheedul Boys

Tauheedul Islam Boys' High School

GCSE English

WJEC English Units 1 and 2



Foreword

‘Man can have nothing, but what he strives for; (The fruit of) his striving will soon come in sight: Then he will be rewarded with a complete reward.’ (surah 53:39-41)

Why are exams important?

What’s the point of revising for them?

Well one reason is that, for the first time in over 10 years of education, you will sit exams that mean something for you. When you entered primary school, you did not sit exams to get in. When you came to Tauheedul, you did not need exams to be allowed to study here. (Yes, you did exams at the end of primary school – but really that was to judge the quality of your school. After all, you didn’t get a SATs certificate did you?)

However, the exams that you sit this summer will matter - for you. They will decide whether you get to go on to study the A Level or BTEC course that you want and, ultimately, whether you enjoy the career of your choice.

So, these exams are crucial. Not just to determine what you do next, but to decide what you will be doing in another 10 years’ time. Doors of opportunity will open or they will close.

To ensure you do well in these exams, your teachers will work very hard over the next few months to deliver the learning, guide you on your revision and give you feedback on your practice exams. Your parents will free you up from the housework, encourage and praise you when you do well and pray for your success.

Critically, there are two things that your parents and your teachers cannot do for you. They cannot revise for you and they cannot sit the exams for you. Over the next four months, we want you to take personal responsibility for your grades, work hard in each and every lesson and put the time in to revise at home.

To achieve great things, we must be prepared to give up things. We may need to give up social networking for a while, stop going out so frequently and watch a little less TV. Without doubt, a little bit of sacrifice and a commitment to revision time now; will mean a lot of happiness on results’ day in late August.

To help you to revise, your English teachers have designed this revision guide for you. This will help you navigate your revision plan, your English teachers will also provide you with revision resources (mind maps, practice papers, flash cards etc). But, and I am repeating myself, they cannot revise for you.

So, no excuses, it’s over to you!

I pray that the Almighty inspires you to work hard over the next few months, make the necessary sacrifices, strive to do well in the exams and rewards you fully for your efforts, Ameen.

Wassalaam

Mubaaruck Ibrahim
Principal and Chief Executive

‘A little bit of sacrifice and time invested now will mean a lot of happiness on results’ day....’

Unit 1: Reading Non-Fiction Texts

This is a **ONE HOUR** test of your reading skills. You should expect **4 questions**, worth 10 marks each, testing the following reading skills:

Spend **8 minutes** reading the two reading materials!

- Information retrieval (search and find)
- Impressions/images
- Viewpoint/attitude
- Intended audience
- Analysis of persuasive techniques
- Comparison of texts

Question 1 should be no longer than $\frac{3}{4}$ of a side. Aim to write a page, in response to questions 2, 3 and 4. Use short quotations for each question.

Purpose Audience Type

The best way to become an **outstanding writer** is to become an **outstanding reader** first. Stage 1 in becoming an outstanding reader means being able to **understand** and **identify** the **purpose, audience and type** of any text that is put in front of you to **analyse**.

P is for Purpose	A is Audience	T is for Type
<p>What is the objective of the text?</p> <p>Is it trying to persuade the reader to adopt a point of view or do something?</p> <p>Is it trying to explain something?</p> <p>Is it trying to entertain?</p>	<p>Who is the text aimed at?</p> <p>A certain age group? Men or women?</p> <p>Is it aimed at those who share an interest, concern or hobby?</p> <p>People from a particular place?</p> <p>People who buy or use a certain product?</p>	<p>Where did this writing appear?</p> <p>Newspaper? Magazine? Internet?</p> <p>How does this affect the writing?</p>

Glossy magazines face airbrush ban

Magazines could be banned from using airbrushed photographs of celebrities that make them look slimmer over fears that they are promoting unrealistic body images.

Editors from glossy publications including Vogue, Hello! and Elle are to meet to discuss best practice on using digitally enhanced pictures.

The Periodical Publishers Association (PPA), which represents the magazine industry, has said a series of discussions will be held.

The move follows criticisms by the Model Health Inquiry, which accused editors of acting irresponsibly and promoting a size-zero culture.

The report, released last September, urged the fashion industry to adopt a voluntary code on the use of computer technology to give models unrealistically perfect figures.

In December, the British Fashion Council wrote to editors and advertisers about the issue and asked them what could be done.

The use of digitally-enhanced images of actresses such as Kate Winslet and Keira Knightley in magazines or to promote films has been criticised for its effect on women's body image.



'Before' and 'after' images of Keira Knightley airbrushed for the film King Arthur.

Winslet, who has consistently defended fuller-figured women, appeared on the cover of GQ magazine in a picture that was airbrushed to make her appear slimmer. Knightley's bust was noticeably enhanced on the US posters for the film King Arthur in 2004.

The PPA announcement came on the same day as an expert in eating disorders claimed that society's obsession with being slim was encouraging diet-binge cycles and bulimia.

Prof Janet Treasure, of the Institute of Psychiatry at King's College London, said yesterday that people's brains could be permanently altered in the process, making them more susceptible to other addictions.

How to answer question 1...

Question 1 – Information retrieval (search and find):

Spend **8 minutes** on this question.

- According to this text or writer, how or what or why
- What evidence does the writer use?
- Write your answer in paragraph form stating the reasons a writer gives for their reasons/impressions on a given topic.

Remember:

It is important to gain 10/10 on question 1. Always try to include 12 things (just in case...)

Question 1: Information retrieval

Question 1 – Information retrieval (search and find):
(spend 8 minutes on this question)

Read Source 1

What reasons does Sophie Borland give to explain why magazines could be banned from using airbrushed photographs?

(10 marks)

Question 1: Information retrieval

Read Source 1

What reasons does Sophie Borland give to explain why magazines could be banned from using airbrushed photographs?

(10 marks)

- It promotes unrealistic body images.
- The Model Health Inquiry has criticised magazines.
- It promotes a size-zero culture.
- Editors are acting irresponsibly.
- It gives models unrealistically perfect figures.
- The use of digitally-enhanced images has been criticised for its effect on women's body image.
- Kate Winslet was made to appear slimmer
- Keira Knightley's bust was noticeably enhanced.
- Society's obsession with being slim encourages diet-binge cycles.
- Society's obsession with being slim encourages bulimia.
- People's brains could become permanently altered.
- People could become more susceptible to other addictions.

Tone Words Imagery Narrator

The best way to become an **outstanding writer** is to become an **outstanding reader** first. Stage 2 in becoming an outstanding reader means being able to **analyse** and **evaluate** the **tone, words, imagery and narrative voice** of any text that is placed in front of you.

