

7

11–14

Inspire English

INTERNATIONAL

Student Book

SAMPLE



 Pearson

David Grant

Inspire English International

Year 7 Student Book

David Grant

Overview contents

Detailed contents	iii
About the Student Book	vi
Unit 1: Survival	8
Unit 2: Danger!	50
Unit 3: Travels in space	92
Unit 4: Love and hate	134
Unit 5: Eat it	176
Unit 6: Teach me	218
Glossary	260

Detailed contents

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 1 Reading and understanding	52	In this section, you will explore different ways of reading a text and identifying key points of information.
14 2 Combining key points	56	In this section, you will explore key ideas the writer has used to create a tense description.
18 3 Summarising key information	60	In this section, you will identify key ideas and use them to write a summary.
22 4 Comparing key points	64	In this section, you will identify and compare the key ideas in two extracts.
26 5 Assessment	68	In this section, you will answer questions on two short extracts to assess your progress in the unit so far.
28 6 Inferring intentions	70	In this section, you will develop your inference skills and use them to explore a writer's intention.
32 7 Responding to a text	74	In this section, you will identify the writer's intention and explore your response to a text.
36 8 Supporting your response	78	In this section, you will explore a character's viewpoint and support your response with evidence.
40 9 Developing your response	82	In this section, you will track and develop your response to a text.
44 10 Writing your response	86	In this section, you will write the opening of a story. You will then write a response to it.
48 11 Assessment	90	In this section, you will answer questions on an extract from a novel to assess your progress in this unit.

Detailed contents

Unit 3: Travels in space

1 Creating an impression	94
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	98
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	102
In this section, you will explore the importance of selecting precise and powerful verbs in descriptive writing.	
4 Building noun phrases	106
In this section, you will develop your skills in building and using noun phrases.	
5 Assessment	110
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	112
In this section, you will explore how writers create the narrator's viewpoint in a text.	
7 Explaining and describing	116
In this section, you will explore how writers use description in non-fiction texts.	
8 Exploring sentence structure	120
In this section, you will explore different sentence structures in descriptive writing.	
9 Gathering ideas for a description	124
In this section, you will explore different ways of planning a description.	
10 Reviewing and revising	128
In this section, you will develop your skills of reviewing and improving the choices you have made in your writing.	
11 Assessment	132
In this section, you will write a descriptive article.	

Unit 4: Love and hate

1 Exploring and responding	136
In this section, you will explore the ways in which poetry can be understood and the effects it can have.	
2 Responding to ideas	140
In this section, you will develop your response to some of the ideas in a poem.	
3 Responding to a poem	144
In this section, you will develop your response to a poem as a whole text.	
4 Selecting evidence	148
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	152
In this section, you will answer questions about a poem to assess your progress in the unit so far.	
6 Exploring vocabulary	154
In this section, you will explore the poet's vocabulary choices and experiment with your own.	
7 Exploring figurative language	158
In this section, you will explore the poet's use of figurative language, and the effects this can create.	
8 Exploring form	162
In this section, you will look at how poets shape poetry.	
9 Exploring structure	166
In this section, you will explore the form and structure of a poem, and then write your own.	
10 Comparing poems	170
In this section, you will compare the features and effects of two different poems.	
11 Assessment	174
In this section, you will answer questions on a poem to assess your progress in this unit.	

Detailed contents

Unit 5: Eat it

1 Describing	178
In this section, you will explore how writers craft descriptions to achieve their intention.	
2 Persuading	182
In this section, you will explore a persuasive text and its structure, and then write your own.	
3 Vocabulary choice	186
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	190
In this section, you will explore the writer's choice of vocabulary in a persuasive text and then try writing your own.	
5 Assessment	194
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	196
In this section, you will explore the structure of a persuasive text, and craft some persuasive writing of your own.	
7 Structuring persuasive sentences	200
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	204
In this section, you will explore how writers use language devices to make their ideas more persuasive.	
9 Leaflets	208
In this section, you will explore the key features of a persuasive leaflet.	
10 Reviewing, revising and proofreading	212
In this section, you will check and improve the accuracy and effectiveness of a student's persuasive leaflet.	
11 Assessment	216
In this section, you will create a persuasive leaflet advertising a restaurant, café or takeaway.	

Unit 6: Teach me

1 Exploring key features	220
In this section, you will explore the key features of instruction texts and their purposes.	
2 Exploring an instruction text	224
In this section, you will explore some of the key features of instruction texts and write your own.	
3 Organising information	228
In this section, you will explore how information can be structured.	
4 Choosing precise vocabulary	232
In this section, you will focus on selecting vocabulary to convey information as clearly and precisely as possible.	
5 Writing clearly	236
In this section, you will focus on structuring sentences to convey information as clearly and precisely as possible.	
6 Assessment	240
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	242
In this section, you will explore how to structure paragraphs of information.	
8 Engaging the reader	246
In this section, you will explore ways to entertain and engage your reader while you inform them.	
9 Reaching conclusions	250
In this section, you will explore ways in which you can begin and end information texts.	
10 Planning a lesson	254
In this section, you will explore ways of planning an informative speech.	
11 Assessment	258
In this section, you will write an informative speech.	

