



# English Language GCSE Revision Book



# When are my English Language exams?

**Unit 1: non examination assessment: Group discussion:**

**Individual researched contribution:**

**dates to be added by school**

**Unit 2 exam: 6th June am**

**Unit 3 exam: 12th June am**

## Acknowledgements

Bryn Hafren English Faculty

Where texts have been found on the internet, the website address has been given.

Some content included is from:

- Navigating KS4 (written by CSCJES and EASJES)
- WJEC English Language Teachers' Guide ([http://www.wjec.co.uk/wjec-qcse-eng-lang-wales-teachers-guide-teaching-from-2015-e.pdf?language\\_id=1](http://www.wjec.co.uk/wjec-qcse-eng-lang-wales-teachers-guide-teaching-from-2015-e.pdf?language_id=1))

Resources created for the WJEC by Aberystwyth University (<http://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rlid=691> and <http://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rlid=690>)

# What does English Language involve?

## Unit 1 Non Examination Assessment

Oracy 20% 2 hours

### Task 1 (10%) – Individual Presentation

Research a theme and give a presentation to the class.

The presentation should last between 5 – 7 minutes including questions.

Themes:

Wales

Leisure

The World of Work

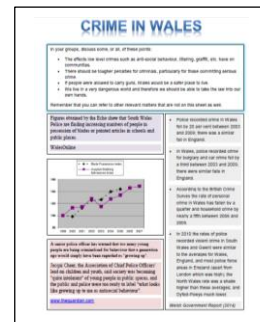
The World of Science/Technology

Citizenship

### Task 2 (10%) – Responding and Interacting

One group discussion based on the pre-published resources.

The discussion should last for about 10 minutes per group



## Unit 2 Exam 40% 2 hours

### Reading and Writing Description, Narration and Exposition

#### Section A (20%) – Reading (40 marks)

Answer questions on different extracts.

There will be at least three texts, could be up to five or six.

Editing task focusing on understanding short texts (2.5% of qualification total).

#### Section B (20%) – Writing (40 marks)

**One** writing task from a choice of two: description (describe a moment in time or a travelogue), narration (story) or exposition (discursive essay).

One proofreading task focusing on writing accurately (2.5% of qualification total).

20 marks for this section will be awarded for content (meaning, purpose, readers and structure) and 15 marks for writing accurately (language, grammar, punctuation and spelling).

## **Unit 3 Exam 40% 2 hours Reading and Writing Argumentation, Persuasion and Instruction**

### **Section A (20%) Reading (1 Hour)**

Answer questions on different extracts.

There will be at least three texts, could be up to five or six

### **Section B (20%) Writing (1 Hour)**

**Two** writing tasks (Letter/article/speech/review etc.)

No choice.

Linked thematically to Section A.

10 + 10 for each task

Half of the marks for this section will be awarded for content (meaning, purpose, readers and structure) and the other half for writing accurately (language, grammar, punctuation and spelling).

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# Making a Revision Plan

## Create a Revision Timetable

You should start revising at least a couple of months before your exams are due to start. Do be realistic about the goals you set in the time you have available, and remember you need to allow for breaks.

## Balance your subjects

Allocate topics to days, and make sure you have enough time for everything you want to revise. Balance the time you have available between your various courses. Do not neglect courses that you find particularly easy or difficult.

## Identify key topics

For each course, identify which topics to revise. At the very least, you should cover twice as many topics as the number of questions you need to answer (e.g. 6 topics for a 3 essay exam). Select topics based on:

- Teacher guidance
- The content of the course
- Past examination papers
- Your own interests and abilities

## Arrange your revision material

You will have your own notes from books and essays with your teacher's feedback, as well as any handouts and other photocopies and references. You will also need textbooks, past exam papers etc. Arrange to have everything you need well in advance.

# What does revision look like?

Research suggests that the most effective way to revise is by spreading out revision over time and by completing practice tests.

Self explanation – explaining the steps taken to answer a question or the success criteria for a task is also very effective.

You might work with a study partner and ‘teach’ them how to answer questions.

You might make revision ‘how to videos’ on specific question types (Explain Everything, Snitch.)

Record your success criteria / writing layout on a mobile phone / tablet and play back when you are doing something else.

Summarise success criteria for various reading questions.

Summarise formats for different types of writing

Work with a partner and teach one another the success criteria for different question types.

Complete practice papers / questions - electronic and paper form

Complete proof reading tasks

Complete editing tasks

Short burst tasks using revision guides: CGP (Spelling, punctuation and grammar packs for GCSE)

Examine modelled answers for D/C and A/A\*

Learn key words or phrases for responses

Use spider diagrams or mind maps

Make revision cards

Use mnemonics to remember information

## **Useful websites:**

BBC Bitesize

# Punctuation

<b>Full stop</b>	.	Indicates that a sentence has finished.
<b>Comma</b>	,	Shows a slight pause in a sentence, separates clauses in a complex sentence and items in a list.
<b>Question mark</b>	?	Goes at the end of a question instead of a full stop.
<b>Exclamation mark</b>	!	Goes at the end of a dramatic sentence instead of a full stop to show surprise or shock. Only one is required at the end of a sentence if you are using it.
<b>Apostrophe</b>	‘	Shows that letter(s) have been left out or indicates possession.
<b>Speech marks</b>	“ ”	Indicates direct speech - a character is talking. Remember to start a new line for a new speaker.
<b>Quote marks</b>		When writing non-fiction texts, words inside quotation marks are ones you have taken from another source.
<b>Colon</b>	:	Introduces a list, a statement or a quote in a sentence.
<b>Semicolon</b>	;	Separates two clauses that are related and of equal importance.
<b>Dash</b>	-	Separates extra information from the main clause by holding words apart.  Used as a linking device in a sentence (e.g. 1914-1918).  Can be used in dialogue when a speaker is interrupted.
<b>Brackets</b>	( )	They separate extra information from the main clause and can be used like dashes to hold words apart.
<b>Ellipsis</b>	...	To show a passage of time, to hook the reader and create suspense.  Used in speech when the speaker does not finish their sentence.  Also used when quoting in an essay to skip over irrelevant evidence.
<b>Hyphen</b>	-	Used to divide, combine and join words. Used to create compound adjectives (top-class) and for all compound numbers from twenty-one to ninety-nine.
<b>Single inverted commas</b>	‘ ’	The titles of books, poems, movies, plays, games and television shows should be placed in single inverted commas.



## Paragraphs

I understand and can use the **TIPTOP** rule.

You move onto a new paragraph when you change:

**Time**: hours later, days later - even years later!

**Place**: moving from one location to another.

**Topic**: when the focus of your writing changes.

**Person**: when you focus on a different person or when a new person speaks.

*To start a new paragraph, go to the next line and indent your first word. Do not skip a whole line.*

## Spelling

- Sound out the word.
- Think about how it looks.
- Think about a similar word.
- Is there a memory sentence for the word?
  - **B**ig **e**lephants **c**annot **a**lways **u**se **s**mall **e**xits.
- Are there words you recognise within the word?
  - There is a '**lie**' in 'bel**lie**ve'.
- Find the word, check:
  - the key words list,
  - the classroom display,
  - your own word bank,
  - a dictionary or spell checker.
- Ask a friend or teacher.
- To learn it: look, cover, write & check.
- Once you've solved it add the correct spelling to your own word bank.

## I can vary the words I use to open sentences and sequence ideas

### Opposition

- however
- nevertheless
- on the other hand
- but
- instead
- in contrast
- looking at it another way
- although
- the main reasons against
- some people do not believe
- for instance
- the evidence for this suggests
- disagree
- whereas
- as long as

but...

### Reinforcing/ in addition

- besides
- anyway
- after all
- many people believe
- this is an important issue because
- one reason is
- furthermore
- also
- moreover
- in addition
- a further point
- claim that...

and...

### Explaining/ listing

- for example
- in other words
- for instance
- first of all
- finally
- in conclusion
- after much thought
- the main reason for this
- in the end we decided
- I believe that

so...

### Cause and effect

- therefore
- consequently
- as a result
- thanks to this
- because of this
- this causes
- so
- the reason that
- this results in
- when

because...

### Time

#### Prior (at the beginning):

- at first
- before
- in the beginning
- until then
- up to that time
- firstly

#### Following (afterwards):

- just then
- next
- in due course
- in the end
- after that
- later
- finally
- eventually
- a month later

#### Parallel (at same time):

- in the mean time
- simultaneously
- concurrently
- meanwhile

then...

## Homophone check

**Have** – means to own or experience something.  
**Of** – expresses the relationship between a part and a whole.

**Your** is in relation to someone the speaker is addressing.  
**Your** dog has run away.

**You're** is short for you are.  
**You're** always chasing your dog.

**To** - indicates intention, direction or status.  
I am going **to** the shop.

**Two** – is the number '2'.  
There are **two** owls in the tree.

**Too** - indicates something extreme or in addition to.  
There are **too** many owls.  
Can I come **too**?

**There** shows position or indicates something.  
Your seat is over **there**.  
**There** are five boys in the class.

**Their** shows that 'they' own something  
**Their** blazers are navy.

**They're** is short for they are.  
**They're** revising every day.

## **Better ways to say 'shows'**

accentuates	implies
conveys	indicates
describes	infers
displays	introduces
emphasises	portrays
establishes	presents
evokes	proves
exhibits	reinforces
explains	reveals
exposes	suggests
highlights	symbolises
hints	tells
illuminates	unveils
illustrates	

## **Better ways to say 'effective'**

accurate	inventive
apt	original
clever	sensational
disturbing	sensual
dramatic	successful
dynamic	thought-provoking
eye-catching	unique
graphic	unusual

<p><b>How can you hone your writing skills? Here are some useful websites to help you:</b></p>	<p>Red, Amber, Green</p>
<p>Varying sentence structure (RELIC)  <a href="https://www.youtube.com/watch?v=czXZD-fhg7M&amp;feature=share">https://www.youtube.com/watch?v=czXZD-fhg7M&amp;feature=share</a>  <i>Skillswise: Is this is compound sentence:</i> <a href="http://www.bbc.co.uk/skillswise/game/en28conn-game-is-this-a-compound-sentence">http://www.bbc.co.uk/skillswise/game/en28conn-game-is-this-a-compound-sentence</a></p>	
<p>Apostrophes for omission and possession          Very basic resources designed for KS2 but they teach the rules and test understanding:          apostrophe for possession: <a href="https://hwb.wales.gov.uk/resources/resource/0ba56b22-de0d-4394-90b2-9cb44d2b286e/en">https://hwb.wales.gov.uk/resources/resource/0ba56b22-de0d-4394-90b2-9cb44d2b286e/en</a>          apostrophe for omission: <a href="https://hwb.wales.gov.uk/resources/resource/845dd633-2100-4d57-8814-9eaa2c6c9935/en">https://hwb.wales.gov.uk/resources/resource/845dd633-2100-4d57-8814-9eaa2c6c9935/en</a>  <a href="https://hwb.wales.gov.uk/resources/resource/1900a06f-c1be-4372-a2f4-d442f6fc80e1/en">https://hwb.wales.gov.uk/resources/resource/1900a06f-c1be-4372-a2f4-d442f6fc80e1/en</a>          Apostrophes for contraction and possession          Skillswise: <a href="http://www.bbc.co.uk/skillswise/game/en29punc-game-beat-the-clock-apostrophes">http://www.bbc.co.uk/skillswise/game/en29punc-game-beat-the-clock-apostrophes</a></p>	
<p>When to use a comma and when to use a full stop</p>	
<p>Apostrophes for omission and possession          Very basic resources designed for KS2 but they teach the rules and test understanding:          apostrophe for possession: <a href="https://hwb.wales.gov.uk/resources/resource/0ba56b22-de0d-4394-90b2-9cb44d2b286e/en">https://hwb.wales.gov.uk/resources/resource/0ba56b22-de0d-4394-90b2-9cb44d2b286e/en</a>          apostrophe for omission: <a href="https://hwb.wales.gov.uk/resources/resource/845dd633-2100-4d57-8814-9eaa2c6c9935/en">https://hwb.wales.gov.uk/resources/resource/845dd633-2100-4d57-8814-9eaa2c6c9935/en</a>  <a href="https://hwb.wales.gov.uk/resources/resource/1900a06f-c1be-4372-a2f4-d442f6fc80e1/en">https://hwb.wales.gov.uk/resources/resource/1900a06f-c1be-4372-a2f4-d442f6fc80e1/en</a>          Apostrophes for contraction and possession          Skillswise: <a href="http://www.bbc.co.uk/skillswise/game/en29punc-game-beat-the-clock-apostrophes">http://www.bbc.co.uk/skillswise/game/en29punc-game-beat-the-clock-apostrophes</a></p>	

