

WRITE LIKE AN EXPERT

- English Language GCSE Unit 2 and 3: Section B -

4A sentences. Use two adjectives before a noun, and another two adjectives before a final noun.

- *We were served limp, pale lettuce in a drab, uninspiring salad.*
- *It is a cold, mean lie in a cruel, painful world.*

3_ed sentences (related adjectives). Remember to follow the three adjectives with a semi-colon!

- *Insulted, humiliated, ignored; I spent three hours patiently waiting for my turn in the queue.*
- *Tricked, trapped, snared; a teenager's life is not a life of freedom.*

Description: details. This sentence allows you to use a sophisticated piece of punctuation (a colon) instead of a connective.

- *Dangerous sports are a serious threat to our children: if they are allowed to remain, it is only a matter of time before somebody dies.*
- *Teenagers can be brutal when they ask for money: they will throw insults relentlessly until you give up and reach for your wallet.*

Outside (inside). This allows you to use sophisticated punctuation whilst also demonstrating an element of humour.

- *I told him that I adored rugby (although the exact opposite was true).*
- *Many people think that teenagers have it easy (most of them are quite senile).*

The Sub-clause (using parenthetical commas). This adds additional information to your sentence and shows you can use parenthetical commas. Check your sentence makes sense without the subordinate clause (the part within the commas).

- *Teenagers, who often have a terrible reputation, are the most empathetic generation.*
- *Ms Smith, who was usually very kind, was in a very bad mood.*

Three-bad, dash-question. Use three negative words, separated by commas. The third is followed by a dash, then a question that relates to the negative words.

- *Greed, jealousy, hatred – which of these was John Brown's worst trait?*
- *Anger, poverty, greed – what was the root cause of the London riots?*

Double –ly endings. Use two adverbs to end your sentence (and please, please, please – remember the –ly!)

- *The film is directed artfully and elegantly.*
- *If a teenager you know has started behaving strangely or erratically, it may be a sign that something is wrong.*

-ing. Start your sentence with an –ing word. Simple as.

- *Looking good is important to teenagers, therefore they spend a great deal of time in the bathroom.*
- *Having the 'right' clothes places a great deal of pressure on the wallets of teenagers' parents.*

If, if, if, then. These sentences have a huge impact.

- *If you stop thinking every teenage boy in a hoodie is a criminal, if you stop thinking that every group of teenage girls on a street corner is out to mug you, if you stop treating teenagers as the scourge of the earth, then maybe you'll be lucky enough to discover you were wrong all along.*
- *If we act quickly to find renewable sources of energy, if we make simple changes to our lifestyles, if we stop wasting valuable resources, then we can save the planet.*

Emotion word, comma. This is another easy way to demonstrate accurate use of punctuation (and emotive language).

- *Excited, I turned on the television to watch the latest episode of 'Planet Earth'.*
- *Distraught, I wondered how society had come to this.*

Ad, same ad. Repeat a chosen adjective for emphasis (and to show you can use a comma!)

- *Teenagers are an uncommunicative breed, uncommunicative because they have no other choice.*
- *Quite frankly, I am offended, offended by the nonsense you broadcast last night.*

Irony. An irony sentence deliberately overstates how good or bad something is. The irony is revealed in the remainder of the sentence. This is an opportunity for you to demonstrate the use of quote marks for effect.

- *This 'elite' unit was actually made up of old men and boys barely old enough to shave.*
- *Your 'no fuss customer service helpline' was anything but. It actually redirected my call to four different operators, none of whom were able to help.*

Imagine – three examples. Sentences begin with 'Imagine' and then describe three examples (often times or places). The first two are separated by commas and the third concludes with a colon. The writer then explains that such a time or place exists.

- *Imagine a time when you were not afraid, when life was much simpler, when everyone helped each other: over the next five minutes I am going to show you that we can achieve this again*
- *Imagine a society without laws, where everybody did what they wanted, and there were never any consequences for your actions: what would it feel like to live in a society like this?*

ANECDOTES

For example, one young man fell victim to this scam and ended up paying the thieves over £20,000.

FACTS

Children and the elderly are proven to be most at risk from this particular disease.

OPINIONS

Teenagers are lazy and lack compassion; they should all be made to complete charity work after school.

RHETORICAL QUESTIONS

Can you imagine having to worry about this every day?

EMOTIVE LANGUAGE

It is time we took notice of the poorest and most vulnerable members of the community.

STATISTICS

An overwhelming 93% of the school community are in favour of reducing the amount of junk food available in the school canteen.

TRIPLING

The decision to lower the voting age to 16 would be appropriate, sensible, and long overdue.

REPETITION

I believe the recent writing criteria for Year 11 is perfect. Perfect for classwork, perfect for revision, perfect for success.

ALLITERATION

By completing charity work on this scale, she will gain certain celebrity status.

PERSONAL PRONOUNS

It is our duty to help others but I cannot do it alone; together we can unite our voices to make a difference.

Band 5 Punctuation

A **semi-colon** separates two independent clauses that are linked in ideas. Use this to avoid comma splicing.

John was hurt; he knew she only said it to upset him.