About the Student Book

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

In this unit, you will meet a range of characters in stories who are either heroic or villainous. The stories featured use many techniques to build suspense, and the heroes find themselves in dangerous situations or faced with cunning enemies, including a mysterious Count, a sinister aunt and fierce wild animals. Will the heroes of these stories win, or will the villains overpower them...?

In this unit, you will...

- explore different ways to tell stories and make them successful.
- explore how a writer creates a villainous character and then create your own villain.
- explore ways of creating tense, exciting action in a story.
- explore the opening of a short story and then write your own.
- answer questions on a short extract and write a story opening to assess your progress.
- explore the purposes of ideas in stories and how they are structured.
- explore different ways of ending a story.
- explore different ways of giving the reader information.
- explore sentence structure choices and their impact on the reader.
- develop your skills in checking the accuracy and effectiveness of your writing.
- write a short story to assess your progress in this unit.

By the end of this unit, you will be able to structure and craft a short story.

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.

Learning objectives are listed here, as well as a clear outcome – so that you understand what you will learn by following the unit.

Each section begins with an engaging text on the unit's theme.

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

Section 10

Comparing texts

In this section, you will develop your skills in comparing the key ideas and viewpoints in two texts.

You are going to read two extracts about a large, snow-dwelling mythical creature known as the Yeti.

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

1 The yeti is a mythical ape-like creature believed by some to live in the Himalayan and Siberian region of East Asia. Known locally in these areas by names that translate as 'wild man', 'jungle man' and 'man-bear', the creature was named the Abominable Snowman by British climbers exploring in the Himalayas in the early 20th century.

There have been a number of supposed sightings of the yeti, mainly by European and American mountaineers. Their descriptions of a tall, muscular creature, covered in grey or brown fur and walking on two legs, suggest strong similarities to the North American Bigfoot or Sasquatch.

In 1986, in the Himalayas, a hiker named Anthony Woodlridge saw what he believed to be a yeti standing about 150 metres away from him. It was still and silent, but there were clear tracks in the snow as though it had recently stopped moving, perhaps to observe the human that was observing it. Woodlridge took two photographs. These were later analysed and proved genuine. A year or so later, researchers returned to the same spot and discovered that what Woodlridge had thought was a yeti was, in fact, a rock.

Most of the evidence of the existence of yetis is based on sightings. There are, however, some scraps of fur, teeth or bone that have been found in the mountains of the Himalayas and Siberia which some believe to be from the yeti. In 2013, and again in 2017, scientists analysed the DNA in some of these items. All turned out to be from cows, horses or bears, except one item – which was from a dog.

It seems unlikely that anyone will ever find a specimen, a body, or a living yeti that could prove the creature's existence beyond doubt. It seems still more unlikely, however, that any evidence will ever be found that disproves it. The legend of the yeti could live forever.

Activity 1: Identifying ideas and viewpoints

1 Identify three pieces of information from Extract A that explain what a yeti is.

2 a) Do you think the writer of Extract A believes that yetis exist? Write one sentence explaining your ideas.
b) Identify two pieces of evidence that the writer uses to help prove the viewpoint you have identified.

3 Does the writer's choice of evidence persuade you to agree with the viewpoint you have identified? Write one or two sentences explaining your answer.

About the Student Book

Section 11

Assessment

In this section, you will answer questions on two extracts to assess your progress in this unit.

Extract A is about a mythical water creature believed to live in Great Britain.

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

The History of the Loch Ness Monster

1 The Great Glen in the Scottish Highlands contains three famous lochs. The most famous of these is Loch Ness because of the monster said to 'lurk' in its deep waters. It is deeper than the North Sea and is very long and very, very narrow, and has never been known to freeze.

There have been numerous sightings of the monster, affectionately known as 'Nessie'. The first recorded account is of an eyeball-to-eyeball confrontation with the swimmer, roaring in a most frightening way! Columba the Irish saint Saint Columba in the 6th century. Saint Columba, so the story goes, ordered one of his monks to swim across the loch and fetch a boat. Halfway across, the monster appeared and rushed at the swimmer, roaring in a most frightening way! Columba cried out to the monster, "Go no further, nor touch the man! Go back!" The monster is said to have fled!

1933 was the year when the first photograph was taken of the monster, or what is said to be the monster. It showed something with a long neck arched over a thick body. This photograph, taken by a London surgeon, caused a sensation when first published in the *Daily Mail*.

25 reward (the equivalent of £2 million today) to anyone who could capture the monster for his circus, but so far no one has claimed the reward.

In 1951, Lachlan Stuart, a forestry worker who lived beside the loch, also managed to photograph the monster, if that is indeed what it was. He saw three humps in the water appear in line and ran back to his house to get his camera. After taking one photograph his camera shutter jammed, but his photograph got wide publicity as further proof of the existence of Nessie.

