

7

11–14

Inspire English

INTERNATIONAL

Workbook

SAMPLE



Pearson

Ben Hulme-Cross

Inspire English International

Year 7 Workbook

Ben Hulme-Cross

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About the Workbook

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.

The books have been written using a mix of real-world texts and purpose-written passages, designed to inspire discussion and help to maintain a focus on key curriculum objectives.

This Workbook gives you the chance to practise and embed the key skills introduced in the Student Book and through teaching, thereby deepening and broadening your understanding. Clear links are provided between this book and the Student Book and daily teaching, to support this further.

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This section links to pages 22–25 of the Student Book.

Section 4 Openings

In this section, you will practise exploring the opening of a short story and then write your own.

Reading between the lines

1 Look again at the extract on page 22 of the Student Book.

a Find two quotations that suggest Justin is slightly afraid.

b Find two quotations that suggest Justin is brave.

c How does the writer imply that Justin is in danger? Use quotations from the extract to support the points you make.

2a Justin sensed the tiger as soon as he reached the street. How does this opening sentence engage the reader? Explain your answer below.

b Write down three questions that the extract creates in the reader's mind. For example, *Will the tiger attack Justin?*

c Which of the questions you wrote for 2b is the most intriguing? Explain your answer below.

Each section of the Workbook clearly links to learning from the Student Book so you can refer between the two.

The focus of each section enables you to reinforce learning from the Student Book and deepen your understanding.

Unit 1: Heroes and villains

Section 4 Openings

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Set extension activity

3 Find a fiction text and look at the opening few paragraphs. Plan a response to the question: How has the writer engaged the reader with this opening? Think about how the writer has:

- created questions that you want answers to
- introduced a character or topic you want to learn more about
- created excitement, interest or humour.

d Note down some quotations that demonstrate how the writer has used one or more of those approaches.

b Write your response below. Remember to state your response, refer to examples from the text, and explain how they have engaged the reader.

Set extension activities at the end of each lesson give further extended practice of the skills covered, along with extended writing practice.

The chance to apply your learning, answering focused questions, means you will grasp key concepts more readily. Structure and prompts help to ensure you stay on track, and give you support where needed.

About the Workbook

Innovative assessment sections explain clearly how to proofread and improve a response and then give you the chance to put your learning into practice.

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This section links to pages 174–175 of the Student Book.

Section 11 Assessment

In this section, you will identify the mistakes in a sample response from a student and write an improved version.

The extract below is an information text about the sport of water polo.

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

Sink or swim

1 Water polo is not for the fainthearted! The rules are simple enough. There is a goal similar to a small football goal at each end of the 30-metre pool. Seven players on each team compete to score goals by passing to each other and throwing a ball past a goalkeeper and into the opposition goal. Outfield players can only hold the ball with one hand, although the goalkeeper can use both.

5 A game lasts for 32 minutes, which may not sound like long until you learn that at no point is a player allowed to touch the floor or sides of the pool. What's more, the game is played at a truly breathless pace. Teams have a mere 30 seconds to score once they have the ball. After that, the ball is handed over to the other team, and so on.

In order to take a more powerful shot, a player will kick so that their upper body rises out of the water, giving them a height advantage and freeing their arms and torso from the water to throw. A professional player can kick up so high that their whole body, from the waist up, is out of the water – without kicking off the floor. This, of course, uses up huge amounts of energy.

10 Players swim around two miles per game without rest, requiring extraordinary levels of fitness. And it's not just an endurance event, it's more of a sprint – or hundreds of sprints. Players stop, tread water, change direction, sprint forwards, backwards, grapple for the ball, dive, kick, leap, throw, and repeat over and over again. No wonder many describe water polo as the most intense and exhausting Olympic sport!

15

1 Look at the following question and read the student's response that follows.

Task: What impression does the writer create of water polo?

Response: Water polo is in a swimming pool and its a bit like football because there is too goals and you had to score by getting the ball into the goal and theirs a goalkeeper. There was 32 minutes in a game which is quite short compared to football and some other sports and theirs some different rules like you only have 30 seconds to score and then you've got to give the ball to the other team and then they have a go at scoring. To take a shot you have to kick up out of the pool to get higher up which is hard and it makes it easier to shoot. Its really tiring because players had to swim about two miles in a game.

Here you're presented with a real test text and question.

Another student has answered the question – here you're taken through the steps needed to understand and improve the response.

