

Learning Recovery

English – KS3

WRITE ANSWERS ON LINED PAPER

DO NOT WRITE IN THE BOOK

Audience

Authors write differently for different audiences. You need to be able to spot who the audience is when you're reading a text — and think about your audience when doing your own writing.

Q1 Texts A-D have been written for different types of reader or audience. Match up each text with its intended reader or audience (i-iv).

A Last week, a local schoolboy got more than he bargained for when he added his mother's rhubarb crumble to a tank of algae. The result of this bizarre experiment? A teacher described it in one word: "Mayhem." The boy, aged 13, cannot be named for legal reasons.

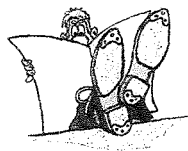
B Last week, I did a really interesting experiment in my school. I tried adding rhubarb crumble to a tank of algae. Do you know what algae is? It's a sort of moss that grows on the surface of ponds. After three days, I found that the algae was growing bigger and bigger.

C Did I tell you that I did an amazing experiment in school last week? We were adding different things to tanks of algae to see what would happen. I added my mum's rhubarb crumble. Well, that was a mistake! The algae grew absolutely enormous; it was bigger than Gavin's bike.

D My teacher suggested that I should describe my algae experiment to you, in the hope that you could shed some light on the results. The algae was from a pond in Haverthwaite. About 50 cm³ was used in a 5 litre tank of water. One standard portion of crumble was added.



i) A friend



ii) Readers of a local newspaper



iii) An expert



iv) Pupils of a local primary school

Q2 Write a sentence explaining why each of the texts suits the reader or audience you chose in Q1. Think about the vocabulary and style used.

Q3 Match sentences a)-c) below with the correct audience from the box.

- a) Ladies and Gentlemen, Mr Chairperson, esteemed guests — I bid you the warmest of welcomes on this very special evening.
- b) Timmy, the teeny-weeny caterpillar, was very sad. None of his friends wanted to play with him, not even Matthew the Mole.
- c) Please respect others and their belongings, and keep your uniform smart at all times.

school pupils
toddlers
adults

Purpose

Everything you read has a purpose — even this bit of text. Make sure you can recognise the most common types and how they affect the style of a text.

Q1 a) Match up each piece of writing A-D with its purpose (i-iv).



A *Log Book of Professor Andrea Miller*
2nd February 2014
Breakthrough — there's a reason why the penguin robots are malfunctioning! It's because running them on fish oil is playing havoc with their electrical systems. I'm going to try them on motor oil from tomorrow.

B The threat that these robot penguins pose to the nation is clear. They are unpredictable, uncontrollable and unnatural. Surely, ladies and gentleman, we all agree that the best thing to do is to destroy them?

C Miller and Danthorpe listened, still as shadows. A low buzzing sound was coming from the robot. The professors began to slowly edge their way towards the door at the other end of the laboratory. As Professor Miller's hand grasped the door knob, she felt a cold metal flipper on her shoulder...

D The 'Miller and Danthorpe Epidemic of Unnatural Penguins' occurred in 2014 when two little-known professors at the University of Beanthwaite attempted to create robotic penguin assistants. Unfortunately, the resulting robots proved impossible to control. Official statistics state that there were 5024 injuries caused by the robots. The two professors were never found.

i) To inform ii) To entertain iii) To argue or persuade iv) To explain

b) Explain briefly why you chose your answers in part a).

Q2 The purpose of the passage below is to inform.

Rewrite the passage, making its purpose to argue or persuade.

There are currently around 34 million hens in the UK that are laying eggs for human consumption. The demand for eggs has meant that 16 million of these hens are kept in small cages. These cages are usually stacked on top of each other indoors, and are often shared between three or four birds.

Most of the remaining 18 million hens are 'free range'. These hens have continuous access to outdoor space which they can roam freely. Some people choose to eat only free range eggs, even though they're more expensive than eggs from caged hens. Studies have shown that there are higher quantities of nutrients in eggs from free range hens.

Context

You don't need to know the author's whole life story (some of them are mighty dull). However, context does have a big impact on a text, so it's a good idea to practise writing about it.

Q1 The passage below is taken from *Persuasion* by Jane Austen:

"You know," said she, "I cannot think him at all a good match for Henrietta; and considering the alliances which the Musgroves have made, she has no right to throw herself away. I do not think any young woman has a right to make a choice that might be disagreeable and inconvenient to the principal part of her family, and be giving bad connections to those who have not been used to them. And, pray, who is Charles Hayter? Nothing but a country curate. A most improper match for Miss Musgrove of Uppercross."

- What does this extract suggest to you about the main purpose of marriage among the upper classes in Jane Austen's time?
- What impression do you get about the role of young women in society at that time?

Q2 The extract below is from Wilfred Owen's First World War poem *Dulce Et Decorum Est*.

Men marched asleep. Many had lost their boots
But limped on, blood-shod. All went lame; all blind;
Drunk with fatigue; deaf even to the hoots
Of tired, outstripped **Five-Nines** that dropped behind.

GAS! GAS! Quick, boys! — An ecstasy of fumbling,
Fitting the clumsy helmets just in time;
But someone still was yelling out and stumbling,
And flound'ring like a man in fire or lime...
Dim, through the misty panes and thick green light,
As under a green sea, I saw him drowning.

In all my dreams, before my helpless sight,
He plunges at me, guttering, choking, drowning.

Five-Nines — 5.9-inch calibre shells

The title is from the Latin saying:
'Dulce et decorum est pro patria
mori' — It is sweet and proper
to die for one's country.

- What does this poem tell you about the conditions endured by soldiers during the First World War? Use quotes from the text to back up each point you make.
- How does the author show his personal feelings about the war?
- What does the end of the poem (below) suggest to you about the attitude of society towards war at that time?

My friend, you would not tell with such high zest
To children ardent for some desperate glory,
The old Lie: Dulce et decorum est
Pro patria mori.

Hint: look for parts
that are written in
the first person.



Finding the Important Bits

To answer reading questions it will really help if you find the key words and phrases in the text. Just find the right bit and then write it down — it's not too tricky. Not too tricky at all.

An extract from a magazine article about the PB Animation Studio

The PB Animation Studio was founded in 1998 by Managing Director Paul Black, and since then it has become a hugely successful business. In the beginning, it was just Paul working alone in his attic room, but now the company employs 230 people in jobs ranging from scriptwriters to cooks!

The secret of PB's success has always been the quality of its 3D animation. Characters are carefully shaped from ordinary modelling clay, and are usually no more than 20 centimetres tall. More complex characters have wire frames (or rod-and-joint structures called armatures) inside the clay. These allow the model to be adjusted very accurately.

The really time-consuming part of the job is actually filming — in order for the characters' movements to appear realistic, 24 pictures (or 'frames') need to be taken to put together 1 second of finished film!

Q1 Copy and complete the table using information from the magazine article above.

Description	Fact
Year PB Animation Studio was created	
Founded by...	
Paul Black's current position	
Total number of employees today	

Q2 What is the normal maximum height of PB's characters?

Q3 What must be included in models that need very accurate adjustment?

Q4 What are 'armatures'?

Q5 How many frames per second need to be filmed? Choose from options i)-iv).

i) 20

ii) 230

iii) 24

iv) 25

Q6 Why is this number of frames per second needed?

You don't need to write loads — just write out the bit of the text that answers the question.

Q7 According to the writer, what is the secret of PB's success?

Finding the Important Bits

Here's some more practice at digging out the juicy bits in texts. Remember — you're looking for the bits that help you to answer the question. So jot those bits down and forget the rest.

An extract from the story *Carrie's Life of Piracy*

Carrie darted round the corner into a dingy side-street full of discarded wooden crates. She was closely followed by Ben, who stopped and bent over, panting. He felt like he'd been out of breath ever since they'd left the Pirate Academy.

"Come on, Ben! We have to keep moving — otherwise they'll send us back, and you know what that means..."

Suddenly they were aware of a shadow looming over them. Carrie gasped and looked up towards the leering, cruel face of Captain Hack.

"My dear pupils," said Hack, relishing each word, "I'm only doing my duty as your tutor. You know that any student failing to hand in homework must walk the plank."

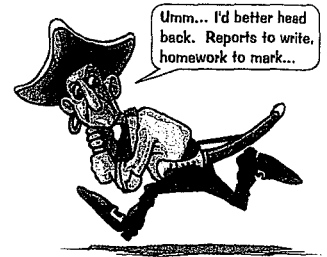
Carrie and Ben exchanged a glance. Ben dashed forward with a yell, and managed to slip between Captain Hack's legs. Before Hack could react, Ben ripped a thin plank of wood from a nearby crate.

"Catch!" he shouted, and tossed the plank over Hack's head, to be caught by Carrie.

For a moment Carrie looked at the plank, bemused. Then she remembered her sword-fighting lessons, and crouched with the plank in her hand, ready to defend herself against her pirate tutor.

Q8 Write out the part of the text where you are told about the following things.

- Where Carrie and Ben arrive at the start of the extract.
- How Ben feels at the beginning of the extract.
- Where Carrie and Ben have come from.
- What Captain Hack looks like.
- How Captain Hack wants to punish Carrie and Ben.
- What Carrie and Ben did that needs to be punished.
- How Ben escapes from Captain Hack.
- Where Ben got the thin plank of wood from.



Q9 How do Carrie and Ben know that Captain Hack has arrived?
Write out the part of the text that tells you.

Q10 What is Carrie about to do with the thin plank of wood?
Write out the part of the text that tells you.

Summarising

If you're asked to summarise the points made in a text, it means that you need to write the important bits out in your own words. And don't waffle — summarise as briefly as possible.

An extract from the story *Felix and the Dragon's Revenge*

The elderly King looked down his nose at the men assembled before him.

