

**Collins**



Cambridge Assessment  
International Education

Endorsed for full syllabus coverage

Cambridge Lower Secondary

# English

**STAGE 8: STUDENT'S BOOK**



**Collins**

# **CAMBRIDGE** **Lower Secondary English**

Lucy Birchenough, Julia Burchell, Clare Constant, Mike Gould,  
Naomi Hursthouse, Ian Kirby, Emma Page and Richard Vardy

**Series Editors:** Julia Burchell and Mike Gould

**Stage 8: Student's Book**

William Collins' dream of knowledge for all began with the publication of his first book in 1819. A self-educated mill worker, he not only enriched millions of lives, but also founded a flourishing publishing house. Today, staying true to this spirit, Collins books are packed with inspiration, innovation and practical expertise. They place you at the centre of a world of possibility and give you exactly what you need to explore it.

Collins. Freedom to teach.

Published by Collins  
An imprint of HarperCollinsPublishers  
The News Building  
1 London Bridge Street  
London SE1 9GF

Browse the complete Collins catalogue at  
[www.collins.co.uk](http://www.collins.co.uk)

© HarperCollinsPublishers Limited 2020

10 9 8 7 6 5 4 3 2 1

ISBN 978-0-00-836407-6

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of the Publisher or a licence permitting restricted copying in the United Kingdom issued by the Copyright Licensing Agency Ltd, 5th Floor, Shackleton House, 4 Battle Bridge Lane, London SE1 2HX.

**British Library Cataloguing-in-Publication Data**  
A catalogue record for this publication is available from the British Library.

Third-party websites, publications, publications and resources referred to in this publication have not been endorsed by Cambridge Assessment International Education.

We would like to thank the following teachers for their help in reviewing resources before publication:  
Abhinandan Bhattacharya, JBCN International School Oshiwara, Mumbai, India; Preeti Roychoudhury, Calcutta International School, Calcutta, India; Priya Saxena, Manthan International School, Hyderabad, India; Judith Hughes, International School of Budapest, Budapest, Hungary.

Series editor: Julia Burchell and Mike Gould

Authors: Lucy Birchenough, Julia Burchell, Clare Constant, Mike Gould, Naomi Hursthouse, Ian Kirby, Emma Page and Richard Vardy

Publisher: Elaine Higgleton

Product manager: Catherine Martin

Development editor: Judith Walters

Copyeditor: Catherine Dakin

Proofreader: Sonya Newland

Cover designer: Gordon McGilp

Cover illustration: Ann Paganuzzi

Typesetter: 2Hoots Publishing Services Ltd.

Production controller: Lyndsey Rogers

Printed and bound by CPI Group (UK) Ltd



This book is produced from independently certified FSC™ paper  
to ensure responsible forest management.

For more information visit: [www.harpercollins.co.uk/green](http://www.harpercollins.co.uk/green)

# Contents

## Introduction

5

## Chapter 1 Describing: Memorable characters

7

<b>1.1</b> Enjoy reading	8	<b>1.5</b> Creating convincing characters	24
<b>1.2</b> How characters are created: implicit and explicit meaning	12	<b>1.6</b> Creating rounded characters	28
<b>1.3</b> Tracing character development	16	<b>1.7</b> Using punctuation for effect	32
<b>1.4</b> Exploring how writers use techniques to describe characters	20	<b>1.8</b> Writing your own character description	34
		<b>1.9</b> Responding to a descriptive text	36

## Chapter 2 Explaining: Great inventions

41

<b>2.1</b> Enjoy reading	42	<b>2.8</b> Using connectives to explain clearly	60
<b>2.2</b> What is writing to explain?	44	<b>2.9</b> Varying sentence structure to make explanations clear and engaging	62
<b>2.3</b> Exploring how explanations are structured	48	<b>2.10</b> Using colons and semicolons to include more detail	66
<b>2.4</b> Using formal and informal language in explanation texts	50	<b>2.11</b> Writing your own explanatory article	68
<b>2.5</b> Collating and summarising information from two texts	52	<b>2.12</b> Responding to a pair of explanation texts	72
<b>2.6</b> Explaining things clearly in speech and presentations	54		
<b>2.7</b> Planning a report	58		

## Chapter 3 Arguing and persuading: Extreme sports

77

<b>3.1</b> Enjoy reading	78	<b>3.7</b> Using phrases to develop persuasive sentences	100
<b>3.2</b> What is writing to argue and persuade?	82	<b>3.8</b> Structuring an effective persuasive text	104
<b>3.3</b> Exploring how persuasive and argument texts are organised	86	<b>3.9</b> Writing your own persuasive letter	108
<b>3.4</b> Identifying main ideas and viewpoints	90	<b>3.10</b> Responding to an argument text	112
<b>3.5</b> Reviewing persuasive techniques	94		
<b>3.6</b> Preparing a formal debate	96		

## **Chapter 4 Narrating: A child's eye view**

**117**

<b>4.1</b> Enjoy reading	118	<b>4.6</b> Developing a character's voice and viewpoint	134
<b>4.2</b> Exploring narrative perspective	120	<b>4.7</b> Using punctuation to develop character	136
<b>4.3</b> Exploring how writers create children's voices and viewpoints	122	<b>4.8</b> Structuring your own viewpoint narrative	138
<b>4.4</b> Investigating character with hot-seating	126	<b>4.9</b> Writing a key moment from a child's viewpoint	140
<b>4.5</b> Exploring alternative forms and structures for stories	130	<b>4.10</b> Responding to a narrative text	144

## **Chapter 5 Exploring and discussing: Plays about conflict**

**149**

<b>5.1</b> Enjoy reading	150	<b>5.4</b> Developing your drama and discussion skills	158
<b>5.2</b> Identifying key themes in a play	152	<b>5.5</b> Structuring a response to themes in drama	162
<b>5.3</b> Exploring themes through contrasting characters	154	<b>5.6</b> Responding to a playscript about conflict	166

## **Chapter 6 Commenting and comparing: Poems and texts about growing up** **171**

<b>6.1</b> Enjoy reading	172	<b>6.5</b> Sharing childhood experiences	186
<b>6.2</b> Tracing how a narrator's views develop	174	<b>6.6</b> Writing your own poem about childhood	188
<b>6.3</b> Commenting on how poets present childhood memories	178	<b>6.7</b> Responding to two poems on the same theme	190
<b>6.4</b> Comparing poems on a similar topic	182		

## **Chapter 7 Testing your skills**

**195**

<b>7.1</b> Reading and writing questions on non-fiction texts	196	<b>7.3</b> Assessing your progress: Reading and writing non-fiction	204
<b>7.2</b> Reading and writing questions on fiction texts	200	<b>7.4</b> Assessing your progress: Reading and writing fiction	212

## **Glossary of key terms**

**218**

## **Acknowledgements**

**220**

# Introduction

The Collins Stage 8 Student's Book offers a skills-building approach to the Cambridge Lower Secondary English curriculum framework.

The book is divided into seven chapters.

**Chapters 1 to 6** each focus on a different writing 'purpose' or pair of writing purposes. For Stage 8, the chosen chapter focuses are describing, explaining, arguing and persuading, narrating, exploring and discussing, and commenting and comparing.

Each of these six chapters is based on a theme, such as 'poems about growing up' or 'great inventions' and enables you to develop and practise a range of reading, writing, speaking and listening skills within an engaging context. Skills are modelled clearly throughout to give you a method to follow and to show you how to progress.

You will read a rich range of international texts from different societies, cultures and eras, written in different forms and genres. These texts increase in length and challenge across Stage 8. You will also write a wide variety of texts yourself, learning from the texts and writers you are reading.

Each chapter provides you with opportunities to complete one or two substantial final tasks to apply your learning: one set of final reading tasks responding to a longer text, and in Chapters 1 to 4 one longer writing task. You will be able to assess your work against the sample responses provided to see how your abilities are developing.

**Chapter 7** offers you the chance to put into practice the skills you have developed in Chapters 1 to 6, by responding to tasks on a non-fiction and a fiction text. You can then assess your work using the sample answers and guidance provided, to gain an understanding of where you might have gone wrong and how to improve your work.

The questions, example answers, suggested marks and/or comments that appear in this chapter are meant to be helpful advice for students and have been written by the authors of the textbook.

We hope our skills-building approach helps you and your teachers to fulfil the demands of your English course in an enjoyable and enriching way.

**Julia Burchell and Mike Gould, Series Editors**

## Key features of the Student's Book



**The opening page of each chapter summarises what you know and are already able to do from Stage 7 and what you will learn and produce in the chapter that follows.**

**A longer text is the focus of the first 'Enjoy reading' unit of each chapter.**

**Questions encourage you to share your first impressions of and personal responses to the text.**

**Vocabulary boxes support you to understand the extract.**

**Lesson outcomes give you a clear focus.**

**Skills-building reading, writing, and speaking and listening units are carefully organised and sequenced to help you develop your comprehension, commentary, writing, discussion, presentation and performance skills.**

**Key terms boxes define important literary and linguistic terms.**

**Chapter 1, Unit 1**  
**What is writing to argue and persuade?**

You will learn how to:

- Identify features of different types of writing
- Recognise the use of particular features in persuasive texts

**Explore**

Persuasive texts aim to convince the reader of something. It's a tool or device that helps you to convince them of a point of view.

There are many different types of persuasive texts, including promotional texts or messages, speeches and advertisements. Advertisements, for example, which are used to sell a product or service. Persuasive texts are actually used in many other contexts too, such as arguments in court or in a classroom or a committee meeting.

Read the following extract.

**Develop**

Features of writing to argue and persuade

**Extend**

Writing to argue and persuade

**Each unit moves from exploring texts, skills and concepts through scaffolded activities to more independent tasks.**

**Checklist for success lists the key success criteria for the task.**

**Each chapter ends with a final writing task and final reading tasks.**

**Chapter 4, Unit 1**  
**Structuring your own viewpoint narrative**

You will learn how to:

- Write your own viewpoint narrative

**Develop**

Read part of the situation for 'Writing in Different Ways'.

**Extend**

**Checklist for success**

**A staged process supports your planning.**

**Sample answers with commentaries written by our authors show you how to improve.**

**Chapter 3, Unit 1**  
**Writing your own persuasive letter**

**Your task**

Write a letter encouraging students from your school to go on a trekking trip that includes sporting activities. You should include:

- why they should come on the school trip with you
- details about the school trip
- details about the quality of the trip
- your guarantee that they will have a great time

**Appreciating the task**

It's your idea! Your plan must keep the focus on a sporty adventure. For example:

**Develop**

**Extend**

**Review your progress at the end of the chapter.**

**Extend your work and look ahead to Stage 9 with the suggested next steps.**

**What you have achieved**

**Reading**

- You have been able to identify the main ideas in a text and explain what they mean.
- You have recognised different types of text and have been able to identify them.
- You have communicated oral messages using a variety of speaking, listening, reading and writing techniques.

**Speaking**

- You have been able to speak directly to others and explain what changes in your life mean to you.
- You have used a range of intonation patterns to make your speech sound more natural.
- You have explored your own interests and hobbies and shared them with others.

**Writing**

- You have communicated ideas in a variety of ways and shared them with others.
- You have used a range of punctuation marks to make your writing easier to read.
- You have been able to write a range of documents and explain what they mean.

# 1

## Chapter 1 Describing

### Memorable characters

#### What's it all about?

This chapter is all about descriptive writing. You will focus on how writers describe real people and fictional characters convincingly. You will learn to show what characters are like and how they are feeling by choosing words carefully and by varying sentence length and style.

You should already know:

- that writers make choices to create effects
- how to describe places using effective details
- how to select words and sentence types to create atmosphere.

You will learn how to:

- identify and discuss explicit and implicit information about characters
- identify and discuss the structural features with which writers build and develop characters
- demonstrate understanding of speech, gesture and movement when creating and interpreting characters
- discuss in speech and writing how writers make characters complex and convincing
- select words and sentence types to create memorable and effective character descriptions in your own writing.

You will:

- explore how people are described in both fiction and non-fiction texts
- comment on the techniques writers use to create memorable characters
- adapt speech, gesture and movement to develop convincing characters
- select words and sentence types to create impact in a written character description.

# Enjoy reading

You will learn how to:

- consider how readers build their impressions of characters
- respond to a descriptive text with understanding and insight.

You are going to read an extract from a novel called *Noah Barleywater Runs Away* by the Irish author John Boyne.

- 1 Think about the title of the novel.
  - a) What does the title make you think about?
  - b) What is barleywater and what does this name suggest about the main character?
  - c) Have you ever heard of John Boyne or anything else he has written?
  - d) What are you expecting the extract to be about?
- 2 Now read the extract slowly, noting down any words you are not sure about.

## Vocabulary

**barleywater:** a sweet drink made from barley, sometimes flavoured with orange or lemon



Noah opened his eyes. It no longer felt as if all the puppets were crowding in on him, preparing to bury him beneath the weight of their bodies. The muttering had gone. The whispers had vanished. Instead they all seemed to have returned to their rightful places on 5 the shelves, and he realized how ridiculous it was even to have thought they were watching him or talking about him. They weren't real, after all; they were only puppets. But what was real was the elderly man who had spoken to him and who was now standing only 10 a few feet away, smiling a little, as if he had been expecting this visit for a very long time and was pleased that it had finally come to pass. He was holding a small block of wood in his hands and was chipping away at it with a small chisel as he stood there. Noah 15 swallowed quickly out of nervousness and, without meaning to, let out a sudden cry of surprise.

'Oh dear,' said the man, looking up from his work. 'There's no need for that, surely.'

'But there was no one here a moment ago,' said Noah, 20 looking around in astonishment. The door through which he had entered the shop was still nowhere to be seen, so where this man had appeared from was a mystery to him. 'And I didn't hear you come in.'

'I didn't mean to startle you,' said the man, who 25 was very old, even older than Noah's grandfather, with a mop of yellow hair that looked like porridge mixed with maize. He had very bright eyes that Noah found himself staring into, but the skin on his face was as wrinkled as any the boy had ever seen. 'I was 30 downstairs, working, that's all. And then I heard footsteps. So I thought I'd better come up and see whether a customer needed my attention.'

'I heard footsteps too,' said Noah. 'But I'm sure they were your footsteps, climbing the stairs.' 35

'Oh dear me, no,' said the old man, shaking his head. 'I could hardly have heard my own footsteps, then come up to investigate, could I? They must have been your footsteps.'

'But you were downstairs. You said as much.' 40

'Did I?' asked the old man, frowning and stroking his chin as he thought about it. 'I don't remember. It's all



so long ago now, isn't it? And I'm afraid my memory isn't what it once was. Perhaps I heard the bell over the door ring.'

45

'But there was no bell,' said Noah, and at that precise moment, as if it had just remembered its job, a cheerful ping sounded from above the door, which had now reappeared a few feet behind him.

'It's old too,' explained the old man with an apologetic 50 shrug. 'You wouldn't mind if it wasn't the only thing it had to do all day, but it forgets sometimes. That might not even have been you it was ringing for. It could be for a customer from last year.'

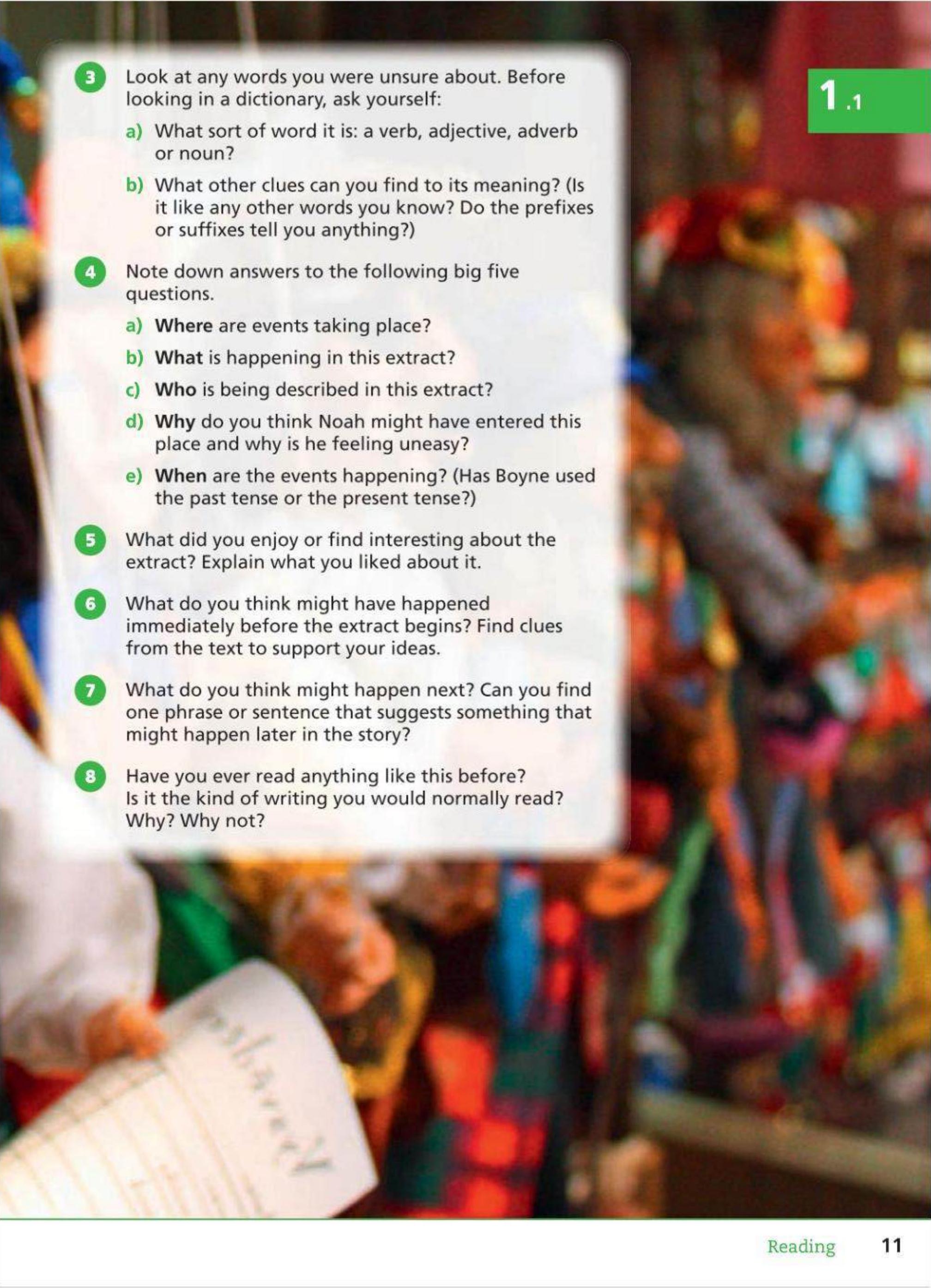
Noah turned round, open-mouthed, and stared at the 55 bell in surprise before turning back and swallowing loudly, unsure what he could possibly say to make sense of what had just taken place.

'Anyway, I'm sorry I kept you waiting for so long,' said the old man, 'but I'm afraid I move like a snail these 60 days. It's not like it was when I was a young man. You wouldn't have seen me for dust back them.'

From *Noah Barleywater Runs Away* by John Boyne



- 3** Look at any words you were unsure about. Before looking in a dictionary, ask yourself:
- What sort of word it is: a verb, adjective, adverb or noun?
  - What other clues can you find to its meaning? (Is it like any other words you know? Do the prefixes or suffixes tell you anything?)
- 4** Note down answers to the following big five questions.
- Where are events taking place?
  - What is happening in this extract?
  - Who is being described in this extract?
  - Why do you think Noah might have entered this place and why is he feeling uneasy?
  - When are the events happening? (Has Boyne used the past tense or the present tense?)
- 5** What did you enjoy or find interesting about the extract? Explain what you liked about it.
- 6** What do you think might have happened immediately before the extract begins? Find clues from the text to support your ideas.
- 7** What do you think might happen next? Can you find one phrase or sentence that suggests something that might happen later in the story?
- 8** Have you ever read anything like this before? Is it the kind of writing you would normally read? Why? Why not?



# How characters are created: implicit and explicit meaning

You will learn how to:

- locate relevant explicit information in a text
- infer additional information about characters from the writer's choice of language.

When a writer describes a person – whether it is a real person or an imaginary one – they usually combine direct information with more subtle clues about them. In this way, readers build an overall impression of the person in their minds.

## Explore

- 1 Read the two descriptive extracts below. For each extract, say *who* is being described.

### Extract A

A little old man descended after them into the boat; presently his horse was also let down by means of a crane. This was the officer in command. He was a middling-sized but very muscular old fellow, already beyond his seventieth and not very far from his eightieth year; but he was as vigorous now both in mind and body as he had been when his beard, which now swept across his breast like the wing of a swan, was as dark as the raven's plume.

His broad shoulders spoke of extraordinary strength, while the firm expression of his face, the flashing **lustre** of his eyes, and his calm and valiant look, **testified** to the fact that this strength was squandered upon no coward soul.

Some stout rowing brought the boat at last near to the shore, but not all the efforts of the men could bring her to land; the wash of the sea was so great that the foam-crested waves again and again drove the boat back from the shore.

At a sign from the old man three of the ship's crew leaped into the waves in order to drag after them the boat's **hawser**, but the sea tore it out of the hands of all three as easily as a wild bull would toss a pack of children.

Then the old man vaulted upon his **steed**, kicking the **stirrups** aside, and leaped among the churning waves. Twice the horse was jostled back by the assault of the foaming billows, but at the third attempt the shore was reached. The people on the shore said it was a miracle; but he, wasting no words upon any one, directed his way all alone along the shore of the haven.

### Vocabulary

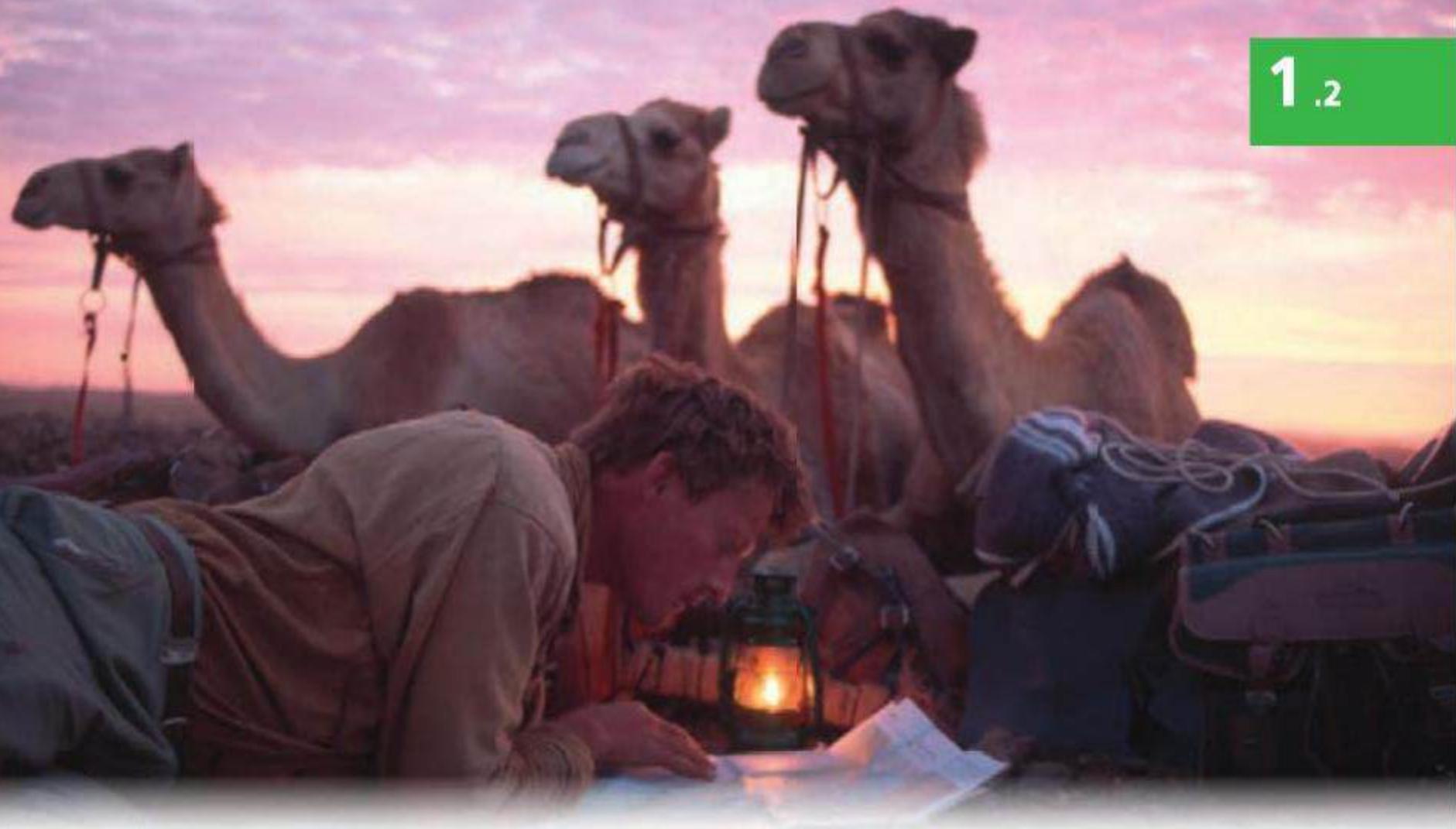
**lustre:** glow

**testified:** was evidence of

**hawser:** thick rope

**steed:** horse

**stirrups:** supports for feet



### Extract B

Benedict Allen arrives dressed like an explorer: all in green, multi-pocketed jacket, sturdy trousers, a bag that could carry accessories in the Amazon. It is a somewhat **anachronistic** get-up for a meeting in central London, at **the Savoy hotel**, but very useful given that we want a picture of him in the gardens next to **the Embankment**, which, for our purposes, will double as a jungle.

He takes the artifice like a trooper, pushing aside the ferns as if he was yomping to a lost city in Amazonia, but proves less adept once we are seated in the hotel, having difficulty making clear just how large a pot of tea he wants and turning away the nuts and olives because he doesn't realise they are complimentary. 'Sorry, I'm not your usual class of guest,' he says to the bemused waitress. After spending so much of his life in wildernesses, he admits he finds it difficult adapting to this more refined jungle, but it may also be a natural trait: tall, gangly and prone to gesticulating wildly to express himself, he was not made for sipping tea in hotel bars. He was made for a life of adventure.