T is for Tone	W is for Words	I is for Imagery	N is for Narrator
passionate funny ironic positive cheerful light-hearted negative depressing sad energetic tense sensational	formal informal colloquial emotive vivid powerful dramatic technical Also think about: punctuation exclamation marks rhetorical questions	similes metaphors alliteration triples colour font logos paragraphs headings statistics quotations pictures bullet points	first (I/we) third (he/she/they) balanced objective impartial biased subjective partial

Source 2: a newspaper report by Lucy Mangan from the Telegraph newspaper in 2010

Before and after: an old-fashioned kind of advertising scandal

Johnson & Johnson has had an ad banned for being misleading. But other advertising scandals have been much more serious.

The road to hell is paved with good intentions and a light dusting of face powder. This should be the lesson learned by Johnson & Johnson this week, after an advert for their Clean & Clear acne kit was banned by the Advertising Standards Association. It found that the use of makeup on its models created a misleading impression of the product's powers.

In the "before" shots, the kit's users looked like normal teenagers – heaving masses of overactive sebaceous glands and eyes filled with despair. In the "after" shots, they glowed like the morning dew and complaints were received about the disparity. Johnson & Johnson said they used only powder to prevent camera flare obscuring the "fewer spots, reduced redness and much clearer skin".

It seems almost unfair that the company has been chastised for what is, in this day and age, a fairly minimal intervention. Most recent cosmetic advertising scandals have required the addition of false parts (Cheryl Cole's hair extensions, Penelope Cruz's fake eyelashes) or major digital enhancement (Twiggy's

peepers in recent ad for eye cream were made to look like sapphires the size of your fist) before they registered on the public outrage-ometer.

Plus, the before-and-after format is so endearingly oldfashioned. It recalls the Grecian 2000 ads of yesteryear or the (alas now defunct) Innovations catalogue. It used to sell some posture-improving item and in the "before" shot the woman was indistinguishable from Quasimodo. Her hair hung lankly round her pallid face, the lighting was funereal and she wore a drab, high-necked top. But after? Why, after, the device had not only given her the deportment of an Edwardian duchess but rosy cheeks, a skin-tight top and a whole new lighting rig!

The format survives in the makeover stories in women's weeklies and in plastic-surgery ads in the back of other magazines. But the media now prefers to present us with airbrushed images – the unacknowledged "after" shots. A standard of impossible perfection, after all, shifts more units than apparently attainable improvements will ever do.

How to answer question 2....

Question 2 – Analysis of persuasive techniques: (spend 13 minutes on this question)

- How does the writer try to encourage or interest or argue?
- How does the text try to persuade or sell or influence?

If you are given bullet points to help you structure your answer then you must explore every bullet point – you'll lose marks if you don't comment on each bullet point.

Start a new paragraph each time you start writing about a new bullet point.

How to answer question 3...

Question 3 – Viewpoint/attitude: (spend 13 minutes on this question)

- What are the writer's attitudes to...
- What are the writer's opinions of...
- What are the writers thoughts and feelings about...

This question gives you the opportunity to write about **PAT** and **TWIN** in a lot of detail. Think about:

- **Purpose** of text – e.g. persuade, argue, advise, inform, explain, etc.
- **Audience** – age, gender, interests, etc.
- **Type of text** – article, review, report, speech, letter, etc.
- **Tone of text** – passionate, funny, ironic, positive, tense, etc.
- **Words** – formal, informal, colloquial, emotive, vivid, etc.
- **Imagery** – presentation, quotations, bullet points, etc.
- **Narrator** – biased, subjective, partial, balanced, objective, etc.

How to answer question 4...

Question 4 – Comparison of texts: (spend 18 minutes on this question)

- Compare and contrast these texts
- Using information from both texts, explain why...

Make sure that you use appropriate connectives for comparison and explanation, for example: however, likewise, furthermore, similarly, as you can see, if this continues, above all, whereas, so, but, etc.

Point Evidence Explain

When you have to analyse a text it is helpful to use the Point Evidence Explain (PEE) structure to make sure that you **analyse the writer's use of language** in as much detail as possible.

P is for Point	E is for Evidence	E is for Explain
<p>Make a point about the text and relate it to the question...</p> <p>In Romeo and Juliet, Shakespeare uses imagery connected to light.</p>	<p>Select a short quotation to back up your comment OR make close reference to text...</p> <p>While Romeo waits below Juliet's balcony, he says, 'The brightness of her cheek would shame those stars, / As daylight doth a lamp.'</p>	<p>Analyse use of language and the effect on the reader...</p> <p>Romeo uses his words to paint a picture full of images of light. Juliet's beauty is as radiant as daylight and would 'shame' the stars. These images of light contrast strongly with, images of darkness, especially when the lovers die at the end of the play.</p>

Connectives as Signposts

When you have to analyse a text it is helpful to use the Point Evidence Explain (PEE) structure to make sure that you **analyse the writer's use of language** in as much detail as possible.

Adding	Sequencing	Emphasising	Comparing
and also as well as moreover too	next then firstly, secondly... finally meanwhile eventually after, before	above all in particular especially significantly indeed notably	equally in the same way similarly likewise as with like
Cause and Effect	Qualifying	Illustrating	Contrasting
because so therefore thus consequently	however although unless except if as long as	for example such as for instance as revealed by in the case of	whereas instead of alternatively otherwise unlike on the other hand

Unit 2: Transactional Writing

This is a **ONE HOUR** test of your writing skills. You must complete both tasks on this paper. There will be **2 tasks** and each is worth **20 marks**, so you should spend **30 minutes** on each. For each task, divide up your time in this way:

- 5 minutes – planning
- 20 minutes – writing
- 5 minutes – checking

Take special care with handwriting, spelling and punctuation.

Higher tier students should write at least 1½ PAGES for each task.

Use as many persuasive writing techniques as you can...

