

Collins

CAMBRIDGE **Lower Secondary English**

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Stage 7: Student's Book

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Introduction

The Collins Stage 7 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 7, the chosen chapter focuses are informing, describing, advising and persuading, narrating, reviewing and discussing, and exploring and commenting.

Each of these six chapters is based on a theme such as 'animals in captivity' or 'mystery and suspense' 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 7. 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 5 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 6 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.

Key terms boxes define important literary and linguistic terms.

Clear focus for learning.

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.

Vocabulary boxes support you to understand the extract.

Chapter 2 • Unit 2

What is informative writing?

You will learn to:

- recognise and comment on common features of structure in information texts

There are many different types of informative writing, such as articles, encyclopedias and leaflets, but they usually have some common features. Information texts are written and designed to help you to find information easily.

Explore

The following extract is from an information text from a children's book about volcanoes. It has used a clear and engaging style and layout to help present the information.

Read the heading and the first paragraph of the extract. What is the text about?

Text A

Big Friendly Glaciers
Glaciers are huge, slow-moving masses of ice which could cause damage to anything in their way. They are formed by snow which has been melted and then frozen again. They move slowly, pushing everything in front of them.

Volcanoes Inside Out
Volcanoes can be the most dangerous and violent of all natural disasters. Especially when it looks like a bright glowing red lava lake is about to boil over! Volcanoes are formed by the movement of molten rock beneath the surface of the Earth. From ancient times, volcanoes have been feared and today provide food for millions of people.

Every Glaciers Volcano by Linda Green

Vocabulary
Information: when the text is ordered under a heading title.

check full vocabulary list

Develop

Look at this list of presentation features. Match each one to the correct number on the extract.

- numbered or bulleted points
- subheadings
- images
- illustrations
- main heading

How do the presentation features help children to find and understand the information?

Text B

Iceland Volcano Monitoring
A large volcano in Iceland is erupting and being monitored. Scientists have reported that Gullfossdalsheiði volcano in Iceland is on the bank of a major crater. Experts have detected over 100 earthquakes in the area in the past week and raised the volcano safety code to level 3. According to Dr Johnstone said, 'Gullfossdalsheiði is one of the most active volcanoes in the world so we need to be really vigilant.'

Volcanoes in Iceland
Iceland, an island country in the North Atlantic, is one of the most seismically active countries in the world. It has thousands of volcanoes. One of the most recent eruptions in 2004 in Iceland started on the day that it had its first snowfall since January.

Reading

Respond

What presentation features can you identify?
What do you notice about the length of paragraphs and sentences in Text A?
How does the opening paragraph provide a factual summary of the news story?
What extra details about the story do the other paragraphs provide? List these.

Respond

Write a paragraph in response to this question.
How has the writer of Text B used language and punctuation features to make the information clear for its readers?

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.

A staged process supports your planning.

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

Reflecting on your work

Compare your own response to Question 5 in the box responses below. Using the commentaries, identify ways in which your own response could be improved and rewrite it, if needed.

Response 1

Firstly, keeping an exotic bird could be considered bad. Although birds, such as parrots, can be fun and sociable pets, they need a lot of attention. Parrots are intelligent, so they can easily become bored and develop destructive problems. If you plan to keep a parrot, then you will have to spend several hours a day interacting with them, and you will also need to provide them with frequent mental stimulation.

Commentary on Response 1

The advice is clearly explained and the evidence and reasons are linked effectively, using connecting words and phrases. There are some good examples of figurative language, such as 'keep an exotic bird could be considered bad'. Perhaps using more conversational language would help.

Response 2

First and foremost, although keeping an exotic bird may seem exciting, there can be awful consequences. Exotic birds, such as parrots, are highly intelligent and social creatures, who will need a lot of attention in order to be happy. If you keep a parrot, but do not provide enough stimulation, then they can easily become bored and develop destructive problems. If you plan to keep a parrot, then you will have to spend several hours a day interacting with them, and you will also need to provide them with frequent mental stimulation.

Commentary on Response 2

Commentary words and phrases clearly support the advice and link the evidence and reasoning together effectively. The use of connectives and linking language helps the advice sound more convincing. Evidence and reasoning are clearly linked to the advice to the reader. Excessive language, such as 'first and foremost', 'although', 'there can be', etc., could distract the reader from paying attention to the advice. Perhaps more varied sentence length could be used next time and the use of a single sentence could create more variety.

Writing

Task

Write an advertisement for a pet shop. You are advertising a parrot. You must include the following information:

- the name of the parrot
- its colour
- its size
- its diet
- its price
- any special features

Writing

Task

Write an advertisement for a pet shop. You are advertising a parrot. You must include the following information:

- the name of the parrot
- its colour
- its size
- its diet
- its price
- any special features

Chapter 4 • Unit 8

Writing your own suspense narrative

You will learn how to:

- plan and write your own narrative opening
- choose words to make your work to make improvements

Your task

Using the information you have learnt in this chapter, now imagine to write an exciting opening to a story about a dragon. Make sure that the story is appropriate for children aged 9–11.

Using the image opposite to help you with ideas.

Approaching the task

- Using the techniques you have learned so far, generate ideas for the task. You should select the ideas that you think would work best for the purpose of the task. You may draw on the pre-writing diagram, list, flow diagram, fact sheet or any other ideas you choose, depending on what you choose:
 - who the main character is and what other characters, if any, are involved;
 - where and when the story takes place, or at least, when it begins;
 - what is happening, and perhaps what has already happened;
- Now, decide on your beginning, middle and end – perhaps using a timeline to plan what actions your main character takes and how they are resolved. You may also want to decide if there is an antagonist to your story.
- At this point, note down some great descriptive phrases or sentences to use in the story.
 - What adjectives or adverbs could you use to describe the dangerous river? 'Frothing' or 'shimmering'?
 - What combination of action or dramatic verbs and adjectives did you use to describe trying to cross the river? 'Cautiously' or 'plunged swiftly'?

Writing

Task

Now, using your plan, write your suspenseful opening. You should write 250–275 words.

Checklist for success

- Engage the reader in unfolding information and raising questions in their minds.
- Make your characters interesting and believable.
- Use descriptive language to change pace or cause suspense.
- Use compound or complex sentences, or breaking stories and sentences to add detail.
- Make sure your punctuation is accurate, especially in direct speech.
- Check your spelling as you go along – look out for common errors you might have made such as 'They' instead of 'There' or 'there' instead of 'their'.
- You could highlight in GREEN any descriptions or uses of sentences that could be more suspenseful.
- You could highlight in GREY any parts of your story that could be removed to make it work really well.

Reflecting on your work

- Once you have finished your draft story, check your work against the checklist above.
- Highlight in RED any errors of spelling, punctuation and grammar you have made.
- You could highlight in AMBER any descriptions or uses of sentences that could be more suspenseful.
- You could highlight in GREEN any parts of your story that could be removed to make it work really well.

Key terms

Writing

Task

Review your progress at the end of the chapter.

Extend your work and look ahead to Stage 8 with the suggested next steps.

What you have achieved

Speaking and Listening

- You have expressed a viewpoint in a discussion, and you have prepared, supporting your ideas with evidence.
- You have discussed a topic with an audience and used appropriate techniques for effect.
- You have used the features of an audience to your own writing.

Reading

You could be looking at the environmental issue of climate change. You could ask any other members of your class about it. You could be preparing a presentation about one of them to persuade people to take action. Think carefully about what you could deliver to its big audience. You could use your knowledge of the environment and your language and oracy skills to do this.

Writing

You could be writing an advice leaflet about a subject of your choice. This could be writing an advert or promotional material for a team of your choice.

Speaking and Listening

You have been looking at the environmental issue of climate change. You could ask any other members of your class about it. You could be preparing a presentation about one of them to persuade people to take action. Think carefully about what you could deliver to its big audience. You could use your knowledge of the environment and your language and oracy skills to do this.

Next steps

1

Chapter 1 Describing

A sense of place

What's it all about?

This chapter is all about descriptive writing. You will focus on the way that writers can create a sense of place and build an atmosphere by choosing words and sentence structures carefully.

You should already know:

- what 'mood' means and how it is created
- that writers choose language in order to create effects
- how to select words to create a mood and add detail
- how to use a variety of sentences.

You will learn how to:

- recognise the choices that writers make to create a vivid description of a place and to build up an atmosphere
- talk and write about writers' choices and their impact on the reader
- speak about places, using effective details
- select words and sentence types that create a convincing atmosphere in your own writing.

You will:

- speak about your favourite or least favourite place using descriptive detail
- experiment with sentence types in order to create effects in your writing
- write an atmospheric description of a place
- respond to a descriptive text, exploring the techniques a writer uses to create effects.

Enjoy reading

You will learn how to:

- share your first impressions of a piece of descriptive travel writing
- work out what the text is about and why it has been written.

You are going to read an extract from a piece of travel writing called *Kings of the Yukon: An Alaskan River Journey* by Adam Weymouth.

1 Think about the title of the book.

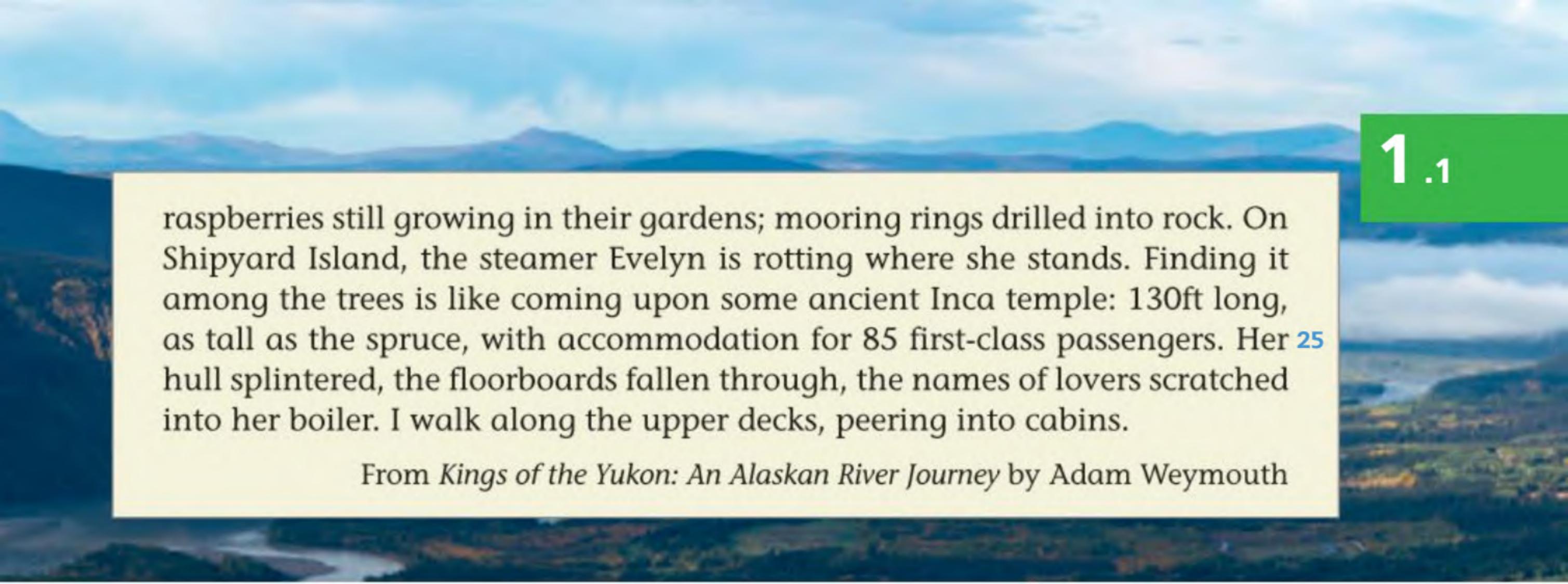
- What is the Yukon?
- What is a king?
- Where is Alaska?
- Have you ever heard of Adam Weymouth?
- What are you expecting the extract to be about?

2 Read the extract slowly, noting down any words you do not know.

I stop one night on the beach at Mason Landing. In the woods back from the river, out of the rain, there are a cluster of collapsing cabins, built a century ago, following the discovery of gold on Livingstone Creek. Mason Landing would have been the quickest way in: a float down the Yukon River from Whitehorse to its confluence with the Teslin, poling the boat upriver to 5 here, and then a tramp through the bush to Livingstone. Once there was a roadhouse and a stable here, a small trading post and a telegraph station. The police delivered the mail from Whitehorse twice a week. That is to say, in 1902, it was significantly easier to make contact with the outside world than it would be for me to do today. My quickest way to get a message out would 10 be by paddling to Carmacks, about four days away.

The buildings are fading back into the landscape now, overgrown with wild rose, sagging beams and fallen timbers. They look less manmade, more a peculiar constellation of natural elements. The roof of one is so thick with moss that it looks no different to the forest floor, and a 30ft-high spruce 15 projects from it. On tin beaten into flues and back plates for the wood stoves, thick with rust, I can still make out the brand names of the products they once held.

All down the river are remnants from a time when the Yukon thronged with human life. Old gold-mining paraphernalia; the remains of roadhouses 20 every 20 or so miles that were the stop-off points for travellers, rhubarb and



raspberries still growing in their gardens; mooring rings drilled into rock. On Shipyard Island, the steamer Evelyn is rotting where she stands. Finding it among the trees is like coming upon some ancient Inca temple: 130ft long, as tall as the spruce, with accommodation for 85 first-class passengers. Her **25** hull splintered, the floorboards fallen through, the names of lovers scratched into her boiler. I walk along the upper decks, peering into cabins.

From *Kings of the Yukon: An Alaskan River Journey* by Adam Weymouth

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 Now note down answers to the following big five questions.

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

5 This extract is from a type of writing called **travelogue**. This literally means 'story of travel'. It is a cross between a diary and a piece of writing to entertain. It usually contains a lot of description of people, places and the narrator's reactions to the things they experience. Can you find one phrase or sentence which shows that this is from a travelogue?

Key term

travelogue: writing, talk or film about travel or a particular person's travels

6 Do any words, phrases or sentences stand out to you? Which ones? Why?

7 Have you ever read anything like this before? Is it the kind of writing you would normally read?

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

What is descriptive writing?

You will learn how to:

- understand features of descriptive texts
- comment on writers' use of language and how it affects the reader.

Descriptions are used in many different types of writing and for a range of purposes, but there are always similarities in the way they are written.

Explore

- 1 Read the three extracts below. What place or scene does each extract describe?

Text A

I reached out and turned the door handle nervously. With a gentle push it swung open and a sea of swaying, cherry red balloons filled my eyeline. Glancing downward I saw the dancing, lacy frills of our best blue tablecloth, barely visible under a crowd of plates jostling for attention: sandwiches; still soft despite the warmth of the sun outside, crisps, strips of carrot and creamy hummus, my favourite pink iced biscuits and even a green jelly, glistening and wobbling slightly in the warm summer breeze drifting through the window. I smiled broadly; they hadn't forgotten! But where were they all?





Text B

Hanging in the air, as if suspended against the clear blue, spring morning sky, layers of wafer-thin grey rock balance in towers, haunted by the menacing calls of hunting eagles. The rock formations of El Torcal in Granada Province are a must to visit, if you dare!

Text C

● ● ● 📧 New message

My bedroom is my favourite place; it's painted dark purple and covered with framed comic pages. Along the wall there are shelving units – dark grey metal with glass doors – and my Manga figures are lined up right where you can see them as you come in. There are spotlights inside the cabinets and padlocks on the outside! You'll be able to see them when you stay with me next month for Comic-Con.

SEND

⋮

- 2 Copy and complete the table below by ticking any column that matches the extract.

	Personal writing	Public writing	Informative writing	Persuasive writing	Narrative writing
A					
B					
C					

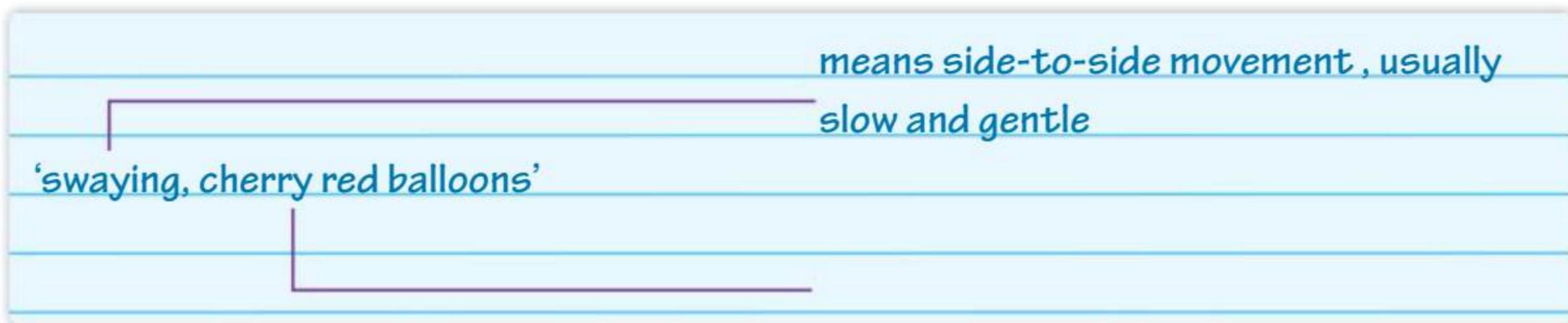
Although they were written for different reasons and for different audiences, each of the extracts includes similar types of content to convey a sense of place.

- 3** Annotate a copy of text A, using a colour-coding system. Use a different colour to underline words or phrases that suggest any of the following:
- time of year
 - time of day
 - weather
 - general landscape
 - objects/people/animals
 - movement
 - sounds/smells/taste
 - colours
 - textures.

Develop

Writers are very careful when they choose words to help us imagine the details they are describing. This creates a vivid picture for the reader.

- 4** Look at the annotation made on a quotation from text A:



Write your own annotation for 'cherry red' to explain what it suggests.

- 5** Now make annotations of your own on the following quotation:
'dancing, lacy frills'
- 6** Select a quotation from text B or text C that creates a precise picture. Copy it out and annotate it to show the effect of the words used.

7 Using the techniques that you have seen used in texts A, B and C, write two different paragraphs describing your school.

- a) The first should describe your school to students considering it for their education. Focus on the features that a school contains.
- b) The second should describe your school as part of a story about your first day at secondary school. Use precise words to help your reader to imagine your school clearly.

8 Reflect on the two pieces of writing you have just completed.

- a) Using the same colour-coding you used earlier, highlight where you have covered the following kinds of content:
 - time of year
 - time of day
 - weather
 - general landscape
 - objects/people/animals
 - movement
 - sounds/smells/taste
 - colours
 - textures.
- b) Then annotate the two texts, identifying any of the following features you have used:
 - a series of precise details
 - powerful verbs
 - adjectives and adverbs
 - sound effects
 - imagery.



Understanding how writers use language for effect

You will learn how to:

- recognise literary and linguistic techniques in descriptive texts
- describe how these techniques affect the reader.

Writers build up their descriptions through precise word choice and imagery – using words to create a picture in the reader's mind. There are three main types of imagery: **simile**, **metaphor** and **personification**.

Explore

- 1 Read the paragraph below and identify the examples of simile, metaphor and personification.

The trees in the forest rose from the ground like green skyscrapers. Their branches linked hands and embraced to create a dense canopy of leaves and flowers. A sweet scent poured from flowers of every imaginable colour while bees buzzed between the petals, drinking their nectar.

- 2 What does each technique add to your impression of the setting? Use these three questions to help you with your analysis.

- a) Does the technique help you to see the scene more clearly?
- b) Does it add any other sensory impression?
- c) Does it add to a mood or feeling?

- 3 Copy and complete the framework below to help you write your ideas as full sentences.

In the description, the simile '...' suggests how ... the trees are.

The branches are described using ... and the phrase '...' makes them sound as if...

The author also uses metaphor when they write '...' and this helps the reader to imagine...

Key terms

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

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

personification: when an object is described as if it has human characteristics (e.g. 'Our garden swallowed the lawnmower!')



As well as using vocabulary and imagery, writers make use of sounds, repetition and different sentence types to help the reader imagine the scene being described.

Read the extract below.

The police patrol ship whirred loudly through the air as it checked on the servants living in the apartment blocks. Each of the vast, grey steel buildings held one thousand tiny apartments, and each tiny grey apartment was fronted by a huge glass window so the servants could be monitored easily. It was past **curfew** time and anyone not asleep would be arrested and punished. Violently. Everything was silent except for the harsh grinding of the patrol ship's engine. Suddenly, it slowed. Hovered. Then moved on. Everyone had learned, past 8pm, to stay in bed, their eyes closed, grey blankets smoothed over their bodies, their breathing a slow whisper, hoping it looked like they were sleeping. Desperately hoping.

Vocabulary

curfew: a law stating that people must stay in their homes after a particular time in the evening



- 4** Copy and complete the grid below. Use the definition of each technique to help you find an example in the text.

Technique	Definition	Example
repetition	using a word more than once to highlight its importance	
minor sentence	a short sentence that gets across an important idea without using many words and without the usual subject + verb structure	
onomatopoeia	a word that sounds similar to the actual sound it is describing	

Now look more closely at the writer's use of repetition. Sometimes writers repeat words and phrases to ensure that you remember something, but this technique is most common in persuasive writing. In a description, repetition is usually used to suggest that something dominates the place or person being described.

- 5**
- a) Most colours have **connotations**. What does it suggest about the town if the dominant feature is its greyness?
 - b) If you wanted to make the town seem more appealing and lively, what colour would you choose to replace grey?

Writers use sound to help bring their descriptions to life.

Key term

connotations: the ideas and emotions associated with a word, e.g. red is often associated with romance or anger

- 6**
- a) In the extract, which two things are described as having a sound?
 - b) What does the contrast between the two sets of sounds suggest about the relationship between the people controlling the machines and the inhabitants of the apartments?
 - c) If you wanted to change the mood of the piece so that it seemed as if the patrol ships were bringing help, how would you change the sounds that are used to describe them?

Very short and abrupt minor sentences are often used to emphasise an idea. They can also create rhythm (if movement is being described) or convey a mood.

- 7**
 - a) Pick out a minor sentence that helped you to see movement.
 - b) Pick out a minor sentence that helped to emphasise an important word.
 - b) How did these sentences contribute to the mood created as you were reading?

Respond

When you are asked to explain how a writer uses descriptive features to get across their ideas, it helps to follow a simple structure.

- State a clear idea about what the writer has done in the text.
- Support your idea with a quotation as evidence.
- Explain how specific features of the quotation help you to imagine the scene.

For example:

The city seems a very unpleasant place to live as there is no privacy.

This is shown by the huge windows: 'each apartment was fronted by a huge glass window so the servants could be monitored easily'.

The word 'huge' suggests that everything they do can be seen.

- 8** Write one more paragraph of your own about the same extract, using these sentence starters:

Another way in which the city seems unpleasant is...

This is shown by...

The words '...' show...

Understanding how writers create atmosphere

You will learn how to:

- analyse how language and literary and linguistic techniques can be used to create atmosphere.

Most descriptive writers try to give readers a sense of what it 'feels like' to be in the scene they are describing. The mood or emotional effect of a place is called its **atmosphere**.

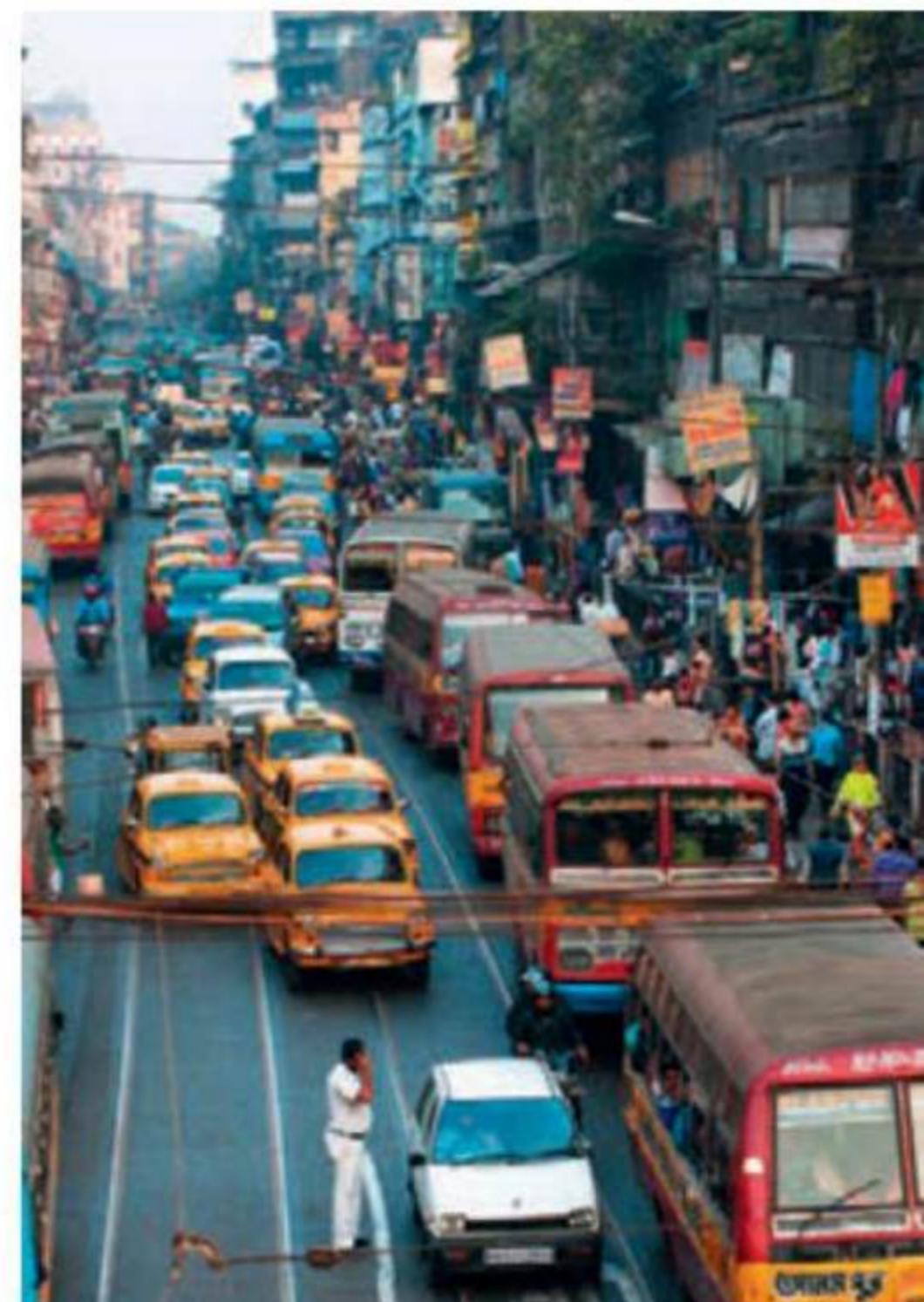
Explore

Read the text below. The writer is describing the streets where they lived as a young child.

