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11–14

Inspire English

INTERNATIONAL

Student Book

SAMPLE



Inspire English International

Year 9 Student Book

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Detailed contents

Unit 1: Mysteries

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2 Responding to information	In this section, you will explore a writer's choice of structure for effect.
3 Describing for effect	In this section, you will respond to the impact of the writer's choices.
4 Selecting evidence	In this section, you will develop your skills in choosing quotations that support your ideas and develop your response.
5 Building a response	In this section, you will develop your critical writing skills, exploring ways of structuring an effective response.
6 Assessment	In this section, you will answer questions on a short extract and write a critical response to assess your progress in the unit so far.
7 Exploring structure	In this section, you will explore how writers structure and organise their ideas in explanation texts.
8 Exploring sentences	In this section, you will explore how writers choose vocabulary and sentence structure to add impact to their ideas.
9 Planning a response	In this section, you will develop your skills in gathering and organising ideas for a response.
10 Comparing texts	In this section, you will develop your skills in comparing the key ideas and viewpoints in two texts.
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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.

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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 short descriptive text 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.

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Section 1 Telling stories

In this section, you will explore different ways to tell stories and make them successful.

Extract A is taken from a story based on an ancient Greek myth: the twelve tasks of Heracles.

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

1 For ten long years, King Eurystheus had been trying to keep a promise he had made to the goddess Hera. He had pledged to help her defeat her enemy, Heracles, by creating a series of impossible tasks for Heracles to perform. If – and when – Heracles failed at the tasks, he would either die or remain enslaved to Eurystheus forever. And Hera would be delighted. There was just one problem. Each time Eurystheus thought he'd come up with a truly impossible task, Heracles seemed to complete it easily. Using a mixture of courage, cunning and superhuman strength, Heracles had outwitted giants, defeated monsters and even cleared twenty years' worth of cow dung out of the world's smelliest stables in a single day. Now, Eurystheus had just one last chance to create a mission that even Heracles was bound to fail. So he summoned Heracles into his presence to receive his final, devastating order.

20 "Go at once to the Underworld," said Eurystheus, "and bring me King Pluto's guard dog, the mighty Cerberus!" Heracles thought about what the king was asking. Cerberus was the most terrifying and powerful dog who had ever lived. Each of his three heads was more fearsome than the last, and his tail was a deadly dragon's. Beside Cerberus, the mighty monsters Heracles had already defeated were as puny as puppies. "Very well, Eurystheus," he said. "I have no choice but to obey."

25 Without another word, Heracles swept out of the palace. Before he reached the outer gates, he was already planning how he would capture the monstrous dog, and earn his freedom once and for all.

Activity 1: Picking out the key points

The extract sets the scene for the full story: it explains who is doing what, and why. Answer the questions below using as much information as possible from the extract.

- What does King Eurystheus do, and why? Write one or two sentences explaining your answer.
- What does Heracles do, and why? Write one or two sentences explaining your answer.
- Look again at your answers to questions 1 and 2. Check that they contain all of the following words.
goddess | promise | tasks | dog | Underworld | freedom

If any of these words are missing, make sure you have included all the relevant information from the extract. If possible, add more information to your answers.

About the Student Book

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Section 11 Assessment

In this section, you will write a short story to assess your progress in this unit.

Activity 1: Planning

In this assessment, you will write an exciting adventure story in which a hero defeats a villain.

- Use the following steps to gather your ideas for your main characters and plot.
 - What kind of hero will you write about? You could choose a superhero or an ordinary person. You could consider:
 - whether the hero sets out to act heroically, or whether her or his actions are unexpected
 - what the hero usually does during his or her everyday life
 - whether the hero acts alone, or with friends or a sidekick
 - how your hero looks, talks and thinks.Note down your ideas.
 - What kind of villain will feature in your story? You could choose a supervillain or an ordinary person. You could consider:
 - how clever and capable the villain is
 - whether the villain acts alone, or with a gang
 - what made this person into a villain
 - how your villain looks, talks and thinks.Note down your ideas.
 - What kind of wrongdoing will your villain be trying to commit? You could consider:
 - the seriousness of the crime
 - who or what would suffer as a consequence
 - how realistic the crime story will be
 - whether or not the plan is a clever one.Note down your ideas.

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

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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:

the subject of the sentence tells you who performs the action

the verb tells you what the subject does

the object tells you who has the action done to them

Heracles defeated Cerberus.

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:

the verb uses a form of 'to be' and a past participle

Cerberus was defeated (by Heracles).

- 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.
- 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

- 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.

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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

analyse - examine carefully, to improve

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

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

conflict (in a story) - challenge or opposition

evidence - supporting facts or



Unit 1

Mysteries

In this unit, you will encounter a range of non-fiction texts detailing some of Earth's biggest unexplained mysteries. These texts have been written to both inform and intrigue the reader, using detailed description, facts and opinions to explore some fascinating questions. What caused the dinosaurs to become extinct? How were the stone carvings on Easter Island created? Does the Loch Ness Monster really exist? Read on to find out...

In this unit, you will...

- develop your reading and summary skills.
- explore a writer's choice of structure for effect.
- respond to the impact of the writer's choices.
- develop your skills in choosing quotations that support your ideas and develop your response.
- develop your critical writing skills, exploring ways of structuring an effective response.
- answer questions on a short extract and write a critical response to assess your progress in the unit.
- explore how writers structure and organise their ideas in explanation texts.
- explore how writers choose vocabulary and sentence structure to add impact to their ideas.
- develop your skills in gathering and organising ideas for a response.
- develop your skills in comparing the key ideas and viewpoints in two texts.
- answer questions on two extracts to assess your progress in this unit.

By the end of this unit, you will be able to analyse an explanation text, exploring the writer's selection and presentation of information, and use of language.

Section 1 Summarising

In this section, you will develop your reading and summary skills.

The extract below is a mystery story. Can you solve it? The answer is at the bottom of the page.

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

The Great Gold Robbery

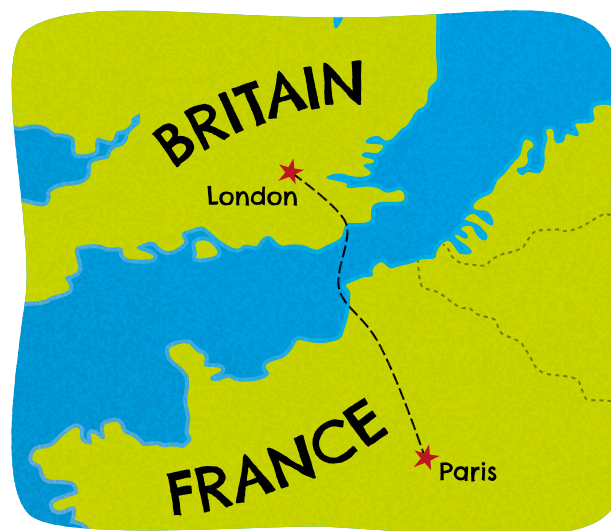
1 In the 1840s and 1850s, gold was frequently being transported by jewellers and goldsmiths between London and Paris. Robberies had been attempted and so security had been increased.

5 On 15th May 1855, gold with a value of £12,000 – more than £1.25 million today – was to be taken by train from London Bridge station to the port of Folkestone in Kent, across the English Channel to Boulogne, and then by train to Paris. The gold was sealed in three boxes, bound with iron bars.

At 7.40 p.m. on 15th May, the three sealed boxes were delivered by Mr Chaplin to London Bridge station. The boxes were weighed and then put into the railway company's iron safes. The safes were locked and required two keys to open them, each key held by a different railway employee. The safes were placed in the guard's van at the rear of the train. The guard, James Burgess, had worked for the railway company for thirteen years and had always been found to be honest and reliable.

When the train arrived at Folkestone, the boxes were removed from the train and carried onto the Lord Warden, a steam ship that took them across the channel to Boulogne, France. The ship's captain was given keys to the safes.

In Boulogne, the boxes were removed from the iron safes and weighed again. It was noted that one box appeared to be 40 pounds (18 kg) lighter than it should have been, and yet there was no sign of damage to the box. The boxes were then transported to Paris and weighed again. They were found to be unchanged from the weights noted in Boulogne. When all three boxes reached their final destinations, they were opened and found to contain nothing but a large quantity of heavy **lead shot**.



Key vocabulary

lead shot: small, heavy balls of lead that can be fired from shot guns

ANSWER: Four men, including James Burgess, were found guilty of the crime. They had stolen and made copies of the safe keys months earlier, broken into the boxes on the train between London and Folkestone, moved the gold into their own bags, and then resealed the boxes and locked them back in the safes. The gold was back in London before the theft had even been discovered.

Skills Boost: Using context for understanding

When you read a text, you may sometimes find that you lose understanding. Try some of these techniques to help you correct that misunderstanding.

- Reread the sentence or paragraph you did not understand.
- Read it yet again, more slowly. Which word or phrase do you not understand?
- Look at the context of that word or phrase: the rest of the sentence and the text. Use it to help you guess the meaning of the word or phrase.

- 1 The word 'bound' in the following sentence from the extract on page 10 could be confusing because it has several possible meanings.

The gold was sealed in three boxes, bound with iron bars.

The word 'bound' can mean:

- tied or wrapped up The book was bound with leather.
- on the way (to) The plane was bound for Lagos.
- leap or jump She cleared the hurdle in a single bound.
- inevitable or unavoidable I could see the crash was bound to happen.

What do you think 'bound' means in the sentence from the extract above? Write an explanation in your own words.