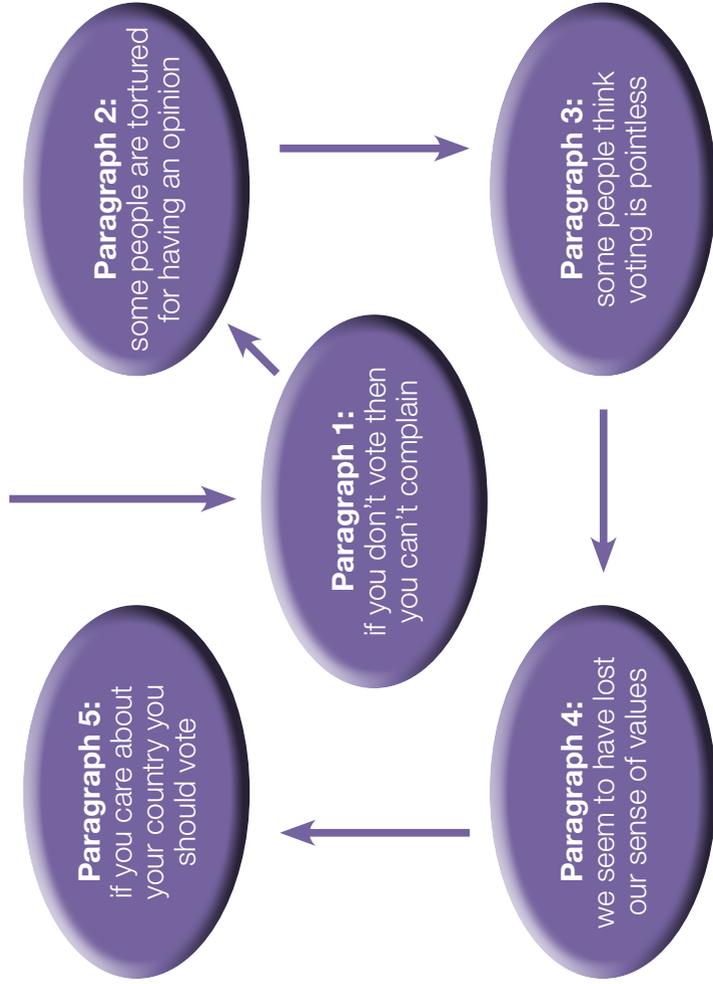
Writing to Persuade

Persuasion and Rhetoric

Rhetoric is 'language used for effect'. Using rhetorical techniques is a good way to show that you are skilled with your use of language. How many rhetorical techniques can you find in the speech by US President, Barack Obama, below?

P is for Point	E is for Evidence
<p>Are you able to use...</p> <ul style="list-style-type: none"> Imperatives Appeal/direct address Modal verbs Alliteration Facts Opinions Repetition Emotive language Statistics Triples Exaggeration Rhetorical questions ? <p>What about... Imagery?</p> <ul style="list-style-type: none"> Contrast? Examples? Anecdotes? Humour? 	<p>For we have a choice in this country. We can accept a politics that breeds division, and conflict, and cynicism. We can do that.</p> <p>But if we do, I can tell you that in the next election, we'll be talking about some other distraction. And then another one. And nothing will change.</p> <p>That is one option. Or, at this moment, in this election, we can come together and say, 'Not this time.' This time we want to talk about the crumbling schools that are stealing the future of black children and white children and Asian children and Hispanic children and Native American children. This time we want to reject the cynicism that tells us that these kids can't learn; that those kids who don't look like us are somebody else's problem. The children of America are not those kids, they are our kids, and we will not let them fall behind in a 21st century economy. Not this time.</p>

Write an article for a national newspaper persuading more people to vote.



Writing it Right!

PLAN for success: identify PAT and then produce a spider diagram plan for 5 paragraphs

<h2>V</h2>	<h2>C</h2>	<h2>O</h2>	<h2>P</h2>
<p>V is for Vocabulary: be as ambitious as you can and use as many WOW WORDS as possible. Nouns Adjectives Verbs Adverbs</p>	<p>C is for Connectives: use the right connectives in your compound and your complex sentences. and...but...so... because...when...if... after...while...as well as ... although ... however ... also ... besides...in addition to...</p>	<p>O is for Openers: vary your sentence length and word order to keep the reader interested. First... Then... Next... Soon... If... After... Although... Before... Afterwards... Often... Sometimes... Besides... However... Even though...</p>	<p>P is for Punctuation: use as wide a range as you possibly can . ? ; ! ; “” () ... : ; -</p>

Possible styles you will be asked to write in

Informal letter
Formal letter
Report
Article
Leaflet
Speech
Review

Writing tasks

- **Identify the purpose, audience and format for each task**
- **Revise the formats of each task**
- **Attempt the questions given**
- **Revise all the persuasive techniques**
- **Proofread your work at all times.**

Start a new line for the date. →

Your address

Date

Greeting:

(e.g. *Dear, Hi, Hello* and then the person's name)

→ Start a new line for the main body.

Main Body:

This is where you will need to write your letter.

Remember:

- As this is an informal letter, you can use more informal language.
- Informal letters usually discuss more person issues.
- Think about who you are writing to and adapt your language to suit them. You may use different language with a family member than you would a close friend.
- Think about why you are being asked to write the letter. Are you trying to persuade your friend/family member to do something? Are you telling them some news? This will influence the way you will write your letter.
- Break your letter down into paragraphs. Each paragraph should discuss a single idea. Once you have finished talking about that idea, move on to a new paragraph.
- Check your punctuation. Although this is an informal letter, you will still need to use punctuation in the right places.

Closing:

(e.g. *Love from* and then your name)

→ Start a new line for your closing.

Informal

You have a friend who is thinking of doing a parachute jump for charity. Write to your friend giving your opinions.

Informal Letter

Your friend has asked you for your advice about running the London Marathon next year. Write a letter in response giving your views about his/her decision to run the race.

Spend 25 minutes writing your answer.

23 Cherry Garden Drive
Cherry Tree
Blackburn
Lancashire
BB3 7XY

Monday 8th February 2016

Hey Chloe,

How are you, my dear friend? I can't believe it's almost a year since I saw you last! When are you coming back up to the sunny North? It misses you; I miss you; we all miss you! How are the two little ones? I can imagine they love the weather in the South compared to the shocking weather we get all year round - poor us. Do you fancy trading?

I received your letter; thank you for writing. I am okay thank you - no need to worry... I know you're only a phone call away if I need someone to talk to. We have been friends now for, wow, 15 years! We've had some great memories haven't we? And now you want to add one more, one really big one... The London Marathon!

Firstly, I think it is amazing that you want to run the marathon - I really do. I do have some questions for you though - you know what I'm like! Which charity are you running for? When did you start training? Please tell me you have!?!? Have you bought a fancy dress costume for the TV? And the most important question, can I join you? How fabulous would that be!

Thinking about charities, I would like to run for Cancer Research - they helped out my Grandad when he was ill and I would like to repay them if I can. Which one would you run for Chloe? Raising money for charity would be amazing - think about the feeling, emotions and pleasure we would get from doing something amazing! We could do it together - you could get sponsors from the South and I could from the North - we could raise thousands Chloe, thousands!

We need to do it in fancy dress though: Scooby and Scrappy doo, The Teletubbies, or even Mr and Mrs Santa Claus? The possibilities are endless; I am very excited about this now. Should we get anyone else involved: John, Jamie, Michelle or even David? (Can you imagine David running for 26.2 miles in fancy dress - we would have to carry him half-way haha...)

Right, one major thing we need to think about! We need to make a pact about dieting!! (The thought worries me; (I know it worries you too!)) We need to stick to a strict diet - even though I am drinking Coca-Cola and eating chocolate as I write this letter. Oh well - the diet starts Monday as they say. I will research the best ways to diet to build stamina and muscle and I will send the information to you as soon as possible, so we can start together. If you start earlier - that's cheating...