35 Interest in Nessie became intense and over the years several scientific investigations have taken place. In 1981, the Loch Ness Phenomena Investigation Bureau was formed and even two submarines have been brought into the search, with sonar experts on board! When the submarine *Piccos* was diving off Castle Urquhart, where the water is 950 feet (290 metres) deep, a vast underwater cavern was found. Was this Nessie's home?

40 Nessie provides us with an enduring mystery, and in the 21st century, where there is an explanation for everything, it is pleasing to think that there are still mysteries like the Loch Ness Monster.

Activity 1: Reading Extract A

1 What do you think is the writer's opinion about Nessie's existence? Write two or three sentences explaining your answer.

2 a) What impression does the writer create of the sightings of the Loch Ness Monster?
b) Make brief notes explaining how this impression is created. Consider the writer's choice of ideas, vocabulary and sentence structure.

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.

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.

Unit 1: Heroes and villains

Section 1 Telling stories

Grammar Boost: Active and passive voices

Sentences can be written in the **active voice** or the **passive voice**. The active voice is more common and tells you who does what to whom. For example:

In the passive voice, the subject and object change places. The person or thing that performs the action in the passive voice is called the agent. This can be added or left out. For example:

1 Which one of the following sentences is written in the passive voice? Write one sentence explaining how you can tell.
A The writer presents Cerberus as a 'monstrous dog'.
B Cerberus is presented as a 'monstrous dog' by the writer.

2 All of the sentences below are written in the active voice. Rewrite them in the passive voice. For each one, decide whether you want to add or leave out the agent.
a) Heracles cleaned the smelly stables. b) Heracles completed all of the tasks.
c) King Eurystheus ordered Heracles to kill Cerberus.

Activity 2: Thinking about characters

1 What impression has the writer created of the following characters? Write one sentence about each, supporting each response with a quotation from Extract A.
a) King Eurystheus b) The goddess Hera c) Heracles d) Cerberus

Remember

Check each quotation you choose to make sure that you have not included irrelevant words and that it makes sense in your sentence.

The writer presents Cerberus as 'the most terrifying and powerful dog who had ever lived. Each of his three heads was more fearsome than the last!'

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

Glossary

Inspire English

GLOSSARY

abbreviation - shortened word or phrase (e.g. Doctor becomes Dr; Susan becomes Sue; telephone becomes phone)

abstract noun - noun that names ideas you cannot see, hear, smell, taste or touch (e.g. 'happiness'; 'idea')

account - telling or retelling of factual or fictional events (e.g. an account of the football match, or an account of an adventure)

active voice - form in which the thing that is performing the action of a verb is the grammatical **subject** of a sentence

adjective - word that adds information to a noun

adverb - single-word **adverbial**

adverbial - words (adverbs), phrases or clauses that add information to a verb, adjective or other adverbial

alliteration - use of one sound to begin two or more words

character - fictional person in a story, play or film

chronological - in a manner showing the order in which events happen or happened

climax - group of more than one word, including a verb

cliché - phrase or idea that is overused and so has lost its impact

climax (in a story) - moment of greatest conflict

comma splice - incorrect use of a comma to link two main clauses

comparative - looking at similarities and differences between two or more things

conclusion (of a text) - last part, often a result or summary

concrete noun - noun that names a physical thing you can see, hear, smell, taste or touch (e.g. 'cat'; 'tree')

conflict (in a story) - challenge or opposition

determiner - word (such as 'the' and 'a') that begins a noun or noun phrase, indicating whether the noun names something general or specific, and plural or singular

dialogue - speech between people or fictional characters

direct address - method of speaking directly to the reader or listener

direct speech - words exactly as they are spoken, usually given within speech marks and with an identifier

embedded quotation - quotation positioned inside a sentence and that functions as a part of the sentence

emotive language - words and phrases that stir readers' emotions

emphasis - forcefulness of expression that suggests importance



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.

Section 1 Description

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

In this **extract** from a short **story**, the **narrator** is skiing with her mother in the Rocky Mountains when she is caught up in an avalanche.

