Inspire English International

Year 9 Workbook

Ben Hulme-Cross
<table>
<thead>
<tr>
<th>Unit 1: Mysteries</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Summarising</td>
<td>6</td>
</tr>
<tr>
<td>2 Responding to information</td>
<td>10</td>
</tr>
<tr>
<td>3 Describing for effect</td>
<td>14</td>
</tr>
<tr>
<td>4 Selecting evidence</td>
<td>18</td>
</tr>
<tr>
<td>5 Building a response</td>
<td>22</td>
</tr>
<tr>
<td>6 Assessment</td>
<td>26</td>
</tr>
<tr>
<td>7 Exploring structure</td>
<td>28</td>
</tr>
<tr>
<td>8 Exploring sentences</td>
<td>32</td>
</tr>
<tr>
<td>9 Planning a response</td>
<td>36</td>
</tr>
<tr>
<td>10 Comparing texts</td>
<td>40</td>
</tr>
<tr>
<td>11 Assessment</td>
<td>44</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2: Growing up</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Summarising</td>
<td>46</td>
</tr>
<tr>
<td>2 Structuring a text</td>
<td>50</td>
</tr>
<tr>
<td>3 Choosing the right words</td>
<td>54</td>
</tr>
<tr>
<td>4 Building a paragraph of advice</td>
<td>58</td>
</tr>
<tr>
<td>5 Assessment</td>
<td>62</td>
</tr>
<tr>
<td>6 Arguing, persuading and advising</td>
<td>64</td>
</tr>
<tr>
<td>7 Crafting sentences</td>
<td>68</td>
</tr>
<tr>
<td>8 Choosing vocabulary</td>
<td>72</td>
</tr>
<tr>
<td>9 Openings and endings</td>
<td>76</td>
</tr>
<tr>
<td>10 Reviewing and revising</td>
<td>80</td>
</tr>
<tr>
<td>11 Assessment</td>
<td>84</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 3: People and places</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Creating a response</td>
<td>86</td>
</tr>
<tr>
<td>2 Building a description</td>
<td>90</td>
</tr>
<tr>
<td>3 Changing responses</td>
<td>94</td>
</tr>
<tr>
<td>4 Exploring structure</td>
<td>98</td>
</tr>
<tr>
<td>5 Responding to character</td>
<td>102</td>
</tr>
<tr>
<td>6 Assessment</td>
<td>106</td>
</tr>
<tr>
<td>7 Looking at language choice</td>
<td>108</td>
</tr>
<tr>
<td>8 Re-structuring sentences</td>
<td>112</td>
</tr>
<tr>
<td>9 Developing your response</td>
<td>116</td>
</tr>
<tr>
<td>10 Making comparisons</td>
<td>120</td>
</tr>
<tr>
<td>11 Assessment</td>
<td>124</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 4: Making history</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Comparing histories</td>
<td>126</td>
</tr>
<tr>
<td>2 Selecting information</td>
<td>130</td>
</tr>
<tr>
<td>3 Structuring information</td>
<td>134</td>
</tr>
<tr>
<td>4 Informing and describing</td>
<td>138</td>
</tr>
<tr>
<td>5 Building paragraphs</td>
<td>142</td>
</tr>
<tr>
<td>6 Assessment</td>
<td>146</td>
</tr>
<tr>
<td>7 Clarity and fluency</td>
<td>148</td>
</tr>
<tr>
<td>8 Choosing your words carefully</td>
<td>152</td>
</tr>
<tr>
<td>9 Gathering information</td>
<td>156</td>
</tr>
<tr>
<td>10 Checking texts</td>
<td>160</td>
</tr>
<tr>
<td>11 Assessment</td>
<td>164</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 5: Attention!</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Engaging the reader</td>
<td>166</td>
</tr>
<tr>
<td>2 Structuring a story opening</td>
<td>170</td>
</tr>
<tr>
<td>3 Hunting out the evidence</td>
<td>174</td>
</tr>
<tr>
<td>4 Listening to a voice</td>
<td>178</td>
</tr>
<tr>
<td>5 Assessment</td>
<td>182</td>
</tr>
<tr>
<td>6 Plotting</td>
<td>184</td>
</tr>
<tr>
<td>7 Describing the action</td>
<td>188</td>
</tr>
<tr>
<td>8 Structuring sentences</td>
<td>192</td>
</tr>
<tr>
<td>9 Building a response</td>
<td>196</td>
</tr>
<tr>
<td>10 Creating a satisfying ending</td>
<td>200</td>
</tr>
<tr>
<td>11 Assessment</td>
<td>204</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 6: Being yourself</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Exploring key features</td>
<td>206</td>
</tr>
<tr>
<td>2 Using language for influence</td>
<td>210</td>
</tr>
<tr>
<td>3 Structuring sentences</td>
<td>214</td>
</tr>
<tr>
<td>4 Finding the best order</td>
<td>218</td>
</tr>
<tr>
<td>5 Building a point</td>
<td>222</td>
</tr>
<tr>
<td>6 Assessment</td>
<td>226</td>
</tr>
<tr>
<td>7 Countering an argument</td>
<td>228</td>
</tr>
<tr>
<td>8 Adding impact</td>
<td>232</td>
</tr>
<tr>
<td>9 Creating first and last impressions</td>
<td>236</td>
</tr>
<tr>
<td>10 Reviewing, revising and proofreading</td>
<td>240</td>
</tr>
<tr>
<td>11 Assessment</td>
<td>244</td>
</tr>
</tbody>
</table>
In this section, you will identify the mistakes in a sample response from a student and write an improved version.