"Do you mean to tell me that they *all* went free?" he thundered.

Felix remained on his knees and let out a gentle sob. The King, becoming somewhat reflective, turned and gazed vacantly out of the tall window.

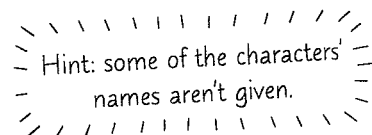
"It wasn't always like this," he muttered. "During the reign of my father, captured knights had some respect and *stayed* captured. Aaah, what it was to be a child. I used to play in that very garden. Haha! The fun I had with my wooden horse... Ahem. Anyway, it just won't do, there have been too many daring escapes recently."

Felix was about to interrupt, but the King's courtier placed a hand on his shoulder to stop him.

"And you," began the King, his voiced raised and turning to face Felix, "You have done nothing to stop these knights!" He gestured to Prime Minister Katan. "Tie Felix up, take him to Vertis Ledge, and let the dragons do as they wish."

As Felix was being dragged away by two burly attendants, he found the strength to cry out, "You'll see, my lord! One of these days the dragons will come after you!"

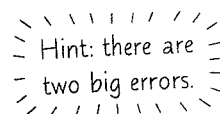
Q1 Make a list of all the characters mentioned in the text.



Q2 Which of the characters actually speak in the text?

Q3 a) Copy out and correct this summary of the paragraph starting "It wasn't..."

The King remembers when his father ruled, and knights were harder to control. He decides that something must be done. Then he starts to think about his childhood when he played with his toys in the garden.



b) Copy out the sentence that describes the King's mood in the paragraph starting "It wasn't..."

- i) He seems angry with Felix, and keeps shouting at him.
- ii) He seems angry with Felix, but is easily distracted by memories of his childhood.
- iii) He talks about his childhood and doesn't care about the knights at all.

Q4 Summarise the paragraph starting "And you," in your own words.

Q5 Write a summary of the whole text. Your summary should be no more than five sentences long, and you'll have to decide which of the details on this page need to be included.



Working Out What's Going On

Not all texts are easy-peasy — some can be downright confusing. But don't panic — focus on working out what happens. A summary in your own words, or a numbered list, might help.

An extract from the short story *Mrs Hanrahan's Holiday*

Ever since she'd woken to shrill beeps that still echoed around her head, Mrs Hanrahan's day had got worse and worse. She'd had to spend a few hours hunting for the tickets — knowing that without them she *definitely* wouldn't be going on holiday today. She'd finally located the tickets beneath the tottering pile of dirty dishes, but hadn't retrieved them safely before sacrificing two of the dishes to the floor in a flurry of ceramic and congealed Chinese takeaway.

Finally, Mrs Hanrahan was ready.

"Bags packed – check. Tickets – check. House keys – check," she murmured. She placed the front door keys carefully on top of the tickets. With a grimace, Mrs Hanrahan suddenly remembered to put the milk bottles outside. She abandoned her luggage, collected the bottles, wrote a quick note to the milkman and then ventured outside. Just as she placed the bottles by the front doormat, Mrs Hanrahan was aware of the sound of the front door latch clicking behind her...

Q1 Copy and complete this table to show the order of the events in the extract.

Event	Order in extract
Looks for tickets	
Puts milk bottles outside	
Wakes up	1
Has an accident in the kitchen	
Puts front door keys with tickets	

Q2 Write out the part of the text that gives you a clue about what kind of tickets Mrs Hanrahan is searching for.

Q3 Write out the part of the text that tells you about the accident in the first paragraph.

Q4 Copy out the answer that best describes the accident.

- Mrs Hanrahan ate some Chinese takeaway, and then dropped a plate.
- Mrs Hanrahan knocked over two dirty dishes, and they smashed on the floor.
- Mrs Hanrahan knocked over two dirty dishes, and they landed in the bin.

Q5 What happens as Mrs Hanrahan is putting the milk bottles outside?

Q6 Write a paragraph explaining what you think might happen next in the story.



Point, Example, Explanation

P.E.E.ing is a great way to write an answer. It stands for: make a **POINT**, give an **EXAMPLE** from the text, then give an **EXPLANATION** of what it means.

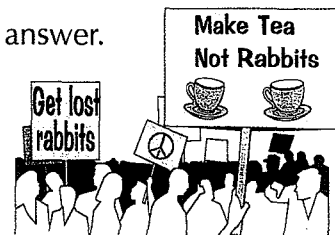
Questions 1-3 are about the following short extract.

"I think we should get rid of the whole stinking lot," said Hanif, pointing at the rabbits.

- Q1** Write a sentence commenting on how Hanif feels about the rabbits.
- Q2** Which of the following sentences uses evidence from the extract to show how Hanif feels about the rabbits?
- i) Hanif wants to get rid of the rabbits.
 - ii) Hanif wants to get rid of the rabbits. He shouts, which shows he doesn't like them.
 - iii) Hanif wants to get rid of the rabbits. He calls them "stinking", which shows that he doesn't like them.

Q3 What does this tell the reader about Hanif? Copy out the correct answer.

- i) Hanif has a strong opinion about the rabbits.
- ii) Hanif is depressed, and hates everything in the world.
- iii) Hanif is a bully who goes around annoying other people.



Questions 4-6 are about the extract below.

Milla glanced around the street nervously before she dumped the envelope in the bin.

- Q4** What is Milla's mood in this extract?
- Q5** Write out the part of the text that backs up your answer to Q4.
- Q6** What does this tell the reader about Milla? Copy out the correct answer.
- i) Milla doesn't like using bins in the street.
 - ii) Milla seems to be worried that someone will see her dumping the envelope in the bin.
 - iii) Milla doesn't care what anyone thinks about her dumping the envelope in the bin.

Question 7 is about the extract below.

"I'll be fine — don't worry about me," said Miles, with the hint of a tear in his eye.

Q7 How is Miles feeling in this extract? Give evidence from the text in your answer.

Different Types of Text

As soon as you start reading a text you should be thinking about what type of text it is. Work out whether it's fiction (made up) or non-fiction (fact). Here's some handy practice.

A

Five per cent of the population will suffer from an epileptic seizure at some time in their life, writes health expert Gareth Johns. Epilepsy affects 450,000 people in the UK, usually under-20-year-olds and those over 60. Seizures involve loss of consciousness and may affect memory or mood.

B

Watching the tutting clock,
Only six more minutes until I can be
there and not *here*.
Gazing out through dusty panes,
Following the inkblot shadows of
clouds with my eyes.
Outside, sunlight plays on the ground
like an excitable child,
And a bird shouts with happiness.

C

Toby proceeded to mow the lawn like a man resigned to a long stretch in prison.

Being a very gentle soul, his only reaction when his wife bellowed that he had mown over her rose garden was to gently let the engine sputter to a forlorn halt. All that remained was a glacial silence, and a partially cut lawn.

D

In order to get the best results from your new T-300 kitchen juicer, please note the following points:
1) Always make a clear space around the T-300 in case of spray.
2) Avoid juicing soft fruits such as bananas. The residue will be difficult to clear from the workings of the T-300 after use.

Q1 Copy out each title below and write down which text each one goes with — A, B, C or D.

Epilepsy — The Facts

Using your T-300

Waiting

A Man Alone

Q2 Which texts are examples of non-fiction?

Q3 Write out each of the labels below and decide whether they apply to A, B, C or D.

Poem

Story

Manual

Magazine article

Q4 Decide whether the following bits of information are facts or opinions.

- Epilepsy affects 450,000 people in the UK.
- Birds are always really happy.
- It wasn't Toby's fault that he ruined his wife's rose garden.
- Soft fruit residue will be difficult to clear from the T-300 after use.



Choice of Vocabulary

Writers choose their vocabulary (their words) carefully. Answer these questions to see if you know when and why writers use certain types of vocabulary in their texts.

Q1 Match up the type of vocabulary you would use with each type of text.

Type of Vocabulary

technical language

formal language

simple language

Type of Text

a story for a young child

a science textbook

a letter from the council

Q2 Why do you think the writer of 'Celeb-Watch!' chose to use slang in the text below?

CELEB-WATCH!

In this week's 'Celeb-Watch!', we found out all about Hollywood hunk Hank Harris's new squeeze. She's a real stunner! The happy couple seemed totally loved-up when we snapped them on the beach together in Honolulu.

Q3 Why do you think Charles Dickens chose to use slang in the extract below?

An extract from *Oliver Twist* by Charles Dickens

"Do you live in London?" inquired Oliver.

"Yes. I do, when I'm at home," replied the boy. "I suppose you want some place to sleep in to-night, don't you?"

"I do, indeed," answered Oliver. "I have not slept under a roof since I left the country."

"Don't fret your eyelids on that score," said the young gentleman. "I've got to be in London to-night; and I know a 'spectable old gentleman as lives there, wot'll give you lodgings for nothink, and never ask for the change—that is, if any genelman he knows interduces you..."

Q4 Which of the following statements about technical language is true? Write out the correct statement.

- i) Writers use technical language to make a topic easier to understand.
- ii) Technical language shows that a writer knows a lot about a subject.
- iii) Writers only use technical language to show off.

Similes and Metaphors

Writers often use similes and metaphors in their descriptive writing.

Use the questions on this page to make sure you can tell the difference between them.

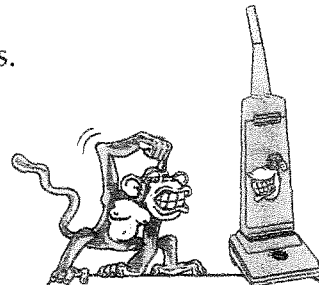
A gig review from a music newspaper

Any really great rock band knows that you have to keep your audience waiting. By the time The Brums arrived on stage, the audience were howling like wolves. Right from the start, singer Leo Ryder was a monster, roaring into the microphone. Guitarist Arnie X was possessed by the ghost of Jimi Hendrix as he played the most frantic guitar solos this side of Wigan. Jay Bryson beat the drums as if they were fires to be put out, but somehow managed to keep time as faithfully as an honest referee.