Okay, so I will end this letter here. I am so excited by this opportunity now and am relishing the chance to raise money for charity - what a buzz we will get! Please take care of yourself and give the boys a hug from me. Look after yourself; I love you and miss you; I can't wait to see you again my little running companion!

Lots of love,

Jen
x

Jennie

Commented [ian.ramsa1]:

- **Purpose** – advise a friend about running the London Marathon
- **Audience** – a close friend
- **Type** – advising the positives and potential drawbacks of running the marathon
- **Type** – advise

Commented [ian.ramsa2]:

- **Format** - one addresses (your address on the left)

Commented [ian.ramsa3]:

- Introductory paragraph - friendly and personal
- Topic sentence
- Engaging opening
- **Tone** - informal and friendly

Commented [ian.ramsa4]:

- **VSSSP** (Punctuation) – semi-colon

Commented [ian.ramsa5]:

- **VSSSP** (Punctuation) - Rhetorical question

Commented [ian.ramsa6]:

- **"Firstly"** - Time connective to begin the main **Purpose** of your writing

Commented [ian.ramsa7]:

- **VSSSP** (Sentence Structure) - Complex sentence

Commented [ian.ramsa8]:

- **VSSSP** (Sentence Structure) - Complex sentence

Commented [ian.ramsa9]:

- **Imagery/Literary device** - Triples

Commented [ian.ramsa10]:

- **VSSSP** (Punctuation) colon - to create a list

Commented [ian.ramsa11]:

- **VSSSP** (Punctuation) - brackets

Commented [ian.ramsa12]:

- **VSSSP** (Punctuation) – semi colon

Commented [ian.ramsa13]:

- **VSSSP** (Punctuation) - Dash

Commented [ian.ramsa14]:

- **VSSSP** (Punctuation) Exclamatory sentence

Commented [ian.ramsa15]:

- **Tone** - polite ending to a personalised letter to a friend

Start a new line for the date.

Your address

Date

Name and address of the person you are writing to

Leave a line in between the address of who you are writing to and your greeting.

Greeting:
(e.g. *Dear* and the name of the person you are writing to (*Mr/Mrs/Ms Smith* or *To whom it may concern*))

Start a new line in between your greeting and the main body.

Main Body:

This is where you will need to write your letter.

Remember:

- Your first paragraph should explain why you are writing the letter.
- As this is a formal letter, you need to keep to Standard English (e.g. no slang).
- You will need to be polite, but direct.
- Break your letter down into paragraphs. Each paragraph should discuss a single idea. Once you have finished talking about that idea, move on to a new paragraph. You need to leave a line in between each paragraph.
- Think about who you are writing to and adapt your language appropriately. You will use different language choices depending on the audience.
- Think about why you are being asked to write the letter. Are you being asked to give your opinion on an issue? Are you being asked to give your support for a fundraiser? This will influence the way you will need to write your letter. This will influence the way you will need to write your letter. Is it to argue? Persuade? Advise?

Closing:

(e.g. *Yours sincerely* if you know the name of the person or *Yours faithfully* if you don't and then your signature, followed by your name printed below it).

Formal

Your local area has just been voted the worst place to live in terms of being environmentally friendly. Write a letter to your local newspaper suggesting what you think are the problems and what can be done to tackle this issue.

Formal Letter

Write a letter in reply, giving your opinions about mobile phones.
Spend 25 minutes writing your answer.

23 Cherry Garden Drive
Cherry Tree
Blackburn
Lancashire
BB3 7XY

Monday 8th February 2016

Blackburn Advisor
1 High Street
Blackburn
Lancashire
BB1 1HT

RE: The mobile phone – a fantastic invention or a social liability?

Dear Editor,

I am writing this letter, in response to an extract in your latest edition of The Lancashire Telegraph, expressing my views and opinions regarding the significance of mobile phones and their practicalities.

Technology is evolving at a rapid pace, would you not you agree? Society is now driven by mobile devices; alarmingly 75% of the community's population have mobile phone devices. This is a major increase from ten years ago where the figure stood at only 50%! In your article you do express that "technology can be very impressive." I wholeheartedly agree with your statement and agree that technology can be impressive, yet the consequences, if used irresponsibly, can be cataclysmic!

A main motive for having a mobile phone is for convenience and for emergency situations. Firstly, having a mobile phone allows individuals to have regular communication with close friends and family – would you not agree this is advantageous? Further to this, we are always able to stay connected and are able to use the device portably. One can use mobiles for various jobs: sending and receiving emails, browsing websites and downloading games/music. Secondly, although mobile phones do not guarantee safety, you can use it to make calls whenever there is an emergency. I implore anyone to argue against this essential point; everyone would agree that having a mobile in an emergency is a must!

Having said this, I do take your other points into careful consideration as mobile devices, if used irresponsibly, could lead to anti-social, and sometimes illegal, behaviour. This is where we need to be careful, clever and conscientious about how we use technology. One major worry I have are the amount of accidents, caused daily, due to people's inability to use mobile devices safely. Inexplicably, in Blackburn alone, on average five people per day died on our roads last year - due to the inappropriate use of mobile phones whilst driving - a statistic we could all tremble at.

Outlined above, I have expressed my concern for the inappropriate use of mobile devices, but my view is that there are more rewards than hindrances of having one. This is why I have come to the conclusion that, for a modern day society, mobile phones are a necessity. Is it possible to live in today's society without one? I am sure it is! Nonetheless, why would we if we are responsible and accountable for our actions when using such a magnificent invention!

Commented [ian.ramsa1]:

- Purpose – opinions about mobile phones
- Audience – mobile phone users
- Type - Opinion based letter
- Type – Persuade and inform

Commented [ian.ramsa2]:

- Format - two addresses (their address on the left)

Commented [ian.ramsa3]:

- VSSSP (Punctuation) colon

Commented [ian.ramsa4]:

- VSSSP (punctuation) dash

Commented [ian.ramsa5]:

- VSSSP (punctuation) rhetorical question

Commented [ian.ramsa6]:

- Introductory paragraph
- Purpose - response to an article in The Lancashire Telegraph expressing own views

Commented [ian.ramsa7]:

- Topic sentence
- Imagery - rhetorical question

Commented [ian.ramsa8]:

- Imagery - statistics

Commented [ian.ramsa9]:

- VSSSP (Sentence Structure) - simple sentence

Commented [ian.ramsa10]:

- VSSSP (Sentence Structure) - complex sentence

Commented [ian.ramsa11]:

- "Firstly" - Time connective to begin the main argument structure and linking words and paragraphs

Commented [ian.ramsa12]:

- VSSSP (punctuation) - dash

Commented [ian.ramsa13]:

- VSSSP (Punctuation) Colon - to create a list

Commented [ian.ramsa14]:

- VSSSP (Sentence Structure) - simple sentence

Commented [ian.ramsa15]:

- VSSSP (punctuation) - semi-colon

Commented [ian.ramsa16]:

- Tone – formal and professional - suits the Purpose

Commented [ian.ramsa17]:

- Imagery/Literary device - Triples

Commented [ian.ramsa18]:

- Statistics - 5 people on average a day died due to the inappropriate use of mobile phones

Commented [ian.ramsa19]:

- VSSSP (Sentence Structure) – compound sentence

Commented [ian.ramsa20]:

- VSSSP (sentence structure) - embedded clause for a complex sentence

Commented [ian.ramsa21]:

- VSSSP (Punctuation) - exclamation mark

Formal Letter

In conclusion, I am a firm believer in everything having a place in the modern society we live in, as long as it is used sensibly and responsibly. I do believe that technology has a lot to answer for in regards to the safety and welfare of the local community and beyond, but the question I pose to you is, 'Are mobile phones to blame for the issues generated socially or is it the users who are to blame?'