**Sample content:**

- Underline any verbs that are in the wrong tense.
- Underline any spelling or punctuation mistakes.
- Write an ‘S’ next to any opportunities to improve the impact of the writing by varying sentence structure.
- Write a ‘V’ next to any opportunities to improve the impact of the writing by making different vocabulary choices.
- Note down some quotations that demonstrate how the writer has used one or more of these approaches.

**Set extension activity**

- Analyse the text and look at the opening few paragraphs. Plan a response to the question: How does the writer have the character think and behave?
- Identify quotations that you think are important.
- Consider how the writer has used the opening to build the story.
- Note down any notes that you think are useful in the story.

**Write your response below. Remember to note your response, refer to examples from the text, and show how they have changed the reader.**

**About the Workbook**

**Section 4: Openings**

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

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

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

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

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

**Section 11 Assessment**

**Sample content:**

- Here you’re presented with a real test text and question.
- Another student has answered the question – here you’re taken through the steps needed to understand and improve the response.
- Once you understand the techniques and skills needed to write an excellent answer, you’re given the chance to put this into practice!
Section 1

Summarising

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

Using context to understand words

1 Read the sentences below and try to work out what the underlined words mean. For each one, write down your own definition and explain how the rest of the sentence helped you work out the meanings.

a The woman, who always walked around the small lake at lunchtime, continued to perambulate even as the rain grew more intense.

b At the age of 12, this precocious boy was playing cricket in the under-21 team.

c There was no sign of a burglary, but the necklace had vanished from the safe. The police were completely flummoxed.

Identifying key ideas

2 Look again at the extract on page 10 of the Student Book. It presents events in chronological order except for the robbery, which is presented at the end. Write a chronological account of the story, noting key information such as what happened and when, including the robbery.

Set extension activity

3 You have been asked to write a worksheet for other students to practise working out the meanings of unusual words using the context of the sentence. Identify ten words that students are unlikely to know the meaning of. If you cannot think of ten suitable words, try using a dictionary or searching online for ‘unusual words’.

a To prepare, write down your chosen ten words and their definitions.

b Now create your worksheet activities. You should include ten sentences, each containing one of your chosen words. It should be possible for people who do not know what the word means to work it out by using the context of the rest of the sentence. Continue in your notebook if needed.
Selecting information

4 Look at the following paragraph, which is the first part of a description of a robbery.

On a rainy Tuesday in November last year, Amira was just about to go on her lunch break. She had been sitting behind her desk at the bank helping customers with their enquiries for four hours and she was looking forward to a walk in the park. Just as she was about to leave, four masked men came into the bank and demanded that she hand over the keys to the bank’s safe. Amira handed the keys over and, while the robbers opened the safe, she called the police.

