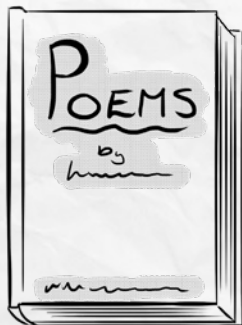
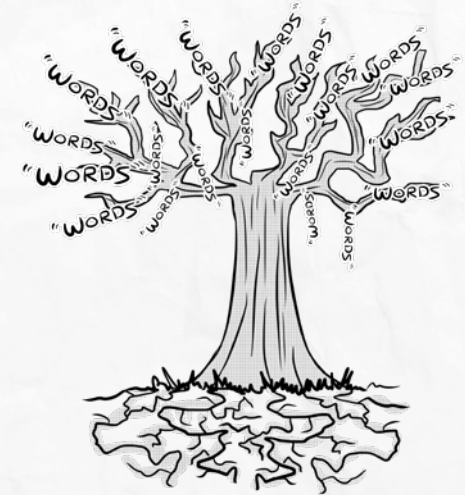
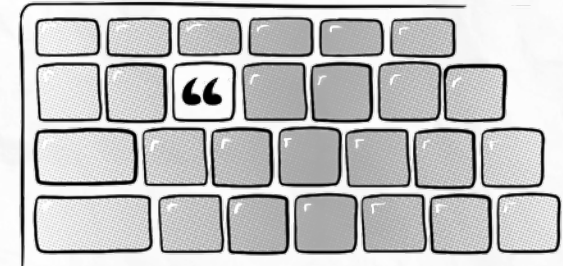


# GCSE AQA GCSE English Language

## Paper One, Question Five



ThinkIT

## Paragraphs

For any task you attempt for Paper 1 Q5, you need a plan. For example, imagine you are going to write a description of a storm on a beach or a coastline or use a task your teacher has set.

List five things you might effectively include.

What order would you describe them in? Is there a logical order to the ideas you have that would help to create an effective and **coherent structure** or could they be placed in any **sequence**?

## Structure

**Structural features** are anything and everything that helps your text to be **cohesive** and 'gel together'.

What would be the impact of:

- beginning and ending your description or narrative with the same sentence?
- including a **repeated image or motif** in your description or story?
- including **patterns of repeated sounds** such as **sibilance** - how might this add to the effect in the description of the stormy beach or coastline?

Try each of these in the next description or narrative you write.

## Vocabulary

Expanding your vocabulary and playing with more ambitious choices can really add to the originality of your work.

Find out what the following words mean and write each one in a separate sentence which could form the opening of a short story:

- Crepuscular
- Disconsolate
- Capitulate
- Ensconced
- Badinage
- Precarious

## Linguistic Features

Write a paragraph of a short story called 'The Stormy Night' choosing three of the following **metaphors or similes** to include. Think about which ones you have chosen and which you have rejected and make some notes on why.

- whistling like a Catherine wheel
- cold as a cave
- water like shards of glass
- the silver-spoon moon
- bottled electricity rampages
- black velvet sky
- clouds like bruises

Try constructing some similes and metaphors for the next task your teacher sets you when you plan your task. Then include them in the written up version.

## Register

What type of story do you expect from the following story **openings** each in a different register? Think about how you can create a '**voice**' or particular '**tone**' in your narrative work by varying the **register**.

Could you continue each opening and create a short story from each opening keeping the same register?

*'I'm writing a history of the world,' she says. And the hands of the nurse are arrested for a moment; she looks down at this old woman, this old ill woman. 'Well my goodness,' the nurse says, 'That's quite a thing to be doing isn't it?' And then she becomes busy again, she heaves and tucks and smooths – 'Upsy a bit, dear, that's a good girl – then we'll get you a cup of tea'.*

*'A man without hands came to the door to sell me a photograph of my house. Except for the chrome hooks, he was an ordinary-looking fellow of fifty or so'.*

*'The snow in the mountains was melting and Bunny had been dead for several weeks before we came to understand the gravity of our situation'.*

Think about what type of register would be appropriate in the task your teacher has set you.

## Ambitious Spelling

Using each of these **Latin root words** add **prefixes and/or suffixes** to create more ambitiously spelt words.

- **Finite**
- **Equal**
- **Form**

How does the meaning of each word change slightly in each word you create? Choose three and write in a sentence to show you understand their meanings.

## Punctuation

*The wind howled over the stolid and formidable cliff tops as the sailing boat floundered and crashed among the waves disappearing from view and reappearing like a breathless struggling swimmer losing hope losing strength losing life.*

Rewrite this sentence three times using different ways of punctuating it to increase its drama, its **pace** and its impact. You may use any form of punctuation mark and, if needed, may remove one or two redundant words from each version you create.

Think about how you punctuate your sentences to create these kinds of effects in the next narrative task your teacher sets for you.

## Sentence Structure for Effect

Still thinking about the image of the stormy beach or coastline, write:

- a sentence that brings you up short to create drama.
- a sentence that slows down the **pace** and takes the reader on a journey around the landscape.
- a sentence that shows the power of a storm by building up a cumulative effect using **listing**.

Try these types of sentences in the next narrative or descriptive task your teacher sets you.