As soon as the band launched into their number 2 hit, 'The First Rule is...', the audience were like a seething wave of noise. If it wasn't already clear, this concert proves that The Brums are rock music heavyweights — and they certainly don't pull any punches.

Q1 Write 'metaphor', 'simile' or 'neither' next to each of these phrases.

- you have to keep your audience waiting
- the audience were like a seething wave of noise
- The Brums are rock music heavyweights



Simile of the Day
A monkey is as much use to a vacuum cleaner as a vacuum cleaner is to a monkey.

Q2 Which of these answers best explains why the writer describes the audience as "howling like wolves"?

- The shouting audience sounded quiet and tuneful, like wolf howls.
- The shouting audience sounded noisy and tuneless, like wolf howls.
- The audience were eating raw meat and were very hairy.

Q3 Is the description in Q2 a simile or a metaphor?

Q4 Copy and complete the table showing the similes and metaphors that the writer uses.

Thing being described	Description the writer uses	Simile or Metaphor	What this means
Leo Ryder			
Arnie X playing guitar			
Jay Bryson beating the drums			

Personification, Alliteration and Onomatopoeia

Personification, alliteration and onomatopoeia all make a text more interesting to read.

Q1 Match up the boxes to complete the examples of personification.

The willow tree

wailed noisily.

The chest

waved its boughs frantically.

The moon

waited patiently to be opened.

The wind

hid shyly behind the clouds.

Q2 Write a description of each thing below, using alliteration to make it more effective.

e.g. snake → *The snake slithered subtly across the sparkling sand.*

a) storm

b) cat

Q3 Write a list of onomatopoeic words that you could use to describe each thing.

e.g. piano music → *crash, plink-plonk, trill, murmur...*

a) an explosion

b) a motorcycle race

Q4 Write out an example of each of the following things from the newspaper article below.

a) alliteration

b) onomatopoeia

c) personification

Terrifying Twister Terrorises Town

The quiet town of Marleysham was hit by a freak tornado yesterday. Although no one was injured, the residents are still in shock.

Mr Geale, who witnessed the tornado, said, "At first I heard this distant whooshing noise, but it got louder and louder. It sounded like a train passing right down the street. That's when I went to the window and saw it. I could hardly believe my eyes."

Local storm enthusiast Tilly McDuffel said, "I got in my car and drove after it, trying to get some footage. At one point I got right up close. As I was filming, I felt that it was staring right back at me. It was amazing."

Imagery

Imagery is about creating a picture in the reader's mind. Writers do this using descriptions. Think about the image the writer is trying to create, and what effect this has on the reader.

An extract from the novella *The Case of the Missing Relic*

Tonight, the whole city seemed silent. Even the birds were asleep, and not a sound disturbed the eerie quiet. The river flowed gently past the houses as if it didn't want to wake up the slumbering inhabitants.

Inspector Graham paced the damp, dark streets, expecting trouble at any moment. He gazed up at the pale moon which lit the streets below, and held his gas lamp out with a trembling hand. He soon reached his destination. His heart hammered like a drum in his chest. In front of him he could make out the grey archway of a narrow doorway. The night before he had come across a pack of snarling dogs guarding it, but tonight they were absent. The door opened with a low creak at his push and he stepped cautiously over the threshold.

The room was an icy tomb, and his breath came out in clouds in front of him. He raised his lamp to cast a flickering glow over the dim inside of the room. The only furniture was a broad farmhouse table, upon which were several items — a cotton glove, a faded yellow sheet of paper, and a small stone carving of a man crouching as if about to pounce at the Inspector.

- Q1 Write out an example of a simile from the text, and explain why you think the writer has chosen to use it.
- Q2 a) In the last paragraph, the writer uses a metaphor to describe the room Inspector Graham walks into. Write it out.
- b) What effect does this metaphor have on the reader?
- Q3 Write out the part of the text that describes the stone carving.
- Q4 Write out the statement that explains the effect of the description in Q3.
- i) The stone carving is described as if it is alive — this effect is called alliteration.
- ii) The stone carving is described as if it is alive — this effect is called onomatopoeia.
- iii) The stone carving is described as if it is alive — this effect is called personification.
- Q5 Write out another part of the text that uses the same effect.

Mood

Fiction writers build up the mood of a scene through the language they use. Mood is about how the text makes you feel — whether it's happy, sad, funny, frightening, exciting...

A At last the waiting was over. Rachel held the exam results envelope and watched her friends opening theirs. Some smiled with relief, some stared at the floor.

Her fingers tugged gently at the envelope.

Slightly open now...

Nearly there...

B The mood took hold of the family like a virus. Mealtimes were now a matter of muttered greetings, lowered eyes and shared silences. Even the cracked ceilings had begun to weep rainwater. Gordon knew that Dexter had been *only* a dog, but he was missed like a member of the family.

C Katie strolled amid the laughing guests, her son Daniel trotting at her side. The sun caressed Katie's skin, while a cool breeze tickled the hair falling on her neck. The grass beneath her feet provided a soft carpet. Katie hadn't felt so alive in years.

Q1 Match up each of the texts A, B and C to one of the moods below.

tense

romantic

happy

horrific

funny

sad

Q2 In text A, is Rachel in a hurry to open the envelope? Use evidence from the extract to back up your answer.

Q3 Why do you think the writer of text B used the word "weep" instead of "let in"? Mention the overall mood of the text in your answer.

Q4 What does the word "trotting" in text C tell you about how Daniel feels?

Q5 What effect do the short sentences at the end of text A have? Write out the correct answer.

- i) They slow the pace down before Rachel opens the envelope, which builds up suspense.
- ii) They speed the pace up before Rachel opens the envelope, which creates a sense of excitement.

Q6 Which of the three texts would the sentence below fit into? Write a sentence to explain your answer.

Sadness hung heavily in the still air of the house.

Q7 Write a couple of sentences explaining what the phrase "muttered greetings, lowered eyes and shared silences" from text B tells you about the mood of the text.



Layout

Some texts are laid out in a special way, e.g. with bullet points, headings or arrows. Look at the following three extracts and answer the questions below.

A

Tues 3rd Feb — Video camera finally arrived! Can't believe it took three weeks to get here.

Wed 4th Feb — Been playing with camera all day. Caroline came round, and we wrote and filmed a pretend TV show. I got to be the game show host (naturally).

Thu 5th Feb — Dropped camera when I was trying to film myself on a skateboard — it doesn't look too healthy anymore. Think I might take up photography instead.

B

Why go to the Lake District? It may not be the most 'happening' place, but there are often locally produced performances in Kendal, or specialist art films showing at the cinema.

What's in the local area? Well, most people go to the Lake District to walk in the hills. If you're less of an outdoor type, there are plenty of other diversions. The 'Theatre by the Lake' in Keswick is well worth a look.

Does anyone care about the Lake District? The Royal Shakespeare Company regularly tour Keswick and Kendal. The arts centre in Kendal is a member of the British Film Institute, so it often shows restored classic films.

C

Five tips for a healthy computer:

1. Always shut down the computer correctly after use.

2. Try not to have more than three applications running at once.

3. Regularly scan your computer for viruses.

4. Make sure your computer base unit is well ventilated.

5. Don't eat or drink near your computer.

Using lots of programs at once will slow your computer down.

See next page for more on viruses.

Don't block the fan at the back of the unit, or it will overheat.

- Q1 What kind of text do you think Extract A is taken from? Explain your answer.
- Q2 Explain why it's important that the writer of Extract A included dates as subheadings.
- Q3 Why are the subheadings in Extract B written as questions? Write out the best answer.
- i) To make the article feel like a speech read out by the writer.
- ii) To make the article feel like a conversation between the writer and the reader.
- iii) To annoy the reader and to make them feel stupid.
- Q4 Why has the writer of Extract C numbered the five points?
- Q5 Explain the purpose of the information in grey boxes in Extract C.
- Q6 How do the arrows in Extract C help the reader to understand the text?



Structure

As well as layout, writers have to think about the order they put their information in. You may come across questions about structure, e.g. what makes a good introduction or conclusion...

A book review for a popular magazine

If asked about writer Andrew Bright, most people would react: "Who?"
However, all this is about to change...

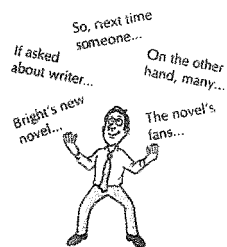
Bright's new novel, 'A Tale of Two Celebrities', is a vicious attack on the nature of celebrity in the 21st century. Set in present-day Manchester, it tells the story of the rivalry between failing TV host Richard and rising star Penelope.

The novel's fans (and there will be many) will applaud the author's bold statements and the unflinching satire of our obsession with celebrities. The book is sure to do brisk business, and is likely to be a big-seller in airports and newsagents.

On the other hand, many people will scoff at the two-dimensional characters, as well as the unsatisfying ending (in which Richard and Penelope fight it out on air in a duel-like ratings war).

So, next time someone asks you about Andrew Bright, you'd better have read 'A Tale of Two Celebrities', so that you know where you stand.