I acknowledge the time spent reading this letter and would be grateful if you could respond to my letter expressing your views further on this important matter.

Yours faithfully,



Mr I Ramsay

Commented [ian.ramsa22]:

- "In conclusion" - connective to indicate the concluding paragraph of the letter
- **Tone** - authoritative - expressing opinions

Commented [ian.ramsa23]:

- **VSSSP** (Sentence Structure) - compound sentence

Commented [ian.ramsa24]:

- **Narrator** - "you" direct address

Commented [ian.ramsa25]:

- **Format** - appropriate ending for a letter to someone you do not know personally

Report

Your school is keen to raise money for extra activities. Write a report for the Parents' Association saying: 1) what the school needs most urgently; 2) give suggestions as to how the money could be raised.

Title: This should sum up what the report is about:

Introduction: This should summarise:

- What the report is about.
- Why you have been asked to write it.
- How you went about researching it.
- What your report intends to do.

Main Body: This section should contain the findings of your report.

Think about including:

- Statistics to back up your points.
- Opinions from people involved in what you are writing about.
- Any details on what has been done already to solve the problem you are writing about.
- Whether any previous suggestions have been effective or not.

Recommendations:

This section should include any suggestions you have for how the problem can be solved and should be based on the findings you included in the main body of your report.

These recommendations should:

- Be written in a bullet-pointed list.
- Be brief and direct.
- Solve the problems you wrote about in the main body of your report.
- Explain how each recommendation solves these problems.

Conclusion: This section should summarise your report and its findings.

Try to:

- Finish on a positive note. You need to be able to convince your readers that the problems can be solved by the recommendations you have made.
- Keep your conclusion brief.

Report

Write a report to the local council giving your views on the best way to improve the community cohesion in your town. Spend 25 minutes writing your answer.

A report to Blackburn and Darwen Council raising awareness of beneficial ways in order to improve community cohesion in the community of Blackburn and Darwen.

To: Blackburn and Darwen Council

From: Mr S Patel (Chairman of the school's committee.)

Introduction

At a recent meeting, held at a Tauheedul Islam Boys' High School, there were key matters arising with regards to ways in which the town of Blackburn could benefit from the injection of new and innovative ideas in order to achieve community cohesion. In this report, I will outline proposed ideas from the meeting which will highlight significant areas where Blackburn could benefit from improved communal facilities.

Current issues within the town centre

At this moment in time, the community of Blackburn lacks any ambition and drive to be unique, independent and traditional. A recent study shows that eighty-two per cent of the local community do not feel as though their town is unrivalled and distinctive enough in comparison to other towns further afield in neighbouring boroughs. The local community feel that the town would benefit from copious innovative plans in order to bring the community together. In a recent census we highlighted particular areas that residents feel are essential in order to help develop, cultivate and re-define the community of Blackburn and Darwen.

Engaging young people from different backgrounds

Schools, unquestionably, play a major part in developing cohesive communities. They have an open access to education and are able to promote social and cultural diversity; they provide a meeting place for community meetings; and they bring people together by involving people from different backgrounds in decision making processes. The town of Blackburn is filled with fruitful diversity and one major flaw, that can easily be eradicated, could be to use schools purposefully in order to develop whole community projects such as drama and arts festivals, music, food and drink festivals. By including the young people of the community in the decision making process, we are building a culture of togetherness and cohesion which is a major factor if the town aspires to be one hundred per cent cohesive. Would you not agree? This is a unanimous drive by the citizens of the Blackburn and Darwen community.

Community markets for festive periods of the year

In the Blackburn and Darwen area we celebrate numerous religious festivals: Eid, Christmas and Easter to name but a few. What do we do to celebrate these momentous events as a community? To develop the town's cohesion, we need to mark each event collectively. It was claimed in the meeting, by numerous citizens, that we should hold annual community markets where food, drink, presents, gifts and stories are shared to mark each occasion joyously. Community markets would be a productive way to encourage and engage the whole community to join together as one. This idea was suggested and agreed by the majority of the community, as long as the markets are tasteful, sophisticated and elegant. We want the markets to be an advertisement for the local town and a welcoming feature for citizens of other boroughs to come and visit.

Commented [ian.ramsa1]:

- **Purpose** – a report to the local council giving views on ways to improve community cohesion
- **Audience** – Blackburn and Darwen Council
- **Type** – Opinion based report
- **Type** – Persuade, explain and inform

Commented [ian.ramsa2]:

- **VSSSP** (sentence structure) embedded clause

Commented [ian.ramsa3]:

- **VSSSP (Words)** – emotive language “injection”, “innovative” and “cohesion”

Commented [ian.ramsa4]:

- **Imagery**/Literary device - Triples

Commented [ian.ramsa5]:

- **Imagery**- statistics

Commented [ian.ramsa6]:

- **VSSSP (Words)** – emotive language “copious” and “innovative”

Commented [ian.ramsa7]:

- **Imagery**/Literary device - Triples

Commented [ian.ramsa8]:

- **VSSSP** (Punctuation) – semi colon

Commented [ian.ramsa9]:

- **VSSSP** (Sentence Structure) - complex sentence

Commented [ian.ramsa10]:

- **VSSSP** (Punctuation) - Rhetorical question

Commented [ian.ramsa11]:

- **Fact**- Blackburn and Darwen celebrate numerous religious festivals

Commented [ian.ramsa12]:

- **VSSSP** (Punctuation) colon - to create a list

Commented [ian.ramsa13]:

- **VSSSP** (Sentence Structure) - complex sentence

Commented [ian.ramsa14]:

- **VSSSP** (Sentence Structure) - simple sentence

Commented [ian.ramsa15]:

- **Imagery**/Literary device - Triples

Report

Challenging and changing attitudes

People generally base what they believe in from what they have experienced or heard through hearsay or through the media. When beliefs start to impact on or are divisive to individual or community relationships - this causes a threat to cohesion. This is why it is fundamentally important that we find ways to define, test and then change perceptions of individuals and groups where these perceptions are misplaced or misunderstood. This will help develop the spirit of the community as long as we challenge and change those minor attitudes that could be disadvantageous for our journey forward; we must all respect, respond and act accordingly in order for this proposal to be successful.

