Unit 1: Survival

1 Description
In this section, you will explore key ideas and vocabulary choices the writer has used to create an engaging description.

2 Information
In this section, you will identify and summarise key points, and explore how the writer has structured them.

3 Intention and response
In this section, you will consider the writer's intention and your response, supporting it with evidence from the extract.

4 Sentence structure for effect
In this section, you will explore how writers use sentence length to express their ideas and to help them to achieve their intention.

5 Assessment
In this section, you will answer questions on a short extract and write a short, narrative text to assess your progress in the unit so far.

6 Argument
In this section, you will explore how a writer expresses a point of view to influence the reader’s opinions.

7 Newspaper report
In this section, you will explore how writers structure news articles and choose vocabulary to engage the reader’s attention.

8 Comparing texts
In this section, you will explore two magazine articles. You will identify key points in both articles, and compare similarities or differences in the experiences described.

9 Letters
In this section, you will explore the conventions of letters. You will then use these to write your own letter about an experience you’ve had.

10 Reviewing and revising
In this section, you will develop your skills in checking the accuracy and effectiveness of your writing, and revising it to make improvements.

11 Assessment
In this section, you will answer questions on a short extract and write a short narrative text to assess your progress in this unit.

Unit 2: Danger!

10 Reading and understanding
In this section, you will explore different ways of reading a text and identifying key points of information.

14 Combining key points
In this section, you will explore key ideas the writer has used to create a tense description.

18 Summarising key information
In this section, you will identify key ideas and use them to write a summary.

22 Comparing key points
In this section, you will identify and compare the key ideas in two extracts.

26 Assessment
In this section, you will answer questions on two short extracts to assess your progress in the unit so far.

28 Inferring intentions
In this section, you will develop your inference skills and use them to explore a writer’s intention.

32 Responding to a text
In this section, you will identify the writer’s intention and explore your response to a text.

36 Supporting your response
In this section, you will explore a character’s viewpoint and support your response with evidence.

40 Developing your response
In this section, you will track and develop your response to a text.

44 Writing your response
In this section, you will write the opening of a story. You will then write a response to it.

48 Assessment
In this section, you will answer questions on an extract from a novel to assess your progress in this unit.
Unit 3: Travels in space
1 Creating an impression
In this section, you will explore the ideas and information suggested by a text and the impression the writer has tried to create.

2 Exploring intention and structure
In this section, you will explore the structure of a description from a fiction text, and the effect that the writer wanted it to have on the reader.

3 Selecting verbs
In this section, you will explore the importance of selecting precise and powerful verbs in descriptive writing.

4 Building noun phrases
In this section, you will develop your skills in building and using noun phrases.

5 Assessment
In this section, you will answer questions on a short article and write a short descriptive text to assess your progress in the unit so far.

6 Creating a viewpoint
In this section, you will explore how writers create the narrator’s viewpoint in a text.

7 Explaining and describing
In this section, you will explore how writers use description in non-fiction texts.

8 Exploring sentence structure
In this section, you will explore different sentence structures in descriptive writing.

9 Gathering ideas for a description
In this section, you will explore different ways of planning a description.

10 Reviewing and revising
In this section, you will develop your skills of reviewing and improving the choices you have made in your writing.

11 Assessment
In this section, you will write a descriptive article.

Unit 4: Love and hate
1 Exploring and responding
In this section, you will explore the ways in which poetry can be understood and the effects it can have.

2 Responding to ideas
In this section, you will develop your response to some of the ideas in a poem.

3 Responding to a poem
In this section, you will develop your response to a poem as a whole text.

4 Selecting evidence
In this section, you will respond to the viewpoint expressed in a poem and select evidence from the poem to support your response.

5 Assessment
In this section, you will answer questions about a poem to assess your progress in the unit so far.

6 Exploring vocabulary
In this section, you will explore the poet’s vocabulary choices and experiment with your own.

7 Exploring figurative language
In this section, you will explore the poet’s use of figurative language, and the effects this can create.

8 Exploring form
In this section, you will look at how poets shape poetry.

9 Exploring structure
In this section, you will explore the form and structure of a poem, and then write your own.

10 Comparing poems
In this section, you will compare the features and effects of two different poems.

11 Assessment
In this section, you will answer questions on a poem to assess your progress in this unit.

Unit 5: Eat it
1 Describing
In this section, you will explore how writers craft descriptions to achieve their intention.

2 Persuading
In this section, you will explore a persuasive text and its structure, and then write your own.

3 Vocabulary choice
In this section, you will explore the writer’s choice of vocabulary in a descriptive text and then try writing your own.

4 Persuasive vocabulary
In this section, you will explore the writer’s choice of vocabulary in a persuasive text and then try writing your own.

5 Assessment
In this section, you will answer questions on an extract and write a short descriptive text, focusing on effect, to assess your progress in the unit so far.

6 Structuring persuasive writing
In this section, you will explore the structure of a persuasive text, and craft some persuasive writing of your own.

7 Structuring persuasive sentences
In this section, you will explore how sentences can be structured in different ways to make meaning clear or to make a point more persuasive.

8 Rhetorical devices
In this section, you will explore how writers use language devices to make their ideas more persuasive.

9 Leaflets
In this section, you will explore the key features of a persuasive leaflet.

10 Reviewing, revising and proofreading
In this section, you will check and improve the accuracy and effectiveness of a student’s persuasive leaflet.

11 Assessment
In this section, you will create a persuasive leaflet advertising a restaurant, café or takeaway.

Unit 6: Teach me
1 Exploring key features
In this section, you will explore the key features of instruction texts and their purposes.

2 Exploring an instruction text
In this section, you will explore some of the key features of instruction texts and write your own.

3 Organising information
In this section, you will explore how information can be structured.

4 Choosing precise vocabulary
In this section, you will focus on selecting vocabulary to convey information as clearly and precisely as possible.

5 Writing clearly
In this section, you will focus on structuring sentences to convey information as clearly and precisely as possible.

6 Assessment
In this section, you will answer questions on an informative article and write a short article to assess your progress in the unit so far.

7 Paragraphing information
In this section, you will explore how to structure paragraphs of information.

8 Engaging the reader
In this section, you will explore ways to entertain and engage your reader while you inform them.

9 Reaching conclusions
In this section, you will explore ways in which you can begin and end information texts.

10 Planning a lesson
In this section, you will explore ways of planning an informative speech.

11 Assessment
In this section, you will write an informative speech.
Welcome to Inspire English International! We hope you will find this book useful (and inspiring!) as you develop your skill and knowledge in written English. Through explicitly addressing the areas needed to excel in this subject, you should gain mastery of the subject and make excellent progress.

This Student Book provides a clear structure to your learning. Each unit is based around a theme and uses a range of engaging texts to help you focus on the mastery of key skills. These skills are set out at the start of each unit, along with a clear explanation of what you will be able to do by the end of that unit.

Within each unit, the theme is broken down into sections designed to help you master those key skills in a clear learning progression. Activities and Boosts (covering skills, grammar, spelling and punctuation) all build towards your learning.

### Unit 1: Heroes and Villains

Each unit is based around a theme – at the start you will find a description of this theme and an idea of some of the texts you will explore.

Activities throughout each unit focus on key skills and help structure your learning.

#### Section 10: Comparing texts

Boost boxes will develop your key skills further to help support you.

Key technical terms are in blue. You will find the definitions of these terms in the complete glossary at the end of the book.

#### Section 11: Assessment

Assessment units help take the stress out of testing by giving you tools and structure and by walking you through the steps needed to produce outstanding answers every time.