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

- 1 The noise was deafening – I was skiing through a huge cloud of snow which blocked out all light. I choked as it covered my face and goggles. In an instant, the intense cold sucked the heat from my body.
- A faint cry came from Mum far, far away: “Avalanche!”
- Ramming in my poles, I pushed myself blindly on, harder, faster down the steepening slope in a desperate attempt to escape. Suddenly the air was knocked from my lungs. My skis were off, and I was tumbling helplessly forwards into the snow. My terror grew in a flash as I remembered the huge drop that lay nearby. Would I be hurled into a **chasm**¹? Or would I be buried under metres of snow and suffocate? Which was worse?
- Desperately, I pulled in my arms and cupped my freezing hands over my mouth. The advice on the safety leaflet we’d been given was to create an **air pocket**² around your mouth. This would give me extra air and time if I was buried in an avalanche. But what if there was no time at all? What if I were pushed over the edge into that chasm? My arms were out again, snatching for anything to hold onto.
- Then the force of the snow began to weaken. A moment of relief. But I’d been foolish. I’d panicked. I’d taken my hands away from my mouth in an attempt to grab on to something to save me.
- The deafening roar stopped, but I was still sliding across the hard, icy ground. Next a thud, and an excruciating pain in my knee. I’d been thrown against a rock. I screamed, “Mum!” but my call was muffled by the snow on my face.
- 20 Gasping, I used all my strength to push some of the snow away so I could breathe. I listened in the thick, ice-cold darkness. An **ominous**³ silence. Then I heard a distant shout. Or was it the bark of a dog? My Mum and a rescue team perhaps? I waited. I knew there was only a short window of time before I would suffocate. My mind was already getting foggy. **Hypothermia**⁴ was setting in. What would Mum tell me to do? I must preserve oxygen. Keep focused, keep breathing slowly, I thought. Mum will save me. I was sure of it.



Key vocabulary

chasm¹: a deep hole

air pocket²: a space filled with air to breathe

ominous³: suggesting that something bad will happen

hypothermia⁴: a dangerous drop in a body’s temperature

Remember

When you have finished reading an extract, ask yourself:

- What is the extract about?
- How do I feel about the **characters**, places or ideas in the extract?

If you cannot answer both of these questions, you should read the extract again.

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.

A The narrator tries to save some air to breathe.	B The narrator is sure her Mum will find her.	C The narrator hears a loud noise.
D The narrator tries to grab hold of something.	E The narrator loses her skis.	F The narrator listens in the darkness.
G The narrator tries to keep calm.	H The narrator clings to the edge of a huge drop.	I The narrator is thrown against a rock.

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

The narrator feels

- 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.

- 1 Reread the following sentences from the extract on page 10. The **adjectives** and the **adverb** 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.

- 2 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.

Other words for 'sucked'	Other words for 'shout'
pulled	cry
took	yell
stole	call
moved	roar

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!*

An exclamation expresses a strong emotion or shows someone is speaking loudly.

- 1 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

- 1 Think about what you can see, smell and hear in the situation you have imagined.
- 2 Choose **three** feelings you might experience in that situation. For example:
- fear | despair | determination | hope | anger | disappointment

Vocabulary choices

- 3 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*
- 4 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

- 5 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.

Search...

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**¹ – 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
- 10 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**². 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.
- 20

Key vocabulary

exposure¹: not having protection from harmful things
dehydrated²: 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 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**.

Remember

A **summary** should:

- contain all the key points from the text
- be brief and clear
- be written in your own words.

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

The heat will make you thirsty and so you should drink more water.

It's important to drink enough water to prevent dehydration and remember that eating will make you thirstier.

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.

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

One of the biggest dangers...
The desert heat will make you very thirsty...
An important decision to consider...

1 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
- summary
- guide
- reader
- information

2 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**

Grammar Boost: Adverbials of time

Adverbials of time can be positioned at the beginnings of sentences to link and **sequence** ideas. For example:

Firstly... | Next... | Then... | Later... | Finally...

1 Write **three** sentences summarising the three key things you should do if you find yourself lost in the desert. Sequence them in order of importance, using an adverbial of time at the beginning of each sentence.



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
- teachers
- lessons
- homework
- equipment
- rules
- uniform
- 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. "Cal?" he barked. "Take the oars."

"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.

25 "Got it!" he cried. The men cheered. "How do we eat it?" he asked.

"We have to open it," said Mr Gomez snatching 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.



40 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 and bobbed and they sat in dejected silence, hunger gnawing at their insides.

45 "Land!" cried Cal as the sun was sinking, raising himself up and pointing a shaking finger into the distance. "Land! We're saved!"

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.

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 in 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'

speech marks

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.

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.

- An entertaining article entitled 'The People Living in My House'.
- A story extract in which three students shout out different answers to a teacher's question.
- 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.

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!



B Esteban spots a coconut and grabs it from the water.



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 think they're going to die.

I hope they survive.

Thank goodness!

- Look at all the responses you have written. Label the positive responses with a smiley face 😊 and the negative responses with a worried face 😞.
- Can you see a pattern in the way the structure of the extract controls the reader's 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.

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
- 5 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.

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

10 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 span to face the noise and stared open-mouthed.

"Don't move!" Her mum's voice was clear and strong, "Back away slowly ... slowly ... it's a grizzly bear. It'll

15 attack if we scare it."

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.

"Back slowly, move back. Concentrate Mira," urged

20 her mum.

Her dad spoke now, "Listen to your mother, Mira. Slowly. Move slowly away."

Tears began to stream down her face, but Mira stepped back now. Slowly. One step, then two, then three. She

25 tried to make herself feel brave. She forced herself not to cry out.

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

30 forest and lumbered back into the night.



Remember

Think about your response to the events described in this extract. What were you thinking and feeling as you read it?