The road into town was a nightmare of endless vehicles, all jammed together bumper to bumper. The heat was unbearable. It shimmered in waves above the cars, and the surface of the road like a hungry eagle waiting to swoop on its prey. Children slumped on back seats and stared longingly at the passers-by on the pavements, looking out like prisoners waiting to be released.

Key term

atmosphere: the mood or feeling associated with a place or setting



- 1 a) Which one word is the key to understanding how it felt to be driving on these streets?
b) Find three more details that help to create this atmosphere.

Develop

Sometimes an atmosphere is created by using more subtle, or **implicit**, details.

- 2 Look again at the extracts on pages 10–11.
 - What would happen if you changed the time of year used in extracts A and B?
 - How could you change the weather to alter the overall atmosphere of extract A?
 - How might the mood be different if extract B described a different time of day?

Key term

implicit: meaning that is suggested or implied, but not stated directly

To create an atmosphere, writers often use words that engage the senses.

1 .4

Read the following extract. A woman called Vianne has just arrived in a small French village with her young daughter Anouk. The village is holding a carnival.

A warm wind for February, laden with the hot greasy scents of frying pancakes and sausages and powdery-sweet waffles cooked on the hotplate right there by the roadside, with the **confetti** sleet ing down collars and cuffs and rolling in the gutters like an idiot **antidote** to winter. There is a **febrile** excitement in the crowds which line the narrow main street, necks **craning** to catch sight of the crêpe-covered **char** with its trailing ribbons and paper rosettes. Anouk watches, eyes wide, a yellow balloon in one hand and a toy trumpet in the other.

From *Chocolat* by Joanne Harris



Vocabulary

confetti: small pieces of coloured paper often thrown at weddings or celebrations

antidote: remedy or cure

febrile: feverish

craning: stretching to see better

char: a French word for a decorated float, or moving platform, used as part of a parade

- 3 Would you describe the atmosphere as happy, miserable, frightening, full of excitement or calm? Why?
- 4 As well as sight, what senses does the writer use at the start of the extract?
- 5 Copy and complete the grid below to explore how the use of language relating to the senses helps the reader understand the atmosphere of this piece.

Quotation	Sense	How it helps to creates the atmosphere
'A warm wind for February'		
'powdery-sweet waffles'		
	smell	
		Confetti has cheerful, celebratory associations but is also described as 'sleeting', which could imply that it is abundant.
	sound	

Writers also use **symbolism** to help create atmosphere, using objects to represent ideas or emotions. For example, hearts or flowers often symbolise love; a dog barking or the colour red could symbolise danger.

- 6 Make a list of the objects in the extract that could represent happiness or enjoyment.
- 7 Find examples of how the writer groups objects to build up layers of descriptive detail that create a feeling of happiness.
- 8 Discuss your list with a partner. Try to explain why the objects or groups of objects that you have chosen link to happiness or enjoyment. For example, if you picked the words 'yellow balloon', you could point out that balloons are usually linked with celebrations and that the colour yellow is bright and cheerful.

Key term

symbolism: using an object or image to represent a feeling or idea

Respond

Read the following extract from a fantasy novel. The highlighted sections show how the writer has created a mysterious setting and developed an atmosphere of fear and suspense.

Zafira is a huntress who is being chased on horseback by some men from a different region from her own. To escape them, she has gone back into a forest called the Arz.

She stroked Sukkar's mane, steeled her heart, and steered him into the dark.

It swallowed her whole.

She tried, tried, tried not to acknowledge the way it welcomed her, elated whispers brushing her ears. A surge in her bloodstream. Hunger in her veins.

Dark trees stood eerie and unyielding, leaves sharp and glinting. Distantly, she heard the gallop of hooves as the Sarasins shouted and followed. Vines crunched beneath Sukkar's hooves, and Zafira's sight fell near to blindness.

Except for his panicked breathing, Sukkar was mercifully quiet as Zafira listened for the men, her own heart an echoing thud. Despite their fear, they had followed her, for pride was a dangerous thing.

Personification: the comparison of the forest with some kind of living creature that is drawing her in adds to our sense of its power.

Onomatopoeia: the sound helps the reader imagine the setting: it is eerily quiet and Zafira is aware of every single noise.

Yet only silence drummed at her ears – like the moment after a blade's unsheathing. The halt after the first howl of the wind.

They were gone.

For once she appreciated the fearsome, incalculable strangeness of the Arz that made the men disappear.

From *We Hunt the Flame* by Hafsah Faizal

Strong verb: the word choice shows that Zafira's senses are on high alert, so even the silence seems noisy.

- 9 Read the three completed annotations. Now identify and write an annotation for each of the other features and techniques that you have learned about so far. You could write about the following:

- a) choice of features
- b) specific words used
- c) words that describe emotions
- d) words with implicit meanings
- e) symbolism.

- 10 Look at your annotations. Choose your three best ideas and write them up into three clear, concise paragraphs that explain how the author has created a mysterious setting with an atmosphere of suspense and fear, using these sentence starters:

The setting seems...

This is shown by...

The word(s) '...' suggest...

The atmosphere seems...

This is shown by...

The word(s) '...' suggest...

Another way this atmosphere is created is through...

This is shown by...

The word(s) '...' suggest...



Talking about important places

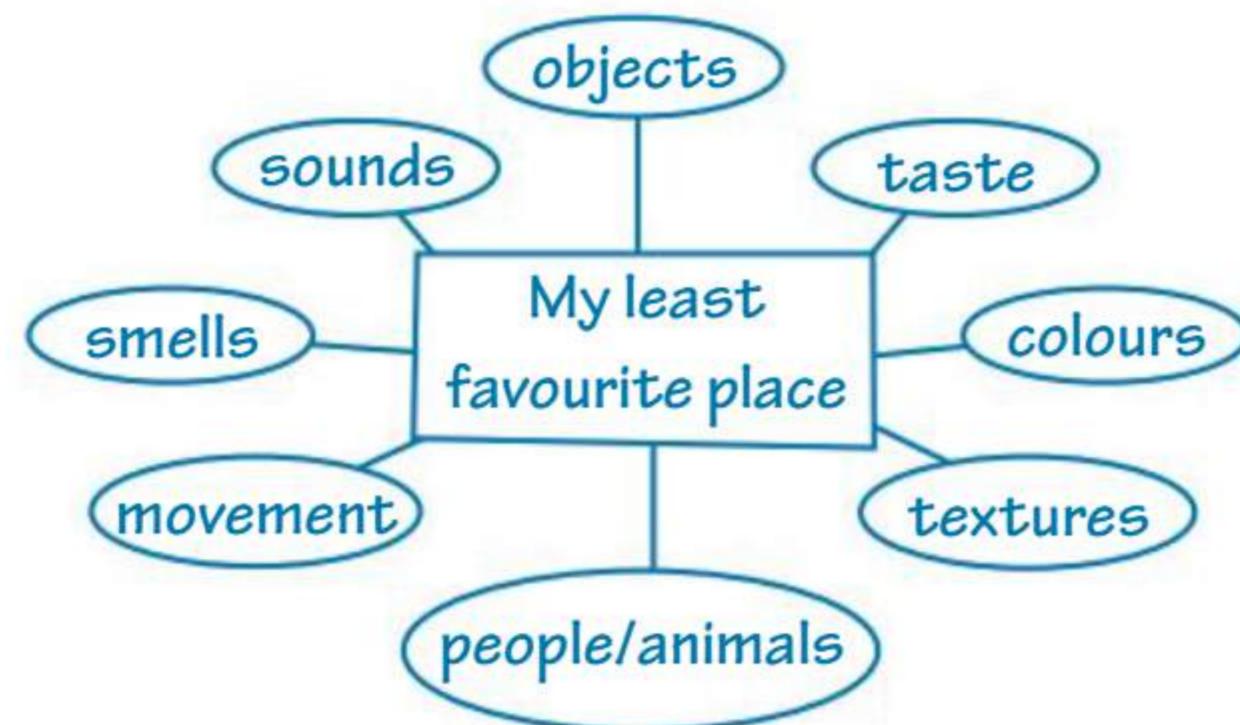
You will learn how to:

- express ideas using effective detail
- listen carefully and give feedback.

Some places are important to us and we may want to share our experiences of them with people we know. There is a big difference between talking about somewhere without any preparation, and the way we talk if we have had time to think and collect details which bring the description to life.

Explore

- 1 a) Make a list of five of your favourite places.
b) Work in pairs. Label yourselves A and B. Speaker A selects one of the places and talks to Speaker B about it for 30 seconds. B then has 30 seconds to jot down as much as they can remember about it.
- 2 a) Make a list of five places you do not like.
b) Speaker B talks about one of these places. Speaker A then has 30 seconds to jot down as much as they can remember about it.
- 3 a) Select the place from each of your own two lists that you feel most strongly about. Put your places at the centre of two spider diagrams, as in the example below.
b) Add eight 'legs' to each spider with labels, as in the example.



- c) Take eight minutes to recall details about the places and add them to the relevant 'legs'.

- 4** Which of your spiders has the 'haviest' legs – i.e. the most detail? This is the one you should focus on for your prepared talk, because it will be the most detailed.

Develop

- 5**
- a) In pairs, Speaker A talks to Speaker B about either their favourite place or their least favourite, using their spider chart for prompts.
 - b) When Speaker A has run out of things to say, Speaker B should try to describe the important place they heard about. They could draw it or describe it back to Speaker A. The more easily Speaker B can do this, the better Speaker A's use of descriptive details was! If Speaker B is struggling to give a description, then Speaker A should go back to their diagram and add more detail.
 - c) Now swap over. Speaker B should start the description of their favourite or least favourite place and Speaker A should give them a drawing or summary of what they have heard.

Respond

- 6** Now reflect on your work with your partner and write a commentary about the lesson.

Use the checklist below to evaluate your work:

whether your final description was more detailed compared to the one you gave at the beginning of the lesson			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
how clearly you communicated to each other			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
how well you both listened			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
how each of you reacted if you could not picture what your partner was describing			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
what things you could improve on next time, as a speaker and a listener.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Choosing vocabulary for effect in descriptive writing

You will learn how to:

- make precise word choices in your descriptions
- choose images to create interesting effects.

To help you write clearly and atmospherically about a place, remember to include details about some of the following elements:

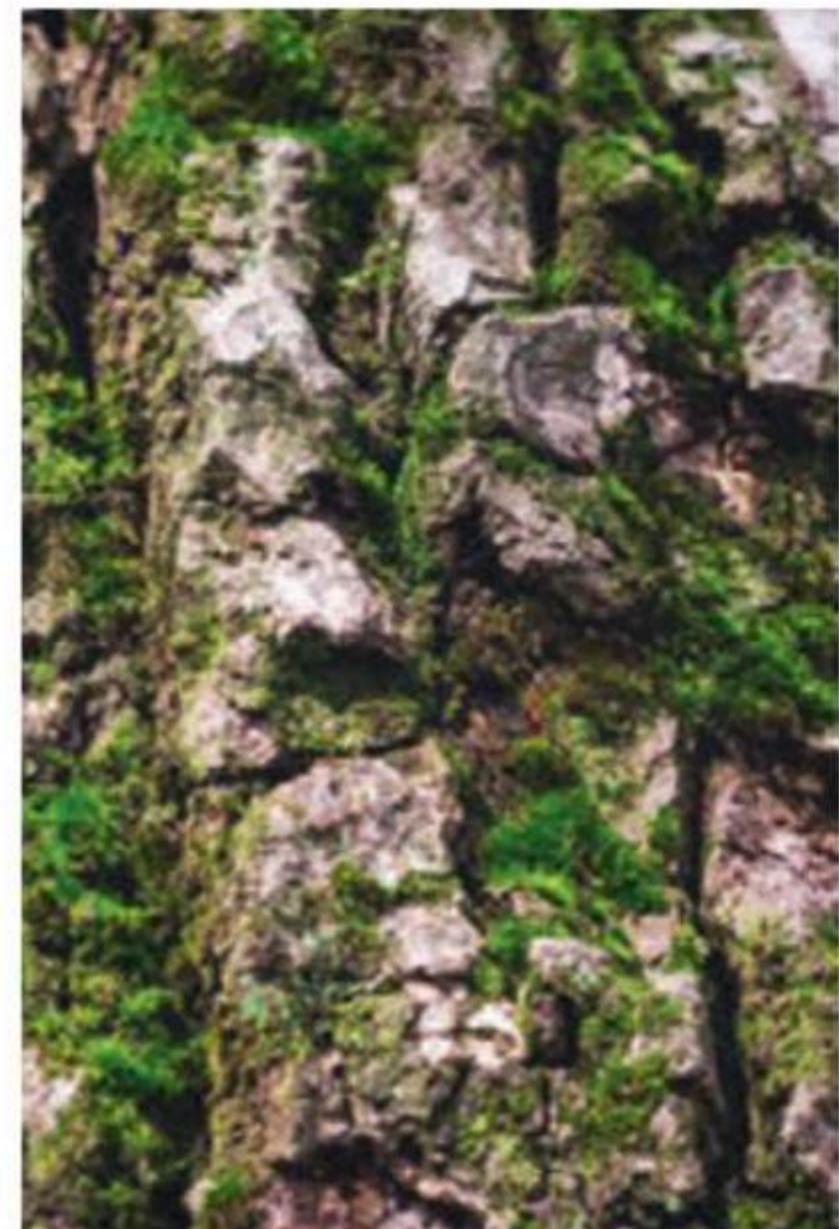
- the month/season
- the time of day
- the weather
- features of the landscape
- objects/people/animals
- movement
- sounds/smells/taste/textures
- colours.

When you add detail to your description, you need to choose your words carefully and precisely.

Explore

Read this description of an old, neglected tree:

The bark was silver-grey and cracked and there was some moss growing through the cracks in the trunk and a coloured lichen growing up the branches.



- Which words give a clear and precise description of the tree?
- Which words or phrases are not very clear or are repeated?

To improve this description, you could use **synonyms** to avoid repeating the same word twice.

- Find the place in the text where you could use the following synonyms:
 - crevasses
 - creeping.

You could also choose more precise words or phrases to help your reader build up a clear picture. In the text, the writer uses the phrases 'some moss' and 'coloured lichen'. Neither of these descriptions tells us very much.

Key term

synonym: a word that is identical or close in meaning to another one, e.g. wet/damp

- 4** Which of these more precise words or phrases would have been better for each example?

 - a sleeve of
 - dark
 - a carpet of
 - emerald

Develop

Sometimes you can choose words that have implicit meanings or associations. These give a more developed picture to help the reader to imagine the scene.

Read this description from a poem, 'The Apple Trees at Olema'.

Moss thickened
every bough and the wood of the limbs looked rotten
but the trees were wild with blossom and a green fire
of small new leaves flickered even on the deadest branches.

From 'The Apple Trees at Olema' by Robert Hass

- 5 Which words does the poet use to describe the appearance and movement of the new leaves?
 - 6 What do these words add to your impression of the trees?

You can also use similes and metaphors to help your readers create images and connections in their minds.

- 7** If a writer described an alley of old oak trees as 'an archway of dancing ladies in their floating gowns', how would you imagine the trees to look? Draw a rough sketch.

8 Create similes of your own to describe the weeping willow tree in the photo.

Respond

- 9** Practise what you have learned by writing a short description of a landscape or cityscape you know well.

Checklist for success

- ✓ Remember to use the checklist of elements to include.
 - ✓ Make sure you use precise vocabulary, synonyms and words with associations.
 - ✓ Try to include similes, metaphors and onomatopoeia.



Varying sentences in descriptive writing

You will learn how to:

- understand and use different sentence structures
- vary your sentence lengths and structures to create different effects.

Varying your sentences can create different effects in your descriptive writing – for example, by changing the pace or introducing sudden surprises.

Explore

Read the following descriptive text.

The surface of the island was pancake flat. The air was completely silent. I stepped out of the hovercraft. I took a step forward. I immediately leapt back. The ground was freezing. I needed some special shoes.

I retreated into the craft.



- 1 There is some good description here, but what do you notice about the sentences?
- 2 How could this text be improved?

Simple sentences

All the sentences in the description above are *simple*. Simple sentences have a subject and a verb. They normally tell us about one thing or action.

I stepped out of the craft.

subject

verb

Simple sentences can be used very effectively in descriptive writing to draw attention to something. For example, look at the second sentence here: 'Above us, the sky was azure blue scarred with a small black line. A goshawk swooped.'

- 3 Write your own simple sentence to draw attention to a single feature in a landscape or city scene.

Simple sentences are also used to suggest surprise and to stop the reader in their tracks. For example: 'The grey rock loomed above us, but then my eye found it. A cave nestled there!'

- 4** Write your own simple sentence to express surprise about something in your landscape or city scene.

Compound sentences

To vary your sentence lengths, you can link two simple sentences to create a *compound* sentence. A compound sentence is made up of two equal sentences joined using one of the following conjunctions:

or and but so yet nor

I stepped out of the craft and looked around me.

subject

verbs

conjunction

- 5** Turn these simple sentences into compound sentences using one of the conjunctions from the word bank above.

- The monster's eyes suddenly half-opened.
He didn't see me.
- I crept up to the treasure chest. I lifted the lid.
- I knew I had to be quick. The monster would spot me.

To link similar ideas or events, you can turn several simple sentences into one longer compound sentence:

I stepped out of the hovercraft. I took a step forward.

I immediately leapt back.

I stepped out of the hovercraft, took a step forward and immediately leapt back.

These actions are linked, so you do not need to repeat the subject 'I'. However, you do need to add a comma between the first two actions. Finally include the conjunction 'and' before the final action.

- 6** Turn each set of separate sentences into one connected sequence of actions:

- Our captain walked ahead. He stopped.
He consulted his digi-map.
- The skies turned grey. They filled with snow.
They released it in a huge shower.
- I groped for a rock. I grabbed something.
I screamed out in fear.

By linking sentences in this way, you can create a sense of relationship between different objects or events and also express the idea of time passing.

7

Now look at this paragraph by another student:

*Our spaceship weaved through the meteorite storm,
sped through another cluster of stars and hovered
above our destination. It was the wrong city.*

Copy the paragraph and underline the sequence of linked actions. Then circle the simple sentence that tells you something new or surprising.

Develop

Complex sentences

A complex sentence contains one main idea. It is usually a simple sentence with extra detail added to it. Complex sentences often use conjunctions such as:

even though although because while whenever where

We decided to walk onwards, even though we were lost and worried.

main idea

a comma marks off the extra information

supporting idea

conjunction

In this example, the main idea could be a sentence on its own because it has a subject and a main verb. The supporting idea and linking words would not make sense on their own.

- 8 Copy these sentences and underline the main idea that could be a sentence on its own. Remember – it may not come at the start of the sentence.
- The whole city was silent, although it did not feel at all safe.
 - We decided to seek shelter in an abandoned building, before night came.
 - The doors of the rooms gaped where the blast had ripped them open.
 - Complex sentences are useful to add descriptive details. Write three more sentences following on from a), b) and c) above, adding description about the rooms in the abandoned building.

- 9 Copy these complex sentences, then fill in the gaps with conjunctions.

- ...our leader was out on patrol, a strange light appeared outside.
- We grabbed our kit and left the way we had come, ...it was now bitterly cold.
- ...we called the rest of the group, we got no reply.



Good descriptive writing uses different types of sentences to create different effects. Read this extract from a novel.

The great sentinel was right there at the top of the ridge, where Will had known it would be, its lowest branches a bare foot off the ground. Will slid in underneath, flat on his belly in the snow and the mud, and looked down on the empty clearing below. His heart stopped in his chest.

From *A Game of Thrones* by George R.R. Martin

- 10**
- a) Pick out the complex sentence that tells the reader about a particular object and then adds supporting information.
 - b) Find the compound sentence that shows two equally important actions taken by the main character.
 - c) Find the simple sentence that shows Will's surprise.

In the extract, you may have noticed how commas are used to separate out an additional detail.

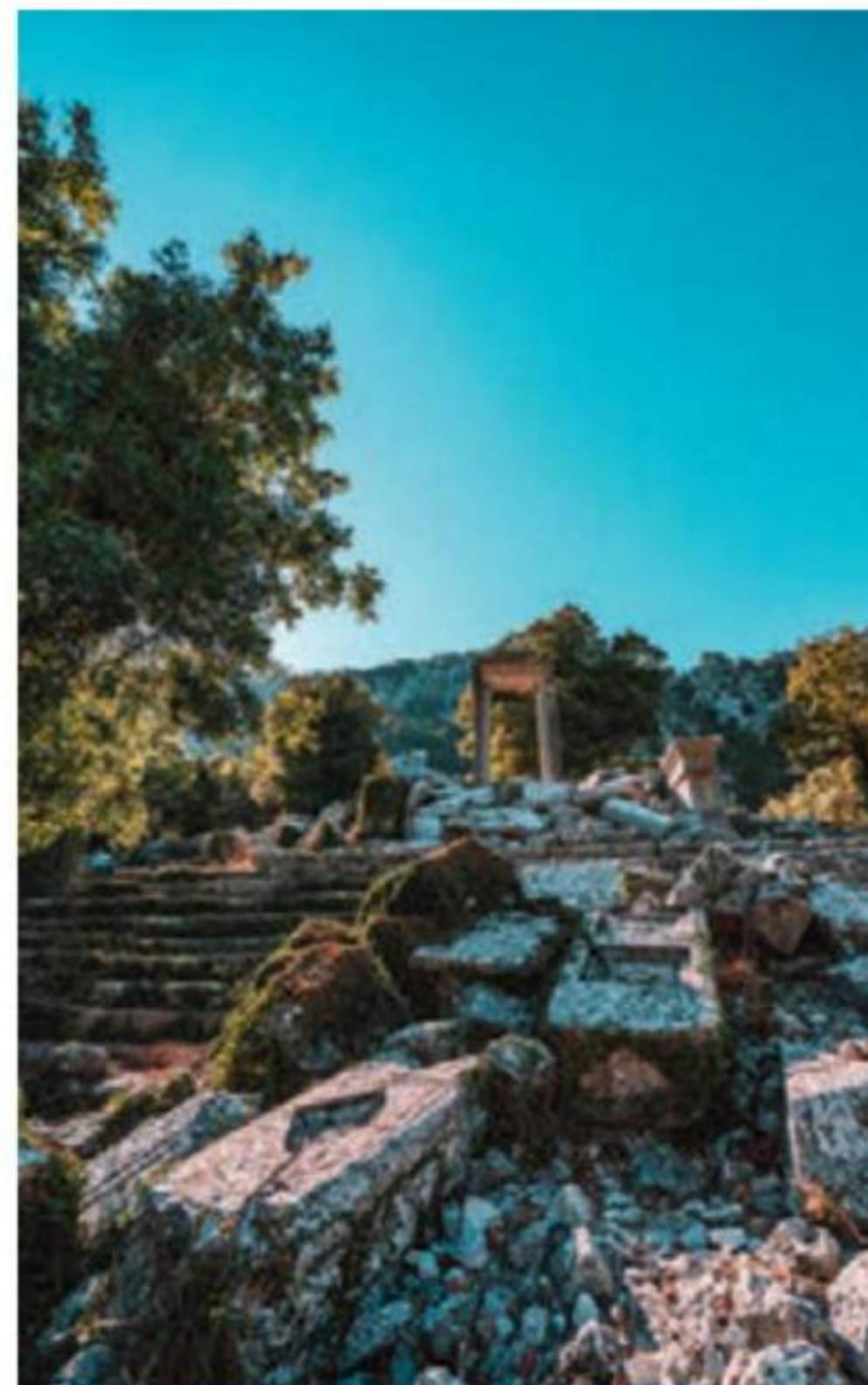
- 11** Identify the 'additional' information in these sentences:
- a) Suddenly, a voice came over the portaphone, distant and crackly, so we stopped and listened hard.
 - b) I pressed the portaphone as close to my ear as I could, the cold steel against my cheek, but I couldn't make anything out.
- 12** What extra information is given in each case?