The glossary at the end of the book contains the key terms identified across all years of the course, along with clear definitions.
Unit 1
Survival

In this unit you will discover a range of stories exploring the theme of survival in the face of adversity. The characters and people featured in this unit find themselves in dangerous and often life-threatening situations including being caught in an avalanche and trapped in a confined space. They will require enormous courage and determination to survive...

In this unit you will...

- explore key ideas and vocabulary choices the writer has used to create an engaging description.
- identify and summarise key points, and explore how the writer has structured them.
- consider the writer's intention and your response, supporting it with evidence from the extract.
- explore how writers use sentence length to express their ideas and to help them to achieve their intention.
- answer questions on a short extract and write a short, narrative text to assess your progress in the unit so far.
- explore how a writer expresses a point of view to influence the reader's opinions.
- explore how writers structure news articles and choose vocabulary to engage the reader's attention.
- explore two magazine articles. You will identify key points in both articles, and compare similarities or differences in the experiences described.
- explore the conventions of letters. You will then use these to write your own letter about an experience you’ve had.
- develop your skills in checking the accuracy and effectiveness of your writing, and revising it to make improvements.
- answer questions on a short extract and write a short, narrative text to assess your progress in this unit.

By the end of this unit, you will be familiar with the skills you will develop over this course.
## Activity 1: Making sure you understand the extract

When you first read an extract, make sure you understand all the different events or ideas the writer has included. When you are sure that you understand the extract, you are ready to start thinking about how and why the writer has written it.

1. Look at all the different events and ideas below.
   - a) Which event has the writer not included in the extract on page 10?
   - b) In what order does the writer include the other events and ideas? Put the letters in the correct order.

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<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>The narrator tries to save some air to breathe.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>The narrator is sure her Mum will find her.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>The narrator hears a loud noise.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>The narrator tries to grab hold of something.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>The narrator loses her skis.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>The narrator listens in the darkness.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G</td>
<td>The narrator tries to keep calm.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>H</td>
<td>The narrator clings to the edge of a huge drop.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>The narrator is thrown against a rock.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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## Activity 2: Inferring ideas

Writers do not always state clearly what they mean. Sometimes writers suggest meaning, and you have to use the skill of inference to work out what they are suggesting.

1. The writer clearly states the narrator’s feelings twice in the extract on page 10, describing her terror and that she feels foolish.
   - a) Write down the line numbers on which these words appear in the extract.
   - b) For each feeling, write a sentence explaining what causes the narrator to experience it.
   - c) Use your skills of inference to work out three other feelings the narrator experiences in the extract. You could choose from the suggestions below or use your own ideas.

- helpless | desperate | hopeful | panicky | scared | relief | determined | optimistic

   d) For each feeling you have identified in the extract, write a sentence explaining what causes the narrator to experience it.
Activity 3: Thinking about the writer’s vocabulary choices

Writers can create powerful descriptions by choosing their vocabulary very carefully.

Reread the following sentences from the extract on page 10. The adjectives and the verb in the sentences have been highlighted.

- My skis were off, and I was tumbling helplessly forwards into the snow.
- I listened in the thick, ice-cold darkness. An ominous silence.

What difference would it make if the highlighted words were removed from the extract? Ask yourself:
- Would it change the meaning of the sentences?
- Would it make the sentences less interesting?

Write one or two sentences to explain your ideas.

Choosing vocabulary carefully can help to add impact to writing. Look at the following phrases from the extract, focusing on the highlighted words.

- The intense cold sucked the heat from my body
- Then I heard a distant shout.

The writer could have used many words other than the verb ‘sucked’ and the noun ‘shout’. Look at the different options below.

<table>
<thead>
<tr>
<th>Other words for ‘sucked’</th>
<th>Other words for ‘shout’</th>
</tr>
</thead>
<tbody>
<tr>
<td>pulled</td>
<td>cry</td>
</tr>
<tr>
<td>took</td>
<td>yell</td>
</tr>
<tr>
<td>stole</td>
<td>call</td>
</tr>
<tr>
<td>moved</td>
<td>roar</td>
</tr>
</tbody>
</table>

Look again at the phrases and the vocabulary above. Are the words ‘sucked’ and ‘shout’ the best choices to describe the narrator’s situation, or would one of the others have been a better choice? Write one or two sentences to explain your ideas.

Remember

Word Classes
A noun describes a person, place, object or idea: Huge clouds filled the blue sky.
An adjective adds information to a noun: Huge clouds filled the blue sky.
A verb describes an action, event or state: Nish ran home quickly.
An adverb adds information to a verb or adjective: Nish ran home quickly.

Punctuation Boost: Sentence punctuation

A sentence must begin with a capital letter and end with a punctuation mark.

Remember

- A statement ends with a full stop: She walked down the stairs.
- A question ends with a question mark: Why did she walk down the stairs?
- An exclamation ends with an exclamation mark: Get down those stairs now!

Rewrite these sentences, adding the correct punctuation:

a) have you ever acted in a play
b) i was in our school play last year
c) i played the part of an elderly lady
d) it was great fun but absolutely terrifying

Activity 4: Writing descriptions

Imagine
Imagine a dangerous situation in which you might find yourself. You could be:
- lost in a strange or dangerous place
- facing a dangerous person or a dangerous animal
- stuck or lost somewhere else.

Identifying ideas
Think about what you can see, smell and hear in the situation you have imagined.

Choose three feelings you might experience in that situation. For example:

- fear
- despair
- determination
- hope
- anger
- disappointment

Vocabulary choices

Think about the danger you are facing.

a) Using precise vocabulary, name two things you can see. For example: a river and a boulder
b) Add descriptions to create a clear picture. For example: a deep, fast river and a heavy boulder

Think about how you try to survive.

a) Using precise vocabulary, name two actions you take. For example: I gasp and flee.
b) Add descriptions of the manner in which you will do these things. For example: I gasp loudly and immediately flee.

Writing

Using your ideas and the vocabulary you have gathered, write one or two paragraphs describing the dangerous situation you have imagined.
Section 2
Information

In this section, you will identify and summarise key points, and explore how the writer has structured them.

▼ Read the webpage and then answer the questions that follow it.

Getting lost in the desert

1. There are many interesting and surprising stories of how people, both young and old, have got lost in the desert and survived. What would you do in a similar situation? If you ever find yourself lost in the desert, you will certainly need to make some important decisions to stay alive. Your decisions will, of course, depend on your exact situation, but there are three key things to remember that can help you to survive in many situations.

Keep covered

5. One of the biggest dangers of being lost in the desert is exposure – to the sun during the day and to the cold during the night. So, your number one priority is to look for ways to reduce your exposure as much as possible. Start by covering your head to protect yourself from direct sun (if you do not have a hat, then use another piece of clothing to wrap your head in). Next, look for any shade – depending on your location, there might be shade from shrubs, cacti, or shelter under rocks. Finally, remember that when the sun goes down, so does the temperature, so you will need to think of ways to keep yourself warm. If you have the equipment you can light a fire, or use all the clothing you have to keep yourself as warm as possible at night.

Drink water

15. The desert heat will make you very thirsty and it might be tempting to drink all your water at once. Try to take smaller sips to prevent yourself from getting dehydrated. If you start to feel dizzy, which is a sign of dehydration, then drink more water immediately. If you have food, eat only a little at a time as the more you eat, the thirstier you will become. Try to eat just enough to stop yourself from feeling hungry.

Get help

An important decision to consider is whether you stay in one spot or move on. If you have head cover, shelter, and water, it’s probably best to stay where you are and wait for help. Remember, if you do decide to move, only do this at night so you don’t get over-heated. If you have packed the correct equipment, you can signal for help. Make a signal by building a fire or use a signal mirror to reflect light at distant cars or passing aircraft.