- Q1 Explain one way in which the first paragraph is effective as an introduction to the article.
- Q2 Write a sentence to sum up what the writer tells you in the second paragraph.
- Q3 Why do you think the writer put that paragraph straight after the introduction?
- Q4 Sum up the differences between paragraphs 3 and 4, in one sentence.
- Q5 Why do you think the writer put paragraphs 3 and 4 next to each other?
- Q6 Write out the answer below that explains why the last sentence is a good ending to the text.
- The last sentence refers back to the introduction and sums up the main point of the review.
 - The last sentence makes a new point that is better than the other points in the text.
 - The last sentence tries to persuade the reader that 'A Tale of Two Celebrities' is terrible.
- Q7 Explain how the writer structures the book review in a way that keeps the reader interested. Write about half a page and use your answers to the above questions to help you.



Stories

There are lots of features used in stories that you have to know about: perspective, plot, themes, characterisation... Have a go at these questions to see if you're getting to grips with them.

- Q1** Write down whether these sentences are written in the first person or the third person.
- a) Isabel ploughed on through the wind and snow. She needed to get to the cabin.
 - b) I gripped onto the safety bars of the roller coaster until my knuckles were white.
 - c) We ran away laughing — our booby trap had worked.
 - d) They lay back on the sand, enjoying the sun on their faces. School was finally over.
- Q2** A story's plot has been jumbled up below. Write out the plot points in the correct order.
- i) Huddled up in the tree, they hear scary noises in the woods.
 - ii) Sam and Kelly go for a walk in the woods.
 - iii) The rescue party take them safely home and they fall asleep on the sofa.
 - iv) They decide to take shelter for the night in a hollow tree.
 - v) They get lost and night begins to fall.
 - vi) They realise that the noise is a rescue party that has come looking for them.

The story of Mulan

In China, many hundreds of years ago, there lived a young girl called Mulan. Mulan lived with her father, who had once been a famous warrior. Although he was now old and unwell, he had taught Mulan how to fight and use a sword.

One day, a messenger came to Mulan's village. He announced that China was at war. By order of the Emperor, every family had to send one man to fight.

Mulan clenched her fists. Her father was so frail that surely he would not survive long in a war. She knew what she had to do.

That night, she crept into her father's room. He was sleeping deeply so she had no trouble taking the things she needed: some men's clothes and her father's old sword. She saddled her father's horse and before long she was ready to leave. She gritted her teeth and, without looking back over her shoulder, she rode off to join the army.

- Q3** What do you think is the main theme of this story? Explain your answer.
- magic bravery romance good against evil loneliness

- Q4** In the text, Mulan "gritted her teeth". What does this show? Write out the best answer.
- i) It shows that she is angry with the Chinese Emperor.
 - ii) It shows that she is determined to join the army in place of her father.
 - iii) It shows that she is jealous that her father will not have to fight.

Stories

There are lots of features used in stories that you have to know about: perspective, plot, themes, characterisation... Have a go at these questions to see if you're getting to grips with them.

- Q1** Write down whether these sentences are written in the first person or the third person.
- a) Isabel ploughed on through the wind and snow. She needed to get to the cabin.
 - b) I gripped onto the safety bars of the roller coaster until my knuckles were white.
 - c) We ran away laughing — our booby trap had worked.
 - d) They lay back on the sand, enjoying the sun on their faces. School was finally over.
- Q2** A story's plot has been jumbled up below. Write out the plot points in the correct order.
- i) Huddled up in the tree, they hear scary noises in the woods.
 - ii) Sam and Kelly go for a walk in the woods.
 - iii) The rescue party take them safely home and they fall asleep on the sofa.
 - iv) They decide to take shelter for the night in a hollow tree.
 - v) They get lost and night begins to fall.
 - vi) They realise that the noise is a rescue party that has come looking for them.

The story of Mulan

In China, many hundreds of years ago, there lived a young girl called Mulan. Mulan lived with her father, who had once been a famous warrior. Although he was now old and unwell, he had taught Mulan how to fight and use a sword.

One day, a messenger came to Mulan's village. He announced that China was at war. By order of the Emperor, every family had to send one man to fight.

Mulan clenched her fists. Her father was so frail that surely he would not survive long in a war. She knew what she had to do.

That night, she crept into her father's room. He was sleeping deeply so she had no trouble taking the things she needed: some men's clothes and her father's old sword. She saddled her father's horse and before long she was ready to leave. She gritted her teeth and, without looking back over her shoulder, she rode off to join the army.

- Q3** What do you think is the main theme of this story? Explain your answer.

magic bravery romance good against evil loneliness

- Q4** In the text, Mulan "gritted her teeth". What does this show? Write out the best answer.
- i) It shows that she is angry with the Chinese Emperor.
 - ii) It shows that she is determined to join the army in place of her father.
 - iii) It shows that she is jealous that her father will not have to fight.

Poetry

Poets have to choose their words carefully, just like other writers.
They also need to think about the structure, rhythm and rhyme of their poems.

Q1 Copy out the following verses, and choose a line from the box to complete each one.

a) The Owl and the Pussy-Cat went to sea
In a beautiful pea-green boat.
They took some honey, and plenty of money,
.....
(Edward Lear)

d) Tyger! Tyger! Burning bright,
.....
What immortal hand or eye,
Could frame thy fearful symmetry?
(William Blake)

b) Two households, both alike in dignity
In fair Verona, where we lay our scene
From ancient grudge break to new mutiny
.....

e) Round, golden and warm
Gives life to all who dwell there
.....

c) There was an old man from Crewe
Who found he had nothing to do
So he sat on the stairs,
And counted his hairs
.....

Where civil blood makes civil hands unclean.
In the forests of the night,
Wrapped up in a five-pound note.
Glorious, the sun.
And found that he only had two.

Q2 The above verses are examples of different forms of poetry.
Copy out the definitions below and match them to the correct example from Q1.

- a) A limerick has five lines. The first two rhyme together, the third and fourth lines rhyme with each other, and the fifth line rhymes with the first two.
- b) A sonnet is a fourteen-line poem with ten syllables in each line. There are different rhyme patterns for different types of sonnet.
- c) A haiku is a three-line Japanese poem. The first and last lines have five syllables each, and the middle line has seven syllables.
- d) An example of a regular rhyming pattern is when every other line rhymes. This pattern goes all the way through the poem.
- e) Another example of a regular rhyming pattern is rhyming couplets. This is when pairs of lines rhyme together.

Q3 Copy and complete the paragraph below, using the words from the box.

A verse is the same thing as a Each verse is made up of a group of Verses in a poem have words but they often follow the pattern of syllables and

same rhyming stanza lines different

Comparing Texts

Reading questions often ask you to compare different texts. Read through these texts, then turn the page and have a go at answering the questions. Yeah, loads of fun, I know...

A scientific account called *The Macaque Monkeys of Japan*

Day 1 — Macaque monkeys currently living in the centre of the island, within the forest area. Monkeys' day-to-day activities seem to be entirely according to accepted theories. Diet seems to be largely composed of berries.

Day 2 — Team placed large amount of potatoes in forest. May have to wait a while to see if the macaques show any interest.

Day 6 — It worked! Two days ago, the monkeys showed some interest in the potatoes — since then they have made potatoes the main part of their diet. Team intends to move piles of potatoes closer to shore to see if the macaques follow.

Day 9 — Macaques definitely becoming comfortable with living on shoreline now, entirely dependant on potatoes we supply. I even saw one monkey washing a potato in the sea before eating it! This development is entirely unprecedented — seems to prove that monkeys are capable of dramatically changing their living patterns.

Day 11 — Macaques now entirely at home by shoreline. A few making efforts to learn to swim in sea, and others starting to copy. Experiment declared a success — the macaques are learning afresh how to live their day-to-day life.

*Monkeys of the World Unite!
You have Nothing to Lose but your Bananas*

An extract from the novel *I, Monkey*

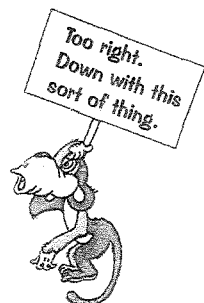
This is getting ridiculous. It was just a bit of fun letting the humans teach me sign language (and it really wasn't hard to learn) — but now they're excited and buzzing around like annoying flies. They've started saying that I'm the first ape to show real intelligence — the cheek of it! Just because we don't usually choose to humour their dreary experiments doesn't mean that we aren't capable of getting a message across.

Lots of people have come to visit since I started answering back through sign language. Most of them are pretty sad specimens with faces as pale as their white coats. I was going to give them a nice surprise by saying a few words, maybe have a chat about the weather — but it's getting boring now, so I think I might just be on my way.

An'extract from an article called *Monkey Behaviour*

Humans may learn a lot from insects and animals. Humans will always question what they're doing and why they're doing it — but, for instance, a worker bee will always know its role in the beehive. It may feed the young or guard the hive, but it will always carry out its duty without even needing to be told. The same is true of more 'intelligent' organisms, such as the monkey. Although monkeys can be taught tricks, they are not able to break out of the simple instinctive pattern which instructs them exactly how to live their lives.

instinct = in-built patterns of behaviour in response to certain things



Comparing Texts

Keep turning the page to check the texts while you're doing these questions.

Q1 Match up each text to its description.

The Macaque Monkeys of Japan

Story

I, Monkey

Magazine article

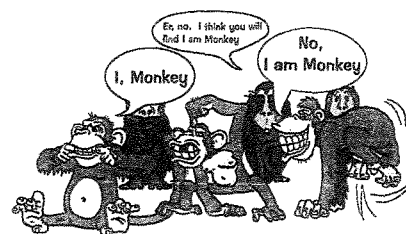
Monkey Behaviour

Diary

Q2 Write out a phrase from *I, Monkey* that contains a simile.

Q3 Write out a phrase from *I, Monkey* that uses humour.

Q4 Write out a sentence from *The Macaque Monkeys of Japan* that is written in informal language.



Q5 Why do you think the writer of *The Macaque Monkeys of Japan* decided to break up the text into sections?