- 2 Look at the sentences below. Each one contains a nonsense word. Use the context of each sentence to suggest what each nonsense word could mean.
- a) I was sleeping when a loud crash spadoddled the house.
- b) She sat down and ate a huge crangle of ice cream.

Activity 1: Identifying and linking key ideas

To answer the questions below, you will need to identify key information from the extract on page 10. For some questions, you will need to gather information from different parts, therefore you'll need to read the extract again, carefully.

- 1 The extract describes the route along which the three boxes travelled. Note down the **four** stages of that journey.
- 2 At what point in the journey did someone realise that the gold had been stolen?
- 3 Note down **all** of the security measures taken to stop the gold being stolen.

Activity 2: Selecting information

When you write a summary, you need to select only the key information from a text. Look again at the second paragraph of the extract on page 10:

On 15th May 1855, gold with a value of £12,000 – more than £1.25 million today – was to be taken by train from London Bridge station to the port of Folkestone in Kent, across the English Channel to Boulogne, and then by train to Paris. The gold was sealed in three boxes, bound with iron bars.

This paragraph contains the following ten pieces of information.

- | | |
|----------------------------------|------------------------|
| A 15th May 1855 | B gold worth £12,000 |
| C more than £1.25 million today | D taken by train |
| E from London Bridge | F to Folkestone |
| G across the Channel to Boulogne | H by train to Paris |
| I sealed in three boxes | J bound with iron bars |

- 1 Look at points B and C. Which is more important?
- 2 Select the **five** pieces of information from the second paragraph that you would include in a summary of the extract.
- 3 Write **one** sentence containing all five pieces of information.

Activity 3: Using your own words

When you write a summary, do not simply copy words from the text. Aim to rewrite the key information using your own words.

- 1 Look at the sentences below. Rewrite each sentence in your own words.
 - a) The guard had always been found to be honest and reliable.
 - b) The boxes were weighed again when they arrived in Boulogne.
 - c) When the boxes were opened, they found bags of lead shot.

How do I do that?

- Look at the key information.
- Try restructuring the sentence.
- Replace some words with synonyms.

The safes required two keys to open them.

Two keys were required to open the safes.

Two keys were needed to unlock the safes.

Activity 4: Writing a summary

The extract on page 10 contains approximately 300 words. You are going to write a summary of the extract in **100** words or fewer.

Gather information

- 1 In Activity 2, you selected key information from the second paragraph of the extract.
 - a) Look again at the first paragraph of the extract. Note down any important information from this paragraph.
 - b) Look at paragraphs 3, 4 and 5 in turn. Note down any important information you find in each one.

Paragraph 3:

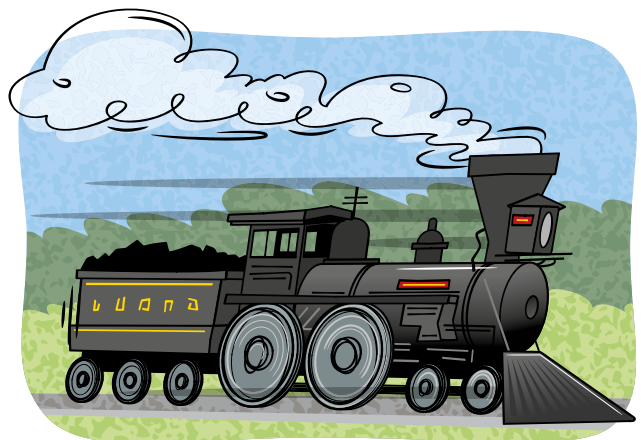
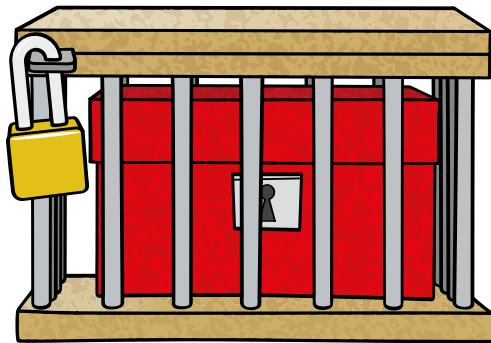
- Boxes weighed
- Locked in safes

Write

- 2 Write your summary, using all the information you have noted. Include the sentence you wrote in answer to Activity 2, question 3: your summary of the second paragraph.

Review

- 3 Count the words in your summary.
 - a) Are there more than 100? If so, complete the rest of this question. If not, move on to question 4.
 - b) Have you used just a few words too many – or many, many more than that? Use your answer to this question to guide your choices in question 3c.
 - c) Look through all the information you have written. Cross out the less-important words or pieces of information. Adjust the sentences, if needed, so that your summary still makes sense with words cut out.
- 4 Look again at each sentence in your summary.
 - a) Re-write each sentence in your summary, using your own words.
 - b) Finally, count the number of words in your re-written summary. Do you need to cross more out?



Section 2 Responding to information

In this section, you will explore a writer's choice of structure for effect.

This extract describes the real-life events related to a ship called the *Mary Celeste*. Even now, nobody has solved the mystery.

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

The Mystery of the *Mary Celeste*

1 In November 1872, Benjamin Briggs, his wife, his two-year-old daughter and a small crew of seven men set sail from New York, heading for Italy, on a ship called the *Mary Celeste*.



5 Eight days later, the Canadian ship *Dei Gratia* set sail from New York, also heading for Europe. On 5th December 1872, after nearly a month of uneventful sailing, the crew of the *Dei Gratia* spotted the sails of another ship in the distance. This other ship appeared to be adrift in dangerously choppy seas. The captain of the *Dei Gratia*, Captain Morehouse, ordered his crew to change course to take a closer look.

Key vocabulary

pumps¹: machine that removes rainwater and seawater collecting in the base of a ship
rigging²: ropes that support a ship's sails and masts

As they drew nearer, Morehouse was surprised to recognise the ship's name. It was the *Mary Celeste*, which should, by that time, have reached its destination of Italy. Fearing the worst, Morehouse shouted over the noisy waves to the crew of the *Mary Celeste*, asking if help was needed. There was no answer – and no sign of anyone on board.

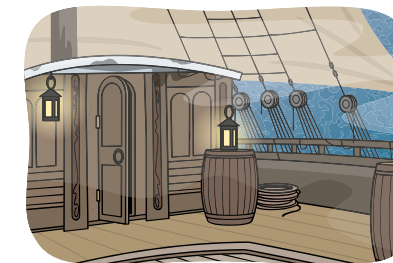
20 Worried and intrigued, Captain Morehouse ordered three of his crew – John Johnson, Oliver Deveau and John Wright – to launch a small boat and row to the other ship to investigate. On boarding the *Mary Celeste*, they inspected the ship's **pumps**¹ and found them in perfect working order. Clearly, though, the pumps had not been used for some time: the ship's hold was full of water. They also noted that there was no lifeboat on board. In the storeroom, they found enough food, drinking water and other supplies to last six months. Some of the ship's **rigging**² and sails were damaged, but the ship's wheel was intact.

John Johnson examined the *Mary Celeste*'s logbook in the captain's cabin. In it, the captain had recorded strong winds and rough seas on 23rd and 24th November 1872. The final entry was on 25th November 1872. It recorded the ship's position but made no mention of weather conditions.

In total, Johnson, Deveau and Wright spent 30 minutes searching the small ship. They found no sign of life whatsoever. None of those who had been on board the *Mary Celeste* were ever seen or heard from again. No convincing explanation or evidence has ever been found.

Activity 1: Identifying key ideas

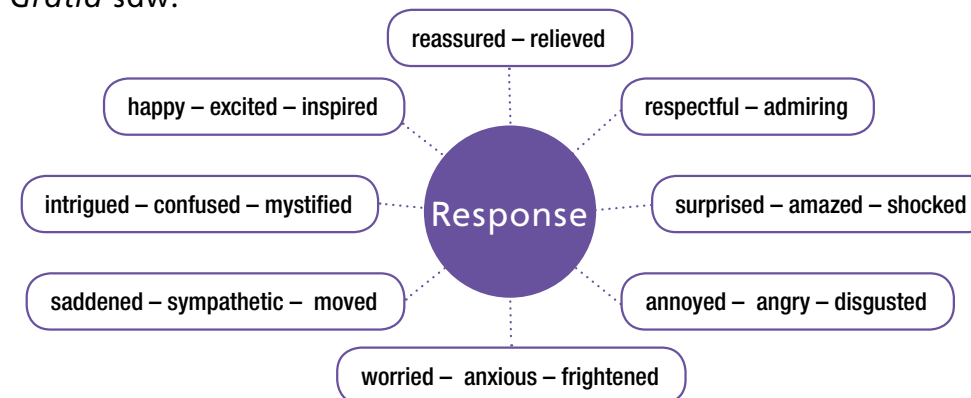
- The extract on page 14 gives information about two ships: the *Dei Gratia* and the *Mary Celeste*.
 - What do these two ships have in common?
 - What do you learn about the people that set sail on the *Mary Celeste*?
 - Why did the captain of the *Dei Gratia* take his ship over to the *Mary Celeste* for a closer look?
 - Note down **three** pieces of information about what the crew of the *Dei Gratia* discovered when they went on board the *Mary Celeste*.
 - On what date is it likely that something mysterious happened to the crew of the *Mary Celeste*?
- Consider the clues found on board the *Mary Celeste*. What do you think may have happened to its crew? Write one or two sentences to explain your ideas.



Activity 2: Responding to the text

Consider how you feel about the people and ideas described in the extract on page 14. You could choose from the suggestions in the spidergram below or use your own ideas.