a Note down every piece of information in this paragraph.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

b Look back at your answers to Activity 4a. Place a tick next to the pieces of information that are important for the reader to understand what is happening. Place a cross next to those that are not.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

How did you decide which pieces of information were important and which were not? Explain your answer below.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Using your own words

5 Rewrite each of the four sentences in the paragraph from Activity 4, using your own words.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Summarising key ideas

6 Summarise the paragraph from Activity 4 in your own words, in no more than two sentences. Include only the key information.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Set extension activity

7 You are going to write a summary of what you have learned from Section 1 of the Student Book (pages 10–13) and from completing the activities on the previous three pages of this Workbook.

a Note down everything that you have learned from this section on summarising, using as much detail as possible. Base your contents on the headings to make sure you cover all the learning.

__________________________________________________________________________
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b Now write a concise summary of the key points you have learned from Section 1.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
Section 2
Responding to information

In this section, you will practise exploring a writer’s choice of structure for effect.

Identifying key ideas

1a Look again at the extract on page 14 of the Student Book. The writer presents various pieces of evidence to indicate that the Mary Celeste encountered stormy weather. Note them down in the space below.

1b The writer presents various pieces of evidence suggesting that the Mary Celeste was in reasonably good condition. Note them down in the space below.

Responding to the text

2 Read the following explanations of the mystery of the Mary Celeste. For each one, write a sentence or two explaining how likely you think it is that this is what happened, based on the information in the extract on page 14 in the Student Book.

a Pirates attacked the ship and killed everyone on board.

b A storm damaged the ship so badly that the people on board had to escape in the lifeboat.

c The people on board thought the ship might sink in a storm, so they got into the lifeboat and were then carried away by the sea.

Set extension activity

3 What parts of the story of the mystery of the Mary Celeste made you feel the most intrigued?

a Note down the intriguing elements of the account from the extract on page 14 of the Student Book.

b Write a paragraph answering the question above.

4 What parts of the story of the Mary Celeste made you feel saddest?

a Note down the sad elements of the account from the extract on page 14 of the Student Book.

b Write a paragraph answering the question above.
Plurals
5 Write down the plural forms of the following nouns.
   a loaf ____________
   b mass ____________
   c poppy ____________
   d splash ____________
   e dress ____________

Responding to structure and key ideas
6a Read this sentence from the extract on page 14 of the Student Book.
   There was no answer – and no sign of anyone on board.
   Why do you think the writer chose to put this sentence at the end of a paragraph? Explain your
   answer below.

   ____________________________________________________________
   ____________________________________________________________

   b Note down the words from the extract, excluding the title, that first hint at mystery.
   ____________________________________________________________
   ____________________________________________________________

   c Why do you think the writer chose not to hint at mystery at the beginning of the extract? Explain
   your answer below.
   ____________________________________________________________
   ____________________________________________________________

7 Look at the following alternative opening sentences for the extract on page 14 of the Student
   Book. For each one, write a sentence or two explaining whether you think the alternative opening
   would have been more or less effective than the original.
   a This is the story of the disappearance of several people.
   ____________________________________________________________
   ____________________________________________________________

   b Nobody knows what happened to the Mary Celeste.
   ____________________________________________________________
   ____________________________________________________________

Set extension activity
8 You are going to plan and write a response to the following question: How does the writer make
   the reader want to know what happened on board the Mary Celeste?
   a Make some notes using the following prompts.
      (i) How does the writer structure the extract on page 14 of the Student Book to make you want to
          know what happened?
          ____________________________________________________________
          ____________________________________________________________
          ____________________________________________________________

      (ii) How does the writer make the reader care about the people on board the Mary Celeste?
          ____________________________________________________________
          ____________________________________________________________
          ____________________________________________________________

      (iii) Through whose eyes do we see the mystery? How does this make you want to know
           what happened?
          ____________________________________________________________
          ____________________________________________________________
          ____________________________________________________________

   b Now write your response to the question above. Try to make clear points and back them up with
   quotations from the extract. Continue your answer in your notebook if needed.
   ____________________________________________________________
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Key points

1Look again at the extract on page 18 of the Student Book. Note down one sentence from the extract that most powerfully creates an impression of each point.