Respond

- 13** Imagine that you are part of an exploration team sent to discover a lost city. In two paragraphs, describe the moment when you first see the city, using a range of sentence types to create pace and add detail.

You might like to start your description like this:

As we reached the top of the hill and steadied ourselves to look down across the valley, an amazing sight met our eyes.



Writing your own description

You will learn how to:

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

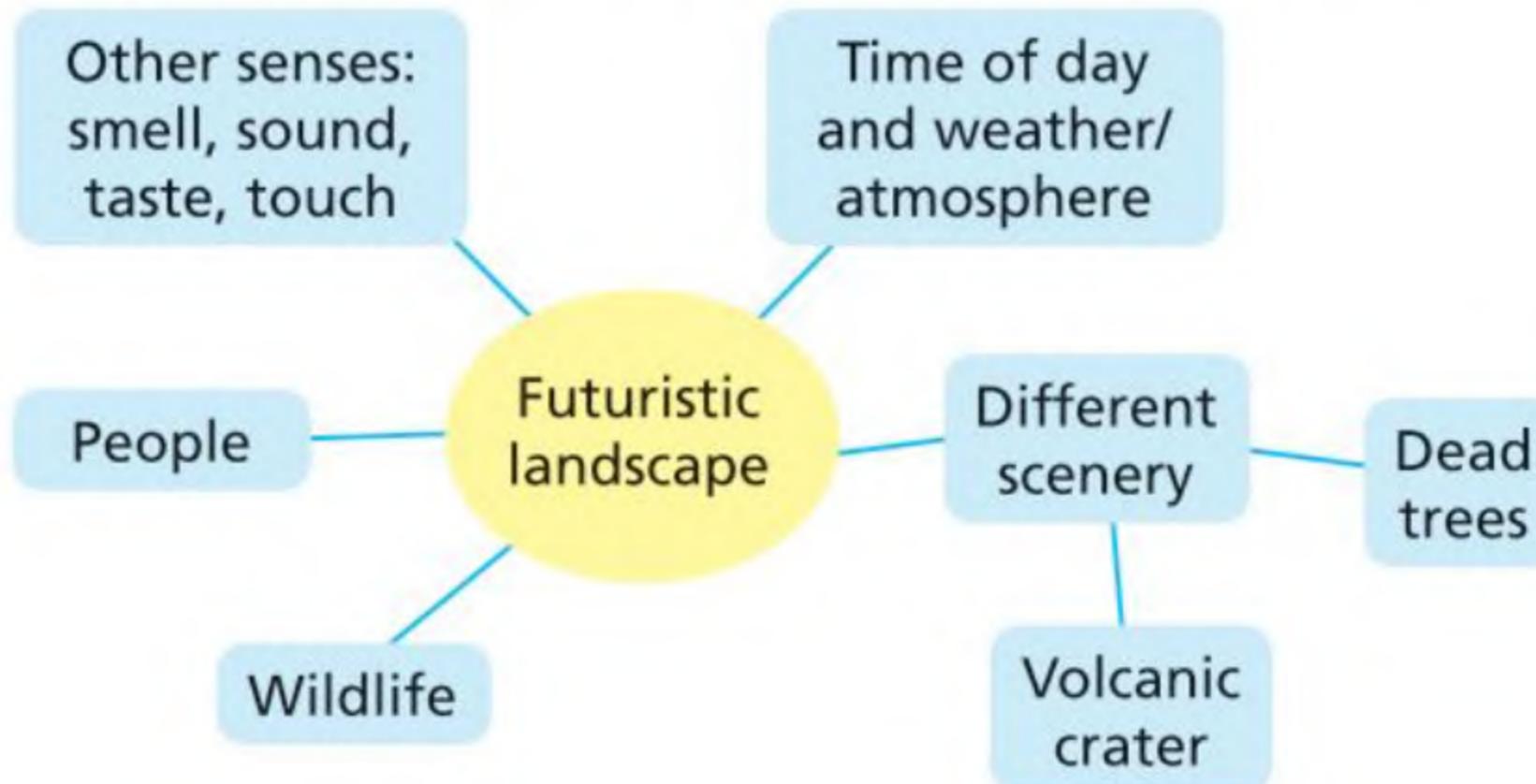
Your task

Describe a landscape or a city from the future. You could base it on the image below or imagine your own.



Approaching the task

- 1 Plan your ideas. Your plan could take the form of a flow diagram or a spider diagram like this:



- 2** Now take your best ideas and put them into a sequence of paragraphs. For example:

Paragraph	Focus on...
1	time of day/weather/atmosphere
2	dead trees
3	
4	

As this is description, you do not need lots of action or speech.

- 3** Copy the table below to remind yourself of the different ways in which you can use vocabulary, imagery, paragraphs and sentence structure to create imaginative and engaging descriptive work. Tick off each skill or feature as you use it in your draft.

Feature	Done
precise vocabulary	
details about sights, sounds, smell, taste, touch	
use of imagery and symbols	
variety of type and length of sentences to create a range of effects: <ul style="list-style-type: none"> • simple ('The tree was dead.') • compound ('The tree was dead and the wind howled.') • complex ('The tree was dead, although something stirred in the branches.') 	
range of punctuation for accuracy, variety and effect	
paragraphs each with a separate focus	
different lengths of paragraphs for effect	

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

Standing on the strange crimson sands, I gazed at the jagged, mist-shrouded mountains that rose out of the surrounding jungle.

- 5** Now write your description.

- 6** When you have finished, read your work out loud; this is a really effective way of checking for any errors in spelling, punctuation and grammar. Use the checklist below to locate common errors.

Checklist for success

- ✓ Do all proper nouns start with capital letters?
- ✓ Does every sentence end with a full stop, question mark or exclamation mark?
- ✓ Have you divided your work into paragraphs for every new idea?
- ✓ Are the endings of plural words ('s', 'ys', 'ies', 'eys') correct?
- ✓ Where you have used a word ending in 's', have you used an apostrophe unnecessarily?
- ✓ Do any words ending in 'ful' have more than one 'l'?
- ✓ Have you gone back over words that contain a double consonant to check them?
- ✓ Have you checked for words that sound the same but should be spelled differently (there/their/they're, your/you're and it's/its)?

7 Now check your work against the summary below. This shows the features of descriptive writing that you have learned about in this chapter.

- Have you covered the list of suggested content outlined in Unit 2?
- Have you used synonyms where words are too similar?
- Have you chosen words for their precise meanings, associations and effects?
- Have you used similes and metaphors to help your reader to visualise?
- Have you varied your sentence types?
- Have you created atmosphere by using word associations/symbolism and explicit words about emotions?

8 Finally, ask another student to read through your work. Can they read it? Is your handwriting clear? Can they spot any errors that you have missed?

Reflecting on your work

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

Response 1

I woke up with my face in the sand. The sand was red as I looked around me. I could see a big jungle and a big path. There were mountains that disappeared into the clouds. I walk into the jungle and it was massive. The trees were like rockets. The leaves were as big as plates and the flowers were enormous. They were brightly coloured. Reds and blues and greens and purples they looked like nothing I had ever seen before.

Quite an interesting short opening sentence.

Use of details but vocabulary could be more interesting.

Third and fourth sentences could be combined using a comma and 'and'.

A new paragraph could be used to show the change of location. The description changes from past to present tense; it should stay the same.

Two good similes and some good adjectives. Some spelling mistakes with more complex words.

Punctuation needs improving here as the last sentence does not make sense. The colours could be added to the previous sentence to form a list.

Comment on Response 1

This is a good attempt at creating a description, but all the sentences used are simple or compound. Using a wider vocabulary and introducing a few complex sentences to develop descriptions would bring the scene to life. The student should use a new paragraph every time a new idea or new aspect of the scene is introduced.

Response 2

In the city of the future, hundreds of cars were whizzing through the air. The dull grey metal and thick black exhaust fumes almost stopped the sunlight reaching the streets beneath. Horns were constantly sounding from impatient drivers as they rose and dived through the busy skys.

A good opening, with some descriptive detail and sound.

The dark streets below were just as packed. Even though the metal pavements moved and glided past shops and offices, people stood on them quite comfortably. The front of every building was a huge video screen and flashed up constant adverts.

Precise, detailed vocabulary to describe the senses and use of the preposition 'beneath'.

Paragraph deals with one main idea – the cars.

Loud electronic music filled the air like thunder, pouring out of speakers on every street corner. It was deafening.

Short sentence and new paragraph changes location to the streets.

Complex sentence adds detail.

Simile is okay, but a little unimaginative.

Comment on Response 2

Paragraphs are clearly used for each new idea, but most sentences are the same length. There is some good description using the senses, but very little imagery. Perhaps some use of metaphor would help. There are some spelling mistakes with unusual words: 'exhaust' has a silent 'h', and sky is a y-plural so should end in 'ies'.



Responding to a descriptive text

You will learn how to:

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

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 throughout this chapter.

Understanding the text

Look again at the extract from Unit 1.1 on pages 8 to 9.

- 1 Write a sentence in response to each of these questions.
 - a) Explain in your own words where and when the description takes place, and how you know this.
 - b) Find at least one phrase that tells you what the main atmosphere is in the extract.

Feeling:

Phrase(s):

Thinking about the text's purpose and features

- 2 Look again at the extract. Which aspects of description does the writer choose to focus on? Copy and complete the grid with the relevant line numbers.

Aspect	Line number(s)
month/season	
time of day	
weather	
features of landscape	
objects/people/animals	
movement	
sounds/smells/tastes/textures/colours	

- 3 The text works well because of the writer's choice of vocabulary, imagery and punctuation.

Reread these sentences from the extract and answer the questions below.

- a) 'a cluster of collapsing cabins' (line 2)

What does the word 'cluster' suggest about the cabins?

- b) 'fading back into the landscape' (line 11)

What does the phrase 'fading back' suggest about the relationship between the buildings and nature?

- c) Find two other phrases which suggest this.

- d) Select three words or phrases which suggest that the buildings may soon fall apart.

- e) The metal flues and back plates are described as 'thick with rust'. What associations does the word 'rust' usually have?

- f) The writer describes finding the boat with a simile, saying it is 'like coming upon some ancient Inca temple'. What does this suggest about his feelings towards the wreck?

- g) Copy out two examples of sentences where additional details have been separated out by using commas.



Writing about the text

- 4 Write one paragraph, commenting on the descriptive techniques that the writer has used and the effect they have on you. You can use these sentence starters if they help you:

The (abandoned homes) seem...

This is shown by...

The word '...' suggests...

Reflecting on your work

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

Response 1

The writer shows that Meson Landing is abandoned and very run down in the quote: 'there are a cluster of collapsing cabins'. Collapsing suggests that they are falling down. Later he says that it is all ruined and that nobody cares for it any more: 'overgrown with wild rose...' as the idea of overgrown suggests that the roses aren't being controlled or pruned. The idea that it is ruined is also shown in 'sagging beams and fallen timbers' which shows that the houses are falling apart and are dangerous because the wood is rotten. There are even plants growing over the roofs and a tree has grown through one.

- Clear overview of the effect achieved in the description.
- Gives an appropriate quotation as evidence.
- Explores the literal meaning of the words used.
- Second overview similar to first.
- Appropriate quotation.
- Explains effect by giving a literal explanation of the word used.
- Another appropriate quotation.
- Explains quotation but doesn't link it to the overall effect.
- This commentary is not linked to an effect.

Comment on Response 1

The answer begins with a clear idea and supports it with evidence. This same idea is reinforced several times and relevant evidence is selected, but specific words and phrases are not always selected or their effect commented on. Techniques are not explicitly noted.

A more successful answer might select an additional idea to explore and the answer would need to include references to the complete extract.





Response 2

This extract creates an atmosphere of neglect and isolation throughout Adam Weymouth's journey. Each aspect of the sights he sees along the Yukon, the towns, roadhouses and even the shipyard, have been abandoned and nature has taken over. In Meson Landing, he sees 'collapsing cabins', which suggests that the walls are rotten and cannot hold up their roofs. Further along, he sees 'sagging beams and fallen timbers', which suggests that people are not maintaining the most precious thing: shelter. This helps us to feel that the places are abandoned and that he is alone.

When he finds the steamer Evelyn, he explains that it is 'like coming upon some ancient Inca temple'. This simile tells us that he is full of awe and considers the ruins to be spectacular and exciting.

This is an accurate overview and the word 'throughout' adds precision.

Makes the point that content has been chosen to reinforce a specific effect.

Concise and appropriate quotation.

Literal explanation of the quotation.

Second appropriate quotation.

This explanation explores the connotations of the previous two quotations with the idea that homes are 'precious' and if they are not being maintained then they are probably abandoned.

This sentence sums up the effect of the previous quotations.

A specific language technique is named accurately.

A new effect is identified but not fully explained.

Comment on Response 2

This response begins with a confident overview that sums up the atmosphere of the whole extract with insight. Evidence of precisely chosen vocabulary is given and explored fully. The use of simile is also pointed out and commented on.

What you have achieved

Reading

- You have been able to identify the features of descriptive writing.
- You have identified words and phrases that are effective in creating imagery.
- You have commented on the way that writers use language techniques to describe precisely and create an atmosphere.

Writing

- You have been able to use the key features of descriptive writing.
- You have created similes and chosen precise vocabulary to describe places.
- You have been able to experiment with types of sentences in your descriptions.

Speaking and listening

- You have been able to select topics that will enable you to give a vivid description.
- You have built up detail in your descriptions in order to help listeners imagine vividly.
- You have listened carefully and focused on detail to help you recall a partner's description.

Next steps

Reading

You might like to read more about Adam Weymouth's adventures in *Kings of the Yukon: An Alaskan River Journey*. In terms of fiction, *Journey to the River Sea* by Eva Ibbotson describes one young girl's journey to live in Manaus, hundreds of kilometres up the Amazon river.

As you read these and other texts, both fiction and non-fiction, notice how writers describe both places and people, and the techniques they use to do so. You could start a scrapbook of effective descriptive phrases which you come across in your reading.

Writing

Could you describe the experience of visiting a new place, as a travelogue like Adam Weymouth's? This could be somewhere you went on holiday, or a visit to a friend's or relative's home. Focus on key details and use the techniques you've learned about in this chapter to bring the experience to life.

Speaking and listening

Develop your ability to speak about places by preparing a talk about a place that you have visited in two different seasons. Concentrate on the differences that you experienced, remembering that your attention should be on the place rather than events.

2

Chapter 2 Informing

Our environment

What's it all about?

This chapter is all about texts that provide information. It will help you to understand how informative texts are put together and how to write one of your own. The theme of the chapter is 'Our environment', exploring unusual wildlife, pollution and climate change.

You should already know:

- how writers organise ideas into a clear structure
- some features of informative texts
- how to use a range of connectives
- how to structure information in a presentation.

You will learn how to:

- identify and comment on presentation features in informative texts
- use a range of reading strategies such as skimming and scanning to extract relevant information from a text
- collect and summarise points from an informative text

- distinguish between fact and opinion and identify bias
- use formal and informal language appropriately
- punctuate direct speech and know how to include indirect speech
- structure and shape an online news article.

You will:

- prepare and deliver a presentation on the impact of plastic on the environment
- write an encyclopedia entry for two different audiences
- respond to a news article, summarising its information and ideas.

Enjoy reading

You will learn how to:

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

You are going to read an extract taken from a news article about the spread of cane toads in northern Australia.

1 Think about the title of the article:

- What is a toad?
- Have you ever heard of the word 'metamorphs'?
- What are you expecting the extract to be about?

2 Now read the extract slowly, noting down any words you do not know.


Cane toad catchers trap thousands of metamorphs in effort to stop southern spread

ABC North Coast Samantha Turnbull and Bruce MacKenzie

Thousands of juvenile cane toads are being bagged by conservationists battling to stop the pests spreading beyond their southernmost infestations.

About 10,000 metamorphs (the toads in their post-tadpole stage) were collected last weekend in the Clarence Valley region of northern New South Wales.

While rogue cane toads have been discovered in locations such as Sydney and Melbourne, their distribution is officially regarded as an arc extending from north Western Australia to the Clarence Valley town of Yamba.

Clarence Valley Conservation in Action (CVCIA) Landcare spokesman Scott Lenton said recent dry and warm weather had allowed undetected populations to spawn [...], resulting in mass hatchings in areas including Micalo Island and Maclean.

'The southern frontline has been at this location for 20 years and it's pretty much been constant with some minor breaches and a little bit of pushing out,' he said. [...]

Containment is crucial

University of Sydney cane toad researcher Matthew Greenlees said he was confident conservationists were keeping the pests contained to northern New South Wales, but said the toads appear to be spreading across the Clarence Valley. [...]

'We think they might actually be starting to spread faster

5



Thousands of cane toads were caught in northern NSW last weekend.

10



15

20 VIDEO: Cane toad metamorphs

25

and further than where these guys have managed to contain them most recently, which is a concern.'

Dr Greenlees said it was crucial to stop the spread of cane toads along the east 30 coast.

'We saw a lot of species in northern Australia get severely impacted when toads moved through that area, [...]' he said. [...]

'The species on the east coast are the ones under pressure from development and humans because the population is so dense, so having an additional threat to 35 them like the cane toad is another nail in the coffin for some of the really rare and threatened species.'

Dr Greenlees said researchers were working to establish more sophisticated ways of eradicating cane toads, rather than catching them by hand. [...]

'We have to start looking at other strategies, like the work being done in North 40 Queensland on trapping, and the lab group I'm involved in, which is working with chemists on trying to get an attractant for tadpoles so we can trap them.'

From an article in ABC News, 10 January 2019 www.abc.net.au

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 extract about?
- b) What problem does the article inform its readers about?
- c) When are the events happening: now or in the past or future?
- d) Where are the events taking place?
- e) Why have the writers written this article?

5 Copy out a word, phrase or sentence that you enjoyed. Explain what you liked about it.

6 This extract is from a type of writing called a news article. News articles inform readers of recent news events and provide details, alongside comments from witnesses and experts. Find one phrase or sentence which shows that this is a news article.

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

What is informative writing?

You will learn how to:

- recognise and comment on common features of structure in information texts.

There are many different types of informative writing, such as articles, encyclopedias and leaflets, but they usually have some common features. Information texts are written and designed to help you to find information easily.

Explore

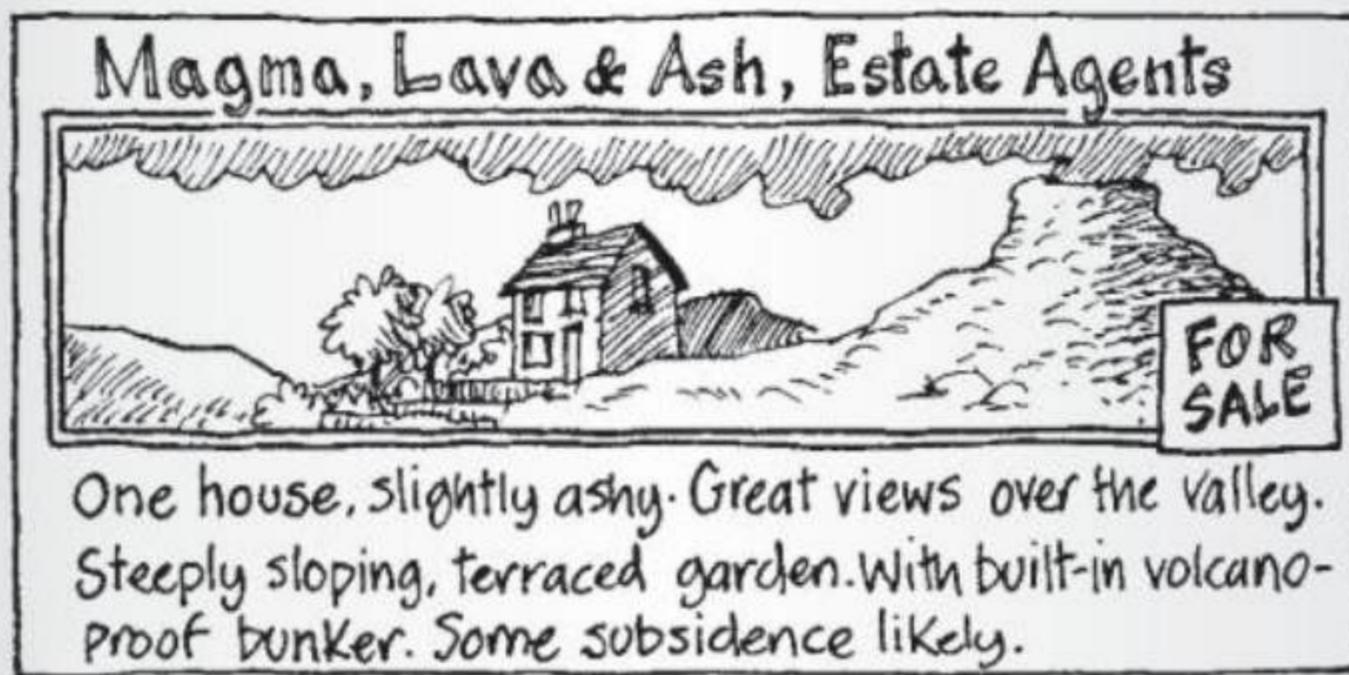
The following extract is from an information text from a children's book about volcanoes. It has used a clear and engaging style and layout to help present the information.

- 1 Read the heading and the first paragraph of the extract. What is the text about?

Text A

Big Friendly Giants

Given the danger, why on earth would anyone choose to live near an active volcano? You might be surprised...



Some red-hot reasons for living near a volcano

- 1 Fabulously fertile soil. Volcanic soil is the richest on Earth. Especially after a light dusting of ash. And **chock-full** of nourishment to help plants prosper. From ancient times, volcanoes have been heavily farmed and today provide food for millions of people.

From *Violent Volcanoes* by Anita Ganeri

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3

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Vocabulary

subsidence: when the ground under a building sinks

chock-full: extremely full (slang)

2 Look at this list of presentation features. Match each one to the correct number on the extract.

- a) numbered or bulleted points
- c) subheading
- b) introduction
- d) image
- e) main heading.

3 How do the presentation features help children to find and understand the information?

Develop

Read Text B, an extract from a newspaper article.

Text B

Iceland Volcano Warning

A huge volcano in Iceland could erupt and bring air travel in Europe to a standstill.

Scientists have reported that Öraefajökull volcano in Iceland is on the brink of a major eruption. Experts have detected over 100 earthquakes in the area in the past week and raised the volcano safety code to yellow.

Volcanologist Dr Johansson said: 'Öraefajökull is one of the most active volcanoes in the world so we need to be really vigilant.'

Volcanoes in Iceland

Iceland, an island country in the North Atlantic, is one of the most volcanically active nations in the world. It has four giant volcanoes. One of them, Eyjafjallajökull, erupted in 2010 and threw so much ash into the skies that it led to air-travel chaos across Europe.



Iceland Volcano
Eyjafjallajökull
erupting in 2010

4 What presentation features can you identify?

5 What do you notice about the length of paragraphs and sentences in Text B?

- 6**
 - a) How does the opening paragraph provide a factual summary of the news story?
 - b) What extra details about the story do the other paragraphs provide? List three.

Respond

7 Write a paragraph in response to this question:

How has the writer of Text B used language and presentation features to make the information clear for its readers?

Identifying relevant information

You will learn how to:

- identify relevant information in an article
- distinguish between facts and opinions to help you to summarise a text.

When you read a text, you need to identify the information that is useful to you.

Explore

- 1 Which plastic items do you throw away in a typical week?

Writers use presentation features to help readers **skim** a text in order to understand the main points.

- 2 Skim-read the presentation features of the text below: the heading, image and introductory paragraph. Write a one-sentence summary of what you think the text is about.