- a) Use **one or two** words to describe your feelings about what the crew of the *Dei Gratia* saw.



- b) Use **one or two** words to describe your feelings about the people on the *Mary Celeste*.

- For each word you have chosen, write a sentence of explanation, or select a quotation from the extract, to explain your response.

I felt saddened when I read about what happened to Benjamin Briggs and his family because

Spelling Boost: Regular and irregular plurals

- 1 Write the plural form of the following singular nouns.

a) mystery

b) knife

c) box

d) business

e) city

f) dish

g) family

h) glass

i) lady

j) leaf

k) life

l) wife
- Remember

Plural nouns are usually created by adding ‘-s’ or ‘-es’ to the singular noun. However, there are other ways of turning singular nouns into plural nouns. For example:
 - For nouns ending in a consonant and ‘y’, take off the ‘y’ and add ‘-ies’.
 - For nouns ending ‘-f’ or ‘-fe’, take off the ‘-f’ or ‘-fe’ and add ‘-ves’.
- 2 Some plurals are not formed using a regular pattern. What is the singular form of the following common irregular plurals?

a) men

b) women

c) people

d) children

e) feet

f) teeth

Activity 3: Selecting and structuring key ideas

Answer the questions below by thinking about the writer’s intention: how he wanted the reader to respond.

- 1 For each question below, write one or two sentences explaining your ideas.

a) Look at the following sentence:

Benjamin Briggs, his wife and two-year-old daughter were on the Mary Celeste when it set sail.

Why do you think the writer chose to begin the extract on page 14 with this information, before revealing that these people disappeared?

b) Look at the following sentence:

The crew of the Dei Gratia found that the Mary Celeste was deserted.

Why do you think the writer placed this information in the middle of the extract, not at the beginning?

c) Look at the following sentence:

No one from the Mary Celeste was ever seen again.

Why do you think the writer chose to end the extract with this information?

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Unit 1: Mysteries

Section 2 Responding to information

17

Activity 4: Writing a response

You are going to write **two** paragraphs in response to the following question: How has the writer created a sense of mystery in the extract on page 14?

Gather ideas

1 Before you start writing a response to a text, you need to think about where in the text, how, and why the writer has created the response you are exploring. Copy and complete a graph like the one below. Use it to track how the sense of mystery rises and falls in the extract.

Absolutely mystifying				
Very mysterious				
Quite mysterious				
Slightly mysterious				
Not very mysterious				
	1 Mary Celeste sets sail	2 MC found to be deserted	3 MC found to be undamaged	4 MC’s crew never found

2 Choose **two** parts of the extract on which you will focus in your response. You will write **one** paragraph about each part.

Write

3 Write **two** paragraphs in response to the question at the start of this activity.

Remember

In each paragraph you will need to:
 - make a key point, stating what the writer has done in one part of the extract

At the start of the extract, the writer
 - use evidence from the extract to prove your point: a quotation or a reference to information the writer has used

He does this by
 - explain the effect of the writer’s choices in the evidence you have used.

This makes the reader feel

Section 3

Describing for effect

In this section, you will respond to the impact of the writer's choices.

This extract describes the events that scientists believe caused the extinction of the dinosaurs.

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

The Day the Dinosaurs Died

- 1 Imagine sunrise on the last day of the Mesozoic era, 66 million years ago. Shafts of sunlight rake through the swamps and coniferous forests along the coast of what is now Mexico's Yucatán Peninsula. The
- 5 blood-warm seas of the Gulf of Mexico teem with life.

As this lost world of dinosaurs and outsize insects squawks and buzzes and whirs to life, an asteroid the size of a mountain is hurtling toward Earth at about 40,000 miles (64,000 kilometres) an hour. For a

- 10 few **fleeting**¹ moments, a fireball that appears far bigger and brighter than the sun streaks through the sky. An instant later, the asteroid slams into Earth with an explosive yield estimated at over 100 trillion tons of TNT.

- 15 The impact penetrates Earth's crust to a depth of several miles, gouging a crater more than 115 miles (185 kilometres) across and vaporizing thousands of cubic miles of rock. The event sets off a chain of global catastrophes that wipe out 80 per cent of life
- 20 on Earth – including most of the dinosaurs.

Nine seconds after impact, an observer would have been roasted by a blast of thermal radiation. Trees, grass and shrubs would have spontaneously burst into flame, and anyone present would have suffered

- 25 instant third-degree burns over their entire bodies.

After the fire comes the flood. The impact would have kicked up a phenomenal tsunami up to 1,000 feet (305 metres) high. And the subsequent earthquake would have been more powerful than anything ever

- 30 measured or experienced by humans.

At just over 8 minutes post-impact, **ejecta**² would start to spill down, smothering the burning landscapes beneath a blanket of hot grit and ash. Closer to the



- 35 impact zone, the ground would be buried beneath hundreds, even thousands, of feet of rubble.

About 45 minutes later, a blast of wind would tear through the region at 600 miles (965 kilometres) an hour, scattering debris and levelling anything that might still be standing. The sound of the explosion

- 40 would arrive at the same time, a 105-decibel roar as deafening as a jet making a low-pass flyover.

Further afield, out of range of the direct effects of the explosion, an observer would be treated to the spectacle of darkening skies and an **apocalyptic**³

- 45 display of shooting stars created by the **impact debris**⁴ raining back on Earth.

Key vocabulary

fleeting¹: quickly passing
ejecta²: material thrown into the air
apocalyptic³: seeming like the end of the world
impact debris⁴: pieces of rock, dust and other fragments created by an impact

Activity 1: Identifying and inferring key points

- 1 According to the extract on page 18, how long ago were the dinosaurs killed by the effects of an asteroid impact?
- 2 a) Note down a statistic that the writer has used to show how fast the asteroid was travelling before it hit Earth.
b) Note down a statistic that the writer has used to show how large the asteroid crater was.
- 3 What impressions does the extract create of life on Earth just **before** the asteroid struck? Write one or two sentences to explain your ideas.
- 4 What impressions does the extract create of life on Earth just **after** the asteroid struck? Write one or two sentences to explain your ideas.
- 5 Note down **three** statistics that the writer has used to show the seriousness of the asteroid impact's effects.



How do I do that?

To find statistics, scan the extract looking for numbers amongst all the words.

Activity 2: Exploring the writer's intention

The writer has chosen every idea and every piece of information in the extract on page 18 to have an effect on you, the reader.

- 1 The writer of the extract contrasts life on Earth just before the asteroid struck and just after the asteroid struck. What is the writer trying to highlight or emphasise by using this contrast?
- 2 The writer uses comparisons to explain the impact of the asteroid.
a) What comparison does the writer use to show the size of the asteroid before it hit Earth?
b) What comparison does the writer use to show the brightness of the asteroid before it hit Earth?
c) What comparison does the writer use to show how violently the asteroid hit Earth?
d) What comparison does the writer use to show how loud the explosion was that was caused by the asteroid's impact?
e) Why do you think the writer has used these comparisons?

Remember

You can use your scanning skills to help you find the answers to these questions. For example, to find the answer to question 2a, you could scan for the word 'size' or for words related to it, such as 'big' or 'small'.

Grammar Boost: Non-finite clauses

You can link ideas in sentences using conjunctions such as ‘and’, ‘when’ and ‘because’. You can also link ideas in sentences by using **non-finite clauses**. These are clauses built around **non-finite verbs**. The most common form of non-finite verb is created using the ending ‘-ing’.

For example:

A blast of wind tore through the region. It scattered debris far and wide.

A blast of wind tore through the region, scattering debris far and wide.

- 1 Use a non-finite form of each underlined verb to turn each pair of sentences into one multi-clause sentence.
- a) The text begins with a description of Earth. It creates an impression of peace.
- b) The writer describes the asteroid’s impact. He explains how it wiped out 80 per cent of life.
- c) The writer makes the asteroid sound terrifying. He describes the speed it travelled and the damage it caused.

Activity 3: Commenting on vocabulary choices

In Activity 1, you explored the impressions created of the asteroid, and of life on Earth before and after it struck. Refer to those responses as you answer the following questions.

- 1 Note down **three** powerful words or phrases the writer has used in the extract on page 18 to create an impression of life on Earth just before the asteroid struck.

How do I do that?

Look at each part of the sentence and select the part that creates the strongest impression of the asteroid’s impact.

Nine seconds after impact, an observer would have been roasted by a blast of thermal radiation.

Then select the word or phrase that creates the strongest impression of the asteroid’s impact.

an observer would have been roasted

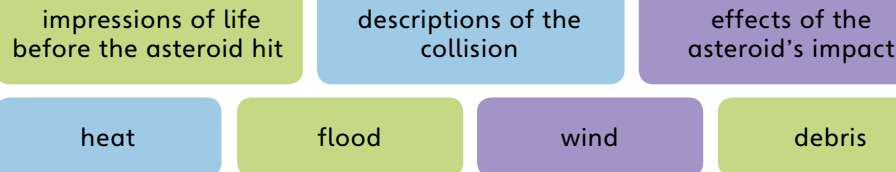
- 2 Note down **three** powerful words or phrases the writer has used to create an impression of life on Earth just after the asteroid struck.
- 3 Note down **three** powerful words or phrases the writer has used to create an impression of the asteroid.

Activity 4: Planning and writing a response

You are going to plan a response to the following question: What impression does the writer of the extract on page 18 create of the asteroid’s impact on Earth?

Plan

Plan **two or three** paragraphs for your response. You could focus on some of the following aspects of the extract, or use your own ideas.