**How can you hone your reading skills? Here are some useful websites to help you:**

**Super short stories that will take you just minutes to read:**

[http://www.huffingtonpost.com/2013/11/22/short-story-read\\_n\\_4220181.html](http://www.huffingtonpost.com/2013/11/22/short-story-read_n_4220181.html)

**Reading exercises with questions:**

<http://www.help-teaching.com/free-grade-11-ela-math-science-worksheets.htm#section-1>

**For learners of English, but there are some useful exercises and you can change the level to make it harder:**

<http://learnenglishteens.britishcouncil.org/skills/reading-skills-practice>

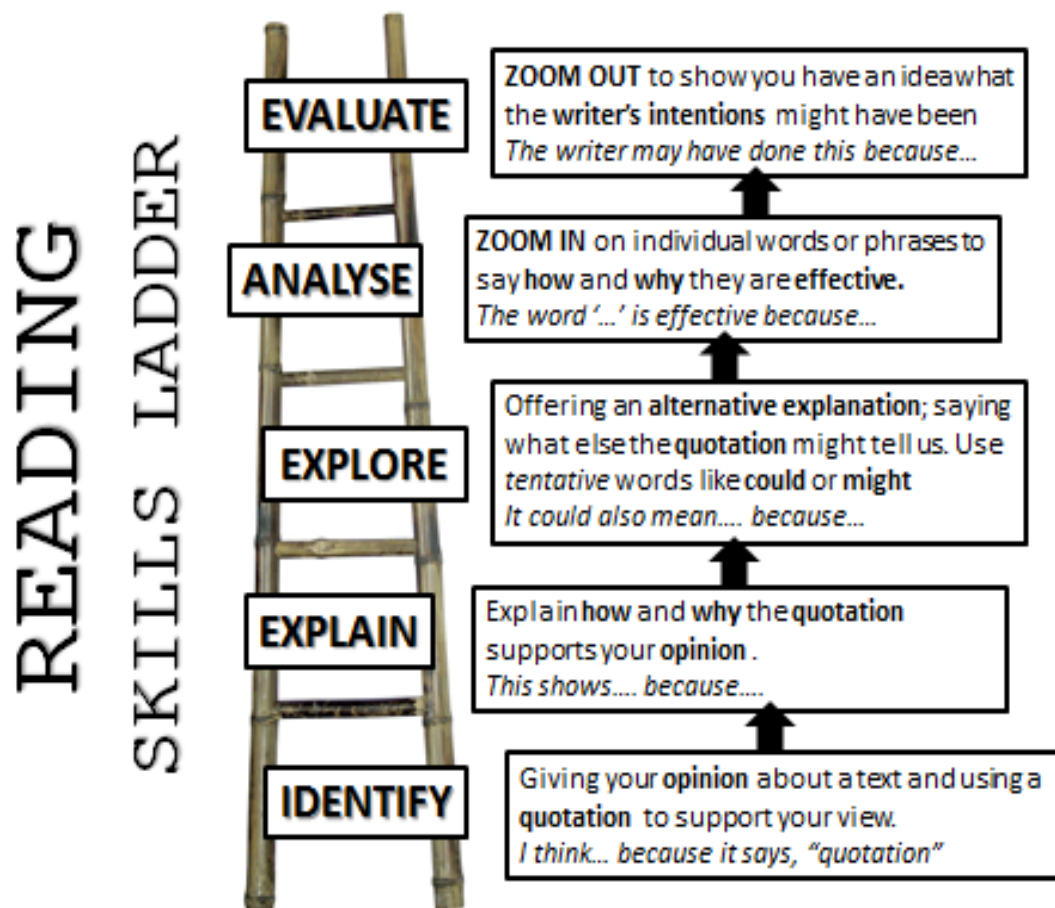
**Book suggestions:**

<http://www.booktrust.org.uk/books/teenagers/>

**Daily comprehension exercises:**

<http://www.englishdaily626.com/comprehension.php?455>





### Reading Skills Explained

Reading Skill	Explanation
Retrieve	Navigating a text to locate and retrieve one (or more) distinct piece of information.
Explain	Giving reasons for <i>why</i> something has occurred; explaining details of a process or connections.
Summarise	Capturing the main ideas of a text in a shorter way using own words.
Synthesise	Fusing multiple elements, often from different areas, into something new (A+B+C=D).
Verbal reasoning	Reasoning as to the effect or meaning of words / phrases / texts.
Compare	Exploring similarities and/or differences of information, presentation, point of view, etc.
Infer	Exploring what is suggested by words, phrases and images.
Evaluate	Providing a critical, detached response that includes overview.

## **Introduction: Question Types**

Throughout your examination you will be asked a series of different question types on various texts that you will have to read. You will be very familiar with each of the question types. There will be up to five or six text on each paper so you must have the stamina to keep going.

The resource materials and the questions will be in different books so that you can have them side by side to refer back and forth from the question to the resource materials.

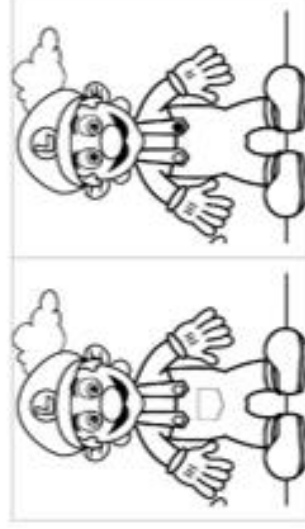
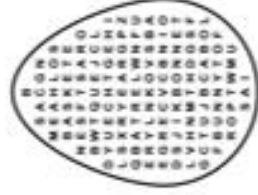
Make sure that you are looking at the correct text for each of the questions as it is easy to get confused.

Make sure that you keep going and attempt every question – be resilient!

Timing will be difficult to judge. We know that there are 40 marks available for the reading sections so aim to spend 1 minute per mark available for each of the questions. So for example, spend ten minutes on a ten mark question and one minute on a one mark question. Don't get caught up and spend too long on the shorter one mark questions as you will not have time to complete the higher tariff questions. You will also have ten minutes reading time and ten minutes to check your answers.

Read the questions carefully, identify how many marks are available and highlight key words in the question. Find the corresponding text and mark off the section that you need to focus on for the answer. Actively read the text using a highlighter to highlight any key words / quotes that answer the question. For longer answers, keep quotations short and briefly annotate what they imply. Make sure that you use key words from the question throughout your answer. Make sure that you track through the text carefully as you make your point.

What Reading Strategies do you THINK these pictures represent?



**Task:** What are these pictures of? What Reading Strategies do you think they represent and why? ANNOTATE the pictures with your ideas. Be ready to explain HOW you generated these ideas... |



## Unit 2 and 3 reading: Multiple Choice Questions

- You will be asked approximately three multiple choice questions on both Units 2 and 3.
- Multiple choice questions can test a range of different reading skills and you will be given between four or five possible answers to choose from.
- Multiple choice questions can be used to test a number of different skills including:
  - Locating correct information
  - Deducing word meaning
  - Using verbal reasoning skills
  - Understanding of texts (in context)
  - Purpose of text

You should always locate the correct text/area of a text before attempting to answer a multiple choice question. Once you have done this, if the information is contained within the text, you must, as a minimum, read the sentence in which the information can be found so you are able to contextualise what you have read and detect any possible clues that may help when answering a question.

Sometimes you may pick up on the correct answer almost immediately and may only need to have a cursory glance at the options included as answers for the question. Sometimes you may have to work through all of the possible answers and eliminate those which are not correct.

### **Possible Question Types:**

- Only one of the following is a fact about woodlands, which one is it?
- What does the following word mean...?
- How many people have been known to travel by train at any given time in the UK?
- What is the purpose of this text?
- Which category of people cycle to work most frequently?

## Strategies for answering multiple choice questions

Read the directions.
Are you being asked to find the best response or a correct response?
Answer each question in your head first before you look at the possible answers.
Read the stem and all of the choices before selecting your answer. If you aren't sure of the correct answer:
Eliminate alternatives that are absurd, silly, or obviously incorrect.
Cross off answers that are clearly not correct.
Make sure the stem and the choice you've chosen agree grammatically.
Choose the alternative that is most inclusive.
The longest choice is usually correct. It contains elaborations necessary to make it correct.
The correct choice will usually contain relative qualifiers such as usually, generally, sometimes, often, etc. These words allow for exceptions.
The correct choice will usually not include absolute qualifiers such as always, never, at no time, etc. These words do not allow for exceptions.
Be alert for choices that are identical (they are usually both incorrect) or opposite (often one of them will be the correct choice).
Be careful when asked which is not true or all of the following apply except. These are asking you to pick an incorrect answer. If there is no penalty, guess if you don't know the answer! You have a 20-25% chance of choosing the correct response on most multiple choice questions

Read the following text:

### **RSPCA Key Information**

- We have approximately 340 RSPCA inspectors, 50 animal welfare officers (AWOs) and 88 animal collection officers (ACOs) working to prevent cruelty and promote kindness to animals in England and Wales.
- Our inspectors now **investigate** more than 140,000 complaints of cruelty and neglect every year.
- In 2007, the **Animal Welfare Act** became law in England, shortly after it was implemented in Wales. Described as the single most important piece of animal welfare legislation for nearly 100 years, the Act places a legal obligation on owners and keepers of animals to care for them properly.
- We have a network of 162 RSPCA branches around England and Wales, and we work with many animal welfare organisations abroad through our **international** team.

### **During 2015 the RSPCA...**

- rescued and collected 118,994 animals
- found new homes for 47,651 animals
- microchipped 51,337 animals
- neutered 68,298 animals
- treated 153,605 animals
- investigated 143,004 cruelty complaints
- secured 1,781 convictions by private prosecution to protect animals against those who break the laws

*Taken from <http://media.rspca.org.uk/media/facts>*

How many RSPCA branches are there around England and Wales?

- 340
- 140, 000
- 162
- 118, 994

This a *locating correct information* question. It's pretty simple, really! How do you know which is the correct answer? Use your scanning skills to search for a key word/symbol. You could scan for each number offered in the choices and check to what they refer. Or, you could scan for the word *branches*. Don't rush and move on without checking all of the information first.

