## Language Paper 1 sentence stems:

Question 2 – 8 marks (10 mins)
The writer presents the [key focus] as
This is best shown when [insert quotation].
This suggests/creates imagery of
In particular, the word [] could symbolise/ has connotations of
which further
Repeat with next example.
Question 3 – 8 marks (10 mins)
The extract opens with a focus on
The use of [structure feature] immediately
The reader is able to understand that
As the extract develops the focus changes to/ we learn that
The use of [subject term]
The reader's understanding of changes because
Question 4 – 20 marks (25 mins)
I mostly agree with the statement because However,
it could be conversely argued that
Firstly, there is evidence to support the statement when [insert quotation].
This use of [insert subject term] creates the impression that
Furthermore/additionally
However,
Further evidence to support the statement is [insert quotation].
This use of [insert subject term] creates the impression that
Furthermore/additionally
However,
Repeat: aim for 4 quotations analysed with technical terms.

Techniques		
Similes/metaphors	The comparison is effective because it emphasises	
Personification	The personification creates the image of We get the impression that	
Alliteration	The repeated soft/harsh sounds create the impression of	
Sibilance	The soft/sinister sounds create the impression of	
Rule of three/lists	The combination of all the details makes us feel to beautiful/disgusting, etc?)	that (is it c
Contrasts	The contrast between and highlights	

Question 5 – 40 marks (45 mins)					
(24 marks = content and organisation; 16 marks = technical accuracy)					
Punctuation:	Techniques:				
; : () - ? !					
	Adverbs				
Sentence variety:	Rule of threes				
Start with:	Personification				
Adverb	Alliteration				
Rule of three	Metaphors				
Simile	Similes				
<ul> <li>Metaphor</li> </ul>	Contrasts				
<ul> <li>Where it happened</li> </ul>	Question				
When it happened					
<ul> <li>(Avoid "as", "I" and "The")</li> </ul>					

## Language Paper 2 sentence stems:

Question 2 – 8 marks (10 mins)
In Source A we learn that
This is best shown when
Here, we can infer that
In Source Days looking that
In Source B we learn that
This is best shown when
Here, we can infer that
Overall, is more/less
Repeat with next example.
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Question 3 – 12 marks (15 mins)
The writer uses [subject term] to present the [key focus] as  This impression is created when they describe [insert quotation].
This suggests/creates imagery of
In particular, the word [] could symbolise/ has connotations of
which further
Repeat with <b>two more</b> examples.
Repeat Will Two more examples.
Question 4 – 16 marks (20 mins)
Source A opens with a feeling of towards As the text
continues, this develops/changes to
By contrast/Similarly, Source B opens with and/but then
·
In Course A the writer feels towards
In Source A the writer feels towards
This is best shown when they describe
This suggests that
Similarly/However, the writer of Source B feels towards
This is best shown when they describe
This suggests that
11113 30 9 9 0 313 111 01
Overall, both writers
· · · · · · · · · · · · · · · · · · ·
Repeat this <b>another two times (use technical terms)</b> .

Question 5 – 40 marks (45 mins)				
(24 marks = content and organisation; 16 marks = technical accuracy)				
Similes/metaphors	The comparison is effective because it emphasises			
Personification	The personification creates the image of We get the impression that			
Alliteration	The repeated soft/harsh sounds create the impression of			
Sibilance	The soft/sinister sounds create the impression of			
Rule of three/lists	The combination of all the details makes us feel that (is it chaotic, busy, intensely beautiful/disgusting, etc?)			
Contrasts	The contrast between and highlights			

## Question 5 – 40 marks (45 mins) (24 marks = content and organis

(24 marks = content and organisation; 16 marks = technical accuracy)				
Punctuation:	Techniques:			
;:() - \$ !				
	Adverbs			
Sentence variety:	Rule of threes			
Start with:	Personification			
<ul> <li>Adverb</li> </ul>	Alliteration			
<ul> <li>Rule of three</li> </ul>	Metaphors			
<ul> <li>Simile</li> </ul>	Similes			
<ul> <li>Metaphor</li> </ul>	Contrasts			
<ul> <li>Where it happened</li> </ul>	Question			
<ul> <li>When it happened</li> </ul>				
<ul> <li>(Avoid "as", "I" and "The")</li> </ul>				
·  -				

## Question 5 – 40 marks (45 mins)

Opening paragraph: make this punchy, passionate and opinionated One sentence and containing a rule of three plus a colon

<u>Second paragraph</u>: an anecdote (a story about a situation which demonstrates your point of view – can be entirely fictional, but make it believable and realistic). E.g. Last week when I .....

Three sentences using different sentence starters, 2 different punctuation types and 2 techniques.

<u>Third paragraph</u>: facts and statistics – get in as many punchy, factual statements as you can here – make your argument sound fool proof.

Three sentences using different sentence starters, 2 different punctuation types and 2 techniques.

<u>Fourth paragraph</u>: appeal to the reader by including them. Use rhetorical questions and personal pronouns ("you", "we"). Make them feel something – guilty, happy about joining your cause, etc.

Three sentences using different sentence starters, 2 different punctuation types and 2 techniques.

Final paragraph: make this a final, one-sentence paragraph with a great technique.