From 'Meet Benedict Allen, the explorer rescued by the Daily Mail against his will' by Stephen Moss,  
*The Guardian*, 28 June 2018

#### Vocabulary

**anachronistic:** belonging to another period in history

**the Savoy Hotel:**

a luxurious hotel in central London famous for its afternoon tea

**the Embankment:** an area next to the River Thames in London

- 2** For each extract, think about whether it is taken from a fiction or from a non-fiction text. Provide reasons to support your ideas.

I think Extract A is taken from a fiction/non-fiction text because...

I think Extract B is taken from a fiction/non-fiction text because...

- 3** a) Both writers provide readers with some **explicit information** about the person they are describing. For each of the following pieces of information, say whether it tells us something about the officer (O) or Benedict (B).

- He is tall.
- He is between 70 and 80 years old.
- His clothes are green.
- He carries a bag.
- He has a beard.
- He doesn't speak to the people on the shore.

- b) Copy and complete the following table with explicit information you have retrieved from the text. You might not be able to fill in all the details.

	The old officer	Benedict Allen
What does he look like?		
What does he wear?		
What does he say?		
How does he move?		
What does he do?		

- c) In pairs, summarise what you have learned about the two figures being described. What overall impression of each person do you think the writer is trying to convey?

**Key term**

**explicit information:**  
information that can be retrieved directly, without having to read between the lines

## Develop

Sometimes information about a character is **implicit**. The writer provides clues so that readers can deduce and **infer** additional information about the character and build an overall impression.

Look at this annotation made about a quotation from Extract A:

**'flashing lustre of his eyes'**

- 4 Write your own annotation for the following quotation to explain what it suggests about the man's character and behaviour.

**'wasting no words upon anyone'**

- 5 Now copy and annotate the following quotation from Extract B.

**'He takes the artifice like a trooper.'**

- 6 Select a quotation from one of the two extracts that provides the reader with another insight about either the old officer or Benedict Allen. Copy it out and annotate it to show the effect of the words used.

## Respond

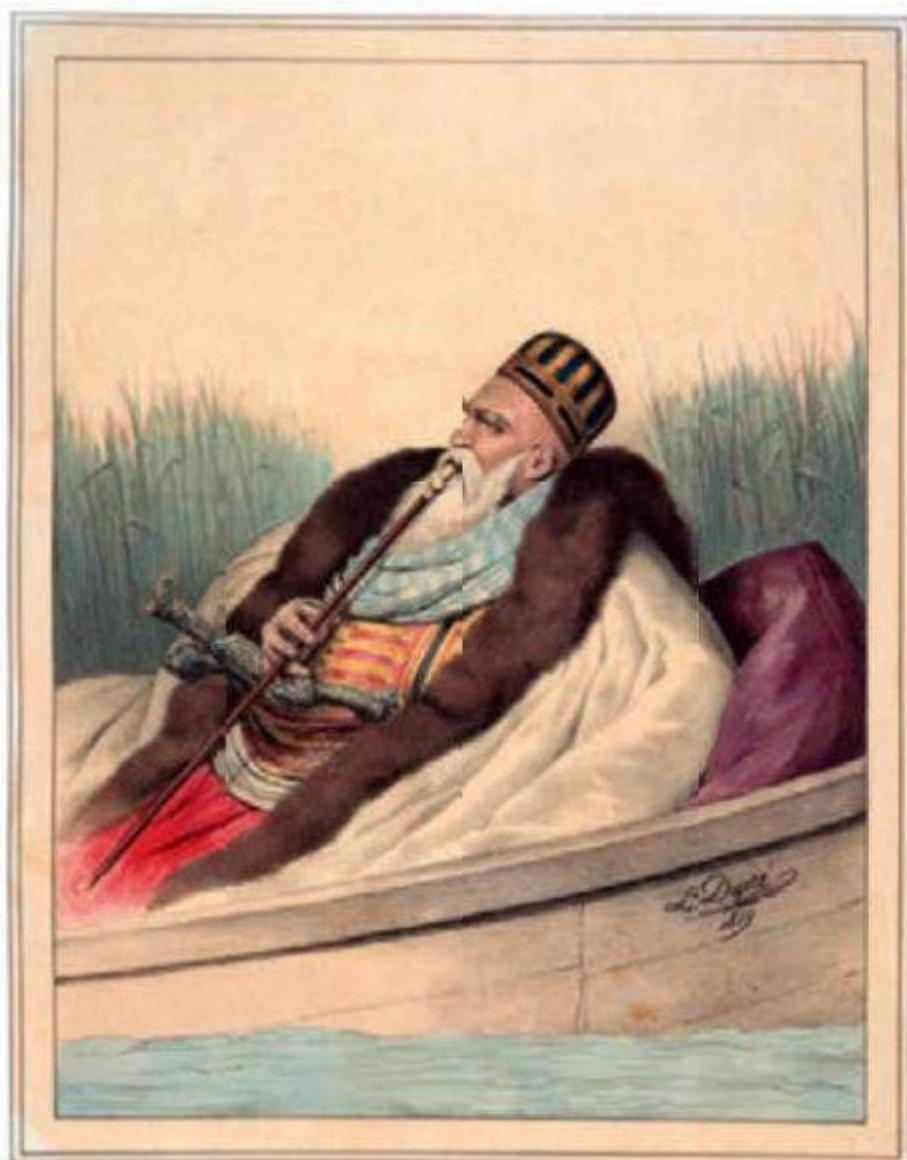
- 7 Think of a person you admire and list the qualities you like in that person. Now write a paragraph about him or her. As well as including explicit details (such as their appearance), you should provide clues that will help your readers to infer additional information (such as their personal qualities).

### Key terms

**implicit:** what is shown or suggested in a text (the writer does not provide this information directly but gives the reader clues)

**infer:** to work out what someone is implying through their choice of words

Suggests that he is full of life and energy, like a bright, gleaming light.



# Tracing character development

You will learn how to:

- explore how character is revealed and developed throughout a text
- use relevant references to support your ideas.

Writers **imply** things about a character through descriptive language. They may also describe the same features in different ways throughout a piece of writing to show how the character changes and develops.

## Explore

When a writer introduces a villain into their story, they may not reveal straight away how bad the character is. This makes it more exciting for the reader when they discover the villain's true nature.

### Key term

**imply:** to suggest something, through your choice of words, rather than saying it directly



- 1 Read the following extract and answer the big five questions.

- What is happening in this extract?
- Who is telling the story?
- Where is the extract set?
- When does Dracula make a move towards his visitor?
- Why might Jonathan be visiting Dracula?

- 2 Think about how the writer introduces the character. What impression do you get of Dracula? Does this change as you read on through the extract?

### Extract 1

Within, stood a tall old man, clean shaven save for a long white moustache, and clad in black from head to foot, without a single speck of colour about him anywhere. The old man motioned me in with his right hand with a **courtly** gesture, saying in excellent English, but with a strange intonation: 'Welcome to my house! Enter freely and of your own will!' He made no motion of stepping to meet me, but stood like a statue, as though his gesture of welcome had fixed him into stone. The instant, however, that I had stepped over the threshold, he moved impulsively forward, and holding out his hand grasped mine with a strength which made me wince, an effect which was not lessened by the fact that it seemed as cold as ice—more like the hand of a dead than a living man.

From *Dracula* by Bram Stoker

### Vocabulary

**courtly:** very polite in an old-fashioned, formal and possibly regal way

**3** Look at the following quotations from the extract. Which ones make Dracula seem polite and harmless and which ones make him seem strange and creepy?

- a) 'a tall old man, clean shaven'
- b) 'clad in black from head to foot, without a single speck of colour'
- c) 'The old man motioned me in with his right hand with a courtly gesture'
- d) "Welcome to my house!"'
- e) 'holding out his hand grasped mine with a strength which made me wince'
- f) 'it seemed as cold as ice—more like the hand of a dead than a living man'

**4** Using the quotations from Question 3, copy and complete the table below. An example has been given.

Highlight one detail from the quotation (a word, phrase or punctuation mark)	Identify the technique used here	What this detail suggests about Dracula
a) 'a tall old man, clean shaven'		
b) 'clad in black from head to foot, without a single speck of colour'		
c) 'The old man motioned me in with his right hand with a <b>courtly</b> gesture'	adjective	suggests he is being friendly and showing his visitor respect
d) "Welcome to my house!"'		
e) 'holding out his hand grasped mine with a strength which made me wince'		
f) 'it seemed as cold as ice—more like the hand of a dead than a living man'		

Writers often focus on specific features of a character's appearance, such as their face, and leave readers to infer what their appearance suggests about that character. When exploring how a character develops, it can be a good idea to track how a particular feature is described, such as movement, facial features or expressions, clothing or speech.

Read the next extract from *Dracula*, looking closely for references to Dracula's facial features.

## Extract 2

His face was a strong—a very strong—**aquiline**, with high bridge of the thin nose and peculiarly arched nostrils. His eyebrows were very massive, almost meeting over the nose, and with bushy hair that seemed to curl in its own profusion. The mouth, so far as I could see it under the heavy moustache, was fixed and rather cruel-looking, with peculiarly sharp white teeth; these protruded over the lips, whose remarkable **ruddiness** showed astonishing vitality in a man of his years. For the rest, his ears were pale, and at the tops extremely pointed; the chin was broad and strong, and the cheeks firm though thin. The general effect was one of extraordinary **pallor**.

From *Dracula* by Bram Stoker

### Vocabulary

**aquiline:** curved

**ruddiness:** redness

**pallor:** pale appearance



- 5 Using details from the extract, make a sketch of Dracula's face. Label your sketch with quotations from the passage. For example, his eyebrows should be 'almost meeting' and 'bushy'.
- 6 Next, look at the labels on your sketch. What different impressions do these descriptions give you of Dracula? Add to your labels to explain what each facial feature suggests about him. For example:

The adjective 'pale' and the noun 'pallor' show that Dracula has skin that is unusually white and bloodless. This could suggest that Dracula is someone who avoids daylight, or that he is ill or dying.

## Develop

Read the following extract from later in the novel. Once again, the story is told in the first person from the perspective of a young Englishman called Jonathan Harker who has travelled overseas to visit Dracula on business.

The writer develops the **characterisation** of Dracula after he is angered by a group of women that live under his roof and are his servants.

### Key term

**characterisation:** the way a character is created and developed by a writer

Never did I imagine such **wrath** and fury, [...]. His eyes were positively blazing. The red light in them was **lurid**, as if [...flames] blazed behind them. His face was deathly pale, and the lines of it were hard like drawn wires; the thick eyebrows that met over the nose now seemed like a heaving bar of white-hot metal. With a fierce sweep of his arm, he hurled the woman from him. In a voice which, though low and almost in a whisper seemed to cut through the air and then ring round the room he said: 'Back, I tell you all! This man belongs to me!'

From *Dracula* by Bram Stoker

#### Vocabulary

**wrath:** anger

**lurid:** unnaturally bright

- 7 Copy and complete the following table to compare how Dracula's physical appearance is presented across the three extracts.

	<b>Quotations from Extracts 1 and 2 that make Dracula seem harmless/welcoming</b>	<b>Quotations from Extracts 1 and 2 that make Dracula seem odd/creepy</b>	<b>Quotations from Extract 3 that make Dracula seem terrifying/violent</b>
skin/complexion		'The general effect was one of extraordinary pallor.'	
movements	'The old man motioned me in with his right hand with a courtly gesture.'		
eyes and eyebrows			'His eyes were positively blazing. The red light in them was lurid, as if [... flames] blazed behind them.'
voice			
nose and mouth			

#### Respond

- 8 Work with a partner. Each choose a different row from your completed table and explain to each other how Bram Stoker develops the character of Dracula to gradually reveal his true villainous nature.

For each quotation, pick out a particular word or technique Stoker uses to present Dracula in that way.

# Exploring how writers use techniques to describe characters

You will learn how to:

- consider a range of techniques used to describe characters
- comment on the implications and effects of specific words and phrases.

Writers use descriptive language to imply things to the reader about characters, and to create different effects.

## Explore

Writers sometimes use descriptions of nature or the weather to reflect what a character is feeling. This technique is called **pathetic fallacy** and it can be useful in creating a particular atmosphere.

- 1 What types of weather might be linked to the following feelings? Give reasons for each of your choices.

- a) happiness
- b) sadness
- c) anger
- d) calmness
- e) fear

Writers can also suggest ideas about character through the way their surroundings are described.

Read the extract below. It is set in India and describes an older woman, Baby Kochamma, and her servant.

Filth had laid siege to the Ayemenem house like a medieval army advancing on an enemy castle. It clotted every crevice and clung to the windowpanes.

Midges whizzed in teapots. Dead insects lay in empty vases.

The floor was sticky. White walls had turned an uneven grey. Brass hinges and doorhandles were dull and greasy to the touch. Infrequently used plug points were clogged with grime. Lightbulbs had a film of oil on them. The only things that shone were the giant cockroaches that scurried around like varnished

### Key term

**pathetic fallacy:** using a description of the weather to reflect the feelings of a character



gofers on a film set.

Baby Kochamma had stopped noticing these things long ago. Kochu Maria, who noticed everything, had stopped caring.

The **chaise longue** on which Baby Kochamma reclined had crushed peanut shells stuffed into the crevices of its rotting upholstery.

In an unconscious gesture of television-enforced **democracy**, mistress and servant both scrabbled unseeingly in the same bowl of nuts. Kochu Maria tossed nuts into her mouth. Baby Kochamma placed them **decorously** in hers.

By Arundhati Roy

### Vocabulary

**gofer:** a person who is sent off to do lots of little jobs

**chaise longue:** a type of sofa

**democracy:** equal treatment

**decorously:** in a careful and polite way

- 2 List all the references to the filth or neglect of the house that you can find in the extract.
- 3 What do these descriptions suggest about Baby Kochamma? Choose one of the following options and then note down the reasons for your choice.
  - a) They suggest Baby Kochamma is poor and can't afford to clean the house.
  - b) They suggest she likes the house being dirty.
  - c) They suggest she has given up and lives in the past not the present.

### Develop

Where a writer has used pathetic fallacy or description of settings to convey character, being able to explain *how* this has been achieved is an important skill. To do this, you need to explore the range of choices and techniques that create the effect.

- 4 Look at the extract again.
  - a) Identify between three and five phrases that were the most memorable and helped you to imagine both the house and Baby Kochamma's character. Write each one on a separate piece of paper or index card.
  - b) Annotate each phrase to highlight the range of techniques used. For example, you could select the phrase 'Midges whizzed in tea-pots' and highlight the use of **onomatopoeia** in the word 'whizzed'.

### Key term

**onomatopoeia:** when a word sounds like the thing it describes (e.g. 'whisper', 'crash')

## Checklist for success

- ✓ word choices
- ✓ imagery
- ✓ sound effects
- ✓ the senses
- ✓ sentence length and structure

### Key term

**imagery:** language intended to conjure up a vivid picture in the reader's mind

- 5** a) Overall, which technique did you think was most effective? Justify your ideas.
- b) Compare your choices and your ideas with two other students. How did you each reach your decisions about which techniques were the most effective? Argue the case for why your choice is the best.

## Respond

It is important that you explore the effect of a technique in depth. You can do this by carefully unpicking the different meanings of certain words and phrases, rather than writing in a general way.

- 6** Look at the two examples below, written by students exploring the phrase 'Midges whizzed in teapots'. Which do you think is the most successful piece of writing – A or B? Why?

### Response A

The writer uses onomatopoeia in the text: 'Midges whizzed in tea-pots'. This describes the movement of the insects.

### Response B

The writer uses onomatopoeia to describe the movement and sound of the insects as they 'whizzed in teapots'. The use of the word 'whizzed' suggests their speedy circling and high-pitched buzzing. It adds to the idea of 'filth' invading.

The flow chart below shows you how to develop a response to a question.

How does Arundhati Roy create a memorable picture of the house and how does she use it to portray Baby Kochamma?

Start by thinking about what the writer is trying to convey about the house (it is dirty and neglected).

Support this with a relevant textual reference.

Explore how the writer has made the house seem dirty and neglected. Identify which words have this effect. Explain which senses they appeal to. What techniques has Arundhati Roy used?

Link your commentary to the picture created of Baby Kochamma.

- 7 Write four or five points as a developed response to the following question:

**How does Arundhati Roy create a memorable picture of the house and how does she use it to portray Baby Kochamma?**

#### Checklist for success

- ✓ Select relevant textual references.
- ✓ Identify the most effective techniques used by the writer.
- ✓ Comment on the effects of specific words and phrases.



# Creating convincing characters

You will learn how to:

- adapt the way you talk, gesture and move to create different effects
- comment on effects created and techniques used.

Speakers and performers can vary their speech, gestures and movement in many ways. These techniques help audiences to understand and **empathise** with what characters are thinking and feeling.

## Explore

### Key term

**empathise:** understand the feelings of others

- 1 In pairs, read aloud this short script.

A: Hello. Is anyone home?

B: Sorry. I was upstairs. Can I help you?

A: The door was open so I let myself in. I've come to collect a parcel.

B: A parcel? I think you might have the wrong address. Let me see that...

A: This is definitely the right house. I was here last week. Don't you remember?



- 2** a) Each speaker should select a different **stage direction** from the grid. Think about how to adapt your voice, gestures and movements to convey this stage direction. Then reread the script aloud making these adaptations. Can your partner work out which stage direction you chose? Repeat this activity a few different ways, varying the stage directions used.

suspicious	relaxed	tired
lying	defensive	wanting to help
confused	angry	seeing the funny side
meaning the other person harm	curious	distracted
nervous	desperate to share a secret	in awe of the other person
irritated	embarrassed	businesslike

- b) Next, imagine that the visitor (Speaker B) is one of the following: a police officer; a head teacher; a local politician or community leader. Keeping the overall meaning the same, redraft the short script using formal **standard English**, such as a more formal greeting; no contractions; full sentences, more formal vocabulary. Then read the script aloud and reflect on the impact of your language choices.

- 3** Decide which version of the script you thought was the most convincing. In your pair, rehearse your final version to perform in front of the class. Memorising your lines will help you make good use of gestures and movements in your performance.

- 4** Now take it in turns to perform the script to the class. After each performance, reflect on what you have seen and heard using the prompts below.

- a) What could you infer about Speaker A from their voice, gestures and movements?
- b) What could you infer about Speaker B from their voice, gesture and movements?

#### Key terms

**stage direction:** an instruction within a playscript describing how the text should be performed

**standard English:** the most widely used form of English which is not specific to a particular place or region

## Develop

- 5 a) The following three short extracts all come from plays by William Shakespeare. Each extract has two speaking parts. Based *only* on the evidence of the five lines of script you are given (A, B or C) decide what you think might be going on in this extract. Which words and phrases helped you to infer this?
- b) Using the stage direction cards from Question 2a), try out different ways of speaking, gesturing and moving. Think about the different effects you can create, which version you prefer and why.

### Extract A

ANNE: I would I knew thy heart.  
GLOUCESTER: 'Tis figured in my tongue.  
ANNE: I fear me both are false.  
GLOUCESTER: Then never was man true.  
ANNE: Well, well, put up your sword.

From *Richard III* by William Shakespeare

### Extract B

MACBETH: How now! What news?  
LADY MACBETH: He has almost supped. Why have you left the chamber?  
MACBETH: Hath he asked for me?  
LADY MACBETH: Know you not, he has?  
MACBETH: We will proceed no further in this business:

From *Macbeth* by William Shakespeare

### Extract C

BENEDICK: Lady Beatrice, have you wept all this while?  
BEATRICE: Yea, and I will weep a while longer.  
BENEDICK: I will not desire that.  
BEATRICE: You have no reason. I do it freely.  
BENEDICK: Surely I do believe your fair cousin is wronged.

From *Much Ado About Nothing* by William Shakespeare

You might like to annotate your script to remind you of some of your best ideas about developing convincing characters on stage.



## Respond

- 6 a) Take it in turns to perform one of your Shakespeare scenes for the class.
- b) After each scene, the rest of the class should share their impressions of the two characters in terms of
- the characters' situation
  - their thoughts and feelings
  - their motivation within the scene.
- They should explain how they reached their conclusions.
- c) Discuss this feedback with your partner and evaluate how effectively you communicated your intended ideas about your characters.

# Creating rounded characters

You will learn how to:

- write detailed descriptions to show different aspects of a character
- use varied vocabulary to engage the reader and sustain interest.

When writing at length about a character or person in a piece of descriptive writing, it is a good idea to write in detail about a number of different aspects of your character.

## Explore

- 1 Read the following two sentences. Consider how much or how little we learn about the characters mentioned in them, and what it is that we learn about them.

The man crossed the road.

The dark-haired woman got into the car.

Using the different senses will help the reader imagine the characters you are describing in more detail. You can use:

- sight: colours, shapes
- touch: textures, temperatures
- smell/taste: perfume or workplace odours, for example
- sound: tone of voice or someone's laugh, for example.

- 2 Add one descriptive detail to each of the sentences in Question 1.

- 3 Write a list of words you could use to describe someone's physical build, and another list of words you could use to describe someone's hair – see the examples below. Use as many of the senses as you can and some hyphenated **compound words**, for example, sweet-smelling, honey-coloured.

Build	Hair
skinny	tangled
big-boned	soft
short	side-parted

### Key term

**compound word:** two words joined together to form a new word

**4** Some of the words you listed for the previous question might have had similar meanings but different connotations and implications. For example, the words 'slim', 'svelte', 'scrawny' and 'skinny' are all synonyms for 'thin' but have different connotations.

- Create a word wheel with the word 'thin' at its centre and then write synonyms for 'thin' on the wheel's spokes. Add notes about the implications of each word and whether each word has positive (+), negative (-) or neutral connotations.
- Create word wheels for some more adjectives, such as 'short', 'soft', 'big', 'long', 'tall', 'curly', and repeat the exercise to analyse their connotations.

## Develop

Read this description:

Her unruly, scarlet hair flashed like fire as she pelted down the road, her feet pounding the pavement with urgency.

- 5**
- Pick out two specific adjectives the writer has used and note down their effects.
  - Pick out three powerful verbs the writer has used and note down their effects.
  - Identify any further language techniques the writer has used and their effects.
  - Write a few sentences explaining how the writer has conveyed character effectively in this short description.



Now read the following two descriptions of a man's hands.

Stretched tightly over the knuckles, his light brown skin was rough like old leaves ready to crumble into dust.

His brown hands looked old.

6 The first description is more detailed and imaginative.

- a) Which language techniques have been used and why are they effective?
- b) As well as sight, which senses have been used to convey character?
- c) Write a sentence about your own hands. Aim to choose words that not only describe the appearance of your hands but provide a deeper impression of you as a person.

Choosing a range of details is important when you are writing at length. It can be helpful at the planning stage to identify different aspects of your person or character and then to focus on each of these details in turn as you write.

7 How might someone describe you if they saw you today? Create a spider diagram that records different features of your appearance that someone observant might notice, such as the length of your fingernails, the type of footwear, the colour of your eyes and your expression or posture. Challenge yourself to think of precise words and images to convey the particular effect you are aiming for.

8 Look back at your answer to Question 7. Choose one of the features of your own appearance and write a short paragraph describing this feature in detail.

### Checklist for success

- ✓ Choose precise words and consider their connotations.
- ✓ Try to appeal other senses as well as the sense of sight.
- ✓ Use a range of language and literary techniques, e.g. sound effects and imagery.



**Respond**

Read the following short descriptions.

A

The warm sand as he strolled felt as soft as silk beneath his blistered feet.

B

She read the local newspaper every day without fail, carefully scanning every page. Her brow would furrow as she searched line by line for news of him.

C

I was breathing so deeply by then I thought my heart would escape from my chest. Summoning all my strength, I hurled the ball into the air and swung my racket overhead like a **trebuchet**. Ball and racket met in mid-air with a loud 'thwack!'

9

- a) Identify the techniques that are being used to convey character. Copy and annotate each description to show the techniques used and what can be inferred about the character.
- b) The writers of these examples have remembered a useful piece of advice: 'show, don't tell'. What do you think each writer is trying to show or suggest to us about the main character?
  - Where is the character?
  - What are they doing?
  - How do they feel?
  - What do they need or want?
- c) Which words and phrases provide these clues about characters? Add these ideas to your annotations.

10

- Write a story opening that introduces a key character using 'show, don't tell'.

**Vocabulary**

**trebuchet:** a large catapult once used in siege warfare, with a swinging wooden arm to launch projectiles

**Checklist for success**

- ✓ Use precise verbs to show what is happening.
- ✓ Show how a character is feeling through your description of their actions.
- ✓ Use the senses to help the reader imagine they are experiencing events for themselves.

# Using punctuation for effect

You will learn how to:

- use colons and parenthetical commas accurately
- use punctuation to develop and deepen characterisation.

As you become more confident in your descriptive writing, you should start to use a wider range of punctuation. This will make your sentences more interesting to read, and help you to build up your ideas and make your characters more complex and believable.

## Explore

Commas and dashes can be used parenthetically (like brackets) to add extra detail in the middle of sentences. The information to the left of the first comma and the right of your second comma should make sense when joined together. For example:

The box of pencils, a gift from her grandmother, was the first item she packed in her suitcase.

The opera singer – wearing a beautiful red ballgown and with a rose in her hair – captivated the audience with her performance.



- How does the information added using commas or dashes help the reader to understand character and motivation in each of the sentences above?
- Add parenthetical commas to the following sentences.
  - She ran her heart beating with panic towards the exit.
  - The old man stretching his exhausted limbs opened his eyes.
  - Leo still ashamed of the way he had spoken to his coach last week picked up his sports bag and headed to the training session.

**Develop**

Colons introduce a list or emphasise an idea. A colon can be used to create a dramatic pause before important information. The information that comes before the colon must make sense on its own. For example:

He remembered his mother in easier, happier times: her love of treats and parties, her stylish appearance, her musical laughter.

She watched him, so smart in his uniform, as he entered the building: his first day at school had begun.



- 3** In each of the examples above, what might the pause created by the colon represent?
- 4** Copy out the following sentences, putting colons in the correct places.
  - a**) He put his head in his hands and thought of all the things he'd lost home, family, friends, self-respect.
  - b**) Spinning the steering wheel and accelerating, Amit sped around the street corner and on towards the hotel only five minutes remained.
  - c**) She looked up at the clouds with gratitude sunlight beamed down at last.

