1.12 Writing: Planning and Structure Drills: 30-minute Pack

Total Marks

GL ASSESSMENT / CSSE 11+ Entrance English (GL Assessment / CSSE style) · about 30 minutes

Name: _____ Date: ____ / ____ / _____

Answer ALL questions.

1 Each sentence below contains an underlined verb phrase that is weak or vague. Replace it with ONE single, stronger verb that keeps the same meaning. Do not change any other part of the sentence.

(a) She walked quickly across the yard. **(1)**

(b) He said quietly that he was sorry. **(1)**

(c) The dog ate its food fast. **(1)**

(d) The wind blew hard against the windows. **(1)**

(e) Tom looked closely at the map. **(1)**

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2 The five paragraphs of a story plan below have been jumbled up. Write them in the correct order using their letters (for example: X, Y, Z, X, Y), then give one reason for your ordering.

P: Priya and Dev finally reach home just as the storm breaks, and their mother is waiting anxiously at the door.
Q: As they walk home from the corner shop, Priya notices the sky turning a strange, greenish colour.
R: Priya and her younger brother, Dev, set off from the corner shop with their arms full of shopping.
S: Thunder cracks directly overhead and the shopping bag splits, scattering tins across the road just as the rain starts.
T: The usual shortcut through the park is blocked by a fallen tree, forcing them to find another way home.

(2)

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3 Rewrite the paragraph below so that it has more sentence variety. Your rewrite must include: (1) one short sentence of five words or fewer used for impact, (2) one sentence that opens with a subordinate clause (starting with a word such as 'Although', 'As', 'Because', 'When' or 'Before'), and (3) one compound sentence joining two independent clauses with a conjunction such as 'but', 'so', 'and' or 'yet'. You may reorder events, but you must keep the same story content.

Original paragraph: 'The rain started. Fatima ran to the bus stop. She was too late. The bus had already gone. She had to walk home in the rain.'

(4)

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4 Here is a story idea: 'A group of friends get separated on a school trip to a castle, and one of them finds a hidden passage.' Complete the Story Mountain plan below. Write one or two sentences of notes for each stage.

(a) Opening: introduce the character(s) and setting. **(1)**

(b) Build-up: something starts to go wrong or change. **(1)**

(c) Problem/climax: the most dramatic moment, linked to the hidden passage. **(1)**

(d) Resolution: how the immediate problem is sorted out. **(1)**

(e) Ending: how the story finishes and what has changed. **(1)**

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5 Read each opening sentence below. Each one uses a different technique for starting a story: an action opening, a dialogue opening, a description/atmosphere opening, or a question opening. Identify which technique is used in each sentence.

(a) Amara's trainers slammed against the wet pavement as the alarm wailed behind her. **(1)**

(b) "Nobody move," whispered Mr Osei, his torch flicking across the empty hall. **(1)**

(c) A thick grey mist rolled over the harbour, swallowing the fishing boats one by one. **(1)**

(d) What would you do if the last bus home had already gone? **(1)**

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6 Rewrite each sentence below to show the feeling through action, dialogue or detail, without naming the emotion. These are harder than before: the feelings are more complex or mixed. Do not use the words given in brackets anywhere in your answer.

(a) Mrs Okafor felt a mix of relief and disappointment when the exam results came in. (Do not use 'relief' or 'disappointment'.) **(2)**

(b) Zainab felt torn between loyalty to her friend and telling the truth. (Do not use 'torn' or 'loyalty'.) **(2)**

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7 Timed task: you have 5 minutes. Plan (do NOT write in full) a story for the title 'The Door That Should Not Have Been There'. Use bullet points only. Note: your chosen opening technique, three to four key events in order, and how the story will end.

(6)

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Mark scheme · 1.12 Writing: Planning and Structure Drills: 30-minute Pack

Question 1

(a) single strong verb meaning moved quickly, e.g. hurried, strode, dashed, sprinted oe **B1**

(a) Answer: hurried / strode / dashed

(b) single strong verb meaning spoke quietly, e.g. murmured, whispered, mumbled oe **B1**

(b) Answer: murmured / whispered / mumbled

(c) single strong verb meaning ate quickly/greedily, e.g. gobbled, wolfed, scoffed oe **B1**

(c) Answer: gobbled / wolfed / scoffed

(d) single strong verb meaning hit forcefully/repeatedly, e.g. battered, hammered, lashed oe **B1**

(d) Answer: battered / hammered / lashed

(e) single strong verb meaning looked at carefully/in detail, e.g. studied, scrutinised, examined oe **B1**

(e) Answer: studied / scrutinised / examined

Question 2

correct order given: R, Q, T, S, P (all five letters in the right sequence) cao **B1**

a valid reason referencing story structure, e.g. the problem (T) must appear before the climax (S) so tension builds, or the resolution (P) must come after the climax (S) oe **B1**

Answer: Correct order: R, Q, T, S, P (Opening, Build-up, Problem, Climax, Resolution).