Once you understand the techniques and skills needed to write an excellent answer, you're given the chance to put this into practice!

Unit 4: World of sport

Section 11 Assessment

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c Write a 'V' next to any opportunities to improve the impact of the writing by making different vocabulary choices.

d Write an 'S' next to any opportunities to improve the impact of the writing by varying sentence length and structure.

e Use the box below to make some notes and plan how you will improve and extend this answer.

2 Rewrite your improved version of the answer in the space below. Continue your answer in your notebook. Remember to:

- address what impression is created
- address how the impression is created
- use quotations from the extract to back up points made
- write at least three paragraphs.

Section 1 Description

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

Comprehension

1 Read the extract on page 10 of the Student Book. Place the things that the narrator hears, does and experiences below in the order that they appear in the extract. Number each point from 1 to 5.

- A She cups her hands over her mouth

☐
- B Her Mum shouts a warning

☐
- C She hears a deafening noise

☐
- D She is thrown against a rock

☐
- E She hears a shout

☐

Inference

2 Read this quotation from the extract:

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? Or would I be buried under metres of snow and suffocate? Which was worse?

a Tick any of the following emotions that suggest how the narrator is feeling in the quotation above.

- A helpless

☐
- B excited

☐
- C scared

☐
- D angry

☐
- E thrilled

☐

b Write a sentence explaining each choice.

3a Look again at the extract on page 10 of the Student Book. Make a list of all the words and phrases you can find that suggest the character has some hope.

b Now identify the first moment where it seems the narrator feels hopeful. Write a sentence or two explaining your choice.

Set extension activity

4 Think of five feelings or emotions. Write one in each of the boxes below. For each one, add at least five descriptive words or phrases that would describe someone experiencing those feelings. An example is provided.

Emotion	fear
Description	cold trembling shaking heart beating sweating

Emotion	
Description	

Emotion	
Description	

Emotion	
Description	

Emotion	
Description	

Emotion	
Description	

Vocabulary choices

5a Look again at the third paragraph of the extract on page 10 of the Student Book. Write down three words or phrases the writer uses to suggest the narrator feels she is helpless.

b Using your response to **Activity 5a**, write a sentence explaining how the writer's vocabulary choices create the sense of helplessness.

Sentence punctuation

6 Check the punctuation of the following sentences. Place a tick next to those that are correct. Place a cross next to any that are incorrect. Circle the errors.

- A** What a brilliant party!
- B** Is Manchester the best city in England?
- C** Last night I couldn't sleep
- D** She was shaking with laughter.
- E** That video is cool?

Writing descriptions

7 Imagine a situation in which you are looking out from a hiding place. It could be part of a game, you could be spying on someone, or maybe you are hiding from something dangerous.

a In one word, describe the atmosphere of the situation. For example: *funny, scary*.

b Using precise vocabulary, name two things you can see in your imagined situation that help create the atmosphere you mentioned in **Activity 7a**. Add descriptive words to create a clear picture, completing the table below. An example is provided.

What can you see?	Descriptive words
my brother	sneaky, clumsy, heavy, sweaty, whistling, unaware, stomping, snoring

✎ Write a sentence describing one of the things you listed in the table above. Think about the atmosphere you want to create, and choose only the most suitable descriptive words.

Set extension activity

8a Add two more paragraphs to the description that you began in **Activity 7** on the previous page. Answers should use carefully chosen language to:

- describe what is happening in the situation (for example, why it is funny or scary)
- describe the character's reaction to the situation
- create the right atmosphere using descriptive language.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

b Look back at your writing and correct any mistakes, paying particular attention to punctuation.

c Highlight or underline any words you have used that are particularly effective in creating the atmosphere or showing the character's feelings.

Section 2 Information

In this section, you will practise identifying and summarising key points, exploring how the writer has structured them.

Key points

1 Look at these five quotations taken from the first three paragraphs of the informative article ‘Getting lost in the desert’ on page 14 of the Student Book. Place a tick next to the quotation that makes the key point.

- A** you will certainly need to make some important decisions to stay alive ☐
- B** your number one priority is to look for ways to reduce your exposure ☐
- C** there are three key things to remember ☐
- D** The desert heat will make you very thirsty ☐

2a Reread the third section of the text: **Get help**. Write down three key points that are made in this section.

b Which of the three points you have listed is the most important? Write a sentence explaining your answer.