**Respond**

- 5** Write a descriptive paragraph that conveys a character's thoughts, feelings and motivations as well as their actions. You could use one of the sentences from Question 4 as your opening sentence. Include:
  - a**) two sentences that use parenthetical commas/dashes
  - b**) one sentence that uses a colon
  - c**) another type of punctuation to help the reader understand the character's thinking, such as a question mark or ellipsis.

# Writing your own character description

You will learn how to:

- combine the descriptive writing skills you have learned
- understand what makes good descriptive writing.

## Your task

Invent and describe a character who is a superhero.

## Approaching the task



- 1 Create a mind map or use another planning format to focus your thoughts about your superhero.
- 2 Decide the sequence in which you will present your ideas. For example:
  - a) flying – describe costume and speed of flight
  - b) landing in a street – describe facial appearance and body language
  - c) saving someone's life – describe movements, strength and speech
- 3 Think about the techniques you will use to describe your superhero:
 

<ul style="list-style-type: none"> <li>• adjectives</li> <li>• descriptive verbs</li> <li>• listing of details</li> <li>• repetition</li> </ul>	<ul style="list-style-type: none"> <li>• imagery</li> <li>• appeal to the senses</li> <li>• short sentences</li> <li>• varied punctuation.</li> </ul>
---	---
- 4 Come up with an engaging opening sentence that describes the superhero in action in a way that also shows us something about their appearance, abilities or character. For example:
 

Like a speeding train, a muscular, scarlet-clad figure swooped through the clouds.
- 5 Now write your description. When you have finished, check through your work for any errors in spelling, punctuation and grammar.

- 6** Compare your own response to Question 5 with the two responses below. Using the comments, identify ways in which your own response could be improved and rewrite it, if needed.

### Response 1

*Ice Girl stepped from the lake. Her skin was blue and covered in delicate frost. Her white nails were like icicles and her hair was full of snowflakes. Her white robes shimmered in the sunlight and icy footprints formed as she walked across the grass.*

Opening sentence introduces the character but could contain a bit more description.

Interesting description of her skin, but could be more precise about the shade of 'blue'.

Imaginative simile.

Interesting description but could be developed further to help the reader visualise this.

Good descriptive details but a greater range of techniques could be used.

### Comment on Response 1

This is a good start, although the description of features could be more fully developed. There are some good uses of vocabulary and descriptive techniques, but the choice of adjectives could be more imaginative. There could be more variety in the sentence types and sentence openers used.

### Response 2

*The frozen lake cracked open and Ice Girl emerged from the cold, dark waters. Cool blue and glistening like marble, her skin was covered in delicate frost. Her sharp nails, droplets of water falling from the glacial tips, were like icicles. As she moved, tiny snowflakes floated from her white, wintry hair like a silvery cloud all around her.*

Plenty of powerful and precise verbs.

Some interesting similes but the description would benefit from a greater variety of techniques.

Well-chosen adjectives help to develop descriptions.

*Her glassy robes shimmering in the sunlight, she glided towards the bank of the lake. Landing barefoot on the grass, she left glittery, icy footprints where she stepped.*



### Comment on Response 2

The student has used interesting verbs and adjectives, and the descriptions help the reader visualise different details. The writing would benefit from a wider variety of imagery, such as metaphor. Complex sentences are effectively used to add information and build an overall impression of the character.

# Responding to a descriptive text

You will learn how to:

- write a commentary on descriptive techniques and their effects
- evaluate your own commentary writing and work to improve it.

You are going to explore the ways in which John Boyne presents the toymaker using the understanding you have built up throughout this chapter.

## Understanding the text

Look again at the extract on pages 9 to 10.

- 1** Write a sentence in response to each of these questions.

- The extract presents us with an encounter with the toymaker from Noah's point of view. Find two quotations that provide the reader with clues about Noah (his personality, appearance, feelings, experiences).
- How would you describe Noah's first impressions of the toymaker in this extract? Provide evidence to support your view.

## Thinking about the text's purpose and features

- 2** Look again at the extract. Why does Boyne choose to go into detail in describing the toymaker? Complete the grid with quotations and relevant line numbers.

Feature	Quotation(s) and line number(s)
physical build and features	
speech and voice	
gestures and movements	
how he treats others	
how others behave around him	
background/backstory	

## Looking at the text in detail

- 3** The writer has presented the character of the toymaker using a range of techniques.

Reread these sentences from the extract and answer the questions.

- a) 'He had very bright eyes that Noah found himself staring into, but the skin on his face was as wrinkled as any the boy had ever seen.' (lines 27–30)

Find two adjectives in this sentence and explain what they imply about the toymaker.

- b) "'Did I?' asked the old man, frowning and stroking his chin as he thought about it.' (lines 41–42)

Pick out the two verbs in this sentence that show the toymaker's movements and gestures. What might we infer from these choices?

- c) The door through which he had entered the shop was still nowhere to be seen, so where this man had appeared from was a mystery to him. (lines 21–24)

- i. What do you think Boyne might be implying about the toymaker here?
  - ii. Find three more words and phrases from the text that also help to create this impression of the toymaker.
- d) 'with a mop of yellow hair that looked like porridge mixed with maize' (lines 27–28)

Identify the **metaphor** and **simile** in this description, and comment on their effect in describing the toymaker's appearance.

- e) Copy out an example of each of the following:
- (i) a sentence where an additional detail has been included between parenthetical commas;
  - (ii) a sentence with a semicolon; (iii) a short simple sentence. Explain the effect of at least one of these sentence level choices.
- f) Select two things that the toymaker says. How do these quotations contribute to our impressions of the toymaker? (Think about the toymaker's style of speaking as well as the content of what he is saying.)
- g) Highlight and count up all the references in the passage to the toymaker's age. Then pick two or three of these words and phrases and consider how they contribute to our overall impression of the toymaker.



#### Key terms

**metaphor:** a type of comparison that describes one thing as if it is something else (e.g. 'Our garden is a jungle')

**simile:** a comparison between two things that uses the words 'as' or 'like' (e.g. 'Our garden is like a jungle')

## Writing about the text

- 4 Write three paragraphs commenting on your first impressions of the toymaker and the techniques Boyne has used to create this impression.

You could use these sentence starters:

*The toymaker seems...*

*This is shown by...*

*The word/phrase/sentence '...' suggests...*

*The detail between parenthetical commas emphasises...*

## Reflecting on your work

- 5 Compare your own response to Question 4 to the two below. Once you have read them, identify ways in which your own response could be improved. Rewrite it, if needed.

### Response 1

*The toymaker is presented as an old man. This is shown by the repeated use of the word 'old' and by other words such as 'elderly' and 'wrinkled'. He is also shown to be rather mysterious. Boyne writes that 'where this man had appeared from was a mystery to him'. This suggests that even though the man seems to be very elderly and sometimes forgetful or confused, he might have some kind of special powers.*

An accurate impression noted.  
Simple evidence in the form of key words used, given to support point.  
A second accurate impression noted.  
Supportive evidence given in the form of a short quotation.  
An overview of the two impressions is given, which adds an impression drawn from an inference.

### Comment on Response 1

This directly answers the question and makes two clear points about how the toymaker is described. Both points are supported by textual evidence. The answer explores the toymaker's appearance as well as clues about his character. To improve on this answer, the interesting point about 'special powers' could be explored in more depth, and more key terms could be used.

The toymaker is an intriguing character from the beginning of the extract onwards. In the first paragraph, Boyne describes him smiling 'as if he had been expecting this visit for a very long time'. This suggests that the toymaker might have some kind of powers of prediction. His appearance also makes a strong impression on Noah; his advanced age is emphasised when the author stresses between parenthetical commas that the man is 'even older than Noah's grandfather', and a variety of adjectives in addition to 'old' (like 'wrinkled' and 'elderly') are also used. Boyne also indicates that the brightness of the man's eyes and of his hair colour capture the boy's attention. The metaphor 'mop' has connotations of messiness but also creates a pleasing impression of a rather gentle, loveable character. These aspects of his appearance suggest that despite his age, the toymaker is young at heart and perhaps also that he's rather eccentric. His language supports an overall impression of kindness and approachability, for example his repeated use of the phrase 'oh dear'. But there is clearly more to him than just a kindly old man; what the toymaker says about the footsteps and the doorbell are rather strange, and strongly suggest that things are not quite as they seem where the toyshop and its owner are concerned.

This precise and sophisticated impression acts as an overview for the evidence that follows.

Relevant quotation is used to support the point.

This evidence is explored by drawing an inference from the language used.

Another accurate impression is noted and a strong choice of quotations is selected to support it.

Reference to language techniques is made throughout.

A further impression is noted as a summary of the evidence given earlier.

Another impression and supporting evidence is offered.

Concludes with an overall summary linking back to the introductory sentence.

### Comment on Response 2

This answer makes a strong initial point, supports this with textual evidence, and goes on to make further linked and detailed points. Comments are detailed and make reference to language and literary techniques such as adjectives, repetition and metaphor, although more could be made of sentence level features and aspects of the text's structure. However, the effects of some language and literary techniques are written about in a fluent, extended and insightful way.



# What you have achieved

## Reading

- You have identified and understood explicit information about characters and inferred additional information.
- You have identified effective words and phrases in character descriptions.
- You have commented on the way that writers use vocabulary and language techniques to create convincing characters.

## Writing

- You have used a variety of techniques to build and develop character.
- You have chosen vocabulary and imagery that is varied, imaginative and powerful.
- You have varied the length and style of your sentences, and used a variety of punctuation, to create different effects in your descriptions.

## Speaking and listening

- You have been able to vary speech, gesture and movement in your presentation of a character.
- You have built up detail in your performances to convey character.
- You have listened carefully and focused on detail in response to what you have seen and heard.

## Next steps

### Reading

Read a variety of fiction and non-fiction, including feature articles and interviews. Across all your wider reading, think about how effectively characters are described: are they rounded, complex, convincing, memorable? How has this been achieved? How do they change and develop?

### Writing

You have written about a superhero; now try writing about a villain, and reveal aspects of your character's true nature throughout your description. You could also write up your improvised script, including stage directions, or complete the descriptive self-portrait.

### Speaking and listening

Continue to think about how character is conveyed in drama through tone of voice, body language, gesture, facial expression and movement, as well as through the words themselves. Improvise new short scenes with a partner or read drama texts, noticing how the playwright has provided clues about characters in both the dialogue and the stage directions.

# 2

## Chapter 2 Explaining

Great inventions

### What's it all about?

This chapter focuses on texts that provide explanations. You will read explanatory leaflets, articles, blogs and webpages about inventions such as the wheel, the telephone, the bike, satellites and driverless cars. You will look at how explanatory texts are put together and learn how to shape and write an article of your own.

You should already know:

- the differences between formal and informal language
- how to summarise ideas and information from a text
- how to organise your own writing to make your meaning clear
- how to deliver an effective presentation to engage the listener.

You will learn how to:

- gather together and summarise information and ideas from two texts
- explain why a writer uses formal and informal language
- deliberately use a variety of sentence types and punctuation (including colons and semicolons) for various effects
- plan and deliver a presentation, thinking carefully about how it can be supported by visual aids.

You will:

- plan and deliver a short presentation on an imagined invention
- write an engaging article on a recent invention
- write a summary of two texts about the invention of the bicycle and answer questions about them.

# Enjoy reading

You will learn how to:

- share your first impressions of an explanatory text
- work out what the text is about and why it has been written.

You are going to read an extract taken from a blog called 'Things I learned from riding in a Google self-driving car'.

- 1 Think about the title of the blog.
  - a) What is a 'self-driving car'?
  - b) What do you think the writer might have learned?
  - c) Do you think all cars will be 'self-driving' in the future?
- 2 Read the extract slowly, noting down any words you do not know.

## Things I learned from riding in a Google self-driving car

Last week, a friend and I got a sneak peek at Google's new self-driving cars. In addition [...] I got to chat with the engineers about the project. [...]

### It's not done and it's not perfect.

Some of the scenarios autonomous vehicles have the most trouble with are 5 the scenarios *human beings* have the most trouble with, such as traversing four-way stops or handling a yellow light (do you brake suddenly, or floor it and run the light?). At one point during the trip, we were attempting to make a right turn onto a busy road. Everyone's attention was directed to the left, waiting for an opening. When the road cleared and it was safe to turn 10 right, the car didn't budge. I thought this was a bug at first, but when I looked to my right there was a pedestrian standing very close to the curb, giving the awkward body language that he was planning on **jaywalking**. This was a very human interaction: the car was waiting for a further visual cue from the pedestrian to either stop or go, and the pedestrian waiting for a 15 cue from the car. When the pedestrian didn't move, the self-driving car gracefully took the lead, merged, and entered the roadway.

Freaky.

The cars use a mixture of 3D laser-mapping, GPS, and radar to analyse and interpret their surroundings, and the latest versions are fully electric with a 20 range of about 100 miles. The radar is interesting because it allows the car to see through objects, rather than relying on line-of-sight. At one point during our drive the car recognised and halted for a cyclist who was concealed behind a row of hedges.

Despite the advantages over a human being in certain scenarios, however, 25 these cars still aren't ready for the real world. They can't drive in the snow or heavy rain, and there's a variety of complex situations they do not process

well, such as passing through a construction zone. Google is hoping with enough logged miles and data, eventually the cars will be able to handle all of this as well (or better) than a human could. [...]

30

### **It wasn't an exhilarating ride, and that's a good thing.**

Riding in a self-driving car is not the white-knuckled, cybernetic thrill ride one might expect. The car drives like a person, and after a few minutes you forget that you're being driven autonomously. You forget that a robot is differentiating cars from pedestrians from mopeds from raccoons. You 35 forget that millions of photons are being fired from a laser and interpreting, processing, and reacting to the hand signals of a cyclist. You forget that instead of an organic brain, which has had millions of years to evolve the cognitive ability to fumble its way through a four-way stop, you're being piloted by an artificial one, which was birthed in less than a decade. 40

From [www.theoatmeal.com](http://www.theoatmeal.com)

- 3** Now choose five of the words you noted down. Can you work out what each one means?

- a) What sort of word is it: a verb, adjective, adverb or noun?
- b) Does it contain a prefix or suffix you know already? (For example, 'im' is a prefix meaning 'not'.)
- c) Does the context help? Look at the rest of the sentence – what is happening?

#### Vocabulary

**jaywalking:** crossing a street unlawfully or without paying attention to traffic

- 4** Note down answers to the following big five questions.

- a) Who has written this extract?
- b) What is being described in the extract?
- c) When are the events happening – now or in the past or future?
- d) Where do the events take place?
- e) Why has the writer written this text?

- 5** What did you enjoy or find interesting about the extract?

- 6** This extract is from a type of writing called a blog. It is usually a personal piece of online writing and is often written in an *informal, conversational style*. Find a phrase or sentence which shows that this is a blog.

- 7** Have you ever read anything like this before? Is it the kind of writing you would normally read? Why? Why not?

# What is writing to explain?

You will learn how to:

- recognise and comment on the common features of explanatory texts.

Explanatory texts help the reader to understand a process or how something works. They can also give reasons for why something is like it is. As texts are often written to achieve more than one purpose, it is likely that explanatory texts will provide information and some may also entertain.

## Explore

There are many different types of explanatory texts, such as leaflets, articles, encyclopedias, and posters.

Read the leaflet opposite and answer these questions.

- 1 What is the leaflet explaining?
- 2 Who do you think the leaflet is aimed at? How do you know?

## MRI – Magnetic Resonance Imaging

Hi there, I'm Mr Mole!



I'm here to tell you all about your MRI examination.

MRI is a way of looking inside your body without using X-rays.

MRIs are very safe.

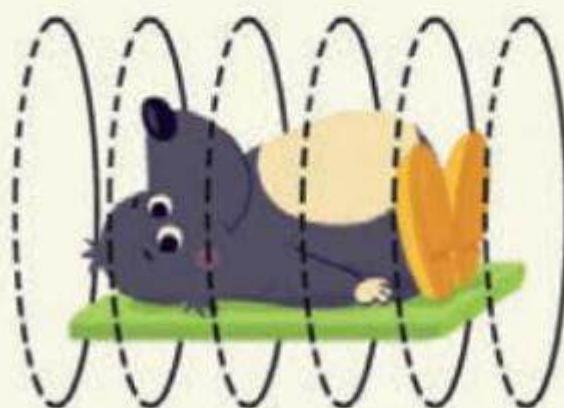
Magnetic Resonance Imaging uses:

- A very large magnet
- Radio waves
- A computer

The MRI scanner looks like a big [tunnel] with a hole in the middle where the magnet is. It is very light and airy and you will have plenty of room.

**MRIs work like this:**

- You will lie on the scanner table and slide slowly into the scanner. You may go in head first or feet first depending on what we are scanning.
- The magnet is always on.
- We use radio waves to make the pictures. When we turn these on and off they make lots of noise.
- The computer turns the magnet's signal into a picture.



From [www.wsh.nhs.uk](http://www.wsh.nhs.uk)

This text explains the process of an MRI scan in a clear and simple way. This will reassure its young readers and help them to understand how it works.

- 3** The following features in the leaflet help to explain the process clearly. Find an example for each one and explain how it helps makes the leaflet clear for the reader.
- heading
  - subheading
  - bullet points
  - simple vocabulary
  - simple sentences

## Develop

Explanation texts focus on processes or causes and effects.

The text below is about how cinema began. It is taken from an information board in a museum exhibition.

- 4** Rearrange the five sections into order. Use the **connectives** or **topic sentences** at the beginning of the paragraphs to help you.

1

**Following Roget's discovery**, it did not take people long to notice that a moving image could be created. Scientists from all over the world, therefore, tried to develop a variety of devices for creating this illusion of the moving image.

2

### How Cinema was Invented

3

**The story of cinema began in 1824.** Peter Roget, an English doctor, was the first to identify something he called 'persistence vision': if we see a series of objects in similar position in a rapid sequence, our eyes tend to see a single moving object.

### Key term

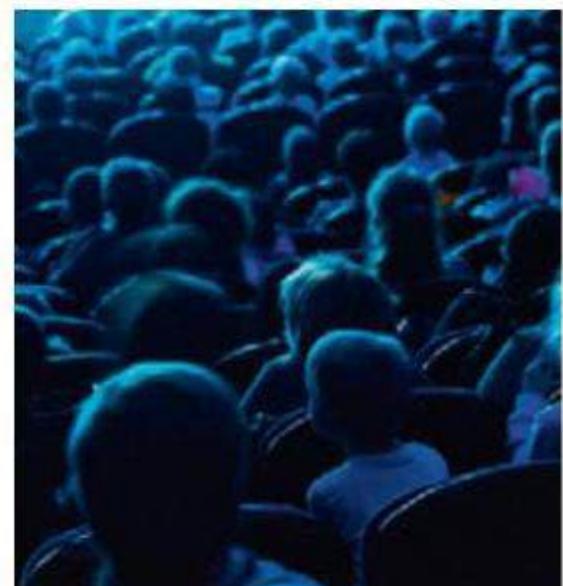
#### **simple sentence:**

a sentence that contains one subject and one verb (e.g. 'The bell rang.')

### Key terms

**connective:** a linking word or phrase used in a sentence (e.g. 'and', 'but', 'or', 'so', 'then', 'because', 'after')

**topic sentence:** a sentence in a paragraph – usually at the beginning – that shows the reader the main subject of the writing



And so a wonderful new art form was born: cinema.

However, the first successful public showing of moving images, created by cinematography, was not until the 1890s. Auguste and Louis Lumière, two French brothers, created a combined camera and projector called the Cinématographe. It recorded the pictures on a strip made out of celluloid (thin transparent plastic) which passed through a shutter at 16 frames per second.

- 5 What makes this an explanation text?
- 6 The text focuses on some of the technical aspects of how cinema was invented. The writer has therefore used some technical or specialist words and phrases (e.g. 'shutter', which is a device on a camera).
  - a) Find two further examples of technical or specialist words and phrases.
  - b) How has the writer tried to clarify some of the words and phrases for the non-specialist reader?



**Respond**

The extract below explains how the wheel was invented. It is taken from a children's history book. Read the extract and answer the questions that follow.

## **The Invention of the Wheel**

The wheel is, famously, one of the most important inventions in the history of mankind: without wheels, there would be no bikes, no cars, no longer journeys, even no heavy machines (they use wheels – or gears – inside).

### **Logs**

Before wheels, if you wanted to move something really massive then you'd need some logs and many, many people. You'd put the logs on the ground and roll your massive object on top of them. It must have been slow and absolutely exhausting!

### **Axes**

Then somebody, somewhere, at some point in time (about 5000 years ago in the Middle East, actually) had a brilliant idea: attach a wheel to an axle. An axle is a shaft on, or attached to, a revolving wheel or pair of wheels. It takes less energy to turn the axle than to turn the wheel. These were first attached to simple carts and pulled by animals. Much less exhausting – for humans, anyway!

### **Spokes**

After the axle was invented, the wheels were still made out of solid wood. Then somebody, somewhere, at some point in time (about 4000 years ago in Siberia, actually) had a brilliant idea: use spokes inside the wheel to replace the solid wood. The wheels were lighter and therefore faster. I suppose the next thing that needed to be invented was some brakes!



- 7 Identify the features of an explanatory text used in this extract.
- 8 Some writers of explanatory texts want to entertain their readers as well. How has the writer of this text made the explanation humorous and engaging for the reader? Consider:
  - use of informal language
  - repetition
  - humour.

# Exploring how explanations are structured

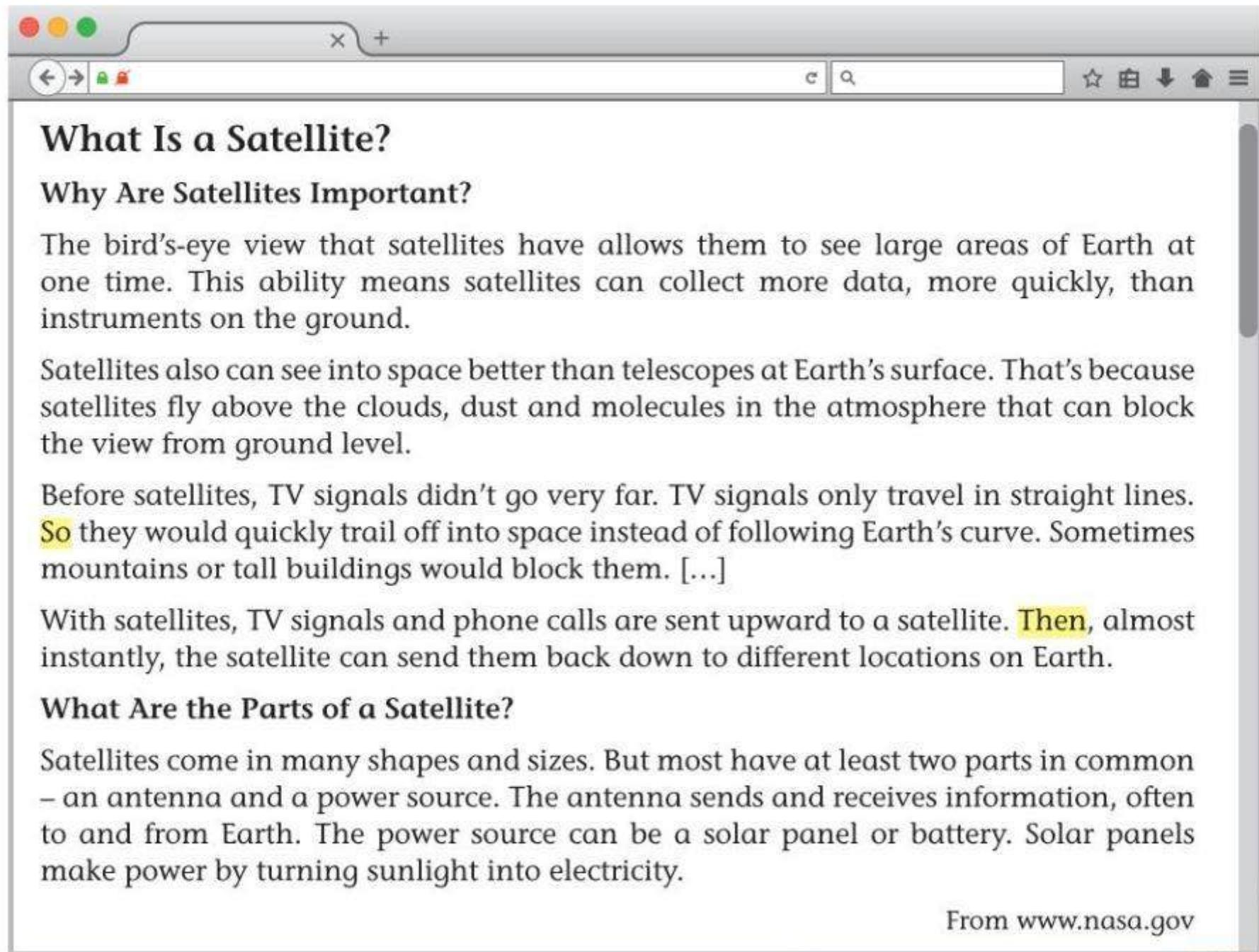
You will learn how to:

- identify and comment on the ways an explanatory text can be organised for clarity.

Explanatory texts are carefully organised in order to make the explanation clear and easy to follow.

## Explore

Read the following text. It is taken from the NASA website.



The screenshot shows a web browser window with a title bar, address bar, and various icons. The main content area displays the following text:

**What Is a Satellite?**

**Why Are Satellites Important?**

The bird's-eye view that satellites have allows them to see large areas of Earth at one time. This ability means satellites can collect more data, more quickly, than instruments on the ground.

Satellites also can see into space better than telescopes at Earth's surface. That's because satellites fly above the clouds, dust and molecules in the atmosphere that can block the view from ground level.

Before satellites, TV signals didn't go very far. TV signals only travel in straight lines. So they would quickly trail off into space instead of following Earth's curve. Sometimes mountains or tall buildings would block them. [...]

With satellites, TV signals and phone calls are sent upward to a satellite. Then, almost instantly, the satellite can send them back down to different locations on Earth.

**What Are the Parts of a Satellite?**

Satellites come in many shapes and sizes. But most have at least two parts in common – an antenna and a power source. The antenna sends and receives information, often to and from Earth. The power source can be a solar panel or battery. Solar panels make power by turning sunlight into electricity.

From [www.nasa.gov](http://www.nasa.gov)

- 1 Put the topics covered in this extract in order.