- Earth before the impact: ________________________________

- The impact: ________________________________

- Earth after the impact: ________________________________

2Note down the chronological sequence of key events or effects that occurred immediately after the impact.

Intention

3a In one or two sentences, summarise the writer’s intention in writing the extract on page 18 of the Student Book.

b The writer uses many comparisons in the extract. Which do you find most powerful? Explain your answer below.

c How has the writer used comparisons to achieve their intention in this extract? Explain your answer below, using quotations from the extract to back up your points.

Set extension activity

4Research a major natural event such as a large earthquake or the eruption of a large volcano. Note down four facts that create an impression of the scale and forces involved. For each fact, write a sentence that includes a comparison to help readers better understand what you are describing. Then write a sentence or two explaining why you think the comparison you have made is effective. An example is provided.

Fact: The wave was ten metres high.
Comparison: The wave racing towards the island was the height of a five-storey building.
Explanation: This comparison is effective because people can picture a five-storey building and therefore get an accurate sense of how high the wave was.

Fact:
Comparison:
Explanation:

Fact:
Comparison:
Explanation:

Fact:
Comparison:
Explanation:

Fact:
Comparison:
Explanation:
Finite and non-finite verbs and clauses

5 Rewrite each of these pairs of sentences as one sentence, using a non-finite verb to link them.

a The asteroid approached very quickly. It raced towards earth at 40,000 miles per hour.

b The writer describes the effects of the asteroid’s impact as terrifying. He says anything nearby would have been ‘roasted’.

6 Write two pairs of sentences that could be linked using verbs with non-finite clauses. Then rewrite each pair of sentences as one multi-clause sentence.

a Pair of sentences:

Multi-clause sentence:

b Pair of sentences:

Multi-clause sentence:

Responding to vocabulary choices

7a Note down any examples of powerful vocabulary from the extract on page 18 of the Student Book that suggest strong forces have impacted Earth.

b How has the writer used powerful vocabulary to create an impression of the strong forces involved? Write a paragraph explaining your answer.

Set extension activity

8a You are going to plan a three-paragraph response to the following question: What impression has the writer created of the way that life was destroyed by the impact of the asteroid? First reread the extract on page 18 of the Student Book. Then note down the key points and evidence you will include in each paragraph.

Paragraph 1:

Paragraph 2:

Paragraph 3:

b Now write your response in the space below. Continue your answer in your notebook if needed.
Choosing quotations to support key points
1 Look again at the extract on page 22 of the Student Book. Choose one or two short quotations to answer each of the following questions.
   a Why did Pat Lindquist chase the creature?

   b How did Lindquist describe the creature, as reported in the third paragraph?

   c What did the four men later confess?

Inferring opinions
2 Look again at the opening sentence of the extract on page 22 of the Student Book. There are legends that tell of huge, hairy creatures that live in the mountains of North America. What does the word ‘legends’ suggest about the writer’s opinion of these creatures?

3 What do you think the writer really thinks of the stories about the Sasquatch and the people who claim to see them? Explain your answer by writing a paragraph in which you state the writer’s opinions explicitly.

Set extension activity
4 Look at the following opinions. Rewrite each one in a sentence or two that implies the opinion rather than stating it. An example is provided.

   Stated: Mr Patel is not as kind as people think.
   Implied: Everybody thinks Mr Patel is so kind. Why are they so sure?

   Stated: The house is haunted.
   Implied: 

   Stated: People say that the house is haunted, but it isn’t.
   Implied: 

   Stated: The film is really good.
   Implied: 

   Stated: The film is quite boring.
   Implied: 

   Stated: This exercise plan does not work.
   Implied: 

   Stated: I really don’t like her.
   Implied: 

   Stated: This holiday is going to be awful.
   Implied: 

   Stated: Professional footballers are paid too much.
   Implied: 

   Stated: Vampires are not real.
   Implied: 

   Stated: Life is easier than it used to be.
   Implied: 

   Stated: I do not think humans will ever colonise Mars.
   Implied: 

   Stated: This food tastes horrible.
   Implied: 

   Stated: The rollercoaster is loads of fun.
   Implied: 

   Everybody thinks Mr P atel is so kind. Why are they so sure?
Sentence openings

5a Rewrite this sentence as many times as you can so that it starts in a different way each time.