- 1 Note down which aspect of the text will be the focus of each of your paragraphs.
- 2 Choose **one or two** powerful sentences that describe each of your focuses. Each of them should clearly show the impression the writer has tried to create.
- 3 Look again at the quotations you have chosen. For each one:
 - note down the impression the writer has created
 - circle the word or short phrase in the quotation that most strongly creates that impression.

Paragraph 1: asteroid collision

Paragraph 2:

Remember

The most effective quotations are short and relevant.

Write

- 4 Use your planning to write the first paragraph of your response. Try using at least one non-finite verb to link two pieces of information.

Remember

In each paragraph you will need to:

- make a key point, stating what the writer has done
- use a short, relevant quotation to prove your point

this lost world of dinosaurs and outsize insects squawks and buzzes and whirs to life

- explain the effect of the writer’s choices in the evidence you have used.

This creates an impression of a place filled with

Section 4 Selecting evidence

In this section, you will develop your skills in choosing quotations that support your ideas and develop your response.

This extract tells the story of people who sighted a mythical creature – or did they?

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

The Sasquatch

- 1 There are legends that tell of huge, hairy creatures that live in the mountains of North America. They live in the wilderness and so are rarely seen, but they are said to walk on two legs, leaving huge footprints.
- 5 Some call the creature a Sasquatch; others call it Bigfoot.

In 1977, a bus full of people reported a sighting of a Sasquatch crossing the road 35 miles east of Vancouver, Canada. The driver and his passengers later described

- 10 the creature as around 7 feet (2.13 metres) tall, weighing approximately 300 pounds (136 kilograms) and covered in black or dark brown fur.

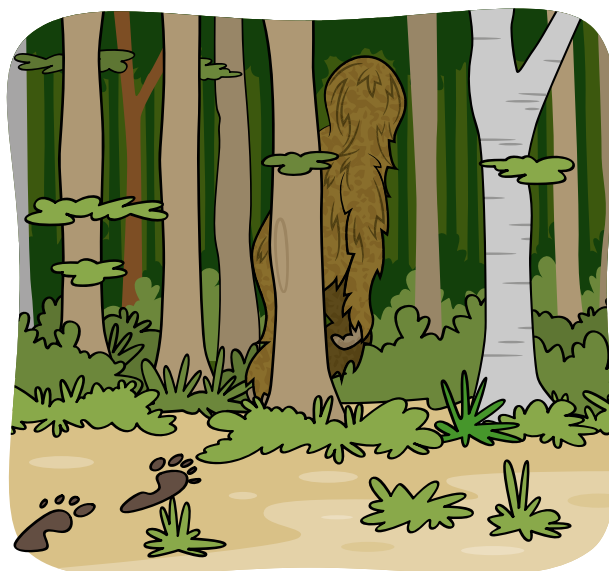
The bus driver, Pat Lindquist, stopped the vehicle, climbed out and began to chase the creature. He later

- 15 said he intended to catch it as he believed it was a man in a costume. However, as he drew nearer, Lindquist said he could smell the creature: a terrible smell like rotten meat. Lindquist, who is 6 feet 2 inches (1.88 metres) tall, also realised the creature was much taller and heavier
- 20 than him. At this point, Lindquist became convinced that he had come face to face with a Sasquatch. Frightened and shaking, Lindquist hurried back to the safety of the bus. The police reported that he was pale and nervous when they reached the scene.

- 25 Ten days later, four men confessed that the bus driver and his passengers had been the victims of a hoax. The Sasquatch was actually a man named Ken Ticehurst wearing a monkey suit. Mr Ticehurst is only 5 feet 11 inches (1.8 metres) tall and 165 pounds
- 30 (75 kilograms) in weight.

Ticehurst and three others planned the hoax. They bought a monkey outfit and created a giant foot that they used to make footprints in the area around the road. They used the bus timetable to time the sighting, and one of the men travelled on the bus to draw the passengers' attention to the 'creature' in the road ahead.

Several sightings of the Sasquatch are reported every year.



Remember

When you read a text, think about the different impressions the writer creates and where in the text they are created.

Activity 1: Identifying key points

Answer each of the questions below using only **two** quotations of no more than **three** words each.

- 1 How does the writer of the extract on page 22 describe the Sasquatch in the first paragraph?
- 2 How did the people on the bus describe the creature, according to the second paragraph?
- 3 Look again at the third paragraph. How did Lindquist feel when he thought he had come face to face with a Sasquatch?
- 4 What do you learn about Ken Ticehurst from the fourth paragraph?
- 5 Note down **two** things that Ken Ticehurst and his friends used to convince people that they had seen a Sasquatch.

Remember

Quotations should always be enclosed in quotation marks. It does not matter if you use single or double quotation marks, as long as you are consistent. For example:

'huge, hairy creatures'

“ ”

Activity 2: Exploring inference

Sometimes, writers do not state their opinions clearly: they leave readers to work out the opinions for themselves. In this activity, you will need your inference skills to work out the writer's opinion.

- 1 Look at the following two quotations from the extract on page 22.

The driver and his passengers later described the creature as around 7 feet (2.13 metres) tall, weighing approximately 300 pounds (136 kilograms) and covered in black or dark brown fur.

The Sasquatch was actually a man named Ken Ticehurst wearing a monkey suit. Mr Ticehurst is only 5 feet 11 inches (1.8 metres) tall and 165 pounds (75 kilograms) in weight.

What is the writer suggesting about the people who saw and described the creature?

- 2 The extract ends with the following sentence:

Several sightings of the Sasquatch are reported every year.

What is the writer implying in this sentence?

- 3 a) Do you think the writer believes that the Sasquatch really exists? How certain do you think he is in his opinion? Write one or two sentences explaining your ideas.
b) Choose **one or two** quotations from the extract to support your answer.

Skills Boost: Varying sentence starts

If every sentence in a piece of writing begins in the same way, it can become boring or difficult to read. There are lots of different ways in which you can start a sentence. For example:

- You can start with a main clause:

Lindquist was terrified as he stood face to face with the creature.

- You can start with a **subordinate clause**:

As he stood face to face with the creature, Lindquist was terrified.

- You can start with a non-finite clause:

Standing face to face with the creature, Lindquist was terrified.

- 1 Rewrite the sentences below, starting each in as many different ways as you can.
- a) The Sasquatch is rarely seen because it lives in the wilderness.
b) The men solved the mystery by explaining that it was a hoax.

Activity 3: Exploring vocabulary choice

When you select a quotation, aim to choose one that supports your point and will allow you to comment on the writer's vocabulary choice.

- A 'There are legends that tell of huge, hairy creatures that live in the mountains of North America.'
- B They 'walk on two legs, leaving huge footprints.'
- C The bus driver said the creature had a 'a terrible smell like rotten meat'.
- D The bus driver thought that 'the creature was much taller and heavier' than him.
- E The bus driver was 'shaking' with fright.

- 1 a) Which **one** of the above quotations best shows that the Sasquatch are large, wild creatures?
b) Which **one** word or phrase in your chosen quotation shows this most clearly? Write one or two sentences explaining your choice.
- 2 a) Which **one** of the above quotations best shows the bus driver's reaction to his encounter?
b) Which **one** word or phrase in your chosen quotation shows this most clearly? Write one or two sentences explaining your choice.

- 3 a) Which **one** of the quotations on page 24 best shows that the bus driver truly believed that he had seen a terrifying wild creature?
b) Which **one** word or phrase in your chosen quotation shows this most clearly? Write one or two sentences explaining your choice.
- 4 a) Which **one** of the quotations on page 24 best shows that the writer does not believe in the existence of the Sasquatch?
b) Which **one** word or phrase in your chosen quotation shows this most clearly? Write one or two sentences explaining your choice.

Activity 4: Planning a response

In this activity, you will develop your planning skills, choosing evidence to support one student's response to the following question: How does the writer present the Sasquatch in the extract on page 22?

Look at the following plan for the student's response.

Paragraph 1: The writer does not believe that the Sasquatch really exists.
Paragraph 2: In the first half of the extract, the writer presents the creature as a terrifying monster.
Paragraph 3: In the second part of the extract, the writer suggests that the Sasquatch seen by the people on the bus was not really very frightening.
Paragraph 4: The writer suggests that we cannot believe anyone who thinks they have seen a Sasquatch.

- 1 a) Choose **one** quotation from the extract to support the student's ideas for paragraph 1.
b) Circle **one or two** words or phrases in your chosen quotation on which you could comment effectively.
c) Note your comments alongside the words or phrases you have circled.
d) Repeat questions 1a–c, focusing on the student's notes for paragraph 2.
e) Repeat questions 1a–c, focusing on the student's notes for paragraph 3.
f) Repeat questions 1a–c, focusing on the student's notes for paragraph 4.



Section 5 Building a response

In this section, you will develop your critical writing skills, exploring ways of structuring an effective response.

This extract is about mysterious stone carvings that puzzle experts to this day.

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

Easter Island

1 Far out in the south-eastern Pacific Ocean lies the remote area of land known as Easter Island – an island that’s home to an unsolved mystery.

Archaeologists suggest there were settlements there as early as 1200 CE, but its existence was unknown to Europeans until 1722. In that year, a party of explorers from the Dutch East India Company, under the command of Jacob Roggeveen, arrived there on 5th April: Easter Day. It was for this reason that the location became known to Europeans as Easter Island.

Roggeveen described an island 15 or 16 miles (around 25 kilometres) in extent, covered with dry grass and scorched brushwood, with two high hills at its eastern and western points. At the time, it had around 3,000 **indigenous** inhabitants. After an initial misunderstanding that led to the killing of 15 of the islanders, Roggeveen befriended them. They brought gifts of food – sugar cane, bananas and wildfowl – in exchange for items such as beads, mirrors and cloth from the Europeans.



