

between the lines

A lesson written for every student in the room

FREE SAMPLE

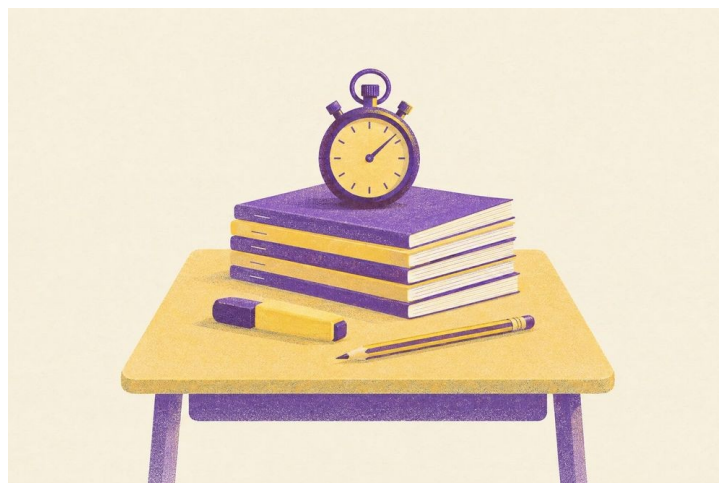
Language Paper 1: Raising Achievement

Free drill: teacher guide

1 drills of about 30 minutes

Slides, a student sheet and answers for every drill

Written for the AQA specification

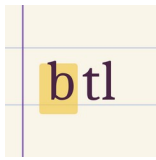


How the drills work

Thirty short drills for AQA English Language Paper 1, each built for a 30-minute intervention session and matched to the question formats examined from June 2026. Every drill uses an unseen public-domain extract and runs the same routine: Do Now, focus reminder, read and check, zoom in, one technique, one timed exam question with a model answer, then green pen. Question 5 drills end with a self-check against AQA's levels, with AO5 split into upper and lower bands and AO6 marked separately.

Do Now	Five quick retrieval questions, answered in silence and self-marked.
Focus reminder	What the skill or exam question asks for, in three or four plain points.
Read and check	The extract with line numbers, then quick questions to make sure everyone has understood it.
Zoom in	Single words: connotations, then a What-How-Why sentence.
Technique	One method or sentence skill, modelled on the extract.
The question	An exam-style question with a plan, top tips, a timed answer, a model and a "How did you do?" check.
Have a go	A second short task on a new moment or extract.
Green pen	A checklist to improve the answer before the sheets are collected.

Each drill comes as an editable slide deck with notes on every slide and a printable student sheet. Run them weekly in intervention sessions, in any order within a topic.



Topics

Question 1: multiple choice

These drills train the 2026 Question 1 format: four multiple-choice parts, three options each, one right answer. Students practise reading only the named lines, proving each answer with the words in the text and crossing out the two wrong options. The common errors are matching a word without reading its sentence, and choosing a true detail that answers a different question. Model the elimination routine aloud on the first part, keep the five-minute limit strict, and use the Have a go task, where students write their own options, to show how distractors are built.

Drills: 1 (Toad sets off on the open road)

Drill 1: Toad sets off on the open road

Question 1: multiple choice • Answering multiple-choice questions by checking each option against the text

Do Now	Focus reminder	Read and check	Zoom in	Technique	The question	Green pen	Have a go
4 min	2 min	4 min	4 min	3 min	5 min	3 min	5 min

- This is the first drill, so model the elimination routine on 01.1 out loud before students try 01.2 to 01.4.
- Students who choose the harness in 01.2 or the dust in 01.4 have matched words without reading the sentence. Show them the sentence.
- Keep the five-minute limit strict. Speed comes from reading only the named lines.

Do Now answers

1. How many marks is Question 1 on Paper 1 worth? **4 marks: one for each of the four parts.**
2. How many options does each part of Question 1 give you? **Three options, and only one is right.**
3. What kind of text is the Paper 1 source? **An extract from 20th- or 21st-century fiction.**
4. What is a noun? **A word that names a person, place, thing or idea, such as cart or moon.**
5. About how long should you spend on Question 1? **About five minutes.**

Check your understanding

1. Who has to catch the horse? **Toad's companions, the Mole and the Rat: Toad sets them to do it.**
2. Where do the animals stop for the night? **On "a remote common far from habitations".**
3. What does Toad talk about at supper? **Everything "he was going to do in the days to come".**
4. How does Toad feel at the end of the extract? **Delighted with himself. He calls it "the real life for a gentleman".**

Zoom in: connotations

triumphant	winning, proud, showing off
annoyance	irritation, being ignored, grumpy
dustiest	dirty, hard work, unpleasant
golden	warm, precious, happy
cheerily	friendly, bright, welcoming
remote	far away, lonely, peaceful
silently	calm, magical, secret
gentleman	upper class, proud, comfortable

Technique: Prove it, then cross it out

For every option, find the exact words in the lines that prove it or rule it out. Cross out the two options the text rules out before you shade a box. Task: Use this sentence to rule out two options in 01.1. Write the words that rule each one out.

The question

01 Read again the first part of the source, from lines 1 to 14.

Answer all parts of this question. Choose one answer for each question. [4 marks]

1. 01.1 Why did the horse take a long time to catch?: **B He preferred to stay in the paddock.** “He frankly preferred the paddock, and took a deal of catching.” Nothing in the lines says he was asleep or frightened; the stable is never mentioned.
2. 01.2 What did Toad do while the horse was being caught?: **C Packed more things into the cart.** “Meantime Toad packed the lockers still tighter with necessities”. The harness is mentioned, but only once the horse “was caught and harnessed”, and nobody cleans the cart.
3. 01.3 What was the weather like as they set off?: **A Golden and sunny.** “It was a golden afternoon.” The “dust” they kick up also tells us the road is dry, so damp is wrong.
4. 01.4 How did the people they passed react to the cart?: **C They said nice things about it.** The wayfarers “stopped to say nice things about their beautiful cart”. The dust is in the lines, but it is described as “rich and satisfying”, and nobody complains.

Model answer

01.1 B: He preferred to stay in the paddock.

01.2 C: Packed more things into the cart.

01.3 A: Golden and sunny.

01.4 C: They said nice things about it.

- Each answer can be proved with words from lines 1 to 14.
- The wrong options in 01.2 and 01.4 use real words from the lines (harness, dust). Checking the meaning catches them.
- Four parts, one box each, done in about five minutes.

Have a go

Now be the examiner. Use lines 15 to 23 only. Write two Question 1 parts of your own on lines 15 to 23. Each needs a question, three short options and one right answer. Make the wrong options sound possible by using words from the lines. Swap with a partner and answer theirs.

Example student question: Where did the animals stop for the night? A In a village inn, B On a remote common, C Beside the river. Answer B (“a remote common far from habitations”). Check that partners’ wrong options are plausible and that only one option can be proved.