Key term

skim: to run your eyes quickly over a text to understand the main points or ideas without reading every word

Plastic has turned into an environmental disaster

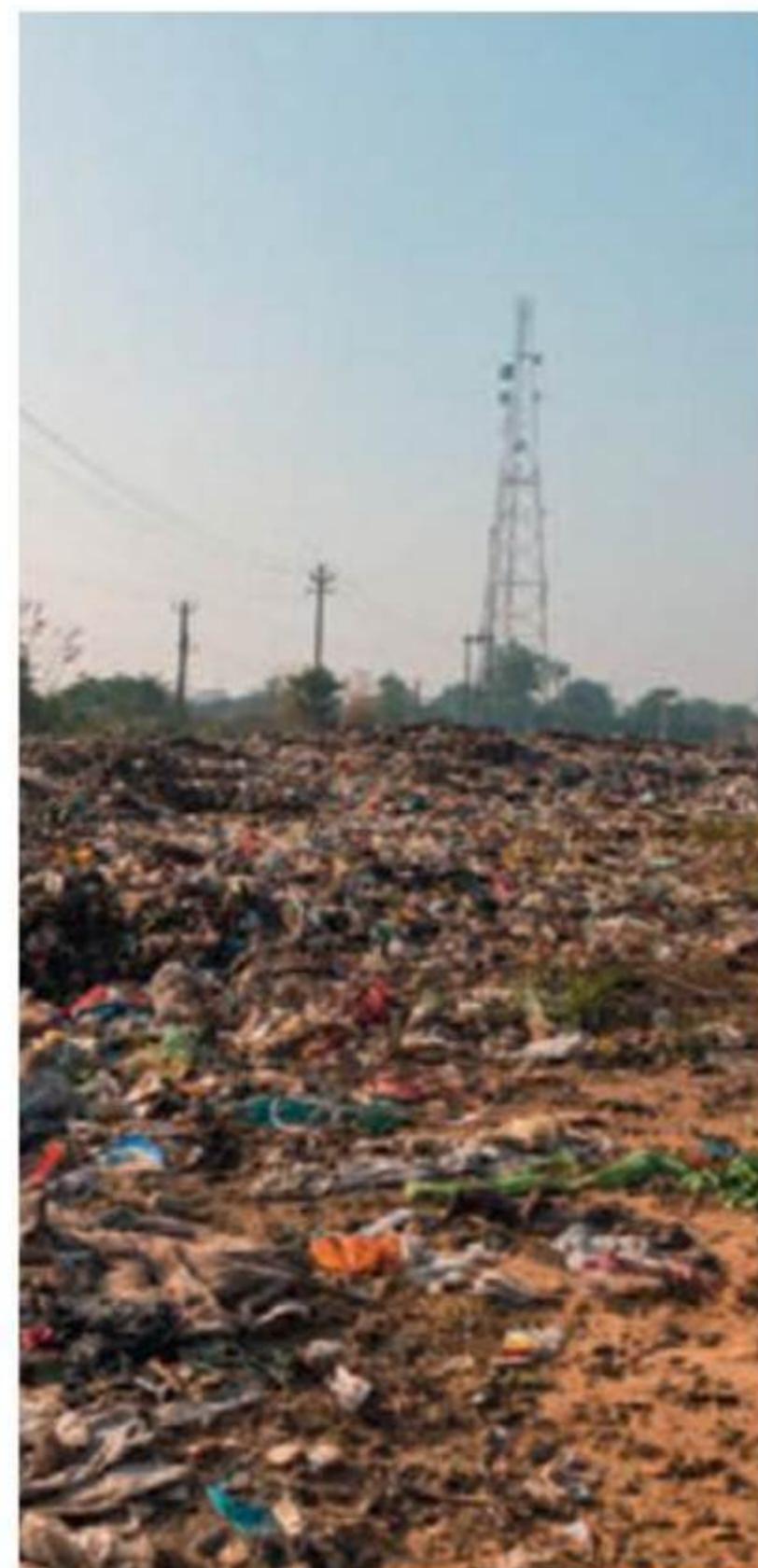
Single-use plastic grocery bags came into existence 50 years ago. It was the answer to a question no one was asking and solution to a problem that did not exist. In the past, people carried stuff in cloth bags, sacks, etc. Today, we see plastic bags and bottles reach the landfill after being used for a mere 12 minutes. [...]

Plastic has become an environmental disaster. Most plastic is made from petroleum or natural gas; non-renewable resources extracted and processed using energy-intensive techniques that destroy fragile ecosystems. [...]

People then turn to paper bags, which degrade faster but still are not a better solution for the environment. Cutting down more trees to increase the production of paper products combined with the increased energy used to make them has an equally detrimental effect on the environment.

What we can do is to simply reuse cloth bags and try and be more aware. The best way to reduce one's plastic footprint is to simply USE LESS PLASTIC.

From an article in the *Hindustan Times* www.hindustantimes.com



To find a specific detail or piece of information in a text, you can **scan** the text by looking for that particular word or a **synonym** of it.

For example, if you want to know how *plastic is made*, only the highlighted text in the extract is relevant.

- 3 Which information is relevant if you want to know about how *paper bags* are made?
- 4 Now use the strategy to answer this question: *In the past, how did people carry items?*

Develop

Information may be opinion or fact.

Opinion is someone's point of view. Look for:

- speech in which people express their views
- exaggeration (e.g. 'terrible consequences for everyone')
- judgement adjectives (e.g. 'useful', 'best')
- **modal verbs** (e.g. 'might', 'can').

A fact is information that can be checked and verified.

- 5 Which of the following quotations are facts and which are opinions?
 - a) Single-use plastic grocery bags came into existence 50 years ago.
 - b) It was the answer to a question no one was asking.
 - c) Most plastic is made from petroleum or natural gas.

In order to write a summary of a text, you might need to separate the facts from the opinions.

- 6 Identify only the facts used in the article.
- 7 Now list the facts that only relate to plastic bags.

Respond

- 8 Write a list of the problems with plastic bags. Use your responses to the previous tasks to help you to complete this task.

Key terms

scan: to use key words to find specific information in a text

synonym: a word that is identical or close in meaning to another one, e.g. wet/damp

Key terms

modal verbs: auxiliary verbs that express necessity or possibility, e.g. 'must', 'shall', 'will', 'should', 'would', 'can', 'could', 'may' and 'might'



Identifying bias

You will learn how to:

- identify bias in a text.

A writer may adopt an opinion or viewpoint about the information in a text: this is known as a **bias**. You need to be able to work out what the bias of a particular text is and how it is created.

Explore

Bias can be created by including opinion, by carefully selecting which facts to include and through the language used to present them.

- 1 Which of these text types are more likely to be biased? Rank them in order, then explain your decisions.

- a) an advertisement for an energy saving light bulb
- b) a manual for setting up Wi-Fi
- c) a travel guide for a local town
- d) a news article on plastic bags

Look at these headings from two newspaper reports on the same news event.

A

Nation faces massive costs as towns require complex defences against river floods

B

Only four towns have enough funds to defend against lethal river floods

Although both these headlines are informing readers of the same facts, they both have a bias: they present the story from a particular viewpoint.

Headline A emphasises the costs and difficulty of building the flood defences. The word 'nation' suggests that everybody will have to pay, and 'massive' and 'complex' emphasise the costs involved.

Headline B criticises the fact that the towns haven't been given enough money to protect them from flooding.

Key term

bias: a preference for a particular opinion or viewpoint

- 2 Which words or phrases in headline B create this bias?

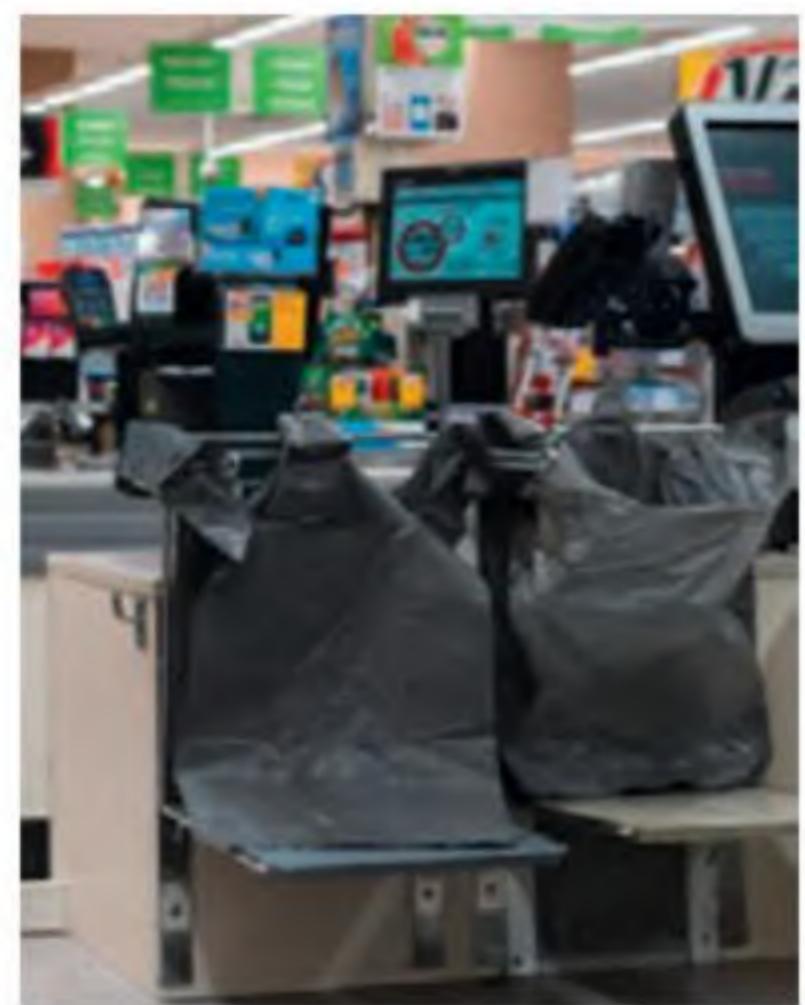
Read this extract from a newspaper article about a supermarket's decision to charge 30 cents for plastic shopping bags. It is biased *against* the supermarket.

Cobalt supermarket chain creates **outrage** by charging 30 cents for a single plastic bag

The supermarket chain has got another price hike in store – not for groceries but for a **simple** plastic bag. 30 cents is double the cost of only two years ago and is three times as much charged by some other supermarkets.

Although Cobalt's website says they are trying to encourage bag reuse, customers are **furious** and accuse the supermarket chain of **shamelessly cashing in**.

Jamal Hussain, of Victoria, tweeted: '30 cents is far too much for a bag. Cobalt are just taking advantage of the environment to make more money!'



- 3 How do the highlighted words and phrases help to create the bias?
- 4 What opinions can you identify in the quotation from Jamal Hussain? Would everybody agree with Jamal's opinions?
- 5 How else is bias created in this article?

Respond

- 6 Rewrite the article. Make it biased *in favour* of Cobalt's decision to charge 30 cents for plastic bags to help the environment. Use some of the information below to help you.

30 cents is the same charge as most other supermarkets.

Most people on social media are in favour because it helps the environment.

Cobalt says profits from bags are being invested in plastic reduction projects.

Zahid Razzak, of Queenstown, tweeted: 'Well done Cobalt! Too many people are using bags just once.'

Selecting and summarising information

You will learn how to:

- use strategies to select key information from a text
- select and collate information to create a summary of the main ideas of a text.

Summarising information enables you to work out what the most important or relevant ideas are in a text. It also helps you to identify and ignore irrelevant information. Summarising allows you to shorten or simplify a text.

Explore

- 1 Skim-read the presentation features of the text below: the headings, image and introductory paragraph. Write a one-sentence summary of what you think the text is about.

Caterpillar Stings
A Painful Price for Curiosity

The Bottom Line

Many caterpillars have hairs or spines. In contact with human skin, they can cause pain, rashes, itching, burning, swelling, and blistering. [...]

The Full Story

Caterpillars cause a surprising number of stings for such small creatures. In the US, several types of caterpillars can cause misery to humans who touch them. Among them are the saddleback, io moth, puss, gypsy moth, flannel moth, and buck moth caterpillars.

Caterpillars feed on leaves as they grow from eggs, before they develop into pupa and finally into adult moths. Unintentional human contact occurs when people brush against caterpillars they don't see. That can easily happen in a yard or garden. It's especially hard for people who work in caterpillar-infested areas to avoid contact.

Most problems from caterpillar exposures are due to tiny hairs (setae) or actual spines on a caterpillar's body. Some cause allergic reactions. A few of these insects contain a toxin and can actually cause poisoning, though that is not common in the US. For some caterpillars, their setae can blow on the breeze and land on skin, eyes, and clothing; this is common with gypsy moth caterpillars. From time to time, a young child will do what young children often do: pick up something interesting and try to eat it.

[...]

Symptoms occur when the setae or spines contact human skin. Pain, itching, and a rash are common. Blistering and swelling are possible. If setae blow into the eyes, eye irritation is expected. (Some caterpillars can cause system-wide effects; that's not expected from caterpillars in the US.)

From www.poison.org

- 2 Scan the text to find answers to the questions below. Remember to scan by looking for the specific words and phrases that are underlined.
 - a) What do caterpillars feed on?
 - b) When do the symptoms of being stung occur?
 - c) What happens if setae blow into the eyes?

Develop

When you write a summary, you may need to summarise a particular aspect of a passage. In this case, you first need to identify the focus of your task.

- 3 Look at this task about the extract above:

Write a summary about why caterpillars are dangerous.

Which words tell you the focus of this task?

- 4 Which of the following points would be relevant to the focus of the task? Which would be irrelevant?

- a) Several types of caterpillars can cause misery to humans who touch them.
- b) They develop into pupa and finally into adult moths.
- c) A few contain a toxin and can actually cause poisoning.

Here are some possible points from the extract, summarising why caterpillars are dangerous.

- Many caterpillars have hairs or spines. In contact with human skin, they can cause pain.
- Unintentional human contact occurs when people brush against caterpillars they don't see.
- It's hard for people who work in caterpillar-infested areas to avoid contact.
- Some tiny hairs cause allergic reactions.
- Their hairs can blow on the breeze and land on skin, eyes, and clothing.
- A young child will sometimes try to eat a caterpillar.
- Pain, itching and a rash are common when the hairs contact human skin.

However, these notes are too close to the wording of the text to use in a summary. In addition, some of the points could be combined. For example:

A breeze can blow caterpillar hairs onto human skin, potentially causing pain, itching or a rash.



5 Identify the points that have been combined in this sentence.

6 Look again at the list of points. Identify other points that could be combined. Write out each improved point. Remember to be brief and to use your own words as much as possible.

7 It is not always possible to include every point in a summary. You might need to leave out any that you feel are less significant. Which point or points in the list would you leave out, and why?



Respond

8 Reread the article 'Caterpillar Stings'. Write a summary about why caterpillars are dangerous. Use your responses to the preceding tasks to help you.

Checklist for success

- ✓ Make sure you respond to the focus in the question.
 - ✓ Use your own words as much as possible.
 - ✓ Combine points where you can.
- 9** Look at this response to the summary task, then answer the questions that follow.
- Many caterpillars have tiny hairs which can cause allergic reactions, such as pain or a rash, when they come into contact with human skin. Contact occurs when people brush against an unseen caterpillar, or a breeze can blow their tiny hairs onto the human body. A small child might even try to eat one.*

- Which points from the list above are combined in the first sentence?
- Which words from the extract has 'unseen' replaced?
- Which point from the list is not included?
- How does this summary compare with your own?

Developing presentation skills

You will learn how to:

- prepare and deliver a well-structured presentation
- express ideas clearly for effect.

Giving a presentation is an important life skill. In this unit, you are going to prepare a presentation in which you inform your audience about plastic pollution and its effects.

Explore

Read these facts about plastic and the environment.

Only about 9% of plastic produced has been recycled. 12% has been burned and the remaining 79% has ended up in landfills or the environment.

There are five trillion pieces of plastic in our oceans – enough to circle the Earth over 400 times.

Up to 9 out of 10 seabirds, 1 in 3 sea turtles and more than half of whale and dolphin species have **ingested** plastic.

From www.greenpeace.org

About 8.3 billion tonnes of plastic has been produced since the 1950s – the weight of roughly a billion elephants.

40% of plastic produced is packaging, used just once and then discarded.

From www.nationalgeographic.com

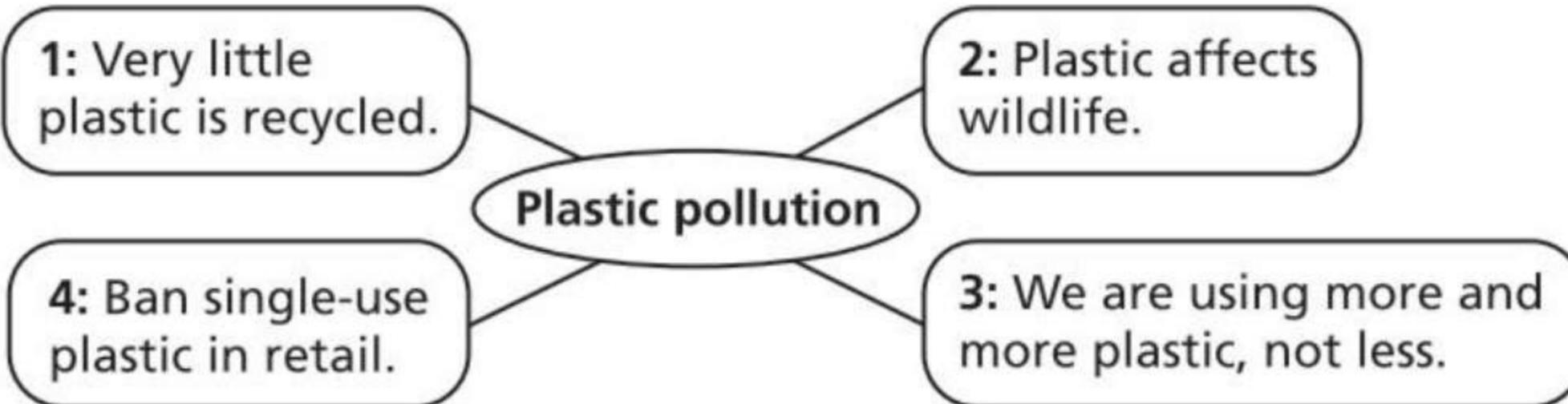
- 1
 - a) Which fact do you find the most surprising?
 - b) What do you think should be done about plastic pollution?
 - c) Conduct further research into plastic and the environment and find two new facts.

Vocabulary

ingested: swallowed or absorbed into the body

Develop

- 2 Draw a spider diagram to summarise different points you could make in an informative presentation on plastic pollution.



One way to structure a presentation is as follows:

2 .6

1 Greet your audience and introduce yourself. Explain the topic of your presentation and why it is important.

2 Your first point should be the most important or powerful.

3 This is then followed by your other points in a clear and sensible sequence, where one point links to the next.

4 Conclude with a powerful statement and ask if anybody has any questions.

3 Write a plan of your presentation, using the suggested structure and your spider diagram to help you.

4 Note down some connecting phrases you could use to introduce a new point to your audience. There are some useful examples of these in the word bank below.

My last point is by no means the least...
Importantly...
I would like to point out...
Finally...
Leading on from this...
Remember this...
Let me be clear...
Significantly...
I am excited to tell you...

You can make your presentation clearer and more engaging for your audience by including some of the following:

- images
- headings on a PowerPoint slide or whiteboard
- charts to clarify numbers and statistics
- short video clips.

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

Respond

- 5 Write, prepare and deliver a three- to five-minute formal presentation on plastic pollution.



Planning information texts to suit different audiences

You will learn how to:

- plan content to suit your task and audience
- choose an appropriate level of formality for your task and audience.

To plan an information text well, you need to decide which ideas and language best suit your chosen form and audience.

Explore

Before you start planning an information text, you need make sure you know, or can work out, the following:

- what *form* of information text your writing should take (letter, article, email, blog)
- who your *audience* is (experts, young people, parents, officials, people in a local community)
- what the *content* should be (general facts about the way waterfalls are formed or precise information about the origins of Victoria Falls).

1 Read the three tasks below. Note how, in the first, the form, audience and content have been highlighted. Now do the same for b) and c).

- a) Write a **leaflet** for **parents of young children** informing them of **the beneficial and harmful effects of exposure to the sun**.
- b) Write an email to an overseas student informing them what type of weather to expect and what clothes will be suitable during a visit to your area.
- c) Write a leaflet for parents of children at your school informing them how your school will respond in the event of a flash flood.

form
audience
content

Develop

After you have established who your audience is, you will need to consider the following:

- What information will be important or useful to them and why? (For example, new parents may not know that the sun provides Vitamin D or why it is important.)
- What question might they need your text to answer? (For example, how quickly will a baby's skin burn in the sun?)



- 2** List the key points that you would include in each paragraph of the text for Question 1b to make sure that it suits its audience.

The form and audience will also affect the style of language you choose. **Formal language** is used for official purposes. **Informal language** feels more relaxed and conversational.

Typical features of a more informal text might include:

- conversational phrases, including slang such as 'okay'
- contractions (abbreviations using apostrophes, e.g. 'that's' instead of 'that is')
- **minor sentences** (e.g. 'Amazing!')
- expressive punctuation, such as capitalised words (YES) or exclamation marks to express an attitude (Yes!)
- simple, direct vocabulary (e.g. 'end' rather than 'terminate', 'start' rather than 'commence').

Read this text about the effects of climate change.

Text A

Climate change is causing problems for animals at both the North and South Poles. The features that help them survive in extreme cold cause them to suffer in warmer weather, for example, thick fur and fat stores. Additionally, animals who previously could not survive at the poles are moving close and competing with polar animals for resources, such as food and territory.

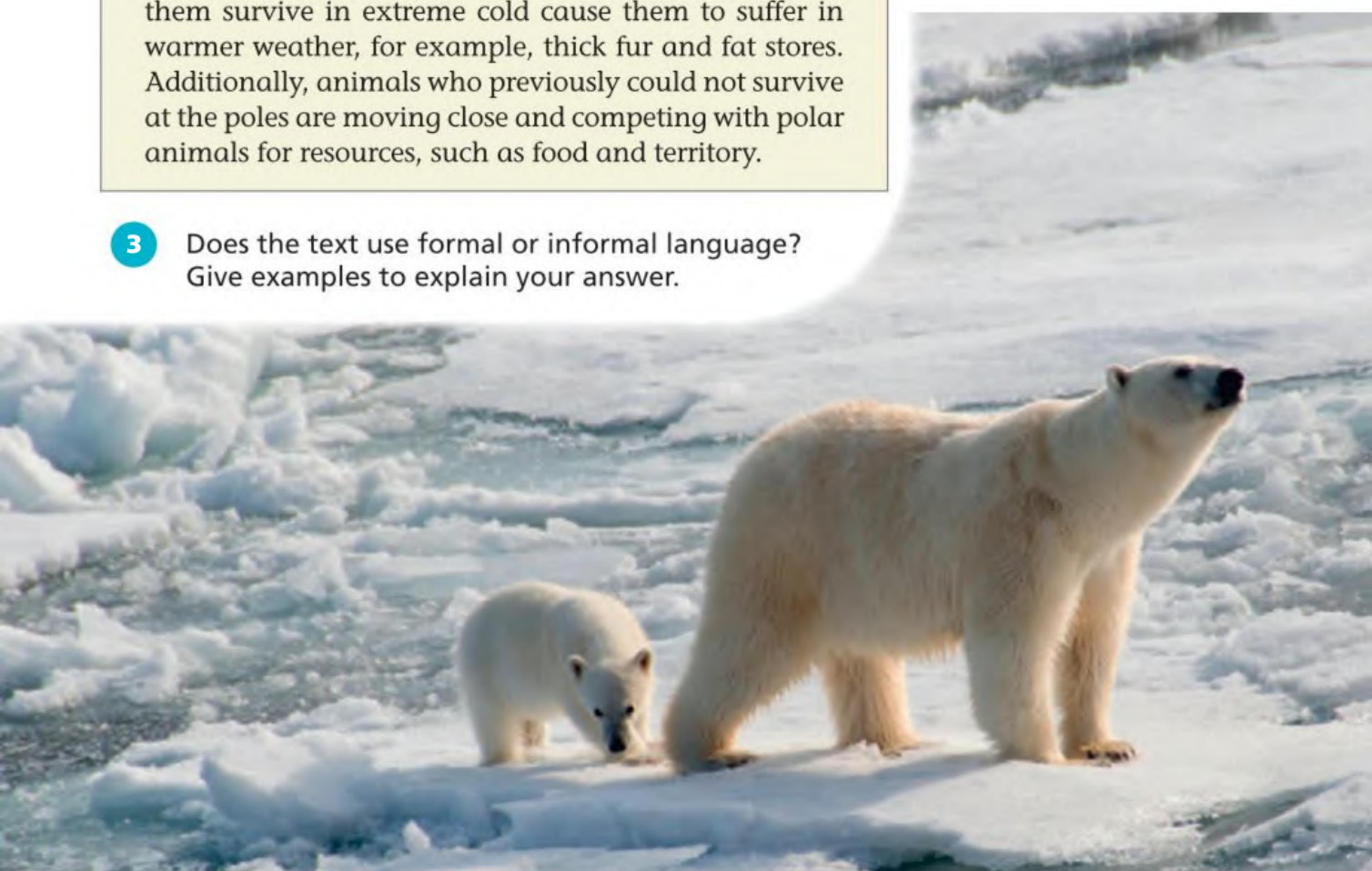
- 3** Does the text use formal or informal language? Give examples to explain your answer.