Activity 1: Thinking about the writer's intention

- 1 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.
- At the start of the extract, Mira is...
 - Outside, Mira hears...
 - When the bear rises up on its back legs, Mira's mother...
 - Mira...
 - The bear...



Vocabulary Bank

- in
- listens
- forces
- nearby
- tent
- noise
- urges
- moves
- cries
- steps
- growls
- turns
- muffled
- slowly
- goes
- drops

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

Activity 2: Exploring sentence structures

- 1 Look again at the first two paragraphs of the extract on page 22.
- Are the sentences in the first two paragraphs mostly long or short?
 - 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 | hopeful | positive
- 2 Look again at the last two paragraphs of the extract.
- Are the sentences in the two paragraphs mostly longer or shorter than the sentences in the first two paragraphs?
 - How would you summarise the events in the last two paragraphs? You could choose some of the ideas above or use your own.
- 3 Why do you think writers might use some longer sentences and some shorter ones? Write one or two sentences explaining your ideas.

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

- 1 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:

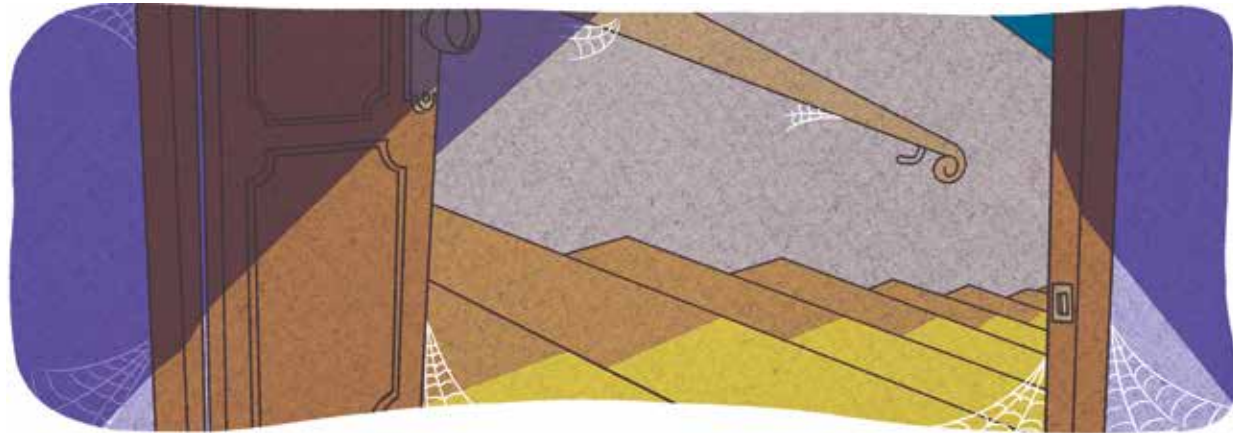
The bear **dropped** back down onto all four paws.

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.



Rewrite this story opening, using a variety of different sentence lengths. You could:

- join two or three sentences together using conjunctions
- leave some sentences as short **single-clause sentences**.

- 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:
- see if you already have anything that would help you escape?
 - call for help?
 - look for something in the dark cellar that could help you escape?
 - try something else?

Note down **two or three** ideas about what might happen next.

- 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.

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.

- 5 We were out for a record run.

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**¹, and the breeze was coming through with a quiet humming whistle.

- 10 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.

- 15 I wound my watch – it was 11:45 pm – and was just about to step into bed when I seemed to sway slightly. I immediately realised that the ship had **veered to port**² as though she had been gently pushed. If I had had a brimful glass of water in my hand, not a drop would have been spilled, the shock was so slight.

- Almost instantaneously, the engines stopped. The sudden quiet was startling and disturbing. Like the subdued quiet in a **sleeping car**³, at a stop, after a continuous run. Not a sound except the breeze whistling through the half-open port. Then there was the distant noise of running feet and muffled voices, as several people hurried through the passageway. Very shortly the engines started up again – slowly – not with the bright vibration to which we were accustomed, but as though they were tired. After very few revolutions they again stopped.

- I hurried into my heavy overcoat and drew on my slippers. All excited, but not thinking anything serious had occurred, I called in to my Father and Mother that I was 'going up on deck to see the fun.' Father said he would put on his clothes and come right up and join me. It was bitterly cold.



Key vocabulary

port¹: port-hole; a round window in a ship's cabin
veered to port²: suddenly turned to the left
sleeping car³: a train carriage with beds, for long, overnight journeys

Activity 1: Reading

- 1 Look carefully at the first paragraph of the extract on page 26. Was the ship travelling quickly or slowly? Write down one word or phrase that supports your answer.
- 2 On line 1, the writer says there had been 'many warnings of the presence of ice'. Why do you think the writer begins his account with this information?
- 3 Look carefully at lines 15–19.
 - a) Write down **two** things from these lines that suggest something wrong with the ship.
 - b) Which words in this part of the extract show this most effectively? Write one or two sentences explaining your ideas.
- 4 Look carefully at lines 20–22. At this point, the writer did not realise that the ship had hit an iceberg.
 - a) How does the writer show he did not realise this? Write down **one** piece of evidence.
 - b) How do you, as a reader, respond to this part of the account? Why do you respond in this way? Write one or two sentences explaining your ideas.
- 5 Look at the final sentence of the extract.
 - a) What kind of sentence is this?
 - b) Why do you think the writer decided to structure this sentence in this way?

