

# Paper 2 – Are You Ready?

Your Exam Prep Checklist • 1123 O Level English Language

## GRAMMAR & VOCABULARY

- I know the common confusables: than/then, there/their/they're, to/too/two, principal/principle, your/you're, boys'/boys, affect/effect, its/it's, lose/loose, advice/advise, practice/practise, accept/except, stationary/stationery, weather/whether.
- I know the **50 words** from the vocabulary list.
- I know what **anaphora**, **rule of three**, **rhetorical questions**, and **sensory details** are — and can use them in my writing.
- I remember at least **4 development** and **4 evaluation phrases** from memory.
- I know the difference between **compound** and **complex** sentences.
- I know how to correctly punctuate **dialogue** (both quote-first and quote-later) and **transition words** (full stop or semicolon before; comma after).

## DIRECTED WRITING

- I know what **development** is and I can confidently do at least **4 out of 5** ways (Result, Experience, Examples, Stats, Alternatives).
- I know what **evaluation** is.
- I know what **text-wise evaluation** is and I can do at least **2 out of 6** ways.
- I know the differences between **formal and informal writing** (I can list at least 4: contractions, exclamatory statements, humour, formal connectors, etc.).
- I have gone over **all formats** from the website and written them at least once in my notebook.
- I have practised **rewording points** and watched "*The Only Writing Paper Video You Need*" on YouTube for better understanding.
- I have attempted **5 yearlies** — at least one of each type — and I have read **all the sample answers** from the website.
  - Informal email — S25 QP22
  - Speech — W25 QP22
  - Report — W25 QP21
  - Article — W24 QP21
  - Formal letter — S24 QP22

## ESSAY WRITING

- I know exactly which essay I am going to attempt (**narrative or descriptive**). I have read at least **5 sample essays**.
- I know **2 types of openings** (e.g. flashback, dialogue, in medias res) and **2 types of endings** (e.g. cliffhanger, full circle, tragic).
- **Narrative:** I have 3 general conflicts prepared (Man vs Man / Man vs Themselves / Man vs Nature). **Descriptive:** I can build atmosphere using the 5 senses + figurative language, and I know the difference between describing and narrating.
- I have a **skeleton** ready before exam day.
- I have gone over at least the **last 2 years' topics** to understand the examiner's essay writing requirements.

# Quick Notes — Page 1: Grammar

## 1. HOW TO PUNCTUATE TRANSITION WORDS

Transition words (e.g. *however, therefore, moreover, furthermore, consequently, nevertheless*) connect ideas across sentences. They are **not conjunctions** — they cannot join two clauses with just a comma.

**Rule: Full stop OR semicolon before the transition word → comma after it.**

She studied hard. **However**, she did not pass.

She studied hard; **however**, she did not pass.

**x WRONG:** She studied hard, **however**, she did not pass. (comma splice!)

## 2. HOW TO PUNCTUATE DIALOGUE

### Case 1: Quote First (dialogue before the speaker tag)

The punctuation mark goes **inside** the quotation marks. Use a **comma** (not a full stop) if the sentence continues.

"I will be there soon," she promised.

"Where are you going?" he asked.

"Stop right there!" the guard shouted.

Note: Question marks and exclamation marks replace the comma.

### Case 2: Quote Later (speaker tag before the dialogue)

Use a **comma after the speaker tag**, then open the quotation marks. End punctuation goes **inside** the closing quotes.

She promised, "I will be there soon."

He asked, "Where are you going?"