- A They have antenna and power sources.
- B Satellites can see large areas.
- C They are better than TV signals.
- D They can look deep into space.



**Develop**

**2** Writers use a number of techniques to structure explanatory texts. Which of these features can you spot in the extract?

- presentation features, such as headings and subheadings
- topic sentences

Connectives can help to provide a structure for an explanatory text in different ways.

**They can indicate cause and effect.** For example: *because*, *so*, *as a result*, *therefore*, *since*, *due to*.

For example, the highlighted 'So' in the extract is connecting a cause (TV signals can only travel in straight lines) with an effect (they trail off into space because of Earth's curve).

**They can show a sequence.** For example: *next*, *then*, *after*, *before*, *eventually*.

For example, the highlighted 'Then' connects the sequence of the signal going up into space and back down again.

**3** Find an example of the following:

- a) a cause and effect connective
- b) a sequencing connective.

Topic sentences help the reader to understand the subject of the rest of the paragraph. For example, the topic sentence in the second paragraph is: 'Satellites also can see into space better than telescopes at Earth's surface.' Like the example, topic sentences are often *simple sentences*.

**4** The paragraph below continues the extract. The topic sentence has been removed. Write a topic sentence for the paragraph. Ensure it is a simple sentence.

\_\_\_\_\_ . Sometimes these instruments point toward Earth to gather information about its land, air and water. Other times they face toward space to collect data from the solar system and universe.

**Respond**

**5** Write a summary of the features of satellites. Use the topic sentences and subheadings to help you.

# Using formal and informal language in explanation texts

You will learn how to:

- identify and comment on the use of formal and informal language.

The style of language writers choose depends on their audience and purpose.

## Explore

Writers may choose to write either formally or informally for a number of reasons. An online blog explaining scientific ideas to a general audience is more likely to be informal, whereas a science report that will be read by a specialist scientific community is more likely to be formal.

Writers may choose a formal style to add seriousness or authority; an informal style may help the text to sound lively and engaging.

- 1 Note down whether each of these features is more likely to be found in a formal or an informal text.
 

a) conversational phrases (e.g. 'okay')	b) longer, complex sentences
c) slang (e.g. 'kid' for 'child')	d) contractions (e.g. 'that's')
e) expressive punctuation, such as an exclamation mark to express an attitude (e.g. 'Wow!')	f) sentence fragments/minor sentences (e.g. 'Unbelievable.')
g) technical or specialist vocabulary	h) sentences beginning with the conjunctions 'or', 'and' or 'but'
i) precise vocabulary	

## Develop

- 2 Imagine you have been asked to write the following texts. For each text, explain whether you would adopt a formal or informal style. Consider the form, audience and purposes of each text.
  - a leaflet aimed at children about inventors
  - an email to an investment group asking them to fund the manufacture of a new invention
  - an online guide about how to use a new smartphone.

Read this entry from an adult encyclopedia.

### Text A

The first *papermaking* process was documented in China during the *Eastern Han* period (25–220 CE), and is traditionally attributed to the court official *Ts'ai Lun* (c. 50–121 CE). He is credited with the invention of a type of paper made of mulberry and other plant fibres, along with fishing nets and old rags, which reduced the cost of paper production. Although *Ts'ai Lun* became very wealthy and famous in China, it took many centuries for his papermaking process to spread to other countries and continents.



- 3 What features of Text A help to make it formal?
- 4 Why has the writer of Text A adopted a formal style?

### Respond

Read this extract from a museum guide aimed at children.

### Text B

Before paper was invented, people used to drag around massive books made out of wood or spend a lot on expensive silk. But legend tells of a man called *Ts'ai Lun*. He was a court official in China over two thousand years ago and he cooked up a funky recipe. He took a bit of tree bark, chucked in some bamboo plant, and threw in some rags and fishing nets he had lying around. He then mashed it all into a pulp and invented paper. Lightweight and cheap. And people didn't need to haul around huge wooden books any more. *Ts'ai Lun* made a lot of money (not paper money though – that wasn't invented until 800 years later!) but it took hundreds of years for the secrets of papermaking to catch on in other countries.

Uses informal, conversational vocabulary.

Sentences beginning with a conjunction.

- 5 Find more examples of informal language features.
- 6 Explain why the writer adopted a largely informal style.
- 7 Which of the two versions – Text A or Text B – do you prefer and why?

# Collating and summarising information from two texts

You will learn how to:

- identify relevant information from two texts
- collate and synthesise information to write a concise summary.

The ability to summarise is a valuable skill. Sometimes you need to read more than one text in order to write a comprehensive summary of a topic.

## Explore

The activities in this unit will help you complete this summary task:

**Write a summary of how the pedal bicycle was invented.**

Read Text A below about the invention of the pedal bicycle.

### Text A

Pierre Lallement, a Frenchman, probably invented the first successful pedal-driven bicycle. He was born on 25 October 1843. Before reaching the age of 20, he was already a highly regarded maker of baby carriages, which gave him the skills needed to design the first bicycle. His main inspiration involved adding a rotating mechanism and pedals to the hub of the front wheel. Early bikes were very uncomfortable due to their stiff and heavy iron frames and wooden wheels wrapped with an iron rim. They therefore became known as *boneshakers*.

A student has written a list of points from Text A on how the bicycle was invented.

- Pierre Lallement probably invented the first pedal bicycle in 1864.
- He was born on 25 October 1843.
- He applied his skills as a maker of baby carriages.
- He added a rotating mechanism and pedals.
- Early bikes were uncomfortable and were known as boneshakers.

- 1 Which points above are not relevant for the summary task on how the pedal bicycle was invented?

Now read Text B, which is also about the invention of the pedal bicycle.

[A] story about the invention of the bicycle credits Pierre Lallement as being the ‘father of the bicycle.’ Reportedly, in 1862, while in **Nancy** he noticed someone riding a **draisienne** and saw the rider was required to propel the vehicle by walking. Lallement modified the draisienne by attaching pedals and adding a rotary crank mechanism. In 1863, Lallement moved to Paris and interacted with the Oliviers, who then formed a partnership with Pierre Michaux to build a bicycle.

From [www.geriwalton.com](http://www.geriwalton.com)

- 2** Using the example above to help you, write a list of points from Text B about how the pedal bicycle was invented.

### Develop

When summarising information from two texts, you should first look for any information that is repeated across both texts and combine it into one point.

- 3** Look at the two lists and see if any points could be combined in this way. Write out the sentence with the phrase ‘Both texts...’ at the beginning.

Note that some points are only in Text A and others only in Text B. When summarising, indicate which text a point comes from. When writing your summary, be concise and use your own words as much as you can. For example, the sentence ‘A story about the invention of the bicycle credits Pierre Lallement as being the “father of the bicycle.”’ could be summarised as ‘It is thought that Pierre Lallement invented the bicycle.’

- 4** Choose a point from your list in Question 3 and write it more concisely.

### Respond

- 5** Write a summary of how the pedal bicycle was invented. Write no more than 50 words.

### Checklist for success

- ✓ Ensure all points are relevant to the focus of the task.
- ✓ Combine points where possible.
- ✓ Use your own words and be as concise as possible.
- ✓ Indicate which text the information is from: both texts, Text A or Text B.

### Vocabulary

**Nancy:** a city in France

**draisienne:** a type of early bicycle in which the rider paddled their feet against the ground.



# Explaining things clearly in speech and presentations

You will learn how to:

- shape a short presentation using appropriate media, and answer questions
- adjust your pace to maintain the listener's interest.

People who give effective explanatory presentations and thoughtful responses to questions do three things: plan well, consider the needs of their audience and listen carefully.

## Explore

Imagine you are an inventor. You have been asked to give a presentation about a life-changing invention you have made. After the presentation, you will answer questions.

- 1 Decide what your invention will be (a medicine or a machine perhaps) and make notes on what you will say about:
  - a) what your invention is
  - b) how and why it works
  - c) what its benefits are to individuals and society
  - d) how much it will cost to develop.



- 2 Decide on the best order for the information you want to present. Then write a short, simple topic sentence statement to introduce each point. For example:

eTranslator uses the latest cutting-edge technology.

You should then consider ways to develop each point by giving more information. You could include:

- anecdotes
- facts and opinions
- expert views.

Think also about how to make your points interesting. The example below uses an **anecdote**, **rhetorical question** and **rule of three** and is therefore more likely to engage the audience.

I went on holiday last week but I really struggled to communicate with the guard on a train – we didn't have a single word in common! It took a very long time for me to get the ticket. But can you imagine a world where people from across the globe, all speaking different languages, can easily communicate? Now you can. eTranslator will connect people, develop friendships and build bridges across nations.

#### Key terms

**rhetorical question:** a question that is used to make people think, rather than requiring an answer

**rule of three:** a useful pattern of three examples, which makes the information or idea expressed memorable

- 3 Now develop each of your statements to add interest. Use the example above to help you.
- 4 Come up with a memorable ending to your presentation. For example:

Developing eTranslator will cost a few thousand, but it will transform many millions of lives.



## Develop

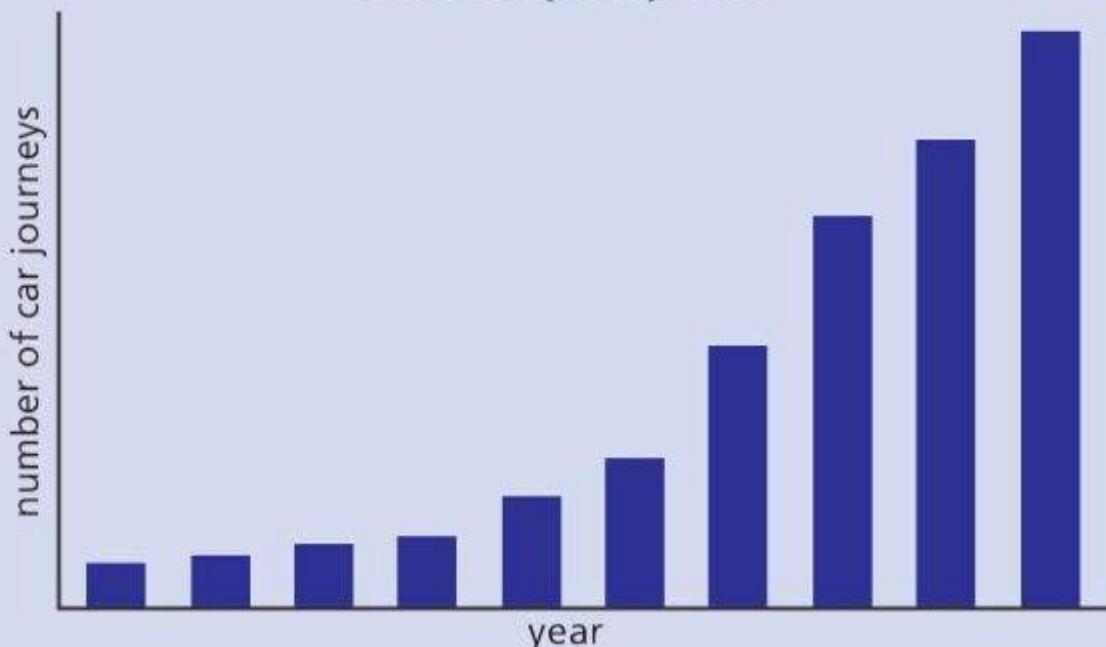
Visual aids can help illustrate explanations. Choose images carefully and make sure they help you to communicate your ideas. Avoid including lots of words on any handouts or presentation slides.

For example, if your invention is designed to help improve traffic in busy cities, you could include an image of a congested city street with the heading: 'Is this what you want your future to be like?' Or you could add a chart showing the increase in the number of car journeys.

### Is this what you want your future to be like?



Journeys by car



- 5** a) Which of the features below do you think would be suitable for your presentation?

- images
- headings
- charts and diagrams
- short video clips

- b) Where appropriate, add suitable visual aids to your presentation plan.

- 6** Rehearse your presentation.

- a) Practise changing the **pace** of what you say. You could, for example, slow down when you are giving any difficult or technical explanations.
- b) Pause to highlight a point and keep your listener's interest.
- c) Speak loudly and clearly.

Key term

**pace:** the speed at which you speak

## Respond

- 7** Take turns to give your presentation.

- 8** After each presentation, the listeners should ask questions to find out more about the invention. When replying to questions:

- use the question's words in your answer
- keep your response relevant and concise.

- 9** As listeners, give feedback to explain how the speaker could improve their presentation. Consider the following:

- a) Does every point make sense? What could be clearer?
- b) What extra information might the listener want to know?
- c) What could make the talk more interesting?
- d) Did the visual aids help to clarify and communicate the points being made?
- e) Was the talk organised throughout? Were there any points where the talk moved too far away from the topic?
- f) Was there anything you didn't understand? Could the speaker have reworded any sections by breaking them down into simpler sentences?

# Planning a report

You will learn how to:

- plan the structure and content of a report
- consider audience, purpose and formality.

When you write a report, you need to plan how to organise information and explain your ideas clearly. This will ensure that your readers get the full picture but also know where to find specific information.

## Explore

You are going to plan a formal report explaining and promoting a breakthrough invention that you would like to be taken into development. The intended audience is business leaders. You can use the idea you came up with for Unit 2.6 or think of a new one. Your report should answer any questions that readers might like to know about your invention. For example:

Title	eTranslator
<b>Introduction</b>	What is the invention? What is its most important benefit?
<b>Middle (each paragraph will focus on a different question)</b>	How does it work? Who would use it? What are its advantages? What are its disadvantages? How much will it cost to develop? How expensive will it be to buy and use?
<b>Conclusion</b>	Why should it be made?

- 1 Plan your report using a grid like the one above. Leave plenty of space to note your answers to each question. You may need to change the questions to suit your invention.
- 2 Decide on the best order for the questions in the middle section of your report. Number your points in that order.
- 3 Make a note of the points you will write to answer each question. Remember, you do not need to write in complete sentences in a plan – an example is given on the next page.

**Introduction**

**What is the invention?**

- eTranslator
- small device attaches to ear
- automatically translates over 50 languages

**What is its most important benefit?**

- ease of communication across the globe

**Develop**

Reports often have subheadings to help readers find information easily. You can turn the questions in the middle section of your report into subheadings. For example, you can replace **pronouns** with proper nouns: so ‘How does *it* work?’ becomes ‘How does *eTranslator* work?’.

- 4 Turn all the questions in your middle section into subheadings by using more precise vocabulary.
- 5 Write a full paragraph plan for two of your middle paragraphs, following the example below.
  - a) Write a topic sentence summing up what the paragraph will tell readers.
  - b) Note the more detailed explanation or evidence you will include. For example:

**Topic sentence:** *eTranslator can be easily attached to your ear.*

**Explanation and/or evidence:**

- weighs 2 grams
- uses magnetic technology
- attaches behind the ear lobe
- stylish design

**Key term**

**pronoun:** a word used instead of a noun, such as ‘he’, ‘she’, ‘it’, ‘they’, ‘we’, ‘I’, ‘you’

**Respond**

- 6 Now complete all the paragraph plans for your report. Remember that the intended audience is business leaders, and that you should consider the appropriate level of formality.

**Checklist for success**

- ✓ Write a topic sentence expressing what each paragraph is about.
- ✓ Note the details you will include in each paragraph.

# Using connectives to explain clearly

You will learn how to:

- use adverbial clauses
- choose connectives to explain information clearly.

You need to use connectives to show how information, details and ideas link together in a piece of explanatory writing. This will help to guide readers through your text. Adverbial clauses provide more information in a sentence about how or when something is done.

## Explore

The grid below shows the connectives you can use to create **adverbial clauses**. These can be used for different purposes.

Connectives	Purpose
because, since, for, as, for this reason	introduce a reason
to, in order to, in order for, so as to, so that	introduce a purpose
so, so that, as a result, with the result that	introduce a result
when, while, before, after	explain timing

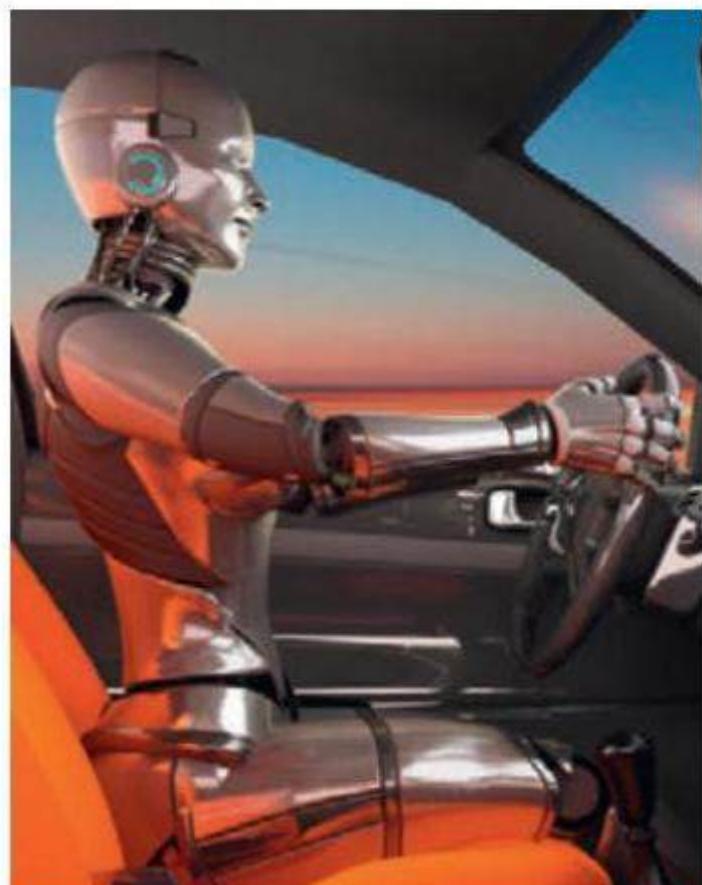
### Key term

**adverbial clause:** a group of words that tells us more about how or when an action is done, e.g. '*Before I go to bed, I brush my teeth*'

Read the following text.

Robodriver will transform the way people travel because everyone in the car is able to enjoy being a passenger. As a result, everyone arrives at their destination feeling rested. Robodriver could be used when people travel to school or work, so that, on arrival, they will be able to achieve their best. Every year, thousands of accidents are caused by tired drivers. Using Robodriver would prevent those, since a robot never gets 'tired' – unlike every human.

This adverbial clause introduces a reason.



- Find four other adverbial clauses in the text. Which of the four purposes from the grid does each one have?

Connectives can be used to create adverbial clauses. In the following example, the second clause is a *result* of the information in the first clause. So, you could use 'because', 'since' or 'for', but 'because' makes the best sense in this sentence.

Driving yourself anywhere could become a thing of the past *because* Robodriver is so much safer.

- 2** Decide what type of connective should go in the gaps to link the ideas or details within the sentences. Should it be one showing reason, purpose or result?
- a) Elderly people will have happier lives ...  
Robodriver can take them to the shops, doctors, friends – no matter how frail they have become.
  - b) Robodriver can take young people to a destination without an adult being present ...  
family life will be easier.
  - c) Vulnerable people will invest in Robodriver ...  
they can travel safely.
  - d) ... of Robodriver, people could work on their journey ... they have to spend less time away from home.

### Develop

Once you have decided *how* your next detail links with the previous one, you need to choose the best connective to make the link clear.

- 3** Write out the sentences in Question 2, adding a connective to make the meaning clear.

### Respond

- 4** Write the first three paragraphs of an explanation of your invention for a young audience in a school assembly. Use connectives and adverbial clauses to link the information clearly.

### Checklist for success

- ✓ Decide what the connection is between the ideas and information you are expressing.
- ✓ Use the best connective to express this link.

# Varying sentence structure to make explanations clear and engaging

You will learn how to:

- use a mixture of simple, compound and complex sentences
- vary sentence structures to make explanations engaging.

Using different sentence structures allows you to express your ideas clearly and makes your writing interesting for your readers.

## Explore

A short, simple sentence can make an important point clear for readers, especially if later sentences are longer, detailed or complex. For example:

Robodriver is simple to use. It is affordable. It plugs straight into the car's ignition.

subject

verb

opinion

fact

Some explanatory texts might also require you to entertain your readers. Using three short sentences in a row here builds up all the advantages to impress readers.

- 1 Write three short, simple sentences explaining how your favourite gadget works. Use both fact and opinion.



Simple sentences can be useful to introduce a point or for impact. However, too many simple sentences can make your writing seem boring and simplistic.

**Compound sentences** are created by joining two or more main clauses with 'and', 'but' or 'or'. In the following example, 'and' emphasises the number of advantages and suggests that the last one may be surprising:

Robodriver is simple to use and it is affordable.

#### Key term

##### **compound sentence:**

a sentence that contains equally weighted simple sentences joined by connectives

Here, 'but' suggests that the second clause is unexpected and therefore of special interest to readers:

Robodriver is cutting-edge technology but it is very simple to use.

In this example, 'or' suggests there is a range of exciting possibilities:

Robodriver can take the kids to school or it can take you to work.

- Look at these compound sentences. Choose a connective for each of the gaps that would impress readers with the advantages of using Robodriver.

Robodriver allows employees to travel long distances ... feel ready to work as soon as they arrive. They can work during the journey ... when they are in the office.

- Write three compound sentences about the advantages of your favourite gadget. Craft each sentence with a different connective to create a specific positive effect on your reader.

To make an explanation clearer or more interesting, you can include extra information in a sentence using a pair of brackets, commas or dashes. Put this information directly after the word or phrase it is expanding on.

Robodriver (designed in 2015) relies on a network of sensors, covering every surface, that measure speed, size and movement around the car. The control panel – a circular touchscreen – fits over the steering wheel.

- 4** Look at the grid below. Write out the three sentences and add the extra information so that it refers to the underlined word in the main clause.

Main clause	Extra information
In <u>tests</u> Robodriver was 100% successful.	carried out by independent experts
Robodriver's reaction time was <u>faster</u> than a racing driver's	by up to 100 times
<u>Passengers</u> reported feeling safe while being driven by Robodriver.	of all ages

- 5** Write three sentences about features of your favourite gadget that include interesting but additional, non-essential information.

To make your sentences even more varied, you can use **subordinating conjunctions** to create **complex sentences**. They can be useful for presenting ideas that need layers of information and details. Complex sentences can be particularly useful in an explanation because they can show cause and effect.

For example, a cause (everybody wants to feel safe) can be joined with its effects (millions will buy the invention) to form this complex sentence: 'This invention will sell millions *because* everybody wants to feel safe.'

Other subordinating conjunctions that show cause and effect include 'so', 'since', 'unless' and 'due to'.

- 6** Write three complex sentences about your favourite gadget that show cause and effect.

#### Key terms

**subordinating conjunction:** a word used to link clauses in a complex sentence (e.g. 'although', 'while', 'when', 'if')

**complex sentence:** a sentence that contains a supporting idea expressed in a subordinate clause, which adds to the information in the main idea expressed in the main clause



When you write a paragraph, decide how to use different types of sentences to make your meaning clear and engage your reader. For example:

Robodriver is better than sat nav. A sat nav is only as good as the driver and it does not help drivers avoid dangers. However, Robodriver has sensors which notice what other cars are doing so not only can it follow a map, it can also swerve out of the way of another car. That's got to be safer!

A short, simple sentence expressing the main point ensures readers notice it.

A compound sentence provides more detail.

A complex sentence offers supporting ideas and shows cause and effect.

A short sentence at the end of the paragraph emphasises the conclusion.

- 7 Write a paragraph comparing your favourite gadget to a similar one. Explain why you prefer yours. Include examples and comparisons, and use a variety of connectives. Vary your use of sentence types for effect.

### Respond

- 8 Write two paragraphs for an engaging online article explaining how a gadget in your home works. Make sure you use a variety of sentence structures for effect.

### Checklist for success

- ✓ Organise simple, compound and complex sentences for effect.
- ✓ Position information in your sentences and choose connectives to engage your readers.



# Using colons and semicolons to include more detail

You will learn how to:

- use a colon to introduce a list, example, reason or conclusion
- use a semicolon to separate items in a list or closely linked sentences.

You can make your explanatory writing more sophisticated by using colons and **semicolons** for particular effects.

## Explore

A colon can be used to introduce a list of items. It is placed before the first item in the list:

The technology I use most often is: a computer, telephone, washing machine and microwave.

### Key term

**semicolon (;) :** used to connect two independent clauses (clauses that could each be a sentence on their own)

- 1 Write a sentence listing the five best inventions of all time. Use a colon.

A colon can also emphasise a conclusion or explanation. The statement before the colon must make sense on its own:

Many inventions are not essential: they are luxuries. The popcorn maker is not needed: it is easier to make popcorn in a saucepan or microwave.

In the first sentence, the colon emphasises the conclusion. In the second sentence, it emphasises the explanation.



- 2 Which of these explanations can be rewritten using a colon?
  - a) The invention of the light bulb took many years. Thomas Edison made hundreds that did not work.
  - b) It is easier to invent a new flavour of cake. I love trying out new flavours.
- 3 Write two sentences about the topic 'What makes a great invention?' One sentence should introduce an explanation, the other a conclusion.

**Develop**

When you have longer items in a list, you should use semicolons to separate the items. For example:

Inventions I could not live without include: a hairdryer; my special pair of running shoes; and chocolate-coated biscuits.



- 4** Write a sentence that includes a list needing a semicolon about life-saving inventions.

A semicolon can also replace a full stop, to separate two sentences whose meaning is linked. This emphasises the closeness more strongly than a connective would.

For example:

3D printing can create interesting-looking food; it cannot make it taste nice.

- 5** Could you use a semicolon to link these sentences? Explain why or why not.

- a)** Wind-up radios save energy. In remote places, they also keep you connected with the news.
- b)** Use your GravityLight to generate electricity through weight. Fill the small bag with rocks or sand.

- 6** Write two sentences linked with a semicolon.

**Respond**

- 7** Describe a new toy for younger children, using colons and semicolons to introduce information and to punctuate lists correctly.

**Checklist for success**

- ✓ Use a colon to introduce a list, example, reason or conclusion.
- ✓ Use a semicolon to emphasise the close meaning of two sentences or to separate longer list items.

# Writing your own explanatory article

You will learn how to:

- combine the informative writing skills you have learned in one text
- understand what makes a high-level piece of informative writing.

## Your task

Write an engaging online article commenting on the impact an invention is having. The invention can be real or imaginary.

Some ideas include:

- smart meters for electricity use in the home
- electric bicycles
- 3D printing
- satellite navigation devices.