Q6 Which of these phrases from *The Macaque Monkeys of Japan* gives a fact rather than an opinion?

- i) Macaque monkeys currently living in the centre of the island
- ii) seems to prove that monkeys are capable of dramatically changing their living patterns
- iii) the macaques are learning afresh how to live their day-to-day life

Q7 Write out the paragraph that sums up what happens in the extract from *I, Monkey*.

- i) The scientists believe that monkeys are only capable of learning very basic sign language. The scientists are clever, so they are probably right.
- ii) The monkey is more intelligent than the scientists realise. The monkey tells the story from his point of view, which shows the scientists are wrong.

Q8 Write out the paragraph that sums up the writer's opinion in *Monkey Behaviour*.

- i) The writer thinks that humans are not ruled by instinct, but that all animals and insects are.
- ii) The writer thinks that humans are ruled by instinct, but animals and insects are not.
- iii) The writer thinks that all animals, including humans, are completely ruled by instinct.

Comparing Texts

Now you can move on to longer comparing questions. When comparing two texts, make sure you don't write too much on one — write an equal amount on each. Nice and balanced.

Q9 Write out the sentence that best describes the main idea in all three texts.

- i) All three texts are about whether monkeys can instinctively talk.
- ii) All three texts are about whether the behaviour of monkeys is purely instinctive.
- iii) All three texts are about whether monkeys know that their behaviour is instinctive.

Q10 Copy and complete this table comparing all three texts. Use your answers to the questions on the previous page to help you.

Name of extract	The Macaque Monkeys of Japan	I, Monkey	Monkey Behaviour
Is the extract fiction or non-fiction?			
Is the language formal or informal?			
Is there a first-person narrator?			
Does the writer use facts to back up their points?			
Does the writer think that animals are ruled by instinct?			

Now make use of your answers so far to answer the next three questions. The table above is going to be especially useful.

Q11 Re-read *The Macaque Monkeys of Japan* and *I, Monkey*. Write a short description of the differences between the layout of each of the texts.

Q12 Re-read *I, Monkey* and *Monkey Behaviour*. Write a paragraph describing the differences between the language used in each of the texts.

Q13 Re-read *The Macaque Monkeys of Japan* and *Monkey Behaviour*. Write a paragraph describing the differences between the writers' opinions about animal instinct.

Practice Questions

①

Time to try your hand at dealing with some longer texts — no need to panic, just consider it a sort of challenge. Read the extract below, and have a go at the questions opposite.

This is an extract from the short story *The Sea Raiders* by H G Wells.

Mr Fison, torn by curiosity, began picking his way across the wave-worn rocks, and, finding the wet seaweed that covered them thickly **rendered** them extremely slippery, he stopped, removed his shoes and socks, and coiled his trousers above his knees. His object was, of course, merely to avoid stumbling into the rocky pools about him, and perhaps he was rather glad, as all men are, of an excuse to resume, even for a moment, the sensations of his boyhood. At any rate, it is to this, no doubt, that he owes his life.

He approached his mark with all the assurance which the absolute security of this country against all forms of animal life gives its inhabitants. The round bodies moved to and fro, but it was only when he surmounted the **skerry** of boulders I have mentioned that he realised the horrible nature of the discovery. It came upon him with some suddenness.

The rounded bodies fell apart as he came into sight over the ridge, and displayed the pinkish object to be the partially devoured body of a human being, but whether of a man or woman he was unable to say. And the rounded bodies were new and ghastly looking creatures, in shape somewhat resembling an octopus, and with huge and very long and flexible tentacles, coiled copiously on the ground. The skin had a glistening texture, unpleasant to see, like shiny leather. The downward bend of the tentacle-surrounded mouth, the curious **excrecence** at the bend, the tentacles, and the large intelligent eyes, gave the creatures a grotesque suggestion of a face. They were the size of a fair-sized swine about the body, and the tentacles seemed to him to be many feet in length. There were, he thinks, seven or eight at least of the creatures. Twenty yards beyond them, amid the surf of the now returning tide, two others were emerging from the sea.

Their bodies lay flatly on the rocks, and their eyes regarded him with evil interest; but it does not appear that Mr Fison was afraid, or that he realised that he was in any danger. Possibly his confidence is to be ascribed to the limpness of their attitudes. But he was horrified, of course, and intensely excited and indignant at such revolting creatures preying upon human flesh. He thought they had chanced upon a drowned body. He shouted to them, with the idea of driving them off, and, finding they did not budge, cast about him, picked up a big rounded lump of rock, and flung it at one.

And then, slowly uncoiling their tentacles, they all began moving towards him — creeping at first deliberately, and making a soft purring sound to each other.

rendered = made

skerry = mound

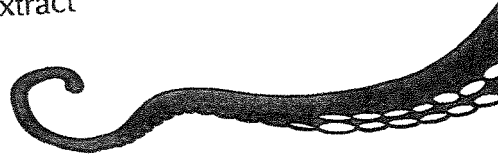
excrecence = growth

Practice Questions

OK, so maybe 'The Sea Raiders' is gruesome and bloodthirsty, but it's also full of descriptions and other tricks that all good writers use. Answer these questions about it.

- Q1 Read the third paragraph carefully and write out any phrases that describe what the creatures look like.
- Q2 Quickly sketch a picture of one of the creatures, using descriptions from the third paragraph.
- Q3 Which of the following extracts from the text contains a simile? Copy the correct answer.
- i) And the rounded bodies were new and ghastly looking creatures...
 - ii) The skin had a glistening texture, unpleasant to see, like shiny leather.
 - iii) Their bodies lay flatly on the rocks, and their eyes regarded him with evil interest;
 - iv) They were the size of a fair-sized swine...

Q4 Write out any words from the fourth paragraph of the extract that tell you about Mr Fison's reaction to the creatures.



Q5 Write out any parts of the text that give you the impression that the creatures are as intelligent as humans.

Q6 Write out any parts of the text that tell you about how the creatures move.

Q7 Which row of the table sums up how the creatures move and what effect the movement achieves?

	How the creatures move	Effect this achieves
i)	Very slowly	Makes the reader feel sad
ii)	Very quickly	Makes the text funnier
iii)	Very slowly	Builds up suspense
iv)	Very quickly	Builds up suspense

Q8 In the extract from *The Sea Raiders*, how does the writer convey the horror of the situation to the reader? Write half a page, using the questions on this page for help.

Practice Questions (2)

You know the drill — read the text carefully, have a go at the questions and refer back to this text whenever you need to. There are more questions this time — I'm confident you'll do fine.

An extract from a magazine article called *World Cup Fever*

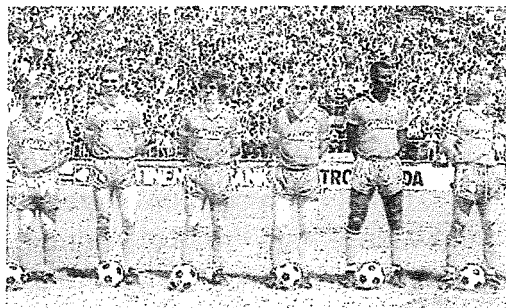


A shrill blast. The 'thunk' of leather against leather. The air is filled with the sounds of shouting and stamping feet. Thousands of people with painted faces are snarling like hyenas at their opponents. No, this is not a scene from the film *Braveheart*. It's even more serious — it's the World Cup.

The World Cup was thought up by Jules Rimet in Paris, and the first Final was in 1930. The host, Uruguay, offered to pay for the travel expenses for the other teams. They were rewarded by winning, and declared a national day of holiday. Mind you, there were only 13 teams playing!

Where did football come from?

The history of football goes back ever so slightly further than 1930. The first records of the game were about 5000 years ago in China. Versions of football were also played by the ancient Greeks, Egyptians, and Romans. In the 16th century in Italy, a similar game called *calcio* was played, with a decapitated head used for the ball! In Britain we weren't much more humane either. Imagine the scene in medieval England: it's a national holiday and virtually every town in the country is turned into a bloody, sweaty battlefield that only faintly resembles a football pitch.



Later on, the British claimed the game as their own, before introducing it to countries around the world. In 1894 Charles Miller changed the face of Brazil for good when he left his boat carrying a football in each hand. Now many people recognise Brazil as the home of the most beautifully played football in the world.

The modern rules of football were only made concrete in 1863 when the Football Association was founded — and the game has slowly evolved into the one we know and love today.

Is it really the beautiful game?

So, the modern game of football has inspired and entertained people for decades, but it hasn't all been good. We're all aware of the phenomenon of football hooliganism. Although more and more regulations are being brought in to prevent disruption at matches, these idiots continue to spoil the game for many other people. However, football has been indirectly responsible for even worse things. In 1969 a controversial World Cup qualifying match between El Salvador and Honduras contributed to war breaking out between the two countries.

Practice Questions

What's so great about football?

Football is amazingly popular around the world. The largest stadium audience for a game was in Rio de Janeiro for the 1950 World Cup Final, when 200,000 people turned up to see the game. Nowadays, matches are transmitted live to the whole world on TV. In total, 3.2 billion people in 7 continents tuned into the 2010 World Cup — and there's only 6 billion people in the world, so that proves that the World Cup is pretty popular!

There are many ideas about why football is so popular around the world:

1. The basic rules are very simple – they don't need much explanation and so people can play football without even being able to talk the same language.
2. It doesn't take much organisation – all you need is a ball, a flat space of land and some markers for goalposts.
3. There's the potential for real drama – the game is very physical, and footballers can show off their skills.

Who are the biggest football fans?

During World Cup season in Brazil, walls and lampposts are often painted in the national team colours of green and yellow. In Britain we might not be quite as dramatic, but in 2010 we once again proved our devotion to football when thousands of people made excuses to miss school or work in order to watch the World Cup games held in South Africa.