## Unit 2 and 3 reading: Word /phrase meaning

### How do you work out the meaning of a word you don't know?

#### Strategies

- CLUES from CONTEXT
- TRY OTHER WORDS (SYNONYMS)
- PREFIX/SUFFIX
- SOUNDS LIKE



#### Clues From Context

Read the whole sentence. How does the word fit in to that sentence? (context) What is the meaning of the sentence as a whole? Guess what the word might mean inside the sentence.

#### Try Other Words (Synonyms)

Try placing every word you are given into the sentence to see if it makes sense.

The dog \_\_\_\_\_ at the postman.

barked

folded

swallowed

meowed

#### The dog barked at the postman.

ONLY THIS ONE MAKES SENSE

The dog folded at the postman.

The dog swallowed at the postman.

The dog meowed at the postman.



#### Prefix/Suffix

Look at the prefix or suffix added to the word. (set of letters added to the start or end of a word.)

#### What does unhygienic mean?

Hygienic = clean

**Un** in front of a word means `not`/the opposite of so unhygienic means the opposite of hygienic (clean). Therefore, unhygienic means `dirty`.

#### Sounds Like

This one doesn't always work but have a think if the word you are stuck on reminds you of another word you **do** know.



#### What is emotive language?

Emotive reminds me of the word emotion.

Emotions are feelings so emotive language must be words that make you feel something.

Emotion also reminds me of emoticons. I use emoticons and emojis on my phone to show people how I am FEELING.

What is meant by the word *implemented* in the text?

- put into effect
- achieved
- became law
- finalised

This a *deducing word meaning* question. It's a bit more complicated.

First, ignore the choices and scan to find the word in the text. Are there any clues?

In 2007, the **Animal Welfare Act** **became law** in England, shortly after it was **implemented** in Wales.

Word in the question

Clue phrase

What do you think the word means, without looking at the choices? Were you right? Make sure by following the next step:

Try using the different choices instead of the word. Do they all make grammatical sense? If not, disregard them straightaway. Do those that are left make sense, meaning-wise? If not, get rid of them too!

Be careful that you check it makes sense ***in this particular text***. Often, the distractors (the wrong answers) are closely related to the word but they do not necessarily make sense in the text you've read.

What is meant by the word *obligation* in the text?

- right
- duty
- debt
- agreement

What is meant by the word *abroad* in this text?

- travelling
- away
- holiday
- overseas

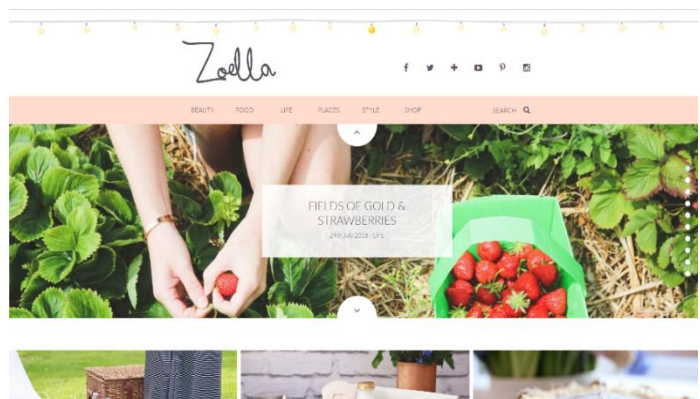
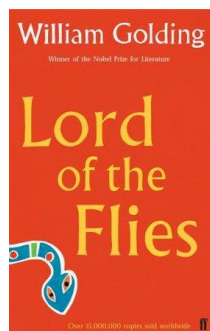
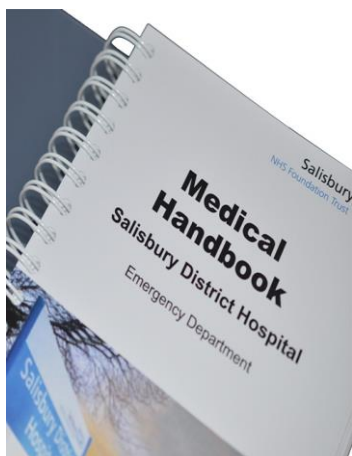
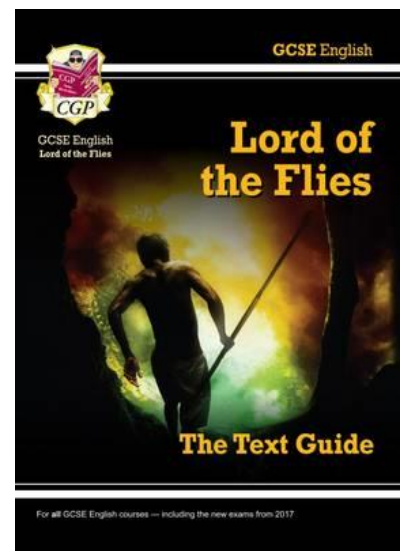
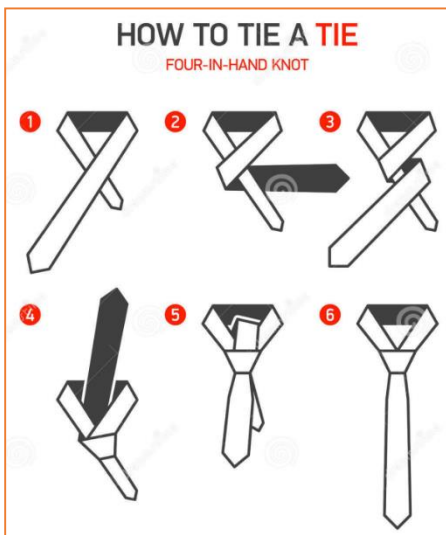
We've only really practised word meaning questions here. You could be asked about text purpose and other ideas in a multiple choice question. Just remember: **Beware Distractors!**

# Unit 2 and 3 reading: Text purpose

You will be asked to identify the purpose of a text using one of the following labels.

<p><b>PERSONAL:</b> texts that are intended to satisfy an individual's personal interests. <i>For example:</i> letters, fiction, diary-style blogs</p>	<p><b>PUBLIC:</b> texts that relate to activities and concerns of the larger society. <i>For example:</i> public notices, news websites</p>	<p><b>OCCUPATIONAL:</b> related to work. <i>For example:</i> job advertisement in a newspaper or online</p>	<p><b>EDUCATIONAL:</b> usually designed specifically for the purpose of instruction. <i>For example:</i> text books, interactive learning software).</p>
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Can you determine which purpose best suits these texts?



## Unit 2 and 3 reading: Explain questions

This question tests the ability to refer to evidence within texts, to evaluate and reflect on the ways in which texts may be interpreted differently according to the perspective of the reader and distinguishing between facts or evidence and opinions, bias and argument.

- An explain question asks you to make (an idea or situation) clear to someone by describing it in more detail or revealing relevant facts
- An explain question asks you to give a reason so as to justify or excuse (an action or event)

### Example questions:

1. Explain the relationship between ... [1]

This question tests the ability to interpret ideas and information.

2. Use the text to explain what has happened to ... [2]

This question tests the ability to refer to evidence within texts and use inference and deduction skills to retrieve and analyse information.

3. Explain how ... [5]

Explanations are all about 'cause and effect'. It is therefore helpful to have the vocabulary to explain these relationships:

meaning that

means

because

as a result

for the  
reason that

so

consequently





results in

therefore





## Question:

Text D is from the website of a payday loan company.

### As a responsible lender, we:

-  Assess every application on an individual basis
-  Make sure our customer care team can't see reasons behind our decisions, for your security.
-  Consider many of pieces of data and perform credit checks to make fast, accurate decisions
-  Assess all applications carefully and only offer loans to people we think can afford to pay them back and never guarantee approval

### We don't lend to everyone. You must be:

-  A UK resident
-  Over 18
-  A bank account holder with a debit card
-  A mobile phone owner

When it comes to repaying, make sure you have enough money in your account by 5am on your due date. We'll automatically try to collect repayments from your primary debit card or, if you've registered other cards with us, the most recently registered. Find out more about [how we collect payments](#).

If your application is approved, you will need to keep your repayment promise. We want our relationship to be based on trust, so we lay out the facts as clearly as possible. Only you can decide whether to apply or not. So if you're not sure you can afford a loan, or comfortably repay on your chosen date, please get advice before making a decision.

## TEXT D

7. Explain how this payday loan company makes itself sound responsible and trustworthy. [5]

Add the main points of the explanation to the table below and complete the second columns:

Point from the text	Effect / Consequence



## Unit 2 and 3 reading: Analysis of writer's technique

### Key Points:

- You must ensure that they constantly **refer to the question** to make sure they remain on task.
- Every claim made should be supported by a reference to the **text/textual evidence**.
- Where relevant (and to access the top bands), you need to comment on **effect** of the writer's techniques.
- Make sure that you **track** through the text.
- You should avoid using technical terminology instead of answering the question (e.g. alliteration makes me read on etc.) and commenting on short sentences.
- You should never allow yourselves to be driven by a devices spotting approach, instead you should try to answer the question and refer to techniques that complement the points they make.
- You should use: **Point, Quotation, Analysis**.

You can comment on the following areas when referring to a writer's techniques:

**Content** – learners should look closely at what is said (facts, figures, examples, quotations etc.) and, if they can, explain and/or comment on these.

**Structure** – learners should think about the way in which the writer has organised or structured their points. They should think about the 'steps' in the argument, do they follow a logical sequence? Does the writer present the problems and then solutions? Do they structure their points to enable the reader to see a contrast or comparison?

**Language/Tone** – learners should look for the key words and phrases (ensure quotations are clear but not too long) that contribute to the overall effect of the text. They should try to comment on or analyse the effect of the words/phrases they have selected while focusing on the question asked. When focusing on tone they may examine the overall tone created by individual words or an entire section.

**Method** – learners should try to identify the ways in which the writer is trying to achieve effects (comparison, scare tactics, putting a positive case, painting a picture of something, using anecdotes etc.)

**Pictures** – learners often find it difficult to refer to pictures as they are unable to use quotations. When commenting on pictures they should say what is in them and what the effect is.

## Example Question: TEXT D UNIT 3 SAMs: 'Health and Safety'

TEXT D is a webpage entitled 'How Safe is Flying?'.  


### How Safe Is Flying?

Discover How Safe Flying Really Is!

- 1. Pilots are professionals. Pilots strive to give you (the passenger) the smoothest flight possible because that's how they know they are doing a good job.**
- 2. Commercial pilots are thought to be boring people. Before Airlines hire a pilot, the pilot must take rigorous psychological tests to ensure he/she is someone who is detailed oriented and takes little or no risks in life. Nice people, but boring :)**
- 3. Pilots often go a full career without ever experiencing an engine failure.**
- 4. Airplanes can fly safely to their destination if one engine fails. If flying on a two engine plane, one engine went out, the aircraft could fly with just one.**
- 5. If all engines were to stop at cruising height (35,000 feet) an aircraft can glide for 30 minutes before it lands on the ground. An aircraft has the ability to glide 120 miles because all the controls work as if the engines were still going.**
- 6. No flying bird can stop a jet engine. During the testing phase, testers throw whole dead chickens through the jet engines to ensure they maintain full functionality.**

**A8. How does this text try to persuade the reader that flying is safe? [5]**

*Refer to the language used by the writer to influence the reader.*

*This question tests the ability to use inference and deduction skills to retrieve and analyse information from written texts and reflect on the ways in which texts may be interpreted.*

## Unit 2 and 3 reading: Evaluate and reflect

To evaluate / evaluation means e.g. to judge or assess the worth of; to appraise.

You might need to evaluate what others have written (writer's viewpoint).

You might have to evaluate what you think about what you've read (your personal viewpoint). Or you might have to evaluate how a writer has achieved a particular effect.

