

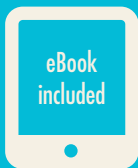


EDEXCEL INTERNATIONAL GCSE (9–1)

ENGLISH LANGUAGE A

Student Book

Roger Addison, Samantha Brunner, David Foster, Peter Inson, Robert O'Brien,
Pam Taylor, Manjari Tennakoon



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ABOUT THIS BOOK

This book is written for students following the Edexcel International GCSE (9–1) English Language A specification and covers both years of the course.

The course has been structured so that teaching and learning can take place in any order, both in the classroom and in any independent learning. The book contains five chapters: Reading Skills, Writing Skills, Paper 1, Paper 2 and Paper 3.

The Reading Skills and Writing Skills chapters cover fundamental areas of these two key areas of English Language. They build on and reinforce what students already know and develop essential skills that will allow them to succeed on

Key points

Easy to understand, core points to be taken away from sections or texts.

Pearson Progression

Sample student answers have been given a **Pearson Step** from 1 to 12. This tells you how well the response has met the criteria in the **Pearson Progression Map**.

Exam-style questions

Questions tailored to the Pearson Edexcel specification to allow for practice and development of exam writing technique

94 PAPER 1 NON-FICTION TEXTS

LEARNING OBJECTIVES

This lesson will help you to:

- prepare for answering non-fiction exam questions.

KEY POINT

To ensure the most efficient use of time, a direct approach to answering the question is usually best, rather than spending a long time getting to your main points.

humitas A sweet, steamed fresh corn cake, traditional in the Andes, similar to the Mexican tamale. What is the effect of using these South American words?


red Why are they 'disturbingly red'? What is the effect?

usual suspects What is the tone here? Where does this phrase come from?

gizzards Stomach parts.

maize Crop from which sweetcorn grows.

like freshly run over roadkill An unusual simile – what is the effect?



▲ A street scene in Quito, Ecuador

PUTTING IT INTO PRACTICE

The passages you will be given for Paper 1 are likely to be between 800 and 1400 words long, or at least 60 lines in length. The following example is shorter than this, but you can use it to practise your reading, planning and writing skills in preparation for the exam. Read the unseen passage and answer the questions that follow. One of the questions also requires you to consider *Beyond the Sky and the Earth* from the Anthology. Aim to complete all five questions from Section A in 90 minutes.

FROM THE HUNGRY CYCLIST BY TOM KEVILL-DAVIES

Sheltering from torrential rain in a dirty roadside hamlet just north of Quito, I surveyed my options for dinner. A few limp limbed chickens did another turn in their mechanical rotisserie; a plate of worn-out humitas, a sweet tamale, waited for that unlucky customer to save them from another night under the heat lamp; a bored teenager with too much hair-gel prodded and probed a row of disturbingly red hotdog sausages. Not at all tempted by the usual suspects that made up the options in these small Ecuadorian towns, I began to wonder if my hunger could hold out until breakfast.

But hello! What's this?

At the end of the street, sheltering from the rain under a tatty umbrella, an old lady was fanning frantically at the coals of her small grill. I took a seat on the cold steps of the grocery store from which she served, and watched her work while a steady stream of customers pulled in from the rain.

I ordered a bowl of grilled chicken gizzards, served on a heap of sweet corn and fried kernels of salted maize and it was immediately clear that she knew what she was doing. As the evening passed by the buses, trucks and pick-ups splashed through the rain filled potholes of the main street. We didn't talk much, but that seemed normal here in Ecuador, but from what little was said, and my persistent interest in the secret of her giblets, it was obvious we enjoyed a common love of food, and it wasn't long before our conversation turned to Cuy. I expressed my dismay at having only found this traditional dish strung up like freshly run over roadkill in front of the tourist restaurants en route from Otavalo to Quito, and my keenness to see how these rodents were prepared at home. I was invited for lunch the next day.