They believed the creature was a Sasquatch because the hoaxers had been very clever.

Rewritten sentences:

b Write your own multi-clause sentence and then rewrite it using as many different openings as possible while keeping the same meaning.

Multi-clause sentence:

Rewritten sentences:

Commenting on vocabulary choice

6a Identify and write down a sentence from the extract on page 22 of the Student Book that shows the writer has some sympathy for the bus driver and the passengers.

b Which word or short phrase from this sentence best shows the writer’s sympathy?

c Write a sentence explaining the point that the writer has sympathy for the driver and passengers, embedding the word or phrase you have identified.

7 How do the writer’s vocabulary choices create an impression of how the bus driver felt when he returned to the bus? Explain your answer below, using quotations from the extract on page 22 of the Student Book to support your point.

Set extension activity

8a You are going to plan and write a response to the following question: How does the writer present the people who report sightings of the Sasquatch?

For each of the following, note down a key point in relation to the question, some quotations from the extract on page 22 of the Student Book that demonstrate your point, and any thoughts you have on how the vocabulary the writer has chosen helps him to create a specific impression.

The bus driver:

The passengers on the bus:

Others who report seeing the Sasquatch:

b Now write your answer to the question above in the space below. Remember to make clear points, backed up with carefully chosen short quotations that allow you to comment on vocabulary choices. Continue your answer in your notebook if needed.
Section 5
Building a response

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

Exploring intention
1 Note down three examples of words or phrases from the extract on page 26 of the Student Book that create a powerful impression of the moai. Next to each example, write a sentence saying how it helps to create a powerful impression.

Structuring paragraphs
2a Complete the table below to plan a paragraph responding to the following question: What impression does the writer try to create of the explorers led by Jacob Roggeveen?

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<thead>
<tr>
<th>Key point</th>
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<th>Explanation</th>
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b Plan your response to this question by filling in the table below.

Set extension activity
3 Plan and write a one-paragraph response to the following question: What impression does the writer try to create of the way the indigenous people of Easter Island feel about the moai? Remember to include a key point, quotation and explanation in each paragraph. When writing your paragraph, ensure that:
- you use a range of different ways to begin sentences
- you use the shortest and best possible quotations to support your points
- you comment on how vocabulary choices have helped the writer achieve their intention.

a Note down three examples of words or phrases from the extract that create an impression of how the indigenous people of Easter Island feel about the moai. Next to each example, write a sentence saying how it helps to create an impression.

b Plan your response to this question by filling in the table below.

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c Now write your complete paragraph in the space below.
Commenting on ideas and vocabulary choice

4 You are going to write a response to the following question: How does the writer present the moai as mysterious? Note down any quotations from the extract on page 26 of the Student Book that demonstrate vocabulary choice that presents the moai as mysterious.

5 Look at the following sample student response to the question in Activity 4.

They’re really weird because they stare out to sea and they’re so big. A big part of the mystery is how they got there because the people on the island couldn’t have moved something that weighed so much. Everyone thinks they’re mysterious including the islanders, the Europeans who saw them in 1722, and visitors today.

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

b Write your own response to the question in Activity 4 in the space below. Write at least two paragraphs. Continue your answer in your notebook if needed.

Set extension activity

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

Section 1: Summarising

Use the context of the sentence to work out the meaning of any unfamiliar words.

Section 2: Responding to information

Section 3: Describing for effect

Section 4: Selecting evidence

Section 5: Building a response
The Crop Circle Mystery

One morning in 1970 in rural England, a farmer walked into one of his wheat fields and made a very strange discovery. Overnight, sections of the wheat stalks in the field had been flattened to form the imprint of a huge ring. There were no footprints nearby. Nor were there any wheel tracks.

So began the phenomenon of what came to be called crop circles. In the decades that followed, more and more crop circles appeared. Their patterns were perfectly geometric and became more and more complex as the years passed. Scientists agreed that the patterns could not be explained by weather events or other natural forces.