### Key Points:

- As part of the reading assessment, you will be asked to critically evaluate a nonfiction text.
- Every personal judgement should be supported by appropriate textual references.

Your responses to evaluation questions will require a considered personal judgement, which is informed and evidenced through **apt references to the text**. At higher levels, responses will also require a degree of **critical overview and summation**.

The following are question types that may introduce the need for evaluation skills:

- What do you **think and feel** about a **subject**?
- What do you **think and feel** about a writer's **views**?
- What does the **writer think** about horse-riding? How far do **you agree** with him?

These types of questions often have **how** in them and call for you to use evidence from the text to support your points.

### How does the writer feel about Britain's performance at Rio 2016 and how do you know? [5]

This question tests your ability to interpret meaning, ideas and information in challenging writing and to refer to evidence within texts.

Start with providing an overview. What's the writer's general feeling? *Overall, the writer is very happy about Britain's performance at Rio 2016.*

Then, track through the extract. You'll need to widen your vocabulary and use different words to illustrate his feelings. With each different feeling, you'll have to provide a piece of evidence from the text and explain how it helped you decide how he's feeling. Some evidence you might like to use is highlighted. Perhaps you can practise writing this up into a paragraph?

## Example Question:

*Let the Rio Olympics be a lesson to all those who doubt Britain's greatness*

It was fitting that an **extraordinary** fortnight for the British Olympic team in Rio de Janeiro should have culminated in another gold medal for Mo Farah, the country's greatest ever long-distance runner. In many ways Farah sums up what Britain has become: a vibrant nation of many ethnicities, backgrounds and faiths united by a desire to be the best in the world.

Just 20 years ago, when the Olympic team won a solitary gold medal in Atlanta, this was considered a national disgrace, and rightly so.

To produce champions in events as diverse as dressage and canoe sprinting shows a country where **unsung and dedicated individuals** in many walks of life are sacrificing almost every waking hour in pursuit of their one shot at glory. It has been **truly inspirational**.

From <http://www.telegraph.co.uk/opinion/2016/08/22/let-the-rio-olympics-be-a-lesson-to-all-those-who-doubt-britains/>

## IT'S A MAD, MAD WORLD

Welcome to Mad Sunday on the Isle of Man. Yesterday was the serious Formula 1 stuff, but today is for the crazy amateurs. They will be at it soon after dawn and the TT circuit will, as usual, be ridden by any wildcat on two wheels who fancies his chances of surviving an encounter with the bumps and banks, the poles and pillars of these 38 twisting miles. No fairground switchback is more erratic, no will of death more deadly. And many of the riders will, in their wild enthusiasm, try to hurl themselves around it at 120 mph, even 150 mph on the straights - whatever they can force out of their powerful machines. The authorities do their best to reduce the numbers indulging in this chaos by staging alternative entertainments, but they will not dissuade the determined. There was even a serious suggestion this year that a speed limit be imposed, but such interference was dismissed. Nothing on the motorcycling calendar so excites the real enthusiast as these two weeks on the Isle of Man, which calls itself the road racing capital of the world. The nine races have attracted 540 entries from 19 nations, but that is only the magnet. The iron filings fill the ferry from Lancashire for days on end. Last year the outrageously expensive boats carried 11,500 bikes, 2,700 cars and 30,000 passengers. That doubles the population, and hoteliers, who struggle to keep their heads above water through the rest of the year, rub their hands, air the beds, whack up the prices and tolerate being overrun by black leather and gleaming metal.

This is the oldest racing circuit in the world. The first TT race was in 1907 when the fastest lap speed was less than 43 mph. Steve Hislop, this year's favourite, averaged more than 123 mph – close to the record – on a practice lap on Monday. Last year, Mark Farmer rode his Yamaha to the eighth fastest lap in history on the Thursday afternoon. But by Thursday evening he was dead, ending a bright career in a horrific crash at Bedstead Corner.

A local journalist believes that more than 170 have died on the Isle of Man since the races began. There were 10 last year, including spectators, the blame for which is shared between organisers, the riders, and those who dangle perilously close to the action. Crashes are too frequent to count, and this year there were six in the first practice on Monday. The local hospital is on emergency alert, served by a helicopter at the course that brings in at least 20 serious injuries each year. Death is discreetly parcelled away and statistics are not kept, they say.

“Dangerous? Yes, it’s very dangerous,” says Steve Hislop, who travels at close to 200 mph on some sections of the course. “At that speed your eyeballs are jumping about in their sockets and you can see a dozen of everything. Anyone who says he isn’t glad when it’s over is telling lies. But it is still the biggest challenge of the lot, to man and machine. And it’s the only event in the UK with decent prize money.”

David Hunn

**How does David Hunn persuade us that the TT riders are mad?**

**You should comment on:**

- **What is said;**
- **How it is said.**

*You must refer to the text to support your comments.*

*[10]*

## **Personal response / evaluation**

Example questions:

- What is the writer’s attitude towards ... ?
- What is the writer’s opinion of ... ?
- What are the writer’s feelings about ... ?
- Explain – pick out the main points and rewrite them in your own words – using a short quotation as evidence.
- Summarising is similar to the above but requires more of an overview of your understanding.
- Attitude means identifying what the writer is suggesting / point of view / opinion. This might not be the same as yours.

# Unit 2 and 3 reading: Summary questions

## How to produce a summary:

- Read through the text closely and highlight any key or main ideas
- Look at topic sentences as these may help summarise the information within a paragraph
- Look at the highlighted words and phrases and see if any of these are duplicated or can be linked together
- Try to combine the highlighted words/phrases into your own words
- Do not add any additional information/ideas or opinions
- Keep notes brief or use bullet points

## How to 'use your own words'

You may have to read a text then answer a question like: In your own words, summarise...

Let's practise this surprisingly challenging skill! How would you write this sentence out in your own words?

The diagram features a central rounded rectangle containing the sentence: "It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife." The words "universally", "acknowledged", "single man in possession of a good fortune", and "must be in want of a wife" are highlighted in orange, blue, blue, and pink respectively. Three callout boxes are connected to the central text by lines: an orange box on the left, a blue box on the top right, and a pink box on the bottom right.

**Left box (orange border):** What does this mean?  
Universally = by everyone  
Acknowledged = accepted

**Top right box (blue border):** Change 'single man'?  
Change 'in possession of'?  
Change 'a good fortune'?

**Bottom right box (pink border):** Different word for 'must'?  
What does the rest mean?

So, what do we end up with? **Everyone accepts** that **a rich, unattached man** **ought to desire a bride**.

Now, you try:

As Gregor Samsa awoke one morning from uneasy dreams he found himself transformed in his bed into a monstrous vermin. ⇒

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.....

In my younger and more vulnerable years my father gave me some advice that I've been tuning over in my mind ever since. ⇒

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.....  
.....

Of all the things that drive men to sea, the most common disaster, I've come to learn, is women. ⇒

.....  
.....  
.....

**Read the following text and summarise the boy's actions in your own words.**

The boy stretched his body full length, touching the wall at his head with his hands, and the bedfoot with his toes; then he sprung out, like a fish leaping from water. And it was cold, cold. He always dressed rapidly to try and conserve his night-warmth till the sun rose two hours later; but by the time he had on his clothes his hands were numbed and he could scarcely hold his shoes. These he could not put on for fear of waking his parents, who never came to know how early he rose. He imagined them turning in their beds, and he smiled scornfully.

From *Sun on the Veld* by Dorothy Lessing

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**Read the following text and summarise, in your own words, why Grace Dent think *Pokémon Go* is a good thing.**

***Pokémon Go is the break from reality we all need***

Scenes of a euphoric Vaporeon stampede at 11pm in Central Park, New York, this weekend made me laugh. It was a balmy night, cars sat in the road abandoned, as excited onlookers and jubilant Pokémon Go hunters swarmed through the park in Pied Piper-style processions. But we need pointless joy right now, more than ever before. If it's found during a seven-mile urban ramble in search of a nigh-mythical pink fluttering Mew, then so be it.

Pokémon Go is a particularly 'good news' story as, according to the mood of constant peril we live in, it really should be a very bad one. This is a free-to-download augmented reality game which is so intoxicatingly hewn and prettily presented that it compels people to leave their homes and wander in a zombie-like stupor, out in the fresh air, into areas they'd never normally go. Sounds dangerous doesn't it? Risky?

They end up in cemeteries, meadows, back alleys and unfamiliar housing estates. Pokémon Go even provokes conversation with strangers! It leads to inter-generational, mixed-gender, interracial, cross-cultural willy-nilly mingling! Yet as country after country was given access to Pokémon Go, there was not a vast global outbreak of theft, pillaging, mugging, child abduction, sexual violence or other signs of the four horsemen of the Pokémon Go-related apocalypse.

In fact, aside from a few stories of absent-minded enthusiasts walking off cliffs, it appears much of the world simply left their homes and had a lovely time.

From: <http://www.independent.co.uk/voices/pok-mon-go-is-the-break-from-reality-we-all-need-a7142716.html>

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### **Example Question: TEXT D Unit 2 SAMs 'Travel'**

TEXT D is taken from an article published in the TES magazine about the challenges and benefits of organising school trips.

School trips can be particularly daunting for teachers, but the benefits are worth it

Summer term for many teachers means taking children out of the classroom. For teachers this can be worrying, particularly if you have never organised a school trip before.

Whatever the destination, teachers agree that the benefits of taking pupils on a trip compensate for the worries. A report from Ofsted called Learning outside the classroom revealed that pupils' participation and achievement can benefit significantly from getting involved with activities outside the classroom. While some schools are put off by financial and workload concerns, the report shows schools that have curricular provision classed as \*outstanding or \*improving have overcome these barriers so it's worth going the extra mile.

Careful planning is required, which can be time consuming, but involving other members of staff can make it easier for teachers to organise school trips. Any time spent planning is worthwhile as the benefits are immense. One teacher noted that, "It's a powerful experience to give the child."

Another teacher added, "Cost is a problem. But all children have to be able to go." She introduced a weekly savings scheme which helped pupils pay for a trip at the end of term. The cost of school trips can also be reduced by visiting places that are free of charge.

\*The terms 'outstanding' and 'improving' are Ofsted classifications of school performance.

**A9. Identify two challenges that teachers may face when organising school trips. What advice does the article give to help teachers overcome each of these challenges? [4]**

*This question tests the ability to summarise information and link ideas within the text.*

### **Example Question: TEXT C UNIT 3 SAMs 'Health and Safety'**

TEXT C is a report on safety in schools and colleges written by the Association of Teachers and Lecturers (ATL).

Thirty-one per cent of education staff said that they have taken the pupils they work with on fewer school trips and activities over the last three years.

A head of department at a school in England said: "I get all excited about organising a new trip and then my heart sinks when I realise how much paperwork it entails. I reckon about 100 hours of planning to organise a five-day trip abroad. Risk assessments for every moment of the day and night are ridiculous."

A house leader at an independent secondary school in England stated: "The form filling to run a school trip and the costs that are passed onto pupils as a result of having to pay for supply cover are more off-putting than what could go wrong."

There continue to be concerns from some staff over accountability. A primary school teacher in Northern Ireland said: "In spite of fears of litigation I will continue to take trips, as I do it for the children's sake—but it is a very real fear for me."

A teacher at a primary school in Wales added: "I don't fear being sued but I do worry if something were to go wrong I would be held accountable."

The pressure on exam results, taking pupils out of other examination subjects and less time actually available due to existing examination systems has also contributed to a decline in the number of trips and activities in some schools.

