**Writing Tasks**

Description:

1. Write a page describing how you picture hell.
2. What device or piece of technology would you invent that would make life easier. Describe how it would look and what it would do.

Compare and contrast:

1. Compare two fast foods/ or two fast food restaurants. Say which you prefer and why.
2. Compare light and dark. Which is your favourite? Which is most useful?

Argue:

1. Write an argument in favour of horoscopes and fortune telling.
2. Write a letter to the council asking for the sale of fireworks to be banned.

Imagine

1. You are the wolf from The Three Little Pigs. Write a short version of the story from your point of view and in your voice.
2. Write a short story explaining how the zebra became stripy (or how any other animal became the way it is)

Review:

1. Review an item of clothing that you like to wear: shoes, jacket, leisure wear, hats etc…
2. Write a review of a place you have recently visited. Point out its most notable features and say what you liked/disliked about it.

What do the following words mean to you:

1. Money
2. Power
3. Success
4. Religion
5. Good food
6. Death

If you could:

1. Be a guest star on a TV show, which one would it be? Explain your role
2. Spend a day in another time, when would it be? Describe your day.

Sense description

1. Describe an Autumn scene using all five senses.
2. Describe a Winter scene using all five senses.

Invent

1. Invent the ideal pet. It should have the best features of all the current pets. Describe it in detail and use drawings to illustrate
2. Invent a new sweet or item of confectionary. Write the script for a TV/Radio advert promoting the new product.

What if?

1. What if you had a disability that you don’t currently have? How do you think your life would be different?
2. What if you were invisible? Describe what things you would do and where you would like to go.

Dislikes

1. Write about the worst place you have ever visited on holiday or for a day out.
2. Write about your least favourite form of transport. Say why you dislike it so much.

Memories

1. Do you have any scars? Describe them and how you got them.
2. “Kids believe anything.” Did you believe anything as a child that you later found out to be untrue?

Process

1. Write instructions on how to keep teachers/parents/carers sweet.
2. Write instructions on how to be a “couch potato”

Categorise

1. Do you have different categories of friend? Explain.
2. What would you say are the different categories of personality? Write a bit about each one.

Persuade

1. Write a letter to the head teacher of your school requesting that all tests and exams be banned.
2. Write the script for a radio or TV advert persuading people to donate money to a cat/dog home.

Speech

1. Imagine you have just received a music/acting/achievement award. Write your speech of thanks.
2. Imagine you are a king/queen/leader who has just come to power. Write your speech to your subjects, telling them what sort of ruler you are going to be.

Make a note of the date the exercise is due in your homework diary and homework jotter.

Ensure that a parent/guardian looks at and signs your work.

**Spelling Lists**

**Look at the words in the list. Write down a definition for each one in your jotter. Then write a sentence for each word to show that you know how to use it. You may be given a spelling test on ten from the list.**

**List 1**

likeable physics canoe producer definitely carried queue separate yoghurt proceed recede shareable useful computer denied ceiling conscious carriage science

**List 2**

concede succeed photographer possible hooves solos shelves correspondence ascend panicky preferable receipt conqueror murderous column chef equator fright chemistry collapsible

**List 3**

actor handkerchiefs massacre gracious innocent friend niece admissible picnicked trekked supervisor occurred cupboard raspberry quiet neighbour mileage edible disastrous traitor

**List 4**

forfeit skiing accommodation pollution jewellery handicap parallel gardener tomatoes playwright tension theatre attendant instalment deceive author legible photos foreign kilometre

**List 5**

shepherd vehicle occasion independence waiter audible yacht thoroughly temporary sword ocean donkeys disagreeable fulfil adviser wilfully sincerely potatoes restaurant opportunity

**List 6**

ration conference incurable explorer echoes literature monkeys patient centre design beauty negligible supportive visitor cargoes college committee ghost gnome scissors

**List 7**

fiction organiser humour hospital calendar discipline autumn bicycle diarrhoea bachelor favour honourable disappearance chaos cocoa mayor definite character beginning

Make a note of the date the exercise is due in your homework diary and homework jotter.

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**CHARACTERS**

It is important that writers create characters that seem realistic.

Writers will take into account the following features when creating a character:

* **Appearance** - Facial expressions, attractiveness, clothing, gestures and the way a character moves are extremely important.
* **Personality** - Outlook, mood and attitudes are crucial to our understanding of a character’s motives.
* **Behaviour** - We can tell a great deal about a character by examinging his/her actions.

Take a close look at the opening paragraph of Eain Colfer’s novel “Benny and Omar”, in which we are introduced to the central character.

***“Benny Shaw was built like a ferret, or so Farher Barty likes to tell everybody.***

***Short and skinny with bandy legs you could role a basket ball through.***

***At this moment his brow was wrinkled in concentration”.***

**A) Write the answers to the following questions in your jotter**

1. Write down all of the words and phrases that tell you about Benny’s appearance.
2. What does the comparison to a ferret suggest about Benny’s personality?
3. What type of behaviour would you expect of a character whose brow is *“wrinkled in concentration”*

**Look now at Philip Pullman’s description of Lord Asriel in his novel “Northern lights”.**

***“Then Lord Asriel stood up and turned away from the fire. She saw him fully, and***

***marvelled at the contrast he made with the plump Butler, the stooped and***

***languid Scholars. Lord Asriel was a tall man with powerful shoulders, a fierce dark***

***face, and eyes that seemed to flash and glitter with savage laughter. It was a***

***face to be dominated by, or to fight: never a face to patronize or pity. All his***

***movements were large and perfectly balanced, like those of a wild animal***

***and when he appeared in a room like this, he seemed a wild animal held in a cage***

***too small for it”.***

**B) Consider very carefully the words and phrases in the example above and then answer the following questions:**

1. Write the word that suggests Lord Asriel imprsses Lyra
2. Which words continue the impression of Lord Asriel created by the use of the word “*fierce*”?
3. With reference to the extract, explain the differences between Lord Asriel and the other

characters mentioned by Pullman.