Summaries

3 Read the following summaries of the second section of the text: **Drink water**. Which do you think is the most effective summary? Write a sentence explaining your choice.

- A** You will be very thirsty, but do not drink all your water at once.
- B** Sip your water slowly to avoid dehydration. Drink a little more if you feel dizzy. Eat in small amounts.
- C** Eat and drink in small amounts.

4 Write your own summary of the whole article in at least three sentences. Aim to write 40 to 60 words.

Set extension activity

5a Identify a topic you are interested in. For example: a sport, a hobby, an important issue in the world or a historical event.

b Imagine you have been asked to write an informative article about your chosen topic. Write down five key points that you would make in this article.

Key points	Order

c Now think about the best order in which to make the points. Write the numbers 1–5 in the ‘Order’ column of the table to indicate which point should come first, second, etc.

d Write a paragraph summarising the article you would write. Your summary should include each of the five points that you listed in the table.

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Structure

6 Draw lines linking each of these structural features to the sentence explaining its purpose.

Structural feature	Purpose
Heading	Gives a short overview of the issue or topic
Introduction	Identifies the topics covered by each section of text
Subheadings	Provides detailed information
Text under subheadings	Identifies the subject of the article

7 Look at the following statements about the order in which writers choose to make their points. Which of the statements are true and which are false? Circle T or F for each statement.

- A A good writer may put the most important point first to emphasise its importance.

[T / F]
- B A good writer may organise the points by looking at how much space each will take up.

[T / F]
- C A good writer may choose to put the most important point last to finish the article in a very persuasive way.

[T / F]
- D A good writer may decide that it does not matter how the points are ordered.

[T / F]

Adverbials of time

8 Look at the list of words below. Place a tick next to each word that is an adverbial of time.

- Finally

☐

Never

☐
- Firstly

☐

Summary

☐
- Furthermore

☐

Surprisingly

☐
- However

☐

There

☐
- Lastly

☐

Thirdly

☐

9 Look at these three points taken from the first section of the extract on page 14 of the Student Book: **Keep covered**. Write a paragraph of text including all three points, beginning each sentence with an adverbial of time.

- A Look for ways to reduce your exposure.
- B Cover your head to protect against direct sun.
- C Keep yourself as warm as possible at night.

Set extension activity

10 In **Activity 5** on page 11 of this Workbook, you wrote a summary of an article on a topic of your choice. You are now going to write the article. Use the template below to help structure your ideas. Make sure that you include:

- a heading
- an introduction
- two or three subheadings
- text under the subheadings
- ideas linked by adverbials of time.

Heading:

Introduction

Subheading:

Subheading:

Subheading:

Section 3 Intention and response

In this section, you will practise considering the writer’s intention and your response, supporting it with evidence from the text.

Writers’ intentions

1 Read the extract on page 18 of the Student Book. What does the writer want us to feel about the characters and their situation? Write one or two sentences below.

Finding evidence

2 Find quotations from the extract to use as evidence for each of the following statements.

The writer wants us to sense the danger before the characters do.
Evidence:

There is a brief moment of hope towards the end of the extract.
Evidence:

Responding to the text

3 Write a short paragraph answering the following question, using quotations from the extract to support your answer: Which section in the extract creates the highest sense of tension? Remember to add speech marks around the quotations.

Set extension activity

4a You are now going to write two paragraphs responding to a text (either part of a novel or an article) you have recently read and enjoyed.

Make brief notes answering each of the following questions.

(i) How did the writer want the reader to feel?	
(ii) What did the writing make you feel?	
(iii) How did the writer make you feel as you did?	

b Use the notes you have made to write two paragraphs responding to the text you have chosen. Include quotations from the text. Continue your answer in your notebook if needed.

New paragraphs

5 Look at the text below. It should be split into two paragraphs. Mark the place where the text should be split, then explain your choice in the space provided.

It took us about half an hour to get all our things into the car. Not that Tom did anything, of course. He just sang his stupid song and banged his dinosaur against the car window while Dad and Mum and I ran around trying to get everything ready. It was going to be a long drive to the airport! By the time we got there, Dad was in a rage.

Structuring the text

6a Look at the extract on page 18 of the Student Book from when the storm hits. Complete the following sentences.

There is a moment of hope when _____

Then the situation worsens when _____

Finally, the situation gets better when _____

b The mood goes from hope to despair and back to hope again. Why has the writer chosen to structure the text in this way? Write one or two sentences explaining your view.