The crop circles always appeared in fields overnight. They were always geometric in design. There was never any clear evidence that anyone had been in the fields.

To some, the crop circles were thought to be markings made by spaceships or possibly visual messages deliberately sent to humans by other intelligent life forms.

To others, they were evidence of practical jokes.

Assessment questions

1. What three features did all the crop circles have in common?

2. Note down one example of expert opinion in the extract.

3. Why is it so difficult to be sure how crop circles are made?

4. Write a summary of the extract in no more than two sentences.

5. What response is the writer hoping to create in the first paragraph? Explain your answer below.

6. Look at the following question and read the student’s response that follows.

Question: What impression has the writer created of crop circles?

Response: Crop circles were circles in wheat fields in the 1970s that farmers see overnight. They can’t explain them because there are never any footprints and it can’t be the weather that makes them because the patterns aren’t natural.

Nobody can prove the answer to crop circles so some people say its aliens and some people think their just a practical joke and well probably never know the answer.

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

b. Write your own improved response to the question in the space below. Continue your answer in your notebook if needed.
Section 7
Exploring structure

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

Impressions

1a Look again at the article on page 32 of the Student Book. What impression does the writer create of Simon Payne and Glen MacPherson?

b What impression do these people’s descriptions create of the Hum itself?

Openings and endings

2a What facts does the writer provide in the heading, subheading and introductory paragraph of the article on page 32 of the Student Book?

b What words or phrases has the writer used to create an impression of mystery in the heading, subheading and introductory paragraph? Note down any examples you can find.

3a In the concluding paragraph, what is the key idea that is being summarised? Write it in your own words below.

b How might this ending make the reader want to find out more about the Hum?

Set extension activity

4 Look back through the texts you have encountered so far in Unit 1 of the Student Book and choose one text that you would like to work with. You are going to rewrite the introduction to this text in three different ways:

- Write a short introduction of two or three sentences with the intention of creating a sense of mystery to intrigue the reader.
- Write an alternative introduction that focuses on introducing the key information about the topic.
- Write a final version of the introduction that tries to both intrigue the reader and introduce the topic.

Title of your chosen text: ________________________________

Short introduction: ____________________________________

Alternative introduction: ________________________________

Final version: ________________________________________
Identifying features of explanation texts

5 Look at these sentences from the article on page 32 of the Student Book. Label each one with the correct element of an explanation text:

- facts
- statistics
- history
- description
- expert opinion

Note: some elements may be used more than once.

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

b “When nobody else can hear it you think you are going nuts, and it just wears you down,” says Simon Payne, 55, from Cambridgeshire.

c The Hum is experienced as a consistent, low-pitched noise, much like the sound of a large truck idling in a nearby parking lot.

d It is said to cause symptoms that range from insomnia to headaches to dizziness.

e According to Geoff Leventhall, a senior acoustician 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.”

Planning an explanation text

6 You are going to plan your own explanation text that describes a mysterious event such as the sighting of an unidentified creature in a particular area. You can choose a real or imagined mystery to write about. Make brief notes about the topic you are going to write about, addressing each of these questions: What? When? Who? Where? How?

Set extension activity

7 Continue the plan for an explanation text that you began in Activity 6 on the previous page.

a Note down one or two quotations from witnesses, along with their names and ages.

b Note down one or two quotations revealing expert opinions, along with the expert’s name and job title.

c Write your explanation text in the space below. Continue your answer in your notebook if needed. Remember to:

- use most or all of the common elements of explanation texts
- write an introduction that introduces the topic and intrigues the reader
- write a short conclusion that sums up the key idea and leaves the reader wanting to learn more about the topic.
Section 8
Exploring sentences

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

Impressions

1a Look again at the article on page 36 of the Student Book. Note down any information that is given or implied about the people who created Göbekli Tepe.


b What impression does the writer create of the people who created Göbekli Tepe?


Facts and viewpoints

2 Read these sentences from the article on page 36 of the Student Book.

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.

Note down, in your own words, the two facts and one viewpoint contained in the paragraph above.

Fact:

Fact:

Viewpoint:

3 Look at the sentence below. In your own words, note down the fact it contains and a word or phrase that suggests the writer’s viewpoint.