1. Describe how you would feel if you encountered Lord Asriel and give reasons for your answer

In the previous extract from “Northern Lights” Pulman very cleverly creates an impression of what Lord Asriel is like by comparing him with other characters. This is a technique used often by writers and one which you should consider when producing your own pieces of imaginative writing. In his novel **“Of Mice and Men”** John Steinbeck introduced his two main characters by comparing one with the other:

***“They had walked in single file down the path and even in the open one stayed***

***behind the other. Both were dressed in denim trousers and in denim coats with***

***brass buttons. Both wore black, shapeless hats and both carried tight blanket rolls***

***slung over their shoulders. The first man was small and quick, dark of face,***

***with restless eyes and sharp strong features. Every part of him was***

***defined: small, strong hands, slender arms, a thin and bony nose. Behind***

***him walked his opposite, a huge man, shapeless of face, with large, pale***

***eyes, with wide, sloping shoulders: and he walked heavily, dragging his feet***

***a little, the way a bear drags his paws. His arms did not swing at his***

***sides, but hung loosely”.***

1. **Look closely at the extract above from “Of Mice and Men”.**
2. Copy the table below and write down all the words and phrases used to describe the first man and the man who walked behind.

|  |  |
| --- | --- |
| **THE FIRST MAN** | **THE MAN WHO WALKED BEHIND** |
|  |  |

1. In your own words, try to express the contrast in appearance, personality and behaviour between these two characters.

Make a note of the date the exercise is due in your homework diary and homework jotter.

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**DIALOGUE**

Dialogue is the technical term for the words spoken by a character in a work of fiction and what a character says often tell us a great deal about that character and about the relationship he/she has with the person to whom he/she is speaking.

Take a close look at the following extract from “Harry Potter and the Philosopher’s Stone” by JK Rowling. In the extract we read the first words uttered by Harry and we learn a great deal about his Aunt Petunia and about Harry’s relationship with her.

***“ ‘Up! Get up! Now!’***

***Harry woke with a start. His aunt rapped on the door again.***

***‘Up!’ she screeched.***

***His aunt was back outside the door.***

***‘Are you up yet?’ she demanded.***

***‘Nearly,’ said Harry.***

***‘Well, get a move on, I want you to look after the bacon. And don’t dare***

***let it burn, I want everything perfect on Duddy’s birthday’.***

***Harry groaned.***

***‘What did you say?’ his aunt snapped back through the door.***

***‘Nothing, nothing …..’ ”***

1. “Screeched” is an excellent example of a verb used to convey the tone employed by Aunt Petunia. Identity the other two verbs Rowling uses to convey Aunt Petunia’s tone.
2. Aunt Petunia’s attitude towards Harry is clear from what she says and from how she says it. What is her opinion of Harry? Support your answer with words and phrases used by Aunt Petunia.
3. Which word sums up Harry’s feelings towards his aunt?

Make a note of the date the exercise is due in your homework diary and homework jotter.

Ensure that a parent/guardian looks at and signs your work.

The word “said” appears only once in the extract from “Harry Potter”. In pupils’ writing this work appears far too often and it conveys little about the emotional state of the character who happens to be speaking.

The following activity should help you to improve your imaginative and personal writing and it will also expand your vocabulary. Try to think of a suitable alternative to the word “said” for as many letters of the alphabet as you can.

**A N**

**B O**

**C P**

**D Q**

**E R**

**F S**

**G T**

**H U**

**I V**

**J W**

**K X**

**L Y**

**M Z**

Make a note of the date the exercise is due in your homework diary and homework jotter.

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**CREATE YOUR OWN CHARACTER – PART 1**

When an author writes a novel they have to invent an unusual and interesting main character. They have to consider the character’s appearance, personality and behaviour before they work them into their story.

In the following exercise you will have the opportunity to create your own interesting and unique main character. You have to consider what your character’s appearance, personality and behaviour will be.

Look at the example below which is based on a character from a novel

|  |
| --- |
| **Name of Character**: **Skulduggery Pleasant** |

|  |
| --- |
| **Appearance - Describe what your character physically looks like:**  **Skulduggery Pleasant is a tall skeleton, who has a skull for a face. Hed has no eyes – just two sockets where his eyes should be. He covers these up by wearing sunglasses which perch on the bony part above the triangular hole where his nose once was. A lack of lips makes him look as though he is grinning all the time- very sinister. A long black leather coat conceals long bony arms and knonbbly fingers which extend from the bottom of his sleeves. For practical reasons he wears black leather cowboy boots which are very sturdy which is useful when fighting crime. A cowboy hat studded with silver sits atop his perfectly rounded head. He is a very mysterious and scary looking character.** |

|  |
| --- |
| **Personality – Describe your character’s outlook, mood and attitude:**  **Skulduggery is a curious, intelligent and charming character. He also sees himself as a bit of a practical joker which shows he has a good sense of humour and is a bit cheeky. At times he gets very tired because he suffers the curse of the undead. This means he is destined to walk the earth for all eternity. At times this can make him feel quite sad and lonely. He is an honest and genuine skelton who likes to do the right thing. He has to be brave and courageous – especially in his line of work as he is determined to defeat evil at all costs.** |

|  |
| --- |
| **Behaviour – Describe the actions our character has (eg: how they walk) or the type of activity they would be involved in:**  **Although he looks somewhat evil, Skulduggery is a private detective who dedicates every minute of his day to solving crimes and fighting wrong doers. He look at things in detail in order to find clues. His favoured method of transport is on a motorbike. When he is not on his bike he walks with long powerful strides – he is often involved in battles against his enemies.** |

Now create your own character by following the same structure as above. Use headings if you wish

Make a note of the date the exercise is due in your homework diary and homework jotter.