Key terms

formal language: language and style that is suitable for a serious occasion or purpose

informal language: language and style that is suitable for more relaxed occasions

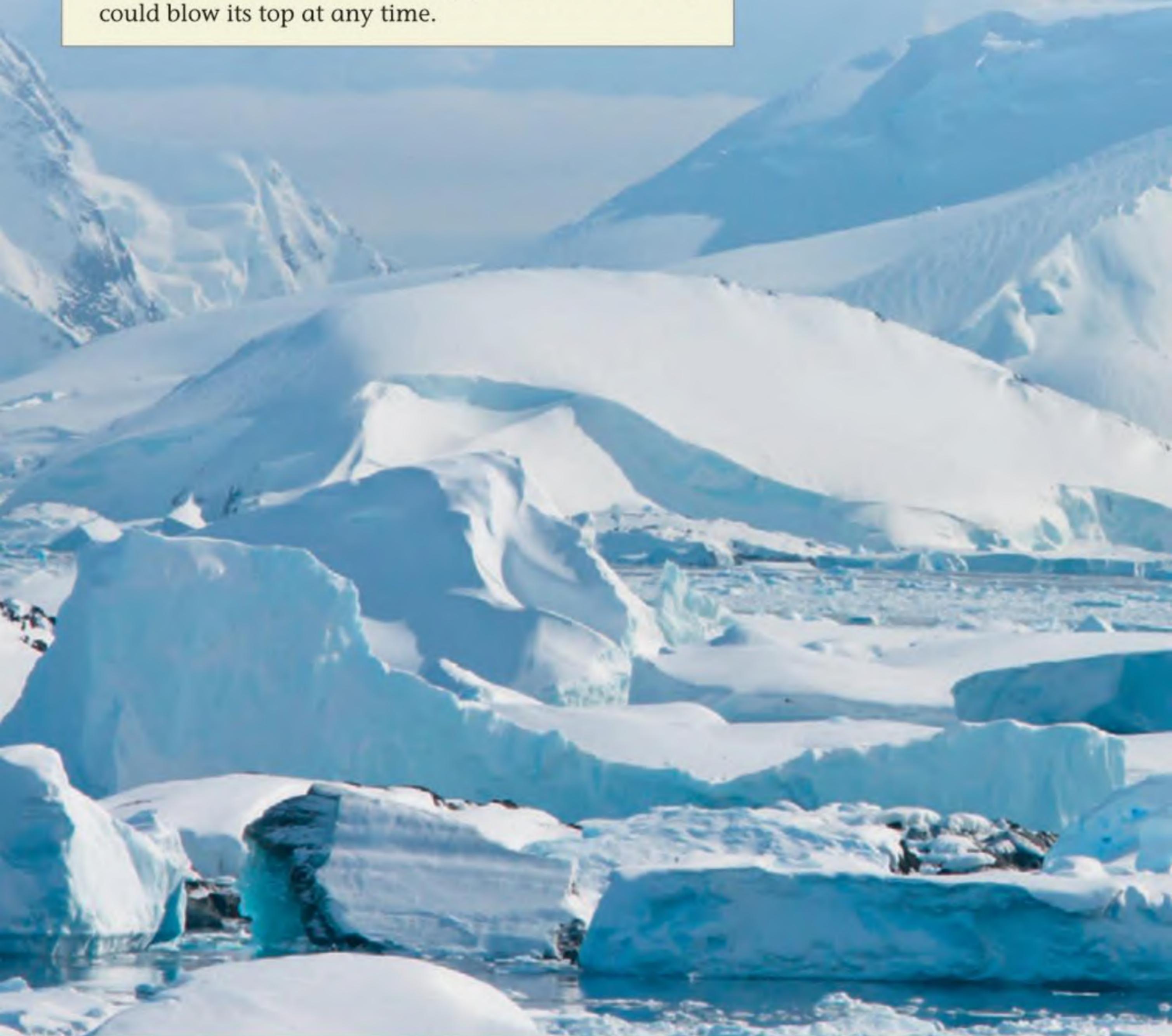
minor sentence: a grammatically incomplete sentence



Read this text about the South Pole.

Text B

The South Pole. Underneath all that ice, there's a colossal continent lurking. Antarctica covers 14 million square kilometres – that's almost twice the size of Europe. But 99% of it is capped by a gigantic sheet of ice, nearly 5 KILOMETRES THICK in places. That's enough to reach half way up mighty Mount Everest. The ice is so heavy that the land's sunk beneath its weight. And that's not all. Buried beneath the awesome ice are massive mountains and violent volcanoes. Luckily, most of them are extinct – but one freaky peak, Mount Erebus, could blow its top at any time.



- 4 Find three examples of informal language features.
- 5 Rewrite the last two sentences of the extract in a formal style.
- 6 Which of the two texts (Text A and Text B) do you think is best suited to:
 - a) a young audience
 - b) a general adult audience
 - c) a newspaper article
 - d) an online blog?

Respond

- 7 Write a plan for the content you would include in each of the following information texts. On each plan, include a note about the level of formality of the language you would use.
 - a) an encyclopedia entry about the North Pole for young children
 - b) an encyclopedia entry about the North Pole for adults.

Checklist for success

- ✓ Have a clear idea of your text's form and audience.
- ✓ Think carefully about the type of information that your audience might want to know.
- ✓ Decide how formal or informal your language should be.

Using direct and indirect speech to inform

You will learn how to:

- punctuate direct speech in a sentence
- include indirect speech in a sentence.

News reports may quote people's views using the words they actually spoke (**direct speech**) or sum up what was said as **indirect or reported speech**.

Explore

In a news report, journalists only include the most important words someone says. They set them out like this:

Thiago Cortés, a student, said, 'There is so much we can do to help the environment. I make sure I recycle everything I use.'

1 Read the instructions next to the example carefully, then answer the questions below.

- Where do the speech marks go?
- If you begin the sentence by saying who is speaking, what punctuation should you use before the opening speech mark?
- What punctuation should the first spoken word begin with?
- What punctuation is needed before the closing speech mark?

2 Rewrite the direct speech below, adding the missing punctuation marks:

Maria Pinto, aged 72, said I can't believe how much food people waste.

3 Write two sentences for an online news report on protecting the environment that include direct speech.

Key terms

direct speech: the words that are actually spoken, presented with speech marks

indirect speech or reported speech: words that sum up what was said

Start by saying who is speaking. Then place a comma before the speech begins.

Open the speech marks before writing the words spoken. Remember to close the speech marks at the end of the speech.

Write the spoken words as a sentence beginning with a capital letter and ending with a full stop, question mark or exclamation mark.

In direct speech, the speaker uses personal pronouns such as 'I', 'my', 'mine' and the first-person form of verbs.



Sometimes a writer reports what someone says by simply summing it up. This is indirect or reported speech. No speech marks are needed – just follow the usual rules for punctuating sentences.

This example shows a pattern you can follow to write indirect speech:

Thiago Cortés said that he was really worried about the future of the planet.

Start your sentence with the name of the person whose speech you will report.

Introduce indirect speech with 'said that', 'stated that' or 'explained that'.

Refer to the speaker in the third person when summing up their speech.

Write verbs referring to the speaker in the third person.

- 4 Rewrite these sentences as indirect speech.

- Thiago said, 'We all need to use our cars less and go on fewer journeys by plane.'
- Maria said, '40 per cent of plastic produced is packaging, used once and then thrown away.'

- 5 Write two sentences of indirect speech for an online news report on protecting the environment.



- 6 Write two versions of the speaker's words below for a news report. One paragraph should include direct speech, the other should use indirect speech.

I use my bicycle to get to work rather than drive because it is good for the environment and it keeps me fit and healthy.

Planning an online news report

You will learn how to:

- organise and structure your ideas for an online news report
- develop a clear sequence of paragraphs for your report.

Shaping the content and organisation of your **text** is vital so that it will achieve its **informative purpose** and suit its **audience**.

Explore

You are going to write an engaging **online news report** about someone who has done something unusual to protect the environment, for a worldwide English-speaking audience.

- 1 Think of at least three possible ideas for your report by writing a list of unusual things people can do to protect the environment. For example:

- grow all their own food
- collect and decorate water bottles for friends to use instead of buying single-use bottles
- extreme fundraising for an environmental charity (e.g. cycle from coast to coast).



Next, you need to work out some of the details. You could consider the following prompts: Who? What? When? Where? Why?

- Who** did something unusual to protect the environment? (e.g. Jasmine, a schoolgirl)
- What** did they do? (e.g. used their small garden to grow herbs, fruit and vegetables)
- When** did they do it? (e.g. Jasmine grew the plants in her garden over the previous year)
- Where** did they do it? (e.g. in a quiet suburban street in Queensland, Australia)
- Why** did they do it? What is their reason for helping? (e.g. somebody inspirational came to the school to talk about helping the environment and Jasmine became concerned about the carbon emissions of transporting food around the globe)

- 2** Choose two of your ideas and develop them by using the bullet points.
- 3** Decide on your best idea out of the two, then add further details.

Your online news report should identify people in the story by stating their full name, age and where they come from (their home town and country), because you are writing for an international audience. For example, 'Jasmine Taylor, 14, from Queensland, Australia'.

You could include the following people:

- the central person involved
- a parent of the central person
- a friend or work colleague
- an expert.

- 4** Note the details you will use to identify each person in your report.

News reports usually include people's reactions to events. For example, Jasmine's head teacher might be reported as saying: 'I am inspired by Jasmine's hard work in helping to save the planet. Also, many of her classmates have decided to copy her and grow vegetables of their own.'

- 5** Decide how each person you are reporting on would answer the question: 'How do you feel about your part in the story?'

Develop

News reports begin with an introductory paragraph (known as a **standfirst**), which is a short summary of the news story. This is normally written as a single sentence. For example: 'A schoolgirl from Queensland, Australia has cut down on her car journeys to the supermarket by growing all her own fruit and vegetables in her back garden.'

Key term

standfirst: an introductory paragraph in an article that summarises the article

- 6** Write the standfirst of your news report.

- 7** List the information that you could mention in the middle paragraphs of your news story.

For example:

Paragraph topics

How Jasmine became inspired (visiting speaker in her school)

The influence she had on classmates (head teacher's comments)

Comments on the success of her garden – already using and sharing some vegetables

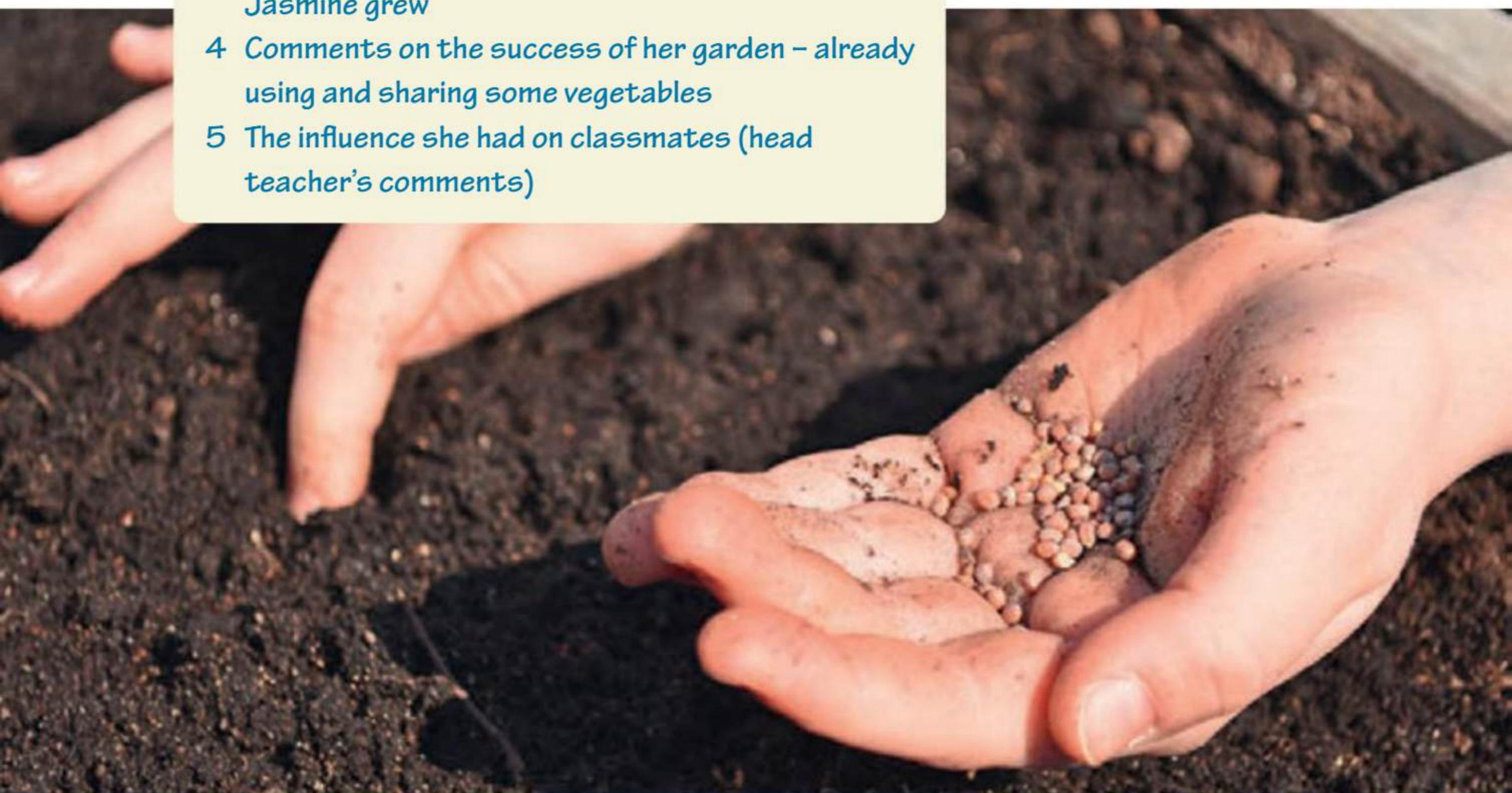
Asking neighbours for help and advice

The different types of fruit, vegetables and herbs

Jasmine grew

- 8** Decide on the order in which you will write your paragraph topics and number them in that order. For example, you might start with a chronological order of events, followed by the people involved and their comments.

- 1 How Jasmine became inspired (visiting speaker in her school)
- 2 Asking neighbours for help and advice
- 3 The different types of fruit, vegetables and herbs
Jasmine grew
- 4 Comments on the success of her garden – already using and sharing some vegetables
- 5 The influence she had on classmates (head teacher's comments)



Connectives are used to show readers how a paragraph links to the one before. In the example below, the connective 'However' shows a contrast between the two paragraphs: the help Jasmine received at the beginning and her subsequent independence.

... *Jasmine was helped by her neighbour, Philippa Taylor, 63, who showed her how to sow the first seeds six months ago. However, Jasmine learned quickly and is now able to tend to her garden independently...*

Key term

connective: a word or phrase used to link parts of a sentence or to show connection between two paragraphs

The grid below contains some examples of connectives.

Connective	Links paragraphs by
At first / Soon / After that / Now	showing time has passed
Nearby / Not far away	showing distance between events
Additionally / In the same way	adding an idea to a previous one
However / But	contrasting an idea with the previous one

- 9 Look again at your plan. Decide which connectives you could use to begin at least two of your middle paragraphs.

Respond

- 10 Read the Checklist for success below and write up one of the middle paragraphs from your plan.

Checklist for success

- ✓ Inform your readers of the news story clearly and concisely.
- ✓ Include a comment by one of the people involved, using direct speech.
- ✓ Choose an appropriate connective to link with the previous paragraph in your plan.

Writing your own encyclopedia entries

You will learn how to:

- use given information to plan, write and present texts for different audiences
- evaluate your writing and work to improve it.

Your task

Write two different encyclopedia entries on the moon, informing readers of some of the scientific facts, as well as how the moon is presented and understood in the stories of different cultures. One entry should be for adults and the other for 10-year-olds.

Use the research below, as well as your own knowledge about the moon.

The moon is moving approximately 3.8 cm away from Earth every year.

The moon's gravity is one-sixth of the gravity on Earth.

The moon completes an orbit of Earth in 27 days.

In ancient Greek mythology, Selene is the goddess of the moon who drives her chariot across the heavens at night.

Dung beetles in Africa use moonlight to navigate in a straight line.

The rise and fall of the tides on Earth are caused by the effects of the moon's gravity.

The moon was probably made when a rock the size of Mars hit Earth 4.5 billion years ago.

There is water on the moon in the form of ice trapped within the dust under the surface.

It orbits at an average distance of 384,400 km away from Earth (equal to nine trips around Earth).

Many birds use the moon to help migrate and navigate.

In bright moonlight, the Mediterranean joint pine plant produces a droplet of fluid – like tears – which sparkles in the moonlight and attracts insects to the plant.



The moon is about a quarter of the size of Earth.

A famous Chinese myth concerns Chang'e, a goddess who is said to have escaped to the moon after taking the potion of immortality given to her by her husband.



Although both texts you are going to write are encyclopedia entries, you need to bear in mind the different needs of each audience.

- 1 Divide these prompts into: *Features that will help when writing for adults* and *Features that will help when writing for children*.

common words	lots of details
technical terms	more headings and subheadings
few details	explanations of technical terms
more of the science	more about the stories from different cultures
formal English	informal English

- 2 Plan each encyclopedia entry.

- a) List the main points you will put in the adult encyclopedia entry. Select and combine appropriate points from those provided, alongside any of your own. Number your points in the best order. Make a note of the information you will put in each.
 - b) List and number the main points for your encyclopedia entry for 10-year-olds. Select and combine appropriate points from those provided, alongside any of your own. Make a note of what information will go in each. Make sure the order and content will be engaging for children.
 - c) Compare your two plans. Check that each is well-suited to its audience.

- 3 Draft the adult encyclopedia entry. Make sure you begin with an introductory paragraph and use connectives to link your paragraphs. Think about how you could use headings and other presentation features, and consider how formal you should be for your audience.

- 4 Draft the encyclopedia entry for children. Make sure you begin with an introductory paragraph and use connectives to link your paragraphs. Think about how you could use headings and other presentation features, and consider how formal you should be for your audience.

- 5 When you have finished your drafts, check your work for any errors in spelling, punctuation and grammar.

Reflecting on your work

- 6 Compare your own encyclopedia entry for children to the examples below. Once you have read them, identify ways in which your own response could be improved, then redraft it.

Response 1

Have you ever looked up at the night sky and thought about where the moon came from? Well, about 4.5 billion years ago a massive rock smashed into Earth and BOOM – the moon was formed and it's been hanging around ever since. I bet you didn't know that the moon is in synchronous orbit with Earth at an average distance of 384,400 kilometres! But it is creeping further and further away from us by 3.8 cm each year.

A question engages readers at the start of the paragraph.

Uses conversational language.

Uses expressive punctuation.

Uses contractions.

Comment on Response 1

The student has selected information and has written in an informal style appropriate for the 10-year-old audience. However, the tone is perhaps too informal for an encyclopedia entry. Some of the vocabulary could be simplified: will a 10-year-old know what 'synchronous orbit' means, for example?



The moon helps wildlife here on Earth and has long fascinated humans as well.

The Moon and Wildlife

Birds can use the moon to help them find their way. Dung beetles in Africa use moonlight to help them to navigate in a straight line. Even some plants use moonlight to help them as well! At night, the joint pine plant produces a droplet of fluid – some say it looks like a tear – which sparkles in the moonlight to attract insects.

The first sentence makes it clear what this section is about.

Use of subheadings organises the information and makes it clear for the reader.

Uses expressive punctuation for the young audience.

A good range of connectives is used to link different sentences and their ideas.

The Moon and Humans

Furthermore, the moon holds a special place for humans as well. The ancient Greeks thought the moon was the goddess Selene driving her chariot across the night sky. On the other hand, a famous Chinese myth tells the story of Chang'e who lives on the moon after becoming immortal.

Comment on Response 2

This response is very well crafted to suit its purpose. The simple vocabulary suits 10-year-olds, and the style is appropriately formal for an encyclopedia. The subheadings make the information clear. However, some of the sentences near the beginning could be more varied.

Responding to an informative text

You will learn how to:

- write a summary of an informative text
- evaluate your summary and work to improve it.

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 throughout this chapter.

Understanding the text

Look again at the news article on cane toads in Unit 2.1 on pages 40 to 41.

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

- a) What has the recent dry and warm weather resulted in?
- b) Why is it 'crucial' to stop the spread of cane toads along the east coast?
- c) Name one of the more 'sophisticated' strategies Dr Greenlees wants to adopt in the future to eradicate cane toads.

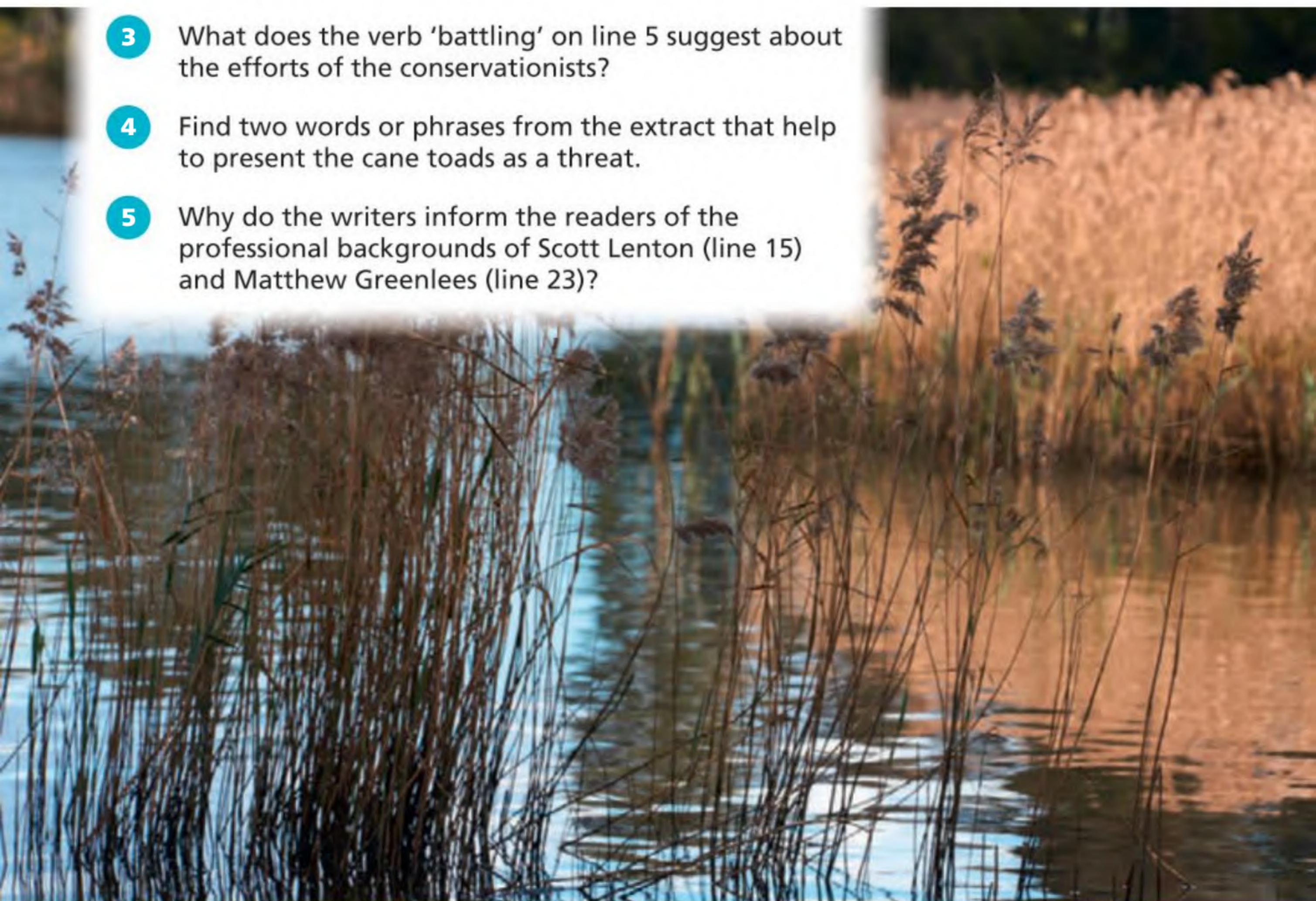


- 2** Look again at the extract. Which features of informative writing does the writer choose to use? Copy and complete the grid with relevant line numbers or a brief quotation.

Feature of informative text	Line number or brief quotation
headings	
standfirst paragraph	
short paragraph	
short sentences	
comments from witnesses and experts	
facts	
opinion	

Looking at the text in detail

- 3** What does the verb 'battling' on line 5 suggest about the efforts of the conservationists?
- 4** Find two words or phrases from the extract that help to present the cane toads as a threat.
- 5** Why do the writers inform the readers of the professional backgrounds of Scott Lenton (line 15) and Matthew Greenlees (line 23)?



Writing about the text

- 6 Scan the text again and make a list of what you learn about cane toads and their spread across Australia.
- 7 Based on your reading of the extract, write a summary of what you learn about cane toads and their spread across Australia. Write no more than 50 words.

Remember to:

- make sure your focus is on cane toads and their spread across Australia
- be brief and concise
- use your own words as much as you can
- include only what you consider to be the most important information.



- 8 Compare your own response to Question 7 to the two below. Once you have read them, identify ways in which your own summary could be improved. Rewrite it, if needed.