**A6. In your own words, summarise five main reasons in this report why pupils are being taken on fewer school trips and activities. [5]** *This question tests the ability to synthesise and summarise information.*



## Top Tips

- Skim the text to get the basic idea of what the text is about.
- Mark/highlight key words and details using online tools, Post-It notes, and so on.
- Ignore details that are not important.
- Create a topic sentence to begin the summary.
- Take notes along the way.
- Review and organize the notes.
- Draft the summary and revise based on feedback.

Common Mistakes	What you should do
Read the text word for word	Skim the text
write down everything	pull out main ideas
write down next to nothing	focus on key details
Copy out complete sentences	use key words and phrases
Write way too much	break down the larger ideas
Don't write enough	write only enough to convey the gist
Copy word for word	take succinct but complete notes

### ***GIST***

What is the text  
saying in a  
nutshell?



Run your finger down the centre of the text and read the words to get the gist.

Write a list of the words that you can remember.

Repeat the process.

Write a summary of the text 'in a nutshell' based on what you can remember.

## Unit 2 and 3 reading: Synthesis questions

### Key Points:

- Synthesis is to bring material together from more than one text to **create new material**.
- You will be asked to synthesise from **two or more texts** in either Unit 2 or Unit 3. The word synthesis won't always be in the question. It's more an implicit skill.
- You are **not required to compare** / make comparisons.
- There is no need to integrate but you can.
- It is fine to **summarise** one text at a time (focusing on the question)
- **OVERVIEW** – bring it all together at the end. E.g. So...

### Example Question:

Read the two texts. **Synthesise what the two texts say about the Rio Olympic Games. [10]**

***You must refer to both texts to support your comments on the language the writers have used.***

*This question tests the ability to synthesise information effectively from more than one text, interpret themes, meaning and ideas in a text and to use inference and deduction skills to retrieve and analyse details.*

**Text A:** A letter to the Guardian from a student in Brazil in which he writes about Rio's Olympic Games.

### ***Rio does not need the Olympics***

The Olympic Games is a nightmare for Rio as a city and for the citizens, who suffer as a result of the precarious situation of the education and transport systems, and in particular the health system, where people die from not having medical staff, basic tools for procedures and blood transfusions. Rio de Janeiro is flooded with projects to revitalise the south zone, central Rio and Barra da Tijuca (where most of the Games are taking place) to create that image of the "Wonderful City" to the international media and tourists. Behind all this, people die in the favelas in the north and west zones in Rio because of police confrontations with drug traffickers. They become just statistics.

The Olympic Games is a dream that became a nightmare. We, from Rio and the favelas, used to watch the Games and dream for it in 2016. This nightmare has come, and meanwhile, our mayor, Eduardo Paes, continues to cite the "Olympic legacy". The only legacy I see is the blood of the poor people who are removed from their home to build stadiums (like Vila Autódromo), and the blood in the favelas as an attempt to [exert] control during the Games. I see the millions and billions spent on overpriced Olympics construction, which should be spent on education, health and projects for people of the favelas to have opportunities to grow and participate in the development of the whole city.

Rio does not need the Olympics. We need basic things that, unfortunately, are not in the interests of the politicians, who live in Leblon and Ipanema, facing the beach.

*Lucas Rodrigues Alves, Escola Superior de Marketing e Propaganda, Rio de Janeiro (in a letter to the Guardian)*

**Text B:** An report from Amnesty International on violence in Brazil during the Games

**Brazil: Rio’s Olympic legacy shattered with no let-up in killing by police**

According to the Institute for Public Security of the State of Rio de Janeiro, police in the city killed 35 people in April 2016, 40 in May and 49 in June – an average of more than one every single day.

Violent police operations took place throughout the Games (5-21 August) in several areas of Rio de Janeiro. People who live in those areas have also reported other human rights violations such as home invasions, direct threats and physical and verbal aggressions by the police.

Brazil’s “war on drugs” and heavily armed approach to the security operations has also been putting police at risk. At least two police officers were killed during the first 10 days of the Games.

Protesters have been harshly repressed by the police, both inside and outside sports arenas. Peaceful public demonstrations that took place in Rio de Janeiro on 5 and 12 August were met with police violence, including the use of less lethal weapons such as tear gas and stun grenades; several people were detained. Several others were removed from competition areas for holding banners or wearing T-shirts with messages of protest, a violation of their right to freedom of expression.

“We ended the Olympic Games with even more militarized public security policies, focused on a very selective repression, excessive use of force and combat-like police operations in favelas. The outcome has been clear – a rising death toll and other human rights violations of the residents, especially young black men,” said Atila Roque, Executive Director at Amnesty International Brazil.

“Once again, the legacy of a major sporting event in Brazil has been tainted by police killings and abuses against peaceful protesters.”

*From: <https://www.amnesty.org/en/latest/news/2016/08/brazil-rio-s-olympic-legacy-shattered-with-no-let-up-in-killings-by-police>*

**What to do:**

- make brief notes relating to the question (Rio Olympics)
- what’s the general message and tone of each piece? Are they similar?
- identify any common areas/ideas
- collate the information economically in your response (you do not need to try to compare the information here)

Text A	Text B
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Now, write up your answer. Remember to start talking about each text by stating an overview: What’s the general message/tone? Then go on to elaborate. Hand in for marking.

## Example Question:

*TEXT B* is an extract taken from Bill Bryson's travel writing about his experiences in the different states in America, a book called 'The Lost Continent'. Here he describes the scene of a recent forest fire in Nevada.

The road was steep and slow and it took me much of the afternoon to drive the hundred or so miles to the Nevada border. Near Woodfords I entered the Toiyabe National Forest, or at least what once had been the Toiyabe National Forest. For miles and miles there was nothing but charred land, mountainsides of dead earth and stumps of trees. Occasionally I passed an undamaged house around which a firebreak had been dug. It was an odd sight, a house with swings and a paddling pool in the middle of an ocean of blackened stumps. A year or so before the owners must have thought they were the luckiest people on the planet, to live in the woods and mountains, amid the cool and fragrant pines. And now they lived on the surface of the moon. Soon the forest would be replanted and for the rest of their lives they could watch it grow again inch by annual inch.

I had never seen such devastation – miles and miles of it – and yet I had no recollection of having read about it. That's the thing about America. It's so big that it just absorbs disasters, muffles them with its vastness. Time and again on this trip I had seen news stories that would elsewhere have been treated as colossal tragedies – a dozen people killed by floods in the South, ten crushed when a store roof collapsed in Texas, twenty-two dead in a snowstorm in the east – and each of them treated as a brief and not terribly important diversion between ads for soap powder and cottage cheese. Partly it is a consequence of that inane breeziness common to local TV newsreaders in America, but mostly it is just the scale of the country.

*TEXT E* is taken from a short story, 'The Shah of Blah', by Salman Rushdie. It is about a boy named Haroun and his father, Rashid, and his mother, Soraya. It is set in an imaginary country called Alifbay. There was once, in the country of Alifbay, a sad city, the saddest of cities, a city so ruinously sad that it had forgotten its name. It stood by a mournful sea full of glumfish, which were so miserable to eat that they made people belch with sadness even though the skies were blue.

In the north of the sad city stood mighty factories in which (so I'm told) sadness was actually manufactured, packaged and sent all over the world, which never seemed to get enough of it. Black smoke poured out of the chimneys of the sadness factories and hung over the city like bad news.

And in the depths of the city, beyond an old zone of ruined buildings that looked like broken hearts, there lived a happy young fellow by the name of Haroun, the only child of the storyteller Rashid Khalifa, whose cheerfulness was famous throughout that unhappy metropolis, and whose never-ending stream of tall, short and winding tales had earned him not one but two nicknames. To his admirers he was Rashid the Ocean of Notions, as stuffed with cheery stories as the sea was full of glumfish; but to his jealous rivals he was the Shah of Blah. To his wife, Soraya, Rashid was for many years as loving a husband as anyone could wish for, and during these years Haroun grew up in a home in which, instead of misery and frowns, he had his father's ready laughter and his mother's sweet voice raised in song.

**A12. How do the writers present the places of Toiyabe National Forest in Nevada and the city of Alifbay in Text B and Text E?** [10]

*You must refer to both texts to support your comments on the language the writers have used. This question tests the ability to synthesise information effectively from more than one text, interpret themes, meaning and ideas in a text and to use inference and deduction skills to retrieve and analyse details.*

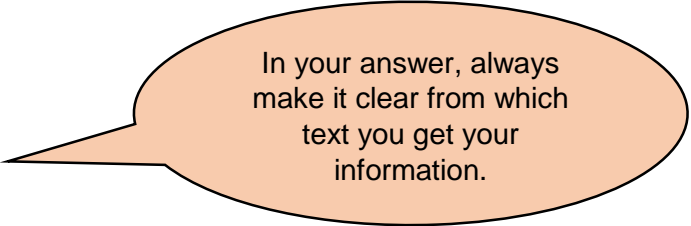
## Unit 2 and 3 reading: Comparison questions

### Key Points:

- When comparing texts, it is likely that you will be focusing on points of similarity for the most part, but it is expected that differences will be focused on where relevant.
- It is essential that you make it clear from which text you get your information.
- You will be asked to compare content and ideas/perspectives across two or more texts in either Unit 2 or Unit 3.

### Question stems for this type are:

- Compare how the writers present...
- Compare what the writers say about...
- Compare the writers' attitudes to...
- Compare how the writers try and persuade the reader to...



In your answer, always make it clear from which text you get your information.

You'll need your trusty connectives for this type of answer, so why not try sorting these connectives into the correct columns?

on the other hand      likewise      similarly      conversely  
in contrast      however      in the same way      whereas  
equally      alternatively      unlike      like

Comparing	Contrasting

Read the two texts on exercise. **Compare the writers' attitudes to health and safety and how they get across their ideas. [10]**

**Text A: A newspaper article about an older runner**

*Silver Sprinter*

The marathon runner in his 70s – what's his secret? Rebecca Armstrong finds out how this senior sportsman keeps running. John Starbrook, 76, competed in his first triathlon earlier this year 'for a bit of a challenge'. This gruelling event would be enough of a challenge to most people, but Starbrook also runs two marathons a year. 'I've done about 40 marathons in total.'

According to NHS guidelines, everyone, regardless of age, should aim to do at least 30 minutes of moderate physical activity five times a week to improve mobility and reduce the risk of heart disease. But while it can be all too easy to find excuses to avoid starting an exercise routine, Starbrook proves that age shouldn't stand in the way of fitness. So what are his secrets? Starbrook eats a normal diet and doesn't believe in pills of any kind. He says, 'I don't eat much rubbish food – no burgers or any of that. Just good stuff. I don't take any vitamins. I don't even like taking an aspirin.'

As we age, our bodies start to change. 'The first thing is that you get a reduction in muscle strength and an increase in body fat,' says Lorenzo Masci, a sports physician. 'The second thing is that you get a reduction in heart rate and in your body's ability to take in oxygen.' Masci also warns that older people have a reduced capacity to recover from injuries. But it is not all bad news. 'A lot of these changes can be helped by exercise,' he says.

According to Help the Aged, we can't store the benefits of exercise. If you were sporty until your thirties, it won't help in your seventies. But if you had an active lifestyle like Starbrook, you are more likely to continue exercise as you get older. 'It's never too late to start exercising,' says Masci. However, it's important to speak to your doctor before embarking on a fitness kick.

'The important thing is to do things you enjoy. People who do activities they enjoy are more likely to stick with them,' says Masci.