Activity 1: Picking out key points

In any text, some ideas or pieces of information are more important than others. These are called its key points.

1. Look at all the points in the first paragraph of the webpage on page 14:
   - A We can read many interesting stories of how people have survived in the desert.
   - B You will need to make important decisions to survive.
   - C There are three key things that can help you to survive in many situations.

   a) Which is the most important point?
   b) Which is the least important point?

2. Reread the second paragraph of the webpage: ‘Keep covered’.

   a) Write down four pieces of information given in this section of the article.
   b) Which one of the four pieces of information is the most important? Tick it.

Activity 2: Summarising a text

When you summarise a text, you need to use only the most important information, and rewrite it in your own words.

1. Look at these three summaries of the third paragraph of the webpage on page 14: ‘Drink water’.

   a) The heat will make you thirsty and so you should drink more water.
   b) It’s important to drink enough water to prevent dehydration and remember that eating will make you thirstier.
   c) Take sips of water and only eat a little food in one go.

   a) Which is the best summary?
   b) Why is it more effective than the other two? Write one or two sentences to explain your ideas.

2. Reread the fourth paragraph of the webpage: ‘Get help’.

   a) Write down three pieces of information given in this paragraph of the article.
   b) Write a summary of this paragraph of the article.

Key vocabulary

exposure: not having protection from harmful things
dehydrated: harmful lack of water and fluids in the body

Remember

The title and the first few sentences of a text usually give the reader a clear idea of what it will be about.
Activity 3: Thinking about structure

Look again at the webpage on page 14.
The article uses the following structure:

- a heading Getting lost in the desert
- an introduction There are many interesting and surprising stories of how people, both young and old, have got lost in the desert and survived. What would you do in a similar situation?
- three subheadings Keep covered Drink water Get help
- a section of text under each subheading

Each of these structural features helps to guide the reader through the information given in the webpage. For each of these structural features, write a sentence explaining the job that it does. You could use some of the words and phrases in the Vocabulary Bank.

Vocabulary Bank
- tell
- introduce
- explain
- guide
- reader
- summary
- information

Why do you think the writer has chosen to put the three following sections of the webpage in this order?

Keep covered Drink water Get help

Activity 4: Structuring an information text

How would you structure a short information text intended to inform readers about the three key things that would help them when starting at a new school?

Identifying ideas

1. Choose the three most important things to think about when starting a new school.
   You could choose:
   - friends
   - equipment
   - teachers
   - rules
   - lessons
   - uniform
   - homework
   - anything else

Planning the structure of your text

2. What ideas or information will you include in your introduction? Look again at the introduction to the article on page 14 to give you some ideas.

3. Look again at the three key ideas you chose in question 1. In what order will you sequence these ideas?

Writing

4. Write your information text, including:
   - a heading
   - an introduction
   - three subheadings
   - a sentence or two of helpful information under each subheading.

Remember

Every part of a text has a job to do. Look again at your answers to Activity 3, and make sure each part of your text is doing its job.
Section 3
Intention and response

In this section, you will consider the writer’s intention and your response, supporting your ideas with evidence from the extract.

This is an extract from a short story. Thirteen-year-old Esteban and four men are the only survivors of a ship that sank in a terrible storm.

Read the extract and then answer the questions that follow it.

1 Mr Gomez was rowing. He groaned and winced with every stroke. Esteban glanced around the sunburnt faces of the other three men, their shoulders hunched in misery and hunger and thirst.

5 “Your turn, boy,” panted Mr Gomez gruffly, staring at him.

Esteban stood and swapped seats with Mr Gomez, taking the oars in his blistered hands. He could barely grip them. The boat bobbed helplessly in the waves.

10 “You’re useless, boy,” growled Mr Gomez.

“What’s the point?” muttered Cal, stumbling forward and taking the oars from Esteban. “We might as well give up and die quietly.”

15 Esteban staggered back to his seat and trailed his sore hands in the cool water, staring miserably to the horizon. He noticed something bobbing in the water just a few feet away.

“Look!” he cried, pointing. “What is it?”

20 “It’s a coconut!” said Mr Gomez. “Well done, boy! Cal! Row for it. Lean out and grab it, boy!”

Esteban got up on his knees, his desperate fingers outstretched.

“Got it!” he cried. The men cheered. “How do we eat it?” he asked.

25 “We have to open it,” said Mr Gomez snapping it from him. “We need something heavy.” He grabbed one of the oars from Cal and hit the coconut as hard as he could, again and again.

30 Their mouths watered, and their eyes burned hungrily, willing the coconut to break open. None of them noticed the approaching storm: the rising wind, the darkening sky. They yelled in terrified surprise as the boat sharply lurched and reared up on a massive wave. Sudden rain battered them, waves crashed down on them and the little wooden boat reared and dropped and reared again and they clung to it for dear life.

Minutes later, when the storm vanished as quickly as it had arrived, the men and their tiny little boat had survived. But its oars and the coconut were gone, lost to the waves. For the rest of the day the boat drifted outstretched.

35 He noticed something bobbing in the water. For the rest of the day the boat drifted outstretched.

40 “Land!” cried Cal as the sun was sinking, raising himself up and pointing a shaking finger into the distance. “Land! We’re saved!”

Activity 1: Exploring the writer’s intention

When you read a text, you should aim to think about the writer’s intention. Ask yourself: Why did the writer write the text in this way?

1 Make a list of everything that goes wrong in the extract on page 18. Think about:

• the weather
• the boat
• the men

2 Now think about the writer’s intention.

a) Why do you think the writer decided to focus on such detail on what goes wrong? Choose one or more answers from these suggestions, or use your own ideas.

- to build up a feeling of drama and tension
- to make the reader feel sympathy for the characters
- to show how difficult the lives of these characters are
- to warn the reader that the sea is dangerous

b) Write one or two sentences to explain your ideas.

Activity 2: Responding to the text

As well as thinking about the effect the writer wanted a text to have on you, you need to think about the effect it actually had on you: what was your response?

1 Think about the effect that the extract on page 18 had on you.

a) How would you feel if you were on the boat? Write a sentence explaining your answer.

b) How did you feel as you read the extract? Choose one or more of the words below.

excited | worried | entertained | amused | sad | upset

2 When you write about a text, you should always support your ideas with evidence. The evidence will often be a quotation from the text: a phrase or a key word. You should write this inside punctuation called speech marks or quotation marks.

For example:

“their eyes burned hungrily”

Look again at your answer to question 1b.

a) Which paragraph in the extract made you feel this way most strongly?

b) Which sentence in that paragraph made you feel this way most strongly?

c) Which word or phrase in that sentence made you feel this way most strongly?

d) Write one or two sentences to explain why you think it made you respond in this way.

Remember

Try to summarise the extract in one or two sentences. This is a good way to check if you have understood what it is about.
Unit 1: Survival
Section 3 Intention and response

Activity 4: Writing to achieve your intention

You are going to write an extract from a story in which you aim to guide the reader’s response.

Imagining

1. Imagine going on a long journey all by yourself. You could be:
   • travelling by train
   • riding on a bicycle
   • walking.

   Note down where you are going and how you will travel.

Identifying ideas

2. Think of two or three dangers you could face on your long journey. For example:
   • you could get lost
   • you could hurt yourself
   • your train or bike could break down.

Structuring your ideas

3. In what order will you sequence the dangers you have chosen? You could:
   • alternate between safety and danger
   • build up tension from the least dangerous situation to the most dangerous
   • end at the most dangerous point.

Writing

4. Using the ideas you have gathered and the structure you have planned, write two or three paragraphs of your story extract. Aim to:
   • write in paragraphs
   • think about how you want the reader to respond
   • end your story extract at an exciting point.