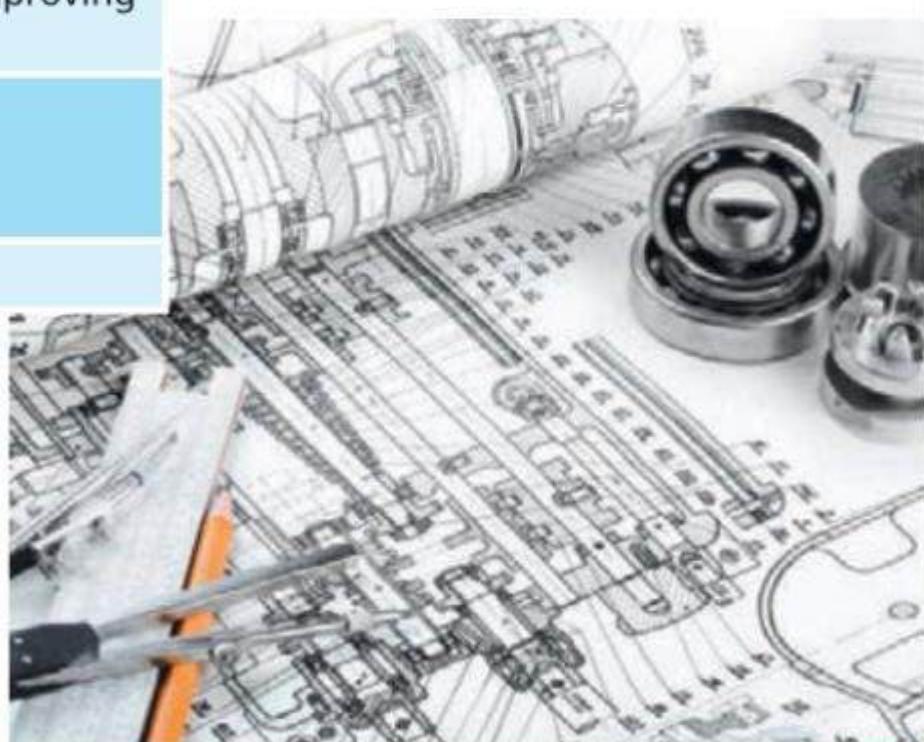
## Approaching the task

- 1 Decide what invention you are going to write about, then plan your ideas using a grid like the one below. Start by noting the questions readers might want answered in your article.

Section	Questions about the impact ... is having
Title (include the name of the invention)	
Introduction	How is this invention affecting people/improving things?
Middle (each paragraph will focus on a different question)	
Conclusion	

- 2 Plan each paragraph in turn.

- a) Write a sentence that sums up what the paragraph is about.
- b) Decide what details you will include in the paragraph.



**3** Consider how you could include some features of informal language in order to make your article lively and engaging.

**4** Write your article or report, following your plan and crafting your sentences so that each one is clear, informative and engaging for your readers.

- a)** Include short, simple sentences and develop your explanations using compound and complex sentences. Look back at the connectives you have learned about in this chapter.
- b)** Use a colon to introduce a list or if you want to emphasise an explanation, example or conclusion. Do not use a colon in every sentence or it will lose its impact.
- c)** Remember to use a semicolon to separate items in a list if a comma is already being used in a description of an item.
- d)** At least once, craft two sentences close in meaning and use a semicolon between them to emphasise their connection.

**5** When you have written your text, read it through, checking the following points.

**Sentences:**

- Does every sentence make sense?
- Does each sentence have the effect you want, or do you need to rewrite some of them? For example, would it be better to begin with a different clause? Are your simple sentences having impact, or are they so frequent they make your writing boring?
- Have you chosen the right type of connective each time?
- Have you written some sentences where the colon emphasises a reason, conclusion or example?
- Have you used a semicolon to separate a pair of sentences closely linked by meaning?

**Punctuation in lists:**

- Have you placed a colon before the beginning of a list?
- Have you used semicolons to separate longer list items?

**Formality**

- Have you used some informal language features effectively? Is the article engaging?

## Reflecting on your work

- 6 Compare your own response to the task to the two responses below. Using the comments, identify ways in which your own response could be improved and rewrite it, if needed.

### Response 1

Running shoes that make you run faster have been a great success. All sorts of people are buying them: fitness enthusiasts, especially older runners; teenagers; and new runners. They are cheap and easy to use. As a result, schools are encouraging children who are often late to buy a pair so that when they have to run for the bus, they will actually catch it.

Athletes have found them very useful in training because the shoes can be set to run at different speeds. 'It lets my legs practise moving at a higher speed so I know what it feels like,' explained Olympic champion Mahmoud Ali. However, officials check every runner's shoes before each race in order to make sure no one is wearing a pair.

Uses a variety of sentence structures.

Punctuation is varied and accurate enough to make the meaning clear.

Some connectives are used to link sentences and clauses.

### Comment on Response 1

The student uses features of the form, and the text suits its audience and purpose. The paragraphs begin with topic sentences and the content is relevant and developed in some detail. The information is organised logically and uses a variety of sentence structures and connectives. However, the report could have used some informal features to engage the readers.



**New 'Zero' is a hero!**

Zero-calorie chocolate bars, called 'Zero', have made millions! Every day, customers are tucking into the delicious plain, dark chocolate; dark chocolate and ginger; or dark chocolate and mint bars. Sales figures are enormous because this snack will not add even a gram to your weight.

Amazingly, this popular invention was discovered by accident. The fruit of the lipo plant looks like a purple coconut. So, scientists wondered if its fruit had the same high levels of oil too. They did. However, there was one important difference: lipo 'oil' has zero calories. This led Dr Meyer of Indeberg to wonder if he could make low-calorie desserts.

'But when lipo was mixed with the zero-calorie sweetener, saccharine, it just hardened,' he explained. So he chucked the result in the bin. However, a cleaner joked that it looked like a white chocolate bar. As a result, the scientist tried adding chocolate flavouring and, suddenly, he had invented everyone's dream: a zero-calorie chocolate bar.

**Comment on Response 2**

This student has sequenced paragraphs logically and has linked them clearly and purposefully. The sentences also show varied length and structure, and features of informal language will engage the reader. The writer is using the colon in different ways, but has only used the semicolon in lists. To improve this response, the student should position clauses and sentences to have an effect on readers, and use semicolons to emphasise connections.

Uses a variety of sentence types to vary text and make writing interesting.

Features of informal language used to engage the reader.

Uses a variety of connectives to link sentences and clauses.

Makes accurate use of semicolons and colons.



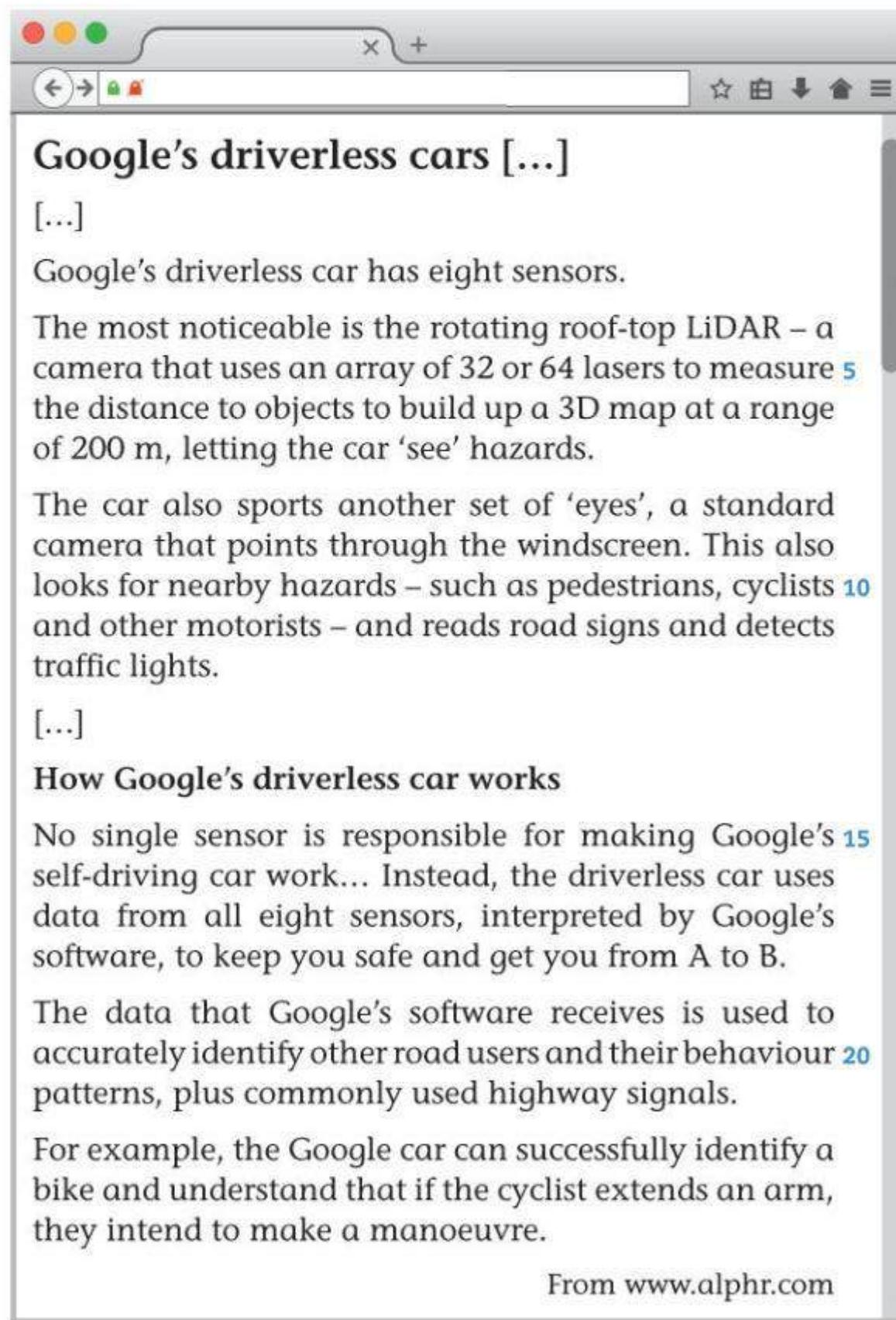
# Responding to a pair of explanation texts

You will learn how to:

- synthesise and summarise information from two explanation texts
- evaluate your summary and work to improve it.

The text below is an article from a technology website.

You are going to explore the ways in which both this article and the blog you read at the start of this chapter work, using the understanding you have built up in this chapter.

A screenshot of a web browser window. The title bar says 'Google's driverless cars [...]' and there is a large image of a self-driving car's interior on the right. The main content area contains several paragraphs of text about Google's driverless car technology, including details about LiDAR sensors and software interpretation. There are also sections for 'How Google's driverless car works' and a quote from the source.

Google's driverless cars [...]

[...]

Google's driverless car has eight sensors. The most noticeable is the rotating roof-top LiDAR – a camera that uses an array of 32 or 64 lasers to measure 5 the distance to objects to build up a 3D map at a range of 200 m, letting the car 'see' hazards.

The car also sports another set of 'eyes', a standard camera that points through the windscreen. This also looks for nearby hazards – such as pedestrians, cyclists 10 and other motorists – and reads road signs and detects traffic lights.

[...]

**How Google's driverless car works**

No single sensor is responsible for making Google's 15 self-driving car work... Instead, the driverless car uses data from all eight sensors, interpreted by Google's software, to keep you safe and get you from A to B.

The data that Google's software receives is used to accurately identify other road users and their behaviour 20 patterns, plus commonly used highway signals.

For example, the Google car can successfully identify a bike and understand that if the cyclist extends an arm, they intend to make a manoeuvre.

From [www.alphr.com](http://www.alphr.com)



**Understanding the text**

- 1** Read the article 'Google's driverless cars'.
  - a)** What functions does the standard camera have?
  - b)** How is the data that is received by Google's software used?

**Thinking about the text's purpose and features**

- 2** Which aspects of explanatory writing can you identify in the article 'Google's driverless cars'? Copy and complete the grid with relevant line numbers or a brief quotation.

Features of explanatory text	Line number or brief quotation
heading	
subheading	
technical or specialist vocabulary	
technical or specialist vocabulary explained for a non-specialist reader	
short sentences and paragraphs for clarity	
serious, formal tone	

**Looking at the text in detail**

Now look again at the blog 'Things I learned from riding in a Google Self-driving Car' on pages 42–43.

- 3** The driverless car is described in the final sentence as being 'birthed in less than a decade'. What does the writer find surprising about the development of the technology?
- 4** The writer uses an informal minor sentence in its own paragraph: 'Freaky.'
  - a)** What does he find so unsettling?
  - b)** What are the effects on the reader of using this informal language feature?
- 5** Find the colon in the second paragraph. Does this emphasise a conclusion or an explanation?

## Writing about the text

- 6 Look again at the article 'Google's driverless cars'. Make a list of what you learn about how the driverless car works.

Here is an example to help you:

*It has a standard camera that identifies hazards, road signs and traffic lights.*

- 7 Now read the blog, 'Things I learned from riding in a Google Self-driving Car' on pages 42–43 and make a list of what you learn about how driverless cars work. Here is an example to help you:

*millions of photons are fired from a laser, which reacts to human behaviour*

- 8 Based on your reading of the blog and the article, write a summary of what you learn about how Google's driverless cars work. Write no more than 50 words.

- Bring together the two lists you created for questions 6 and 7; see if any of your points could be combined (for example, you could combine any information about the laser into one point).
- There is no need to compare the two texts for this task, although you could specify which text the point came from (the blog or the article).
- When writing your summary, remember to be concise and use your own words as much as you can.
- Make sure your focus is on *how the driverless cars work* and include only what you consider to be the most important information.



## Reflecting on your work

- 9 Compare your own response to Question 8 to the two below. Once you have read them, identify ways in which your own response could be improved. Rewrite it, if needed.

### Response 1

The cars use a mixture of 3D laser-mapping, GPS and radar to analyse their surroundings and they have a rotating roof-top LiDAR which uses lasers to see hazards – it can even see through objects. All of this technology produces data that is interpreted by software and used to understand the behaviour of other road users. The blog says Google is hoping to log all this data so eventually their cars can handle complex situations as well as, or better than, a human.

This section could be improved by not copying word for word.

The first sentence is rather long and lacks the concision required by a summary.

This sentence is an effective summary and the student is beginning to use more of their own words.

This detail is inaccurate and unnecessary.

### Comment on Response 1

This is a good attempt to summarise. The points are all relevant to the focus of the task and the student sensibly handles both texts. However, the answer relies on copying phrases and sentences directly from the texts rather than concisely combining and summarising the ideas. It also includes additional details that aren't required (for example, 'as well as, or better than, a human').

### Response 2

Both texts say that driverless cars combine a range of different sensors, from cameras to cutting-edge rotating lasers on the roof which can see through objects. The article says this technology creates data which is interpreted by software to understand hazards and human behaviour and drive accordingly. The blog says data from all driverless cars is logged and used to improve their ability to respond safely to more complex situations.

Rather than listing all the technology, the student has selected the main information (cameras and lasers).

The student identifies the sources of the different pieces of information.

The response has avoided just copying words from the texts.

### Comment on Response 2

This is a largely concise and relevant response which combines the main ideas from both texts. The response does not just copy phrases from the texts but instead effectively summarises how driverless cars work. However, the second sentence lacks concision and could be more carefully crafted.

# What you have achieved

## Reading

- You have identified and explained features of explanatory texts.
- You have commented on the ways an explanatory texts can be shaped and organised.
- You have identified and explained features of formal and informal language.

## Writing

- You have planned and shaped the content of a report.
- You have used adverbial clauses and chosen connectives to explain information clearly.
- You have varied sentences to make your explanations more engaging.
- You have used colons and semicolons for particular effects.

## Speaking and listening

- You have planned and shaped a short presentation.
- You have selected appropriate media to support your presentation.
- You have considered how to vary the pace of your delivery to maintain the listener's interest.

## Next steps

### Reading

Extend your reading and understanding of formal and informal language by looking at leaflets, manuals and posters to see if they use any surprising features of informal language. Look also at how different explanatory texts can have multiple purposes, such as to inform and to entertain.

### Writing

Extend your explanatory writing skills by writing about an activity you know well, such as a sport or game. Write an explanation of how the activity works for somebody who has never seen or played it before. Think about how best to shape your explanation and how to use formal and informal language features depending on your chosen audience.

### Speaking and listening

Extend your presentation skills by experimenting further with different visual aids for the presentation you planned, such as videos, props or alternative presentation software and apps. You could also conduct research into how inventors, designers and businesses present and explain their innovations and inventions to the public.

# 3

## **Chapter 3 Arguing and persuading**

### **Extreme sports**

#### **What's it all about?**

This chapter develops the skills needed to write persuasively. It looks at a range of texts on the theme of extreme sports, and explores the techniques that writers use to convince their readers or audiences of their point of view. You will read texts from websites and feature articles, and will take part in a formal debate.

You should already know:

- how to distinguish between fact and opinion in texts
- how to identify the purpose of a text
- how to use quotations to support your ideas
- how to comment on a writer's word choices
- how to use complex sentences to develop your ideas
- that writers use techniques to make their writing persuasive
- how to plan and deliver a persuasive speech in a familiar context.

You will learn how to:

- identify persuasive techniques and comment on them
- identify and comment on viewpoint and bias in a text
- comment on how a text has been organised
- plan and deliver a persuasive speech as part of a formal debate
- vary sentence lengths and structures for effect
- structure a persuasive text effectively.

You will:

- take part in a formal debate about banning extreme sports
- write a persuasive letter to a friend, encouraging them to take up a sport
- comment on and respond to a text about extreme sports.

# Enjoy reading

You will learn how to:

- share your first impressions of an opinion article
- work out what it is about and why it has been written.

You are going to read an extract from an article called 'Why you should let your kids do extreme sports'.

- 1 Think about the title of the article.
  - a) What are extreme sports?
  - b) Can you think of any examples of extreme sports?
  - c) Can you think of any reasons why doing extreme sports might be good for children?
- 2 Read the extract slowly, noting down any words you do not know.



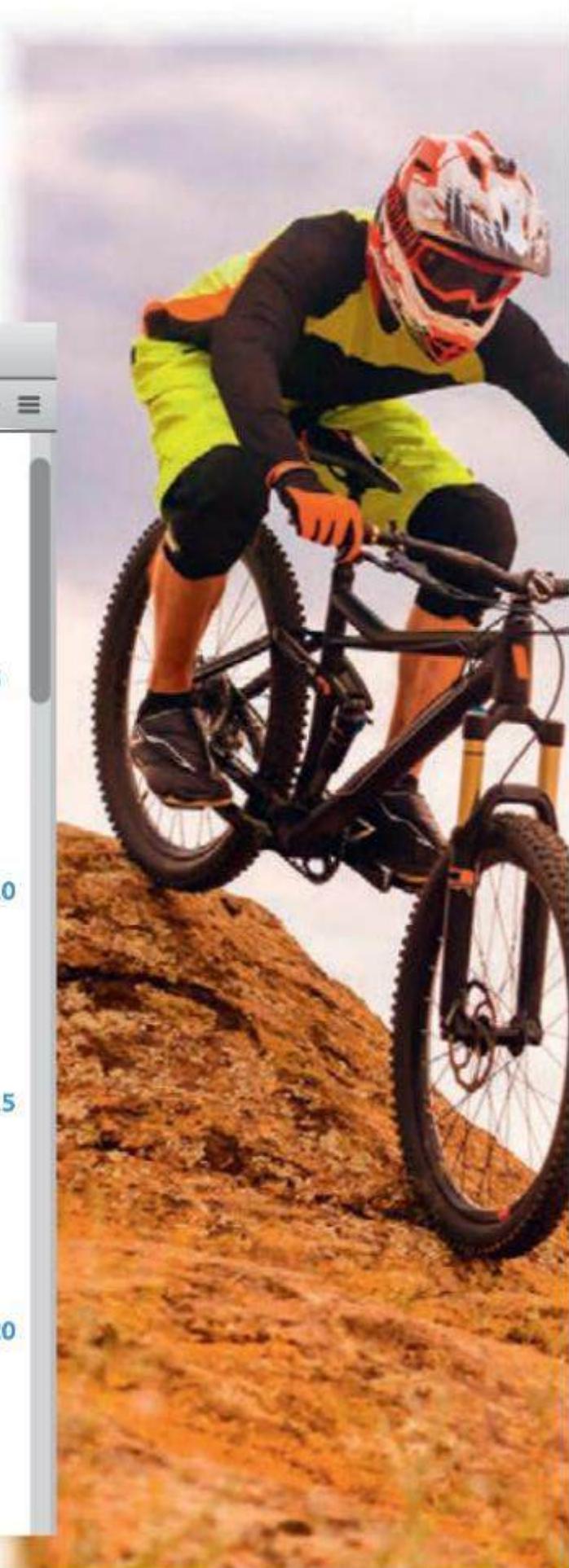
## Why you should let your kids do extreme sports

*Experts say intense outdoor activities can help children increase focus and develop a better awareness of their surroundings*

Walk around the base of any downhill-mountain-bike park, and the people [pedalling] look like extras from the movie <sup>5</sup> *Batman*: full-face helmets, body [armour], and bikes that could withstand a typhoon. They throw themselves off steep drops and bomb down narrow trails. The totality of downhill mountain biking—the uniform, the speed, the daring—entranced my two sons, eight-year-old Henry and six-year- <sup>10</sup> old Silas, this summer. We spend a lot of time in Colorado's Winter Park, and the resort's Trestle Bike Park is always abuzz with downhillers. Over and over the kids begged to try it. Our regular old bike rides, the kind where you have to pedal uphill instead of taking a chairlift, the kind where you wear <sup>15</sup> shorts and a shirt instead of a back protector and full-face helmet, were now apparently too tame for Henry and Silas.

I thought otherwise. It wasn't the potential physical danger that gave me pause. I simply questioned the wisdom of exposing young kids to extreme sports. I couldn't see the <sup>20</sup> smarts in taking a formative childhood pastime like bike riding and making it into a gear-intensive, expensive, adult(ish) thing.

[...]



But most of all, I just couldn't shake the cynical suspicion 25 that extreme sports for kids—there's youth kitesurfing, rock climbing, freeride skiing, spearfishing, and Spartan Races, to name a few—were developed entirely to manipulate **Gen-X** and **Millennial** parents' **Peter Pan syndrome**, so we'd crack open our wallets and pay for lessons and gear. *Lessons?* When 30 I learned how to ride a bike, there were no lessons—unless you count face-planting on the asphalt, my banana-seat **Schwinn** overturned beside me, as a sort of clinic.

Meanwhile, the boys relentlessly repeated their argument: downhill mountain biking looked fun, and they wanted to 35 try it.

I reached out to Richard Louv, journalist and author of *Vitamin N, The Essential Guide to a Nature-Rich Life*, who **spawned the term** 'nature-deficit disorder'. Specifically, he believes that kids should spend a lot more unstructured time in nature so that 40 they develop into curious, capable humans. Surely he would think downhill mountain biking, or any extreme sport for that matter, didn't count as quality nature time for kids, since there's a lot of structure and stuff involved. To my surprise, Louv said he was 'fine with the Millennial or Gen-X approach 45 to extreme outdoor sports, with a few words of caution.' Specifically, Louv said that the best nature experiences for young children are those that are personal, tactile, and slow, like getting muddy, climbing a tree, or watching fish jumping for flies at a lake. Although extreme sports aren't slow, he 50 said, they can be personal and extremely stimulating. 'Young people are more likely to be attracted to riskier outdoor adventures,' he said. They can still commune with nature, even if they're going fast and are wearing body [armour]. In fact, the risk inherent in extreme sports might make some 55 kids 'more aware of their surroundings,' Louv said.

That increased awareness could well spread to other aspects of their lives, like school and home. This is a good thing, according to Angela Hanscom [...] founder of TimberNook, a nature-based kids camp. 'One of the most significant 60 impacts of nature-deficit disorder is a decrease in attention span,' she said. This inattention has been linked to a lack of movement. Kids who are sedentary and staring at screens are not stimulating their balance or organizing their senses, she said. 'Those kids tend to have trouble controlling emotions, 65 are more easily frustrated, and struggle with hyperactivity,' Hanscom added.

### Vocabulary

**see the smarts:** see the sense or reason in something

**Gen-X:** Generation X, the generation born from the early 1960s to late 1970s

**Millennial:** a person who was born in the 1980s and 1990s and reached young adulthood in the early twenty-first century

**Peter Pan syndrome:** an inability to grow up or engage in adult behaviour

**Schwinn:** a brand of popular bicycle

**spawned the term:** created the expression or name

Time spent playing in nature helps young kids develop their neurological systems, and they inherently seek out the stimulation they need. For instance, when kids spin until **70** they're dizzy and fall down, that helps them organize their senses and develop their balance and brains.

Time in nature also helps kids navigate fear, and extreme sports might provide even more opportunities for that than, say, a nature walk. 'When kids are able to try things that **75** scare them, and realize they can overcome the challenges, that's very important for their development,' Hanscom said.

From [www.outsideonline.com](http://www.outsideonline.com) by Rachel Walker

**3** Now choose five of the words you noted down. Can you work out what each one means?

- a) What sort of word is it: a verb, adjective, adverb or noun?
- b) Does it contain a prefix or suffix you know already?  
(For example, 'im' is a prefix meaning 'not'.)
- c) Does the context help? Look at the rest of the sentence – what is happening?

**4** Note down answers to the following big five questions.

- a) Who is this article about?
- b) What issue is discussed in the article?
- c) When are the events happening: now or in the past or the future?
- d) Where do the events take place?
- e) Why has the writer written this text?

**5** What did you like or find interesting about this article?

**6** This extract is from a type of writing called an opinion article. This is a piece of writing, usually published in a newspaper or magazine, in which a writer argues their point of view about a current topic or issue. Can you find a phrase or sentence which shows that this is an opinion article?

**7** Have you ever read anything like this before? Is it the kind of writing you normally read? Why? Why not?

**8** Did this extract make you want to read on? Why? Why not?

**9** What do you think about the writer's viewpoint in this article? Do you agree? Why? Why not?





# What is writing to argue and persuade?

You will learn how to:

- identify features of different types of persuasive texts
- comment on the use of positive language choices to persuade readers or to present a point of view.

Texts that have a clear point of view are sometimes called *persuasive texts* or *argumentative texts*. Writers choose their language carefully to build up a convincing point of view or argument.