## 3. COMMON CONFUSABLES

Word Pair	How to Remember
<b>affect / effect</b>	Affect = Action (verb) • Effect = End result (noun)
<b>their / there / they're</b>	Their = ownership • There = place • They're = they are
<b>its / it's</b>	Its = belonging to it • It's = it is / it has
<b>your / you're</b>	Your = ownership • You're = you are
<b>to / too / two</b>	To = direction • Too = also/excessive • Two = 2
<b>than / then</b>	Than = comparison • Then = time/sequence
<b>lose / loose</b>	Lose = misplace (verb) • Loose = not tight (adj)
<b>advice / advise</b>	Advice = the suggestion (noun) • Advise = to suggest (verb)
<b>practice / practise</b>	Practice = the activity (noun) • Practise = to do it (verb)
<b>principal / princpal</b>	Principle = rule/belief • Principal = head/main
<b>stationary / stationery</b>	Stationary = not moving • Stationery = pens & paper (E for Envelope)
<b>accept / except</b>	Accept = receive/agree • Except = excluding
<b>weather / whether</b>	Weather = climate • Whether = if
<b>boys / boys'</b>	Boys = plural • Boys' = belonging to the boys (possessive)

## Quick Notes — Page 2: Directed Writing

### PARAGRAPH STRUCTURE AT A GLANCE

Para	What Goes Here
Para 1	Generic plug-in introduction — works for ANY format. Sets the context and purpose.
Para 2	4 points from Text A — reworded + developed + evaluated (PDE format).
Para 5 : Para 3	Conclusion / Thank the Reader 4 points from Text B — 1 evaluated + 3 developed OR all 4 developed.
Para 4	Minimum 2 text-wise evaluations (using 6 criteria) + your final stance.

### THE 6 TEXT-WISE EVALUATION CRITERIA

Use at least 2 of these in your Para 4 to evaluate the texts against each other:

#	Criterion	Quick Reminder
1	<b>Idealistic vs Realistic</b>	One text is hopeful, the other is grounded — the realistic side is always stronger.
2	<b>Individual vs Communal</b>	Does the writer only think of themselves, or consider others? Any mention of others = communal.
3	<b>Short-term vs Long-term</b>	One text focuses on immediate results, the other on lasting impact.
4	<b>Use of Statistics</b>	Does either text back up claims with data/numbers?
5	<b>Age / Authority</b>	Does the writer's age or expertise make their argument more or less convincing?
6	<b>Bias</b>	Does either writer show one-sidedness or personal agenda?

### 5 FORMAT DIFFERENCES

Format	Opening	Tone	Key Layout Feature
<b>Informal Email</b>	Hi [Name],	Casual, friendly	Subject line + sign-off (e.g. Take care, [Name])
<b>Formal Letter</b>	Dear Sir/Madam, Dear Mr/Ms [Name],	Formal, polite	Sender address + date + Yours faithfully/sincerely
<b>Speech</b>	Good morning everyone...	Persuasive, engaging	Rhetorical questions + direct address (you, we)
<b>Report</b>	Report on: [Title] Prepared by: [Name]	Objective, factual	Subheadings + recommendations section
<b>Article</b>	Headline + By [Name]	Informative, opinionated	Catchy headline + strong conclusion

**Remember:** Points from the texts must **always** be reworded in your own words before development. Never copy-paste from the texts.

## Quick Notes — Page 3: Essay Writing

### 3 CONFLICT TYPES FOR NARRATIVE

Conflict Type	What It Means	Example Scenarios
<b>Man vs Man</b>	Character against another person — argument, rivalry, betrayal, accusation	Friend steals your idea; accused of something you didn't do; sibling rivalry
<b>Man vs Themselves</b>	Internal struggle — guilt, fear, doubt, temptation, self-discovery	Choosing between right and wrong; overcoming stage fright; facing past mistakes
<b>Man vs Nature</b>	Character against natural forces — storm, wilderness, illness, disaster	Lost in the mountains; surviving a flood; dealing with a sudden illness

### DESCRIPTIVE ESSAY — KEY TECHNIQUES

Technique	What It Does	Example
<b>5 Senses</b>	Sight, sound, smell, taste, touch — not as a checklist but woven naturally	The air tasted of rust and rain (taste + smell)
<b>Atmosphere</b>	The overall mood/feeling of the scene — examiners credit this above all else	An eerie silence hung over the abandoned market
<b>Figurative Language</b>	Simile, metaphor, personification, pathetic fallacy	The wind howled its disapproval (personification)
<b>Contrast</b>	Juxtapose two things to create impact	The laughter inside vs the silence outside
<b>Viewpoint</b>	Where the observer stands and what they notice	From the rooftop, the city looked impossibly small