7 Imagine you are travelling somewhere by boat, on your own. Various things happen on your journey, some of which make you feel unsafe. Look at this list of events.

A It begins to hail

F You have something to eat

B You notice a small leak in the boat

G Your engine fails

C Storm clouds gather overhead

H It is a mild spring day

D Your water bottle breaks

I Something big crashes into the bottom of the boat

E Your bag falls out of the boat and sinks

J You repair the leak

Reorder the list of events so that the sense of danger builds towards a moment of greatest tension at the end. Intersperse the moments that feel safer.

A **F**

B **G**

C **H**

D I

E **J**

Set extension activity

8 Plan two different ways in which you could continue the story from **Activity 7**, achieving different intentions. For example, you could create a sense of mystery, adventure and excitement, or create sympathy for the narrator. Before you begin each plan, ask yourself:

- What feeling am I trying to create (for example, *tension*, *sympathy*)?
- What happens to the character?
- How does the character feel or respond?
- How will I order events to achieve my intended effect?

Plan 1

Plan 2

9 Now select the plan that you feel has the most interesting structure and effects. Explain why you chose this plan.

Section 4

Sentence structure for effect

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

Identifying the writer’s intention

1 The writer uses words to present Mira and the bear in a certain way. Find a quotation from the extract on page 22 of the Student Book to support each of the following statements.

a Mira is excited.

b Mira is curious.

c The bear is wild.

d Mira is scared.

e Mira is brave.

f The bear calms down.

The effect of sentence structures

2 The writer uses short sentences in the seventh paragraph. What atmosphere does this help the writer to create? Write a sentence explaining your view.

3 Look again at the first paragraph. How do the length and rhythm of the sentences reflect Mira’s thoughts and feelings? Write a paragraph explaining your answer.

Set extension activity

4 For each of the grammatical terms in the boxes below, find at least three examples in the extract on page 22 of the Student Book. Then write a definition of each term.

Noun
Examples
1
2
3
Definition

Verb
Examples
1
2
3
Definition

Clause
Examples
1
2
3
Definition

Conjunction
Examples
1
2
3
Definition

Conjunctions

5 Underline the conjunction in each of the following sentences.

- a** I ran for the bus so I wouldn't be late.
- b** He swam more slowly because he wanted to save his energy.
- c** She decided to keep going until it was dark.
- d** I said yes although I wasn't happy about it.
- e** The cat purred and she went to sit in the sun.

6 How many clauses are there in each of these sentences? Write the number of clauses next to each sentence.

- a** I ran because I was terrified. _____
- b** I fell backwards. _____
- c** When I heard the car I panicked, and then everything went wrong. _____

Varying sentence length

7a Imagine a scene in which a character is in danger. Make a few notes outlining what happens in the scene and how the character feels.

b Write a short scene in which your character is in danger and beginning to panic. Use only short sentences as the danger and panic increase.

c Describe the moment in which the danger becomes less immediate. Describe the character's thoughts and feelings, using a mixture of short and longer, multi-clause sentences.

Set extension activity

8 Revise the skills you have covered in the first half of this unit, ready for the assessment in the next lesson. You may find it helpful to note down the key points covered in each of the sections so far. If there are any areas where you do not feel confident, reread the appropriate pages in the Student Book.

Section 1: Description

When first reading a text, focus on understanding the events or ideas within it.

Section 2: Information

Section 3: Intention and response

Section 4: Sentence structure for effect

Section 5 Assessment

In this section, you will answer questions on a short extract and improve a sample student response.

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

The Arctic and Antarctic

1 As well as being spectacularly beautiful, the polar regions are amongst the coldest, driest or windiest places on Earth. Bright, white snow and ice stretch as far as the eye can see.

The Arctic

The Arctic is a frozen ocean in the winter surrounded by land. Yet with its vast sea ice, it sprawls over one sixth of the Earth's surface, covering over 30 million km². The Arctic Ocean is the smallest and shallowest ocean in the world. The ice that forms over it in winter is a giant layer of floating ice. In fact, there is no land at the North Pole, or within many hundreds of kilometres of it.