Ensure that a parent/guardian looks at and signs your work.

**CREATE YOUR OWN CHARACTER – PART 2**

**Working your character into a story**

**Look at the example which gives information about the characters, taken from the novel ‘The Adventures of Captain Underpants’ by Day Pilkey. Consider how the writer gives clues about each character’s appearance, personality and behaviour as they work them into the story.**

**The extract describes how the characters get up in the morning and their day at school.**

*“Meet George Beard and Harold Hutchins. George is the kid on the left with the tie and the flat- top. Harold is the one on the right with the t-shirt and the bad haircut. Remember that now....*

*At six o’clock in the morning, George and Harold dragged themselves out of bed, walked over to Mr Krupp’s house and began washing his car. Then, while Harold scrubbed the tyres, George roamed around the yard pulling up all the weeds and nettles he could find. Afterwards they cleaned the gutters and washed all the windows on Mr Krupp’s house.*

*At school, George and Harold sat up straight, listened carefully and spoke only when spoken to. They didn’t tell jokes, they didn’t pull pranks – they didn’t even smile. Their teacher kept pinching*

*herself. “I just know this is a dream” She said ....*

*After school, George and Harold mowed Mr Krupp’s lawn, tended his garden and began painting the front of his house. At sun-set, Mr Krupp came outside and handed each boy a stack of books.*

*“Gentlemen”, he said,” I’ve asked your teachers to give you both extra homework. Now go home, study hard, and I’ll see you back here at six o’clock tomorrow morning. We’ve got a busy day ahead of us”*

*“Thank you sir,” moaned the two boys. George and Harold walked home dead tired.*

*“Man, this was the worst day of my entire life,” said George.*

*“Don’t worry,” Said Harold. “We only have to do this for eight*

*more years. Then we can move*

*away to some far-off land where they’ll never find us. Maybe Antarctica”.*

**By describing what they do and say the reader can clearly picture what the two boys are like. Now it’s your turn ...**

**Here is your chance to give some more information about the character you have created.**

**TASK**

**Write at least three or four paragraphs describing how your character gets up in the morning and prepares for what the day has in store for him/her.**

Use the checklist to help you think about the following as you write your story;

* From your description the reader should be able to gain a good idea of the character’s appearance, personality and behaviour
* Do you want to use first or third person narration to describe your character and what he/she does and thinks?
* Is it a normal day for your character? Think about where your character wakes up, is it an unusual place? Or is it an ordinary place but they are expecting something exciting to happen?
* Try to use descriptive language, similes and metaphors to explain your character’s actions, thoughts and feelings?

**REMEMBER! The description of your character should be able to hook the reader’s interest from the start**

**Now you can begin to write the introduction to your story, using the character you have invented. It should be at least three or four paragraphs long.**

**Make a note of the date the exercise is due in your homework diary and homework jotter.**

**Ensure that a parent/guardian looks at and signs your work.**

**SETTING**

The success of a work of fiction is, to a great extent dependent of the author’s success in creating believable and atmospheric settings.

When you think about setting you should consider where the action takes place but you must also remember to take into account when the action takes place as this is often equally important.

Examine carefully the following extracts from various novels and, in each case, consider the author’s success in describing a particular setting. Highlight or underline key words and phrases and decide what mood the writer has created in his/her description.

The first one has been done for you.

1. “The Hobbit” by JRR Tolkien

“In a hole in the ground there lived a hobbit. Not a nasty dirty, hole, filled with the ends of worms and an oozy smell, nor yet a dry, bare sandy hole with nothing in it to sit down on or to eat: it was a hobbit-hole, and that means comfort.

It had a perfectly round door like a porthole, painted green, with a shiny yellow brass knob in the exact middle. The door opened on to a tube-shaped hall like a tunnel: a very comfortable tunnel without smoke, with panelled walls, and floors tiled and carpeted, provided with polished chairs, and lots and lots of pegs for hats and coats – the hobbit was fond of visitors”.

|  |
| --- |
| **NOTES**   * “Hole in the ground” sounds less than inviting * We are warned that this is not like most holes, which tend to be ‘nasty’, dirty’ or ‘dry’, ‘bare’ and ‘sandy’. * In this case, ‘comfort’ is the key word * ‘Perfectly round’ = unusual but well-crafted * ‘Shiny yellow brass’ = ornate and well-kept * ‘Tiled’, ‘carpeted’ and ‘polished’ = luxurious * Repetition of ‘lots’ emphasise hobbit’s sociable nature |

1. **“Kit’s Wilderness” by David Almond**

“In Stoneygate there was a wilderness. It was an empty space between the houses and the river, where the ancient pit had been. That’s where we played Askew’s game, the game called Death. We used to gather at the school’s gates after the bell had rung. We stood there whispering and giggling. After five minutes, Bobby Carr told us it was time and he led us through the wilderness to Askew’s den, a deep hole dug into the earth with old doors slung across it as an entrance and a roof. The place was hidden from the school and from the houses of Stoneygate by the slope and by the tall grasses growing around it.

We stumbled one by one down the crumbling steps. We crouched against the walls. The floor was hard-packed clay. Candles burned in niches in the walls. There was a heap of bones in the corner. Askew told us they were human bones, discovered when he’d dug this place. There was a blackened ditch where a fire burned in winter. The den was lined with dried mud. Askew had carved pictures of us all, of the dogs and cats we owned, of the wild dog, Jax, of imagined monsters and demons, of the gates of Heaven and the snapping jaws of Hell. He wrote into the wall the names of all of us who’s died in there”.