### OPENING & ENDING TYPES

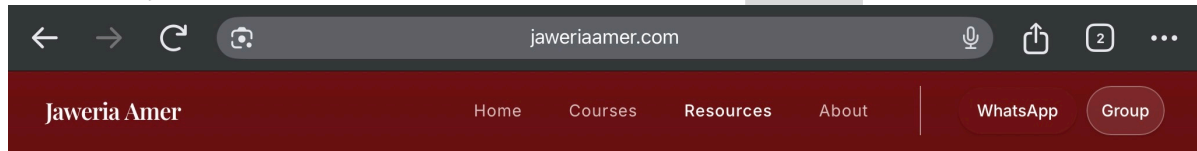
Type	How It Works	
<b>Opening</b>	In medias res	Start in the middle of the action.
<b>Opening</b>	Sensory snapshot	Begin with a vivid image / sound / smell.
<b>Opening</b>	Dialogue hook	Open with speech that pulls the reader in.
<b>Opening</b>	Flashback	Start from the future looking back.
<b>Ending</b>	Full circle	Echo the opening image or line with new meaning.
<b>Ending</b>	Lesson / reflection	The character shares what they learned.
<b>Ending</b>	Tragic	A loss, consequence, or bittersweet resolution.
<b>Ending</b>	Cliffhanger	Leave the reader thinking — open-ended.

### DOS & DON'TS FROM THE EXAMINER

✓ DO	✗ DON'T
Plan before you write — even 3 minutes helps	Don't start writing without a plan
Stay within 400–450 words	Don't go over 500 words — you'll rush the ending
Use 5–6 labelled paragraphs	Don't write in 1–2 giant blocks
Use vocabulary naturally — not forced	Don't stuff in big words that don't fit
Have a clear conflict / turning point	Don't write a flat 'and then... and then' story
End with meaning — reflection or emotion	Don't end with 'It was all a dream' or 'I woke up'
Vary your sentence lengths	Don't write only long, complex sentences
Show, don't tell — use sensory details	Don't just say 'I was sad' — describe it

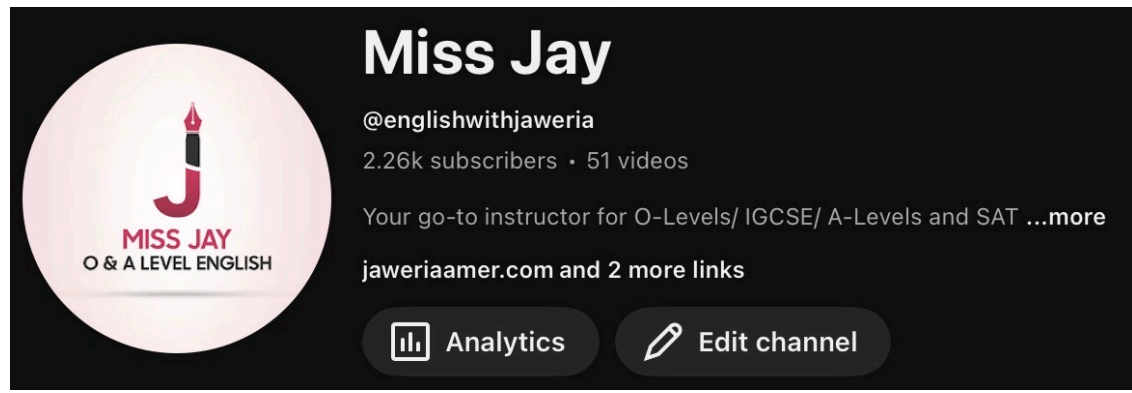
**Remember:** It's better to have a skeleton ready before exam day. Plan your essays, fit them to past topics, and walk in with confidence!

log on to : [jaweriaamer.com](http://jaweriaamer.com)



OR

Go to our Youtube channel:



dw twn they simple vocab, you complex vocab <3  
(pink font btw)