The most haunting and mysterious aspect of the island was the ‘moai’ – huge stone figures with long, solemn faces. There were 887 of these figures, some over 30 feet (9 metres) tall. A number were erected on stone platforms called ‘ahu’, facing out to sea, but some were discovered still embedded in the quarry of solidified volcanic ash from which they were carved.

Roggeveen believed that the figures were of religious significance. He reports watching the islanders lighting fires before them and “squatting on their heels with their heads bowed down”. He adds that the sight of the extraordinary statues caused him and his companions to be “filled with wonder”, for they could not work out how these people, without ropes or thick timber, had been able to transport them from the quarry. It has been estimated that the largest figure weighs around 82 tonnes. The legend amongst the people Roggeveen met was that the statues walked to their destination.

In subsequent years, many theories have been advanced to explain how this amazing feat of engineering was achieved. Some people suggest that the statues were dragged on wooden sleds, using ropes made from bark. Others think that ropes were attached to each statue so that it could be tugged and rocked forward. However, no theory has been conclusively proven, and the mystery of how the moai ‘walked’ continues to intrigue visitors to this day.

Key vocabulary

indigenous: originating from a given place

Activity 1: Exploring the writer's intention

In this activity, you are going to explore the writer’s intention: the impression that he wants to create of Easter Island.

- 1 The writer of the extract on page 26 covers lots of topics about Easter Island:
- where it is
 - when it was settled
 - the origins of its name
 - its size
 - its geography
 - its population
 - the first Europeans to visit
 - the initial relationship of its inhabitants with Europeans
 - the stone figures
- a) About which of these topics has the writer written the most words?
- b) Which of these topics do you find most interesting? Write one or two sentences explaining your choice.
- c) What impression has the writer tried to create of Easter Island? Choose just **one** word to sum it up. You could choose one of the suggestions below, or use your own ideas.

astonishing | exciting | impressive | huge | tiny
strange | surprising | unique | dangerous

Activity 2: Structuring paragraphs

The key elements of a paragraph of critical response are:

- a key point
- a quotation
- an explanation.

However, they can be sequenced in any order.

- 1 Look at the key elements A–F given below.

A	tells us that some of the statues are ‘over 30 feet’ in height and that the heaviest ‘weighs around 82 tonnes.’	B	The writer
C	She	D	highlights how large and heavy the stone figures on Easter Island are.
E	This	F	emphasises to the reader how amazing it is that the people of Easter Island were able to carve and move such enormous objects.

In how many ways can you organise these elements to build a clearly expressed paragraph? Show at least **two** different ways. Remember that each paragraph must have a key point, a quotation and an explanation.

Grammar Boost: Writing in a formal register

When you are writing a response to a text, you should use formal language. This means:

- using Standard English and avoiding slang
- making formal vocabulary choices
- writing in the third person, avoiding the pronouns ‘you’, ‘I’ and ‘me’

1 Look at the two sentences below.

A *When you're reading it, the writer makes you feel like them stones are weird.*

B *The writer suggests to the reader that the stones are mysterious.*

- a) Which sentence is written formally, and which is written informally?
b) Note down **three** clues you used to work out your answer.

Activity 3: Commenting on ideas and vocabulary choice

When you write a paragraph in a response to a text, you could comment on:

- the writer’s choice of ideas and information
- the writer’s choice of vocabulary.

1 Look again at the extract on page 26.

- a) Identify **two** facts about the moai on Easter Island.
b) Identify **two** words or phrases from the extract that show the effect that the moai have on visitors to the island.

2 You are going to use your answers to question 1 to write a paragraph that starts with the key point below, which highlights the writer’s intention.

The stone figures of Easter Island are presented as unique and impressive.

- a) Select **one** of your answers to question 1a to add evidence to the key point.
b) Add one or two sentences explaining how the fact shows that the writer is trying to present the stone figures as unique and impressive.
c) Select **one** of your answers to question 1b to add further evidence to your paragraph.
d) Add one or two sentences explaining how this word or phrase shows that the writer is trying to present the stone figures as unique and impressive.

Activity 4: Planning and writing a response

When you plan a response to a text, each of your key points should:

- express a distinct idea
- be relevant to the focus of the question
- allow you to comment on the writer’s vocabulary choices.



Look at the following question: How does the writer of the extract on page 26 present Easter Island?

One student has started planning a response to the question above by noting down the following key points.

- A *In the first part of the text, the writer gives lots of information about the history of Easter Island.*
- B *The writer gives some dates and some statistics to tell the reader about the island.*
- C *The writer describes the stone figures on the island.*
- D *The writer explains who Jacob Roggeveen was, and what he did.*
- E *The writer creates an impression of Easter Island as a strange and mysterious place.*

1 Which of these points would you include in a response to the question above? Choose **two**.

2 a) Write one or two sentences explaining why you chose to use those two points.
b) Write one or two sentences explaining why you chose **not** to use the other three points.

3 Select **one** of your chosen key points. Use it to write **one** paragraph in response to the question above. Aim to:

- support your key point with **two** different pieces of evidence:
 - **one** focusing on the ideas and information in the extract
 - **one** focusing on the writer’s vocabulary choices
- add an explanation to each piece of evidence, exploring how it supports your point
- write your response in formal language.

Section 6 Assessment

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

This newspaper article explores an ingenious invention that pleased and puzzled people for over 80 years.

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

THE CHESS-PLAYING AUTOMATON

1 Today, in our age of powerful computers, the idea of a machine beating a human at chess is unlikely to create much of a stir. The earliest example of such an event, however, dates back more than 250 years.

5 In 1770, Wolfgang Von Kempelen, an Austrian scientist and engineer, presented a life-sized **automaton** at the court of Archduchess Marie Theresa, Empress of Austria. The automaton represented the figure of a man seated at a

10 chessboard, with a complex clockwork motor beneath it. Von Kempelen invited a volunteer to sit opposite the figure, and solemnly wound the motor. The audience watched in awe as the strange figure reached out its hand and began to play. The

15 watchers were still more astonished when the automaton defeated its human opponent with ease. The Archduchess, a great lover of science, was thrilled, and excitedly ordered a number of similar exhibitions. On each occasion, the automaton

20 triumphed – and Von Kempelen’s invention rapidly became a wonder of the age. Over the following 80 years, first under the supervision of Von Kempelen himself and then under the supervision of a new owner, Johann Maelzel, the automaton defeated

25 scores of renowned chess masters. Its opponents included a number of famous men, such as the scientist and inventor Benjamin Franklin, and the great general, Napoleon Bonaparte. Controversy raged about the invention. Some

30 believed Von Kempelen was a genius, and had created an extraordinary mechanical brain. However, there were also numerous sceptics, and many sophisticated theories were advanced as to how the automaton worked. The most famous was

35 proposed by the poet Edgar Allen Poe. He noticed that Maelzel’s secretary, William Schlumberger, was always absent during the chess matches – and suggested that it was not the clockwork motor that operated the automaton, but Schlumberger himself.

40 However, like Von Kempelen before him, Maelzel stayed silent. The mystery was resolved only after Maelzel died, in 1840. The automaton was purchased by Poe’s doctor, John Mitchell. In 1857, his son Silas revealed the truth.

45 Poe had been right. The automaton was indeed operated by a human player, cunningly concealed within the cabinet to which the machine was attached. Von Kempelen and Maelzel had paid some of the finest chess players of their age to hide

50 inside the cabinet and operate the automaton. Schlumberger, as Poe suspected, was one of these players. Von Kempelen’s automaton was no wonder of science, but a brilliant illusion.

Key vocabulary

automaton: figure, often resembling a human, that moves by mechanical means

Activity 1: Reading

- 1 a) The article gives different people’s opinions of the automaton. Name **two** people with differing opinions of the automaton.
b) In one or two sentences, sum up the opinion of each person you have named.
- 2 a) Give **two** quotations from the article on page 30 that show how the writer implies the automaton was an impressive and convincing illusion.
b) Identify **one** word or phrase in each of your chosen quotations that is particularly effective in showing this.
- 3 What was the chess-playing automaton? Write a summary explaining Wolfgang Von Kempelen’s invention in just **two or three** sentences. Your summary should explain:
 - what the invention appeared to be
 - what the invention actually was.

Activity 2: Writing

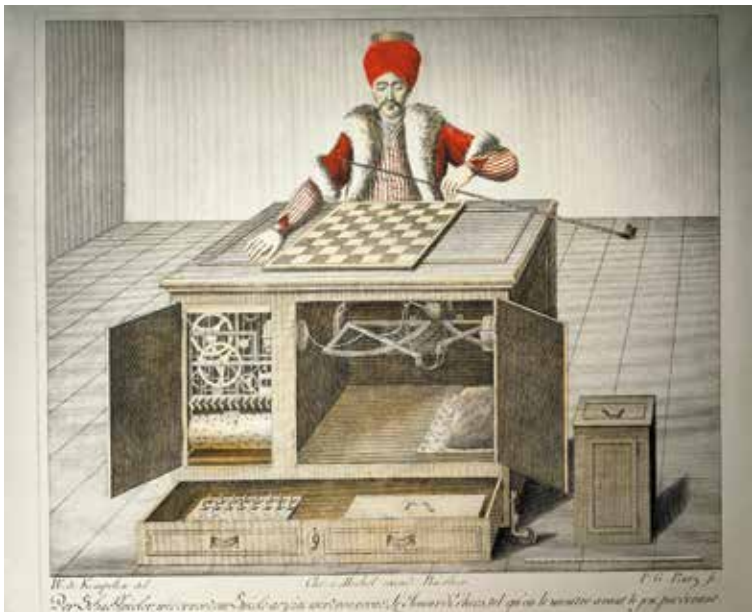
- 1 Write **two or three** paragraphs in response to the following question: What impression has the writer of the article on page 30 created of the chess-playing automaton?