## Explore

Persuasive texts aim to convince the reader of something, whether it is to do or buy something or to convince them of a point of view.

There are many different types of persuasive texts, including promotional leaflets or websites, speeches and advertisements. Adverts are persuasive texts that are used to sell a product or service. **Feature articles** are actually types of **argument writing** and will consider different arguments or ideas before coming to a conclusion about an issue.

Read the following extract.

Bring your sense of adventure to Scotland where you will find that you can swing through the trees, roll down lush hills, and sail across our golden sands. While having a go at great outdoor activities, you can take in a variety of splendid landscapes, from deep shaded forests to stunning coastlines.

From [www.visitscotland.com](http://www.visitscotland.com)

### Key terms

**feature article:** an article in a newspaper or magazine that deals with a topic in depth

**argument writing:** a type of text that argues for a point of view, through considering and dismissing different ideas, before coming to a conclusion



- 1** What sort of text is this and what do you think it wants to persuade its readers to do?

Notice how the text:

- only includes the best aspects of Scotland to make it sound attractive to potential tourists
- uses positive vocabulary to make the place sound beautiful
- addresses the reader directly (using the **pronoun** 'you') to add a personal touch.

- 2** What are the connotations of the following positive word choices? Write the words down, then make notes about what they suggest about Scotland.  
For example:

*golden: This suggests that the sands are shining and precious.*

- lush
- great
- splendid
- deep
- stunning

As persuasive texts often present only one view, they can be considered **biased**.

Texts that argue for a particular point of view, such as the following feature article on extreme sports, may consider several opinions. However, they will often lean towards one, by using evidence and support from experts to make this point of view seem stronger.

#### Key term

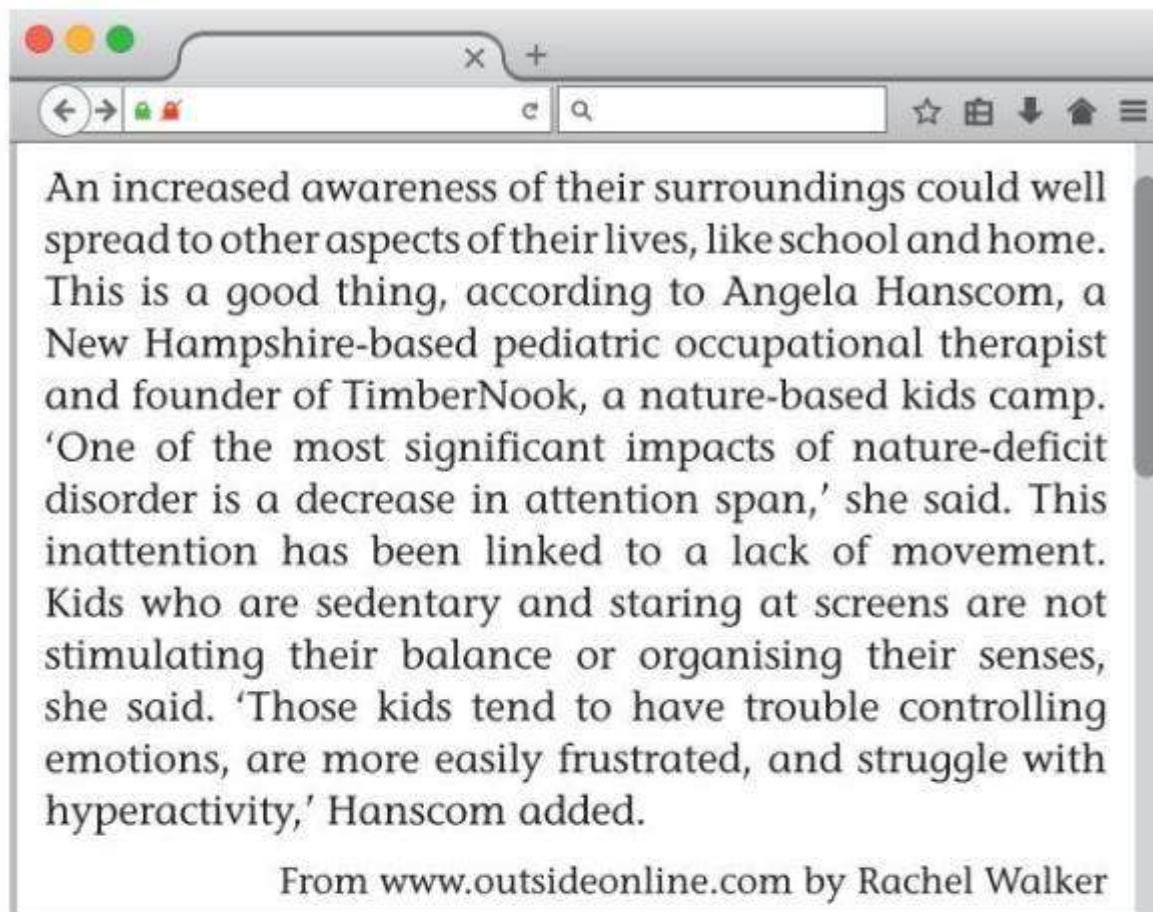
**pronoun:** a word used instead of a noun, such as 'he', 'she', 'it', 'they', 'we', 'I', 'you'

#### Key term

**biased:** showing favour towards one side of an argument more than another; showing favour for or against someone or something



Read the following extract from Rachel Walker's feature article about extreme sports.



An increased awareness of their surroundings could well spread to other aspects of their lives, like school and home. This is a good thing, according to Angela Hanscom, a New Hampshire-based pediatric occupational therapist and founder of TimberNook, a nature-based kids camp. 'One of the most significant impacts of nature-deficit disorder is a decrease in attention span,' she said. This inattention has been linked to a lack of movement. Kids who are sedentary and staring at screens are not stimulating their balance or organising their senses, she said. 'Those kids tend to have trouble controlling emotions, are more easily frustrated, and struggle with hyperactivity,' Hanscom added.

From [www.outsideonline.com](http://www.outsideonline.com) by Rachel Walker

- 3 What **viewpoint** does the writer express here? Explain why you think this.
- 4 How do the quotations from Angela Hanscom help to support this viewpoint?
- 5 Could this text be viewed as biased? Why?

#### Key term

**viewpoint:** the attitude or feelings a writer or character has towards people or events

### Develop

- 6 Look at the following extracts from texts that are persuasive or express a point of view. Which ones use **direct address**?
  - a) 'In North America, you will find our road trips take you to the best national parks for hiking heaven.'
  - b) 'Kids who are sedentary and staring at screens are not stimulating their balance or organising their senses.'
  - c) 'If you think that ride-on mowers can't offer much of a spectacle, think again!'
- 7 Which type of text do you think each of the extracts above come from? How can you tell?

#### Key term

**direct address:** the use of the pronoun 'you' in a text to make the reader feel as if the writer is addressing them personally

Now read the following extract from a feature article about cycling holidays.

Cycling holidays are simply the best. By getting out of your car and onto a bike you are able to access the hidden corners of destinations, discover remote villages and meet the friendly locals. Recently I cycled along the stunning coastline in Sardinia. Not only was I able to appreciate the beautiful vista, but I felt myself becoming fitter and healthier too!

- 8 Find examples of the following features in the extract above:

- a) positive adjectives
- b) direct address
- c) the **rule of three**.

- 9 Write a short paragraph explaining how the writer makes the cycling holidays sound appealing.

You can use the following starter:

*The writer persuades us to consider a cycling holiday by...*

**Key term**

**rule of three:** a useful pattern of three examples, which makes the information or idea expressed memorable

**Respond**

- 10 a) Look back at the extract from the article about extreme sports. Which of the techniques listed in Question 8 does the writer use and not use? Why do you think this is the case?
- b) Which other techniques are used to present the writer's point of view?
- 11 Write a short paragraph to show some of the ways the writer's point of view is suggested in the extract.



# Exploring how persuasive and argument texts are organised

You will learn how to:

- comment on the way a text has been organised
- identify the topic sentences in a text.

Think about reading a text as making a journey. When travelling somewhere new, a good road layout, clear directions and signposts will help you reach your destination. You need the same guidance in a text: a clear structure and layout, with directions and signposts. This enables the reader to follow the argument.

## Explore

Read the following extract from a text about base jumper Jeb Corliss.



The screenshot shows a web browser window with a grey header bar containing icons for red, yellow, and green circles, a close button, and a search bar with a magnifying glass icon. Below the header is a toolbar with back, forward, and search buttons. The main content area displays a text article and a small portrait of Jeb Corliss.

Over his short illustrious career, **base jumper** Jeb Corliss has completed over 2,000 stunts including leaping off France's Eiffel Tower, zooming through a waterfall in the Swiss Alps and even, flying across the Tianmen Cave, a 100ft-wide water eroded slit, in China's Tianmen Mountain. However, the stunt he pulled recently was so dangerous that it scared the daredevil himself. This time around the 'flying dagger' as he is now being called, decided to take on a tiny fissure between the two peaks of the 2,677 feet tall Mount Jianglang in China. Measuring about [...] the size of three football fields, the peaks twist and curve in such a way that at about the halfway point, there is just a [7.6 metre] wide gap between the two. While this may not be a big deal in a jet-propelled flight, given that Jeb propels on his own might using just the **wingsuit**, even a slight wind **turbulence** could easily derail his path and result in a crash landing.

Jeb Corliss

From [www.dogonews.com](http://www.dogonews.com)

### Vocabulary

**base jumper:** someone who jumps from a fixed object, using a parachute to descend safely, for sport

**wingsuit:** a one-piece outfit with sections of fabric between the arms and legs that allow someone to glide when in freefall

**turbulence:** a violent or unsteady movement of air

- 1 The text doesn't have paragraphs. How does this affect how easy it is to read?
  
- 2 Which of the following statements are true about this text?
  - a) It includes subheadings.
  - b) It uses presentational devices such as pictures and captions.
  - c) It contains connectives, such as 'and', 'because' and 'however', to signal the direction of the argument.

Writers begin a new paragraph when they start writing about a new time, person, topic or place.

- 3 How many paragraphs should the article be split into? Where should each paragraph begin? Write down the reason for your choices.

## Develop

One structural feature of paragraphs is the **topic sentence**, which introduces the main focus of the paragraph. This is considered the most important sentence in a paragraph and is usually the opening sentence.

- 4 Identify and note down the topic sentences in each of the paragraphs decided on in Question 3.

Subheadings briefly tell the reader what is in each section of a text. Writers still use a topic sentence to introduce the paragraph beneath each subheading. For example, the subheadings for the two paragraphs of the article here could be 'Background to Jeb Corliss' and 'The latest challenge'.

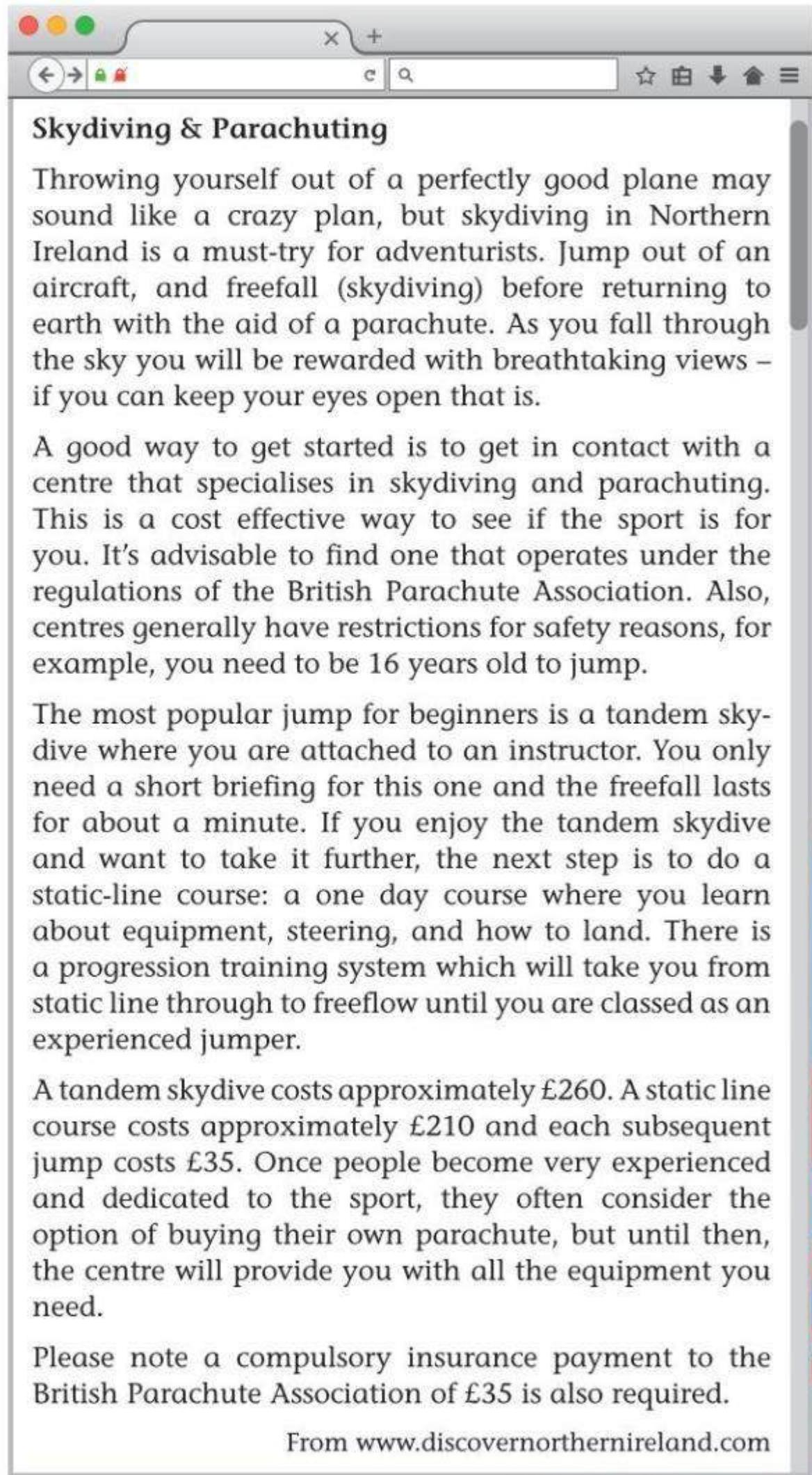
### Key term

**topic sentence:** a sentence in a paragraph – usually at the beginning – that shows the reader the main subject of the writing



## Respond

Read the following text about skydiving and parachuting.



The screenshot shows a web browser window with a title bar containing icons for red, yellow, and green circles, a close button (X), a plus sign (+), and a search bar with a magnifying glass icon. Below the title bar are navigation buttons for back, forward, and search, along with a refresh icon. The main content area has a grey header with the text "Skydiving & Parachuting". The body of the page contains the following text:

Throwing yourself out of a perfectly good plane may sound like a crazy plan, but skydiving in Northern Ireland is a must-try for adventurists. Jump out of an aircraft, and freefall (skydiving) before returning to earth with the aid of a parachute. As you fall through the sky you will be rewarded with breathtaking views – if you can keep your eyes open that is.

A good way to get started is to get in contact with a centre that specialises in skydiving and parachuting. This is a cost effective way to see if the sport is for you. It's advisable to find one that operates under the regulations of the British Parachute Association. Also, centres generally have restrictions for safety reasons, for example, you need to be 16 years old to jump.

The most popular jump for beginners is a tandem skydive where you are attached to an instructor. You only need a short briefing for this one and the freefall lasts for about a minute. If you enjoy the tandem skydive and want to take it further, the next step is to do a static-line course: a one day course where you learn about equipment, steering, and how to land. There is a progression training system which will take you from static line through to freeflow until you are classed as an experienced jumper.

A tandem skydive costs approximately £260. A static line course costs approximately £210 and each subsequent jump costs £35. Once people become very experienced and dedicated to the sport, they often consider the option of buying their own parachute, but until then, the centre will provide you with all the equipment you need.

Please note a compulsory insurance payment to the British Parachute Association of £35 is also required.

From [www.discovernorthernireland.com](http://www.discovernorthernireland.com)





- 5** Copy the grid below and write down the topic sentences from each paragraph. Then think of a suitable subheading for each paragraph and write it in the last column.

Paragraph	Topic sentence	Subheading
1	'Throwing yourself out of a perfectly good plane may sound like a crazy plan, but skydiving in Northern Ireland is a must-try for adventurists.'	Why should you skydive?
2		
3		
4		

- 6** Write a sentence for each of your subheadings to explain how it helps the reader understand what is included in that section of the 'Skydiving & Parachuting' text. For example:

I chose 'Why should you skydive?' as my subheading because the first paragraph makes skydiving sound attractive to the reader by calling it 'a must-try' and gives good reasons for doing it, such as 'breathtaking views'.

### Checklist for success

- ✓ Look carefully for each topic sentence – remember, it is not always the first sentence in a paragraph.
- ✓ Make sure your subheadings reflect the content of the paragraph.

# Identifying main ideas and viewpoints

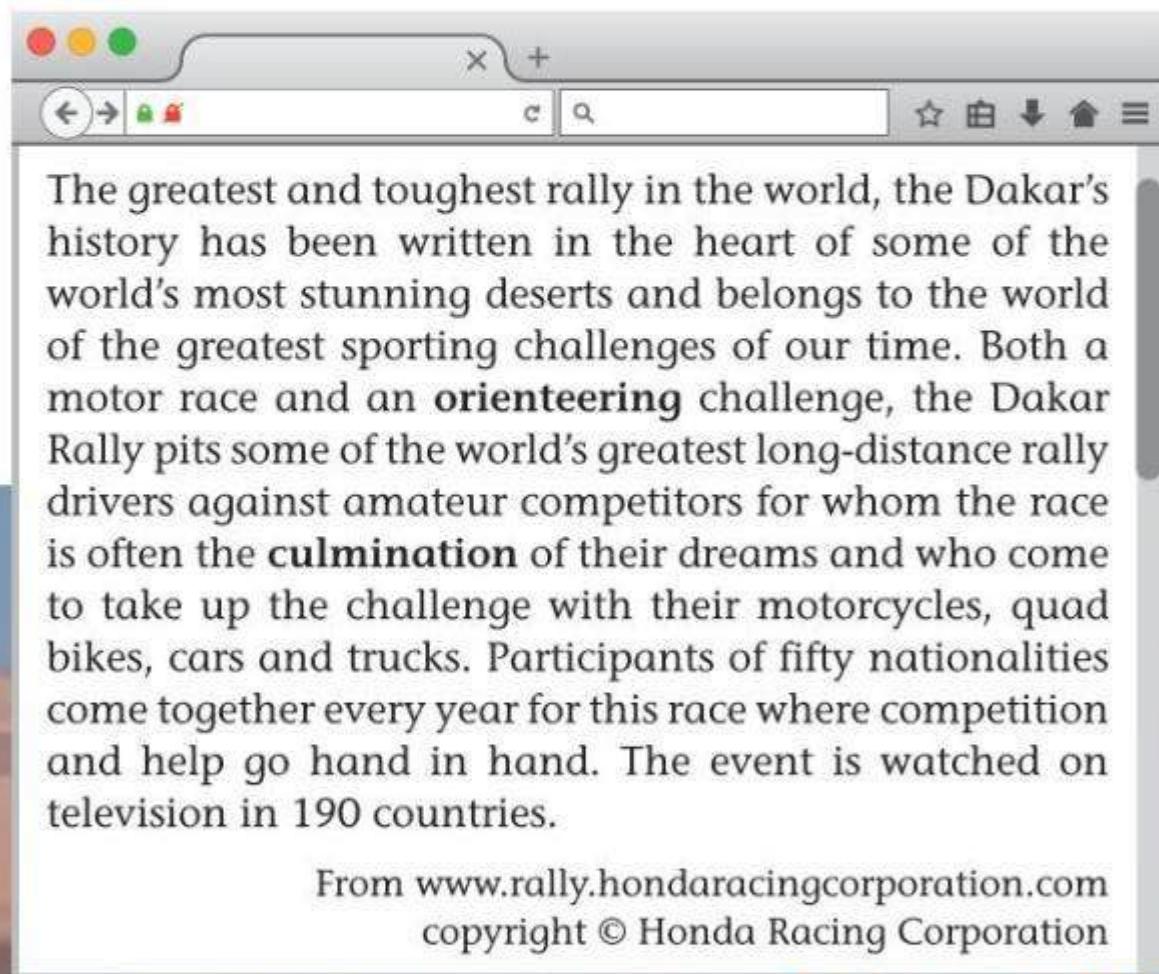
You will learn how to:

- identify main points in a paragraph
- identify how facts and opinions are used to support a main point
- comment on a writer's views in a text.

Writers choose language and pictures carefully to make their opinion clear. They also often support their views with facts to make their argument more convincing or to persuade the reader to share their point of view. You need to be able to identify how writers use fact and opinion in a text in order to explain a writer's views or bias.

## Explore

Read the text below from the Honda Racing Corporation website about the Dakar Rally.



The greatest and toughest rally in the world, the Dakar's history has been written in the heart of some of the world's most stunning deserts and belongs to the world of the greatest sporting challenges of our time. Both a motor race and an **orienteering** challenge, the Dakar Rally pits some of the world's greatest long-distance rally drivers against amateur competitors for whom the race is often the **culmination** of their dreams and who come to take up the challenge with their motorcycles, quad bikes, cars and trucks. Participants of fifty nationalities come together every year for this race where competition and help go hand in hand. The event is watched on television in 190 countries.

From [www.rally.hondaracingcorporation.com](http://www.rally.hondaracingcorporation.com)  
copyright © Honda Racing Corporation

### Vocabulary

**orienteering:** finding your way somewhere using a map and compass

**culmination:** the highest point of something, often reached after a long time



- 1** Using a copy of this extract, highlight the paragraph's main point.
- 2** Underline three additional pieces of information that the writer uses to support this main point.

In order to sound convincing, writers need to develop their ideas carefully. They can do this by introducing a main point, then using a combination of evidence, facts and persuasive opinions to support the main point. For example:

**The writer makes the main point in the topic sentence:**  
*Dakar is the greatest and toughest rally in the world.*

**Supporting evidence for 'greatest':** *Watched on TV in 190 countries, lots of people love to compete, amateurs and professional rally drivers.*

**Supporting evidence for 'toughest':** *Both a motor race and an orienteering challenge; you compete against the world's greatest long-distance rally drivers.*

- 3** The following statements support the main idea that Dakar is the greatest and toughest rally in the world. Identify which are facts and which are opinions.
  - a) 'the world's most stunning deserts'
  - b) 'take up the challenge with their motorcycles, quad bikes, cars and trucks'
  - c) 'Participants of fifty nationalities come together every year'
  - d) 'The event is watched on television in 190 countries'
  - e) 'belongs to the world of the greatest sporting challenges of our time'.

- 4** Add notes to explain how each of the statements above helps to make the main point sound convincing. For example:

*'the world's most stunning deserts' = opinion. The word 'stunning' makes the rally sound great, as it takes place in what the writer believes is a dramatically beautiful place.*

- 5** Writers also use **statistics** to make their point of view convincing. Which of the statements in Question 3 use statistics?

#### Key term

**statistics:** numbers such as percentages, often used as facts to support a point



- 6 Does the writer show bias in this description of the Dakar Rally? Write a paragraph explaining the view of the writer and how it is supported with fact and opinion. You should also comment on the writer's choice of words, giving examples.

### Develop

Read the following extract about the British 12-Hour Lawnmower Race.

If you think that ride-on mowers can't offer much of a spectacle, think again! Teams of three drivers (male and female) compete throughout the night at speeds approaching 50mph – and without any form of suspension other than a padded seat, this is no stroll in the park! The pace remains unrelenting for the full 12 hours and it's not unknown for the first three mowers to be on the same lap when the chequered flag drops. This is a true test of human endurance and mechanical reliability.

From [www.12hour.co.uk](http://www.12hour.co.uk)

- 7** Look carefully at the topic sentence. Write down the main point of this paragraph in your own words.
- 8** The writer expresses a viewpoint by combining opinion with facts. Identify which of these quotations from the extract are fact and which are opinion.
- 'Teams of three drivers [...] compete throughout the night at speeds approaching 50 mph'
  - 'this is no stroll in the park!'
  - 'without any form of suspension other than a padded seat'
  - 'This is a true test of human endurance and mechanical reliability.'
- 9** The writer's viewpoint or bias is also expressed through language choices. Identify words or phrases that reveal the writer's views and make a note explaining why.

### Respond

- 10** Write a paragraph explaining how the writer develops their views about the 12-Hour Lawnmower Race. Use the following sentence starters:

The writer begins the paragraph with a topic sentence that says that ride-on lawnmowers...

For example, ...

This idea is developed when...

This supports the main idea because...

It is further developed when...

This makes the writer's view sound convincing

because...

### Checklist for success

- ✓ Identify the writer's opinion.
- ✓ Include relevant quotations.
- ✓ Identify supporting evidence.
- ✓ Summarise how bias is or is not shown.

# Reviewing persuasive techniques

You will learn how to:

- identify persuasive techniques
- comment on the tone of a text.

## Explore

Adverts – whether they are on posters, on television, in the form of leaflets or websites – are persuasive texts because they are trying to sell you a product or service.

Read the following extract from a text about extreme climbing.

Have you ever wondered what it would be like to scale one of the world's largest mountains? Imagine climbing above the earth's atmosphere, experiencing the thrill of adrenaline, and then gazing back down at the natural wonder you have conquered. Well, now that opportunity can be yours.

You can use the acronym AFOREST to help you remember the persuasive techniques that writers use.