Cuy, *concejillo de Indias* – Indian rabbits, or guinea pigs as we know them in the pet shop – have been an important food source in Peru and Ecuador since pre-Inca times. Fifteen centuries later, they still remain an Andean delicacy, and on average Peruvians and Ecuadorians gobble down twenty-two million of these tasty rodents every year. Most Andean households keep cuy at home in the same way that we might keep chickens. Considered a speciality, they are mostly saved for special occasions. Rather like a bottle of champagne or perhaps

PAPER 1 NON-FICTION TEXTS 95

concejillo de Indias What is the effect of using this Spanish phrase?

delicacy A much-prized dish.

Ferrero Rocher Italian chocolates wrapped in gold foil.

EXAM-STYLE QUESTIONS

A01 SKILLS ANALYSIS

A01 SKILLS CRITICAL THINKING, ANALYSIS, INTERPRETATION

A01 SKILLS CRITICAL THINKING, ANALYSIS, INTERPRETATION

he seems to understand that her food is good quality when the 'steady stream of customers pulled in from the rain'... The student has used inference here to sum up what the writer thinks of Ecuadorian cuisine. Remember to link all ideas to the question.

She serves quite humble food such as 'chicken gizzards', but it's clear that it tastes good... The final point again uses inference, and links back to the question. Remember, you need to make five points to achieve five marks.

A02 SKILLS CRITICAL THINKING, ANALYSIS, REASONING, INTERPRETATION

A03 SKILLS CRITICAL THINKING, ANALYSIS, REASONING, INTERPRETATION, DECISION MAKING

HINT

Use connectives that help you make comparisons. For example, 'Both travellers are exploring new places, but whereas Zeppa ..., Kevill-Davies ...'

a box of **Ferrero Rocher**, a mating pair of guinea pigs are a typical house warming gift for a newlywed couple. Playing an integral role in Andean religious and ceremonial practices, as well as providing dinner, cuy are also used in the traditional medicine of the region. A live cuy is plucked over the body of someone sick. The cuy's squeaking indicates the diseased area of the human patient.

EXAM-STYLE QUESTIONS

The following questions are based on Text One: *The Hungry Cyclist* and Text Two: *Beyond the Sky and the Earth: A Journey into Bhutan*.

Text One: The Hungry Cyclist

- From the last two paragraphs, select two words or phrases that describe the uses of Cuy. (2 marks)
- Look again at the first paragraph.
- In your own words, explain what the writer's thoughts and feelings are before he finds the lady who was grilling chicken. (4 marks)
- From the fourth paragraph, describe the writer's impressions of Ecuadorian cuisine. You may support your points with brief quotations. (5 marks)

The writer is intrigued by the old lady cooking further down the street; he seems to understand that her food is good quality when the 'steady stream of customers pulled in from the rain'. The writer is interested in what the locals eat, rather than what is offered to tourists. The old lady is described as fanning the coals 'frantically' on a simple outside grill; the writer seems fascinated by the authenticity of this. He watches her work and is clearly impressed as he remarks that 'it was immediately clear that she knew what she was doing'. She serves quite humble food such as 'chicken gizzards', but it's clear that it tastes good as the writer asks her about the recipe afterwards, which shows his interest in genuine Ecuadorian cooking.

Remind yourself of the passage from *Beyond the Sky and the Earth* (pages 134–136).

- How does the writer create an interesting and engaging atmosphere and sense of place? You should support your answer with close reference to the passage, including brief quotations. (12 marks)
- Question 5 is based on both *The Hungry Cyclist* and *Beyond the Sky and the Earth*.
- Compare how the writers present their ideas and perspectives about their experiences. Support your answer with detailed examples from both texts, including brief quotations. (22 marks)

Hint

Useful support and advice addressing common mistakes or difficult content.

Student answers

Higher- and lower-level written answers annotated with marker comments to encourage understanding of the marking criteria.

this course. These chapters can be used to teach these reading and writing skills in blocks at the start of the course or integrated into relevant sections of the texts being studied.