Question 3

a short sentence of five words or fewer is included and used for impact oe **B1**

a sentence opening with a subordinating conjunction (e.g. Although, As, Because, When, Before) is included, correctly punctuated oe **B1**

a compound sentence joining two independent clauses with a coordinating conjunction (e.g. but, so, and, yet) is included oe **B1**

all original story content is retained (rain starting, Fatima running to the bus stop, missing the bus, walking home in the rain) oe **B1**

Answer: As the first drops of rain began to fall, Fatima sprinted towards the bus stop, but she was too late. Gone. The number 42 had already pulled away, so she had no choice but to trudge home through the downpour.

Question 4

(a) relevant notes introducing character(s) and the setting, consistent with the story idea oe **B1**

(a) Answer: Nia is on a school trip to Conwy Castle with her class; she is paired with her friend Callum for the tour.

(b) relevant notes showing an early sign of the coming problem, consistent with the story idea oe **B1**

(b) Answer: The tour guide moves the group on quickly, and Nia stops to look at an old doorway without noticing the others have gone ahead.

(c) relevant notes describing the most dramatic moment, directly involving the hidden passage oe **B1**

(c) Answer: Realising she is alone, Nia pushes on the loose doorway to look for the others and finds it swings open onto a narrow stone passage she has never seen before.

(d) relevant notes showing the immediate problem being resolved, consistent with earlier stages oe **B1**

(d) Answer: Nia calls out and hears Callum's voice; he has doubled back looking for her, and together they find their way back to the group using the passage as a shortcut.

(e) relevant notes providing a sense of ending or reflection, consistent with the rest of the plan oe **B1**

(e) Answer: The teacher is relieved but stern, and Nia and Callum keep the passage a secret, planning to explore further on the next visit.

Question 5

(a) action opening (oe: opens with movement/an event already happening) cao **B1**

(a) Answer: action opening

(b) dialogue opening (oe: opens with spoken words in speech marks) cao **B1**

(b) Answer: dialogue opening

(c) description/atmosphere opening (oe: opens by describing a setting or mood) cao **B1**

(c) Answer: description/atmosphere opening

(d) question opening (oe: opens by directly addressing the reader with a question) cao **B1**

(d) Answer: question opening

Question 6

(a) neither banned word (or a direct synonym) is used oe **B1**

(a) detail or action that captures both a positive and a negative element of the mixed feeling (e.g. relief in the breath/smile, disappointment in not re-reading) oe **B1**

(a) Answer: Mrs Okafor let out a long breath and smiled, then quietly slid the letter back into its envelope without reading the second paragraph again.

(b) neither banned word (or a direct synonym) is used oe **B1**

(b) detail, action or dialogue that captures the conflict between two options, rather than just one feeling oe **B1**

(b) Answer: Zainab opened her mouth twice, and closed it twice, before finally looking at the floor and saying only, "I don't know what happened."

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Question 7

Quality of plan (structure and ideas) (AO5)

Level 3 A well-structured plan with a clear opening technique, a logical build-up and a genuine turning point/climax as well as a resolution. Ideas are specific and original, and there is some awareness of pace (what to build up slowly, what to resolve quickly).	**5-6**
Level 2 A clear plan with an opening, some build-up or problem, and an ending, in a logical order. Some specific detail (names, places) is included, but ideas may be ordinary or a stage may be underdeveloped.	**3-4**
Level 1 A basic plan with an opening idea and an ending, but little sense of build-up, a problem or a turning point. Events are listed with little logical connection.	**1-2**
Level 0 Nothing worthy of credit.	**0**

Indicative content:

- a named opening technique (action, dialogue, description or question) that matches the notes given
- a logical sequence of three to four events building tension towards a turning point
- a genuine problem or obstacle appearing before the most dramatic moment
- specific, original detail (character names, places, objects) rather than generic ideas
- a resolution or ending that follows logically from the turning point
- award using the grid above; do not itemise individual points as marks

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