Activity 3: Thinking about structure

1. Look at the sequence of events in the extract on page 18: How might the reader respond at each of these points in the story?

   A. Esteban and the men are hungry, thirsty and exhausted.
      • Oh no!
      • I hope they survive.
      • Thank goodness!
      • I think they’re going to die.

   B. Esteban spots a coconut and grabs it from the water.
      • Phew! That’s a relief!
      • Phew! That’s a relief!

   C. There is a terrible storm.
   D. Esteban and the men survive the storm.
   E. The coconut and the boat’s oars are lost in the storm.
   F. One of the men sees an island.

   a) Write a short response to each event, following the examples given in A and B. You could choose from the suggestions below, or use your own ideas.
      • Phew! That’s a relief!
      • Oh no!
      • I hope they survive.
      • Thank goodness!
      • I think they’re going to die.

   b) Look at all the responses you have written. Label the positive responses with a smiley face (😊) and the negative responses with a worried face (😱).

   c) Can you see a pattern in the way the structure of the extract controls the reader’s response?

Grammar Boost: Paragraphs

1. How many paragraphs might you need to use if you were asked to write each of the following texts? Look at the Remember box for support.
   a) An entertaining article entitled ‘The People Living in My House’.
   b) A story extract in which three students shout out different answers to a teacher’s question.
   c) A diary entry about what you did yesterday.

Remember

You should start a new paragraph in your writing when there is:
• a change of topic
• a change of setting
• a change of time
• a change of speaker.
Section 4
Sentence structure for effect

In this section, you will explore how writers use sentence length to express their ideas and to help them to achieve their intention.

In this extract, Mira has just arrived at a campsite in the middle of a forest, with her mother and father. They are on a family holiday in Canada.

Read the extract and then answer the questions that follow it.

1. It had been a long drive deep into the forest and Mira’s parents had gone to bed early. For Mira though, it was the first time she’d been allowed to come on one of their camping trips and she was far too excited to sleep. She lay on her side, on her sleeping mat, breathing slowly and evenly and listening. Soon she heard her father’s familiar snore rumble through the canvas between them. She moved her head closer to the edge of the tent because she was trying to listen to the sounds of the forest insects and birds outside. Some people her age might have been worried, but not Mira. She thought the whole trip, from the drive through the dark forest, to the mysterious sounds outside now were all one big adventure.

2. Just then, Mira heard another noise. A muffled scraping, maybe a snuffling as well … just outside. Intrigued, Mira slowly reached for her rucksack to pull out her torch and realised she’d left it out by the campfire. As quietly as she could, she rolled onto her knees, unzipped the tent and stepped out into the darkness. Searching for her bag, she suddenly heard a rustling, and an aggressive, high-pitched growl that echoed around the camp. Mira spun to face the noise and stared open-mouthed.

3. “Don’t move!” Her mum’s voice was clear and strong, “Back away slowly … slowly … it’s a grizzly bear. It’ll attack if we scare it.”

4. Mira forced herself to obey, unable to take her gaze away from the creature in front of her. Staring at Mira now, it rose up on its back legs, towering over them all and roared.


7. Tears began to stream down her face, but Mira stepped back now. Slowly. One step, then two, then three. She tried to make herself feel brave. She forced herself not to cry out.

8. The bear dropped back down onto all four paws. It stared at her without moving until it finally seemed to make a decision. It turned its huge body back into the forest and lumbered back into the night.

Complete these sentences to check your understanding of the extract on page 22. You could use some of the words in the Vocabulary Bank to help you.

a) At the start of the extract, Mira is...

b) Outside, Mira hears...

c) When the bear rises up on its back legs, Mira’s mother...

d) Mira...

e) The bear...

What impression is the writer trying to create of Mira? Write down two or three words or phrases that describe this character.

What impression is the writer trying to create of the grizzly bear? Write down two or three words or phrases that describe this character.

Look again at the first two paragraphs of the extract on page 22.

a) Are the sentences in the first two paragraphs mostly long or short?

b) How would you summarise the events described in the first two paragraphs? You could choose some of the ideas below or use your own.

worrying | frightening | fast-moving | tense | dramatic

relaxed | calm | descriptive | tense | hopeful | positive

Look again at the last two paragraphs of the extract.

a) Are the sentences in the two paragraphs mostly longer or shorter than the sentences in the first two paragraphs?

b) How would you summarise the events in the last two paragraphs? You could choose some of the ideas above or use your own.

Why do you think writers might use some longer sentences and some shorter ones? Write one or two sentences explaining your ideas.
Unit 1: Survival
Section 4: Sentence structure for effect

Grammar Boost: Conjunctions

You can link two or more pieces of information in one sentence using conjunctions.

1. Use a conjunction from the Conjunction Bank to link these pairs of sentences in order to create one longer sentence. Try not to use any of the conjunctions more than once.
   a) I walked home from school. It was raining.
   b) I put on some dry clothes. I stopped shivering.
   c) I tried to do my homework. It was time for dinner.

Conjunction Bank
and but when as before after until so because although if

Activity 3: Building sentences

Look at these sentences from the extract on page 22:

A Just then, Mira heard another noise.

B Mira span to face the noise and stared open-mouthed.

C She moved her head closer to the edge of the tent because she wanted to listen to the sounds of the forest insects and birds outside.

Sentence A is made up of one clause containing one verb. It describes one action or event.

a) How many actions or events does sentence B describe?
b) How many actions or events does sentence C describe?
c) How has the writer linked the actions or events in sentence B and sentence C together? And why?

Remember
Verbs describe an action, an event or state:
The bear dropped back down onto all four paws.

A clause is a part of a sentence containing a verb and the other words linked to that verb.

Activity 4: Writing sentences

1. Read the story opening below. Each sentence in the story contains one clause.

I am in an old, dark house. I walk through the house. I see a door. I open the door. I see stairs going down into a deep, dark cellar. I start to walk down the stairs. I hear the door slamming shut behind me. I hurry back up the stairs. I try to open the door. It will not open. I am trapped.

2. Prepare to continue the story. Thinking carefully about the length and structure of your sentences.

a) Think about what might happen next in the story. How would you escape from this difficult situation? Would you:
   • join two or three sentences together using conjunctions
   • leave some sentences as short single-clause sentences.

b) How would you feel in this situation? What thoughts would be running through your mind? Note down two or three ideas about your thoughts and feelings as you try to escape from the cellar.

c) Write the next one or two paragraphs of the story. Aim to:
   • write at least eight sentences
   • use some longer sentences and some shorter sentences
   • use a variety of conjunctions to link the clauses in your longer sentences.

Grammar Boost: Conjunctions

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1. Use a conjunction from the Conjunction Bank to link these pairs of sentences in order to create one longer sentence. Try not to use any of the conjunctions more than once.
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Sentence A is made up of one clause containing one verb. It describes one action or event.

a) How many actions or events does sentence B describe?
b) How many actions or events does sentence C describe?
c) How has the writer linked the actions or events in sentence B and sentence C together? And why?

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   • write at least eight sentences
   • use some longer sentences and some shorter sentences
   • use a variety of conjunctions to link the clauses in your longer sentences.
Section 5 Assessment

In this section, you will answer questions on a short extract and write a short narrative text to assess your progress in the unit so far.

When the Titanic was launched, it was the largest passenger ship in the world. On its first voyage in 1912, on its way from Southampton in the UK to New York in the US, the Titanic hit an iceberg and sank. More than 1,500 people died. In this diary extract, the writer describes his experiences on board the Titanic. This part of his account describes the moment the ship hit the iceberg.

Read the extract and then answer the questions that follow it.