Make your notes in your jotter

|  |
| --- |
| **NOTES** |

1. **“Of Mice and Men” by John Steinbeck**

“A few miles south of Soledad, the Salinas River drops in close to the hillside bank and runs deep and green. The water is warm too, for it has slipped twinkling over the yellow sands in the sunlight before reaching the narrow pool. On one side of the river the golden foothill slopes curve up to the strong and rocky Gabilan mountains, but on the valley side the water is lined with trees – willows fresh and green with every spring, carrying in their lower leaf junctures the debris of the winter’s flooding; and sycamores with mottled, white, recumbent limbs and branches that arch over the pool. On the sandy bank under the trees the leaves lie deep and so crisp that a lizard makes a great skittering if he runs among them. Rabbits come out of the brush to sit on the sand in the evening, and the damp flats are covered with the night tracks of ‘coons, and with the spread pads of dogs from the ranges, and with the split wedge tracks of deer that come to drink in the dark”.

Make your notes in your jotter

|  |
| --- |
| **NOTES** |

Make a note of the date the exercise is due in your homework diary and homework jotter.

Ensure that a parent/guardian looks at and signs your work.

**CREATE YOUR OWN SETTING**

In order to create realistic settings in your imaginative and personal writing, you must appeal to the reader’s senses. In describing the sights, sounds, smells, tastes and textures of a particular setting, you will create a vivid impression of a particular place and time.

Think about Buchanan Street in Glasgow on Christmas Eve and imagine your teacher has asked you to write a story which takes place there. Consider carefully the details which you would describe to convey the hustle and bustle of this setting and then write at least one sentence in your jotter for each of the headings set out below.

|  |
| --- |
| SIGHTS |

|  |
| --- |
| SOUNDS |

|  |
| --- |
| SMELLS |

|  |
| --- |
| TASTES |

|  |
| --- |
| TEXTURES |

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**FIGURES OF SPEECH**

Figures of speech are used by writers to help a reader visualise a meaning behind the words on the page.

Figures of speech aid your understanding of what you are reading but also make what you read more descriptive and enjoyable. You will already be familiar with some figures of speech, eg: simile and metaphor.

This section of the homework booklet aims to stretch your knowledge of figures of speech further by developing your understanding of the effects created by figures of speech.

Look at the table below. It provides definitions and examples of different figures of speech. There are six in total. For each one, try to work out why the writer would want to use them in their writing and what the effect is. The first one is done for you. Write your answers in your jotter

|  |  |  |  |
| --- | --- | --- | --- |
| Figures of Speech | Definition | Example | Effect – What does the comparison or description suggest? |
| Simile | A simile is a descriptive comparison in which one thing is said to be like or as another. | “Scrooge was as hard and as sharp as flint” | The simile is comparing Scrooge and a piece of flint which is a type of stone. Stone is very hard and cold. The comparison suggest that Scrooge is not human but is made of sharp stone. From this we can work out that scrooge is a mean, cold and unfeeling character. He would be difficult to get on with. |
| Metaphor | A descriptive comparison in which one thing is said to be another | “William Wallace was a lion in battle” |  |
| Personification | A type of metaphor which gives a non-living object living qualities | “The old table groaned under the weight of so many heavy books” |  |
| Alliteration | A sound effect where a letter is deliberately repeated, usually at the start of a word in order to emphasise or sound like the thing being described by the writer | “Rifles’ rapid rattle”  “Clip Clop of clogs on cobblestones” |  |
| Onomatopoeia | A sound effect where a word is used to imitate a sound – It often shows the volume of a sound too! | “Bang””  “Screech”  “Whisper” |  |
| Pun | A play on words, usually for humorous effect where words are used in a sentence because they have similar sounds but a different meaning. Or a word is deliberately used because it has more than one meaning. Very often used in newspaper headlines | “Exclusive: Woman battered in local chip shop!”  “Mad duck goes quackers and injuries two people!” |  |

Now from the six figures of speech above, choose three and see if you can come up with your own example of a figure of speech for each one: The more original the better!

Write your figures of speech in your jotter. There is an example done for you.

|  |
| --- |
| **My Figures of Speech**  Eg: Simile - The girls eyes sparkled like two diamonds |

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**FIGURE OF SPEECH SPOTTING**

Identify the figures of speech used in the following extracts, analysing and evaluating the effectiveness of each example. Bear in mind that each extract may contain more than one figure of speech.

1. **“Lord of the Flies” by William Golding**

*“As they watched, a flash of fire appeared at the root of one wisp, and then the smoke thickened. Small flames stirred at the bole of a tree and crawled away through leaves and brushwood, dividing and increasing. One patch touched a tree and scrambled up like a bright squirrel. The smoke increased, sifted, rolled outwards. The squirrel leapt on the wings of the wind and clung to another standing tree, eating downwards. Beneath the dark canopy of leaves and smoke the fire laid hold on the forest and began to gnaw. Acres of black and yellow smoke rolled steadily towards the sea. At the sight of the flames and the irresistible course of the fire, the boys broke into shrill, excited cheering. The flames, as though they were a kind of wild life, crept as a jaguar creeps on its bellow towards a line of birch-like saplings that fledged an outcrop of the pink rock. They flapped at the first of the trees, and the branches grew a brief foliage of fire. The heart of flame leapt nimbly across the gap between the trees and then went swinging and flaring along the whole row of them. Beneath the capering boys a quarter of a mile square of forest was savage with smoke and flame. The separate noises of the fire merged into a drum-roll that seemed to shake the mountain”.*

Copy and complete the following table

|  |  |  |
| --- | --- | --- |
| **FIGURE OF SPEECH** | **EXAMPLE** | **INTENDED EFFECT** |
| Personification |  |  |
| Simile |  |  |
| Onomatopoeia |  |  |
| Alliteration |  |  |

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**LANGUAGE STRUCTURE**

Good writers take a great deal of care to choose precisely the correct word for any given situation. Your teacher will probably have pointed out to you that expanding your vocabulary will result in more interesting and engaging essays. Likewise, varying the length and construction of your sentences will also improve your writing.

This section of the Homework Booklet deals with word choice and with the construction of sentences.