You could comment on:

- your first impressions of the automaton, based on the first half of the extract
- how people reacted to the automaton at the time
- your final impressions of the automaton, having read to the end of the extract.

You should:

- support each of your ideas with evidence from the extract
- comment on the writer’s choices and their impact on the reader
- express your ideas clearly and fluently, in formal language.



Section 7

Exploring structure

In this section, you will explore how writers structure and organise their ideas in explanation texts.

This is a newspaper article about a mysterious ‘global Hum’ – which some people can hear and others cannot.

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

WHAT IS THE MYSTERIOUS ‘GLOBAL HUM’ – AND IS IT SIMPLY NOISE POLLUTION?

1 Up to 4% of people are said to hear a strange low-pitched noise known as the Hum.

“Whenever I wake up it is there and it is unbelievably loud. When nobody else can hear it you think you are going nuts, and it just wears you down,” says Simon Payne, 55, from Cambridgeshire. Payne is a hearer of the mysterious global phenomenon known as the Hum. “I have been desperate to get away from it, so I have stayed with friends – and even moved house.”

5 The Hum is experienced as a consistent, low-pitched noise, much like the sound of a large truck idling in a nearby parking lot. Hearers tend to report experiencing it in urban areas – leading some to conclude that it is, in fact, a form of noise pollution.

10 It is said to cause symptoms that range from insomnia¹ to headaches to dizziness.

On hearing the Hum himself, science teacher and former university lecturer Glen MacPherson decided to get to the bottom of the strange phenomenon. To start, he created the World Hum Map and Database – an interactive map that has accumulated thousands of hearers’ descriptions of their experience and their locations across the globe.



One thing the database confirms is that a large proportion of hearers – though by no means all – are based in urban areas, making some form of urban noise pollution a key possibility.

According to Geoff Leventhall, a senior **acoustician**² who specialises in low-frequency sounds, possible culprits include: “Ventilation fans on large buildings, air compressors, diesel engines, diesel-electric generators, air or water pumps.”

Despite a number of reports, MacPherson is not convinced the Hum has ever been recorded, even by sophisticated audio equipment. Thus he believes there is no external, physical source. Rather, he argues it involves a **neurological**³ element: “This is caused by something internal – some **perception**⁴ of sound. We need to know other things the population might have in common that could help explain this.”

Ultimately, the Hum remains a mystery and MacPherson’s search for its source continues.

Key vocabulary

insomnia¹: lack of sleep
acoustician²: scientist who studies sound
neurological³: linked to the brain and the body’s nervous system
perception⁴: understanding or sensing in the brain

Activity 1: Identifying intentions and impressions

The article on page 32 is an explanation text.

- 1 The writer could have intended the article to:
- A explain what is meant by ‘the global Hum’
 - B explain what causes the global Hum
 - C explain how the global Hum affects people’s lives.
- a) Which of the intentions above has the writer tried to achieve?
- b) Choose a short quotation to support each of your answers to question 1a.
- 2 Consider the impressions of the Hum given by the writer and the people quoted in the article.
- a) Note down **two** words or phrases to describe your impressions of the Hum. You could choose from the suggestions below or use your own ideas.
- strange | perplexing | irritating | imaginary | disturbing | harmful | painful | exhausting
- b) Choose a short quotation to support each of your answers to question 2a.

Activity 2: Opening and ending an explanation

First and last impressions are important when you meet a person, and when you read a text.

- 1 The opening of an explanation text should aim to:
- introduce the topic so that you begin to understand it and want to find out more
 - engage the reader by entertaining or intriguing them.
- Look again at the headline, the first line and the whole first paragraph of the article on page 32. Has the writer achieved both, one or neither of these aims? Write one or two sentences explaining your ideas.
- 2 The final sentence or paragraph of an explanation text should aim to summarise the key ideas in the text. It could also leave the reader wanting to learn more about the subject. Look again at the final paragraph of the article. Has the writer achieved both, one or neither of these aims? Write one or two sentences explaining your ideas.



Punctuation Boost: Using upper-case letters for effect

The writer of the article on page 32 has sometimes chosen to use upper-case letters in an unusual way.

- 1 Look again at lines 4–6 of the article on page 32.
 - a) In what **unusual** way has the writer used upper-case letters in this section of the article?
 - b) Why is this unusual? Write one or two sentences to explain your ideas.
- 2 Note down **three** other reasons that the writer has used upper-case letters in this section of the article.
- 3 Look at the sentences below. Note down which **one** word in each sentence uses an upper-case letter in an unusual way.
 - a) As Christin walked along Toll Street, she suddenly felt Darkness closing in around her.
 - b) The Trouble began last Wednesday, 31st October – an appropriate date for it.
- 4 Look again at your answers to questions 1 and 3. What effects are created by these unusual uses of upper-case letters?
- 5 Write **one** sentence of your own that uses an upper-case letter to create a similar effect.

Activity 3: Identifying elements of explanations

The following key elements often appear in explanation texts:

- **facts** This is the tallest building in New Zealand.
- **statistics** More than 70% of the surface is covered in water.
- **history** This was first discovered in 1922.
- **description** A vast, empty desert landscape stretches to the horizon.
- **expert opinions** Scientists agree that this would be disastrous.
- **quotations from witnesses** ‘It was absolutely terrifying.’

- 1 How many of the elements above can you identify in the article on page 32? Note down an example of each one you spot.

How do I do that?

Look in turn at every sentence in the article. Ask yourself: Is this a fact or a statistic? Does it tell me about the history of the Hum or does it describe it? Is it a person’s response? If so, is it from an expert or a witness?

Activity 4: Planning an explanation text

You are going to plan an article explaining something mysterious in the area where you live.

It could be:

- a mysterious object or building WHO BUILT STONEHENGE – AND WHY?
- a mysterious sound STRANGE TRUMPET MUSIC HEARD IN THE MOUNTAINS!
- a mysterious natural event HUGE SWARM OF WASPS INVADES CITY!

You could base your ideas on something real, or use your imagination to make something up.

Gather ideas

- 1 Write **one** sentence summarising the topic of your article.

A mysterious ? appeared in the ? last week and ?.
- 2 Write one or two sentences about the facts of your topic. What is known about the mysterious thing you have chosen? Try to include at least **one** statistic.
- 3 Write a short description of the mysterious topic of your article. How does it look or sound?
- 4 Write one or two sentences about the **history** of your topic. When was it first seen or heard? What has happened since then?
- 5 Imagine and note down an expert opinion on the topic of your article. What are the expert’s name and job? What ideas will the expert express?
- 6 Imagine and note down the reaction of a witness to the topic of your article: someone who has seen or heard the topic of your article. What is their name? What will they say about their experience?

Plan

- 7 Think about the opening paragraph of your article, and how you will engage the reader’s interest. Note down **two or three** sentences to begin your article.
- 8 Look again at your answers to questions 2–6. Number them to show the order in which you would include them in your article.
- 9 Think about the final paragraph of your article, and what you want your reader to remember. Note down **two or three** sentences to summarise your key ideas.

Section 8

Exploring sentences

In this section, you will explore how writers choose vocabulary and sentence structure to add impact to their ideas.

This extract is an article from a travel website.

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

● ● ● Search...

1 We are familiar with some of the wonders of the ancient world. The pyramids of Egypt were built for the **pharaohs**¹ around 4,000 years ago. **Stonehenge**² in Britain is believed to have been erected between 4,000 and 5,000 years ago. These are recent achievements, however, when compared with Göbekli Tepe in south-eastern Turkey. Archaeologists believe that this vast stone structure was built about 11,000 years ago. This is not simply earlier than the first recorded use of metals: Göbekli Tepe was built before the invention of the wheel.

The first glimpse of Göbekli Tepe to impress the visitor reveals the huge T-shaped stone **megaliths**³, surrounded by rings of pillars. The tallest stands at 16 feet (nearly 5 metres) and weighs 7–10 tonnes. Closer inspection reveals that some of the megaliths are carved with stunning images of snakes, scorpions, lions and vultures, winding around and crawling across the surface of the stone. Others seem intended to represent human figures, carved with arms and hands, and wearing belts around their waists. All of them appear to have been buried underground – not by time, but by the people who created this extraordinary structure.

Göbekli Tepe, meaning ‘belly hill’ in Turkish, rises 50 feet (over 15 metres) above the surrounding land. From that land, ancient people extracted limestone: a relatively soft stone, perfect for carving. Stonemasons would have used flint tools to shape the limestone into pillars and then added the decoration, before hundreds of men carried them a short distance into their current

position and heaved them upright – and, finally, covered them with earth. Over time, new stone circles were placed on top of those older stone circles, and so the hill grew. There has been no sign in archaeologists’ excavations that people lived or worked at Göbekli Tepe, as no houses or rubbish pits have been found. There have, however, been a vast number of animal bones unearthed. This has led some to conclude it was a meeting place or a temple: a place of great significance to which people would travel for feasts.

The purpose of the site remains a mystery, but the engineering and technological skill the structure shows is forcing scientists to rethink human history. Moreover, **geomagnetic**⁴ and **radar**⁵ surveys that can ‘see’ beneath the earth have revealed that there are another sixteen stone circles still to be **excavated**⁶, stretching across 890 square metres of land. Göbekli Tepe holds many more secrets, just waiting to be discovered.