1. We were steaming along at 22 or 23 knots, not reducing speed at all, in spite of the many warnings of the presence of ice, which had come in from other ships during the afternoon and evening.
2. We were out for a record run.
3. I had called ‘Good night’ to my Father and Mother in the next room. In order to get plenty of air, I had half opened the port, and the breeze was coming through with a quiet humming whistle.
4. There was the steady rhythmic pulsation of the engines and screws, the feel and heaving of which becomes second nature to one, after a few hours at sea. It was a fine night for sleeping, and with the day’s air and exercise, I was sleepy.

Look at the final sentence of the extract. Why do you think the writer decided to structure this sentence in this way? Write one or two sentences explaining your ideas.

Look carefully at lines 15–19. Why do you think the writer begins his account with this information? On line 1, the writer says there had been ‘many warnings of the presence of ice’. Why do you think the writer decides to structure this sentence in this way? Write one or two sentences explaining your ideas.

Look carefully at lines 15–19. Why do you think the writer begins his account with this information? On line 1, the writer says there had been ‘many warnings of the presence of ice’. Why do you think the writer decides to structure this sentence in this way? Write one or two sentences explaining your ideas.

Look carefully at lines 15–19. Why do you think the writer begins his account with this information? On line 1, the writer says there had been ‘many warnings of the presence of ice’. Why do you think the writer decides to structure this sentence in this way? Write one or two sentences explaining your ideas.

Activity 2: Writing

Imagine that you are on a ship, travelling over the ocean. You are woken in the middle of the night. You can hear voices. You quickly realise that the ship is sinking.

Write an account describing your experiences.

Before you start writing

• Plan your writing by gathering all the ideas you could include.
• Think carefully about how you will structure your writing. How will you begin your account? How will you end it?

As you write

• Use a variety of sentence lengths and conjunctions.
• Choose your vocabulary carefully.

When you have finished writing

• Check the accuracy of your punctuation, especially full stops.
• Check the accuracy of your paragraphing.

Key vocabulary

port: port-hole; a round window in a ship’s cabin
veered to port: suddenly turned to the left
sleeping car: a train carriage with beds, for long, overnight journeys
Section 6 Argument

In this section, you will explore how a writer expresses a point of view to influence the reader’s opinions.

This article was written by Bear Grylls, a British survival expert.

Read the article and then answer the questions that follow it.

The lessons children should be learning at school

1. If I had to write the education curriculum for every child in this country, they wouldn’t learn French and maths. They’d learn how to light a fire, tie a knot, use a penknife, build a raft, get on with people, eat healthily, keep fit, be part of a team and practise leadership.

2. You’ve got to be prepared to take a few risks if you’re going to achieve anything in life. There is risk everywhere, even when you go out on the street. You empower kids by teaching them how to do something dangerous, but how to do it safely. Kids respond to that sort of thing.

3. I say to budding adventurers, “Listen, a blunt penknife is a dangerous knife. Make sure it’s really sharp.” (It’s true: with a blunt knife, you’ll get frustrated and often cut yourself.)

4. The kids’ faces light up. Like all kids, they want a sharp penknife – which is great, but you need to teach them to respect it and use it properly.

5. The thing is, sometimes in life we will get cut. My six-year-old recently cut himself on a knife, and came in with blood pouring everywhere, but he’s not cut himself again. He has learnt how to handle a knife. I had my first penknife at six, but 200 years ago I doubt there was a six-year-old in Britain who couldn’t start a fire with a knife and a flint. Kids were taught to be resourceful and practical.

6. I think it’s important to say, “Don’t jump off there without knowing if there are rocks underneath,” or “Don’t play with fire without me,” because you love and care for your kids, and you don’t want pain or hurt to come to them, of course – but, on the other hand, you’ve got to let kids have the odd adventure.

7. Let’s have fun again. Let’s get muddy; let’s live a bit more freely. Perhaps then we will also discover what it takes to survive.

Activity 1: Identifying key points

To answer each question below, you will need to find at least two pieces of information from different parts of the article on page 28.

a) In the writer’s opinion, what dangerous things should children be taught to use?

b) In the writer’s opinion, who should help children to learn useful survival skills?

Look again at all your answers to Activities 1 and 2 on this page. Write one sentence linking all the writer’s points to sum up his point of view.

Activity 2: Linking key points

1. Each paragraph in an argument text may make two or more points, but there will be one key point.

   a) Which two of the following points does the writer make in the first paragraph of the article on page 28?

   - Schools should teach children some important survival skills.
   - The writer wants to go back to school to learn French and maths.
   - French and maths are not as useful as survival skills.
   - Being able to build a raft is more important than learning to be a leader.

2. Look at the key point below that the writer makes in the article. In which paragraph or paragraphs does this point appear?

   - Children should be taught to do dangerous things as safely as possible.

   a) Which one is the key point in the fourth paragraph?

   b) Which one is the key point in the fifth paragraph?

   c) Which one is the key point in the sixth paragraph?
Activity 3: Using emotive language

In an argument text, the writer expresses a point of view and tries to influence the reader’s opinion. A powerful way to influence the reader is by using emotive language: words and phrases that stir the reader’s emotions.

1. Look at the following sentence from the article on page 28.

   You’ve got to be prepared to take a few risks if you’re going to achieve anything in life. There is risk everywhere, even when you go out on the street. You empower kids by teaching them how to do something dangerous, but how to do it safely.

a) Which of the highlighted words has the writer chosen to shock the reader with surprising views?
b) Which of the highlighted words has the writer chosen to appeal to the reader, showing the benefits of letting children take risks?

2. Look at the following sentence from the article.

   My six-year-old recently cut himself on a knife, and came in with blood pouring everywhere, but he’s not cut himself again.

Which words or phrases in this sentence has the writer chosen to shock the reader?

3. Why do you think the writer has chosen to shock and to appeal to the reader?
   Write one or two sentences to explain your ideas.

Activity 4: Using rhetorical devices

Rhetorical devices are language techniques that writers and speakers often use to present their ideas persuasively.

1. Look at the final paragraph of the article on page 28:

   Let’s have fun again. Let’s get muddy; let’s live a bit more freely. Perhaps then we will also discover what it takes to survive.

The writer has used two rhetorical devices to make his argument more powerful:
- **triple structure** – the writer presents a persuasive pattern of three ideas
- **direct address** – the writer is directly addressing the reader.

a) Which word or phrase has the writer repeated three times?
b) Which words or phrases show the writer is talking directly to the reader?

Activity 5: Writing an argument text

You are going to write a paragraph arguing your point of view.

Select your ideas

1. Do you agree or disagree with the writer of the article on page 28? Choose one key point from the ideas below.

   **I agree:**
   - Having some freedom helps prepare children for adult life.
   - Children need the opportunity to learn by making mistakes.

   **I disagree:**
   - Children are not old enough or wise enough to make their own decisions.
   - Children do not have to be put at risk to learn about what is dangerous.

Write

2. Write a paragraph that explains your chosen point. Aim to write four or five sentences. You could:
   - begin the paragraph by stating the point
   - support your point with a real or imaginary example
   - explain how your chosen example supports your opinion.

Review your writing

3. Review the choices you have made in your writing and try to make your argument as powerful as you can.
   - Could you choose more emotive language?
   - Could you use a triple structure or direct address?
Section 7
Newspaper report

In this section, you will explore how writers structure news articles and choose vocabulary to engage the reader’s attention.

Activity 1: Looking at structure

Narrative stories are usually written using a chronological structure: they tell the reader about a series of events in the order they happened. News articles, however, are usually written using a non-chronological structure.

1. Copy and complete the table below, noting key events from the article on page 32 and putting them into chronological order.