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.

- 1 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.

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.

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.

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.)

- 10 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.

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.

- 20 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.

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.



Remember

When you read a text in which the writer expresses their **point of view**, look carefully at:

- the **title**
- the final paragraph or **conclusion**.

They usually sum up the writer's point of view.

Activity 1: Identifying 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?

A Schools should teach children some important survival skills.

B The writer wants to go back to school to learn French and maths.

C French and maths are not as useful as survival skills.

D Being able to build a raft is more important than learning to be a leader.

- b) Look again at your answer to question 1a. Which **one** is the key point in the first paragraph?

- 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.

- 3 The writer makes **all** of the following points in the fourth, fifth and sixth paragraphs.

A Children must learn that they can hurt themselves.

B Children can learn from their mistakes.

C We should keep children safe but we should not stop them having adventures.

D Children should have enough freedom to learn to look after themselves.

- 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 2: Linking key points

- 1 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?
- 2 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 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 section 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:

- a **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?



Grammar Boost: Standard English – subject-verb agreement

When you write in **Standard English** it is important to choose the correct form of all the key words in a sentence so that they ‘agree’.

1 Correct the errors in the following sentence, rewriting it using Standard English.

Some child walk to school.

2 Look at the words in the table below. They have not been made to agree. Write **four** sentences in Standard English, using one adverbial, one **determiner**, one **subject** noun, one verb and one **object** noun in each sentence.

Adverbials	Determiners	Subject nouns	Verbs	Object nouns
Last night,	a	people	watch	a film.
Every night,	an	boys	watches	television.
Tomorrow,	the	girl	watched	the football match.
Sometimes,	some	adult	will watch	cartoons.

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:	I disagree:
<ul style="list-style-type: none">• Having some freedom helps prepare children for adult life.• Children need the opportunity to learn by making mistakes.	<ul style="list-style-type: none">• 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.

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

‘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

5 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

10 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

15 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

20 with that sunset – so I was watching the sunset and I’d pretty much made peace with it all, and then a helicopter flew right over.

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

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



30 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 thinking I was going to die – I was almost convinced. I didn’t think I would see sunrise.’

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.’

Based on: ‘Missing surfer found alive after 32 hours off Argyll coast’, *Guardian Online*, 2 May 2017 <<https://www.theguardian.com/uk-news/2017/may/02/missing-surfer-found-alive-matthew-bryce-32-hours-argyll-coast>> [accessed 25 January 2019]

Remember

The headline and the first paragraph of a news article usually summarise the whole story.

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.

Day 1: Sunday morning	Matthew Bryce went surfing.
Day 1: Sunday night	
Day 2: Sunset on Monday	

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.’



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.

For each difference you can find between the two versions, write a sentence explaining why you think the writer of the article chose the language used.

- 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.

disappeared | vanished | was lost

more than an hour | a long time | 63 minutes

anxious | concerned | alarmed

were unsure | had no idea | were unclear

urgently | immediately | instantly

rushed | hurried | raced

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.

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

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?
 - When** did it happen?
 - Why** and **how** did it happen?
 - What** happened?
 - 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.

Sample content: all content subject to change at publisher discretion. Not for resale, circulation or distribution in whole or in part. ©Pearson 2020

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.

In Extract A, which is taken from a magazine article, a scientist researching climate change in the Himalayas describes a terrifying experience.

▼ Read Extract A and then answer the questions that follow it.

I fell 70ft into a crevasse

1 The next day, I left my tent to collect snow samples. It should have been only a short stroll. Suddenly, the snow gave way beneath me and I was plunged into darkness. I was inside the **glacier**¹, tumbling into a **crevasse**². My face smashed against ice as I **ricocheted**³ between the frozen walls. I felt
5 bones snap and my arm was pulled clean out of its socket.

Apart from my legs, every part of me hurt. With just one working arm, I knew I couldn't climb up the way I'd fallen, but nor could I survive a night there as the temperature plunged. I spat blood and wondered if I was bleeding internally. If I was to stand any chance of making it out alive, I had to start at
10 once.

I reached across my body with my left arm to whack in one ice axe, and then stretched back for the other and repeated that, resting at each ledge. I made slow progress, and at times the challenge seemed overwhelming. It was the thought of my mother never learning what had become of me that helped
15 me push through the pain and fear.

At the top, the crevasse was a narrow crack covered with foot-deep snow, thick enough to have obscured it from above. Now I had to dig my way out of my own grave. That took the last of my strength; free at last, I found I couldn't stand and had to crawl back to my tent. It had been six
20 hours since I'd fallen and it took two more to cover the 100 yards to the tent, where I called for help on the satellite phone.