Even those of us who wouldn't normally watch football managed to get caught up in the national excitement, including me...

...but I still don't understand the offside rule.





Practice Questions

Now it's high time that you put all your skills together to tackle some... um... more questions. When you've read the article on p.27-28 have a go at these short questions.

Q1 Which country hosted the first World Cup?

Q2 Copy and complete the table below showing facts from the extract.

Description of fact	Number
Year of first World Cup Final	
Largest stadium audience	
Year Football Association was created	
Total viewing figures of 2010 World Cup	
Year Charles Miller took football to Brazil	
Number of teams that played in first World Cup	
Year World Cup match helped to start a war	

Q3 Write down the first country to play football on record, and how long ago that was.

Q4 Write down the two countries involved in a war following a World Cup match.

Q5 Who originally thought up the idea of the World Cup?

Q6 Where was the World Cup created?

Q7 Why do you think the writer says that the "history of football goes back ever so slightly further than 1930"?

Q8 Why do you think the writer used the phrase "snarling like hyenas" to describe the football fans in the first paragraph?

Q9 Why do you think the writer uses the phrase "bloody, sweaty battlefield" at the end of the third paragraph?

Q10 Explain why the writer numbered the points in the section "What's so great about football?".

Q11 Why do you think the writer uses questions for the subheadings?

Practice Questions

Thinking that the last page was a bit of a doddle? Well, this one's full of longer questions I'm afraid. Remember that it's often useful to break long questions down into smaller chunks.

Q12 Explain one way in which the first paragraph is effective as an introduction to the article. Use phrases from the text to back up your answer.

Q13 Copy and complete the table, by summing up each subsection in one sentence.

Subsection	Summary
Introduction	
'Where did football come from?'	
'Is it really the beautiful game?'	
'What's so great about football?'	
'Who are the biggest football fans?'	

Q14 Sum up the whole article in no more than three sentences.

Q15 The section "Is it really the beautiful game?" is more negative than the rest of the text. Write out one phrase from this section that tells you the writer's opinion.

Q16 Explain what Charles Miller did that "changed the face of Brazil".

Q17 Using facts from the text, write about two examples of football's violent history.

Q18 Using facts from the text, give three reasons why football is extremely popular.

Q19 Do you think the final sentence is a good ending to the text? Back up your answer with phrases from the text.

Q20 Sum up the writer's opinion of football, using evidence from the whole text to back up your answer.



Q21 How does the writer use humour to keep the reader interested? Use phrases from the text to back up your answer.

Q22 In the whole article, explain how the writer presents the history of football as both positive and surprisingly violent.

Planning Your Answer

Your work should always be carefully planned. This will allow you to structure your writing into clear paragraphs and help you to cover everything that you want to say. Splendid.

Q1 Copy out the following points from this story plan in the correct order:

- i) The wolf reveals who he is and tries to eat Red Riding Hood.
- ii) Red Riding Hood goes through the woods, meets the wolf, and tells him where she's going.
- iii) Red Riding Hood arrives at her grandma's house. She notices Grandma's strange appearance.
- iv) They all live happily ever after.
- v) The woodcutter hears Red Riding Hood shouting for help. He kills the wolf and rescues Grandma.
- vi) The wolf goes to Grandma's house. He locks Grandma in the cupboard and disguises himself by wearing Grandma's nightclothes.
- vii) Red Riding Hood's mother sends her to take some shopping to her grandma, but she warns her to ignore strangers, especially the wolf.



Q2 Imagine you need to write a news report about what happens in another fairy tale, for example 'Goldilocks and the Three Bears'. List the key things that you want to include in your report (try to keep to around seven or eight points).

Q3 Using the list you wrote for **Q2**, number the points in your list to show the order you have chosen for your report.

Q4 Now write your report. Write one paragraph for every point in your plan and make sure you have a clear concluding paragraph. Use the checklist below to help you.

Checklist

- a) Write a paragraph about the first point on your list. Time yourself to ensure you don't take longer than five minutes.
- b) Now re-read your first paragraph. Are you happy with it? If not, change it.
- c) Once you are happy, move on to the next point in your list...
- d) Repeat until you have covered everything on the list.
- e) Re-read your completed article. Are you happy with it? If not, change the bits you dislike to complete your article.

Writing Essays

Essays aren't scary — and if you can answer these questions you can start feeling confident that you know just how to handle one. Hurrah.

The smell their drummer made on-stage really put us off the gig. I told him we wouldn't bother seeing them again. In fact, I told them I'd tell everyone else I knew with tickets not to bother. They used to be my favourite band, but they're not now — they haven't been since last year.

- Q1** Write out the following statements which apply to the above passage:
- i) There is no introduction.
 - ii) It doesn't explain who the band are, or give any other context.
 - iii) It just trails off without a conclusion.
 - iv) There is a clear structure.
- Q2** Write out the following sentences which could be included in a formal essay about someone's favourite band:
- i) My favourite heavy metal band, "Orange Hamster" (formed in 1989), are as popular today as they ever were.
 - ii) The O' Hamster have been kicking around for about 25 years now, and they're still packing them in at every gig.
 - iii) "Grannyknot" are rubbish — they can't play and the lead singer's as dull as dishwater.
 - iv) "Grannyknot" are a band that I strongly dislike. They have very little musical talent, and their lead singer is painfully average.
 - v) My favourite musical genre is 60s rhythm and blues.
 - vi) The best stuff around is old-time R&B.
- Q3** Write down a bullet point list about what music you like and dislike, favourite bands, etc.
- Q4** Using the points you wrote for Q3 as a plan, write a formal mini-essay about your own musical tastes. Include your favourite band and favourite song (or songs). The essay should be written in paragraphs and include an introduction and a conclusion.

Writing Stories

Writing stories is a skill that improves with practice. These questions should help you get one step closer to writing that best-selling novel you've always wanted to write.

Q1 A good story follows a good structure. Put these parts of a story in the right order.

- i) a satisfying ending which ties up all the loose ends
- ii) a gripping opening to the story
- iii) an exciting development in the plot

Q2 Choose any three types of fiction below and write your own opening sentences to a story. Make sure that they grab the reader's attention.

- i) horror
- ii) adventure
- iii) fairy tale
- iv) crime
- v) science fiction
- vi) historical

Q3 Rewrite the following sentences, in at least two different ways, so that they grab the reader's attention. The first one has been done for you.

- a) The woman opened the door to the cellar.
a) **Trembling with fear, the woman slowly pulled open the door to the dark cellar.**
Unaware of the horrors that awaited her, the woman flung open the door to the cellar.
- b) The soldiers sat scared in the trenches.
- c) The spaceship was flying towards the planet.
- d) She thought she heard footsteps so she looked behind her.
- e) The avalanche headed for the climbers.

Q4 Match the following poor endings with a more interesting alternative from the box:

- a) They won the battle.
- b) They were together again at last.
- c) The storm ended.
- d) They sailed off into the sunset.
- e) They never caught the monster.
- f) The innocent man was released.

They were together again at last, but for how long?

He had always insisted that he didn't do it; now, finally, justice had been done.

"You will never defeat me!" cackled the vampire, and vanished into the darkness.

The boat, silhouetted against the sunset, carried the two lovers to their destiny.

After days of struggle, the exhausted soldiers were finally victorious.

The streets were flooded and fallen trees lined the road, but at last it was over.

Writing to Inform, Explain and Advise

Informing, explaining and advising — basically, telling the reader some information.

Q1 Decide whether each of the texts below informs, explains or advises. Explain your answer.

- a) A fact-file about deadly plant species.
- b) A pamphlet that suggests different things you could do to save water at home.
- c) A letter from the council with details about a new leisure centre.
- d) An email that points out why the school library has been closed.
- e) An article that tells you why fizzy drinks are bad for your health.
- f) A leaflet from the doctor's which recommends things you can do to avoid catching the flu.

Q2 These three texts are all about swimming. Write down whether the purpose of each text is to inform, explain or advise, and explain how you can tell.

1) *Swimming is by far my favourite sport. It's great exercise, especially for improving your strength. Swimming is also really convenient, as I can do it at any time of year. Because it's indoors, I never have to worry about swimming practice being cancelled because of bad weather. Finally, swimming is loads of fun! Swimming as part of a club is great way to make friends and take part in competitions.*

2) *Humans have been swimming since prehistoric times, but it only became a popular competitive sport during the 1800s. At this time, British swimmers usually swam breaststroke. They only discovered front crawl in the mid 1800s when Native American swimmers, who had used front crawl for many years, beat them dramatically in a swimming competition.*

3) *If you're thinking about taking up swimming regularly, it's a good idea to invest in a good pair of goggles. Not only will you be able to see where you're going, but you'll reduce the chances of picking up an eye infection in the pool. It's also worthwhile getting a swimming hat. It might not look very fashionable, but a hat will make you more streamlined and therefore faster.*

Q3 Write two paragraphs about your favourite sport. Explain why you like it.

Writing to Inform, Explain and Advise

Whether you're writing to inform, explain or advise, you need to make sure that your writing is clear and easy to understand.

Q4

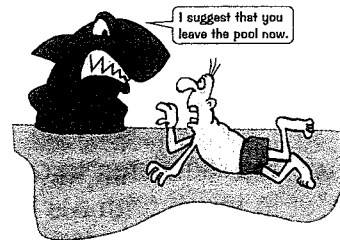
Write out the points below that you would include in an informative leaflet for Pizerrella's Pizzeria.