<table>
<thead>
<tr>
<th>Day 1: Sunday morning</th>
<th>Matthew Bryce went surfing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1: Sunday night</td>
<td></td>
</tr>
<tr>
<td>Day 2: Sunset on Monday</td>
<td></td>
</tr>
</tbody>
</table>

2. Look again at your answers to question 1.
   a) What are the key points in this story? Underline three of them.
   b) Which of these key points does the writer include in the headline?
   c) Which of these key points does the writer include in the first paragraph of the article?
   d) What do the other paragraphs add to the article?
   e) Why do you think journalists structure news articles in this way?

3. Look at the different paragraphs from a news article below. In what order would you sequence them?
   A Javid Gilani, 37, went out to work one morning, leaving his wife at home. He didn’t return. Despite an extensive police search, no trace of Mr Gilani was found.
   B A man who disappeared more than five years ago has been found, alive and well and living in Poland.
   C Years afterwards, in an extraordinary twist of events, his wife, Sara Gilani, made a startling discovery.
   D Mr Gilani has no memory of his former life. He has learned to speak Polish, but says he now wants to learn English again so he can start to rebuild a relationship with his wife.
   E Mrs Gilani, said: ‘I was looking at a magazine five years later, and read a story about a man who had been found in Poland. He had no identification papers and could not speak or write. I recognised his photo immediately.’

---

‘I WAS CERTAIN I WOULD DIE,’ SAYS SURFER, RESCUED AFTER 32 HOURS AT SEA

1. Just moments before he was rescued by a helicopter crew, a surfer lost at sea believed he was certain to die.

   Speaking from his hospital bed in Belfast as he recovers from hypothermia, Matthew Bryce has vowed he will never surf again.

   He was reported missing by family when he failed to return from a Sunday-morning surf off the Argyll coast in north-west Scotland.

   He was eventually spotted, after 32 hours at sea, by the search-and-rescue helicopter at about 7.30 pm on Monday. At this time he was drifting in the Irish Sea, 13 miles from Northern Ireland and 16 miles from Scottish shores.

   As the sun began to set on a second day at sea, Bryce thought he had just hours to live and had ‘made peace’ with himself.

   The 22-year-old, from Airdrie in North Lanarkshire, fought back tears as he told the BBC: ‘I knew I had maybe three hours, and I was pretty certain I was going to die – I was almost convinced. I didn’t think I would see sunrise.’

   Fear really set in as night fell on Sunday. He added: ‘It was incredibly lonely and quiet, because there was just nothing – just waves. I hadn’t seen any helicopters. I was nothing – just waves. I hadn’t seen any helicopters. I was nothing – just waves. I hadn’t seen any helicopters. I was thinking I was going to die – I was almost convinced.’

   An RNLI lifeboat has since recovered his surfboard, but the 22-year-old has no plans to take it back to sea. Asked if he was finished with surfing, Bryce said: ‘I think so – I couldn’t do that again.’

   ‘I jumped off the board and I lifted the board up, and I started waving it from the water and they flew right over.

   ‘I thought they’d missed me. Then they turned around... and then they saved my life. I can’t thank them enough.’

---

Remember

The headline and the first paragraph of a news article usually summarise the whole story.
Activity 2: Exploring vocabulary choices

Journalists often choose dramatic language to make news stories sound as exciting as possible.

1. Look again at the article on page 32. Compare these sentences from the article with far less dramatic sentences that the writer could have written:

   - Just moments before he was rescued by a helicopter crew, a surfer lost at sea believed he was certain to die.

   - For a while before he was rescued by a helicopter crew, a surfer lost at sea believed he was probably in difficulties.

   - Matthew Bryce has vowed he will never surf again.

   - Matthew Bryce has said he will probably not surf again.

2. Look at the writer’s vocabulary choices in the news article extract below. Using the words given around the article, rewrite the extract, making the highlighted vocabulary choices more dramatic.

   A boy who went missing during a game of hide-and-seek has been found.

   Bill and Brenda Jones and their three children had gone out for a day’s walking in the mountains near their home in Wales. After eating their picnic lunch, the family decided to play hide-and-seek. Some time later, they became worried that they did not know where their son, Ryan, was hiding. Mr Jones phoned the Mountain Rescue service, who quickly came to the scene.

Grammar Boost: Writing in the past and present

News articles are usually written mainly in the past tense. However, headlines are often written in the present tense.

1. Copy and complete the table below with details from three imaginary news articles, adding:

   - a headline in the present tense for article B
   - opening sentences in the past tense for articles A and C.

<table>
<thead>
<tr>
<th>Headlines</th>
<th>Opening sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 100-year-old woman wins lottery!</td>
<td></td>
</tr>
<tr>
<td>B A letter posted in 1967 has finally been delivered more than half a century late.</td>
<td></td>
</tr>
<tr>
<td>C Teenager has to land plane when pilot faints</td>
<td></td>
</tr>
</tbody>
</table>

Activity 3: Writing an article

You are going to write a news article about a dramatic rescue.

Imagine

1. Think of a situation in which someone needs to be rescued – perhaps they are lost, trapped or hurt.

   You could borrow ideas from one of the stories you have read over the course of this unit.

Plan

2. a) Note down the following key points for your article.

   - Who was rescued?
   - What happened?
   - When did it happen?
   - Where did it happen?

   b) Think about the structural and presentational features common to news articles, and sketch how you could lay out your news story.

Write

3. Write the headline and the first two or three paragraphs of your article. Aim to:

   - write a clear, attention-grabbing headline
   - include all the key points of the story in the first paragraph
   - add detail in the second and third paragraphs
   - make your vocabulary choices as dramatic as possible
   - use presentational features to structure your article in an appropriate and interesting way, perhaps considering any images you would like it to include.
Section 8
Comparing texts

In this section, you will explore two magazine articles. You will identify key points in both articles, and compare similarities or differences in the experiences described.

Activity 1: Gathering key points

Using the Key Points Checklist
to help you, note down the key points about information and approach in Extract A.

Key Points Checklist

| Where was the writer? | How long did it last? |
| Why was he there? | How was he rescued? |
| What happened to him? | Did his attitude change? |

Key vocabulary

- glacier: large mass of ice
- crevasse: deep, open crack
- ricocheted: violently bounced off

Activity 2: Comparing key points

1. Note down the key points of Extract B, again using the Key Points Checklist on page 36 to help you.

2. Compare the key points of information you have found in the two extracts. Copy and complete the table below, adding as many similarities and differences as you can.

<table>
<thead>
<tr>
<th>Similarities</th>
<th>Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Both writers found themselves trapped in a difficult situation.</td>
<td>The writer of Extract 1 was collecting snow samples in the mountains. The writer of Extract 2 was playing tag.</td>
</tr>
</tbody>
</table>

In Extract B, which is also from a magazine article, a 13-year-old boy describes what happened when he and his cousins took a football to their local park.

Read Extract B and then answer the questions that follow it.

I was trapped in a sewer for 12 hours

1. After kicking the ball around for a bit, we found an abandoned building on the edge of the park, so we climbed over the fence and started playing tag. I wasn’t looking where I was going when I felt a piece of wood underneath me break, and I fell 25 foot into a pipe.

5. I landed in water, and it was running pretty quickly. It felt like being on a waterslide, but the water smelled nasty, like a toilet. It was dark, so I grabbed my phone from my pocket to use as a torch – but the water knocked it out of my hand and I lost it. In those first few moments, I panicked. I thought I was going to die.

10. I shouted for help but I could just hear my own voice echoing back to me, and the sound of rushing water. I started crying a little because I was so scared. I was in the dark, alone, thinking, ‘Where am I?’ and ‘Will I ever get to see my family again?’