The Paper 1 and Paper 2 chapters cover all of the content required by the course, mirroring the two exam papers for those taking this route. The information in the Paper 2 chapter will also help students taking the coursework route to prepare to complete their assignments. This is also supplemented by the Paper 3 chapter, which gives advice for those taking this coursework paper.

For each section or Anthology text, information is interspersed with activities in order to put learning into practice and exam-style questions to help you prepare and practise for the exam. Other features help to expand students' knowledge and reinforce their learning. All Anthology texts are reproduced in full, with detailed analysis and questions for each text.

Learning objectives
Chapters and Units are carefully tailored to address key assessment objectives central to the course

Activities
A wide range of varied activities to encourage understanding and embed understanding as an individual, as well as in larger groups to establish cross-peer learning and communication.

220 PAPER 2 READING SKILLS: FICTION TEXTS

LEARNING OBJECTIVES

This lesson will help you to:

- select and interpret information, ideas and perspectives
- comment on the language used.

SUBJECT VOCABULARY

first person written from the perspective of one person – that is, using 'I'; this differs from the second person, which directly addresses the reader ('you'), and the third person ('he', 'she' and 'it')

third person using the third person – that is, 'he', 'she' and 'it'; this differs from the first person ('I') and the second person, which directly addresses the reader ('you')

narrator a character that tells the story in a novel, play, poem or film

CONSIDERING NARRATIVE VOICE

When thinking about the narrative voice, consider these questions.

- Does the writer tell the story from a narrator's point of view?
- Does the writer give the reader several different points of view?
- What tone is used? For example, is it urgent, anxious, relaxed, excited?
- Do you get a sense of the narrator as a character? What details of their lives are suggested?
- Is the narrator writing the story about themselves?
- Can the reader trust the narrator? Are there any clues that you should not believe everything that they say?
- Is a setting and time period established? What kinds of words are used for this?

DID YOU KNOW?

Second-person narration speaks directly to the reader, usually referring to them as 'you'. This technique is not used very often but can make the reader feel part of the story as it invites involvement or agreement with the narrator.

ACTIVITY 1 A01 SKILLS CRITICAL THINKING, REASONING

FIRST- AND THIRD-PERSON NARRATION:

Whether a text is narrated in the first person or in the third person can have an impact on how a reader feels about the text. For example, a first-person narrative is more personal and a third-person narrative is more detached. Draw up a list of other differences between them.

FROM THE SALT ROAD BY JANE JOHNSON

When I was a child, I had a wigwag in our back garden: a circle of thin yellow cotton draped over a bamboo pole and pegged to the lawn. Every time my parents argued, that was where I went. I would lie on my stomach with my fingers in my ears and stare so hard at the red animals printed on its bright decorative border that after a while they began to dance and run, until I wasn't in the garden any more but out on the plains, wearing a fringed deerskin tunic and feathers in my hair, just like the braves in the films I watched every Saturday morning in the cinema down the road.

Even at an early age I found it preferable to be outside in my little tent rather than inside the house. The tent was my space. It was a large as

PAPER 2 READING SKILLS: FICTION TEXTS 221

grandeur Grandness.

Georgian British style of architecture during the period 1714–1811.

archaeologists Scientists who study the past by looking at historical objects and sites.

unbiddable Will not be told what to do.

oddly attenuated Strangely long and thin.

mannequins Models or dummies.

KEY POINT

The narrative voice in a text is another key part of a text. The tone can help set the mood and atmosphere and the choice of first- or third-person narration can help shape how events are reported.

ACTIVITY 2 A01 SKILLS CRITICAL THINKING

ANALYSING A NARRATIVE VOICE

Re-read the extract from *The Salt Road* by Jane Johnson. Highlight any information the reader is given about the narrator in the passage. Then construct a P-E-E paragraph to answer the following question.

► What sense of the narrator's home life is suggested in this passage?



▲ Narrative voices can be used to direct focus and attention

Did you know?
Interesting facts to encourage wider thought and understanding around course texts.