Text B: An essay by Candida Crewe

*The Revenge of the Couch Potato*

I have hated exercise all my life, but recently I have felt the need to reconsider my entrenched views against physical activity. This would almost certainly never have been the case had obesity not been in the news daily of late and, more crucially, had I not given birth to three boys who have no truck whatever with keeping still. It occurred to me that if I wanted to keep up with them, then I was going to have to become a degree fitter than the useless couch potato I had always been.

The following morning, I put them on my running shoes and closed the front door behind me. I took a deep breath and ran the five minutes to the park, the mile or so round its outer ring, and then the five minutes home. It was a form of torture beyond my worst imaginings. I gasped for air as if I were trapped in a large plastic box. Dog walkers took fright, some of them giving me a look as if to say should they call an ambulance, and I nearly let them. When I got home I had to lie down for an hour.

The next day matters were just as bad, and the next and the next, but I wouldn't give up. Somehow, a year passed by. It was still torture and the fitness everyone promised never seemed to come. I just became more accustomed to it.

Then, a few weeks ago, in a moment of total lunacy, I entered myself in the London Marathon. It's a crazy venture. I have dodgy knees, an aching back, a dependency on precisely the wrong kinds of foods, and a lifelong love affair with sofas. And the stuff my new 'marathon friends' tell me about blisters, Vaseline in very odd places, and the endurance gels you have to swallow to avoid collapsing, are enough to make me want to take to my bed for the next three months with a serious supply of chocolate. They also tell me, "You'll enjoy it. It's fun." No, it is not fun. Not sweaty tennis, not swimming virtuous lengths, not treading mills, not forcing dull slabs of metal hither and thither, not trudging up hills, not cycling distances that require plastic water bottles and shorts with padded bums. They are all disagreeable.

Show me a woman sweating around the parks or pavements who says she's in it purely for the fitness and fun of it, and you are showing me a liar. All the women I've met who exercise are doing it because they want to contain their bodies against the relentless onslaught of rogue pounds.

Articles' attitude	Essay's attitude
How the article gets points across	How essay gets points across

You need to be considering *language*, *tone* and *devices* used for the second part of the question.

Look at your table. Are there any similarities? Highlight these in one colour. Are there any differences? Highlight these in another colour.



Another idea is then to number the points you've made to denote the order in which you'll write about them.

All of your answer is relevant. You track through the texts and ensure full coverage. You use connectives.

You don't just observe the obvious similarities and differences. You notice subtleties.

Top Band descriptor:

*Give 9-10 marks to those who make comparisons that are **sustained** and **detailed**, showing **clear understanding** of how the writers convey their attitudes.*

You can see the similarities and differences in tone, and the language and devices used to create that tone.

Write up your answer. Remember to start talking about each text by stating an overview: What's the general message/tone? Hand in for marking.



## Contrast

- ✚ a clear difference
- ✚ a distinct difference
- ✚ a striking distance
- ✚ a strong distinction
- ✚ against
- ✚ although
- ✚ although this may be true
- ✚ an opposing view
- ✚ and yet
- ✚ another distinction
- ✚ balanced against
- ✚ but
- ✚ by contrast
- ✚ contrarily
- ✚ contrary to
- ✚ conversely
- ✚ counter to
- ✚ despite
- ✚ despite the fact that
- ✚ different from
- ✚ even though
- ✚ for
- ✚ however
- ✚ in contrast
- ✚ in opposition to
- ✚ nevertheless
- ✚ nonetheless
- ✚ on the contrary
- ✚ on the other hand
- ✚ opposing
- ✚ otherwise
- ✚ regardless
- ✚ the antithesis of
- ✚ the reverse of
- ✚ to differ from
- ✚ to differentiate
- ✚ to oppose
- ✚ up against
- ✚ whereas
- ✚ while
- ✚ yet

## Comparison

- ✚ after all
- ✚ along the same lines
- ✚ also
- ✚ analogous to
- ✚ as compared with
- ✚ as well as
- ✚ balanced against
- ✚ by comparison
- ✚ comparable
- ✚ comparatively
- ✚ compared to
- ✚ consistent with
- ✚ conversely
- ✚ correlate
- ✚ correspondingly
- ✚ equal
- ✚ equally important
- ✚ equivalent
- ✚ however
- ✚ identical
- ✚ in a similar fashion
- ✚ in comparison
- ✚ in contrast
- ✚ in like manner
- ✚ in the same manner
- ✚ in the same way
- ✚ like
- ✚ likewise
- ✚ matching
- ✚ meanwhile
- ✚ nevertheless
- ✚ of little difference
- ✚ parallel to
- ✚ relative to
- ✚ relatively
- ✚ resemble
- ✚ resembling
- ✚ similarly
- ✚ synonymous
- ✚ the next likeness
- ✚ to the same extent
- ✚ too
- ✚ uniformly
- ✚ where
- ✚ whereas

# Editing

In Unit 2, you will be required to complete an editing section worth 5 marks. It focuses on verbal reasoning skills. Verbal reasoning is, in a nutshell, thinking with words. Generally speaking, it involves thinking about text, solving word problems, following written instructions to come up with a solution, spotting letter sequences and cracking letter- and number-based codes.

In this section of the exam, the questions appear as *multiple choice cloze questions*.

Read the sentence below, then answer the questions that follow.

The teacher (demonstrated / rearranged) the actual process in order to (elaborate / prove) that the experiment would work. The pupils \_\_\_\_\_ drew up their stools as they \_\_\_\_\_ awaited the appearance of the volcano of foam in the 'Marshmallow Experiment'.

a. Circle the word that best fits gaps 1 and 2.  
b. Insert a word of your choice in gaps 3 and 4.

Read the sentence with each of the choices. Which makes sense?

You might have to choose from the next set first as it's easier: Does '...in order to elaborate that the experiment would work' make sense? NO! So it must be 'prove'. Then, it has to be 'demonstrated' in the first gap to match up with 'prove'.

Circle the two words that best fit the meaning of the sentences below.

Until the eighteenth century, English spelling was not (accurate / standardised) on either side of the Atlantic. Then, in 1755, Samuel Johnson (published / circulated) his Dictionary of the English Language.

This type of question requires you to think of words from your own brains! Eek! What would fit and still make sense in the context of the sentence? How are the children feeling about the experiment do you think? Excited probably. So you could say: The pupils quickly drew up their stools as they eagerly awaited the appearance of the volcano of foam in the 'Marshmallow Experiment'. Or you could say: The pupils hurriedly drew up their stools as they excitedly awaited the appearance of the volcano of foam in the 'Marshmallow Experiment'. The examiner will reward you for understanding the tone of the sentence.

Circle the two words that best fit the meaning of the sentences below.

(Unless/While) I trust him, I dislike his companions. (Whether/If) you like him or not, I will have to offer him a lift.

Choose the correct pair of words to fit each of the following sentences:

Connie felt a growing \_\_\_\_\_ as the stranger drew closer. But as she spun to confront her pursuer she recognised his face and laughed in sudden \_\_\_\_\_.

distress	terror	<input type="checkbox"/>
dread	relief	<input type="checkbox"/>
anticipation	boredom	<input type="checkbox"/>
happiness	relief	<input type="checkbox"/>

You will also be required to put a text into the correct **sequence**. For example:

Read the text below which consists of sentences in the wrong order and show your understanding by answering the questions that follow.

1. When she got to her grandma's, she found the wolf in bed.
  2. As she was walking, she met a wolf who asked her where she was going.
  3. A passing woodcutter saved her before the wolf could eat her.
  4. She took a short-cut through the woods.
  5. Little Red Riding Hood left to visit her grandma.
- a. Which sentence should come second? Write the number in the blank space. \_\_\_\_\_
- b. Which sentence should come fourth? Write the number in the blank space. \_\_\_\_\_

Read all of the sentences first.

Look for clues that might help you:

- Are there any proper nouns used which are replaced by pronouns in other sentences?
- Look at the tenses – do they change?
- What do the connectives tell you about the sequence?

So, what's the correct order?

5, 4, 2, 1, 3

Therefore:

- a. 4
- b. 1

It's worth putting them all into the correct order first, then working out what's needed to answer the question.

Read the text below which consists of sentences in the wrong order and show your understanding by answering the questions that follow.

1. Curious, he bent down to pick it up.
  2. Now the question was what should he do with it?
  3. Lloyd trundled down the street to meet his friends in the usual spot.
  4. On closer inspection it turned out to be a roll of £50 notes.
  5. His eyes caught sight of a small bundle on the ground.
- a. Which sentence should come first? Write the number in the blank space. \_\_\_\_\_
- b. Which sentence should come third? Write the number in the blank space. \_\_\_\_\_

Read the text below which consists of sentences in the wrong order and show your understanding by answering the questions that follow.

1. Suddenly, a dark shape materialized from the crowd and headed towards her. Her breath caught in her throat.
  2. The room was filled with the sound of music and the movement of dancers blocked her view. She craned her neck to see over their heads.
  3. She pushed through the open door and felt a twitch of anxiety as her eyes scanned the crowded room.
  4. The party was already in full swing when Carrie arrived and entered the house.
  5. But as she recognised the figure she sighed in relief; perhaps this night wouldn't be so terrible after all.
- a. Which sentence should come first? Write the number in the blank space. \_\_\_\_\_
- b. Which sentence should come fourth? Write the number in the blank space. \_\_\_\_\_
- c. Which sentence should come fifth? Write the number in the blank space. \_\_\_\_\_

## Proofreading

In Unit 2, you will also be asked to proofread and correct a text. It will be worth five marks, so it's more than likely that there will be five mistakes to **spot and correct**.

Top Tips (from CSCJES). These are useful for checking your own writing too!

- Look closely at prepositions – under, to, around, through, etc. – as these can be misused or confuse the sentence.
- Check for content/spelling /tenses on one read-through and punctuation on a separate read-through. Read aloud in your head.
- Read work backwards. You tend to see spelling mistakes this way.
- Create a personal checklist of things that you tend to get wrong. Your teacher's careful marking will help you.
- Time. You need to leave yourself enough time to read your work thoroughly in examinations or timed assessments.
- Behold the 100 most commonly misspelled words in English – learn them: <http://www.yourdictionary.com/library/misspelled.html>

### Have a go!

The following text is to be posted on a school website. Identify and correct the 5 errors.

#### ROADWORKS

We have been informed by the Counsel that extensive road works are scheduled to take place along Llanfair Road starting on 12th October. Access to the school sight will continue for safety reasons for staff and for visitors, but it will not be possible for parents to park opposite the school for the duration of the road works. I hope that this will not effect your child's travel arrangements too seriously and I know that we can relie on your co-operation.

The following is part of a draft of letter sent to the customers of a water supply company. Identify and correct five errors in the text.

Dear customer

Our job is to provide you with the best quality water and sewerage services. Some customers in your area have experienced discoloration to the water supply. We would like to apologise if you have been effected.

We would like to reassure customers that discoloured water is unlikely to be harmful to health but we wouldn't expect anyone to drink it when it looks unpleasant. Please be assured that we carry out regular sampling and analysis to insure your water supply meets the highest standards.

## Vocabulary Practise

There are different levels of words: *relevant*, *interesting* and *ambitious*, however this doesn't mean you have to fill your work with exceptionally long words. Often the most interesting work uses a variety of all these words.