The Antarctic

At the other end of the Earth, the Antarctic is a frozen land surrounded by ocean. Even in the summer this vast land mass is covered with ice that is an average of 2000 m thick. Antarctica is also a polar desert. At the South Pole, the snowfall is equal to less than 50 mm of rain a year. The Antarctic, much colder than the Arctic, is the coldest place on Earth.

Polar bears

The polar bear of the Arctic is the largest living land carnivore. Polar bears spend over half their time hunting. However, hunting is a difficult task even for the mighty polar bear, which on average will catch only one seal a week. Polar bears depend on the floating sea ice to hunt for seals. However, global warming means that the sea ice is melting earlier and freezing much later in the year. This gives polar bears less time to hunt. Sometimes they have to swim for up to nine days to find sea ice.

Penguins

Penguins are a group of flightless seabirds found in the southern hemisphere. There are 18 different species of penguin. Only the Adélie and emperor penguins live permanently in Antarctica. In parts of the Antarctic, populations of Adélie penguins have dropped by 65 per cent over the past 25 years. Climate change and warming temperatures mean that the atmosphere in Antarctica holds more moisture and this brings snow. This reduces the land area on which Adélie penguins can nest.

Assessment questions

1 Indicate which of the following statements are true and which are false. Circle T or F for each statement.

- A** The Arctic is the coldest place on Earth. [T / F]
- B** The Antarctic is a polar desert. [T / F]
- C** Polar bears only eat around one penguin per month. [T / F]
- D** The Arctic Ocean is the shallowest on the planet. [T / F]
- E** Climate change is causing more snow to fall in the Antarctic. [T / F]

2a Look at the first paragraph of the extract. Write down one word or phrase that shows the writer feels positive about the Arctic and Antarctic.

b Write down three words from the introduction that seem negative about the Arctic and Antarctic.

3 The Arctic and Antarctic are at opposite ends of the planet. How has the writer structured the text to reflect the theme of opposites? Support your answer with evidence from the extract.

4 Look at the following question and read the student's response that follows.

Question: Polar bears are threatened by global warming. How does the writer structure ideas to make this point effectively?

Response: Polar bears are very powerful, but global warming is melting the ice in the Arctic. This means that polar bears have less time to hunt and they have to swim a long way to find sea ice.

a What advice would you give to this student to help them improve their response?

b Write your own improved response to the question in the space below. Continue your answer in your notebook if needed.

Section 6

Argument

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

Key points

1 Look at the following sentence from the text on page 28 of the Student Book. Rewrite it in your own words.

You empower kids by teaching them how to do something dangerous, but how to do it safely.

2 Write down the key point delivered in each paragraph of the text.

Paragraph 1:

Paragraph 2:

Paragraph 3: _____

Paragraph 4:

Paragraph 5:

Paragraph 6:

Viewpoint

3 Which of these sentences is the best summary of the writer's point of view? Place a cross (X) next to your chosen sentence, then write a sentence or two explaining your choice.

A We should encourage children to take risks in a careful way to prepare them for life.

B We should teach children to use knives and light fires.

Set extension activity

4a Imagine you have been asked to write an article with one of the following two titles.

EITHER: 'Parents should give young people more freedom!'

OR: 'Parents should NOT give young people more freedom!'

Make some notes listing every reason you can think of to support your point of view.

[illegible]

b Now identify the five key points you would make in your article.

Point 1:	
Point 2:	
Point 3:	
Point 4:	
Point 5:	

Emotive language

5 Look again at the text on page 28 of the Student Book. Tick the following quotations from the text that are examples of the writer using emotive language.

- A** The kids' faces light up. ☐ **B** He has learnt how to handle a knife. ☐
- C** Kids were taught to be resourceful and practical. ☐ **D** you love and care for your kids ☐

Structural and grammatical choices

6 The writer uses the following triple structure to present his ideas persuasively:

Let's have fun again. Let's get muddy; let's live a bit more freely.

You have been asked to write an article with the opposite point of view, encouraging people to remain in their houses and be safe. Write a line using a triple structure like the one above.

7a Which of the following are examples of direct address?

- A** Join me and let's make life a little wilder.
- B** I remember feeling really excited.
- C** Remember, we all take risks every day.
- D** Their future is your future.

b Write three points arguing that young people should stay safe at home. Address the reader directly to make your argument more persuasive.