15. I thought about walking through the pipe to find a way out, but it looked scary so I decided it was better to stay put and hope that someone would find me.

Not too long after that, I heard helicopters and I knew people were looking for me. But when nobody came after what felt like hours, I went back to thinking I was going to die. Over 12 hours after I’d first fallen in, I saw a light above me and I heard someone shout, “Here’s the kid!” I started calling for help, and a rope got lowered down, so I just held on and they pulled me out.
Activity 3: Selecting evidence
Look at these points comparing Extract A on page 36 and Extract B on page 37.

Point 1

The writer of Extract A was much more seriously hurt. For example, he tells the reader, ‘I felt bones snap.’ I do not think the writer of Extract B was hurt at all, because he does not say anything about being injured or in pain.

Point 2

The writers of both extracts describe being frightened.

1. Point 1 is much more successful than Point 2 because it contains supporting evidence from the extracts.

   a) To support Point 2, choose one quotation from Extract A and one quotation from Extract B that show each writer is frightened.

   b) Use your quotations to improve Point 2. To help you, look at the way Point 1 is structured.

How do I do that?

Read through the whole extract carefully, looking for a sentence, phrase or word that supports the point being made. If you find more than one, choose the one that proves your point most strongly. Quotations should be:

- short – choose the fewest possible words to support your point
- exact – copy the words and the punctuation from the extract precisely
- inside speech marks – these show that the words are taken from the extract.

2. Write two or three sentences comparing how long the two different experiences lasted. Support your comparison with a quotation from each extract.

Activity 4: Writing a comparison

You are going to write a comparison of the key points in the two extracts on pages 36 and 37. Your comparison should contain two paragraphs.

Selecting key ideas

1. Write down two key points of comparison between the two extracts. You could look back over your work during this section to help you.

Selecting evidence

2. Choose a short, relevant quotation from each extract to support each point: four quotations in total. Remember to use speech marks to show where each quotation begins and ends.

Sequencing your ideas

3. How will you sequence your points of comparison? For example, you could start with the most important, or organise them in chronological order.

Write

4. Write your comparison. In each paragraph, aim to:

   - compare key information from Extract A and Extract B
   - support your points with evidence from both extracts
   - use an adverbial to signal whether you are writing about a similarity or a difference.

Grammar Boost: Adverbials for comparison

When you write a comparison, you can signal to the reader whether you are writing about a similarity or a difference.

<table>
<thead>
<tr>
<th>Adverbials to signal a similarity</th>
<th>Adverbials to signal a difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Similarly,</td>
<td>In the same way,</td>
</tr>
</tbody>
</table>

1. Rewrite the following sentences, adding adverbials to help guide the reader.

   a) The writer of Extract A was a scientist carrying out important research. The writer of Extract B was a boy playing a game in the park.

   b) The writer of Extract A fell down a crevasse and was trapped. The writer of Extract B fell into a sewer and was unable to escape.

   c) The writer of Extract A was determined to climb out of the crevasse. The writer of Extract B waited helplessly for someone else to rescue him.
Section 9
Letters

In this section, you will explore the conventions of letters. You will then use these to write your own letter about an experience you've had.

▼ Read the letter and then answer the questions that follow it.

3rd May 2020
Sea Cottage
Cliff Road
Coastmouth
CS7 9YF

Dear Padma,

Guess what! I've been on TV, and now I want to write and tell you all about it!

I've spent the last week visiting my grandma in her cottage by the sea. On the day I arrived, I felt a bit lonely because my brother was too ill to come with me. I didn't think it'd be much fun playing on the beach all by myself! There's a really nice girl called Ana living next door now, though, and I met her only a couple of hours after I got here.

The next day, I went to the beach to meet Ana. Then, after we'd been there for about half an hour, we heard a strange sound. It seemed to be coming from the ocean itself! We couldn't see anything from where we were, so we climbed the steps up the cliff.

From up there, we spotted a man in a little boat, waving and calling out. He was caught in the tide and couldn't get back to shore! Quickly, I rang the coastguard, and then we tried to wave to the man so he knew help was coming.

When I look back on it now, I can hardly believe I acted so calmly!

After only 15 minutes, we heard a deafening whirring sound and a seaplane whizzed overhead. It circled a couple of times and then it landed in the water. We could see the man being pulled into the plane, and then it set off again. We hoped the man would be okay — but we didn't expect that he would turn up with a TV crew the very next day!

"These are the two extraordinary young ladies who saved my life," he told the camera. "If it hadn't been for them, I would never have made it back to dry land." We felt so proud.

I know you said you were going to visit family soon, too, and I'd love to hear all about that. I hope your sister and her baby are doing really well.

Love,

Penny

Activity 1: Understanding the text

1. The main purpose of a letter is to communicate information.
   a) In your own words, write one sentence that summarises the information in the letter.
   b) The main body of the letter contains eight paragraphs. Write one sentence for each paragraph, summarising the information it contains.

2. The reasons listed on the right for starting a new paragraph are used in the letter. Look at the letter, and note down the reason each new paragraph is started.

Grammar Boost: First and third person

When you write a text, you need to think about the viewpoint from which you write:
- If you are writing about other people, you will write mainly in the third person.
- If you are writing about yourself, you should write in the first person, using the pronouns ‘I’ and ‘we’.

1. When he was only five years old, he went to the museum with his family. His parents and his sister were interested in seeing all kinds of things, but he was interested only in looking at the dinosaurs. As he stared up at the massive creatures’ skeletons, he imagined himself living in the time of the dinosaurs.

Activity 2: Starting sentences

There are lots of ways in which you can start a sentence.
- You can begin a sentence with a pronoun (such as ‘I’, ‘you’, ‘he’, ‘she’, ‘it’, ‘they’). For example: I shouted for help.
- You can begin a sentence with a noun (such as ‘water’ or ‘night’). For example: Water dripped on my head.
- You can begin a sentence with a noun phrase (such as ‘cold water’). For example: Cold water dripped on my head.

1. Write five short sentences describing a dangerous situation. Your sentences should:
   - describe how it felt to be in the dangerous situation
   - be written in the first person
   - each start with a different word.
Activity 3: Features of letters

When you write a letter, there are some key features you need to include.

The top of a letter should include:
- the sender’s address
- the date
- the recipient’s address
- a salutation or greeting.

Look carefully at the start of this letter:

21 Wordsworth Avenue
Wingston Regis
Southshire
SU23 4PQ

Zhang Min Li
2462 Fleming Street
23rd June 2019
Tai Mun
Hong Kong

Dear Ms Min,

Thank you for offering to answer some questions for our school newspaper. Our class is very grateful.

At the end of a letter, the sender should sign their name.
- If you are writing an informal letter to a close friend or relation, you might sign off affectionately, for example, ‘Lots of love’ and your name.
- If you are writing a formal letter to someone you do not know very well, you should sign ‘Yours sincerely,’ and your full name.
- If you are writing a formal letter that begins ‘Dear Sir or Madam’, you should sign ‘Yours faithfully,’ and your full name.

Use the examples above to write a guide explaining where each key feature of a letter should be positioned on the page.

Look again at the letter on page 40, and at the examples above. Judging by the letter conventions she used, what kind of letter was Penny writing to Padma? How would you describe their relationship?

Using all the key layout features, write the opening and closing of letters to:
- a) a family member
- b) your headteacher
- c) the manager of a local business that is advertising a job you would like.

Activity 4: Writing a letter

You are going to write a letter to a friend or relative, telling them about a time when you were trapped in a difficult situation.

Imagine

Imagine a situation in which you could have found yourself trapped. Write one sentence summarising your experience. You could write about a real experience, or make one up.