A = Adjectives

F = Facts

O = Opinions

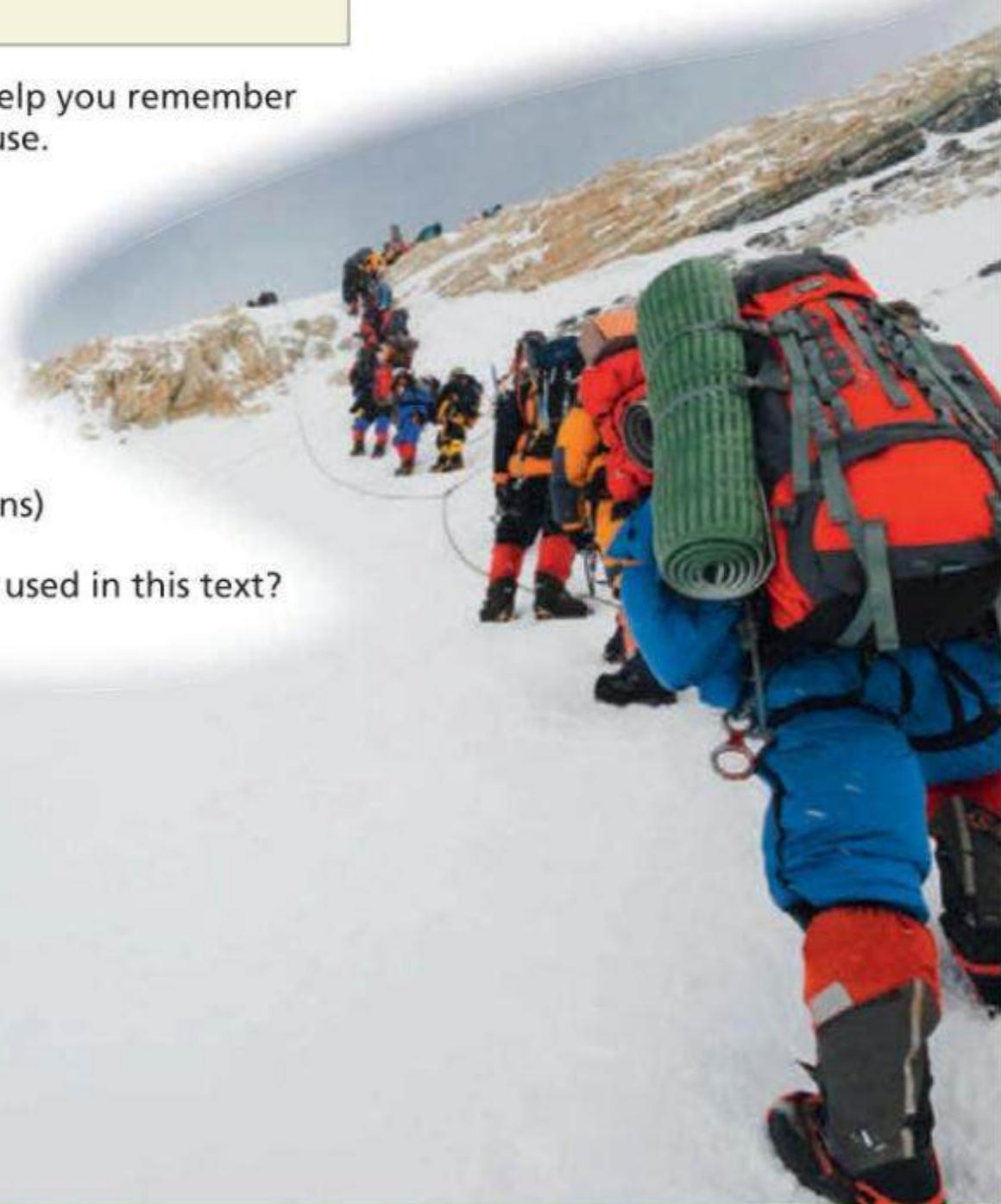
R = Rule of three

E = Emotive language

S = Statistics

T = Talk to the reader (personal pronouns)

- 1 Which persuasive techniques are used in this text?



Read the following extract from an article about the risks of mountaineering.

The numbers of climbers risking their lives, as they attempt to scale and descend the world's biggest mountains, are increasing. At least six climbers have died this year alone, trying to conquer Mount Everest. Hundreds of mountaineers have waited in oxygen-draining tailbacks beneath the summit, risking frostbite and altitude sickness in order to reach the top. Clearly this has got to stop. In a time when anyone can pay \$10,000 to climb this deadly peak, we need to consider if human life is now valued less than the achievement of a personal ambition.

**2** Look again at the list of persuasive techniques. Which ones are used in this text? Are they the same as the ones that were used in the first text?

**3** What effect does this choice of persuasive techniques have? Choose from one of the following responses.

- a) It is more direct and bossy.
- b) It is more thoughtful and logical.
- c) It is more personal and emotive.
- d) It is more distant and impartial.

The overall tone of a text should suit its audience and purpose. The tone may reflect a particular point of view or it may be neutral. It might be emotional, serious or humorous.

**4** Choose five words from the second extract that you think help create its tone.

### Respond

**5** Reread the second extract. Identify three persuasive techniques and write a paragraph explaining the effect created by each one.

### Checklist for success

- ✓ Identify a range of persuasive techniques.
- ✓ Think about the effect these techniques have on you as a reader.
- ✓ Comment on the tone of the writing.

# Preparing a formal debate

You will learn how to:

- take part in a formal debate.

A debate is an organised argument. Debates are a good way to discuss your ideas and find out what other people think about a topic.

## Explore

- 1 Do you think extreme sports, such as snowboarding, kitesurfing and base jumping, should be banned? Work in pairs. Without any preparation, take it in turns to try to convince your partner of your point of view. When you have finished speaking, allow your partner to question you on your opinion.
- 2 Discuss with your partner how convincing you thought their argument was, and vice versa. Give your reasons. Think about whether they provided evidence and examples to support their points and whether they were able to answer your questions confidently.





You are going to prepare a formal group debate. Look at these guidelines:

- Choose a 'motion' (the topic you will be debating) – for example, 'We believe that city centres should be car-free at least one day every week'.
- Form two teams of three: the proposition team (for the motion) and the opposition team (against the motion).
- Allocate roles for each team member: captain, seconder and the third team member.
- The proposition team captain begins by putting forward an overview of their point of view.
- The opposition team captain goes next, putting forward an overview of the opposing point of view.
- The seconds speak after both captains have spoken. The seconder **rebuts** the opposition captain's arguments, then makes two or three more arguments for their team.
- The third speaker on each team sums up the team's main argument in a closing statement.

#### Key term

**rebut:** to claim or prove that an argument or evidence is wrong

- 3 First, you need to prepare your arguments. Read the arguments against extreme sports in the grid below. Copy the grid and add three more points to the list. Add examples in the 'Evidence' column.

Against	Evidence
risk of injury	
can get into trouble from the law if using public spaces	

- 4 You will also need to consider ideas that the opposing team may put forward so you can prepare to argue against them. Copy the following grid. Add to the ideas in the first column, then complete the second column.

For	This argument is not strong because...
adrenaline rush	
intense workout	

When you are listening to the opposing team talking, you should add to your planning notes. You could:

- tick the points on your planning grid that they have made
- write a list of any additional key points they make
- number the points they make
- annotate your list/grid with specific phrases, facts and statistics they mention
- highlight sections of your grid that will help you to make a reasoned response to their arguments.

When you respond to the opposing team, you could:

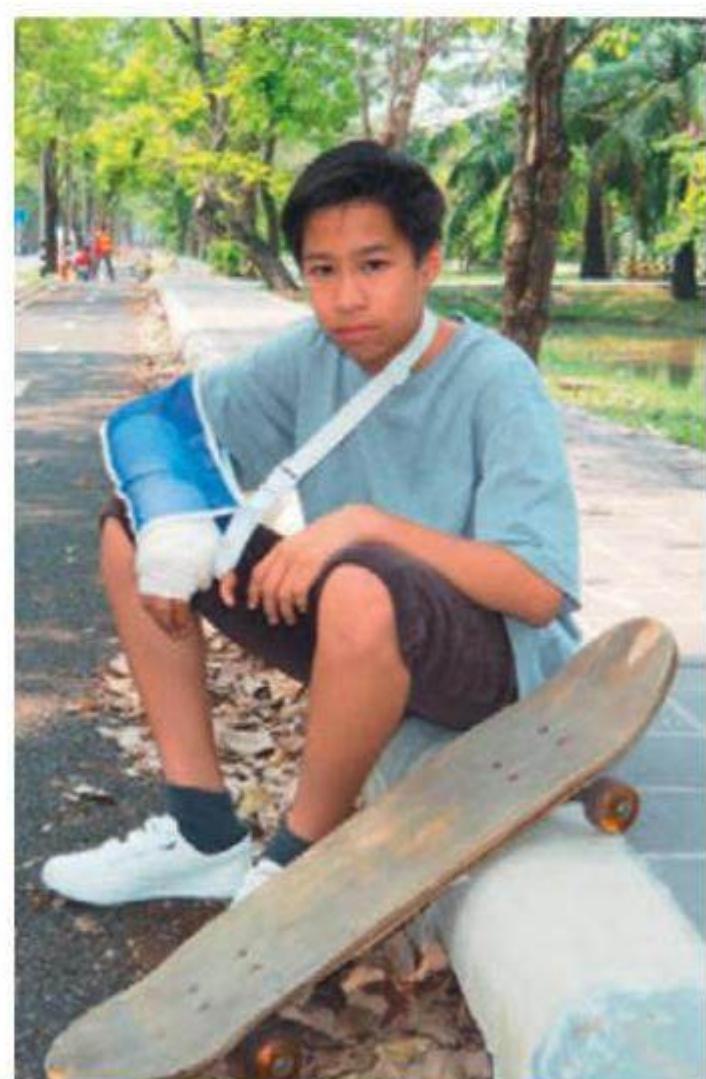
- respond to their points in order, e.g. 'Firstly you claimed that...'
- refer to specific words, phrases, facts or statistics they mentioned which you think are questionable, e.g. 'When you said it is "essential", this is clearly not the case.'
- explain how and why these details are questionable, e.g. 'This is because...'
- Make links to your research and evidence to further support your argument, e.g. 'Furthermore, I know for a fact that...'.

## Develop

A good debate team will:

- use facts and statistics as evidence
- use opinion to persuade others to agree
- listen to the other team and comment on what they have said
- structure each point using the format: state, explain, illustrate (give examples/evidence).

- 5 Imagine that you are the proposing team in a debate for the motion, 'Extreme sports are dangerous and should be banned'. Read the opposer's statement in the speech bubble below and make notes about what they say and the weaknesses in their argument.





Recent research has proven that you are more likely to be injured playing football or basketball than when you are surfing or mountain biking. So, if we are to say that extreme sports need to be banned because of the risk involved, then we would also need to ban these more traditional sports. We can't do that, because we all need to stay fit and well. Therefore, extreme sports are necessary for keeping young people healthy.

- 6 Now write your response to the opposer's statement.

### Respond

- 7 In groups of six, take part in a debate on the motion, 'Extreme sports are dangerous and should be banned'. Follow the rules above and choose a 'judge' to decide which team makes the most convincing argument.
- 8 Now, evaluate your contribution to the debate by answering the following questions.
- Did you explain your views clearly to the other team? How did you do this?
  - Did you support your ideas with evidence? How successful were you in doing this? Why?
  - Did you listen carefully to the opposing team and respond successfully to their views? How did you do this?
  - What were your overall strengths and areas for improvement?

# Using phrases to develop persuasive sentences

You will learn how to:

- use different sentence structures
- vary your sentence lengths and structures for effect.

Different sentence structures can have different effects on a reader. Writers choose their sentence structures and lengths carefully to expand on their points or make their argument more convincing.

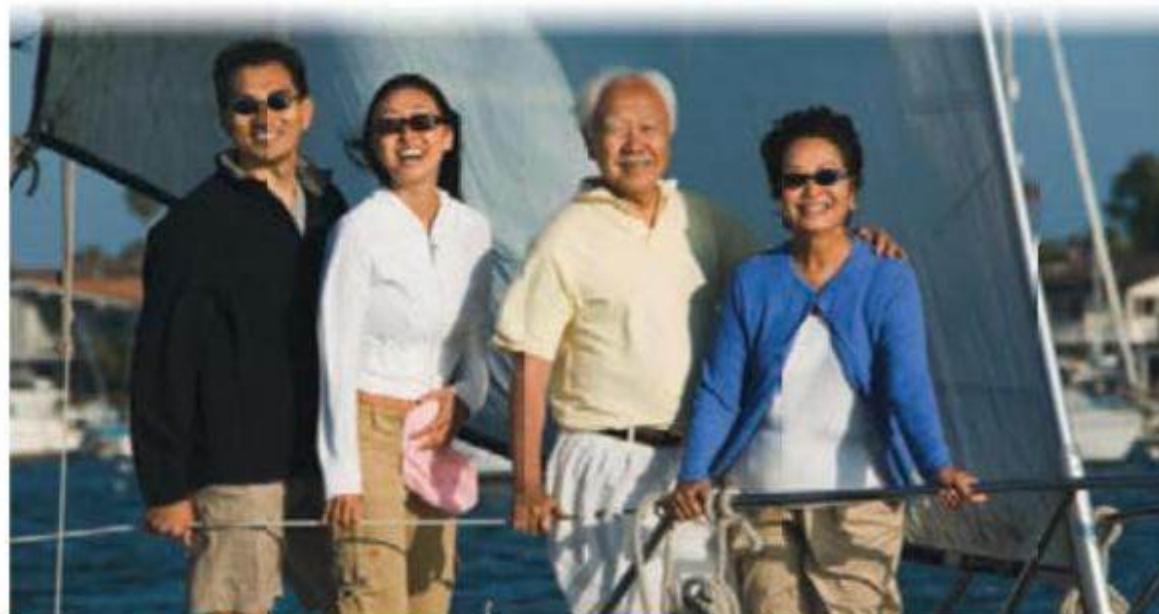
## Explore

- 1 Read the following sentences. What is different about each one?
  - Why not have a go at archery, paintballing or quad biking?
  - Sphering is an exhilarating activity.
  - It is the perfect activity for those who love adventure!
  - Feel the sea breeze on your face as you sail in an elegant yacht.

Each sentence has a different function:

- Declarative sentences* make a statement.
- Interrogative sentences* ask a question or make a request.
- Imperative sentences* give a command.
- Exclamatory sentences* make an exclamation.

- 2 Which of the sentences in Question 1 do you think engages the reader the most? Why?



Read this extract from the Travel Impressions holiday website.

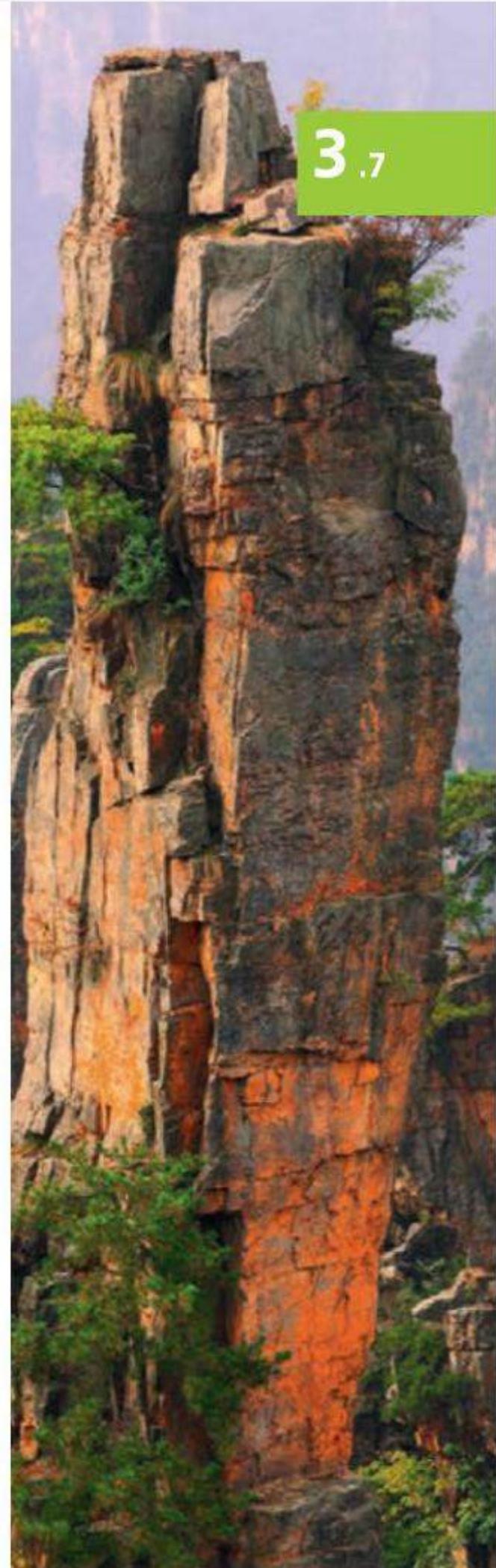
3.7

Asia not only has something for everyone, but a lot of it! (a) Looking for history? (b) The region's history dates back 5,000 years. (c) Natural landscapes? (d) Find mountains, deserts, rock pillars and limestone karsts as well as incredible wildlife. (e) More of a city slicker? (f) The big cities are bustling metropolises with dynamic energy (g). Interested in sacred spaces and cultural immersion? (h) Discover ancient temples, holy shrines and unique religions. (i)

Your Tailor-Made tour can be as long or as short as you wish, include as much or as little as you want and can range from iconic attractions to roads less travelled (j) – all with your private Local Guides adding a distinct perspective. (k)

Because travel is not just a journey. It's an experience. (l)

From [www.travimp.com](http://www.travimp.com)



- 3** Match each sentence a–l with a sentence function. For example:

*e = imperative sentence*

- 4** How do the declarative sentences help the reader understand the topic better?
- 5** How many imperative sentences are there? How does this type of sentence involve the reader?
- 6** There are several questions in this extract. Who are they addressed to? Why is this sentence function a persuasive technique?

When you are writing persuasively, it is important to make the reader feel involved in your message. By asking questions and giving commands you make the reader feel you are addressing them personally.

**Rhetorical questions** are often used in persuasive texts to get the reader thinking about something and to make them feel involved. For example: 'Do you want to experience the holiday of a lifetime?'

Imperative sentences are persuasive because they begin with a verb, inviting the reader/listener to *do* something.

**Key term**

**rhetorical question:** a question that is used to make people think, rather than requiring an answer

**7** Copy and complete the following imperative sentences and rhetorical questions with your own sentence endings about an interesting or beautiful place you know.

- a) Do you want to...?
- b) Fancy a...?
- c) Take a...

## Develop

When writing persuasively, it is important to convince your reader that you know about your subject.

Read this text about mountain biking. What do you notice about the beginning of each sentence?

During your visit, you will have the opportunity to experience a variety of stunning routes, from the rugged mountains to gnarly forest trails. Beneath the forest canopy, you will find the high-speed single track – a challenge for our most adventurous mountain bikers.

Each sentence begins with a **preposition**. Prepositions help the reader to work out the location of something in time or place. These are some common prepositions:

about above among below beneath  
across during by in through until

**8** Think of three more prepositions.



Prepositional phrases are used to help answer the key questions of *where*, *when*, *how*, *what*, *which* and *whose*. Using prepositional phrases in your writing helps you to sound more convincing because it adds more detail to what you are saying. This makes you sound more authoritative.

- 9 Look back at the short text on mountain biking. Which question of where, when, how, what, which and whose, does the prepositional phrase in each sentence help you to answer?
- 10 Rewrite the following sentences by adding a prepositional phrase to the beginning.
  - a) You can try free-diving.
  - b) You will find a range of activities to take part in.

### Respond

- 11 Write a paragraph for a tourist website, persuading visitors to get involved in outdoor activities in your area.

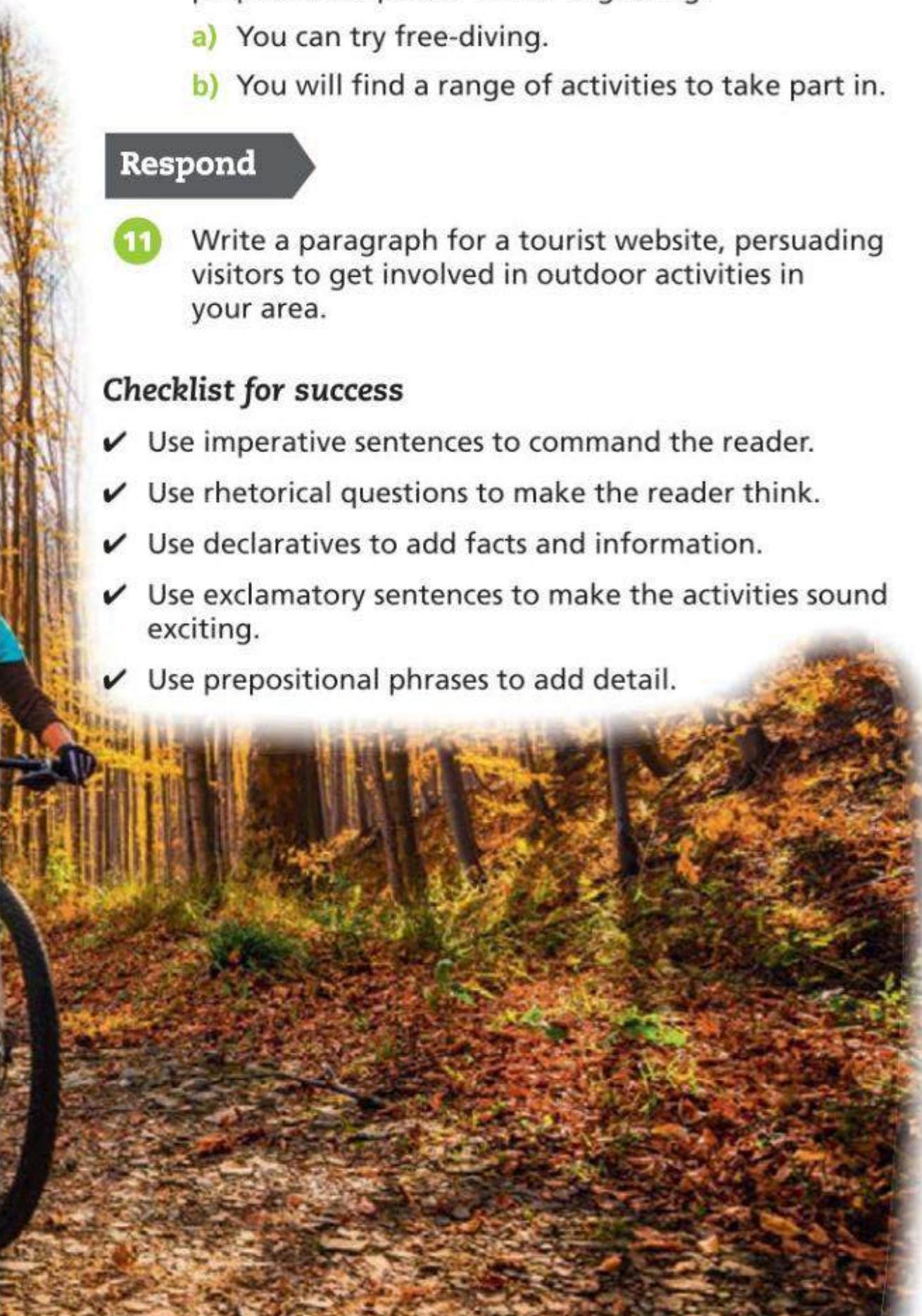
### Checklist for success

- ✓ Use imperative sentences to command the reader.
- ✓ Use rhetorical questions to make the reader think.
- ✓ Use declaratives to add facts and information.
- ✓ Use exclamatory sentences to make the activities sound exciting.
- ✓ Use prepositional phrases to add detail.

### Key terms

**preposition:** a word that goes before a noun to describe its relationship to another thing or person ('on the table', 'by my bed')

**prepositional phrase:** a group of words that begins with a preposition and ends with a noun or pronoun ('above the track', 'over the lake')



# Structuring an effective persuasive text

You will learn how to:

- structure a persuasive text effectively
- lay out a persuasive text appropriately.

A persuasive text needs to be structured carefully to convince your reader.

## Explore

Read the following extract from a travel website.

**Are you ready for a holiday that pushes you to the limit?**

Explore the world from a kayak, a mountain bike or by rope! Our adrenaline-packed experiences are not for the faint-hearted. Whether you are a first-timer or an experienced adventurer, then *X-treme Holidays* has a package for you.

**Tailor-made holidays**

Imagine kayaking through white-water rapids in the Himalayas, climbing colossal canyons in Oman and biking downhill in Peru. Our *X-treme Holidays* have something for everyone. If you are looking for a shorter holiday or weekend break, then try one of our 3-day adrenaline experiences, for example an adventure package in South Africa including abseiling, diving with sharks and bungee jumping. Or if you have a longer time to explore, then spend a week hiking in the legendary Himalayas.






## Specialist support

Our expert and passionate local guides will show you around, give you lots of tips, and provide a true insight into the local way of life. All our *X-treme Holidays* are also fully supported by a team of specialist professionals, who will guide you through your nail-biting adventures.

## Satisfaction guaranteed

*X-treme holidays*: guaranteed to make your heart pound and push you to your limits!

### Our accreditations

10 reviews 100%

Gold Service Award



Thrill rating



- 1 Look at the first heading. How does it grab the reader's attention? Think about the use of language and presentation.
- 2 Look carefully at the first paragraph. What does it promise the reader? Why do you think this is important?
- 3 How does paragraph 2 appeal to the reader's imagination?
- 4 What information does paragraph 3 add?
- 5 How does the writer make the reader feel at the end of the text? What techniques does the writer use to achieve this effect?
- 6 How does the writer use the four headings?
- 7 How do the images used make the holidays seem attractive?
- 8 Why does the webpage include an accreditation and rating feature? Comment on how they attract the reader's attention.

A popular way of structuring a persuasive text is to use the four Ps:

- **Promise:** tell the reader what they will gain.
- **Picture:** fill out the promise using vibrant, descriptive language; ask the reader to imagine themselves enjoying the benefits of the object/activity/offer.
- **Proof:** add facts and statistics.
- **Push:** guarantee the reader that they will benefit from the object/activity/offer.

9

Match each of the following sentences to one of the four Ps.

- 'Imagine kayaking through white-water rapids in the Himalayas, climbing colossal canyons in Oman and biking downhill in Peru.'
- 'All our *X-treme Holidays* are also fully supported by a team of specialist professionals, who will guide you through your nail-biting adventures.'
- 'Whether you are a first-timer or experienced adventurer, then *X-treme Holidays* has a package for you.'
- '*X-treme holidays* – guaranteed to make your heart pound and push you to your limits.'

## Develop

10

Choose an activity or sport that you know something about. You are going to plan a short internet article to promote it. Copy the following grid and make notes about your sport/activity.

**Name of chosen sport/activity:**

What it involves	Benefits of the sport/activity	Evidence (research/facts/statistics)

11

Next, decide how you will encourage people to get involved. Copy and complete the grid below to plan the ideas, structure and layout for your writing.