**WORD CHOICE**

**Denotation and Connotation**

The denotation of a particular word is simply what is meant by the word. When tackling Close Reading, you will often be asked to explain the meanings of particular words. Understanding what a word denotes is therefore a crucial skill. To show your understanding you will have to offer a suitable alternative. This alternative is known as a synonym.

1. Which overused word might the following words be used to replace:

* Achieve
* Fetch

Overused word = \_\_\_\_\_\_\_\_\_\_\_\_

* Acquire
* Obtain
* Grab
* Purchase

1. Think of at least five synonyms for the following words:
2. GOOD -
3. BAD -
4. NICE -

**Connotations**

The word ‘connotations’ is something quite different. This involves considering what a word suggests to you or what a word hints at. For instance, the word “red” is associated with love, danger and speed. These then are the connotations of the colour red. Writers try to be as subtle as they can and this leads them to use language that makes the reader think. Some words are loaded with connotations and their inclusion in a work of fiction helps to make that piece of literature more vivid and engaging.

Write down as many connotations as you can for the following words:

1. Night

|  |
| --- |
|  |

1. White

|  |
| --- |
|  |

1. Warrior

|  |
| --- |
|  |

1. Pensioner

|  |
| --- |
|  |

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**SENTENCE STRUCTURE: INFORMATION**

When you analyse a text, you tend to focus most heavily on the content of the sentence. The importance of the language and imagery used are not in doubt, however, the structure of the sentence is absolutely crucial to your understanding of what the writer is trying to convey. The length of a sentence and its division using punctuation marks help support the intended effect of the language used within the sentence.

|  |  |  |
| --- | --- | --- |
| **TYPE OF**  **SENTENCE** | **EXPLANATION** | **EXAMPLE** |
| STATEMENT | This is a simple announcement or declaration. | “I went to the shop”. |
| QUESTION | This is where something is asked of a character or of the reader. Sometimes a question will be posed that requires no answer; it is intended to make the reader think. This is known as a rhetorical question. | “Have you been to the shop”? |
| EXCLAMATION | An exclamation communicates a sense of shock, amazement or anger. | “The shop’s closed”! |
| COMMAND | These are used in instructions and in persuasive writing. | “Get on down to the shops if you want to be cool”. |
| MINOR SENTENCE | This is where the verb is left out for dramatic effect. | “Water. Water. No! Shop closed”. |

**SHORT SENTENCES**

Not every sentence is worthy of detailed analysis but you will find that sentence length is sometimes a good indication of the author’s intended purpose. A short sentence may be used for one of the following purposes:

* To make a simple statement
* As part of a list of similar sentences, to reinforce a point
* To build pace
* To help create suspense

**LONG SENTENCES**

A long sentence may be used for one of the following purposes:

* To make a complex point
* To convey a comparison or a contrast
* To explain a point in detail
* To offer a description of a scene or a particular mood
* To decrease the pace

**WORD ORDER**

Sometimes a particular word is placed at the beginning or end of a sentence to give it extra emphasis.

**PARENTHESIS**

A Parenthesis is an extra piece of information inserted into a sentence and enclosed by a pair of commas, dashes or brackets. The sentence would still be grammatically complete without the parenthesis.

**ELLIPSIS**

This involves the omission of words from a sentence, leaving the sentence grammatically incorrect. The technique is often used at the end of a sentence to suggest a sudden interruption in the narrative or to suggest that a list is limitless.

**PUNCTUATION**

Punctuation helps support sentence structure and indicates to you the intended effect of the content of the sentence.

|  |  |  |
| --- | --- | --- |
| **TYPE OF PUNCTUATION MARK** | **SYMBOL** | **EXPLANATION OF ITS USE** |
| COMMA | , | Commas are used to separate phrases and clauses within a sentence. A number of commas may indicate a list. |
| COLON | : | Colons are used to introduce lists; quotations; a summing up; an explanation or an elaboration. If it is used to divide a sentence, there will often be a balance between the two parts it divides. |
| SEMI-COLON | ; | A semi-colon finishes off one part of a sentence. It may be used instead of a conjunction to separate two principal clauses. |
| INVERTED COMMAS | “ ” | These are used to mark quotations, direct speech, foreign words or the titles of texts. |
| DASH | - | A dash can be used to introduce the same things introduced by a colon. Two dashes can mark off a parenthesis. |
| HYPHEN | - | A hyphen joins two words to make a compound word. It is shorter than a dash and, unlike a dash, is used without a space before or after |

**SENTENCE STRUCTURE: TASK**

Use what you have learned in **SENTENCE STRUCTURE** section of the Homework Booklet to answer the following questions. All of the questions are based on Chapter One of Philip Pullman’s “Northern Lights”.

1. **“More old Scholars, probably; robed, bearded and gloomy, they stared out of their frames in solemn disapproval.”** **(P4)**
2. Account for the use of the colon in the quotation above.
3. What does this sentence reveal about Lyra’s view of the Scholars?
4. **“It wasn’t the best one for hiding behind; she’d chosen one in the very centre of the room, and unless she kept very quiet ....” (P5)**
5. What is unusual about the way in which the sentence above ends?
6. What is this technique called? Why has it been used in this instance?
7. **“As Lyra held her breath she saw the servant’s daemon (a dog, like almost all servants’ daemons) trot in and sit quietly at his feet”. (P5)**
8. Explain the use of brackets in the quotation above.
9. What is the correct term for the use of brackets in this case?
10. **“She was agog: cases of specimens? A projecting lantern? What did he have to show the Scholars that was so urgent and important? (P13)**
11. What do the three sentences above have in common?
12. What is the name of the technique employed by Pullman?
13. What does the use of this technique emphasise about Lyra?
14. **“She knew the Scholars well: the Librarian, the Sub-Rector, the Enquirer**

**and the rest”. (P18/19)**

1. What is the purpose of the colon in the quotation above?
2. **“In many ways Lyra was a barbarian. What she liked best was clambering over the College roofs with Roger to spit plum-stones on the heads of passing scholars or *hooting* like owls outside a window where a tutorial was going on; or racing through the streets, or stealing apples from the market, or waging war. (P35)**
3. Explain the relationship between these two sentences.
4. What do the UNDERLINED words have in common?
5. What do they highlight about Lyra’s personality?

