

REVISION

ENGLISH LANGUAGE PAPER 1

SECTION B

TASK(s):

- 1. Read the stimulus below.
- 2. Plan 5 different ideas that you could explore within your response. Develop these ideas with ambitious key words, methods or techniques that you could use. (No more than 10 minutes).
- 3. Write up one or two of your ideas.
- 4. Your teacher will give you verbal feedback.

STIMULUS:

Write a description as suggested by this picture.



	Initial Ideas:
1	
2	
3	
4	
5	

REVISION

ENGLISH LANGUAGE PAPER 1

SECTION B

TASK(s):

- 1. Read the stimulus below.
- 2. Plan 5 different ideas that you could explore within your response. Develop these ideas with ambitious key words, methods or techniques that you could use. (No more than 10 minutes).
- 3. Write up one or two of your ideas.
- 4. Your teacher will give you verbal feedback.

STIMULUS:

Write a description as suggested by this picture.



	Initial Ideas:
1	
2	
3	
4	
5	

REVISION

ENGLISH LANGUAGE PAPER 1

SECTION B

TASK(s):

- 1. Read the stimulus below.
- 2. Plan 5 different ideas that you could explore within your response. Develop these ideas with ambitious key words, methods or techniques that you could use. (No more than 10 minutes).
- 3. Write up one or two of your ideas.
- 4. Your teacher will give you verbal feedback.

STIMULUS:

Write a description as suggested by this picture.



	Initial Ideas:
1	
2	
3	
4	
5	

REVISION

ENGLISH LANGUAGE PAPER 1

SECTION B

TASK(s):

- 1. Read the stimulus below.
- 2. Plan 5 different ideas that you could explore within your response. Develop these ideas with ambitious key words, methods or techniques that you could use. (No more than 10 minutes).
- 3. Write up one or two of your ideas.
- 4. Your teacher will give you verbal feedback.

STIMULUS:

Write a description as suggested by this picture.



	Initial Ideas:
1	
2	
3	
4	
5	

REVISION

ENGLISH LANGUAGE PAPER 1

SECTION B

TASK(s):

- 1. Read the stimulus below.
- 2. Plan 5 different ideas that you could explore within your response. Develop these ideas with ambitious key words, methods or techniques that you could use. (No more than 10 minutes).
- 3. Write up one or two of your ideas.
- 4. Your teacher will give you verbal feedback.

STIMULUS:

Write a description as suggested by this picture.



	Initial Ideas:
1	
2	
3	
4	
5	

REVISION

ENGLISH LANGUAGE PAPER 1

SECTION B

TASK(s):

- 1. Read the stimulus below.
- 2. Plan 5 different ideas that you could explore within your response. Develop these ideas with ambitious key words, methods or techniques that you could use. (No more than 10 minutes).
- 3. Write up one or two of your ideas.
- 4. Your teacher will give you verbal feedback.

STIMULUS:

Write a short story around **FRIENDSHIP**.

	Initial Ideas:
1	
2	
3	
4	
5	

REVISION

ENGLISH LANGUAGE PAPER 1

SECTION B

TASK(s):

- 1. Read the stimulus below.
- 2. Plan 5 different ideas that you could explore within your response. Develop these ideas with ambitious key words, methods or techniques that you could use. (No more than 10 minutes).
- 3. Write up one or two of your ideas.
- 4. Your teacher will give you verbal feedback.

STIMULUS:

Write a short story about a time when you have felt
ISOLATED AND ALONE.

	Initial Ideas:
1	
2	
3	
4	
5	

REVISION

ENGLISH LANGUAGE PAPER 1

SECTION B

TASK(s):

- 1. Read the stimulus below.
- 2. Plan 5 different ideas that you could explore within your response. Develop these ideas with ambitious key words, methods or techniques that you could use. (No more than 10 minutes).
- 3. Write up one or two of your ideas.
- 4. Your teacher will give you verbal feedback.

STIMULUS:

Write a short story about a time when you have felt
SURPRISED OR SHOCKED.