Point 1: _____

Point 2: _____

Point 3: _____

Determiner-noun-verb agreement

8 Delete the incorrect words in the sentences below, making them grammatically correct.

- A** Yesterday, the boy [ride/rides/rode/riding] his bike to Anna's house.
- B** Every week the [people/man/girl/friend] met to discuss plans for the festival.
- C** Last night I saw [the/an/a/some] woman I had never met before.
- D** Sometimes people [thought/think/thinks/thinking] I cannot speak.

Set extension activity

9a You are going to write an article arguing that young people should stay at home to stay safe. You could use one of these prompts:

- It is not safe to let young people make their own decisions.
- Young people can learn about danger without taking risks.
- Spending time at home teaches young people important skills.

Where appropriate, try to use:

- emotive language
- a triple structure
- direct address.

Write your article here.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

b Look back over what you have written and identify any opportunities to include more emotive language.

Section 7

Newspaper report

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

Structure of articles

1 Look again at the text on page 32 of the Student Book. The first event in the story, in chronological order, is when Matthew Bryce was reported missing in paragraph 3. Write a new opening sentence for the article beginning with that piece of information.

2 The article begins when the surfer believes he is about to die. Why do you think the account starts at that point? Explain your answer.

3a Look at the following summary of key points from a news story. Choose the most dramatic moment and write an opening sentence or two for a report on this story.

A A tree fell through the roof of 49-year-old Mr Bradley's house while he was watching TV.

B A pointed branch missed his head by a few centimetres, giving him the fright of his life.

C 'I'm just so lucky to be alive!' said Mr Bradley.

D The neighbours all helped to clear the tree out of the way.

E His wife joked that the loft had needed clearing out for years.

b Complete the report you started writing in **Activity 4a**. Write one further paragraph, using the information provided.

Set extension activity

4 Look at the example of a newspaper article below. Write notes in the margins, describing the key features and structure used in the article, and their effect. An example has been provided.

MISSION IMPOSSIBLE SAVES GIRLS' LIVES

Headline – engages the reader by suggesting danger.

A group of Year 8 girls trapped in a cave in Yorkshire were just hours from death when rescuers found them in the dark.

The group were reported missing three days ago when they failed to return from a tour of the Bluestone caves. "It was the worst phone call you can imagine," says mum of three Linda, recalling the moment the school got in touch to tell her that her daughter was trapped.

"The cave was filling up with water," said cave tour leader Nick. "The tunnel back out of the cave was already flooded and we were running out of time."

A team from the mountain rescue service abseiled down a vertical shaft into another part of the cave system and managed to work their way round to the stranded group before leading them to the shaft.

"Climbing out was the scariest part," says Amy, aged 12. "The shaft was really narrow and steep and I've always been terrified of heights."

"Hopefully the next school trip will be to a museum or something," says Amy.

High Springs Academy says there are no plans for a repeat tour of the caves.

Vocabulary choices

5 Underline the examples of dramatic language in the following sentences.

- a** The protester was trembling with rage as she approached the police.
b For a moment, the crowd was silent. Then their roars nearly brought the roof down.
c The circus performers delivered a jaw-dropping, nerve-shredding routine.

6a Rewrite the following sentences by changing the vocabulary to make them more dramatic.

- (i) She struck the ball hard into the back of the net.
-
- (ii) Several trees are blocking the road after last night's storm.
-
- (iii) The police chased the gang along the motorway at full speed.

b For each rewritten sentence from **Activity 6a**, explain how your vocabulary choices have made it more dramatic.

- (i) _____

(ii) _____

(iii) _____

Present tense

7 Rewrite each of these headlines in the present tense.

- Teenager broke world record!

- b**
- Dog saved owner from cow

- ### c Woman survived thirty-metre fall

Set extension activity

8a Write a news article about the damage caused to a town by a hurricane. Think about what happened, when and where it happened and who was affected. Remember to include a dramatic headline, the details of what happened and some dramatic vocabulary.

[illegible]

- b** Look back through what you have written and try to find opportunities to choose even more dramatic vocabulary.

Section 8

Comparing texts

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

Key points of texts

1a Look again at the two extracts on pages 36 and 37 of the Student Book. Which of the following statements are true of the writer in Extract A? Which are true of the writer in Extract B? Which are true of both? Write ‘A’, ‘B’ or ‘Both’ next to each statement.

- A** He waits to be rescued after the fall
- B** He acts quickly to save himself
- C** He suffers a painful fall
- D** He is afraid that he is going to die
- E** He is in pain

b Indicate which of the following statements are true and which are false. Circle T or F for each statement.