**The four Ps**

<b>Promise:</b> What is in it for them?	
<b>Picture:</b> Fill out the promise. Ask the reader to imagine being involved. Use descriptive language.	
<b>Proof:</b> Use evidence to back up the benefits, e.g. facts, statistics, research, testimonials.	
<b>Push:</b> A final guarantee that they will enjoy this sport.	
<b>Attention grabbing headings</b>	
<b>Engaging photos/images</b>	

Think carefully about how you could present your article to attract readers' attention.

What type of images of photographs would be effective? For example:

- photographs of people taking part in the sport/activity or of the location
- photographs that make the activity seem challenging or fun
- a close-up of one person or a medium shot of a group of people.

How big do you want the images to be? Should they have equal importance to the text, or do you want to keep the text as the main focus?

3 .8

How should you lay out your article? You could consider:

- an attention-grabbing headline, with subheadings for each paragraph
- a one-column layout, with the article and headings in one column, and menus along the side
- a featured image layout, which uses a large image as a focal point
- the use of multiple smaller images, placed around the text.

Create a rough sketch of how you want to lay out and present your article, as part of your plan.

- 12** In order to link your ideas in each paragraph, you can use connectives – for example ‘Furthermore’, ‘However’ and ‘As a result of’. This will make your text flow better and sound more convincing by showing a causal link between points or by adding evidence to what you have written.

Match the connectives to the function.

Connective	Function
as a result of	opposition
furthermore	indicating result
however	addition

**Key term**

**connective:** a linking word or phrase used in a sentence (e.g. ‘and’, ‘but’, ‘or’, ‘so’, ‘then’, ‘because’, ‘after’)

- 13** Now choose a connective that you will use in each section of your 4Ps to link ideas between (or within) your paragraphs. Add it to your planning grid.

## Respond

- 14** Now, using your plan, write your short internet article promoting a new sports or activity club.

### Checklist for success

- ✓ Explain what the sport involves.
- ✓ Clearly outline how the reader will benefit from it.
- ✓ Use descriptive language to help the reader picture themselves taking part.
- ✓ Provide evidence to support your points.
- ✓ Lay out your webpage appropriately, and choose engaging images.
- ✓ End with a memorable final line to push your point.



# Writing your own persuasive letter

You will learn how to:

- combine the persuasive and argumentative writing skills you have learned in one text
- understand what makes a high-level piece of persuasive writing.

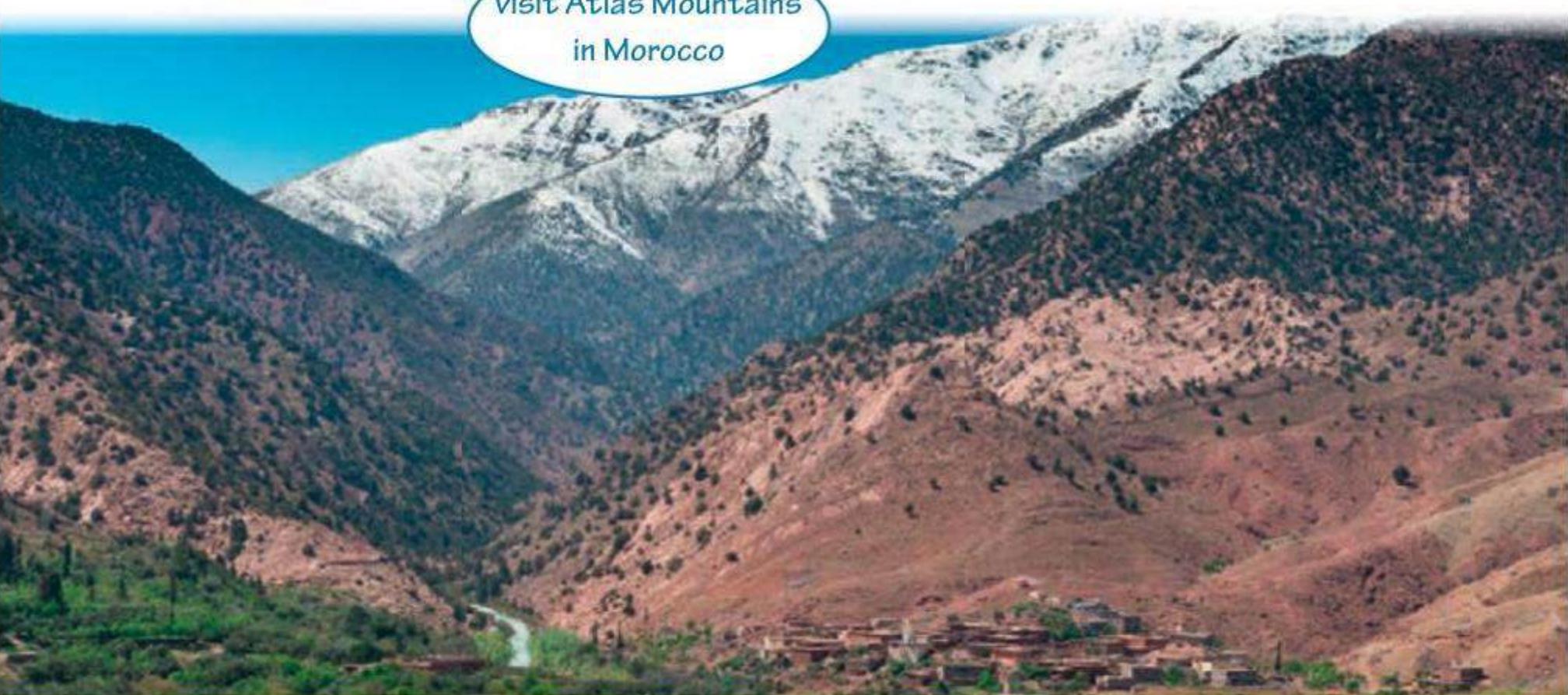
## Your task

Write a letter encouraging students from your school to go on a school trip that includes sporting activities. You should include:

- why they should come on the school trip with you
- details about the school trip
- evidence about the quality of the trip
- your guarantee that they will have a good time.

## Approaching the task

- 1 Plan your ideas. Your plan could take the form of a spider diagram. For example:



- 2** Choose your best ideas and decide which order you will put them in. For example:

**Paragraph Focus on**

1	Promise an exciting hiking trip which will improve our fitness and allow us to see beautiful places.
2	
3	
4	

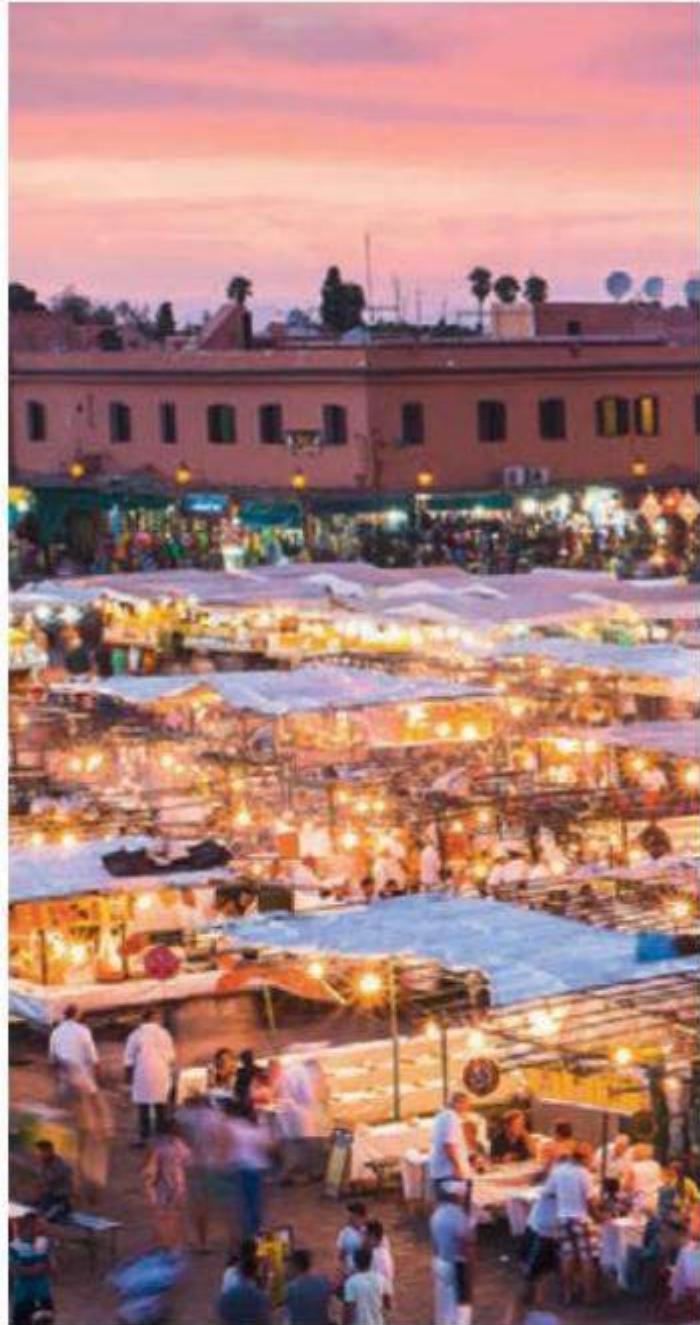
- 3** Copy the following checklist to make sure you plan for all the different features of a persuasive text. Tick off each skill or feature as you use it in your draft.

Feature	Tick
Use of four Ps to structure text	
<ul style="list-style-type: none"> <li>• Promise</li> <li>• Picture</li> <li>• Proof</li> <li>• Push</li> </ul>	
Paragraphs, each with a separate focus	
Variety in sentences (type and length) to develop ideas and persuasive impact:	
<ul style="list-style-type: none"> <li>• prepositional phrases</li> <li>• imperative sentences</li> <li>• rhetorical questions</li> <li>• declarative sentences</li> <li>• exclamatory sentences</li> </ul>	
Features of persuasive writing:	
<ul style="list-style-type: none"> <li>• adjectives</li> <li>• facts</li> <li>• opinion</li> <li>• rule of three</li> <li>• emotive language</li> <li>• statistics</li> <li>• personal pronouns</li> </ul>	



- 4** Come up with a striking opening sentence or two. For example:

Come hiking with us in Morocco! We will become fitter, healthier and happier, as we climb up the stunning Atlas Mountains.



- 5**
- Now write your letter.
  - When you have finished, read through your work and check for any errors in spelling, punctuation and grammar. If there are any spellings that you are unsure of, look them up in a dictionary, then correct them.
  - Finally check your handwriting to make sure it is neat and legible.

### Reflecting on your work

- 6** Compare your own response to Question 5 to the two responses below. Using the comments, identify ways in which your own response could be improved and rewrite it, if needed.

#### Response 1

Dear Student,

Come hiking with your school friends in Morocco! We will be able to trek through the amazing Atlas Mountains, camp in the wilderness and then visit the bustling city of Marrakesh.

During our stay, we will have the chance to see charming villages on the mountainsides, above the beautiful orchards of fruit and walnut trees. By exploring the rugged beauty of Northern Africa together, we will become healthier friends.

Do you want to pass up this opportunity?

The opening imperative sentence immediately makes the reader feel involved.

The rule of three and two adjectives engage the reader.

Use of a prepositional phrase at the beginning of the sentence adds specific details about when the reader will experience these things; adjectives 'charming' and 'beautiful' also make the sights sound positive.

The prepositional phrase links the ideas together and 'rugged' is an interesting adjective choice; more emotive language could have been chosen.

A rhetorical question appeals to the reader's feelings.

#### Comment on Response 1

There is a wide range of sentence types used here to engage the reader, and some varied adjectives to make the holiday sound appealing. The student makes good use of some persuasive features. However, there is a missed opportunity to make an emotive appeal to the reader, and 'healthier friends' is weak. Perhaps changing the vocabulary here would make the writing sound more convincing.



## Response 2

Dear Fellow Students,

Have you ever felt that you are not getting enough excitement out of life? Well, come mountain biking with us in Peru!

During our trip, we will have access to extraordinary terrain, high-quality tracks and the most amazing scenery. Through exploring the extreme trails, we will be able to hone our cycling technique, whilst also having the opportunity to explore the unique history and culture of the area.

Surely you cannot want to miss out on this fantastic opportunity?

The opening rhetorical sentence immediately addresses the reader.

The use of the imperative further engages the reader and the adverb 'well' creates a friendly tone.

The list of three and positive adjectives reinforce the persuasive tone.

Use of prepositional phrase at beginning of sentence adds specific details about when the reader will experience these things; adjectives 'extreme' and 'unique' also make the experience sound unmissable.

A rhetorical question and the intensifier 'surely' appeals to the reader's sense that they need to take part.

## Comment on Response 2

There is a wider range of connectives used here to link sentences and engage the reader, and some more precise use of adjectives to make the holiday sound unmissable. The student makes very effective use of some persuasive features. Perhaps more specific examples of the benefits of the trip would help to further persuade the reader.

# Responding to an argument text

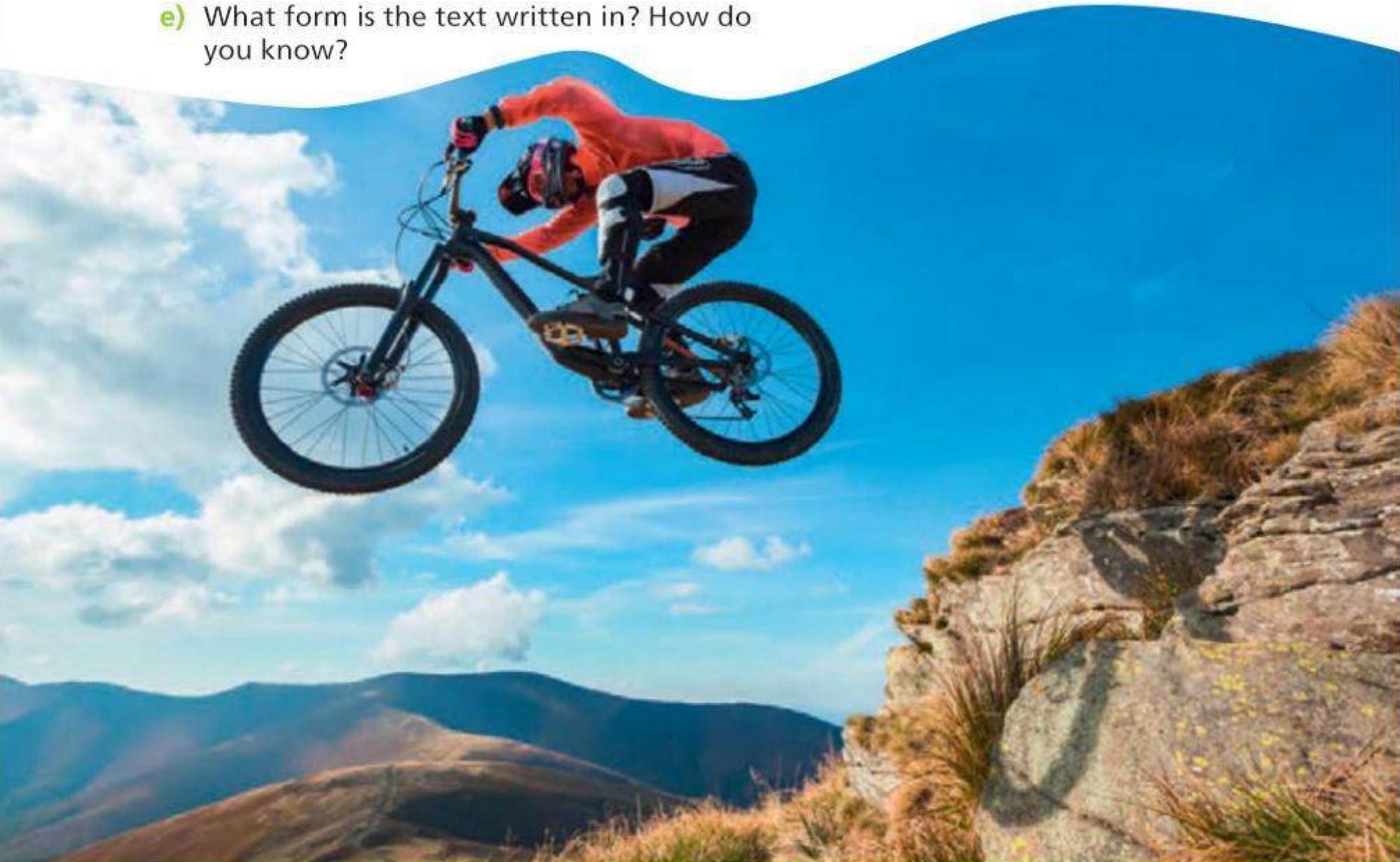
You will learn how to:

- combine the reading skills you have learned when responding to a persuasive text
- understand what makes a high-level response to persuasive writing.

You are going to explore the ways in which the text you read at the start of this chapter works, using the understanding you have built up in this chapter.

## Understanding the text

- 1 Write a sentence in response to each of the following questions.
  - a) What is the main subject or topic of this text?
  - b) What is the viewpoint or information the writer wants to get across?
  - c) Why do they want to make this point or convey this information?
  - d) Who is the writer and who is the audience or reader?
  - e) What form is the text written in? How do you know?



- 2** Look again at the extract. Which features of persuasion can you identify? Copy and complete the grid with the relevant quotations or line numbers.

Persuasive feature	Quotation/line number
powerful adjectives	
rhetorical questions	
expert opinions	
evidence – through examples	
emotive language	

The text works well because of the writer's choice of vocabulary. Reread this sentence and answer the question below.

The totality of downhill mountain biking—the uniform, the speed, the daring—entranced my two sons, eight-year-old Henry and six-year-old Silas, this summer.

- 3** The phrase 'totality of downhill mountain biking' creates a sense of how absorbing the sport is. Find other words or phrases that create this sense.
- 4** Select three words or phrases which suggest that downhill mountain biking is exciting.
- 5** Find two examples of sentences where additional details have been included using bracketing dashes.
- 6** Look at the final paragraph. Give three quotations about the benefits of quality nature time. For each quotation, explain how the language choices suggest the benefits.

- Quotation: \_\_\_\_\_
- Effect: \_\_\_\_\_
- Quotation: \_\_\_\_\_
- Effect: \_\_\_\_\_
- Quotation: \_\_\_\_\_
- Effect: \_\_\_\_\_

## Writing about the text

- 7 Read paragraph 2 again. How does the writer use language to make downhill mountain biking sound attractive?

The writer presents downhill mountain biking as...

For example, ...

The word/phrase '...' means...

This word/phrase implies...

Therefore, the writer makes the reader feel that  
mountain biking is...

## Reflecting on your work

- 8 Compare your own response to Question 7 to the two responses below. Using the comments, identify ways in which your own response could be improved and rewrite it, if needed.

### Response 1

The writer presents downhill mountain biking as exciting.

Makes a clear point.

For example, 'The totality of downhill mountain biking—the

Uses a relevant quotation.

uniform, the speed, the daring—entranced my two sons'.

Explains the meanings of the word in  
the quotation in context.

The word 'totality' means that the sport takes up all of  
your attention. This implies that it is a demanding and  
absorbing sport. Therefore, the writer makes the reader  
feel that mountain biking is challenging in a positive way.

Explains what the word choice implies  
about the sport.

Begins to develop an explanation of  
the writer's views, but no reason is  
provided.

### Comment on Response 1

This answer explains the meanings of the writer's words and links these meanings to what the reader learns. However, the student needs to provide reasons for these links and focus on individual words to develop their response.

## Response 2

3 .10

The writer presents downhill mountain biking as extreme but exciting, when she describes 'The totality of downhill mountain biking... entranced my two sons'. The noun 'totality' means that the sport demands all of your concentration and skill, which therefore implies that it fully engages its participants. Furthermore, the use of the verb 'entranced' means that the extreme nature of downhill mountain biking is viewed as bewitching by her sons. Therefore the writer makes the reader feel that although mountain biking is challenging, it is also captivating.

Makes a clear point, using precise adjectives.

Uses short, embedded quotations.

Explains the meanings of the word in the quotation in context and uses correct subject terminology.

Explains what the word choice implies about the sport.

Unpacks a second word choice to develop explanation.

Links the writer's views to the previous explanation.

## Comment on Response 2

This answer explains the explicit and implied meanings of the writer's words and links these meanings together to explain what the reader learns. However, the student could further develop their explanation of the effect on the reader.



# What you have achieved

## Reading

- You have identified and commented on the features of persuasive and argument writing.
- You have identified bias and commented on how it is created across a range of texts.
- You are able to understand and comment on the way writers organise texts and develop their ideas.

## Writing

- You are able to vary sentence lengths and structure to create specific effects.
- You can structure a persuasive text appropriately.
- You can use the features of a persuasive text in your own writing, reflect on its effectiveness and redraft to improve your work.

## Speaking and listening

- You are able to prepare for and take part in a formal debate.
- You are able to present your opinions, using evidence to explain your views.
- You are able to listen carefully to other speakers and respond to opposing arguments.

## Next steps

### Reading

Read a range of persuasive texts, such as feature articles, adverts and websites and work out the writer's viewpoint in each one. Keep a list of the different techniques writers use to sell their ideas to you and make notes about the effects created by each one.

Read a range of argument texts, such as feature articles and blogs. Keep a list of the different techniques writers use to build and develop ideas and make notes about the effects created by each one. Make notes on how the writers use counter-arguments.

### Writing

Try writing a persuasive advert or leaflet about one of the topics you have been reading about. Alternatively, try writing an opinion article about one of the topics you've been reading about. You can choose to write from your own viewpoint, or a different viewpoint from your own.

### Speaking and listening

Research a different controversial topic that you are interested in and plan a speech for a campaign. Collect information for and against this argument and use this to support your argument and second guess any counter arguments. You could film your speech, in the style of a campaign video for a charity or advert.

# 4

## Chapter 4 Narrating

A child's eye view

### What's it all about?

This chapter is all about how writers present a child's view of the world. It explores the different perspectives of characters and narrators, and how these are created, and shows you how you can use a variety of approaches to viewpoint in your own stories.

You should already know:

- the key features of certain genres of story, such as mystery and suspense
- the basics of plot structure, and how to generate ideas for stories and plan your own
- that writers select from a range of techniques to create plot and characters, including direct speech
- that role-play and discussion can help you empathise with characters and explore themes.

You will learn how to:

- explore stories that present a child's view of the world and the people around them
- identify different styles of voice and viewpoint in texts with similar themes
- explain how texts can evoke different cultures or a vivid sense of place
- use discussion and role-play to bring together key ideas about stories and characters
- write short sections of stories in a range of styles, including the diary form
- plan and structure your own child-centred stories in original ways.

You will:

- take part in a role-play exploring a character from a story
- write a critical response to a story from a different culture and time
- write a key moment from a story of your own with a child as a central character.

# Enjoy reading

You will learn how to:

- respond to a piece of narrative writing from a particular place and culture
- share your first impressions with a partner.

You are going to read an extract from *Follow the Rabbit-Proof Fence* by Doris Pilkington (also known as Nugi Garimara). It is about three Aboriginal girls who have just arrived at a Settlement.

- 1 Think about the details above and the title of the book.
  - a) Who are the Aboriginal people? Do you know what country they live in?
  - b) What is a 'rabbit-proof fence'? Who would build one, and why?
- 2 Read the extract slowly, noting down any words you do not know.

In this section, three sisters are being shown around the Settlement by other girls.

## Vocabulary

**Aboriginal:** people who have lived in a land from the earliest known times, before the arrival of colonisers from other countries

**Settlement:** a place where a group of people are taken to be 're-homed'

The river and the flats on either side were full to overflowing. To the girls from the East Pilbara region, this chocolate-coloured river was a new and exciting spectacle, quite different from the normal pinky coloured salt lakes, creeks and rivers back home. This sight only made Molly more aware that she was a stranger in this part of the country, as were all the others in 5 this small group.

We are all cut off from our families, she thought and was overcome with a deep longing for the dry rugged, red landscape of the Pilbara. Still, sighed Molly, you couldn't help being fascinated by the swirling currents and the frothy white foam that clung to the trunks of the paperbark trees and the 10 tall river gums. As they rounded the bend of the rough road, still stepping cautiously trying to miss the muddy puddles, they were surprised to see about six or seven girls, one aged around seventeen, with a group of girls eight years old or perhaps younger, all wading across the icy cold water. The eldest girl, Edna Green, was showing the youngsters how to cross to 15 the other side by using a long stick to measure the depth of the water. The smaller girls were following their leader, their cotton shifts were tucked into their bloomers.

'Why are they doing that?' asked Rosie, who couldn't understand why anyone would go walking in the freezing river on a cold, wet day. 20

'Just for something to do, that's all,' Martha told her.

'When it's not raining we go for long walks all over the place,' said Polly.

'But you see that big rock over there,' she said, pointing across to the far side of the river. 'Well, that's a **woodarchies'** cave. Don't go over that side.'

'What are these woodarchies?' asked Rosie.

25

'Woodarchies are little hairy men. Someone saw them for real, you know, no makeup,' she said seriously.

'They must be same as **marbus**,' whispered Molly. 'This is marbu country. We can't stay here, they might kill us,' she added glancing at the grey limestone rock jutting out from behind the thick bushes.

30

From *Follow the Rabbit-Proof Fence* by Doris Pilkington/Nugi Garimara

- 3** Now choose five of the words you noted down. Can you work out what each one means?

- What sort of word is it: a verb, adjective, adverb or noun?
- Does it contain a prefix or suffix you know already? (For example, 'im' is a prefix meaning 'not'.)
- Does the context help? Look at the rest of the sentence – what is happening?

#### Vocabulary

**flats:** flat fields

**woodarchies/marbus:**

mythical evil spirits in Aboriginal culture

- 4** Note down answers to the following big five questions.

- Who** is this extract about?
- What** is happening in the extract?
- When** in the story do you think this extract takes place? Why do you think this?
- Where** do the events take place?
- Why** has the writer written this text?



- 5** This extract is from a story that is based on real events. What evidence can you find in the extract to suggest:

- that the events are seen through a child's **viewpoint**
- that the story reflects a particular culture or country's history?

#### Key term

**viewpoint:** the attitude or feelings a writer or character has towards people or events

- 6** Have you ever read anything like this before? Is it the kind of writing you would normally read?

- 7** Did this extract make you want to read on? Why? Why not?