	Initial Ideas:
1	
2	
3	
4	
5	

REVISION

ENGLISH LANGUAGE PAPER 1

SECTION B

TASK(s):

- 1. Read the stimulus below.
- 2. Plan 5 different ideas that you could explore within your response. Develop these ideas with ambitious key words, methods or techniques that you could use. (No more than 10 minutes).
- 3. Write up one or two of your ideas.
- 4. Your teacher will give you verbal feedback.

STIMULUS:

Write a short story that begins with the sentence:
“Suddenly, I heard it. It was coming from the other side of the passage.”

	Initial Ideas:
1	
2	
3	
4	
5	

REVISION

ENGLISH LANGUAGE PAPER 1

SECTION B

TASK(s):

- 1. Read the stimulus below.
- 2. Plan 5 different ideas that you could explore within your response. Develop these ideas with ambitious key words, methods or techniques that you could use. (No more than 10 minutes).
- 3. Write up one or two of your ideas.
- 4. Your teacher will give you verbal feedback.

STIMULUS:

Write a short story that begins with the sentence:
“It was a disaster. I didn’t know what to do.”

	Initial Ideas:
1	
2	
3	
4	
5	

REVISION

ENGLISH LANGUAGE PAPER 2

SECTION B

TASK(s):

- 1. Read the stimulus below.
- 2. Plan 5 different ideas that you could explore within your response. Develop these ideas with ambitious key words, methods or techniques that you could use. (No more than 10 minutes).
- 3. Write up one or two of your ideas.
- 4. Your teacher will give you verbal feedback.

STIMULUS:

‘Your neighbourhood defines you. You might have well have your postcode stamped like a barcode on the back of your neck.’

Write a speech to your fellow pupils giving your views.

	Initial Ideas:
1	
2	
3	
4	
5	

REVISION

ENGLISH LANGUAGE PAPER 2

SECTION B

TASK(s):

- 1. Read the stimulus below.
- 2. Plan 5 different ideas that you could explore within your response. Develop these ideas with ambitious key words, methods or techniques that you could use. (No more than 10 minutes).
- 3. Write up one or two of your ideas.
- 4. Your teacher will give you verbal feedback.

STIMULUS:

‘Taking endless selfies can only have negative consequences for teens: it teaches them to value the superficial surface and seek the approval of others. Selfies are poison to a healthy mindset.’

Write an article for your school website giving your views.

	Initial Ideas:
1	
2	
3	
4	
5	

REVISION

ENGLISH LANGUAGE PAPER 2

SECTION B

TASK(s):

- 1. Read the stimulus below.
- 2. Plan 5 different ideas that you could explore within your response. Develop these ideas with ambitious key words, methods or techniques that you could use. (No more than 10 minutes).
- 3. Write up one or two of your ideas.
- 4. Your teacher will give you verbal feedback.

STIMULUS:

‘Mental health is the number one issue facing teens growing up today. Regardless of the expense, every school should employ a full-time, medically trained professional councillor.’

Write a letter to your head teacher offering your views.

	Initial Ideas:
1	
2	
3	
4	
5	

REVISION

ENGLISH LANGUAGE PAPER 1

SECTION B

TASK(s):

- 1. Read the stimulus below.
- 2. Plan 5 different ideas that you could explore within your response. Develop these ideas with ambitious key words, methods or techniques that you could use. (No more than 10 minutes).
- 3. Write up one or two of your ideas.
- 4. Your teacher will give you verbal feedback.

STIMULUS:

‘Make-up is fake: it conceals women’s true beauty like mask. Women should have the strength to show their real faces.’

Write an article for a fashion magazine giving your views.

	Initial Ideas:
1	
2	
3	
4	
5	

REVISION

ENGLISH LANGUAGE PAPER 1

SECTION B

TASK(s):

- 1. Read the stimulus below.
- 2. Plan 5 different ideas that you could explore within your response. Develop these ideas with ambitious key words, methods or techniques that you could use. (No more than 10 minutes).
- 3. Write up one or two of your ideas.
- 4. Your teacher will give you verbal feedback.

STIMULUS:

‘Gossip is a dangerous weapon, especially in schools. Whispers, rumours and group-chats control how people feel more than you’d imagine.’

Write an article for your school website giving your views.

	Initial Ideas:
1	
2	
3	
4	
5	