Commented [ian.ramsa16]:

- VSSSP (Sentence Structure) - simple sentence

Commented [ian.ramsa17]:

- VSSSP (punctuation) semi-colon

Conclusion

Within this report I have outlined the ways in which the Blackburn and Darwen community could engross the community's citizens in bringing together the residents of the town, and surrounding area, together as one by suggesting activities that could take place within the community. There is no question that community cohesion exists however we need to engage the community and open up the community's spirit by putting together a project that shows cohesion consistently. I am sure, with your support and guidance, the community of Blackburn and Darwen could be the community where everyone joins as one to live in peace and harmony.

Commented [ian.ramsa18]:

- Tone - professional and formal

Commented [ian.ramsa19]:

- VSSSP (Sentence Structure) - compound sentence

Commented [ian.ramsa20]:

- VSSSP (sentence structure) embedded clause

Article

Write a lively article for a newspaper or magazine on the subject of the eating habits of the British.

Headline or article title

Keep it short.

Make it catchy.

Give an idea of what the rest of the article will be about.

Introduction of the article

Give a brief outline of the subject.

Keep this section to a few initial ideas and sentences.

Main body of the article

Try to answer all the reader's questions like 'why', 'how' and 'what'.

Make each paragraph relevant to the subject or the title of the article.

Add plenty of detail so your reader fully understands you.

Answer the important points in this section.

Conclusion of the article

This should always be at the end.

Give a summary of the article.

Give recommendations/overview linked to introduction.

Article

Write a lively article for your school or college magazine with the title: 'How to Survive Your GCSE Year.' Spend 25 minutes writing your answer.

'How to survive your GCSE year.'

Commented [MM1]:

- **Purpose** – Guide GCSE students
- **Audience** – Young people
- **Type** - Opinion piece article
- **Type** – Persuade, entertain, inform

It's that time of the year again when GCSEs sneak up behind us and suck us into their dark depths before we can even open our eyes. What if I was to tell you that there is a way to defeat such a beast? A humble trick passed on from generation to generation... REVISION!

Commented [MM2]:

- Introductory paragraph
- Topic sentence
- Engaging opening

Commented [MM3]:

- **Imagery**/Literary technique - metaphor
- **VSSSP** (Punctuation) - Rhetorical question

Commented [MM4]:

- **Tone** - light-hearted
- Repetition of word 'generation'
- Ellipsis
- Capital letters

Commented [MM5]:

- Time connective to begin the main argument structure and linking words and paragraphs

Commented [MM6]:

- **VSSSP** (Sentence Structure) - complex sentence

Commented [MM7]:

- **VSSSP** (Sentence Structure) - simple sentence

Firstly, let's consider some of the devilish details. Now bear with me, I know that revision means countless hours spent working hard indoors. Locked away from the world as you pour over books. The occasional flecks of sun peep between the curtains and glint in your eyes in an attempt to pull you into its glorious gaze. Eventually, you succumb to its way and leave your books in haste. However, that was: year seven, eight, nine and ten. You could get away with it then. Now your school life and studies have simply become a lot more important.

Commented [MM8]:

- **VSSSP** (Sentence Structure) - Compound sentence
- **Imagery**/Literary device - Personification – "peep"
- **Imagery**/Literary device- Alliteration – letter "g" in "glorious gaze"

Commented [MM9]:

- **VSSSP** (Punctuation) colon - to create a list

Think of it like this, GCSEs are your tickets out of the oppressive, depressing, gloomy school. Who would pass up such a glorious opportunity? A great poet once said, "It's not about hiding in the shadows; it's about dancing in the rain." That means that you should live in the moment as best you can and not hide away from your responsibilities. I assure you that you will look back in years to come and think - "if only I had revised for one more hour!"

Commented [MM10]:

- **Imagery**/Literary device - Triples

Commented [MM11]:

- **VSSSP** (Punctuation) - Rhetorical question

Commented [MM12]: • Quotation

Commented [MM13]:

- **Narrator** (Second person) - direct address

Commented [MM14]:

- **VSSSP** (Punctuation) - Dash

Article

It's not too late! You still have time! Quite simply, it's up to you to deliver the work you are capable of. Be as resilient as an athlete with the finishing line in sight.

Commented [MM15]:

- **VSSSP** (Sentence Structure) – Simple sentence

Commented [MM16]:

- **Imagery**/literary device - Simile

Past experiences prove that the GCSE year is the hardest time and the most challenging, (but it is by far the most rewarding and important year of your life!) It sets a person up for every challenge that they encounter and I assure you it only gets harder in the years to come. So never put off until tomorrow what you can do today.

Commented [MM17]:

- Reassuring the reader the positives of GCSEs
- **VSSSP** (Punctuation) - brackets

Commented [MM18]:

- Famous saying/quote

Finally, this article isn't just a lesson for us; it is a lesson for the generations to come. A humble message to be passed on to those who follow in our footsteps!

Commented [MM19]:

- "Finally" – Time connective to indicate the concluding paragraph of the article
- **Tone** – authoritative
- **VSSSP** (Punctuation) – semi colon

Commented [MM20]:

- **VSSSP** (Words) – emotive language "humble"
- **VSSSP** (Punctuation) Exclamatory sentence

Leaflet

Write a leaflet to advertise a tourist attraction in your area.

Heading:

What heading will you give your leaflet?
Try to make it: memorable, direct interesting, eye-catching.
Try to use techniques like: a question, a direct statement, alliteration.

Picture:

What picture will you use to support your heading?
Just indicate what the picture will be.

Do not waste time drawing!**Features:**

What are the main features of what you are advertising/arguing for?
Remember:

- Summarise the main points.
- Keep it brief and direct.
- Use sub-headings.
- Use descriptive/emotive language.
- Use positive descriptions and intensifiers.

Additional Details:

What additional details do your audience need to know?

Remember:

- Use persuasive language.
- Use factual details.
- Use other people's opinions to persuade your audience.
- Use (suitable) exaggerations to persuade your audience.

Contact Details:

How can your audience find/get involved with your product?

Images:

What images are you going to use throughout your leaflet?
Think about: your audience, your product/cause - space before and after slash / stroke

Again do not draw – just say (write) what will be there.

Writing Task

Leaflet

Write a leaflet aimed at persuading young people not to smoke cigarettes.

Remember that this is a test of your writing skills: you may show where illustrations would be used in your leaflet, but should not spend time drawing the pictures themselves.

Spend 25 minutes writing your answer.

Take time out of your busy day to relax - don't take time off your life: Stop smoking!!!

The toxic truth about smoking

Why would you smoke the poison, toxic? Would you eat toxic? Why would you risk your life for something you hate?