Subject vocabulary and General vocabulary
Useful words and phrases are colour coded within the main text and picked out in the margin with concise and simple definitions. These will support understanding of key subject terms and support students whose first language is not English.

Skills
Each activity and set of questions has been assigned with the key skills gained from undertaking them, allowing for a strong focus on particular academic qualities.

LEARNING OBJECTIVES

This lesson will help you to:

- understand some of the features of non-fiction texts and prepare you to answer exam questions on them.

KEY POINT

All non-fiction writing describes real events but, depending on the genre, the author gives their own account of events. This means that the 'truth' of their account can be questioned.

SUBJECT VOCABULARY

objective based on facts, or making a decision that is based on facts rather than on your feelings or beliefs
unbiased fair; not influenced by one's own or someone else's opinions
broadsheet a newspaper printed on large sheets of paper, especially a serious newspaper

TYPES OF TEXT

The types of non-fiction text that may appear in Paper 1 include examples of:

- biography or autobiography
- obituaries
- speeches
- newspaper or magazine articles
- travel writing
- diaries or letters
- reviews
- reference books.

The texts that you will write about in Paper 1 will be non-fiction. Fiction describes scenes imagined (at least partly) by the writer. Non-fiction writing does the opposite: it is about things that really happened, although you cannot rely on all non-fiction to be accurate.

In an **autobiography**, the writer describes his or her own life. However, some events may not have been remembered accurately, or some events may be exaggerated for effect, perhaps to show the writer as positively as possible. Some autobiographies may be considered more like fiction than non-fiction by their readers because they are not very accurate.

A **biography** is the life story of a famous or interesting person, whether from history or from the present day. Today, there are also 'authorised biographies', in which the subject of the biography gives the writer specific legal permission to produce the biography. The subject can decide which events are included or omitted and how the writer describes them.

Another form of autobiographical writing is the **diary** or **journal**, or the modern equivalent, the **blog** (short for 'web log'). For example, *The Diary of a Young Girl* by Anne Frank contains important factual material about her daily life during the German occupation of the Netherlands. It is therefore more than just a personal account. However, not all diaries set out to be accurate or truthful. Many diaries have other purposes, such as to entertain, to give personal views and to communicate with friends.

News reports may appear in newspapers or magazines. News is expected to be **objective** or **unbiased** and based on clear evidence. As readers, you want to know whether a reporter is trying to present the material in a particular way because of their own opinions on the topic. However, some newspaper and magazine articles are undoubtedly biased. In all forms of non-fiction text, therefore, the question of truth and accuracy really matters. This means that part of the reader's analysis should include looking for any examples of bias or opinion that is not supported by evidence.

Feature articles are usually about a topic of interest to a large number of readers: they can be about almost anything, from family matters to global politics. They are usually based on research. Opinion or comment pieces will contain factual evidence and explanation, but aim to argue a case about a topic of general interest.

An **obituary** is a newspaper article, found most frequently in **broadsheet** newspapers, about a remarkable or well-known person who has just died. Its length depends on the fame or significance of the subject.

ACTIVITY 1

A01

SKILLS

CRITICAL THINKING, REASONING,
DECISION MAKING

▼ IDENTIFYING TYPES OF NON-FICTION

Which of the types of non-fiction text described on page 58 do you think the following extracts come from? Give reasons for your decision. Which one do you think is more objective? Explain why you think this.

▼ FROM *THE INDEPENDENT NEWSPAPER*

Even the keenest gamers generally suffer nothing more than sore thumbs or tired eyes from their hobby. But scientists looking into the health effects of video game consoles have linked overplaying to dozens of injuries – some even life-threatening. The cases were uncovered after a team of Dutch researchers gathered all reported cases of Nintendo-related injuries, spanning 30 years.

▼ FROM *IN THE EMPIRE OF GENGHIS KHAN*
BY STANLEY STEWART

On a low stool stood a mountainous plate of sheep parts, with the favoured cut, the great fatty tail, like a grey glacier on its summit. Younger sisters hustled in and out making last-minute preparations. While we were at breakfast the first lookouts were posted to watch for the return of the truck bearing the wedding party from the bride's camp.