- A** Both writers lose their phones. [T / F]
- B** Both writers are injured. [T / F]
- C** Both writers are in darkness after their falls. [T / F]
- D** Both writers shout for help. [T / F]

2 What similarities are there in the way that the two writers respond to their situations? Write a short paragraph explaining your answer.

3 What differences can you detect in the attitude each writer had to his situation? Write a short paragraph explaining your answer.

Set extension activity

4a Think of two places that you know well and note these in the space provided. Try to choose places that have quite a few similarities and differences.

My chosen places are: _____

b Identify three to five key differences and three to five key similarities between the two places. Write them in the boxes below. You could write about: the people who go there, the surroundings, and so on.

Key differences

1

2

3

4

5

Key similarities

1

2

3

4

5

Using evidence

5 Look at the following quotations from Extract B on page 37 of the Student Book. Underline the one which best demonstrates that the writer of Extract B feels his situation is hopeless.

- A It felt like being on a waterslide
- B I panicked
- C I started crying

6 Look at the two statements below. Look back at the extracts on pages 36 and 37 of the Student Book and find one or two short quotations that give evidence to support each statement. Write your quotations beneath each statement. Remember to use speech marks around the quotations.

a The writer of Extract A tried to save himself.

b The writer of Extract B waited to be rescued.

7 Now write a paragraph describing this difference between the two writers' attitudes, using the best quotations you have found and linking your points with adverbials.

Using adverbials

8 Add a suitable adverbial to complete the points below.

- A The bedroom in my old house was huge. Here in the new house, _____, I feel like I'm living in a shoe box.
- B Our camping trip last summer was great! We stayed by a lake and hired canoes. _____, this year we are camping by the water again.

Set extension activity

9 Find two different articles, either online or in magazines or newspapers, on a similar topic. Write a comparison of the two articles.

a Note down three key similarities and differences with suitable quotations from the texts as evidence.

Key similarities	Quotations
1 _____	_____
_____	_____
2 _____	_____
_____	_____
3 _____	_____
_____	_____

Key differences	Quotations
1 _____	_____
_____	_____
2 _____	_____
_____	_____
3 _____	_____
_____	_____

b Write your comparison here, linking your points with adverbials where appropriate. Continue in your notebook if needed.

Section 9 Letters

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

Identifying key information

1 Look at the text on page 40 of the Student Book. Indicate which of the following statements are true and which are false. Circle T or F for each statement.

- A** Penny's brother is not with her because he is ill. [T / F]
- B** Penny arranges to meet the girl who lives next door at the beach. [T / F]
- C** Penny sees a man who seems to be struggling in the tide. [T / F]
- D** Penny is not surprised that she acted so calmly. [T / F]

Writers' intentions

2 Chronologically, the story ends with Penny appearing on TV. Why do you think she chose to begin her letter by saying that she had been on TV? Explain your answer below.

First and third person

3 Which of these sentences are written in the first person? Which are written in the third person? Write '1st' or '3rd' next to each one.

- A** I ran for the bus but it was no use.
- B** She wondered who the strange woman was.
- C** They laughed at me out of the back window.

4 Rewrite this extract from the letter using the third person, as if you were describing events that happened to a friend or relative.

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!

Set extension activity

5 Make a list of verbs in the table below, writing each verb in the first person and third person, and in the present tense and past tense. Aim to list at least ten to fifteen verbs. An example is provided.

[illegible]

Presenting and organising a letter

6 The letter below was intended to be a formal letter of complaint. Look through it carefully and circle any words or features that do not conform to the proper way of presenting a letter, or are missing entirely. In the margin, write notes indicating how you would correct the mistakes.

November

The date should be complete with day and year

Hello Sir,

I was very disappointed with the chair that I ordered from your website.

It fell apart as soon as my cousin sat on it. Please give me my money back immediately.

Thanks,
Tom
22 Broke Lane
Oxford
OX4 4OX

7 Rewrite the letter about the broken chair, making the corrections that you have identified.

Set extension activity

8 Write a longer, more detailed version of the letter of complaint from **Activity 7**. Include as much detail as you can about your original order, what happened, exactly how the chair broke, how you feel and what you hope the company will do for you. Remember to:

- use the correct format and layout for a letter
- use a first-person viewpoint
- use a variety of sentence starts in your writing.