Key vocabulary

- glacier**¹: large mass of ice
crevasse²: deep, open crack
ricocheted³: violently bounced off

Activity 1: Gathering key points

1 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?

Sample content: all content subject to change at publisher discretion. Not for resale, circulation or distribution in whole or in part. ©Pearson 2020

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.

I landed in water, and it was running pretty quickly. It felt like being
5 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.

I shouted for help but I could just hear my own voice echoing back to
10 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?'

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
15 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
20 the kid!" I started calling for help, and a rope got lowered down, so I just held on and they pulled me out.



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.

Similarities	Differences
Both writers found themselves trapped in a difficult situation.	The writer of Extract 1 was collecting snow samples in the mountains. The writer of Extract 2 was playing tag.

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.

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.

speech mark to mark the beginning of the quotation

① I felt bones snap ①

speech mark to mark the end of the quotation

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

The writers of both extracts describe being frightened. For example, the writer of Extract A describes...

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



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.

Adverbials to signal a similarity	Adverbials to signal a difference
Similarly, In the same way,	However, In contrast, On the other hand,

- 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.

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.

Plan
1
2

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.

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.

1

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

5

Padma Sengupta
299/C Daksha Appt
Ankur Road
Ahmedatar 670925

10 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

15 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.

20 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.

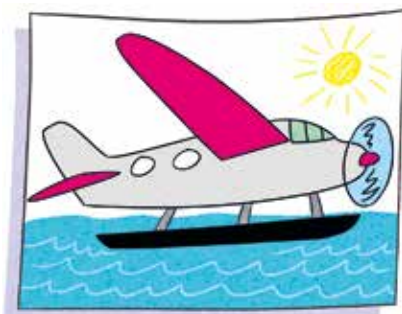
When I look back on it now, I can hardly believe I acted so calmly!

25 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.

30 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

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

Remember

You should start a new paragraph in your writing when there is:

- a change of topic
- a change of time
- a change of setting
- a change of speaker.

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 yourself, you should write in the **first person**, using the **pronouns** 'I' and 'we'.
- If you are writing about other people, you will write mainly in the **third person**, using the pronouns 'he', 'she', 'it' and 'they'.

- Rewrite the following sentences using the first **person**.

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.*

- 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:

	11 Wordsworth Avenue
	Wingston Regis
	Southshire
	SU23 4PQ
Zhang Min Li	
1462 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 family member
 - your headteacher
 - the manager of a local business that is advertising a job you would like.

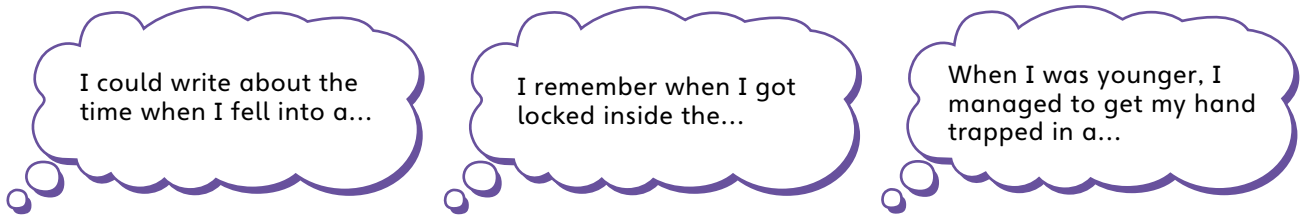


Activity 4: Writing a letter

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.