BIOGRAPHY AND AUTOBIOGRAPHY



▲ Yachtswoman Dame Ellen MacArthur

jib A small sail.

foredeck The deck near the bows of the yacht.

forestay Another sail.

knot A nautical mile per hour.

Read the following extract from an autobiography that tells Ellen MacArthur's account of her extraordinary life as a lone yachtswoman. While reading it, think about what MacArthur is writing about and how she has written her account.

▼ FROM *TAKING ON THE WORLD* BY ELLEN MACARTHUR

The wind continued to rise during the first few days, and by the third I was changing down to the storm jib on the foredeck, and was thrown off my feet before cracking my head hard against the inner forestay rod, resulting in an instant lump and a strange nausea. Soon afterwards, the weather front passed, only to bring even stronger 55-knot gusts in a steady 45-knot wind. It was an unreal, crazy situation: just trying to hang on inside the boat took every ounce of strength. Food was hurled around the cabin along with water containers and spares, while I tried to scrape things up and put them back in the boxes. My hands stung, my eye was swollen, and my wrists were already covered in open sores.

Dawn brought some respite. My body temperature warmed after the freezing night, but if I sweated through the physical exertion of a sail change, when I stopped, I'd once again cool to a shiver. Sleep proved virtually impossible – just snatched ten-minute bursts ended by the cold.

Just two days later conditions began to worsen again. Doing anything was not only difficult but painful. My hands were red-raw and swollen, and my head was aching – even more so when the freezing water washed breathtakingly over it each time I went forward to change sails. Shifting the sails was hard, brutal work. Whenever it was time to change one I would pull it forward, clipping myself on and hanging on for dear life. Waves would continuously power down the side-decks, often washing me and the sail back a couple of metres, and I had to hang on and tighten my grip on the sail tie even further. I would often cry out loud as I dragged the sail along; it was one way of letting out some of that frustration and of finding the strength to do it...

After a week things finally began to calm, and with my legs red-hot and sore, and my wrists and fingers swollen, I finally enjoyed the first opportunity to remove my survival suit. Though the relief was wonderful, the smell was not!

KEY POINT

Read the exam questions carefully. Tailor your answer to the number of marks available and make sure you follow the key instructions.

HINT

You will need to analyse the techniques used by the writer in order to meet Assessment Objective 2. Think about:

- the story or narrative and what actually happened
- use of precise detail
- frequent use of personal pronouns
- first person perspective maintained throughout
- use of emotive language
- use of descriptive language.

ACTIVITY 2

A02

SKILLS

CRITICAL THINKING, ANALYSIS,
INTERPRETATION

▼ PREPARING FOR THE EXAM QUESTIONS

Questions 1, 2 and 3 in the exam require short answers, each of which is usually worth between 2 and 5 marks. The number of marks on offer will give you a good idea about how many points you should make and how much you should write.

Some questions will say that you should answer ‘in your own words’. Copying phrases and sentences straight from the text is not a good idea, unless the question specifically says that it is acceptable to do so.

1. **In your own words, explain clearly the injury Ellen MacArthur suffered at the start of the passage. (2 marks)**
In answering this question, you could begin: *Ellen was thrown by the storm against*
2. **Look again at the last paragraph (paragraph 4). In your own words, say what impressions you get of Ellen MacArthur’s feelings at the end of the passage and why she felt like this. (3 marks)**

Choose two or three of the techniques in the ‘Hint’ box, then find an example or two of each technique and describe what you think the effects are.

OBITUARIES

GENERAL VOCABULARY

apartheid the former political and social system in South Africa, in which only white people had full political rights and people of other races, especially black people, were forced to go to separate schools, live in separate areas, and so on.