Key vocabulary

pharaohs¹: ancient Egyptian rulers
Stonehenge²: prehistoric circle of large stones in Wiltshire, Great Britain
megaliths³: tall, four-sided stone pillars with a pointed top
geomagnetic⁴: related to Earth’s natural magnetic field
radar⁵: detection system that uses radio waves
excavated⁶: dug up

Activity 1: Identifying impressions

- 1 Identify **three** different pieces of information about Göbekli Tepe in the article on page 36.

How old? | Where? | How big? | Why?

- 2 a) Göbekli Tepe has been described by archaeologists and historians as:

awe-inspiring | impressive | astonishing
mysterious | strange | inexplicable

Having read the article, with which of these viewpoints do you agree most strongly? Select **one** of the adjectives above.

- b) Write one or two sentences to explain your viewpoint, including **one** fact from the article that supports it.



Activity 2: Identifying facts and viewpoints

- 1 Look again at the following sentence from the article on page 36.

Closer inspection reveals that some of the megaliths are carved with stunning images of snakes, scorpions, lions and vultures, winding around and crawling across the surface of the stone.

- a) Note down all the facts included in the sentence above.
b) Identify **one** word in the sentence above that reveals the writer’s viewpoint.

- 2 Look again at the whole of the second paragraph of the article.
a) Identify **one** further word or phrase that reveals the writer’s viewpoint.
b) What impression is created by the word or phrase you have identified? Write one or two sentences to explain your ideas.

- 3 Look again at your answers to Activity 1, question 2b. Write one or two sentences of further explanation for the fact you selected to support your viewpoint. Include **one or two** words that reveal your viewpoint and underline them.



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Grammar Boost: Relative clauses

A **relative clause** is a part of sentence used to add information to a noun. It is linked to the rest of the sentence using a **relative pronoun**, such as ‘who’, ‘which’, ‘that’ or ‘whose’.

Information from two sentences can be linked using a relative pronoun to form one multi-clause sentence with a relative clause. For example:

Göbekli Tepe was probably built around 11,000 years ago.

Göbekli Tepe is in Turkey.

Göbekli Tepe, which is in Turkey, was built around 11,000 years ago.

This is a relative clause. It is linked to the rest of the sentence with the relative pronoun ‘which’. It is separated from the rest of the sentence with commas.

- 1
- Use a relative pronoun to link each of these pairs of sentences:
- a) The stones are decorated with images. The images are described as ‘stunning’.
- b) Radar surveys show many more stones below ground. The surveys can see beneath the earth.
- c) The megaliths are carved with images of animals. They weigh up to ten tonnes.

Activity 3: Exploring significant sentence structures

Writers often use short sentences to emphasise key ideas.

- 1
- Look again at the first paragraph of the article on page 36.
- a) What is the key idea in this paragraph? Write **one** sentence summarising it in your own words.
- b) Most of the sentences in this paragraph are short, single-clause sentences. Which is the shortest sentence in the paragraph?
- c) Which sentence adds the greatest emphasis to the paragraph’s key idea?
- 2
- Look again at the final paragraph of the article.
- a) What is the key idea in this paragraph?
- b) How has the writer structured the final sentence in this paragraph to emphasise this idea? Write one or two sentences to explain your ideas.

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Activity 4: Commenting on sentence structure and vocabulary

Writers can use sentence structure to reflect the content of a text.

- 1
- Look at the sentence in lines 32–36 of the article on page 36, beginning: ‘Stonemasons would...’
- a) What impression does the writer create of the task described in this sentence? Give your response in only **one or two** words. You could choose from the suggestions below or use your own ideas.
- easy | complicated | quick | long | hard | fun
- b) How would you describe the structure of the sentence that the writer has used to describe the task? Give your response in only **one or two** words. You could choose from the suggestions above or use your own ideas.
- c) How does the sentence’s structure reflect the task it is describing? Write one or two sentences explaining your ideas.
- 2
- Look again at your answer to question 1a.
- a) Identify **one** word or phrase in the sentence that helps to create that impression of the task.
- b) Write one or two sentences explaining why the word or phrase you have identified is effective.
- 3
- Look again at the ideas you have gathered in response to questions 1 and 2. Use these ideas to write **one** paragraph about the writer’s choice of both sentence structure and vocabulary in lines 32–36 of the article, using the structure given below.

Remember

When you are using a very long sentence as evidence to support your ideas, you do not need to copy out the whole sentence. You can simply identify it.

A key point:	The writer creates the impression that
Evidence about sentence structure:	For example, in the third paragraph, he uses a very long sentence to describe
Explanation:	The structure of this sentence helps to
Evidence about vocabulary:	The writer adds to this effect by using the word
Explanation:	This choice of vocabulary suggests

Section 9

Planning a response

In this section, you will develop your skills in gathering and organising ideas for a response.

This is an article about the Antikythera Mechanism.

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

- 1 In the spring of 1901, a crew of Greek sponge divers made a remarkable discovery: the wreck of a Roman cargo ship, 45 metres beneath the sea near the Greek island of Antikythera. The ship contained a hoard of ancient treasures – statues of bronze and marble, pottery, coins and glassware. But amongst this haul was an altogether stranger object: three misshapen pieces of bronze encased in rotten wood.
- When the object was rescued from the sea, the bronze was badly **corroded**¹. No one could decide what it was, but few people thought it to be of any importance. For two years, it lay unnoticed amongst the other items stored at the National Museum of Archaeology in Athens.
- 15 Then, in May 1902, archaeologist Valerios Stais discovered that one of the rocks found alongside the object contained a cog wheel. He suggested that the object might be some form of clock. His colleagues dismissed the idea, claiming that the date the object was created – between 250 and 100 BCE – was too early for such an invention.
- In 1971, however, British historian Derek de Solla Price and nuclear physicist Charalambos Karakalaos studied the mysterious object using **x-ray and gamma-ray analysis**². They discovered that it was incredibly complex, containing precisely engineered gears and two rings. One ring was divided into 365 degrees, representing the days of the year, and the other inscribed with the twelve signs of the zodiac. When they published their findings, a number of other researchers began to take notice.
- 30 In 2006, scientists at the University of Cardiff put the mechanism through a series of **CT scans**³. They discovered further details of its workings, and a number of mysterious **inscriptions**⁴. It was this that really made the scientific community take notice. Further research established that the mechanism had a circular display at the front, with rotating hands that turned at different speeds when moved by a small crank. Unlike on a normal clock, though, there were seven hands. The inscriptions suggest they were part of an **astronomical**⁵ clock, created to show the movements of the Sun, Moon and planets in the Solar System with astonishing accuracy.
- 45 What continues to baffle experts is the fact that the scientific and engineering skill shown in the Antikythera Mechanism is typical of the sixteenth century CE. How was this skill acquired in the second century BCE? Why was it then lost for almost two thousand years? These mysteries remain unsolved.



Key vocabulary

- corroded**¹: worn down and decayed
x-ray and gamma-ray analysis²: studies using emitted rays with different wavelengths
CT scans³: scans using X-rays from many different angles, often used in hospitals
inscriptions⁴: carved writing
astronomical⁵: linked to the study of objects in space, such as stars, planets and galaxies

Activity 1: Identifying your response

When you are planning a critical response to a text, begin by thinking about your impressions of the ideas in the text, and the impressions intended by the writer.

- 1 Look again at the first paragraph of the article on page 40.
 - a) What were your first impressions of the Antikythera Mechanism, based on only the first paragraph?
 - b) How has the writer created those impressions? Write one or two sentences to explain your ideas. It could be through their choice of:
 - vocabulary misshapen rotten
 - ideas an altogether stranger object
 - facts near the Greek island of Antikythera
 - statistics 45 metres beneath the sea
- 2 Consider the article as a whole.
 - a) What are your impressions of the Antikythera Mechanism by the end of the article?
 - b) How has the writer created those impressions? Write one or two sentences to explain your ideas.

Skills Boost: Making notes

When you make notes, you need to jot down your ideas quickly and clearly. This activity will help you to decide which details and which words are important in notes, and which are unnecessary.

- 1 Compare the full sentence on the left with the notes on the right. Write a sentence or two describing the kinds of details that have been missed out in the notes.

The Antikythera Mechanism was found in 1901, in the wreck of a Roman cargo ship, 45 metres beneath the sea.

Mechanism found 1901 in wreck of Roman ship

- 2 Copy out the sentence below.

It is thought that the Antikythera Mechanism was an astronomical clock with seven hands, which showed the movements of the Sun, Moon and planets.

- a) Cross out the details in this sentence that are less important than others.
- b) Now cross out as many words as you can, without losing any important details.

Activity 2: Identifying significant key points

You are going to plan and write a critical response to the article on page 40, in answer to the following question: What impression does the writer create of the Antikythera Mechanism?

- 1 Look again at your answers to Activity 1, to remind yourself of the different impressions you had of the Antikythera Mechanism at different points in the article.

unimportant

unimpressive

mysterious

incredible

advanced

Look at some of the key ideas and information the writer has included in the article:

- A The mechanism was found at the bottom of the sea.
- B No one thought it was very important or interesting.
- C One archaeologist thought it might be a clock.
- D Closer study found markings showing the days of the year and the signs of the zodiac.
- E Even closer study suggested it could show the movements of the solar system.
- F It looks like technology of the sixteenth century but is much older than that.

Select three that you will focus on when you write about the impressions the writer creates in the article.

How do I do that?