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[illegible]

Section 10

Reviewing and revising

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

Checking spelling, punctuation and grammar

1 Look at the following sentences and circle the mistakes in each one. Then rewrite each sentence correctly.

a they had never seen an elephant before, they were amazed.

b I could see he was bleeding, I ran over to help

c It was her first ever birthday party. she was so excited

Verb suffixes

2 Circle the verbs in the table below that are spelt incorrectly.

flap	flapped	flapping
stomp	stompped	stompping
reload	reloadedd	reloadingg
chat	chatted	chatting

Proofreading

3 The following three instructions are mixed up and incorrect. Rewrite them to create useful tips for proofreading your work.

a To find **punctuation mistakes**, look at each verb.

b To find **spelling mistakes**, look at full stops and capital letters.

c To find **grammar mistakes**, look at words with suffixes.

Set extension activity

Having completed the proofreading activities on page 45 of the Student Book, decide which area you most need to focus on: punctuation, spelling or grammar.

4a Write a test for someone else to practise their reviewing skills in that area.

Write instructions for the person sitting the test, telling them what sorts of errors they should look for and correct (punctuation, spelling or grammar).

Then write some text with lots of errors in it. The text could be a list of single sentences that are not linked or it could be a paragraph of text.

Whichever approach you take, the sentences or paragraph must contain at least five mistakes in your chosen area of punctuation, spelling or grammar.

TEST

b Now rewrite the sentences or paragraph with all of the mistakes corrected.

Reviewing vocabulary choice

5 Look at the following sentences. Each has one word underlined and some replacement words suggested in the box beneath the sentence. Rewrite each sentence, improving it by replacing the underlined word with one from the box.

a The storm outside was bad. violent | loud | ugly | evil

b The tiger bared its big teeth and growled. shiny | white | savage | dirty

c She was tense with anger. sore | mad | anxious | trembling

6 Look at this extract from a student’s writing. Underline any words or phrases that you think could be replaced to improve the paragraph. Then rewrite the extract including your improvements.

The chase was on! In front of us the black van was driving through the streets, swerving quickly every now and then to overtake. We went after them, seriously trying to keep up. None of us felt like thinking about if these people got away. My heart was beating. We had to stop them!

Improving your work

7 Write down one useful tip to help you avoid repetition in your writing.

8 What are the four key things to check for when you review your writing?

- 1
- 2
- 3
- 4

Set extension activity

9 Revise the skills you have covered in the second half of this unit, ready for the assessment in the next lesson. You may find it helpful to note down the key points covered in each of the sections so far. If there are any areas where you do not feel confident, reread the information given in the Student Book throughout this unit. Think back to when you planned for the previous assessment. What helped? What could you improve on?

Section 6: Argument

Each paragraph in an argument text will contain one key point.

Section 7: Newspaper report

Section 8: Comparing texts

Section 9: Letters

Section 10: Reviewing and revising

Section 11 Assessment

In this section, you will identify the mistakes in a sample response from a student and write an improved version.

1 Look at the following task and read the student’s response that follows.

Task:: Imagine a story about a character who faces a situation in which they may die. Write an extract from this scene.

Response: *We have been walking for three hours by the time the sun came up. We were happy because we had been walking for three hours and we liked the feel of the weight coming off our feet because now that our boots could no longer be heard the calm of the mountain was nice. Everything feels calm and nice and at peace*

Then we heard a huge sound like a blender and high above us just below the peak, a huge bit of the white separated from the mountain and seemed to fall and we were all really tired.

“Avalanche!” someone said and we got back to our feet. It was obvious we wouldn’t make it. We stomped like elephants in mud. The avalanche got even more quicker. It was swept up more and more snow as it raced down the mountainside. then I triped and now I too was racing down the mountain on my chest.

- You are going to improve and extend this response.
- a** Underline any spelling or punctuation mistakes.
 - b** Underline any verbs that are in the wrong tense.
 - c** Write a ‘V’ next to any opportunities to improve the impact of the writing by making different vocabulary choices.
 - d** Write an ‘S’ next to any opportunities to improve the impact of the writing by varying sentence length and structure.
 - e** Use the space in the box below to make some notes and plan how you will improve and extend this answer.

- 2 Write your improved version of the answer in the space below. Remember to:
- be clear about the effect on the reader you want to create
 - choose powerful, dramatic vocabulary
 - use a variety of sentence structures for effect.