An obituary is a very abbreviated biographical sketch of a remarkable person in the form of a newspaper article. These are usually published in newspapers shortly after their death has been announced. The length of obituaries varies, but an important world leader is likely to get a full page. Here are extracts from two examples: one for Nelson Mandela, who after years of imprisonment eventually became president of post-**apartheid** South Africa, and the other for David Bowie, the famous musician. Both are taken from *The Guardian* newspaper.

▼ 'NELSON MANDELA OBITUARY' FROM *THE GUARDIAN*

Mandela greatly enjoyed university, particularly boxing and athletics, and, on the strength of his first-year studies in English, anthropology, politics, native administration and Roman-Dutch law, nursed an ambition to become a civil servant and interpreter – about as high a position as a black man might aspire to in those days. But his ambition seemed to be crushed when, in 1940, in his second year, as a member of the student representative council he was expelled for his part in a rebellion over poor quality food. He returned to Mqhekezweni to find another potential disaster – an arranged marriage was being planned for him.

◀ Nelson Mandela

▼ 'DAVID BOWIE OBITUARY' FROM *THE GUARDIAN*

In July 1969 Bowie released *Space Oddity*, the song that would give him his initial commercial breakthrough. Timed to coincide with the Apollo 11 moon landing, it was a top five UK hit. The accompanying album was originally called *Man of Words / Man of Music*, but was later reissued as *Space Oddity*.

The following year was a momentous one for Bowie. His brother Terry was committed to a psychiatric institution (and would kill himself in 1985), and his father died. In March, Bowie married Angela Barnett, an art student. He dumped Pitt [his manager] and recruited the driven and aggressive Tony DeFries, prompting Pitt to sue successfully for compensation. Artistically, Bowie was powering ahead. *The Man Who Sold the World* was released in the US in late 1970 and in the UK the following year under Bowie's new deal with RCA Victor, and with its daring songwriting and broody, hard-rock sound, it was the first album to do full justice to his writing and performing gifts.

◀ David Bowie

ACTIVITY 3

A01

A02

SKILLS

CRITICAL THINKING, ANALYSIS,
INTERPRETATION

▼ IDENTIFYING TECHNIQUES IN OBITUARIES

Obituaries are often sympathetic accounts of someone's achievements.

- ▶ How does the writer of the Mandela extract begin to influence the reader's sympathies?
- ▶ What makes these extracts more appropriate for obituaries than for biographies?

Copy and complete the following table, finding examples of the methods and techniques in the two extracts and commenting on their effect. Now identify some methods for yourself, remembering to back them up with evidence from the text and comment on their effect.

▼ METHOD OR TECHNIQUE	▼ EXAMPLE	▼ COMMENT ON EFFECT
Formal register		
Focus on factual information		
Conciseness of writing		

SUBJECT VOCABULARY

register the type or style of vocabulary used according to the situation

SPEECHES



▲ Martin Luther King at the March on Washington rally in August 1963.

Speeches can be given for many different reasons. Lawyers make speeches in court for the defence or the prosecution. People make speeches in debates or after formal dinners to entertain an audience. However, the most famous speeches are those made by politicians as part of campaigns. The purpose of such speeches is often to rally supporters and give listeners a sense of purpose and inspiration.

The following speech was made by the American civil rights campaigner, Martin Luther King Junior, who was later assassinated for his beliefs and his work on behalf of black Americans.

As you read the speech, think about how Martin Luther King shows his listeners that he is fighting for a better and fairer society in America, using techniques such as:

- repetition of key words
- repetition of the beginning of sentences
- reference to particular individuals
- use of geographical references (i.e. different parts of the United States)
- describing the difficulties black people have faced over the years
- the idea of bringing all people together
- the use of words from a patriotic song.

all men are created equal A quotation from the US Declaration of Independence, written just before the start of the war against Great Britain.

Georgia Southern American slave-owning state before the American Civil War.

colour of their skin but by the content of their character Note the alliteration of the sound /k/ five times.

let freedom ring Part of a patriotic American song.

New York New York State, which is very large.