Parenthesis (either () or , , or - -) adds extra information to your sentence. If accurate, your sentence will make complete sense if you remove the parenthesis.

Sarah knew (without being told) that she must not retaliate.

A **colon** separates two independent clauses when the second clause directly explains the first. It can also be used for emphasis when summarising the main idea of the sentence.

I didn't have time to get changed: I was already late.

There was one thing she loved more than any other: her dog.

100 Ways to Begin Your Sentences

- Accordingly,
- Additionally,
- After a while,
- After all,
- Afterwards,
- Also,
- Alternatively,
- Although
- Although some would suggest
- An effect of
- An outcome of
- Arguably
- As a consequence of
- As a result of
- As might be expected
- As noted above,
- As well as
- At this point,
- Besides,
- By contrast,
- Clearly,
- Consequently,
- Despite this,
- Due to
- Elsewhere,
- Even so,
- Even though
- Even though
- Even though some people support
- Evidently others feel that
- Finally,
- Finally,
- First of all,
- Firstly,
- For another,
- For example,
- For instance,
- For one thing,
- For the most part,
- For this reason
- Furthermore,
- However,
- In addition,
- In any case,
- In any event,
- In contrast,
- In fact,
- In other respects,
- In other words,
- In short,
- In spite of this,
- In that case,
- In that respect,
- In the first place,
- Indeed,
- Instead,
- It is evident
- It is quite clear
- It is remarkable that
- It is unlikely that
- Lastly,
- Lastly,
- Many people believe
- Meanwhile,
- Moreover,
- Nevertheless,
- Not only
- Obviously,
- On another occasion,
- On the contrary,
- On the other hand,
- On the whole,
- Opponents maintain
- Others might argue that
- Otherwise,
- Previously,
- Provided that
- Rather than
- Significantly,
- Since
- Stemming from
- Subsequently,
- Surely
- Therefore,
- Though
- To begin with,
- To conclude,
- Under any circumstance,
- Undoubtedly,
- Unfortunately,
- Unless
- Unquestionably,
- Until then,
- When all is considered,
- Whenever
- Whereas
- While
- Without
- Without a doubt,
- Without question,

Band 5 Vocabulary: check your spelling!

- abhor (v). to hate
- acquiesce (v). to agree without complaining
- acquire (v). to get / have
- allude (v). to refer
- analyse (v). to understand the meaning
- anticipate (v). to expect / wait for
- appease (v). to make someone happy
- associate (v). to make links
- callous (adj). harsh / cold / unfeeling
- categorically (adv). completely / without exception
- circumspect (adj). cautious / careful
- claim (v). to make a statement
- coerce (v). to make someone do something by force
- coherent (adj). clear / logical
- communicate (v). to speak to / share ideas
- confident (adj). confident when you shouldn't be
- contribute (v). to offer / add something
- convince (v). to persuade / make someone think something
- create (v). to make / design
- critique (v). to judge something / look for weaknesses
- cynical (adj). believing the worst
- deferential (adj). showing respect for someone's authority
- demonstrate (v). to show / display
- determine (v). to find out
- differentiate (v). to separate based on differences
- diligent (adj). to take care in doing your work
- elated (adj). overjoyed / thrilled
- enhance (v). to improve / increase
- enable (v). to make able / allow
- evaluate (v). to make judgements based on evidence
- examine (v). to look carefully at something
- facilitate (v). to help / enable
- fabricate (v). to make up / invent
- focus (v). to look at something in detail / to highlight something
- generate (v). to produce / create
- gratuitous (adj). unnecessary / uncalled for
- hypocrisy (n). pretending to believe something you don't
- hypothesize (v). to offer possible theories / ideas on something
- identify (v). to find
- impeccable (adj). perfect / flawless
- impertinent (adj). rude / disrespectful
- implicit (adj). understood without being said
- inept (adj). not capable or qualified
- indicate (v). to suggest / show / reveal
- inform (v). to give knowledge
- innate (adj). part of you / inherent
- integrate (v). to combine more than one thing
- introduce (v). to present something new
- inquire (v). to ask questions / investigate
- investigate (v). to examine / explore evidence
- jubilant (adj). extremely happy
- justify (v). to explain or defend an idea
- juxtapose (v). to put together / next to
- manipulate (v). to influence / control
- meticulous (adj). extremely careful with details
- myriad (adj). a lot of / a great number of
- novice (n). a beginner / someone without experience
- nuance (n). a very slight variation in meaning or tone
- oblivious (adj). a total lack of awareness
- plethora (n). an excess / a lot of
- predilection (n). a preference / a liking for something
- pursue (v). to follow / chase
- organise (v). to put in order
- realise (v). to understand / make something real
- reconsider (v). to think about the facts again / to change your mind
- repudiate (v). to reject / refuse to accept
- salient (adj). important / significant
- superfluous (adj). more than what is necessary
- synthesize (v). to combine more than one idea
- summarize (v). to pick out the main ideas
- symbolize (v). to represent
- tacturn (adj). quiet / doesn't like to talk
- venerable (adj). deserves respect because of age or achievement
- vociferous (adj). loud / boisterous
- zenith (n). the highest point / peak of something

Include examples from each box in EVERY piece of Section B writing you complete.