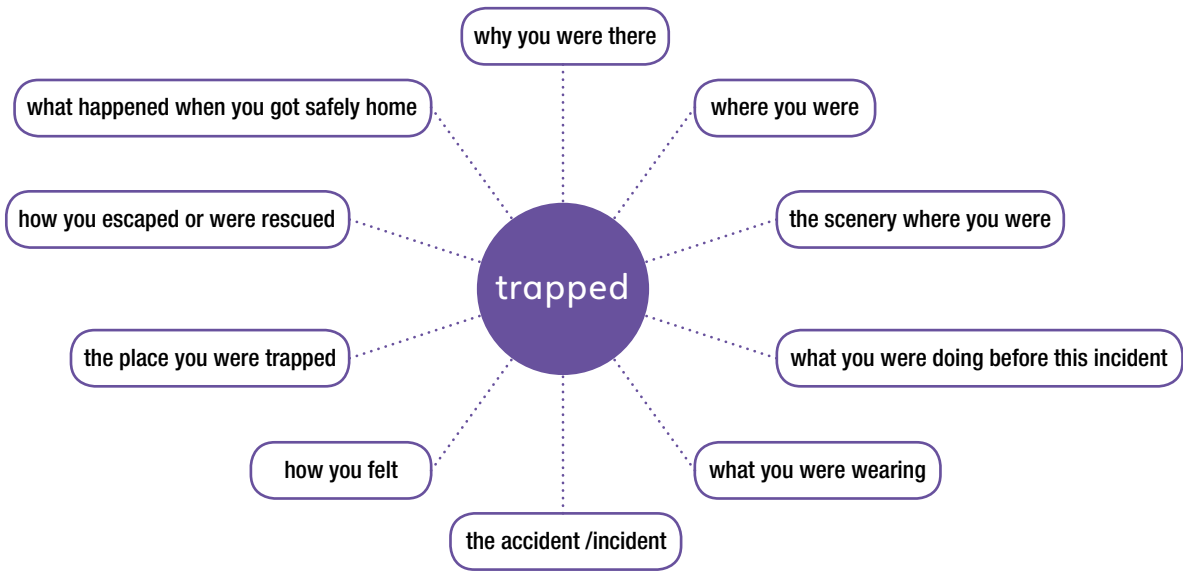
Imagine

- 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.



Plan

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



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

1 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.



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

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:

Present tense: *I kick.* | Simple past tense: *I kicked.* | Present continuous tense: *I am kicking.*

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’).



Remember

- A syllable is a part of a word that makes a single sound.
- The letters ‘a’, ‘e’, ‘i’, ‘o’ and ‘u’ are vowels. All the other letters of the alphabet are consonants.

- Which verbs are spelled correctly in the following sentences?
 - We hopped/hoped we would win the cup.
 - I love running/runing and jumppping/jumping.
 - They are shopping/shoping.
 - It was just beginning/begining to rain.

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.

How do I do that?

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 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.

How did you score?

- 3/3 – Well done! You are good at spotting and correcting this kind of mistake.
2/3 – Well done, but you need to check twice for this kind of mistake.
0/3 or 1/3 – You need to look very closely at your writing for this kind of mistake.

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
little	huge	churned	violently	raced
narrow	wide	hissed	powerfully	flowed

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.

Activity 4: Avoiding repetition

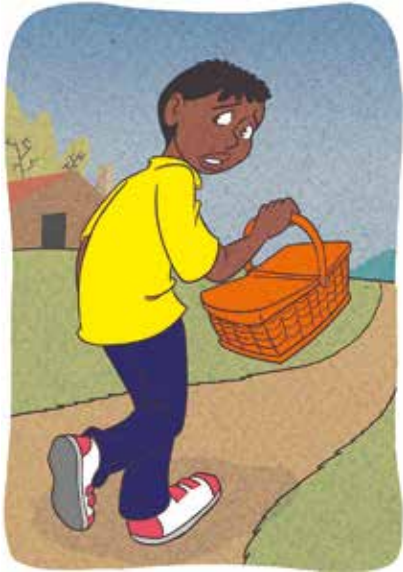
One way to make your meaning clearer and avoid repetition is to replace a noun with a pronoun.

- 1 Read the following sentences.

Reth walked to the shop. The shop was closed. Reth knew that Reth's mother was relying on Reth to buy ingredients for the big family meal that evening. Reth's family would be disappointed in Reth if Reth didn't complete the shopping. Reth decided that Reth would have to go to the shop in the next village. Reth hoped that the shop in the next village would be open.

- a) Copy out the sentences, replacing any repeated nouns with the correct pronoun. You could look at the table below on pronouns for support.
- b) Check that the meaning of the sentences is still clear. Would it be clearer if you put back any of the nouns you have taken out? If so, rewrite them again.

Pronouns	
Subject	I you he she it we they
Object	me you him her it us them



Activity 5: Reviewing and proofreading writing

- 1 Look at the following extract from one student's writing. It contains punctuation mistakes, grammar mistakes and spelling mistakes.

I walked through the city streets. I looked at all the people walking past me. I look up at all the big buildings above me. I did not no where I was or where I was going. In the distance I could here the sound of a police siren and some voices, the siren and the voices made me feel worried and alone.

- a) Look through the extract for the mistakes. Then copy and correct the extract. As you correct each mistake, label it to show the kind of mistake the writer made.
- b) Underline **three** vocabulary choices in the extract that you think could be improved.
- c) Create a vocabulary bank for each word you have underlined, and then choose the best word to replace it.

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 gazed at the roofs of clustered houses glittering with morning frost below. He watched the white smoke of early fires climbing from chimneys, their TV aerials gleaming against the blue sky. He turned his gaze to the familiar junction at the bottom, where the foot of the hill met the main road. The traffic was often heavy, particularly around 8.30, with a queue of impatient drivers making their way to work. But Raj figured it would be quiet so early in the morning. The light turned green, and he released his grip on the brakes, and pumped hard on the pedals. He crouched over the handlebars and began to free-wheel.

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.

- 15 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...'

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.

- 30 But for them, he would certainly have slammed into the bricks. Instead, he lay on his back, dazed and sick, in a chaotic heap of garbage. His jacket was torn, his broken shoulder throbbing. He turned his head painfully and stared at his bike, folded and crushed beneath the wheels of the lorry.



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.