**7**. **“That was it; nothing and no-one else existed now for Lyra. She gazed at Mrs Coulter with awe, and listened rapt and silent to her tales of igloo-building, of seal-hunting, of negotiating with the Lapland witches”. (P69)**

1. Comment on the structure of the second sentence in the extract above.
2. What does this sentence reveal about Lyra’s view of Mrs Coulter?

**8. “To be exiled from the grandeur of Jordan, the splendour and fame of its scholarship, to a dingy brick-built boarding-house of a college at the northern end of Oxford, with dowdy female Scholars who smelt of cabbage and mothballs like those two at dinner”. (P71)**

1. Write down all of the words and phrases that capture Lyra’s view of Jordan College.
2. Write down all the words and phrases that capture Lyra’s feelings about the proposed
3. alternative.
4. Comment on the structure of this sentence.

Make a note of the date the exercise is due in your homework diary and homework jotter.

Ensure that a parent/guardian looks at and signs your work.

**C:\Users\iblain\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\CYLII6HZ\MC900239011[1].wmfPERSUASION**

Over the next few weeks you are going to think about persuasion and the techniques used to persuade people. Then you are going to write persuasively on an issue about which you feel strongly.

**PERSUASION TASK 1**

For your first task think about and try to answer the following questions in as much detail as you can.

1. What is persuasion?
2. Write down as many words as you can think of which mean the same thing as persuasion or something similar.
3. Why is it important to be able to spot persuasive language? Try to give at least 2 reasons.
4. In which places would you find persuasive language? eg a TV advertisement

**PERSUASION TASK 2**

Now look at some examples of persuasive writing.

**Example 1 – Mum can Ah get?**

Read the text out loud. Ask yourself how the girl persuades her mum to buy her the new shoes. Find all of the ways the girl tries to persuade her mum.

**Mum can Ah get?**

Mum, can Ah get that? Oh Mum, can Ah, please? Ah promise Ah’ll be good. Ah’ll no ask for anything again. Oh please Mum, can Ah just have it?

It’s no fair. Ah never get anything. Dee-Anne gits whatever she wants. Ah never got anything when she got her new shoes last week. Ah want a new paira shoes.

Oh look, Mum, those shoes are dead nice, in’t they? Oh so ur they wans oer there. No they wans o’er there are nicer. Can ah get them Mum? They’d go nice wae ma wee black skirt. Oh Mum, Ah’ve got tae have them. Please. Ah’ll be able tae wear them tae Nicole’s birthday party the morra. Aw ma pals are getting somethin new tae wear. Oh please mum can ah get them?

Ah can! Oh great Mum! Ah’ll no ask for anything else. Ah promise! Ah’ll still need to find a top tae wear. Ah’ll probably have tae wear that auld cream top Ah wish Ah had a new top tae wear.

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1. Now look at what you have found. Make a list Try to give a name to each of the techniques used by the girl and write down your answers in your jotter.

**Example 2 – Oxfam Leaflet**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| |  |  |  | | --- | --- | --- | | Oxfam  FREEPOST (OF 353)  274 Banbury Road  Oxford OX2 7BR | C:\Users\Ishbel\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\PWUIY61G\MP900403665[1].jpg | *Help them build a future free from hunger and disease* |   **How Does Oxfam make your £2 work so hard?**     |  |  |  | | --- | --- | --- | | How can we possibly make just £2  do so much? The answer lies in  the effort the determination and  the ingenuity of the people we  help. Oxfam doesn’t walk into  Third World country with ready-  made solutions or quick-fix | answers. We work alongside local people and help them work out solutions that suit their individual circumstances.  The projects Oxfam supports are always carefully monitored so that money isn’t wasted and worthwhile | lessons can be applied elsewhere.  Oxfam supports 3000 projects in over 70 countries worldwide.  **C:\Users\Ishbel\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\N3JETKIP\MC900439825[1].png** |   **………… for just £2 a month**  Your £2 a month will help these people in their daily struggle to help themselves.  Please complete the coupon inside |

1. Read the text over and look at it closely. How does the leaflet persuade you to give money to Oxfam? Again find all the techniques used (think about the different kinds and sizes of font and the impact of the pictures).
2. Then write down a list of the techniques in your jotter
3. Do you think this was a successful leaflet? Why/Why not?
4. Which was the most effective technique used and why?

**Example 3 - Persuasion can be everywhere and sometimes it can be so subtle you hardly notice it.**

**This text comes from an old-fashioned history textbook that was used in schools in the recent past. It sums up what happened when Britain discovered and claimed new countries.**

**Read it over twice.**

|  |
| --- |
| …… now that you’ve read this far you’ll know what generally happened as soon as a new country was discovered. Two things, first, other nations came along and tried to get a share, second, the native people, like the Indians and ‘red’ Indians, found themselves being ruled by white men. With Australia and New Zealand things were better. No other European nation tried to take them, and in Australia there were only a very few black people so that colonists did not have to lead armies against them. In New Zealand there were splendid native people called Maoris and they fought against the British at first. But now the Maoris and the settlers who have come from Britain live peacefully side by side and there are Maori members of the New Zealand Parliament. |

1. Find all the words and phrases used to suggest that the British invaders were in the right. Write down 3 in the space below.
2. What attitude does the author seem to have towards the people who already inhabited these countries?
3. How did you work this out – what words/phrases suggest this attitude?
4. Can you think of any reasons why this type of persuasion, particularly in a school text book would be dangerous?