Response 1

The distribution of cane toads in Australia is officially regarded as an arc extending from north-western Australia to the Clarence Valley town of Yamba. Due to warm and dry weather they have pushed out further and are now spreading across Clarence Valley. The spread of cane toads must be contained because they would be a nail in the coffin for some of the really rare and threatened species.

This includes some less important details and could be more concisely expressed.

This sentence is a brief, relevant summary of how the cane toads have spread. It shows a good understanding.

This sentence could be improved by not copying word for word from the extract. For example, the expression 'be a nail in the coffin for' could be replaced by 'would lead to the death of'.

Comment on Response 1

This is a good attempt to summarise the text. However, it is rather long and could be more concise. Some of the information provided, such as the reference to 'the Clarence Valley town of Yamba', is arguably not important enough to be included in a 50-word summary. The answer relies on copying phrases and sentences directly from the text, rather than concisely combining and summarising the ideas.

Response 2

Although cane toads have been contained in a specific location in Australia for 20 years, due to recent weather conditions, they have spread into new areas. This is a particular concern because of the devastating impact cane toads can have on vulnerable local wildlife.

The response here has combined and summarised the information, rather than getting caught up on less important details.

This is a very concise summary of the main problem outlined in the article.

The response has not copied words from the extract but has summarised effectively the threat the cane toads present.

Comment on Response 2

This is a very fluent and concise response. It combines and sums up the main ideas in the text and demonstrates a clear overall understanding. The details provided are all well-selected and appropriate.

What you have achieved

Reading

- You have identified and commented on presentation features of informative texts.
- You have used appropriate reading strategies, including scanning and skimming.
- You have selected, collected and organised information to summarise a text.
- You have learned to distinguish between fact and opinion, and to identify bias.

Writing

- You have adapted your writing for different audiences and different forms.
- You have learned when and how to use formal and informal language appropriately.
- You have punctuated direct speech and you know how to include indirect speech.
- You have planned, structured and written an online news report.
- You have used a range of connectives to link paragraphs in your own writing.

Speaking and listening

- You have planned and structured a formal, informative presentation.
- You have used connecting phrases to help your audience follow the presentation.
- You have used images, headings, charts or video clips to present information in a clear and engaging way.

Next steps

Reading

Extend your reading and understanding of fact, opinion and bias by looking at how a global news event is reported in different online news sources. Consider how the different news stories are structured and how they use comments from people to provide further details on the events.

Writing

Write an informative news article on a topic that is important to your school or local community. Find a good image online and think about how you can use other presentation features to make your article clear and engaging.

Speaking and listening

Research aspects of climate change that interest you, such as melting ice caps or the destruction of rainforests. Prepare a short *informal* presentation for your family. You could produce a handout with images and charts.

3

Chapter 3 Advising and persuading

Animals in captivity

What's it all about?

This chapter will explore the techniques writers use when creating texts to advise or persuade, such as adverts, leaflets or blogs. You'll be looking at texts on the theme of the rights and wrongs of keeping animals in captivity, as well as how to look after them.

You should already know:

- that writers choose language in order to create an impact
- how to identify and discuss the purposes and features of non-fiction texts
- how to select words and phrases in order to create shades of meaning
- how to use a range of connectives to create links
- that you need to choose effective ways to lay out and present texts.

You will learn how to:

- identify the characteristics of persuasive and advice texts
- use inference to explain the implicit and explicit meanings of words
- use quotations to support your ideas
- comment on a writer's word choices
- use complex sentences to develop ideas
- rearrange your sentences to create different effects
- use persuasive techniques in your writing
- structure advice in a clear way.

You will:

- write a paragraph for a zoo's website
- take part in a group discussion and make a persuasive presentation about whether zoos should be banned
- write blogs advising readers how to look after a pet or animal and how to choose a suitable animal
- respond to a text about an endangered animal.

Enjoy reading

You will learn how to:

- share your first impressions of a persuasive news article
- work out what the text is about and why it has been written.

You are going to read an extract from a newspaper about animals kept in zoos, called 'Look into the eyes of a caged tiger and you will see the zombie victim of "zoochosis"'.



1 Think about the title of the article.

- What is a zombie?
- What is a victim?
- Have you ever heard of the term 'zoochosis'?
- What do you think the article is going to be about?
- What do you think about zoos? Do you think they are good or bad? Why?

2 Read the extract slowly, noting down any words you do not know.

Look into the eyes of a caged tiger and you will see the zombie victim of 'zoochosis': A passionate plea by conservationist who breeds big cats to return them to wild

Article by Damian Aspinall

It is more than 180 years since the first zoos opened in Britain. To put that in **5** perspective, the electric telegraph hadn't been invented, never mind the telephone, and passenger railways had only just come into existence.

People rarely travelled far, hardly ever abroad, so imagine their delight when they visited menageries filled with chimpanzees, oryx and orangutans.

I can also understand why so many of you today want to take your children to **10** see an elephant or giraffe or gorilla close up.

But I think the time has come to re-evaluate the role of zoos. I know it's not practical to close all zoos today. Nor am I suggesting that all zoos can be closed tomorrow. But I am proposing that we phase them out over the next 20 to 30 years.

If you are going to the zoo today, I urge you to look closely. **15**

In the wild, these creatures roam hundreds of miles. They hunt their prey, raise their offspring and enjoy complex social relationships. So think how it must feel to be locked up with no stimulation, no room to move and no chance of freedom.

Little wonder they develop self-destructive behaviours known as 'zoochosis' – repetitively walking in tight circles, rocking, swaying and sometimes mutilating **20** themselves.

Watch the lion or the tiger. See if it pads back and forth across its pen...back and forth...back and forth.

Zoos proudly announce millions spent on new enclosures – approximately £130 million has been spent in Europe over the past few years. Imagine the ²⁵ projects they could have funded in the wild for that amount. And nearly all these enclosures are designed for the benefit of the public, not the animals.

All too often they are left on permanent display with nowhere to hide. They have no shade, little shelter, no privacy at all. For all the money spent, the life of a zoo animal is no different now from what it was almost two centuries ago. All ³⁰ this suffering, for what? Nothing more than our own amusement. That is hard to stomach. [...]

I think it is now time to take a leap forward. If zoos are really being honest with the public about their motives, why are 75 per cent of the animals they keep not even endangered?

35

From *Daily Mail*, 10 August 2013

- 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?
- c) Does the context help? Look at the rest of the sentence – what is happening?

Vocabulary

oryx: a large African antelope with straight, nearly upright horns

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

- a) Who has written this article? Do you know anything about him, or can you find out about him?
- b) What issue is discussed in the article?
- c) When are the issues happening: now or in the past?
- d) Where are the issues taking place?
- e) Why has the writer written this article?

- 5** Copy out a word, phrase or sentence you enjoyed. Explain what you liked about it.

- 6** This extract is from an opinion article. It is a piece of writing, usually published in a newspaper, magazine or news website, in which a writer argues their point of view about a current topic or issue.

Identify a word or phrase which shows that this is an opinion article.

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

- 8** Does this extract persuade you to share the writer's view? If so, why?

What is writing to advise and persuade?

You will learn how to:

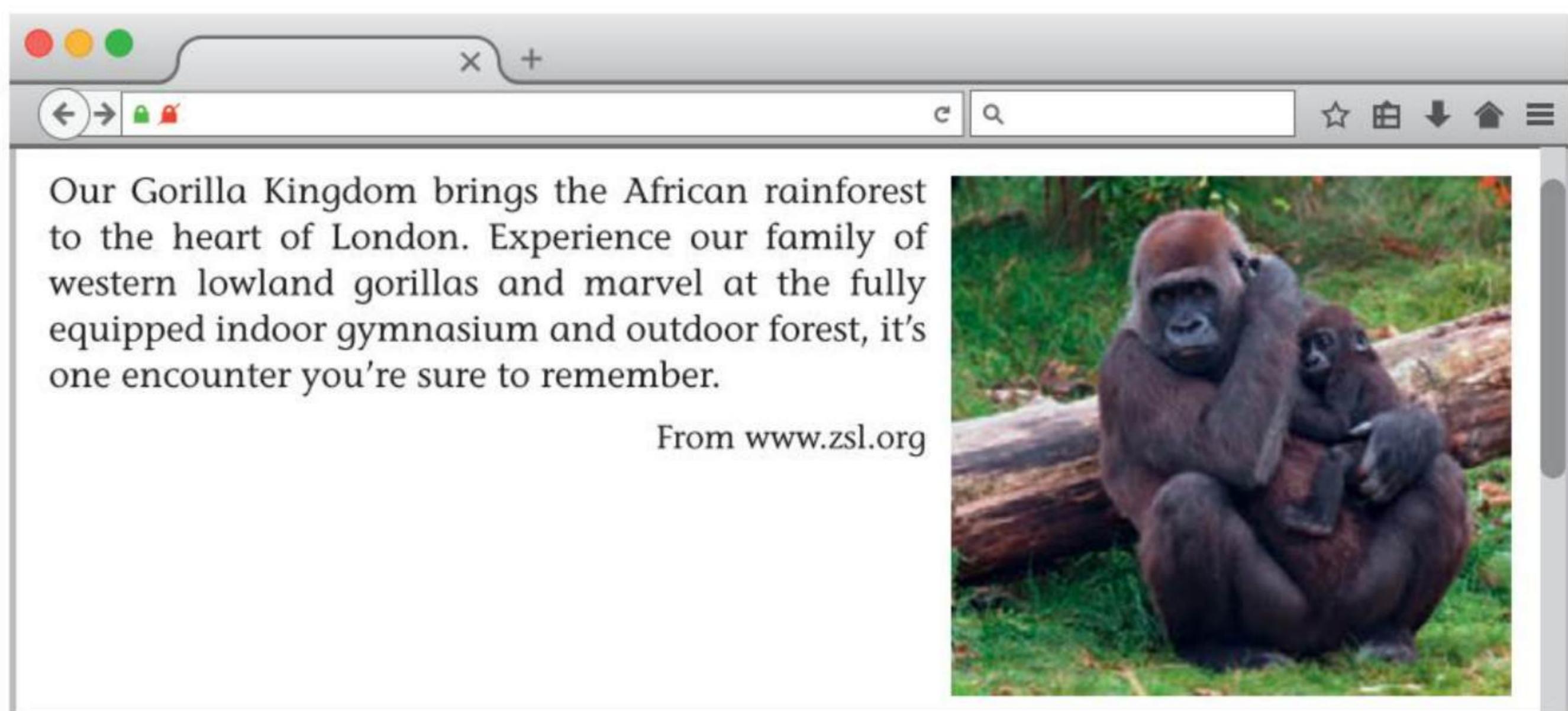
- identify the purpose and features of persuasive and advice texts
- use adjectives to present a positive view.

Texts that have a clear point of view are sometimes called *persuasive* texts. They are designed to make the reader consider and share the view being put forward.

Explore

Persuasive texts present one point of view. Adverts – whether they are on posters, television, leaflets, websites or social media – are persuasive because they are trying to sell you a product or encourage you to use something.

Look at this text from the London Zoo website. The writer wants to make 'Gorilla Kingdom' sound attractive to potential visitors, so they emphasise its best aspects and use positive vocabulary to make it sound like a thrilling experience:



The screenshot shows a web browser window with a grey header bar containing icons for red, yellow, and green dots, a close button (X), and an open button (+). Below the header is a toolbar with back, forward, search, and other navigation icons. The main content area displays a text snippet and a photograph of gorillas.

Our Gorilla Kingdom brings the African rainforest to the heart of London. Experience our family of western lowland gorillas and marvel at the fully equipped indoor gymnasium and outdoor forest, it's one encounter you're sure to remember.

From www.zsl.org



- 1 Which aspects of Gorilla Kingdom does the writer make sound attractive?
- 2 Which verb and which adjectival phrases make Gorilla Kingdom sound appealing?

Texts that advise need to make suggestions and offer recommendations to the reader. They should be informative and helpful. Advice texts include leaflets, guidebooks or articles.

Read the opening to a guide book below. In it, the writer advises the reader about how to care for a rabbit.

Rabbits are popular **pets** and are rewarding animals to keep for adults and older children. However, they are not appropriate for younger children. **They can become social and affectionate animals, if they are handled gently from a young age.** **They will love the friendship that other rabbits, as well as a caring owner can provide.**

Vocabulary

pets: animals kept in the home as companions to humans

- 3 Look at the first highlighted sentence. Which words show that the writer is making a recommendation?
- 4 Look at the second highlighted sentence. Which word signals that the writer is knowledgeable?

Develop

Read the following three extracts, which all either express a point of view or give advice.

Text A

There are **p-p-plenty of penguins** at ZSL London Zoo in our stunning Penguin Beach exhibit – England's biggest penguin pool!

From www.zsl.org

Vocabulary

p-p-p-plenty of penguins: alliteration is used here to remind readers of the catchphrase used in an advert for a chocolate bar called a Penguin ('P-pick up a penguin')

neutered: when an animal has had an operation, so that it cannot have babies

Text B

Rabbits become lonely when kept on their own. This can lead to problems with their health and behaviour. When choosing rabbits, consider getting a pair: a male and female rabbit will get along best. However, both should be **neutered**, or you may end up with more pets than you planned!

Text C

Why do zoos matter? Basically, because we care. Because we want to keep this planet's amazing wildlife around for future generations.

From www.stlzoo.org



- 5 For each text, say whether it is persuasive or gives advice.
- 6
 - a) Copy out texts A and C, then underline or highlight the words that make the zoos sound like good places to visit.
 - b) How do the writers make the zoos sound good? Add notes around the words you have underlined or highlighted, explaining why they work well.
- 7 How does the writer of text B make their advice sound helpful?

When writing to persuade, you need to use positive language. Adjectives are very useful in creating a positive image – for example, '*amazing* wildlife', '*biggest* penguin pool'.

When writing to advise, it is important to offer choices to your reader, so that they feel in control rather than feeling forced into doing something. A piece of advice writing will usually contain a range of **modal verbs** to reinforce the idea that the writer is making suggestions, as well as to show that they are knowledgeable. For example:

However, both *should* be neutered, or you *may* end up with more pets than you planned!

Key terms

modal verb: an auxiliary verb that expresses necessity or possibility, e.g. 'must', 'shall', 'will', 'should', 'would', 'can', 'could', 'may' and 'might'

Respond

- 8 Write the opening paragraph for the homepage of a zoo's website. Remember, you are trying to persuade people to come and visit the zoo.

You could start like this:

Ever wondered why a ... is so playful? Well now you can find out at...

Checklist for success

- ✓ Highlight the best aspects of the zoo.
- ✓ Use adjectives to 'sell' a positive image of the zoo.
- ✓ Mention a range of features to make the zoo sound appealing.

- 9 Now write a paragraph advising someone on how to look after an animal. Remember, you need to sound friendly and give suggestions.

You could start like this:

... are friendly animals, if ... When choosing a...

Checklist for success

- ✓ Highlight the good things about the animal.
- ✓ Use modal verbs to make suggestions.



Making inferences from persuasive texts

You will learn how to:

- identify the purpose and main viewpoint of a text
- use inference to explain the implicit and explicit meanings of words.

Writers choose their words carefully. Knowing the **literal** meaning of words and the deeper meaning behind them will help you understand a writer's viewpoint. It will also help you understand the purpose of the text.

Key term

literal: the most basic or usual meaning of a word; its explicit meaning

Explore

- 1 Have you ever been to a zoo? Using the picture below, as well as information from Unit 3.1, write down three positive aspects and three negative aspects of zoos.

The following text is from the website of the Saint Louis Zoo, in the United States. It aims to persuade people 'Why Zoos Matter'.

The world around us is changing fast. Species of wildlife are facing global extinction on a massive scale. About 21% of the world's mammal species, about 12% of the bird species and about 33% of all amphibian species are threatened with extinction. Cranes and cheetahs, great apes and rhinos and so many more are in trouble. Zoos are in a unique position to make a difference.

Zoos deal with living creatures. We work with an incredible variety of animals, from one-celled creatures to elephants. Our research on behavior, reproductive biology, nutrition, animal health and genetics is valuable to wildlife managers, field researchers and other scientists.

For example, the Saint Louis Zoo has been doing a mother/infant bonding study with antelope and other hoofed animals at Red Rocks for 14 years. The data we've gathered – how often and when a species typically nurses, who initiates nursing, proximity, grooming, nuzzling – has provided information to field researchers that would be hard to come by otherwise.

From www.stlzoo.org



- 2 Write down the reasons the writer gives for the importance of zoos.
- 3 Think about the writer's choice of particular words.
 - a) Why is the word 'threatened' better than the phrase 'in danger'?
 - b) Why is the word 'massive' better than the word 'big'?
 - c) What does the word 'unique' mean?
 - d) What does the word 'unique' hint about the zoo?
- 4 What does the writer want the reader to think about the zoo?

The writer uses powerful words to make the zoo's work seem essential and to persuade the reader that zoos are good for the world's wildlife. When you analyse a text, you need to identify and write about these powerful words and the effect that they have. You can do this by explaining the **implicit** meaning of words and by using inference to work out the **explicit** meaning.

Develop

- 5 Now you are going to learn how to build your observations into a reasoned paragraph.

Begin by choosing one of the following phrases:

- a) 'facing global extinction'
- b) 'unique position'
- c) 'Zoos deal with living creatures.'

Write an explanation of its *explicit* meaning.

For example:

The phrase 'facing global extinction' means that species of wildlife may not exist any more anywhere in the world.

Use the starter sentence:

The phrase '...' means that...

Key terms

explicit: obvious or straightforward

implicit: meaning that is suggested or implied, but not stated directly

Now consider what the phrase you have chosen hints at about zoos. This is the *implied* meaning. For example:

This hints that without zoos, some wildlife will be destroyed forever.

- 6 Add a sentence to your first one that explains what your chosen phrase hints at about zoos. Use the starter sentence:

This hints that...

Now think about how the phrase links to the *purpose* of the text – the idea that zoos are essential. For example:

Therefore, the writer implies that zoos are essential because without their help, some wildlife will not survive.

- 7 Add to your paragraph by writing a sentence that links your phrase to the purpose of the text. Use the following starter sentence to help you:

Therefore, the writer implies that zoos are essential because...

- 8 When you have finished, swap paragraphs with a partner. They should check that you have explained the meanings clearly and without repeating yourself.



- 9 Write a paragraph about a powerful, persuasive word or phrase from the following extract.

Why do zoos matter? Basically, because we care. Because we want to keep this planet's amazing wildlife around for future generations.

Use these starter sentences to help you:

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

This word/phrase hints that...

Therefore, the writer implies that zoos are...

Checklist for success

- ✓ Only use one word or a short phrase to explain the explicit meaning.
- ✓ Explain what the word/phrase hints at (implicit meaning).
- ✓ Link the word/phrase to the purpose of the text.
- ✓ Do not repeat words from the passage in your explanations.



Using quotations as evidence

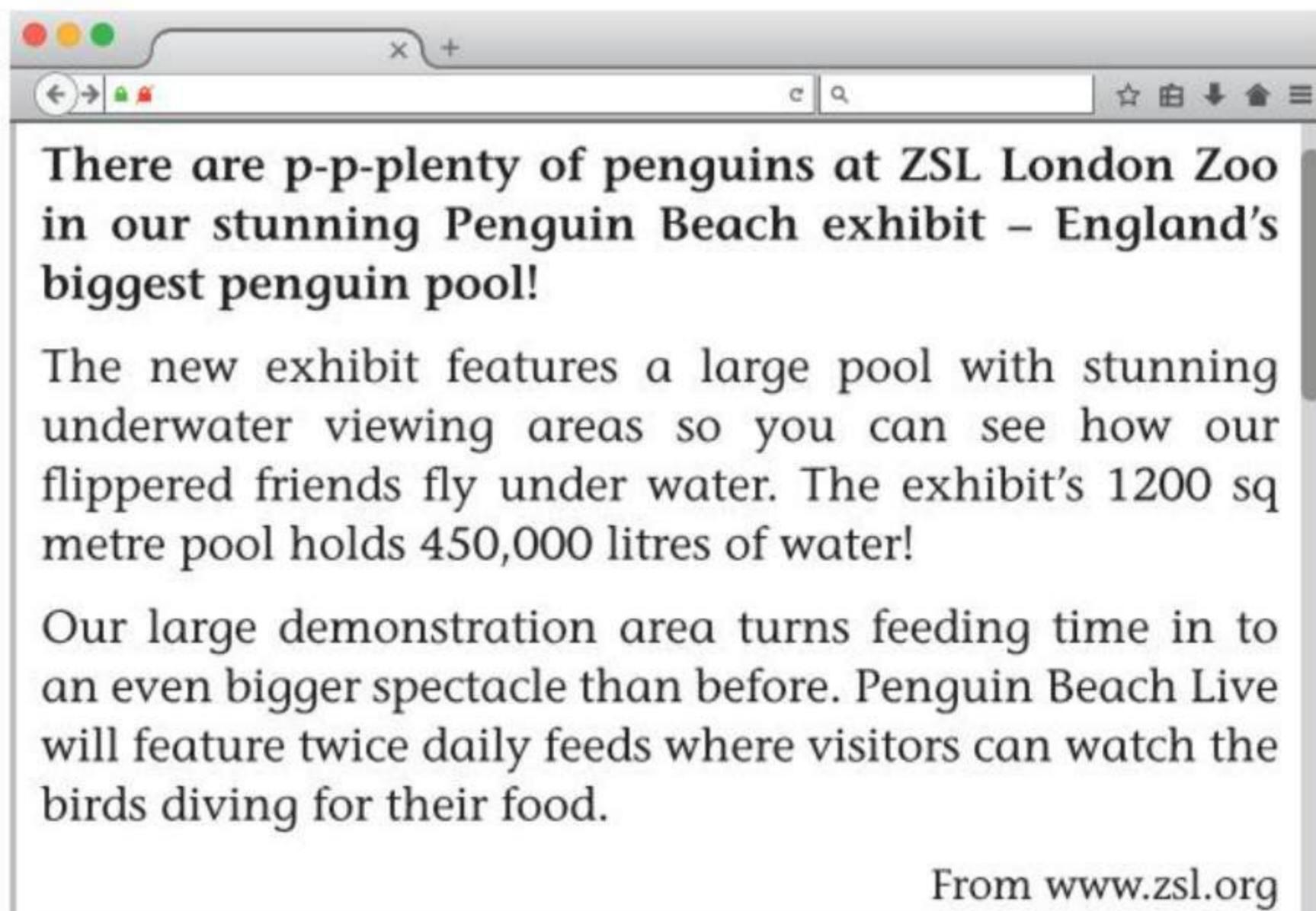
You will learn how to:

- use quotations to support your ideas
- comment on a writer's word choices.

To make a convincing point when writing about texts, you need to back up your ideas with evidence. The best evidence to use when writing about a text is a quotation.

Explore

Read this text from London Zoo's website.



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

There are p-p-plenty of penguins at ZSL London Zoo in our stunning Penguin Beach exhibit – England's biggest penguin pool!

The new exhibit features a large pool with stunning underwater viewing areas so you can see how our flippered friends fly under water. The exhibit's 1200 sq metre pool holds 450,000 litres of water!

Our large demonstration area turns feeding time in to an even bigger spectacle than before. Penguin Beach Live will feature twice daily feeds where visitors can watch the birds diving for their food.

From www.zsl.org



- Find three words or phrases that the writer uses to make Penguin Beach sound impressive.

It is important to write down your evidence correctly. Copy the words from the text exactly and use quotation marks around them. For example: 'even bigger spectacle'.

- Write out the words or phrases, following these rules.

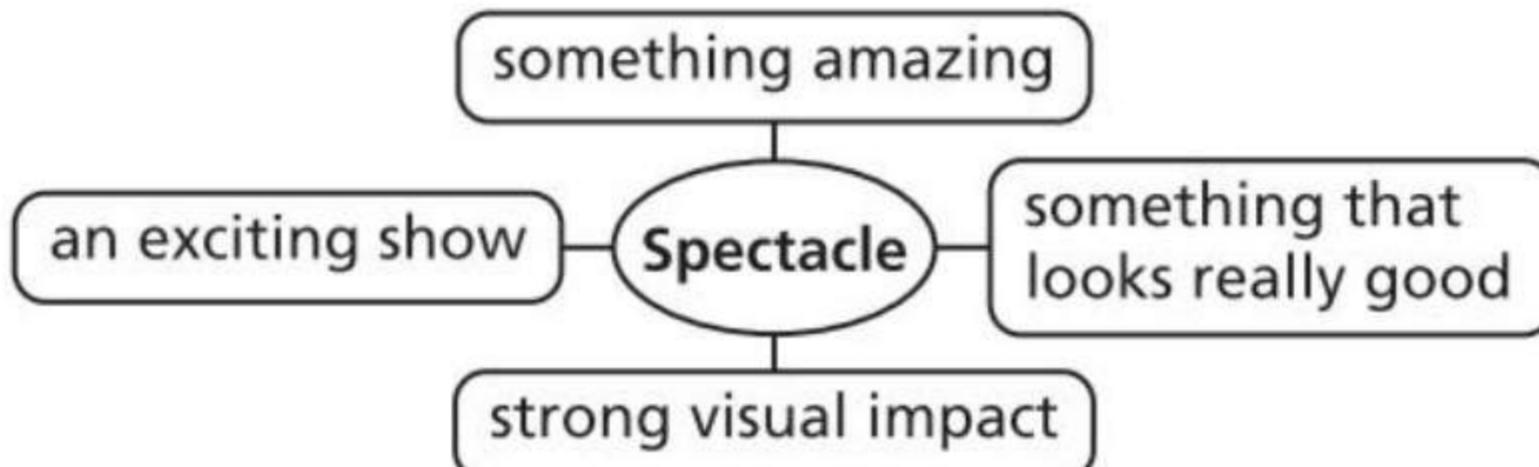
You should also include an introductory sentence before the quotation. The words you use in the introductory sentence should come from the question. For example:

The writer makes Penguin Beach sound impressive by using the words, 'even bigger spectacle'.