Smoking, in the UK alone, kills 47,000 teens a year and, on average, one cigarette takes 11 seconds off your life! The question is, 'Why would YOU do this to YOURSELF?'

Money doesn't grow on trees...

Just take a look at these figures that show the average amount of money a smoker spends...

1 day - £7.17

1 week - £50

1 month - £215

1 year - £2,617

10 years - £26,171

Alarmed, distressed and concerned? Good! You should be - is this the debt you want to incur? If not, why not ask for help at one of our centres in Lancashire. We help thousands wanting to stop smoking each year. We can help you too!

Are you lunging for a smoke? If so, why?

Below, a picture of healthy lungs of a teenager who doesn't smoke and a contrasting image of an unhealthy pair of lungs of a teenager who smokes constantly.



Image of a question mark in the form of a cigarette with the bottom of the cigarette being stumped out.

A tragic tale of it being too late... don't let it be you!!!

Read extract below.

In memory of our beautiful daughter, Debbie, who was taken from us on the 7th August, 2014 by lung cancer. Debbie was a teenage smoker until she passed away at the age of 18. She left behind her a life that was about to start - she gained entry into university after achieving fantastic A level results - she never got to see her results - she passed away a week before her results were published.

This tragic story really makes you think, doesn't it? Is a cigarette worth the life and pain for a friend, a family, a future? THINK and QUIT before the choice is made for you!!!

Playing football and hanging out with friends on an evening or a weekend is what we should be doing: relaxing and making the most of our adolescent years. We all have options: why would we choose the wrong one? What advice would we give to our friends if they needed us the most?

Keep calm
and be
smoke free

Call us on 0845 567 4324 today for a better quality of life!

Visit us at www.nhs.co.uk

Twitter: [#nhs_stopsmoking](https://twitter.com/nhs_stopsmoking) for a better life

Commented [11]:

- VSSSP (Punctuation) - Rhetorical question

Commented [12]:

- Imagery - statistics

Commented [19]:

- Narrator (Second person) – "you" direct address

Commented [16]:

- Imagery - visual image for the reader to see

Commented [18]:

- VSSSP (Punctuation) - Rhetorical question

Commented [14]:

- VSSSP (Punctuation) Exclamatory sentence

Commented [113]:

- VSSSP (Sentence Structure) - complex sentence

Commented [17]:

- VSSSP (Punctuation) - Dash

Commented [114]:

- VSSSP (Punctuation) - Dash

Commented [13]:

- Imagery/Literary device - Triples

Commented [112]:

- VSSSP (Sentence Structure) - simple sentence

Commented [15]:

- VSSSP (Punctuation) Exclamatory sentence

Commented [110]:

- VSSSP (Punctuation) colon - used to add further information

Commented [111]:

- VSSSP (Sentence Structure) – two simple sentences joined by a semi-colon

Speech

The government plan to raise the driving age from 17 to 19. A discussion is being held in your local town hall. You have decided to go along and give your views on this proposal.

Write down what you would say.

Persuasive Speeches

PLAN your speech before you write it.

Plan the main points and the structure of your speech. You may wish to use this guide:

Opening Statement: Where you highlight your issue.

Developing points: 3-5 points (paragraphs) to explain what needs to be done and why it is so important.

Closing Statement: Where you make a final appeal to your audience.

Create sentences that contain a **Rhetorical Question**, **Rule of Three**, **Metaphor** and **Alliteration**, to include in your speech.

Speech

You have been asked to give a speech to year six pupils about life in a secondary school as a student at Key Stage three. Write your speech about advice you would give to them before starting secondary school. Spend 25 minutes writing your answer.

Good morning all and a warm welcome to Tauheedul Islam Boys' High School! (Hold arms out welcoming pupils to the school.) How did everyone find it today getting here? (Wait for a response from the audience.) Well, despite the weather being miserable, I can assure you that you will always get a warm, positive welcome, from all of us, here at TIBHS!

Firstly, give yourselves a round of applause for achieving a place here at Tauheedul (initiate the round of applause) congratulations to you all; you have all earned and deserved your place here. Before we start, I would like to introduce to you to some important people. To my left are the year eleven prefects (acknowledge the prefects to the left) who are always happy to assist you throughout the day; I promise they are the best! They, when they were in year nine, helped me on my first day- thank you again for the help and support! (A round of applause given.) We only have the best- such as yourselves- (acknowledge the audience again.) To my right are the Heads of Year- one of which you will definitely already know- who will be helping you throughout the day. And lastly, myself, Mohammed Patel, and I am a pupil in year nine.

With the introductions out of the way let us start by discussing one of the biggest topics in the school: sports! The PE department work tirelessly to make sure everyone is valued and allowed to be a part of at least one sporting team. You will have a chance to meet the PE department later on and ask any questions you may have. We are all competitive and, here at Tauheedul, we offer a wide range of sporting activities for you to get involved with: from football (cheer), basketball (cheer) and cricket (louder cheer!) Last year alone, for year seven, we won three out of four of the major tournaments for football and basketball, but the biggest achievement was to win the country finals, held at Witton Park, for all year groups for athletics (applause). We know you can do the same too!

Now, one of the most important elements of school life is all about making friends, don't you agree? (Wait for audience response) You will have been put into form groups - you will get a chance to meet people in your forms today when we leave the hall so don't worry! Here, we have a culture for making sure you make friends and we give you plenty of opportunities to do so - just look at your friends already around the room (move arms around the room) - including the Heads of Year if you don't get into trouble...

As for the subjects you will study, we offer a wide range of subjects that you will love; my favourite is English! In English we study a wide range of topics: including poetry, Shakespeare, drama and non-fiction novels. Hands up who loves English! (Hands go up.) We also offer other subjects; such as Maths, Business Studies, Geography, Citizenship, Art, ICT just to name a few - I can assure you that you will love all the subjects here! You will be shown around the school and the different departments so that you don't get lost on your first day... hopefully (smile at the audience.) Finally, with school subjects, make sure you do have all the equipment - achievement points are very important here - the rewards trips are brilliant; Alton Towers, Blackpool, Morocco (pause for effect) and Paris (pause again for effect) to name just a few! So, be aware that teachers are always ready to reward you for your work, effort and behaviour!

Finally, before we go off to your forms, I would again like to welcome you to Tauheedul Islam Boys' High School and I would like to take this opportunity to welcome you into our family where pupils are always at the centre of what we do. Thank you and have a fantastic day! (Applause given.)