**Example 4 - In this extract, a girl has written to a magazine after it printed an article about the cruelty of dancing bears. Read the letter over twice.**

|  |
| --- |
| **Letter to the editor**  The Editor  Bliss Magazine  London  WC2H 8JG  Dear Sir  I read your article on dancing bears (Bliss, June 2000) with great interest. Another cruel spectator sport is bullfighting. I think this sport is disgusting. It exploits animals for fun and this is totally unfair and unjustified.  The animal has to endure excruciating pain until it suffers a long drawn out death – and this is supposed to be in the name of entertainment!  In 1993, a French poll found 83% of people were against bullfighting. Now many towns have been forced to stop putting on fights because of widespread opposition.  I do appreciate that in some areas bullfighting has a long tradition and that it is part of Spanish culture. But, I feel that there should be no place for it in today’s society.  Yours sincerely  Sophie Hall |

1. Is the letter convincing? Why/why not?
2. What techniques has the girl used?
3. Check out the facts and the sources for the facts.
4. How could it be improved?

**PERSUASION TASK 3**

Now that you have completed and gone over these exercises as a class, make a table of all the techniques used to persuade. The first couple are done for you.

|  |  |  |
| --- | --- | --- |
| **Technique** | **Definition** | **Example** |
| Emotive  Language | Words which are designed to suggest the feeling of the writer eg, anger and to create the same feeling in the reader. | ‘excruciating pain’  ‘cruel’, ‘disgusting’,  ‘unjustified’ |
| Superlatives |  |  |
| Addressing the reader |  |  |
| Commands |  |  |
| Questions |  |  |
| Rhetorical questions |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Make a note of the date the exercise is due in your homework diary and homework jotter.

Ensure that a parent/guardian looks at and signs your work.

**PERSUASION TASK 4**

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Sometimes we feel very strongly about an issue and we want

others to know how we feel. So, what really interests you,

angers you or makes you particularly sad?

One issue many teenagers feel strongly about is curfews for those under 16 years of age.

Imagine I was going to persuade you of the following:

*“Local Authorities should not have the power to impose curfews on the under sixteens”.*

Some people who **OPPOSE** this might argue that:

1. Curfews would cut the number of incidences of street crime and vandalism committed by under 16s.

But to **SUPPORT** my statement I might argue that:

1. Curfews are against everyone’s human rights.
2. It would destroy positive relations between police and children
3. There aren’t enough police to enforce curfews.
4. Curfew schemes eg, in Hamilton have not been proven successful.

Here are some other statements made by teenagers about issues on which they hold strong views.

* School Uniform should be banned.
* Parents should not have the right to smack their children
* Scotland should be an independent country
* The sale of fireworks to members of the public should be banned
* People who are terminally ill or severely handicapped should be allowed or even

helped to die

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* Mobile phones at school should be banned
* People should not be allowed to keep dangerous dogs
* Violent video games have a negative effect on children

Do you feel strongly about any of these issues?

Perhaps you feel that the opposite of one of these statements is true, eg:

* People who are terminally ill or severely handicapped should NOT be allowed or even helped to die

Chose one of the statements from the list that you agree with and write it in your jotter

NOW write down 3 or 4 reasons why you feel this way. (Again use the curfews example to help you)

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

NOW write down one reason that some people might OPPOSE this viewpoint. (use the curfews example to help you)

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Do the same for another of the statements

STATEMENT

NOW write down 3 or 4 reasons why you feel this way.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

NOW write down one reason that some people might OPPOSE this viewpoint.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Make a note of the date the exercise is due in your homework diary and homework jotter.

Ensure that a parent/guardian looks at and signs your work.

**PERSUASION TASK 5**

Your task is now to write a short persuasive essay about one of the statements you chose last week.

(If there is another issue about which you feel strongly you can choose this instead but you will need to clear it with your teacher first)

In order to write in a convincing way you need to have some facts and statistics you can use. In order to obtain this you need to do some research. Your teacher will take you for one period of research either in the library or an ICT suite but you should do some of your own research too.

In order to research effectively you need to be able to do 2 things

1. Make effective notes
2. Keep a bibliography

Before you start your research you need to refresh your note making skills. Note making is an essential skill which you will use in every subject area. Here are some tips to improve your note making skills.

* Be selective. You can’t write everything down from a book or website so pick out the things that you feel are most important.
* The important thing to remember is to put the important points into your own words because plagiarism (to steal someone else’s ideas and pass them off as your own) is very serious
* Don’t write in sentences. Instead use some or all of the following techniques
  + - Headings and subheadings
    - Bullet points

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* + - Lists
    - Diagrams/spider diagrams/flow charts
    - Underline keywords or use CAPITALS to emphasise key ideas
    - Use coloured pens or highlighters
    - Use shorthand, e.g. soc. = society; w/in = within; w/out – without; h/work = homework;
    - Use textspeak (as long as you will understand what you have written and can write words out in full when it comes to using the information
    - Use abbreviations: etc., e.g., i.e., n.b.
    - Use symbols as shorthand. Fill in what you think the rest of these symbols could represent

X = times &

+ #

* →

= **↓**

< **↑**

> **∴**

**TASK: Look at the following example of how one pupil made notes from a passage about evacuation. Then do the same for the passage on cobras.**

Jenny has to study the topic of evacuation since she expects to be asked questions on the Second World War in her History exam. Here are some of the notes in her jotter:

|  |
| --- |
| **EVACUATION**  The Government introduced the evacuation scheme to prevent children being exposed to the great danger, sense of panic and possible loss of life which would be experienced in cities during the war. Children would assemble at their schools and would be taken with their teachers by train to safer, more rural places. When they arrived, they would be selected by local people who had space in their houses, and taken to their homes where they would be looked after. There were a number of problems. Many of the city children found it hard to adjust to a new environment, and some of their hosts expected better manners and behaviour from the children, many of whom had come from deprived industrial area. However, many of the children benefited from the fresh air and good fresh food, and so they became much healthier. |

Here Jenny has reduced the passage to its MAIN POINTS

**EVACUATION**

* Govt. introduced scheme to protect children from fear/danger in cities.
* Assembled at school. Travelled with teachers by train.
* Local people with Space took them in.