Look at the key ideas one by one. For each idea, ask yourself: Does this information effectively contribute to the impression of the mechanism I noted in Activity 1? If it does, you should consider choosing it as one of the key points for your response. After considering the final idea, you will know whether you need to add or leave out any ideas.

Activity 3: Identifying significant vocabulary

Once you have selected your key points, you should select evidence of significant vocabulary.

- 1 Consider the **first** key point you selected in answer to Activity 2.
- a) Note down in which paragraph of the article your first key point appears.
 - b) Note down any vocabulary in that paragraph that contributes to your impressions of the mechanism.
- 2 Repeat question 1, focusing on the **second** point you selected in answer to Activity 2.
- 3 Repeat question 1, focusing on the **third** point you selected in answer to Activity 2.

Activity 4: Identifying significant sentence structures

Once you have selected your key points and identified significant vocabulary, you should consider any significant sentence structures.

- 1 Look again at your answer to Activity 3, question 1. Are there any significant sentence structures in that paragraph? Look out for:

- short sentences that add emphasis to key ideas
- longer sentences that reflect the writer's intention
- questions that engage the reader's curiosity.

Note down the first few words of any significant sentences, and note their structure and effect.

'These mysteries remain unsolved.' ← short final sentence
– emphasises how mysterious it is

- 2 Repeat question 1, focusing on your answer to Activity 3, question 2.
- 3 Repeat question 1, focusing on your answer to Activity 3, question 3.

Remember

You may not find a significant sentence structure in every part of the article.



Activity 5: Organising your response

Before you begin to write a response, you should organise the ideas you have gathered. You are going to plan three paragraphs.

- 1 a) Note down the key point you will make in your first paragraph.
- b) Note down the evidence you will use to support it.
- c) Make notes about your explanation of the writer's choices.

First paragraph

Writer creates impression that

Describes 'three misshapen pieces of

'misshapen' suggests that

- 2 Repeat question 1, focusing on your second paragraph.
- 3 Repeat question 1, focusing on your third paragraph.

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 Wooldridge 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. Wooldridge 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 Wooldridge 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

- Identify **three** pieces of information from Extract A that explain what a yeti is.
- Do you think the writer of Extract A believes that yetis exist? Write **one** sentence explaining your ideas.
 - Identify **two** pieces of evidence that the writer uses to help prove the viewpoint you have identified.
- 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.

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

- 1 In 1951, the highly respected and highly experienced British explorer Eric Shipton was searching for a new route up Mount Everest. What he found, though, caused much greater excitement around the world: a footprint in the snow, approximately 35 cm long, that appeared to have been made by a huge ape-like creature. The local people acting as his guides had no doubt: this was the footprint of a yeti.

- Shipton's photograph of the footprint turned the yeti from a myth into the focus of serious scientific study. Scientists have analysed supposed samples of yeti bone, teeth and hair. Some results have suggested the yeti could be a prehistoric bear; others, some distant relative of humankind.

- 15 Numerous expeditions have been launched to find the creature. In the last few years, scientists have come to focus on a wild area at the foot of the Himalayas known as the Barun Valley – a vast area of jungle so dense that few people have ever entered it, let alone explored there. It is here, some scientists believe, that a creature such as the yeti could live undisturbed.

- It has been suggested that the yeti could be a species of Almas – a Mongolian word meaning 'wild man'. The Almas is a human-like creature believed to be related to the now-extinct Neanderthal race. History records the capture of a female Almas in 1850, in an isolated village in the mountains of Abkhazia, south of Russia.

- Named Zana, she was reputed to be 2 metres tall and covered in thick red hair. She was said to be able to outrun a horse and to swim through fast-flowing rivers. Some of her descendants are believed to be still living in the region.

- There are legends of wild men, yetis and Sasquatch in Russia, China, North America and other remote regions of the world. Could this be a coincidence, or are these hidden creatures giving us glimpses of another world, unknown to human science?



Activity 2: Comparing ideas and viewpoints

- Identify **three** pieces of information from Extract B that explain what a yeti is.
 - Is the information about the yeti in Extract B similar to or different from the information in Extract A?
- Do you think the writer of Extract B believes that yetis exist? Write **one** sentence explaining your ideas.
 - Identify **two** pieces of evidence that the writer uses to help prove the viewpoint you have identified.
 - Is the evidence given in Extract B similar to or different from the evidence in Extract A?
- 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.

Grammar Boost: Adverbials for comparison

An adverbial can be used at the start of a sentence or paragraph as a signal for comparison. For example, an adverbial could indicate that a sentence will contrast with or add support to the sentence before it.

Adverbs indicating contrast: However, | On the other hand,

Adverbs indicating similarity: In addition, | Similarly,

- 1 Write **five** sentences comparing Extract A on page 44 and Extract B on page 45. Use the adverbials above and the phrases below for ideas.

Extract A | Extract B | Both extracts | Neither extract

about yetis | same title | yetis may exist | yetis do not exist
prove their viewpoint | supporting evidence

Activity 3: Comparing how ideas are presented

The most effective comparisons explore similarities and differences both in writer's viewpoints and in how these are presented.

- 1
- a) Look again at the first paragraph of Extract A on page 44. Identify **one** word or phrase that creates a vivid impression of the yeti.
 - b) Look again at the first paragraph of Extract B on page 45. Does it use similar vocabulary to create a similar impression? Write one or two sentences to explain your ideas.
- 2
- Look at the following sentences from Extract A. Select the **one** word or idea in each sentence that shows the writer's viewpoint most clearly.
- a) The yeti is a mythical ape-like creature believed by some to live in the Himalayan and Siberian region of East Asia.
 - b) There have been a number of supposed sightings of the yeti, mainly by European and American mountaineers.
- 3
- Look at the following sentences from Extract B. Select the **one** word or idea in each sentence that shows the writer's viewpoint most clearly.
- a) In 1951, the highly respected and highly experienced British explorer Eric Shipton was searching for a new route up Mount Everest.
 - b) Shipton's photograph of the footprint turned the yeti from a myth to the focus of serious scientific study.

- 4 Look again at both Extract A and Extract B.
- a) In each extract, identify **one** significant sentence structure. You could look for:
 - a short sentence that adds emphasis to the writer's viewpoint
 - a longer sentence that reflects the writer's intention
 - a question that engages the reader's curiosity.
 - b) Note down the effect of each significant sentence structure you have identified.

Activity 4: Planning a comparison

You are going to plan two paragraphs comparing the ideas and viewpoints in Extracts A and B on pages 44 and 45.



- 1 Plan **one** paragraph comparing how each extract describes the appearance of the yeti.
- a) Plan a key point. Do the two extracts describe the yeti in a similar way or in different ways?

Both extracts present the yeti as a
 - b) Choose evidence from each extract to prove your key point.

For example, in Extract A

Similarly, in Extract B
 - c) Write notes for your explanation of how each writer's choice of information, vocabulary or sentence structure supports your key point. What do their choices tell you about the yeti?

The word 'muscular' implies
- 2 Plan a **second** paragraph comparing how the two writers express their viewpoints.
- a) Plan a key point. What is the writer of Extract A's viewpoint? Is it the same as the writer of Extract B's viewpoint?

In Extract A, the writer suggests that

However, in Extract B the writer believes that
 - b) Choose evidence from each extract to prove your key point.

This is clear when they say that
 - c) Write notes for your explanation of how each writer's choice of information, vocabulary or sentence structure supports your key point. What effects do their choices have?

For example,

In particular, the phrase 'serious scientific study' creates the impression that

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 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 The circus owner Bertram Mills offered a £20,000 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 1961, 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 *Piscus* 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?

- 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.

Extract B describes one result of people's fascination with mythical creatures.

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

The curious rise of 'Cryptotourism' – in search of animals that don't exist

- 1 Why do we go on holiday? To relax, perhaps to escape the boring routine of our daily lives. For some, there is a much more curious reason to travel the world. There is a group of people who go in search of beasts that – so far as scientific evidence is concerned – do not exist.

- While the existence of these mythical animals can be refuted, the rise of so-called 'cryptotourism' is nothing to be sniffed at. The International Cryptozoology Museum in Portland, Maine has estimated that the search for mythical beasts generates over \$140 million per year to the US economy, while Visit Scotland states that visitors in search of the Loch Ness Monster contribute more than £40 million to the Scottish economy annually.

- So popular is cryptotourism that travel company HolidayPirates has developed curated travel deals to the homelands of cryptids around the world, offering financial reimbursement for anyone who returns with photographic proof of the existence of a cryptid. (At the time of writing, nobody had yet made a claim.)

- Why do people continue to defy the wisdom of scientists and spend their hard-earned money searching for mythical creatures?
- 25 While some (probably most) cryptotourists are in it for a bit of fun, there is still a surprising number who genuinely hold out hope of catching a glimpse of a mythical beast. Why is this?

Activity 2: Reading Extract B

- 1 What do you think is the writer's opinion about cryptotourists? Write **two or three** sentences explaining your answer.
- 2 a) What impression does the writer create of cryptotourism?
a) Make brief notes explaining how this impression is created. Consider the writer's choice of ideas, vocabulary and sentence structure.

Activity 3: Writing

- 1 Write a sequence of **two to four** paragraphs comparing the writers' viewpoints in the two extracts. Consider both what the viewpoints are and how they are expressed.

You could write about:

- the writers' views about the existence of mythical creatures
- the writers' views on people who want to see, or claim to have seen, mythical creatures.

You should:

- comment on the writers' choices of ideas and information
- comment on the writers' choices of vocabulary and sentence structure
- support your ideas with evidence from the extracts.