- i) Pizerrella's Pizzeria first opened its doors in 2003, and has been offering both sit-in and take-away services to local customers ever since.
 - ii) The modern pizza was first invented in Naples, Italy.
- iii) The pizzeria serves up a wide range of pizzas, including the Vesuvius, with hot chilli, and the Liechtenstein, with frankfurter sausage.
 - iv) When placing an order, we suggest that you try a delicious starter, such as our gorgeous garlic bread or our fabulous cheese fritters.
- v) Pizarrella's Pizzeria is open from 5 pm to 10.30 pm Monday to Thursday, and 12 noon to 12 midnight Friday to Sunday.
 - vi) Personally, my favourite pizza is the Paris pizza, which comes topped with crispy frogs' legs. Delicious!

Q5

If you are writing to offer someone advice, you should give suggestions, not commands. Change the following commands into suggestions. The first one has been done for you.

- a) e.g. You must do what the teacher says.
It would be a good idea to do what the teacher says.
- b) You have to take part in the race.
- c) Leave your job.
- d) Come swimming at the leisure centre tomorrow.
- e) Make your mind up.



Q6

Imagine you are writing for a problem page in a magazine. You receive this letter:

*I've just moved schools and I'm really struggling to settle in.
What can I do to make friends?
Yours lonesomely,
Nat x*

Write a reply to Nat giving some friendly advice.

Formal and Informal Letters

Depending on the kind of letter you're writing, you'll need to use formal or informal language.

- Q1** Copy out the table below. Put each word, a)-j), in the correct column. After you've done this, complete the table by filling in the remaining blanks. The first one has been done for you.

- a) isn't
- b) wasn't
- c) goodbye
- d) moreover
- e) kids
- f) reprimand
- g) ensure
- h) stuff
- i) nevertheless
- j) fab

	More formal	Less formal
a)	is not	isn't
b)		
c)		
d)		
e)		
f)		
g)		
h)		
i)		
j)		

- Q2** Copy out the more formal sentence from each pair:

- a) We would be most interested to hear your thoughts.
Let us know what you think.
- b) It'll be really tough to win stuff on sports day.
The competition at this year's sports day is fierce.
- c) Loads of people have mobile phones these days.
The number of people owning mobile phones continues to rise.
- d) You are requested to contact Ms Pieteron for further details.
Get in touch with Ms Pieteron to find out more.
- e) Shop shut tomorrow.
Customers are advised that SpeedyMart will be closed tomorrow.



- Q3** Read this extract from a letter, written to a local MP.

The pigeons, which invaded the church steeple two months ago, are really annoying. For starters, they squawk all the time, so you can't hear yourself think, let alone hear the First Soprano. Plus, we have to put up with bird poo in the choir stalls. It really is too much to bear.

Write out the letter in full, replacing the informal words and phrases in the extract with more formal ones. Make sure you lay out your writing as you would in a letter.

Formal and Informal Letters

More questions on letter writing. Don't worry, I'm not expecting a thank you card...

- Q4 Write out this formal letter, filling in the gaps using the words or phrases from the pairs below.

Dear Mr Brown,

..... for your letter.

..... sorry to hear that you enjoy your meal.
you would have enjoyed something from our à la carte menu. a voucher
which will a meal at any of our restaurants.

Yours sincerely,

A. J. Spudwrangler, for Spudwrangler Restaurants.

I'm sending you / Please find enclosed	Maybe / Perhaps	Thank you / Thanks
entitle you to / give you	didn't / did not	I'm / I am
		free / complimentary

- Q5 Rewrite the formal letter below as an informal letter.

The Grange
Oxton
LH4 8PW

The Old Coach House
Bowden
RH3 7RL

Dear Josephine Baker,

I am writing to ask your advice on a rather personal matter. Since I was young, I have enjoyed gymnastics, and had hoped to continue taking part in this sport for the rest of my life.

Recently, however, I have started to suffer from rheumatism, which I believe is common among people of my advanced years.

I have heard that, before you retired, you spent some years as a homoeopathist. Do you have any recommendations for herbal remedies which might ease my pain, and enable me to backflip again? Any advice would be gratefully received.

Yours sincerely,
Bessie Smith

- Q6 Read the newspaper article below, and write a letter from Sterling Hayden to his daughter describing the events. Remember that it is an informal letter.

Sea Captain Reveals His Salsa Hell

A lone yachtsman was unable to land on shore for three months, because of his newly-developed addiction to salsa dancing. Wizened former-sea-captain Sterling Hayden told this newspaper that he had first started dancing when he watched a salsa-based exercise DVD his daughter lent him to help

him keep in shape.

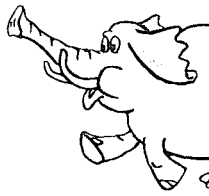
Says Sterling, "At first it was fun; I enjoyed tapping my toes. But soon I was addicted to salsa. I couldn't steer or keep course because the urge to dance was so strong. After three months, I finally recovered after finding a Mozart CD under a life jacket."

Writing to Persuade and Argue

Persuading and arguing is about getting someone else to agree with your point of view.

Q1 Which of the following are tricks you can use to make your writing more persuasive? Choose one or more from options i)-v) and write them down.

- i) Keep your writing polite. Don't intentionally offend people who disagree with your views.
- ii) Use humour, contrast and repetition to put people off your main point.
- iii) Use descriptive words to emphasise your points.
- iv) Get the reader on your side by saying "us" and "we".
- v) Back up your points with elephants.



Q2 Rewrite the following sentences, changing the language to make them sound less vague and more convincing.

- a) People should maybe think about the effect smoking could have on their health.
- b) One question we might ask is, "If the government have evidence about why we should eat spinach, would they mind sharing it with us?"
- c) If you don't want to go on the trip, it's probably best if you ask your mother to write a letter to the teacher explaining why.

Q3 Using adjectives makes your writing more persuasive, and adjectives work really well in groups of three. Copy down the sentences and fill in the blanks with adjectives.

e.g. **We need to keep the local park; it is peaceful, beautiful and unique.**

- a) I enjoy swimming because it is relaxing, fun and
- b) It's important to read the newspapers because they are thought-provoking, and
- c) We all know that homework is , and

There's more
than one
possible
answer for
each of these.

Q4 Copy out the following sentences, underlining the parts where you think the author is trying to be persuasive.

- a) How can you allow these poor, desperate people to go without food for any longer?
- b) Some people are living in a fantasy world and don't know how normal people live. They seem to think that everyone has enough money to spend on whatever they please.
- c) Their team is disorganised, unmotivated and unprepared.
- d) If you love theme parks as much as we do, we know that you'll have the time of your life here at Dizzyworld — you'll never want to leave!

Writing to Persuade and Argue

You can't ignore other people's points of view. To argue that your opinion is right, you need to say why other opinions are wrong — without getting rude or personal.

Q5 Are the following paragraphs persuasive, or not? Explain each of your answers.

- a) You could vote for Claire Harris if you want to see an improvement in employment and a clamping down on crime in the local area. She introduced the Young Offenders Scheme. On the other hand, you could vote for Edward Jones. He has agreed to increase spending on health and education.
- b) You should vote for Claire Harris because she is intelligent, honest and cares about the local area. Her scheme to help young offenders back into employment has been a major success and is the envy of other constituencies. People backing Edward Jones forget the appalling crime and unemployment rates which this constituency suffered the last time he was in power.

Q6 Use the evidence from the boxes below to make two properly backed-up paragraphs, following on from the opening lines a) and b).

- a) The death penalty should not be reintroduced in Britain.
- b) The death penalty should be reintroduced in Britain.

Keeping people in prison costs the government money — on buildings, staff, food and healthcare. People who have committed horrific crimes and are sentenced to life imprisonment are wasting government resources.

Reintroducing the death penalty would also act as a deterrent to criminals. It would show them that the legal system in Britain is strong and it won't let them get away lightly with their crimes.

Lord Justice Hodgeman has said on this issue, "Although I have great faith in the British legal system, we should not lie to ourselves that it is infallible."

There have been several recent cases in Britain where long-serving prisoners have been found innocent because of new evidence. If we had the death penalty in Britain, these people would have been wrongly executed long ago.

Q7 Write a short article for your school newsletter arguing either that cars should be allowed in the school playground or that cars should be banned from the school playground. Mention all of the points from the table below in your article.

Why Cars Should be Allowed in the Playground	Why Cars Shouldn't be Allowed in the Playground
It's hard for teachers to find other parking nearby.	They increase the amount of noise outside school.
It's the safest place for teachers to leave their cars.	Children might be run over and injured or killed.
As long as people drive slowly it should be safe.	There will be less space for children to play and exercise.

Structuring Your Writing — Introductions

The introduction to a piece of writing is dead important. If your intro is no good, then people might think that the rest of your writing won't be great either.

Q1 Pretend you're writing a speech to give to the Parent-Teacher Association of your school. Which of the following words and phrases, **i)-x)**, would be good to use in your introduction?

- | | |
|---------------------------------------------|-----------------------------------------------------------|
| i) Good morrow fair gentlemen | vi) In my introduction to this essay |
| ii) Good evening | vii) Hi, it's darn good you could all come tonight |
| iii) Okey-dokey | viii) Welcome |
| iv) We are here tonight to discuss | ix) In conclusion |
| v) We are here tonight to rant about | x) The key issue I am going to discuss is |

Q2 In a persuasive essay you need to make sure your argument is clear in the introduction. Which of these introductions does this better? Explain why.

i)

The issue of security is important in modern schools. Tragedies have taken place when violent outsiders have been able to walk unchallenged into school grounds. If security isn't improved in all schools, we have to ask ourselves: how long will it be before another tragedy happens?

ii)

The issue of security is important in modern schools. A lot of schools have increased security since a series of violent incidents over the last few years. Some people think this is the right course of action to protect children. Others believe it creates an unhealthy atmosphere of fear and paranoia.

Q3 Below are an author's notes for the introduction of a story called 'Dancing Bob'. Use the information below to write an introduction to the story.