Commented [ian.ramsa1]:

- Purpose – speech about life in a secondary school
- Audience – Year 6 pupils
- Type – informative based speech
- Type – Entertain, Inform

Commented [ian.ramsa2]:

- Tone – friendly and welcoming
- Introductory paragraph
- Topic sentence
- Engaging opening

Commented [ian.ramsa3]:

- VSSSP (Sentence Structure) - complex sentence

Commented [ian.ramsa4]:

- "Firstly" time connective to indicate the opening statement of the speech

Commented [ian.ramsa5]:

- VSSSP (Punctuation) – semi colon

Commented [ian.ramsa6]:

- VSSSP (Punctuation) - brackets

Commented [ian.ramsa7]:

- VSSSP (Sentence Structure) - complex sentence

Commented [ian.ramsa8]:

- VSSSP-Topic sentence

Commented [ian.ramsa9]:

- VSSSP (Punctuation) colon - to create a list

Commented [ian.ramsa10]:

- VSSSP (Punctuation) Exclamatory sentence

Commented [ian.ramsa11]:

- VSSSP (Punctuation) - Rhetorical question

Commented [ian.ramsa12]:

- Narrator (Second person) - direct address "You"

Commented [ian.ramsa13]:

- Tone- light-hearted humour to calm the nerves
- Ellipsis
- Capital letters for a proper noun - the title of a job role

Commented [ian.ramsa14]:

- VSSSP (Sentence Structure) - Complex sentence

Commented [ian.ramsa15]:

- VSSSP (Punctuation) commas in a list

Commented [ian.ramsa16]:

- VSSSP (Punctuation) colon - to create a list

Commented [ian.ramsa17]:

- VSSSP (Punctuation) Exclamatory sentence

Commented [ian.ramsa18]:

- "Finally" - Time connective to indicate the concluding paragraph of the article

Commented [ian.ramsa19]:

- Tone – friendly ending

Writing a film review

Film title. You could also include a **star rating** here.

Introduction: what you expected from the film

Genre: what type of film is it? Does it have a message?

Plot: what happens in the film? Does the plot make sense? Is it easy enough to follow? Is it believable?

Characters: Who are the main characters and what are they like?

Who are the actors playing these parts, and are they good in the parts?

What is the camerawork / animation like? If there are special effects, what are they like? Are there beautiful scenes?

Did you enjoy the film? Why/why not? What were its good and bad points?

Write about a scene you particularly enjoyed or remembered. Why was it good / memorable?

Would you recommend this film? To what sorts of people? Why?

Are there any other films you can compare this film to?

When you have completed your planning by answering all the questions, you should write the review. Remember:

Set your work out in **paragraphs**

Take care with **spelling** and **punctuation**

Make the review **interesting** to read by choosing your language carefully

Write in the **first person** and try to **address the reader directly**.

For example: **'I** urge **you** to go and see this film - it's brilliant!'

Review

Write a review of a book,
CD or film of your choice.

Review

'Teen View', a magazine for teenagers, wants to publish lively reviews from its readers.
Write a review of a film or TV programme you have watched, or a book you have read.

Write your review. Spend 25 minutes writing your answer.

Jurassic Park: a ground breaking, heart stomping, dino sized film

Jurassic Park is simply the most epic film of its time for multiple reasons! Maybe it was the utter amazement when I first saw the Brachiosaurus eat from a tree, or maybe it was my adrenaline rushing when two twelve year olds were attacked by velociraptors, it might even be the chills that went down my spine when the T-Rex first made his terrifying roar.

Whatever it was, I was awe-inspired by all of Spielberg's magical strokes of genius, from fantastic art direction and wonderful camera techniques to astounding technical quality.

Allan Grant (Sam Neill) and Ellie Sattler (Laura Dern) are two successful palaeontologists who are asked, by a rich man, John Hammond to come to his park for a major tour. They agree and are taken to an island where 'Jurassic Park' logos are everywhere; the two palaeontologists have no idea what they are getting themselves into. The first dinosaur to make an appearance is the Brachiosaurus, both of them are extremely amazed by its giant appearance, and so is the audience. What the two of them don't know is that there are countless more terrifying and carnivorous dinosaurs that are about to escape and run loose...

The most emphatic and heart stomping element of the movie is when the T Rex, coming ferociously and unrestrainedly out of the woods, chases three of the main characters who are driving a car!!! Yes, a T Rex chases a car!!! This has some people sitting on the edge of their seat, some shrieking in terror and some burying themselves into their seats to escape the impending terror that is to follow; this is a chase like no other...

In 1994 this inspiring and remarkable film was nominated for forty - yes forty - awards for its performance the previous year, and won twenty-nine awards including Best Science Fiction Film, Young Artists Award and a BAFTA!!! The recognition this film warrants and merits was evident throughout the year of 1994. I challenge anyone to sit through the film and not be enthralled by it. How could you not be enticed by terror, trepidation and fear? This film will take you on a dino-sized adventure you will never forget- trust me! I've witnessed it first-hand!

The only questionable drawback of the film I would make a point of, would be the ending. Without giving anything away, would the almighty, ruthless and merciless Tyrannosaurus Rex show compassion towards a living individual, or is it simply that he was already full and content with his afternoon's work?

Overall, Jurassic Park is a true benchmark of cinematic achievement and is by far, still, the best film currently in theatres two decades after its initial release.

Star rating:



Commented [ian.ramsa1]:

- **Purpose** – review of a film for a teenage magazine
- **Audience** – teenagers
- **Type** – Opinion based review
- **Type** – Persuade, entertain, inform

Commented [ian.ramsa2]:

- **VSSSP (Words)** – emotive language “ground-breaking” and “heart stomping”

Commented [ian.ramsa3]:

- Introductory paragraph
- Topic sentence
- Engaging opening

Commented [ian.ramsa4]:

- **Tone** – friendly and light-hearted

Commented [ian.ramsa5]:

- **VSSSP (Punctuation)** colon - to create a list

Commented [ian.ramsa6]:

- **VSSSP (Punctuation)** – brackets for the actors' real names

Commented [ian.ramsa7]:

- **VSSSP (Sentence Structure)** – Simple sentence

Commented [ian.ramsa8]:

- **VSSSP (Sentence Structure)** - complex sentence

Commented [ian.ramsa9]:

- **VSSSP (Sentence Structure)** - complex sentence

Commented [ian.ramsa10]:

- **VSSSP (Punctuation)** – semi colon

Commented [ian.ramsa11]:

- **VSSSP (Punctuation)** - dash

Commented [ian.ramsa12]:

- **Fact** - nominated for prestigious awards in 1994

Commented [ian.ramsa13]:

- **VSSSP (Sentence Structure)** – Simple sentence

Commented [ian.ramsa14]:

- **VSSSP (Punctuation)** - Rhetorical question

Commented [ian.ramsa15]:

- **Narrator (Second person)** – “you” direct address

Commented [ian.ramsa16]:

- **VSSSP (Sentence Structure)** – Simple sentence

Commented [ian.ramsa17]:

- **Imagery/Literary device** - Triples

Commented [ian.ramsa18]:

- **VSSSP (Punctuation)** – Rhetorical question

Commented [ian.ramsa19]:

- **VSSSP (Words)** – emotive language “benchmark of cinematic achievement”

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