- Write out one of your examples again, using an introductory sentence like the one above.

A good answer will also explain the effects of the word choices in the quotation. This means that you comment on not only what the word choices mean, but also what they **imply** or suggest to the reader.

- 4 Which of these statements best explains the implied meaning of the phrase 'even bigger spectacle'?
 - a) It suggests that Penguin Beach was already extraordinary but is now better still.
 - b) It implies that Penguin Beach is larger than it was.
- 5 What does the word 'spectacle' mean? Look at the spider diagram to give you some ideas.



- 6 What does the word 'spectacle' *imply* about Penguin Beach? Write your answer as a single sentence:

The word 'spectacle' suggests to the reader that Penguin Beach is...

- 7 Read this advice text about keeping rabbits.

Keeping rabbits is a rewarding experience for both the pet and the owner. Rabbits love to explore their surroundings and, when well looked after, they are happy, energetic and caring little pets. They are fairly easy to handle and enjoy the warmth of being cuddled and groomed.

Write a short paragraph showing how the writer uses language to make keeping rabbits sound appealing.



Checklist for success

- ✓ Use one accurate quotation as evidence.
- ✓ Explain what the quotation suggests.
- ✓ Explain the effect of an individual word.

Speaking to discuss and persuade

You will learn how to:

- make an effective contribution to a group discussion
- plan, deliver and evaluate a persuasive speech.

When taking part in a discussion, it is important to make informed comments. To be able to do this, you will need to research your topic carefully and expand on your points when asked about them.

Explore

Look at these statements for and against zoos:

For	Against
Zoos educate the public.	Animals suffer stress and boredom.
Zoos save endangered species.	There can be overpopulation of some species, due to pressures to breed 'cute' baby animals.
Zoos have breeding programmes.	Some zoos kill their surplus animals.
Visiting a zoo is a family activity.	Zoos teach children that imprisoning animals for entertainment is acceptable.
Seeing a live animal up close is a personal and memorable experience.	Animals suffer ill health and become unfit.

- Note down two more points that could go in each column of the grid.
- Read through the four pieces of evidence below, then match each piece of evidence to one of the arguments in the grid.

Evidence 1: A study of UK zoos found that 75% of elephants were overweight and only 16% could walk normally, the remainder having various degrees of lameness.

Evidence 3: Only 23 amur leopards are left in the wild because of poaching and habitat destruction, and they're only being kept alive because of breeding programmes in zoos.

Evidence 2: Tigers and lions have around 18,000 times less space in zoos than they would have in the wild.

Evidence 4: At the Saint Louis Zoo, about 400,000 children and adults participate in formal programmes, including classes and Camp KangaZoo each year.



Vocabulary

lameness: being unable to walk properly, due to weakness or injury to the legs

- 3** Could you match evidence to all of the points? Why do you think a lack of evidence might be a problem during a discussion?

When you take part in a discussion, other members of the group will question you on your points. You need to be able to back up and explain your arguments clearly.

- 4** How could the following exchange between two students be improved?

Farah: Why do you think that zoos should be closed down, Akeem?

Akeem: I think they should be closed down because animals are locked up and they get bored.



- 5** Rewrite Akeem's response, adding evidence to support his point. Begin with the phrase, 'For example...'.

- 6** Look at this example discussion topic:

**In a group, discuss and answer the question:
Should we ban zoos?**

Decide what you might need to find out in advance so that you could take part successfully in the discussion. Make a list of points to research.

Develop

In a group discussion, someone should act as the **chairperson**. In order to be a good chairperson, you need to have questions ready to ask. You also need to be able to encourage all members of the group to take part.

The following are good leadership skills in a discussion:

- **Initiating:** 'Right, let's get started, do we agree with this statement?'
- **Asking questions:** 'How many zoos have been prosecuted for poor conditions?'
- **Involving others:** 'What do you think, Bill?'
- **Summarising:** 'Going back over what we have all said, it is clear that...'. '

Key term

chairperson: the leader of a group discussion or meeting

- 7** Read the following part of a discussion about zoos. Match the leadership qualities in the bullet points to the things that Lin, the chairperson, says.

Lin: So, are we in favour of zoos or against them, Jenny?

Jenny: Zoos are wrong. They keep animals locked up in cages for our entertainment and that isn't fair.

Lin: Tamas, what do you think?

Tamas: Well, I think zoos can be a force for good because they have breeding programmes for animals.

Jenny: Why is that important?

Tamas: Because breeding programmes stop many endangered animals in the world from becoming extinct.

Lin: So, we have arguments both for and against zoos. On the one hand they could be viewed as confining animals but they have also had a good impact on increasing the population of endangered species.



- 8** In groups of three, discuss the topic 'Should zoos be banned?' One person should chair the discussion and the others should argue the different points of view.

Respond

- 9** You are now going to prepare and make a short (three-minute) persuasive speech, taking the point of view that either:
- zoos should be banned
 - or
 - zoos are important and shouldn't be banned.

Use the notes you made in Question 1 and the evidence from Question 2 to collect your ideas either for or against banning zoos.

- 10** Organise your points. You should have:

- a) A *clear introduction* that states what you are arguing and grabs your audience's attention.

Good morning! Are you happy with the idea of wild animals being trapped behind bars for life? Of course not. I am here to argue that zoos should be banned.

Key term

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

Begin with a greeting to your audience.

Use a **rhetorical question**, or another persuasive device, to hook in your audience.

Clearly state what the issue is and which side you are arguing.

- b) A *main body* of three or four sections that presents each of your points with evidence.

- Animals live in cramped conditions, e.g. lions and tigers.
- Animals suffer health problems, e.g. 75% elephants overweight.
- Animals suffer from boredom, e.g. zoochosis.

- c) A powerful *conclusion*.

In conclusion, the time for zoos has clearly ended. If you want to see wild animals treated fairly, then now is the time to ensure zoos are banned for good.

Use a connective phrase to show you are ending your speech.

End with a call to action, to make the reader feel empowered.

- 11 Using the work you have done on persuasive language, make a note of:

- powerful persuasive words or phrases you could use
- adjectives that could 'sell' your point of view.

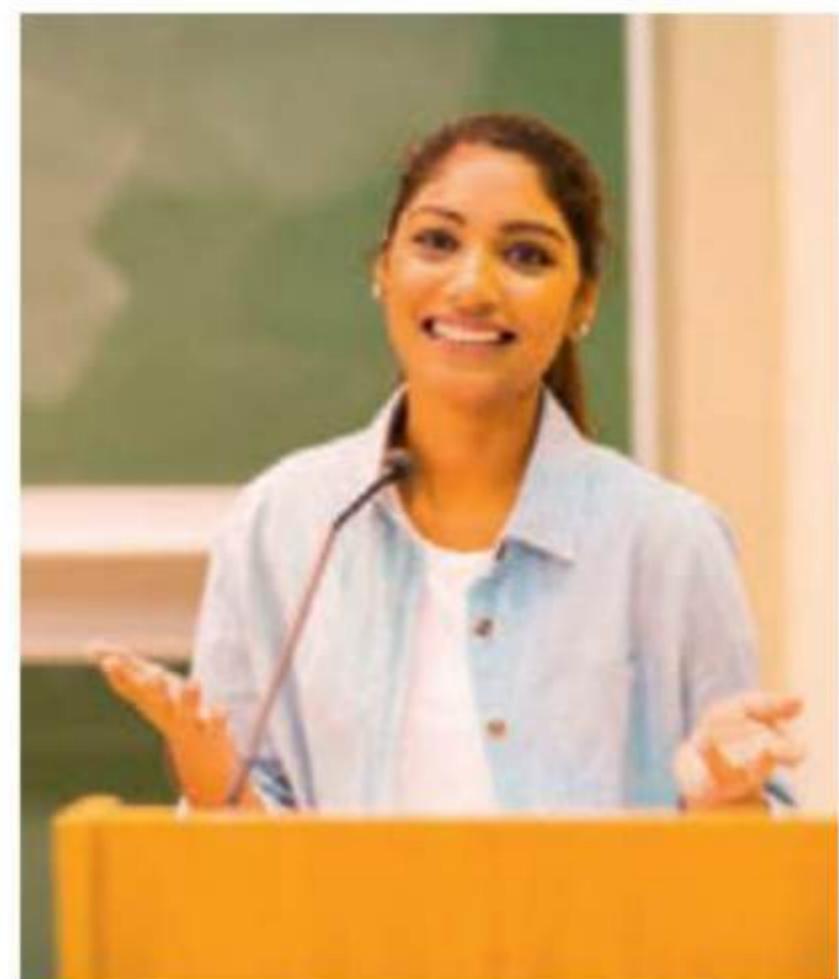
By keeping tigers in cramped pens, we are stopping them from behaving naturally. In the wild, they will roam for hundreds of kilometres, not back and forth in a glorified cage!

Powerful adjectives sell the point of view.

Verb choice creates connotations of freedom.

- 12 a) Practise giving your speech with a partner. Make sure that you speak clearly and with expression in your voice.

- b) Now swap over. When you have both practised your speeches, give each other feedback. Did they:
- speak loudly and clearly
 - speak at a reasonable pace
 - give a clear introduction
 - provide a range of arguments
 - use evidence to support their arguments
 - use powerful adjectives
 - use persuasive words, phrases and devices
 - conclude their ideas, using a connective phrase and a call to action?



- 13 Working in groups of four, take turns to present your speeches for and against zoos, with one person acting as the chairperson. Decide at the end which views were argued most strongly.

- 14 Look at the checklist and write a paragraph about the aspects you did well, what you need to improve for next time and how you will do this.

Structuring an effective advice text

You will learn how to:

- structure an advice text effectively.

Advice texts tend to be well-organised and clearly structured, so that readers can follow their recommendations easily.

Explore

Read the guidance sheet on looking after rabbits, provided by a pet shop.

Keeping rabbits

Keeping rabbits is an enjoyable experience for both the pet and the owner. Rabbits love to explore their surroundings and, when well looked after, they are happy, energetic and caring little pets. They are fairly easy to handle, as they have strong bodies and enjoy the warmth of being cuddled and groomed.

Companionship for your rabbit

Rabbits are sociable animals and enjoy the company and security of other rabbits, especially if their owner is away during the day. They become lonely when kept on their own. This can lead to problems with their health and behaviour. When choosing rabbits, consider getting a pair: a male and female rabbit will get along best. **However**, both should be neutered, or you may end up with more pets than you planned!

Housing your rabbit

A rabbit hutch should be raised off the ground to allow air to circulate and prevent surface water being soaked up into the floor. Hutches can become very hot in the summer months, so place them in a shady position. Make sure the hutch is secure against any predators and that your rabbit will not be able to escape.

What to feed your rabbit

Hay or grass should make up three-quarters of a rabbit's diet. Rabbits also need a daily variety of a few fresh vegetables, such as broccoli, celery, spinach, parsley,



apple, carrot and dandelion leaves. Cereal-based diets are high in sugar and should not be fed to rabbits. **Instead**, give your rabbit small quantities of high-fibre pellets. Make sure your pet always has fresh water available, and that this is changed daily.

Caring for your rabbit

If you care for your rabbit, give it plenty of space and attention, then it will be a very loving and rewarding pet.

- 1 Look carefully at the first paragraph. How does it motivate the reader to carry on reading? Why do you think this is important?
- 2 How do paragraphs 2, 3 and 4 highlight the potential problems to the reader?
- 3 How does the writer suggest solutions to deal with these problems?
- 4 How does the writer make the reader feel at the end of the text? What techniques does the writer use to achieve this effect?
- 5 How does the use of subheadings help the reader?
- 6 Look at the highlighted **connectives** in paragraphs 2 and 4. How do these words link the ideas in the sentence with the previous sentence?

Key term

connective: a word or phrase used to link parts of a sentence or to show connection between two paragraphs

In advice texts, it is good to offer alternatives to your reader. Using contrasting connectives, such as 'however', 'whereas', 'instead', 'alternatively', can signpost to your reader that there are potential problems or alternative ways of doing things.

This is a popular way of structuring an advice text:

- Begin by making the benefits clear.
- Use subheadings to order your advice logically.
- Give guidance with examples.
- Outline potential problems.
- Provide solutions.
- End by summarising advice in a positive way.

These organising principles could be called a *structural sequence*.

7 Match each of the following sentences to a structural feature listed above.

- Hutches can become very hot in the summer months, so place them in a shady position.
- Rabbits love to explore their surroundings and, when well looked after, they are happy, energetic and caring little pets.
- Rabbits also need a daily variety of few fresh vegetables, such as broccoli, celery, spinach, parsley, apple, carrot and dandelion leaves.
- If you care for your rabbit, give it plenty of space and attention, then it will be a very loving and rewarding pet.
- What to feed your rabbit**



- 8 Choose a type of animal that you know something about. You are going to plan a short blog advising readers about how to look after this animal. Copy the following grid and make notes, carrying out any research necessary to find out more about how to care for your chosen animal.

Name of animal:		
Benefits of animal:		
Guidance	Potential problems	Solutions

Respond

- 9 Now, using your plan, write a short blog advising readers how to look after this animal.

Checklist for success

- ✓ Explain what the animal is like.
- ✓ Clearly outline how the reader will benefit from owning the animal.
- ✓ Give clear guidance with examples.
- ✓ Use connectives to suggest alternatives.
- ✓ Use modal verbs to make suggestions.
- ✓ Outline potential problems and provide solutions.
- ✓ End with a positive summary of advice.



Using complex sentences to develop ideas

You will learn how to:

- use complex sentences to link and develop your ideas
- rearrange your sentences to create different effects.

Varying sentences can create different effects in persuasive and advice writing – for example, by developing ideas or changing the emphasis of a sentence.

Explore

Read the text below.

The zoo has been involved in helping save endangered species for decades. Our goal today is to create a sustainable future for wildlife and people around the world.

This text uses only simple sentences. In order to link and develop your ideas effectively, you need to use **complex sentences**. Here is an example:

While the zoo has been involved in helping save endangered species for decades, **our goal today is to create a sustainable future for wildlife and for people around the world.**

From www.stlzoo.org

Key term

complex sentence: a sentence that contains a supporting idea (subordinate clause) in addition to the information in the main idea (main clause)

Linking word.

Supporting idea (subordinate clause).

Comma marks off the extra information.

Main idea (main clause).

This sentence shows the link between what the zoo has done in the past (helped save endangered species for decades) and what its goal is now (to create a sustainable future for wildlife and people around the world).

- Copy these sentences and underline the supporting idea in the sentence.
 - For all the money spent, the life of a zoo animal is no different now.
 - If you are going to the zoo today, I urge you to look closely.

Complex sentences usually use **subordinating conjunctions** or **prepositions** to link the supporting idea to the main idea.

Key terms

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

preposition: a word indicating the relationship of one thing to another (e.g. 'for', 'in', 'by')

For example:

although however while when if for also

- 2 Circle the words that link the ideas in each of the sentences you copied from Question 1.
- 3 Copy and complete each of these complex sentences using a word from the word bank above.
 - a) ...zoos breed endangered species, many people consider them to be cruel.
 - b) ...you look at a caged tiger, you will see the boredom in its eyes.

Develop

The subordinate clause in a complex sentence can often be put in different places in the sentence. This can change the emphasis of the sentence:

- *Although horses are sociable*, they should be carefully observed when introduced to new groups.
- Horses should be carefully observed when introduced to new groups, *although they are sociable*.

When the subordinate clause is at the start of the sentence, you have to put a comma before the main clause.

- 4 Rewrite the following sentences, moving the subordinate clause to the end.
 - a) Even though horses should spend lots of time outside, they need access to a shelter from extreme weather.
 - b) When horses have been introduced, they should be allowed to interact freely with each other.



Respond

- 5 Write a paragraph advising a child how to look after a working animal, such as a horse, llama, camel or goat.

Checklist for success

- ✓ Use complex sentences to add further detail to one main idea.
- ✓ Choose the position of the subordinate clause carefully for emphasis.

Writing your own blog to advise

You will learn how to:

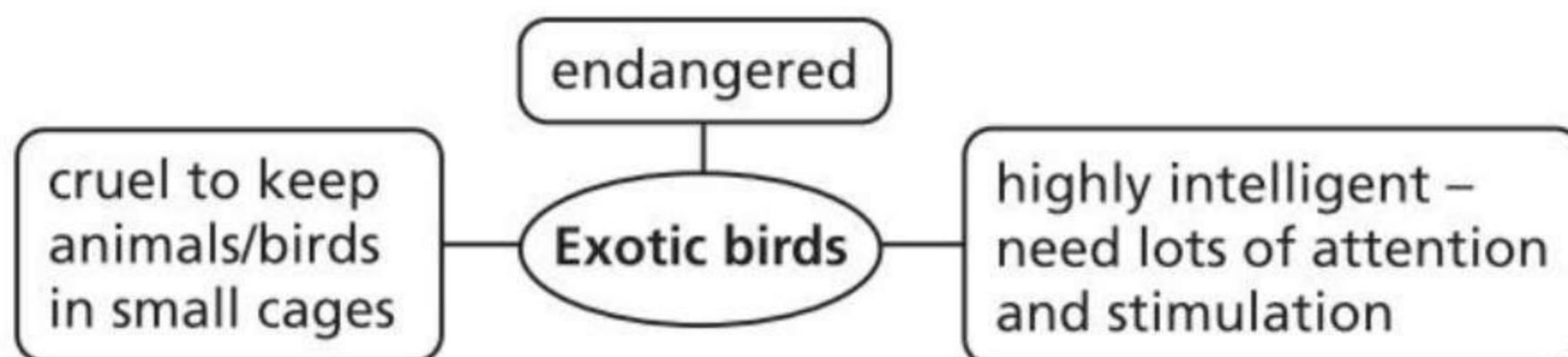
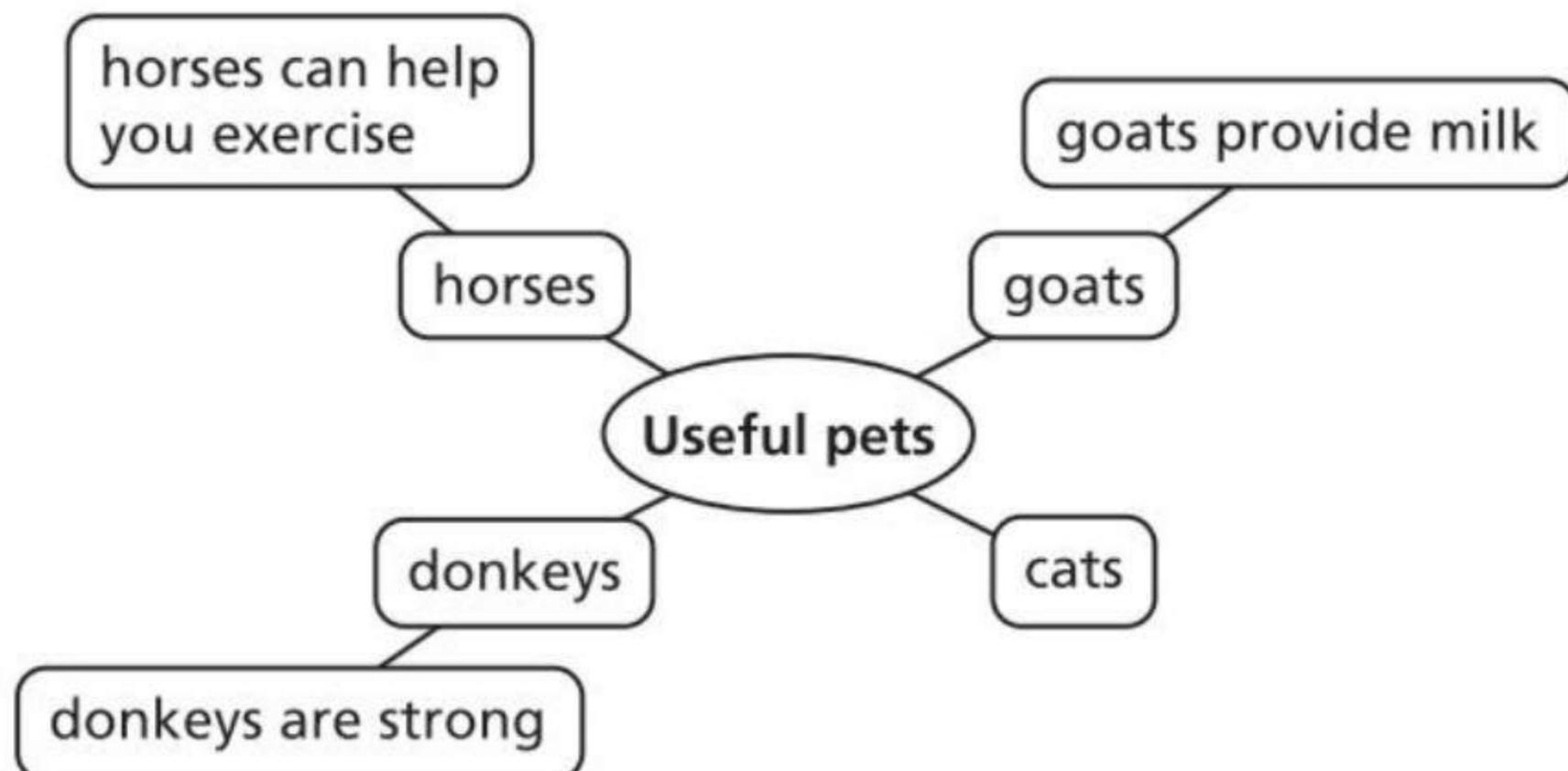
- combine the persuasive and advice writing skills you have learned in one text
- understand what makes a high-level piece of persuasive or advice writing.

Your task

Write a blog advising people who are considering keeping exotic birds to choose a more useful animal as a pet.

Approaching the task

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



- 2** Now take your best ideas and order them into a sequence of paragraphs. For example:

Paragraph	Focus on...
1	Main reason why people should not get an exotic bird.
2	
3	
4	
5	

- 3** Copy the grid below to remind yourself of the different ways that you can use vocabulary, evidence, paragraphs and sentence structure to create convincing arguments. Tick off each skill or feature as you use it in your draft.

Feature	Done
paragraphs, each with a separate focus	
subheadings	
examples to support your ideas	
suggest problems and solutions	
connective words and phrases	
variety of type and length of sentences to develop ideas and create impact: • simple • compound • complex	
features of advice writing: • modal verbs • interesting adjectives	

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

Keeping an exotic bird may seem exciting, but have you thought about the consequences? Exotic birds, such as parrots, are highly intelligent and social creatures who will need a lot of attention in order to be happy.

- 5** Now write your blog. When you have finished, read through your work to check for errors in spelling, punctuation and grammar.

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

Firstly, keeping an exotic bird could be considered bad. Although birds, such as parrots, can be fun and sociable pets, they need a lot of attention. Parrots are intelligent, so they can easily become bored and develop emotional problems. If you choose to keep a parrot, then you will need to be able to spend several hours a day interacting with them. You will also need to provide them with frequent mental stimulation.

Connective clearly sets out the writer's opinion in an ordered way, but the vocabulary is basic (e.g. 'bad').

Uses a complex sentence to introduce the benefits and disadvantages of keeping birds as pets. An interesting adjective ('sociable') is used to make them sound appealing.

Outlines a problem.

Uses a modal verb to seem knowledgeable.

Comment on Response 1

The advice is clearly signposted and the evidence and reasons are linked effectively, using connective words and phrases. There are some good examples of the features of advice writing and a range of sentences are used to develop ideas. However, some of the vocabulary is quite basic. Perhaps using more emotive language would help.



Response 2

3.8

First and foremost, although keeping an exotic bird may seem exciting, there can be cruel consequences. Exotic birds, such as parrots, are highly intelligent and social creatures, who will need a lot of attention in order to be happy. If you keep a parrot, but do not provide enough stimulation, then they can easily become bored and develop emotional problems. Therefore, if you keep a parrot, you will need to spend several hours a day interacting with them, and you will also need to entertain them with toys and games.

Connective phrase clearly sets out the writer's opinion in an ordered way and adds strength to point of view.

Uses a complex sentence to introduce the benefits and disadvantages of keeping birds as pets. An emotive adjective ('cruel') is used to highlight the issues around keeping exotic birds in captivity.

Outlines a problem and provides examples to demonstrate.

Uses the connective 'therefore' to link ideas and the modal verb 'will' to seem knowledgeable and assertive.