**Using a thesaurus (these can be found online), fill in the blanks in the table below:**

Relevant	Interesting	Ambitious
said		
sad		
happy		
evil		
	moody	
		barbaric
		cascade
	brutal	
nice		

Language can be *loaded*. Even though the words might be synonyms, they might suggest a different thing about the subject or have a different effect on the reader. For example:

Positive Connotations	Negative Connotations
plan	scheme
prosperous	loaded
leisurely	lazy
honest	blunt
assertive	aggressive

**Can you think of any more combinations like these?**

## Words to Describe Tone

To get the higher marks in the higher-tariff reading questions you'll have to comment on the writer's tone and how this is created and conveyed. Tone can be very difficult to describe, especially if your vocabulary is limited. Why not try and learn some of these words to use on your answers?

<u>Tone</u>	<u>Meaning</u>
Apologetic	sorry
Appreciative	grateful; thankful
Concerned	worried or interest
Critical	finding fault
Curious	wanting to find out more
Defensive	defending
Direct	straightforward; honest
Disappointed	discouraged; unhappy because something went wrong
Encouraging	optimistic
Enthusiastic	excited; energetic
Formal	respectful; appropriate behavior
Frustrated	angry because of not being able to do something
Hopeful	looking forward to something; optimistic
Humorous	funny; comical
Informal	not formal; relaxed
Inspirational	uplifting; reassuring
Ironic	different from what is expected or the opposite of what is meant
Judgmental	judging others; critical
Lighthearted	happy, carefree
Mocking	scornful; ridiculing; making fun of someone
Negative	unhappy; pessimistic
Neutral	neither good nor bad; neither for nor against
Nostalgic	thinking about the past; wishing for something from the past
Objective	without prejudice; without discrimination; fair
Optimistic	hopeful; cheerful
Pessimistic	seeing the bad side of things
Sarcastic	scornful; mocking; ridiculing
Satirical	making fun of something to show its weakness or teach a lesson
Sentimental	thinking about feelings, especially when remembering the past
Sincere	honest; truthful; earnest
Sympathetic	compassionate; understanding of how someone feels
Urgent	insistent; saying something must be done soon

*From <https://dickesryan.wordpress.com/la/tone/>*

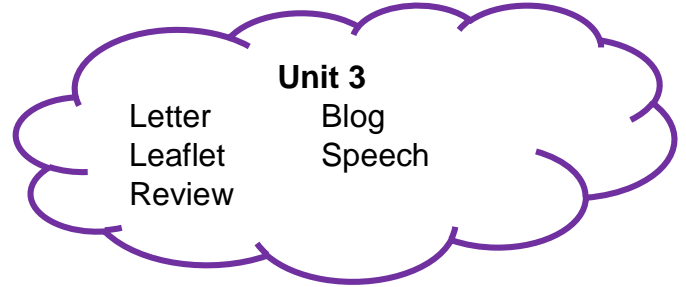
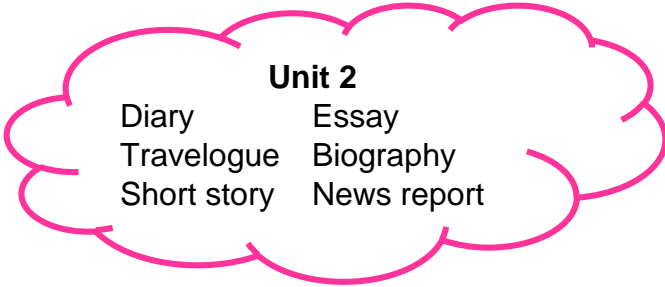
Incidentally, a lot of the adjectives in the 'Meaning' column can be used to describe tone too!

## GCSE English Language Writing Assessment Criteria

Band	Communicating and organising	Band	Writing accurately
5 9/10	The writing is grown up. There is a range of clever rhetorical/literary devices and the piece is very engaging. You've adapted what you say and how you say it to suit the purpose and audience. You have used your imagination and how you write is original. The writing is organised into paragraphs and they are linked by concluding and topic sentences. FLAIR	5 9/10	Lots of interesting and unusual words are used correctly and for effect. You vary your sentence structure to achieve a particular effect. You can use capital letters . , ' ? ! ; ; - ( ) ... correctly all of the time. All spelling, including harder and more complex words, is correct. You don't switch between tenses and always make sense. FLAIR
4 7/8	The content is well-judged (you've picked the best things to say). You've adapted what you say and how you say it to suit the purpose and audience. Lots of rhetorical/literary devices are used for effect. The writing is organised into paragraphs and they are linked by concluding and topic sentences.	4 7/8	Lots of interesting and unusual words are used correctly. You vary your sentence structure to achieve a particular effect. You can use capital letters . , ' ? ! ; ; ... correctly all of the time. All spelling, including harder words, is correct. You don't switch between tenses and always make sense.
3 5/6	The sentences make sense and most of it is interesting. There is a clear awareness of purpose and audience. Some rhetorical/literary devices are used for effect. The writing is organised into paragraphs and they link sequentially.	3 5/6	Lots of interesting words are used correctly. You start sentences in different ways and use subordinate clauses. You can use capital letters . , ' ? ! ; ; ... correctly most of the time. Most spelling, including harder words, is correct. You don't switch between tenses and always make sense.
2 3/4	The sentences make sense. It kind of suits the purpose/audience. The examiner can see you've tried to make it interesting. There are paragraphs.	2 3/4	Some interesting words are used. You sometimes start sentences in different ways. You can use capital letters . , ' ? ; correctly most of the time. Most spelling is correct. You don't switch between tenses. You usually make sense.
1 1/2	The sentences make sense. There is organisation (e.g. one point leads on to another). It kind of suits the purpose and audience but not always.	1 1/2	Everyday words are used. Most sentences are structured in the same way. You can use capital letters . , ' ? correctly sometimes. Some spelling is right. You sometimes switch between tenses. Some of your grammar is awkward. You don't always make sense.

# Writing

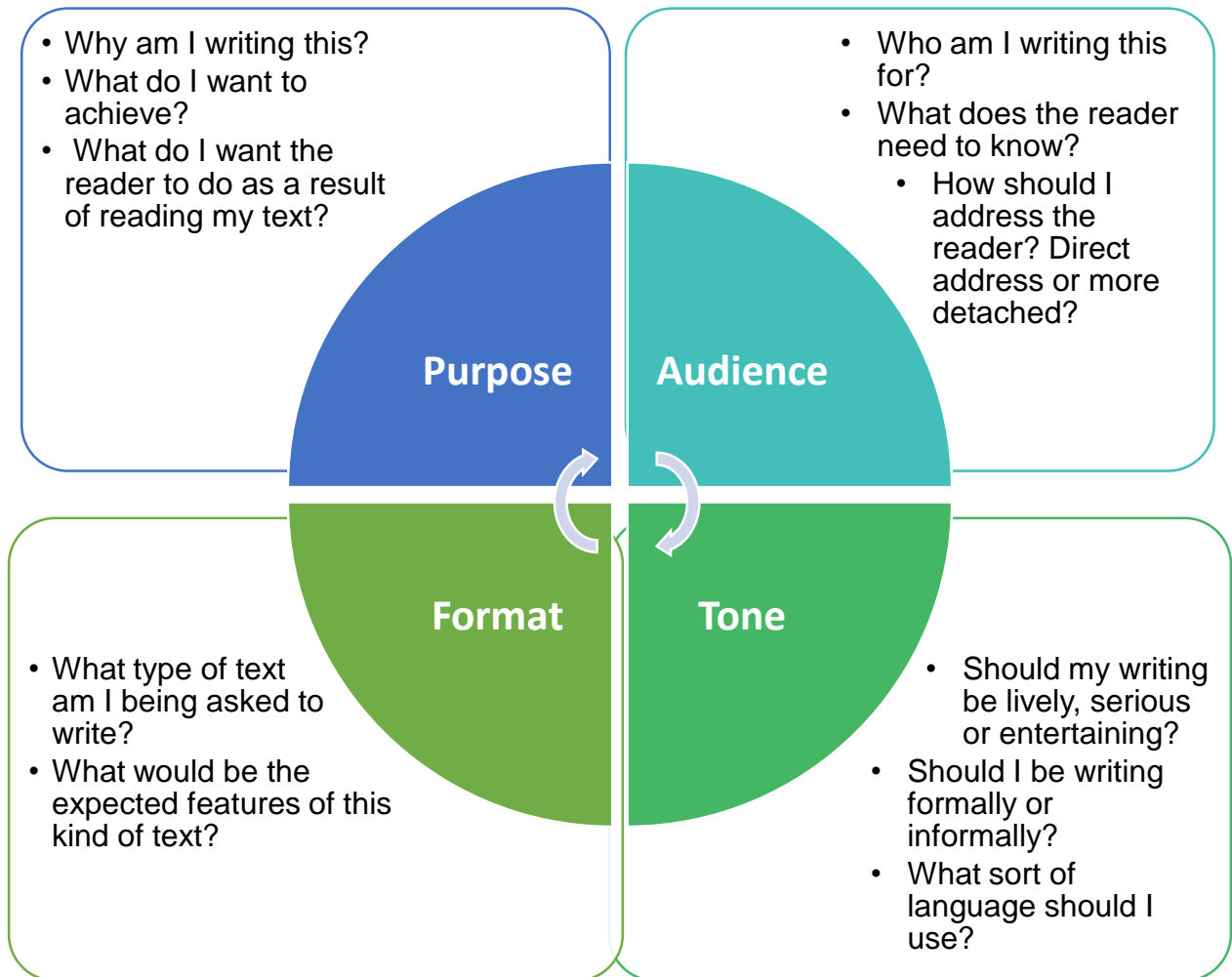
Firstly, what types of texts might you be asked to write? \*



\*These aren't exhaustive; they serve as examples.

**The most important thing about your writing is that it suits the purpose and audience.**

*Planning tool from CSCJES*



On the following pages, there are a number of different tasks for you to plan using the tool featured above. Set yourself a five-minute timer for each one and get going! You could also try writing them up properly. Give yourself 30 minutes. Hand to your teacher for marking.



**Your family has just returned from the holiday from Hell. Write a letter of complaint to the holiday company arguing that you should have a refund.**

Purpose:	Audience:
Format:	Tone:

Generate a list of vocabulary or phrases you'd like to use  
(make them ambitious):

**You have been invited to give a speech to some old aged pensioners to persuade them of the merits of using the internet. Write what you would say.**

Purpose:	Audience:
Format:	Tone:

Generate a list of vocabulary or phrases you'd like to use  
(make them ambitious):

**Articles C and D were about zoos. Write an article for News First in which you aim to persuade your teenage readers that animals should be released from any form of captivity.**

Purpose:	Audience:
Format:	Tone:

Generate a list of vocabulary or phrases you'd like to use  
(make them ambitious):

**Write a narrative that begins with the line: "I wish I'd never..."**

Purpose:	Audience:
Format:	Tone:

Generate a list of vocabulary or phrases you'd like to use  
(make them ambitious):

**A family fun day was held in your local area and hundreds of people attended. Write a report of the event for your local newspaper.**

Purpose:	Audience:
Format:	Tone:

Generate a list of vocabulary or phrases you'd like to use  
(make them ambitious):

**Think about a place that is special or memorable. Write a description of the place and what makes it special or memorable.**

Purpose:;	Audience:
Format:	Tone:

Generate a list of vocabulary or phrases you'd like to use  
(make them ambitious):

## Give your writing some flair! Descriptive Writing

**Past Paper Question:** Write an article describing food that you love...

Similes

Oxymoron

Tone/personality

Onomatopoeia

The Senses

Vocabulary

Alliteration

I could never forget the first time I tasted Nandos extra hot piri piri chicken wings. They were **like a blessing from heaven!** Most people can't handle the spiciness of the extra hot marinade but I find it **terrifyingly delicious**. I like my chicken wings well done, so I always ensure that I ask for them to be virtually cremated. **Seriously**. If they aren't crispy and hot, I'm sending them back. **Luckily for me, I go to my local Nandos so frequently that the staff know exactly how I like them.**

**Woosh!** When they arrive at my table, I take a moment to fully appreciate the perfection of this dish. My eyes meet the glistening, charcoal tinged wings with satisfaction. The **chilli tingles my nose as I inhale the plumes of steam** rising as though from a chimney. I bask in the utter delight of preparing myself to feast; napkin unfolded and neatly tucked into the collar of my t-shirt; extra-hot peri peri sauce **dolloped** onto my plate; knife and **fork** abandoned in **favour of finger licking fun**.