What happens

- *Bob is getting ready for a night out*
- *He turns on some funky tunes*
- *He opens his wardrobe — all his clothes have been torn to shreds*
- *Bob hears a noise downstairs*

How it should feel

Happy, lighthearted

dramatic, surprising

scary — what's going to happen next?

Q4 Read this introduction to an essay about someone's favourite book. Explain why this introduction is not very engaging.

I want to talk about my favourite book which is called 'Treasure Island'. It's about a boy and a treasure map and some pirates. It's pretty good, so I think you should probably read it.

Structuring Your Writing — Introductions

Sometimes it's best to start a piece of writing by telling 'em what you're going to tell 'em.

Q5 Which of the following introductions (i-iii) signpost clearly what the structure of the leaflet is going to be? Explain how.

i Schools can help the environment; a few simple things can make a big difference. We all know that recycling is important, but so are many other issues, for example educating children about the environment. This leaflet is all about how you can make your school environmentally friendly.

iii Schools can help the environment, for example by recycling and reusing materials in class. This is very easy to do — try turning a painting over and doing another on the back. Simple! This leaflet will give you loads of other hints for making your school a greener place.

ii Schools can help the environment; a few simple things can make a big difference. This leaflet provides information about some easy steps schools can take. Three main areas are covered: recycling and reusing materials, school bus services and educating pupils about the environment.



Q6 Signposting the structure of an essay is good, because it lets the reader know what to expect. Write out the phrases and sentences below that would be useful for this.

- i) The main argument in favour of this will appear somewhere in this essay.
- ii) The second half of this essay will discuss the disadvantages...
- iii) Without a doubt, nothing can be done about this situation.
- iv) There are three main issues at stake here; they will be discussed in turn.
- v) The first half of this essay will discuss the advantages...
- vi) The second reason for supporting this point of view...
- vii) Finally, this essay will consider the impact on...
- viii) This is a controversial topic.

Q7 Below is part of an essay plan. It's for an essay explaining why the writer likes going on holiday to the Lake District.

Paragraph 1: Beautiful scenery e.g. lakes, mountains, valleys, pretty villages

Paragraph 2: Lots of outdoors activities e.g. walking, climbing, kayaking

Paragraph 3: Fun things to visit e.g. aquarium, wild animal park, pencil museum

Write an introduction for this essay, signposting all of these points.

Structuring Your Writing — The Middle Bit

Once you've got your intro sorted, you need to structure your middle paragraphs.

Q1 The boxes i)-vi) below summarise the types of paragraphs in a typical persuasive essay. Put i)-vi) into a logical order and write them out.

- i) Give a reason to support your argument. Back it up with evidence.
- ii) Conclusion — bring together main points why your argument's right.
- iii) Give a reason why people might not agree with your argument. Give evidence of why they are wrong.
- iv) Give a second reason why people might not agree with your argument. Give evidence of why they are wrong.
- v) Introduction — outline your main argument.
- vi) Give a second reason to support your argument. Back it up with evidence.

Q2 Look at the plan below. Write the first sentence for each of the main paragraphs.

Why we should do more sports in school

Intro

Paragraph 1: Sports keep people fit and healthy.

Paragraph 2: Sports help develop team skills.

Paragraph 3: There are loads of sports to choose from, so there's bound to be something for everyone.

Conclusion

Chronological — in the order in which things happened.

Q3 Write down the correct chronological order for these paragraphs.

- i) We now know that the golden death mask Schliemann found in Grave Circle A is unlikely to belong to Agamemnon. The graves date from c.1500 BC, while the Trojan War probably happened in 1200-1100 BC.
- ii) The ruined cities of Tiryns, Mycenae and Pylos, in Greece, date from as far back as 1500 BC. They are mentioned in Homer's epic poems 'The Iliad' and 'The Odyssey'. For example, the character Agamemnon in 'The Iliad' is called the ruler of Mycenae.
- iii) The ruins of Mycenae were excavated by the German archaeologist Heinrich Schliemann in the nineteenth century. He was a romantic man. When he found a golden death mask in Grave Circle A at Mycenae, he claimed that he had "seen the face of Agamemnon".
- iv) Further excavations are still happening at Mycenae. Archaeologists want to find out more about ancient Mycenaean religions; evidence so far includes frescoes, shrines and statues of goddesses. How much more can they find in the ruins of this great city?

Structuring Your Writing — The Middle Bit

When you've got a long piece of writing to do, always make sure you sketch out a plan first. That way you can work out the best way to order your writing before you start.

Q4 Read the following notice.

Beanthwaite High School Athletics Club

Last Night Out Before Training

For the attention of athletics club members:

The club has decided to pay for a free meal out on the eve of the training period for the County Athletics Championships.

The club coach urges students to remember that:

- the championships will soon be upon us
- all their hard work will be rewarded with good performances
- athletes who don't work hard will regret it later

- Write down **three** key topics you would expect the coach to cover in a speech given to the students at the event.
- Write down your **three** key topics on a piece of paper as headings. Then write down **two** points the coach could make under each heading.

Q5 Read the following extract from a newspaper article.

Kill Your Speed

Speed limits must be reduced in urban areas. The current risk to lives from traffic is too great. If a driver runs over a pedestrian when he is doing 20 mph, there is a one in five chance he will kill them. This is already a high risk — so why are city speed limits usually as high as 30 mph? Being in a hurry is no excuse. Neither are the improvements in traffic control and pedestrian crossings.

This kind of table is a pretty good way to plan out a piece of persuasive writing.



- Imagine you're going to write a letter to the newspaper in reply to the article, either for or against the reduction of city speed limits. Draw a table with two columns, one for arguments which support your view, and one for points that are against it. From the extract, find **two** points to go under each heading.
- Write down **two** more points, of your own, under each of the main headings.
- Number the points you have under each heading in order of importance. Cross out any which seem unimportant.

Structuring Your Writing — Conclusions

Phew... on to the conclusion already. The conclusion is the last paragraph of an essay. It should bring everything together and tie it up nicely — in a triple reef knot perhaps.

Q1 Is the following statement true or false? Explain your answer.

“The conclusion is a good place to bring in new information. There is no need to be consistent with what has gone before in the essay — capturing the reader’s interest is key.”

Q2 Which **three** of the following things (**i-viii**) should you include in a conclusion?

- | | |
|-------------------------------------------------------------|------------------------------------------|
| i) a final statement about the topic | v) an introduction to a new topic |
| ii) a small portrait of Alan Rickman in charcoal | vi) a rant about what you think |
| iii) a summary of the main points in your essay | vii) yesterday’s mashed potatoes |
| iv) all the points in your essay explained in detail | viii) your own view on the topic |

Q3 Match up each type of text (**i-iii**) to the right conclusion (**A, B, C**).

- i)** a letter **ii)** a story **iii)** a persuasive text

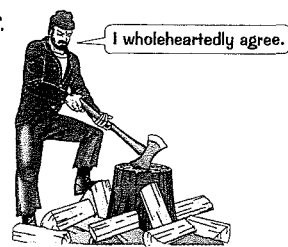
A) The band left the stage to deafening cheers. They grinned at each other, too dazed with happiness to speak. Their gig had been a triumph. At last, all their struggles had paid off. It was the best night of their lives.

B) I want to thank you again for your kind donation. The money raised will contribute towards building a new school in Bolivia, which will make a huge difference to the local community.

C) I urge you again to go home, dig out your bike from the back of the garage, and get cycling. I promise it will be the best decision you have ever made in your life.

Q4 Conclusions to persuasive texts can be tricky — you have to be forceful without being rude. Explain why each of these conclusions is good or bad.

- a)** In conclusion, *destroying the rainforest is probably not a great idea. It’s pretty important and we might regret it if we cut it down. It would be nice if we campaigned a bit to try and save it.*
- b)** The rainforest is a unique and priceless resource. It provides us with oxygen and medicines, and is home to countless species of wildlife. We urgently need to stop its destruction in order to save it for future generations. Please, join the fight to protect our rainforest — once it is lost, it will be lost forever.
- c)** I strongly believe that the rainforests shouldn’t be cut down. Any other views are deeply misguided. It shows a real lack of intelligence that people could destroy something so precious. We should all campaign to stop the destruction of the rainforests. Anyone who doesn’t is lazy or selfish.



Structuring Your Writing — Conclusions

You're nearly at the end of these questions on endings...

Q5 Copy out the correct statement from the choices below.

The ending of a story should:

- i) leave the reader wondering what on earth happened.
- ii) tie up all the loose ends in a satisfying way.
- iii) bring in a flurry of new characters and ideas, to make it exciting.

Q6 The main points made in a persuasive essay are shown by the bullet points below. Write a conclusion for the essay based on these bullet points.

Should testing on animals be allowed?

Main points made in essay:

- I believe that any unnecessary testing on animals should be banned.
- Testing on animals is very cruel. Research shows that animals feel pain just like humans.
- Animals are often bred purely to be tested on. They are not given the chance to experience any freedom in their life at all.
- Make-up is still sometimes tested on animals, which seems unnecessary as this could be tested on humans instead.
- Some people argue that testing on animals is necessary in order to develop new medicines to cure diseases that cause many people to suffer. However, I believe that testing on animals should be kept to a minimum to stop animals suffering.

Q7 Here's a summary of the middle section of the story. Write an ending paragraph for the story.

What happens next...

- *Detective Anderson reads the ransom note left at the scene of the crime. "A million quid or you'll never see Chewy the Chihuahua again."*
- *Chewy's owner, actress Philomena Fox, is in floods of tears. She tells Detective Anderson that the culprit is probably her ex-boyfriend, singer Silvester Smooth.*
- *The detective heads to the recording studio where he finds Silvester's limo. There's a high-pitched whining coming from inside the car. It must be Chewy...*