Comment on Response 2

Connective words and phrases clearly signpost the advice and link the evidence and reasons together effectively. The use of modal verbs and formal language helps the advice to sound authoritative. Examples are given to demonstrate to the advice to the reader. Emotive language also helps to persuade the reader to pay attention to the advice. Perhaps more subtle emotive language could be used next time and the use of a simple sentence could create more variety.



Responding to a persuasive text

You will learn how to:

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

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

Understanding the text

Read the text below, which is based on an extract from a website about orangutans, then write answers to the questions that follow.

Orangutans live in the tropical rainforests of Borneo and Sumatra (part of Indonesia and Malaysia). They depend on the forest to survive.

Mining has caused irreversible damage – illegal open cast mining for gold has turned the lush rainforest **5** into a barren and lifeless desert. Illegal logging has also devastated protected areas here, and they are now threatened by another industry.

Indonesia and Malaysia are the world's largest palm oil producers and our demand for this commodity is **10** increasing every year. It is used in many processed foods, including ice cream, chocolate, chips, cereals, frozen foods, margarine, biscuits, cakes, breads and even fruit juice. Increasingly it is marketed as a 'green' biofuel for vehicles. To feed this demand, the tropical **15** rainforest is being destroyed and converted to oil palm plantations, where nothing else can grow.

Fires have also caused terrible destruction to Indonesia's forests and killed, orphaned and displaced many orangutans. A combination of factors – dry **20** debris from logging, use of fire by palm oil companies and a longer than normal dry season – have allowed fire to devastate a huge area.

The Orangutan Foundation protects the orangutan but also recognises that their habitat is unique **25** in its richness of biodiversity and crucial for local communities, who are as dependent on the forest as the orangutan.

Adapted from www.orangutan.org.uk



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 producing the text and who is the intended audience or reader?

Thinking about the text's purpose and features

2 Look again at the extract. Which features of persuasive writing can you identify? Copy and complete the grid with the relevant line numbers.

powerful adjectives	
personal pronouns	
powerful verbs	
evidence – through examples	
alliteration	
complex sentences to explain issue	

Looking at the text in detail

Key term

alliteration: when consonant sounds are repeated at the start of phrases or lines

- 3**
- a) Find a word in paragraph 2 which shows that the harm from mining in the forest cannot be repaired.
 - b) Find a word in paragraph 4 which shows that the fires have had a serious impact.

4 Write down what each of the following words from the extract means. Try to use only one word or a short phrase in your answer for each.

- a) devastated
- b) commodity
- c) unique
- d) crucial

- 5** Look at the table below. Copy it and fill in the gaps.

Quotation from text	Explanation
a) 'illegal open cast mining for gold has turned the lush rainforest into a barren and lifeless desert.' (lines 3–4)
b)	Consumers are responsible for the growth of the palm oil industry because they use so much of the oil.
c) 'Increasingly it is marketed as a "green" biofuel for vehicles.' (line 9)
d)	The Orangutan Foundation works to protect the habitats that orangutans live in, as well as the animals themselves.

Writing about the text

- 6** Read paragraph 2 again. How does the writer use language to make the landscape sound uninviting?

The writer presents the landscape as...

For example, '...'

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

This word/phrase hints that...

Therefore, the writer implies that the landscape is...

Reflecting on your work

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



Response 1

3.9

The writer makes the landscape sound uninviting by using the words 'barren and lifeless desert'. This means that mining has made the land dry and dusty. The word 'barren' suggests nothing will ever grow again in this place. Therefore it creates the impression that the landscape is uninviting.

This is a clear point that uses the key words from the question.

A short, relevant quotation is used correctly, with quotation marks.

The explicit meaning of the quotation is explained.

This examines what is suggested by an individual word, but it does not explain why.

This links the explanation back to the question but does not explore the reason for the connection or the writer's purpose.

Comment

This answer explains the implicit meaning of an individual word and is clearly focused on answering the question. However, it needs to give reasons for the inferences and explore the writer's purpose.

Response 2

The writer makes the landscape sound uninviting by using the adjectives 'barren' and 'lifeless' to describe the desert. Both of these adjectives suggest that the land is sterile and therefore nothing will ever grow again in this place. As a result, the writer has created the impression that the landscape is uninviting because of the depiction of it as bleak and impoverished.

This is a clear point that uses the key words from the question.

The correct subject terminology is used and short, embedded quotations are used correctly, with quotation marks.

This examines what is suggested by individual words and explains why.

This links the explanation back to the question and explores the reason for the connection.

Comment

This answer explains the implicit meaning of individual words and is clearly focused on answering the question. It provides reasons for the effects created and focuses on the writer's choices. However, it does not mention the effect on the reader.



What you have achieved

Reading

- You have recognised and understood the features of persuasive writing and writing to advise.
- You have identified words and phrases that create different effects.
- You have commented on the way writers use word choices and language techniques for effect.

Writing

- You have used a variety of sentence structures to create effects.
- You have structured an advice text appropriately.
- You have used the features of an advice text in your own writing.

Speaking and listening

- You have expressed a viewpoint in a discussion, and in a persuasive presentation, supporting your views with evidence.
- You have structured a presentation and used persuasive techniques.
- You have supported others in a discussion by asking questions, summarising views and taking the initiative.

Next steps

Reading

Try reading a range of persuasive texts, such as features articles, adverts, and websites on a subject of your choice and work out the writer's viewpoint in each one. As you read, you could keep a list of the different words, phrases and techniques writers use to sell their ideas to you.

Writing

You could try writing an advice leaflet about a subject of your choice. Then try writing an advert or promotional material for a topic of your choice.

Speaking and listening

You have been looking at the controversial topic of animals in captivity. Are there any other subjects you feel strongly about? You could try preparing a speech about one of them to persuade people to take action. Think carefully about who you would deliver it to (e.g. students, teachers, the local community) and adjust your language and examples accordingly. Try it out on an audience. Try to grab their attention through your use of eye contact, tone and body language.

4

Chapter 4 Narrating

Mystery and suspense stories

What's it all about?

This chapter is all about the power of great narratives (another word for ‘stories’). It will help you understand how narratives are put together, and how to write one of your own. The theme of the chapter is mystery and suspense.

You should already know:

- the key features of story structure
- how settings and characters can engage the reader
- how to use different viewpoints in storytelling
- how novels use chapters to divide up events
- how to link the end of a story to the beginning
- how stories use flashbacks.

You will learn how to:

- talk and write about the key features of suspense or mystery stories and what they make you think and feel
- structure your own suspense or mystery story
- grab readers’ interest with a story opening
- work out what characters are like through role-play
- give your characters distinctive voices.

You will:

- take on the role of a character in a story
- write the opening of a suspense story
- respond to the opening of a story, explaining how the writer creates suspense or mystery.

Enjoy reading

You will learn how to:

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

You are going to read an extract from a novel by Michelle Paver called *Wolf Brother*.

1 Think about the title of the book.

- What do you know about wolves? Do they live in families?
- What do you expect the story to be about?

2 Read the extract slowly, noting down any words you do not know.

Torak reached the stream, where mist floated above the **bracken**, and willows trailed their fingers in the cold water. Glancing quickly around, he snatched a **dock leaf** and moved forwards, his boots sinking into the soft red mud.

He froze.

5

Beside his right boot was the track of a bear. A front paw, twice the size of his own head, and so fresh that he could see the points where the long, vicious claws had bitten deep into the mud.

Look behind you, Torak.

He spun round.

10

Willows. Alder. Fir.

No bear.

A raven flew down onto a nearby bough, making him jump. The bird folded its stiff black wings and fixed him with a beady eye. Then it jerked its head, croaked once, and flew away.

15

Torak stared in the direction it had seemed to indicate.

Dark yew. Dripping spruce. Dense. Impenetrable.

But deep within – no more than ten paces away – a stir of branches. Something was in there. Something huge.

He tried to keep his panicky thoughts from skittering away, but his mind 20 had gone white.

The thing about a bear, his father always said, is that it can move as silently as breath. It could be watching you from ten paces away, and you'd never know. Against a bear, you have no defences. You can't run faster. You can't climb

higher. You can't fight it on your own. All you can do is learn its ways, and try to 25 persuade it that you're neither threat nor prey.

Torak forced himself to stay still. Don't run. Don't run. Maybe it doesn't know you're here.

A low hiss. Again the branches stirred.

He heard the stealthy rustle as the creature moved towards the shelter, 30 towards his father. He waited in rigid silence as it passed. Coward! he shouted inside his head. You let it go without even trying to save Fa!

But what could you do? said the small part of his mind that could still think straight. Fa knew this would happen. That's why he sent you for water. He knew it was coming for him... 35

'Torak!' came his father's wild cry. 'Run!'

From *Wolf Brother* by Michelle Paver

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?

4 Note down answers to the following big five questions.

- Who is this extract about?
- What is happening in the extract?
- When are the events happening: now, in the past or in the future?
- Where does the story take place?
- Why is Torak acting as he does?

5 This extract is from a novel that is meant to be exciting and create **suspense**. In what ways does it do this?

6 What do you think might happen next in the story?

7 Do any words, phrases or sentences stand out to you? Which ones? Why?

8 Have you ever read anything like this before? Is it the kind of story you would normally read?

Vocabulary

bracken: a common forest plant – a fern

dock leaf: the leaf of a type of large weed

Key term

suspense: a feeling of excited or anxious uncertainty

Exploring suspense and mystery narratives

You will learn how to:

- identify and talk about the features and structure of mystery/suspense stories.

Stories are structured to get the reader interested and involved. They usually include a series of problems and difficulties that are resolved by the end.

Explore

Suspense stories are **narratives** that create a feeling of anxiety and tension. Like other narratives, they have a story arc with a three-part structure: a beginning, a middle and an end.

- At the beginning, the reader learns about the characters and the situation they are in.
- In the middle, the characters encounter problems or obstacles that must be overcome, and the tension or suspense increases.
- At the end, there is **resolution** – problems are solved. The suspense drops away and the reader feels relief as the characters' goals are achieved.

Key terms

narrative: a tale or story

resolution: the solution to or end of the problems characters face in a story

Writers plan suspense stories carefully, considering the goal they want their characters to achieve and the difficulties that stand in their way. For example, a character's 'goal' might simply be to survive!

- 1 Think of a story you have read where characters must overcome a series of difficulties before reaching a happy ending. Write down these problems and obstacles. How is the suspense created?

Develop

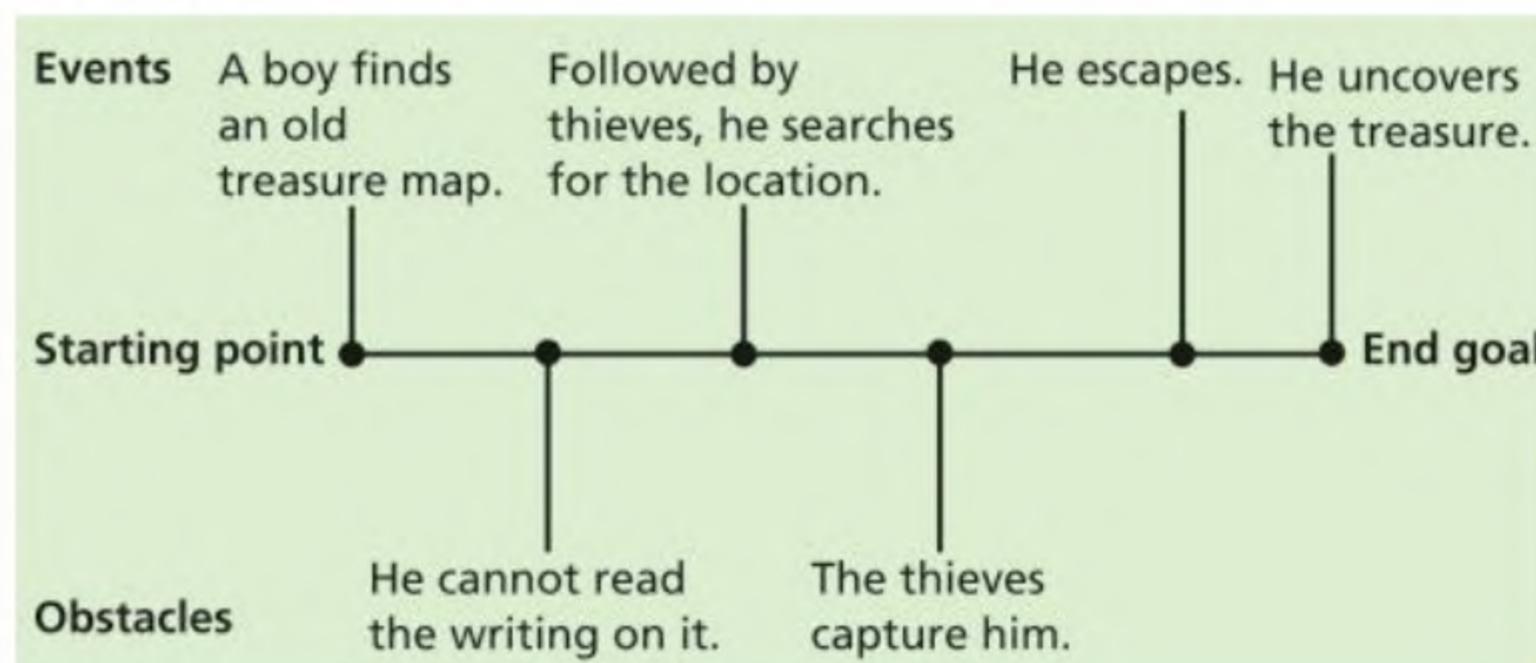
- 2 Imagine you are going to write a suspense story called 'The Treasure Hunt'. Which of these events would be obstacles to the hero or heroine finding the treasure?
 - a) They lose the treasure map.
 - b) They find digging tools.
 - c) The weather is perfectly calm.
 - d) They are captured by thieves.
 - e) The key does not fit the treasure chest.



- 3** Some suspense stories begin with the ending – or sometimes the middle (the most dramatic moment) – and then go back in time to explain *how* things got to this point. Which of the points in Question 2 would be the most dramatic way of starting the story?

Respond

- 4** Think of a suspense or mystery story you have read and enjoyed in which the characters face several obstacles. Draw a timeline of events that shows the starting point, the obstacles that the characters face in the order they appear, and the end goal. For example:



Understanding how story openings work

You will learn how to:

- identify the features and structure of narrative texts
- identify the different ways in which story writers capture the reader's interest.

A compelling opening is something readers expect from most good stories. In suspense or mystery stories, it is absolutely vital.

Explore

Read aloud the following openings to three stories. Try to read ahead so that you spot the punctuation and any changes in pace or **emphasis**.

Torak woke with a jolt from a sleep he'd never meant to have.

The fire had burned low. He crouched in the fragile shell of light and peered into the looming blackness of the Forest. He couldn't see anything. Couldn't hear anything. Had it come back? Was it out there now, watching him with its hot, murderous eyes?

From *Wolf Brother* by Michelle Paver

Key term

emphasis: extra stress put on a word to highlight its importance

Vocabulary

archipelago: a group of islands

antiquity: the ancient past

junk: a sailing boat

When I think back to it, seventeen years later, I'm always haunted by the same image. I'm dripping with sweat, out of breath, my mouth is open and I'm running as fast as my legs will carry me through the endless corridors of Montparnasse-Bienvenue station in Paris. These memories are as dogged as the swamp leeches of the Lukula River, all the way back in my hometown of Pointe-Noire, Congo-Brazzaville. As I write these lines today, my heart starts pounding to the beat of those anguished strides...

From 'The Fugitive' by Alain Mabanckou, translated by Polly McAfee

In the beautiful Chu-san **archipelago** there is a small island where the flowers never cease blooming, and where the trees grow thick and high. From the most remote **antiquity** nobody has been known to live in the shade of this virgin forest; the ferns, the creepers, are so entangled that it is impossible for a man to cross this wilderness without clearing his way with a hatchet. A young student named Chang, who lived in the City-over-the-sea, used to rest himself from his daily labour by going out to sea in a small **junk** he managed himself. Having heard of the mysterious island, he resolved to explore it, prepared food and water, and sailed out on a beautiful summer's morning.

From 'The Mysterious Island', a traditional Chinese story

- 5 What has each writer done to create mystery or suspense? For each extract, list:

- what information each author has chosen to include: for example, names of characters, plot details
- what questions each opening raises or any information that is withheld.

Develop

The **style** of the three stories is very different – yet they all create mystery.

- 6 Copy and complete the table by ticking the correct columns.

Which story...	<i>Wolf Brother</i>	'The Fugitive'	'The Mysterious Island'
a) uses short, sharp sentences to convey dramatic actions or thoughts?			
b) uses longer, descriptive sentences to build up a mysterious atmosphere ?			
c) gets straight into the thoughts of the main character?			
d) uses lots of questions to show the main character's uncertainty and fear?			
e) introduces the main character slowly and doesn't tell us much about their feelings?			
f) starts with the main character looking back at events long ago?			
g) uses present tense verbs to create an image of the narrator in action?			

Respond

- 7 Choose one of the three openings and write a paragraph explaining why you think it works well. You could use your answers from Questions 1 and 2 to help you.

You could start:

I really liked the opening of ... because...

Key terms

withheld information: facts or details that are not revealed to a reader

style: the particular way a story is told

atmosphere: the mood or feeling associated with a place or setting

Exploring how writers create characters

You will learn how to:

- comment on the ways writers make characters come to life.

Good stories depend on characters you want to read about. But what are the different ways you can make readers interested in your heroes and villains?

Explore

Read the following extracts. They introduce a range of characters from a novel about a boy who discovers that **smugglers** are using tombs under the old graveyard in his village to store things.

Text A

My name is John Trenchard, and I was fifteen years of age when this story begins. My father and mother had both been dead for years, and I **boarded** with my aunt, Miss Arnold, who was kind to me **in her own fashion**, but too strict and precise ever to make me love her.

Vocabulary

smugglers: people who transport goods from one country to another without paying taxes

boarded: lived with

in her own fashion: in her own way

out of countenance: unpleasantly surprised

Text B

He was a man of fifty, with a shock of grizzled hair, a broad but not unkindly face of regular features, bushy eyebrows, and the finest forehead that I ever saw. His frame was thick-set, and still immensely strong.

Text C

Master Ratsey jumped to his feet as nimbly as a cat; and if he had not been a man, I should have thought he was blushing too, for his face was very red, though that came perhaps from lying on the ground. I could see he was a little put about, and **out of countenance**, though he tried to say 'Good morning, John', in an easy tone, as if it was a common thing for him to be lying in the [graveyard], with his ear to the wall, on a winter's morning.

From *Moonfleet* by J.M. Faulkner

- 1 When do you think this story takes place – in modern times, the past or the future? What makes you think this?
- 2 How do we know it is John telling the story?
- 3 What happens in the third extract?

Develop

All three extracts provide good examples of how you can create characters. Writers do this by giving details about a character's appearance, what they say, how they act, and how others respond to them.

For example, text A deals mostly with what John says about himself.

- It tells us **explicit** information: 'My name is John Trenchard'.
- It suggests things about his character: for example, 'My father and mother had both been dead for years' might **imply** that John is used to coping on his own.

Key terms

explicit: obvious or straightforward

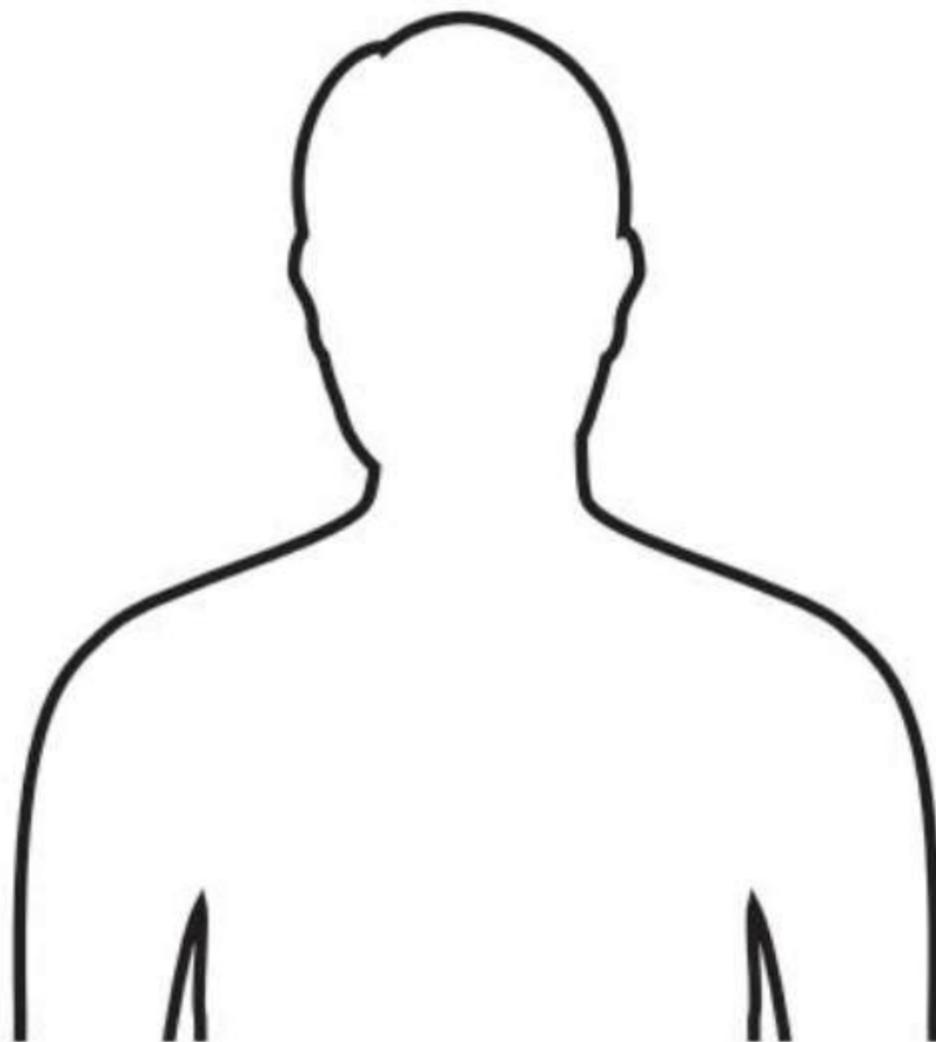
imply: to suggest something without stating it directly

- 4 Read text A again and do some further detective work. What else can you find out about John? Check the text to decide if each statement below is accurate or not, then copy and complete the table by ticking the correct columns.

Statement	True	False	Not enough information
a) John is 15 now.			
b) John's parents are dead.			
c) Miss Arnold is his aunt.			
d) John doesn't like being told what to do.			
e) John doesn't love his aunt.			
f) John is telling this story while looking back at the past.			

- 5 In each case, identify the word, phrase or sentence that provides evidence for your answers.

- 6** In text B, the author uses some very effective descriptions to help the reader picture the character. Can you draw the character based on the description? Copy the cut-out shape opposite and then label each part you draw with these features.



When writers create characters in mystery or suspense stories, the characters often behave in mysterious, secretive or threatening ways. It can be useful to use techniques like **similes** to convey movement.

- 7** With a partner, try acting out text C. One of you could play Master Ratsey, with his ear pressed against a wall in the graveyard. Clearly, he is trying to hear or find out something. The other should play John, who surprises him.

Consider what is suspicious about:

- a) how Ratsey responds when he sees John
(What does he do?)
- b) how his face looks
- c) how he speaks.

- 8** The writer says that Ratsey 'jumped to his feet as nimbly as a cat'. What does this simile tell us about Ratsey? (Consider the **connotations** that come to mind when you think of a cat out at night.)

- a) He is large and heavy.
- b) He is slim and stealthy.
- c) He is slow and sleepy.
- d) He is small and fragile.

Why do you think this?

- 9** Complete this sentence about Ratsey.

The simile 'jumped up as nimbly as a cat' implies that Ratsey...

Key term

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

Key term

connotations: the ideas and emotions associated with a word, e.g. red is often associated with romance or anger

Later in the novel, John introduces the reader to a new character. Read this extract about him.

I have more than once brought up the name of Mr Maskew; and as I shall have other things to tell of him later on, I may as well relate here what manner of man he was. His **stature** was but medium, not exceeding five feet four inches, I think; and to make the most of it, he flung his head far back, and gave himself a little strut in walking. He had a thin face with a sharp nose that looked as if it would peck you, and grey eyes that could pierce a **millstone** if there was a **guinea** on the far side of it.

From *Moonfleet* by J.M. Faulkner

Vocabulary

stature: height

millstone: a very heavy stone or block

guinea: a coin partly made from gold

- 10 What do we find out about Mr Maskew? Make brief notes about:

- what we are told explicitly (the facts about him)
- what this information suggests about him (for example, think about what is said about his eyes being able to see through a millstone)
- what John thinks about him.

- 11 Now, write two sentences explaining what we are told and what is implied about Mr Maskew. Begin:

Mr Maskew is a medium-sized man...



Checklist for success

- ✓ Use words like 'suggest', 'imply' or 'convey' to explain what you have worked out about Mr Maskew.
- ✓ Try to comment on at least two aspects of his appearance: for example, his way of walking, his nose and his eyes.