Finally, I begin to devour them. Working methodically on each wing, I **break them first** and then remove all of the meat with my mouth. The peri peri sauce **tingles my tongue and turns my lips red**. It almost hurts but I just can't get enough of them. If you've never gone extra-hot, you don't know what you're missing.

## Give your writing some flair! Persuasive Writing

**Past Paper Question:** Write letter to your head teacher persuading them to make a change in your school

Flattery

Point of view

Anecdote

Rhetorical question

Facts

Opinion

Emotive language

Alliteration

Dear Sir,

**May I start by congratulating you** on your recent promotion as head teacher of our school. I have always been impressed by your teaching and I know you'll make a positive difference.

**One particular difference you could make would be** the range of out of school opportunities available to students. **I often hear my parents and older cousins speaking about the glory days of their education**; cross country runs in the park; swimming lessons at the local pool; visiting their local library during the day to take out new books. **It sounds great, right?** But how can we enjoy these things when strict school policies threaten these basic enjoyments?

**89% of year 11** believe that their school experience would be enhanced with more trips; and I wholeheartedly agree.

Firstly, the obsession with health and safety means that we can't go anywhere without a thorough risk assessment. **It's absurd!** I ask that you work with the local education authority to loosen regulations regarding trips **local landmarks** and let us **scrape our knees and get stung by stinging nettles** once in a while. **It won't kill us!**

## Unit 2: Exposition

1. "Education is supposed to be its own reward, but now one Newcastle school is putting a price on attendance."  
Write an essay to explain the extent to which you agree that children should be paid for going to school?
2. "Pupils could be banned from taking mobile phones and iPads into class under a major government crackdown on disruptive behaviour at school."  
Write an essay to explain the extent to which you agree that mobile phones be banned in classrooms?
3. "Alcohol is the cause of a large number of disputes and distress in society; it alters the mind of a person and can cause such individuals to take actions which they would not take otherwise. It is the obligation of the government to protect the citizens from the ill effects of harmful substances like alcohol."  
Write an essay to explain the extent to which you agree that alcohol should be made illegal?
4. "Television in the home is the greatest source of visual violence for children. The average child watches 8,000 televised murders and 100,000 acts of violence before Year 9. That number more than doubles by the time he or she reaches age 18. The media plays a heavy role in influencing people to commit crime.  
Write an essay to explain the extent to which you agree that television is the leading cause of violence in today's society.
5. "Dogs show so much loyalty, love and affection, plus they are really smart and always able to make you laugh—no matter what! I love cats and people as well, but there is something extra special about dogs."  
Write an essay to explain the extent to which you agree that dogs make better companions than cats.
6. "The smoking ban is one of the most important public health acts in the last century. There's no question it's been hugely beneficial." Amanda Sandford, research manager from Action on Smoking and Health (Ash).  
Write an essay to explain the extent to which you agree that smoking should be banned in public places.
7. "Hunting with dogs was banned in 2005 in a reaction to the strength of public feeling against the cruelty of wild animals being chased, often to the point of exhaustion, before being purposely set upon by packs of dogs, for so called 'sport'. Ten years on, the Act is under threat as the Government seeks to repeal the Hunting Act 2004." RSPCA.  
Write an essay to explain the extent to which you agree that fox hunting should be banned.
8. "It is often said if smoking was invented today it would never be legalised." Nick Trigg BBC Health correspondent.  
Write an essay to explain the extent to which you agree that smoking should be banned.



9. "Too much time is wasted in schools making sure that pupils wear the correct uniform: the right colour shirt, the correct black shoes and a tie done up to the neck. This time should be spent on learning."  
Write an essay to explain the extent to which you agree that pupils should be allowed to wear whatever they like to school.
10. "No one ever had to pay for recorded music—it was always "free" on the radio—and the home taping of LPs, the copying of cassettes, and, later, burning CDs made buying music optional. Then Napster and other file-sharing sites kicked it up a notch and made it very easy to assemble a 10,000-song collection without spending a dime. Paying for recorded music is now, more than ever, a voluntary act." Steve Guttenberg.  
Write an essay to explain the extent to which you agree that music downloads should be free.
11. "The Restore Justice campaign, spearheaded by Paul Staines, calls for the death penalty to be brought back for child and police officer murderers" Rebecca Café BBC News.  
Whereas human rights lawyer and former senator Rene Saguisag calls the death penalty "judicial murder."  
Write an essay to explain the extent to which you agree that the death penalty should be brought back in Britain.
12. "School rules help maintain order in a large group of people. School rules also lay the groundwork for adult responsibilities. By learning to follow rules as a child, a person may be better prepared for following laws as an adult. It also helps the student get used to adhering to policies and procedures that they will face as an employee once they reach adulthood."  
Write an essay to explain the extent to which you agree that rules in schools are necessary?
13. "The National Farmers Union lobbied hard for a badger cull - in spite of substantial scientific evidence suggesting that culling badgers would not have any significant impact on reducing the disease in cattle, and could even make it worse. Thousands of badgers have so far been killed in what we, along with numerous independent scientists and animal welfare organisations, believe is a totally unjustified slaughter of a protected species." League Against Cruel Sports.  
Write an essay to explain the extent to which you agree that badgers should be culled?
14. "Drivers must concentrate on the road ahead, not their phones and the endless apps they contain. What is clear is that drivers [are] still ignoring the ban on the use of hand-held mobiles, they are putting others at risk, and putting themselves at odds with overwhelming public opinion."  
Write an essay to explain the extent to which you agree that using mobile phones whilst driving including hands-free kits should be made illegal.

## Unit 3: Argumentation

1. Articles D and E are about the use of homework to extend learning. Write an article for a magazine read by parents in which you argue the case for the abolition of homework.
2. Articles C and D are about homeless people in Wales. Write an article for a teenage magazine in which you argue the case for more help to be given to the homeless.
3. Articles D and E are about the influence of the media on young people. Write an article for a magazine aimed at parents. Argue the case either for or against children being allowed to have a television in their bedrooms to watch whatever they like, whenever they like.
4. Articles B and E are about animal experimentation. Write a letter to your MP in which you argue either for or against animal experimentation.
5. Articles C and D are about childhood obesity in Wales. Write an article suitable for a school magazine in which you argue that more should be done in school to improve the health and fitness of pupils.
6. Articles B and E are about historical sites in Wales. How useful do you think it is to know about the past? Write an article for a newspaper in which you argue your case.
7. Articles C and D are about the run down nature of school buildings in Wales. Write an article for a broadsheet newspaper in which you argue the case for more money being spent on up-to-date equipment for schools.

## Unit 3: Persuasion

1. Article B was about the rundown nature of school buildings in Wales. Write a letter to your headteacher persuading him or her to improve the facilities for Year 11 students in your school.
2. Articles C and D were about tourism in Wales. Write a leaflet to persuade parents to bring their children to a tourist attraction near to where you live.
3. Article E is about A friend has written you a letter saying he or she is thinking of leaving home and is asking for your advice. Write a reply trying to persuade him or her not to leave home.
4. Articles C and D were about the use of technology in the classroom. Your Headteacher has decided to ban all mobiles phones and will confiscate any seen in school. Write a letter persuading him or her that mobile phones play an increasingly important part of interacting with learning in the classroom and should be allowed for use in school.
5. Articles C and D were about zoos. Write an article for News First in which you aim to persuade your teenage readers that animals should be released from any form of captivity.
6. Articles B and E were about cycling initiatives in Wales. Write a letter to your local newspaper in which you try to persuade the readers more bike-friendly measures should be introduced in your area.
7. Articles C and D were about the state of school buildings and funding for education across Britain. Write a speech for your MP to use when he or she is going to persuade fellow MPs to vote for more money being made available for education.
8. Articles B and D were about the Jurassic period. Write an article for a television magazine to persuade readers to watch a programme called The Death of the Dinosaurs: A Mystery Solved.
9. Articles D and E were about local tourism in Wales. Write the text for a travel brochure published by a run-down seaside resort which aims to persuade holiday-makers to return by using an original and imaginative selling point.
10. Articles C and D were about late morning being the optimum part of the day for teenagers to impact on learning. You have undertaken some research among pupils in your school about the length and organisation of the school day. Write a report for the Chair of Governors in which you persuade him or her that particular changes should be made.

Go to <http://www.bbc.co.uk/skillswise/english> to practise your basic skills.

## SENTENCE TYPES

**Simple:** contains a subject and a verb and can contain an object. e.g. Polly likes to snooze in the sun.

**Compound:** joins two simple sentences using the connectives: *for, and, nor, but, or, yet, so* e.g. Polly like to snooze in the sun but she doesn't like the rain.

**Complex:** has a main clause and a subordinate clause e.g. Polly likes to snooze in the sun which makes her dribble with delight.

## PARAGRAPHS

The **TIPTOP** rule:  
You move onto a new paragraph when you change time, place, topic or person.

## CONNECTIVES

Remember to make your writing more *sophisticated* by using a range of connectives. Check out your planner or classroom displays.

## SPELLING STRATEGIES

- Sound out the word
- Think about how it looks
- Think about a similar word
- Is there a memory sentence for this word? (e.g. big elephants cannot always use small exits)
- Look it up in a dictionary
- To learn it: look, cover, write, check

## WORD CLASSES - Learn us!

**NOUN** - these can be the name of a person, place or thing e.g. I have a pet *cat*.

**PRONOUN** - these are used in place of nouns e.g. Polly ate *her* breakfast.

**VERB** - these express an action, state or condition in a sentence e.g. Polly *sat* on the mat.

**ADJECTIVE** - these are words that describe nouns e.g. Polly's fur is *silky*.

**ADVERB** - these qualify or modify verbs, adjectives or other adverbs e.g. Polly climbed the tree *carefully*.

**PREPOSITION** - these show a relationship between a noun or a pronoun and the rest of a sentence e.g. Polly sat *on* the mat.

**CONJUNCTION** - these join words, phrases and sentences together e.g. Polly can be naughty *but* I love her anyway.

**INTERJECTION** - these are words that express surprise, delight and other emotions e.g. *Wow!*

## STYLE

**Purpose:** Why are you writing?

**Audience:** Who is your writing aimed at?

**Format:** What are you writing?

## PUNCTUATION

FULL STOP	.	indicates that a sentence is finished
QUESTION MARK	?	goes at the end of a question. Always.
EXCLAMATION MARK	!	goes at the end of a sentence to indicate emotion
COMMA	,	indicates a slight pause, separates clauses and items in list
APOSTROPHE	'	indicates possession or omission
COLON	:	introduces a list or a significant word/statement
SEMICOLON	;	Separates two independent, but related, clauses in a sentence
BRACKETS	( )	Separates info from the main clause by holding words apart
DASH	-	Shows passage of time or adds suspense
SPEECH MARKS	"..."	Indicated what is being said