The first glimpse of Göbekli Tepe to impress the visitor reveals the huge T-shaped stone megaliths, surrounded by rings of pillars.

Fact:

Word or phrase:

Set extension activity

4 Write down two sentences relating to each of the topics indicated below. Your sentences should state a fact and include one or two words suggesting your own viewpoint. For example: The miserable rain was forecast to continue all day.

The weather

Movies and TV

Technology

The natural world

School

Sport

The weekend

Animals

Transport
Relative clauses

5 Write down six examples of multi-clause sentences, either from the article on page 36 of the Student Book or your own ideas, that link two facts using relative clauses. For example: All of them appear to have been buried underground – not by time, but by the people who created this extraordinary structure.

Exploring sentence structures

6a Look at the second paragraph of the article on page 36 of the Student Book. Find the shortest sentence in the paragraph and write it here.

b What is the effect of the writer including this information in a shorter sentence? Explain your answer below.

7 Look at the following sentence taken from the second paragraph of the article on page 36 of the Student Book.

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 What is the key point in this sentence?

b What is the writer’s viewpoint and which word reveals this viewpoint?

c Read the sentence out loud. How does the structure or sound of the sentence mirror what it is describing?

Set extension activity

8a Search the internet or books to find ten facts about Egyptian pyramids. Write your chosen facts here.

b Write a paragraph or two including all the information you found for Activity 8a. Try to use a range of sentence lengths for variety and to add emphasis to the facts you want to stand out for the reader. Continue your answer in your notebook if needed.

c Now rewrite your answer to Activity 8b as if it were designed to encourage people to want to visit the pyramids. Include carefully chosen vocabulary to suggest that you think the pyramids are wonderful (without saying so explicitly). Continue your answer in your notebook if needed.
Section 9  
Planning a response

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

Identifying your response: first impressions

1 Look again at the article about Göbekli Tepe on page 36 of the Student Book. Write two sentences summarising the impression you get of Göbekli Tepe from the article.

2 Note down the key information and ideas in each paragraph from the article about Göbekli Tepe on page 36 of the Student Book. Remember to write concise notes, using as few words as possible.

Making notes

Paragraph 1:

Paragraph 2:

Paragraph 3:

Paragraph 4:

Paragraph 5:

Set extension activity

3a Look back at what you have written in Activities 1 and 2 on the previous page. Now write one or two sentences explaining how the writer has created an impression of Göbekli Tepe in each paragraph of the article on page 36 of the Student Book, using quotations from the article to support the points you make.

Paragraph 1:

Paragraph 2:

Paragraph 3:

Paragraph 4:

Paragraph 5:

b Look back over the article and over what you have written so far for Activity 3. Note down at least one example of the writer using the following elements to create a particular impression.

Facts:

Description:

History:

Expert opinion:

Statistics:
Identifying significant key points

4 Look again at the article about Göbekli Tepe on page 36 of the Student Book. Select the two key points that most powerfully create an impression. Note down and explain your selection below.

Key point 1:

Key point 2:

Identifying significant vocabulary choices

5 Consider the key points you selected for Activity 4. Note down any examples you can find of vocabulary the author has used to make these key points and to create a powerful impression. Briefly note how the vocabulary creates this impression.

Key point 1:

Key point 2:

Identifying significant sentence structures

6 Using the same key points, note down any examples you can find of sentence structures the author has used to create an effect. Briefly note how the sentence structures create this impression.

Key point 1:

Key point 2:

Set extension activity

7 You are going to plan and write a response to the following question: What impression does the writer of the article on page 36 of the Student Book create of Göbekli Tepe?

a Plan a paragraph for each of your two key points from the activities on the previous page. For each paragraph, you should note down:

- the key point you will make in the paragraph
- the evidence you will use to support it
- your explanation of the writer’s choices.

Paragraph 1 plan:

Paragraph 2 plan:

b Based on the plan you have created, write your response in the space below. Continue your answer in your notebook if needed.

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Section 10
Comparing texts

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

Identifying and comparing ideas

1. Look back at the extract about the Sasquatch on page 22 of the Student Book.
   - a. Note down all the information you can find in the extract about the physical appearance of the Sasquatch.
   - b. Note down the key points of information about the sighting of the Sasquatch by the bus driver and passengers.
   - c. Does the writer use the account of the sighting to create the impression that the Sasquatch is real or fictional? Explain your answer below.