Alleghenies A range of hills.

the old Negro spiritual A traditional hymn-like song of the Afro-Caribbeans, many of which originated during the era of slavery.

KEY POINT

Look at the way an author has used the technical devices of language to persuade the reader of a certain viewpoint.

HINT

Although you will be given credit for knowing and identifying techniques, many more marks go to good explanations of their **effects** and of **why they are used**, than to mere technique-spotting.

SUBJECT VOCABULARY

alliteration the use of several words together that begin with the same sound or letter

onomatopoeia where a word sounds like the noise it makes

simile a description that says that an object is *like* an image

metaphor describing something by comparing it to an image which it resembles, in a way that says the object is the image

personification when something which is not human is made to sound human by attributing human qualities to it

emotive language language that produces an emotional reaction

▼ 'I HAVE A DREAM', BY MARTIN LUTHER KING AT WASHINGTON DC, AUGUST 1963

I have a dream...

I have a dream that one day this nation will rise up and live out the true meaning of its creed: 'We hold these truths to be self-evident, that all men are created equal.'

I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character.

I have a dream today!

And this will be the day – this will be the day when all of God's children will be able to sing with new meaning:

My country 'tis of thee, sweet land of liberty, of thee I sing.

Land where my fathers died, land of the Pilgrim's pride,

From every mountainside, let freedom ring!

And if America is to be a great nation, this must become true.

And so let freedom ring from the prodigious hilltops of New Hampshire.

Let freedom ring from the mighty mountains of New York.

Let freedom ring from the heightening Alleghenies of Pennsylvania.....

Let freedom ring from every hill and molehill of Mississippi.

From every mountainside, let freedom ring.

And when this happens, when we allow freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual:

Free at last! Free at last!

Thank God Almighty, we are free at last!

The art of persuasive writing and speaking is called **rhetoric**. Rhetorical devices include many techniques used in poetry, since they can make all kinds of writing more memorable. These techniques include **alliteration**, **onomatopoeia**, figurative language (**similes**, **metaphors** and **personification**), **emotive language** and word choices.

HINT

Some people find acronyms helpful in remembering lists of terms. We've suggested 'HER CRASH FACTOR'S L' for the following rhetorical techniques, but try to think of your own if you can.

- H Hyperbole or exaggeration
- E Emotive language
- R Register
- C Contrast
- R Repetition
- A Alliteration and assonance
- S Structure
- H Humour
- F Figurative language (similes, etc.)
- A Antithesis
- C Contrast
- T Tripling
- O Onomatopoeia
- R Rhetorical questions (and other rhetorical devices)
- S Short sentences or paragraphs
- L Lists

HINT

Structure is a key rhetorical method used to build up a feeling or an argument.

ACTIVITY 4

A02

SKILLS CRITICAL THINKING, ANALYSIS, INTERPRETATION

▼ IDENTIFYING TECHNIQUES USED IN SPEECHES

Look again at the bullet list of techniques on page 62. Copy and complete the following table, adding techniques and giving an example or two of each.

▼ METHOD OR TECHNIQUE	▼ EFFECT
Repetition of key words	
Geographical names	

- ▶ Pick out two quotations from the passage which give you the idea that Martin Luther King believes strongly in a fair society for people of all kinds. In each case, say why the language is so successful.
- ▶ Give three examples of rhetoric used in the extract and explain why they are effective.

ACTIVITY 5

A02

SKILLS CRITICAL THINKING, ANALYSIS, INTERPRETATION

▼ APPEALING TO LISTENERS' FEELINGS

Effective speeches will nearly always have a strong appeal to the listeners' feelings. Copy and complete the following table to help you to analyse how Martin Luther King achieves this.

▼ APPEALS TO	▼ QUOTATION	▼ COMMENT
Love of justice and fairness	'they will not be judged by the colour of their skin'	
Patriotism		
Idealism		

- ▶ How does Martin Luther King build up a strong impression of the rightness of his cause in this extract?

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