I could write about the time when I fell into a...
I remember when I got locked inside the...
When I was younger, I managed to get my hand trapped in a...

Plan

Look at all the information you could include in your letter.

at the accident/incident
the place you were trapped
how you felt
what you were wearing
what you were doing before this incident
where you were
what happened when you got safely home

a) Write down the four or five details that will explain and describe your experience most fully.

b) In what order will you sequence your chosen ideas? Number them.

Write

Write your letter. Aim to:
- use the correct format and layout for a letter
- use a first-person viewpoint
- use a variety of sentence starts in your writing
- tell the reader what happened
- show the reader how you felt.
Section 10: Reviewing and revising

In this section, you will develop your skills in checking the accuracy and effectiveness of your writing, and revising it to make improvements.

Activity 1: Sentence punctuation

A sentence should begin with a capital letter and end in a full stop, an exclamation mark or a question mark. One common error with sentence punctuation is using a comma to join two sentences that should be separated with a full stop.

Look at the following sentences:

A. My alarm woke me up, it was very early.
B. I put on a clean shirt, brushed my teeth and went out.
C. Soon, I was ready to go.
D. There was a loud noise, it sounded like something falling over.

a) Two of these sentences are punctuated correctly, and two are not. Which sentences are not punctuated correctly?
b) Look again at the two sentences that are not punctuated correctly. Rewrite each one as two sentences separated by a full stop.

Activity 2: Proofreading

Look at the following extract from one student’s writing. It contains ten mistakes. It is extremely important to proofread your writing for punctuation, spelling and grammar errors.

I was four or five years old my sister wants to play hide-and-seek so I crept upstairs while she is counting to a hundred. I climbed inside my mum’s wardrobe. I waited there for ages, I do not know how long I waitted. Eventually I give up and I tried to open the door. I could not move it. I pushed, shovved and rattled it but I could not open the door. I were traped. I began to panic, I called out but no one could hear me.

Copy and correct the text above. As you correct each mistake, label it to show the kind of mistake the writer made.

To find punctuation mistakes, look closely at the full stops and capital letters.
• Some full stops and capital letters might be missing.
• There may be commas used where there should be full stops.

To find spelling mistakes, look closely at any words with suffixes to make sure the correct spelling has been used.

To find grammar mistakes, look closely at each verb.
• Does it agree with its subject?
• Does it match the tense used in the rest of the writing?

How do I do that?

How many mistakes of each kind did you find? Copy and complete the sentences below.

I found ___ of the three punctuation mistakes.
I found ___ of the three spelling mistakes.
I found ___ of the three grammar mistakes.

Take note of the kinds of mistakes that you had most difficulty finding. Use ‘How did you score?’ on page 46 to assess your ability to find each kind of mistake.

Spelling Boost: Common verb suffixes

Verbs often have the suffix ‘–ed’ added when they are in the past tense, and the suffix ‘–ing’ when they are in the past continuous or present continuous tense:


For some verbs, you need to double the final letter when adding these suffixes.

You should double the final letter of the root verb if it:
• has one syllable and ends in consonant–vowel–consonant (for example, ‘step’ becomes ‘stepped’ and ‘stepping’)
• has two or more syllables, ends in consonant–vowel–consonant and the second syllable is stressed (for example, ‘prefer’ becomes ‘preferred’ and ‘preferring’).
Activity 3: Reviewing vocabulary choice

When you finish a piece of writing, you should review it to assess whether it is perfect or could be improved. Consider your vocabulary choice: have you chosen precisely the right words or could you choose more effective ones?

1 Look at the following extract from one student’s writing. In his paragraph, the student has thought of some different vocabulary choices she could have made.

Mali reached a small rope bridge over the river. The river was big. The water bubbled strongly as it hurried beneath the bridge.

Vocabulary Bank
- tiny
- vast
- boiled
- angrily
- rushed
- churning
- wide
- churning
- powerfully
- raced
- hissed

Copy out the paragraph above, choosing the most effective vocabulary from the Vocabulary Bank to replace the highlighted words.

2 Look at the second paragraph from the student’s writing, below.

Mali began to walk over the bridge. She tried not to look down at the water below. Her hands were shaking and she could feel her heart beating. “You can do this,” she said to herself. “Just take one step, then another, then another.” Soon she reached the other side of the river. She felt happy.

Vocabulary Bank

a) Copy and complete the Vocabulary Bank with words that could be used to replace the highlighted words. Aim to add at least two or three options to each section of the bank.

b) Copy out the second paragraph, choosing the most effective vocabulary from your Vocabulary Bank to replace the highlighted choices.
Section 11 Assessment

In this section, you will answer questions on a short extract and write a short, narrative text to assess your progress in this unit.

In this extract, Raj, a software engineer, is cycling home after working all night at his office. He loses control of his bike on a steep hill, and skids into the main road, colliding with a lorry.

Read the extract and then answer the questions that follow it.

1. Raj was weary. He had worked all night at the office, hunched over his computer screen, peering at lines of code. Now, at last, in the early hours of the morning, he was heading home and looking forward to food and sleep. Despite his tiredness, he was calm and in good spirits. He sat easily in the saddle at the top of the steep descent into town, waiting for the lights to change. He crouched over the handlebars and began to free-wheel.

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2. Halfway down the hill he reached maximum speed, the wind billowing his jacket. A moment later he began to squeeze steadily on the brakes, so that he would slow and stop at the junction. He had made the descent so often he was confident he could judge it. Perhaps it was tiredness, or his brakes were worn, but he quickly realised that the junction was approaching too fast.

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3. Panicking, he tugged hard on the brakes as his tyres hit a patch of ice. His heart thudding in his throat, he shot across the junction. From the corner of his eye, he saw a lorry heading towards him. The driver’s shocked face filled Raj’s vision. For an instant everything slowed, and four words filled his mind... ‘I’m going to die...’

Panicking, he tugged hard on the brakes as his tyres hit a patch of ice. His heart thudding in his throat, he shot across the junction. From the corner of his eye, he saw a lorry heading towards him. The driver’s shocked face filled Raj’s vision. For an instant everything slowed, and four words filled his mind... ‘I’m going to die...’

4. A moment later he was flung through the air. He felt his left shoulder smash into the tarmac. He cannoned into a cluster of dustbins and rubbish bags banked against a wall. The bins clattered and bounced like skittles; the bags exploded.

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Activity 1: Reading

1. Look carefully at the first paragraph of the extract. Identify three things you learn about the place where Raj crashes.

2. Continue to look at the second paragraph of the extract. What does this part of the story suggest about the character of Raj?

3. Look carefully at lines 14–19 of the extract.
   a) Give two descriptions from these lines that show this was a dramatic and violent crash.
   b) Which individual words in this part of the extract do you think create this effect most powerfully? Write one or two sentences explaining how these helped to form your response to the extract.
   c) How do you think the writer intended the reader to respond to this part of the story?

4. Look at the final paragraph of the extract.
   a) Where is the bike at the end of the extract?
   b) Where is Raj at the end of the extract?

Activity 2: Writing

Imagine a story in which a character is in a difficult or dangerous situation. At the end of the story, this character is rescued.

1. Write a short, narrative text telling the part of the story in which the character is rescued.

Before you start writing
- Think about the story. What was your character’s difficult or dangerous situation? Who rescues your character?
- Plan your writing by gathering all the ideas you could include.
- Think carefully about how you will structure your writing. At what point in the story will you begin your text? How will you end it?

As you write
- Use a variety of sentence starts, sentence lengths and conjunctions.
- Choose your vocabulary carefully, including pronouns.

When you have finished writing
- Check the accuracy of your spelling, punctuation and grammar.
- Check the accuracy of your paragraphing.