2. Look again at Extract B on page 45 of the Student Book.
   - a. Note down all the information you can find in the extract about the physical appearance of the yeti.
   - b. Note down the key points of information about the discovery of the footprint by the explorer.
   - c. Does the writer use the account of the discovery to create the impression that the yeti is real or fictional? Explain your answer below.

Set extension activity

3. Complete the tables below to help you to compare the two extracts.

<table>
<thead>
<tr>
<th>Sasquatch (extract on page 22 of the Student Book)</th>
<th>Yeti (Extract B on page 45 of the Student Book)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples of the writer using statistics</td>
<td>Examples of the writer using statistics</td>
</tr>
<tr>
<td>Examples of description</td>
<td>Examples of description</td>
</tr>
<tr>
<td>Examples of facts</td>
<td>Examples of facts</td>
</tr>
<tr>
<td>Examples of expert opinion</td>
<td>Examples of expert opinion</td>
</tr>
<tr>
<td>Examples of the writer referring to history</td>
<td>Examples of the writer referring to history</td>
</tr>
</tbody>
</table>
Adverbials for comparison

4 Look back at the notes you made for Activity 3 on the previous page. Write a point comparing the two extracts in relation to the first three features in the tables on the previous page. You could write a point covering both extracts in one sentence, or use two sentences – one linked to each extract. Use adverbials such as ‘similarly’ and ‘however’ to make your comparisons where possible.

Statistics:

Description:

Facts:

Comparing how ideas are presented

5 You are going to write a response to this question: How do the writers of the two extracts you have studied in this section convey their viewpoints of the stories about the creatures?

a Make brief notes summarising each writer’s viewpoint. Also note down one piece of evidence from each extract to support your points.

b Write a paragraph in response to the question above, using the notes you have made so far on this page. Continue your answer in your notebook if needed. Remember to:

- make clear points
- support them with quotations
- use adverbials to express comparison
- explain how the quotations link to the point you are making.

Set extension activity

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

Section 7: Exploring structure

The opening of an explanation text should introduce the topic and engage the reader.

Section 8: Exploring sentences

Section 9: Planning a response

Section 10: Comparing texts
In this section, you will identify the mistakes in a sample response from a student and write an improved version.

You are going to improve and extend this response.

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

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

**Question:** What impression has the writer created of the Beast of Bodmin?

**Response:** The Beast of Bodmin was probably a cat. It runs around the countryside killing livestock. It has big teeth and yellow eyes. It looked like a panther.

If it is not real because the government tried to find it and they couldn’t but then a boy found a panther skull which could have been the Beast but then it turned out the skull came from Africa and anyway then more people are seeing the cat so it can’t really have been.

Some people say it is an escaped panther from a zoo and some people think it is a wild cat that people thought was extinct but we don’t really know.

---

**The Beast of Bodmin**

1. There have been reports for decades of a mysterious beast that prowls Bodmin Moor in Cornwall, killing livestock by night and escaping human detection by day.

The elusive creature is said to resemble a large black panther and eyewitnesses have reported that it is up to five feet long, with yellow eyes and a sinister growling hiss. It is also said to possess huge fangs.

5. There have been over 60 sightings of the creature, leading the government to launch a formal investigation. The report arising from the investigation concluded that there was no evidence proving the existence of the creature. But there was also no way to disprove it.

Days after the report was published, a boy discovered what appeared to be the skull of a big cat, complete with huge fangs. Subsequent investigation revealed that the skull originated from Africa and had probably arrived in this country attached to a rug.

Nevertheless, sightings of the creature continued to be reported. Experts offer three possible explanations. The first is that the creature does not exist at all. The second is that it is one of possibly several panthers that have escaped from a zoo, however, it is thought to be unlikely that panthers could survive for long in the environment of Bodmin Moor. The third proposed explanation is that the creature is evidence of a colony of large wild cats that were thought to have become extinct over 100 years ago.

For now, the true nature of the beast remains a mystery.