Problems: - children found it hard to adjust

- hosts expected better behaviour, etc.

Benefits - fresh air/good food → healthier

She has decided to use a spider diagram to reduce the information to KEY WORDS which will help her to recall the information she needs in her exam.

**BENEFITS**

Food/air Danger/fear in

cities

healthier

Evacuation

**PROBLEMS**

Adjustment School assembly points

Expectation teachers

Local people - hosts train

**COBRAS**

Cobras are found in hot tropical places, such as Africa and India. When they are angry, they push out their ribs so that the skin behind their heads looks like a hood. There are many types of cobra. They are usually less than two metres long, but the King Cobra can reach three metres.

Cobras lay their eggs in damp places. They feed on small mammals such as mice, and on birds an frogs. They may enter houses in search of food. They are very dangerous animals, for the cobra’s bite it one of the most poisonous of all snake bites. A victim might die unless a serum is injected straight away.

Cobras with their fangs removed have been used by ‘snake charmers’ the charmers play on musical instruments and the snakes sway to and fro as if they are ‘charmed’ by the music.

Make a note of the date the exercise is due in your homework diary and homework jotter.

Ensure that a parent/guardian looks at and signs your work.

**PERSUASION: WRITING A BIBLIOGRAPHY**

A bibliography is a list of sources (books, leaflets, websites, etc.) which you have consulted in carrying out your research.

You must keep a record of the sources you have used to include in a bibliography at the end of your work

You can set it out like this.

**BIBLIOGRAPHY**

* [www.bbc.co.uk](http://www.bbc.co.uk) – news article dated 16th May 2003

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* Hindley, Geoffrey, 1979, *World Art Treasures*, Pages 20- 23

You can make your notes in your jotter. Here are some useful

websites to get you started:

* [www.bbc.co.uk](http://www.bbc.co.uk)
* [www.independence.co.uk](http://www.independence.co.uk) – select ‘issues online’ THEN username;

Fulton THEN password: 18616 THEN search keywords

* Websites for newspapers, e.g. [www.theherald.co.uk](http://www.theherald.co.uk) or [www.theguardian.co.uk](http://www.theguardian.co.uk)
* OR you could type your statement straight into google or any other search engine and see

what responses you get.

Use your 3 or 4 main points to start you off. You can add to or change your main supporting arguments as you do your research and find out more about the topic.

You could set out your notes like this

Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Author: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Source: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Notes:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Make a note of the date the exercise is due in your homework diary and homework jotter.

Ensure that a parent/guardian looks at and signs your work

**PERSUASION TASK 6**

Before you go on to write your essay you need to think about how best to present your argument in a convincing and persuasive way. So look at a couple of examples.

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**Read :**

**Trousers4girls**

There are still many schools where girls are forbidden from wearing

trousers as part of their uniform. I am sick of girls being discriminated

against in this way. In school teachers say that everyone is equal and

that they should be treated the same. However, in this instance, girls

are being discriminated against and the school uniform policy blatantly

contradicts this statement.

Firstly, I feel that girls should be allowed to wear trousers because girls get cold too. The current fashion is that skirts should be worn really short. No-one would be seen dead in a long skirt. In winter, this means that we freeze to death or have to wear sticky, itchy tights, which are

uncomfortable and expensive. And, if we don’t wear tights, we have to shave our legs everyday or worse still suffer the excruciating pain of having them waxed.

Secondly, trousers are much more practical. Have you tried running for a bus in a skirt? We are scared to bend down to tie our shoe laces in case perverts are trying to check us out. Furthermore, going up and down stairs and sitting down is a total nightmare. If we wear short skirts, parents and teachers are constantly on our backs saying that our skirts are too short and reveal far too much. This problem of indecency could be solved at a stroke if only we were allowed to wear trousers.

On the other hand, the main argument against girls wearing trousers is that they are not smart or ladylike. However, I would maintain that this is the 21st century and trousers and being worn by women in all walks of life, in hundreds of countries all over the world. It is time education caught up. Come on girls! You have nothing to lose but your skirts!

1. Is it well-structured? Give a reason for your answer.
2. What are the writer’s 2 main supporting points
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. What is the OPPOSING argument?
6. What techniques has the writer used to persuade you?

**Now Read Curfews**



**- and answer the following**

**questions in your jotter**

1. What is the function (job) of the first paragraph?
2. What is the second paragraph about?
3. Can you see the 4 original SUPPORTING POINTS? Underline or highlight them.
4. What does the writer do to make them clearer for the reader to follow?
5. What is the function of the last paragraph?
6. Overall, do you think it is an effective essay? Why/Why not?
7. List 3 techniques the writer uses to persuade the reader to agree

Make a note of the date the exercise is due in your homework diary and homework jotter.

Ensure that a parent/guardian looks at and signs your work.

**TEXT 2 CURFEWS:**

**Local Authorities should not have the power to impose curfews on the under sixteens**

**Although not everybody would agree, I want to argue that** the recent suggestion that curfews should be imposed on the under sixteens in order to cut the levels of youth crime is unnecessary and cruel.

**Some people think that** curfews are the way forward because they think such schemes will cut incidences of street crime and vandalism. **They argue that** telling youths when to come in will teach them to respect rules. **They also feel that** curfews have the best interests of the child at heart because it keeps them from making mistakes they may come to regret later.

**I, however, want to persuade you that** curfews for under sixteens are wrong. **There are several points I want to make to support my point of view**. **My first reason is that** it is against every person’s human rights. I believe that everyone is responsible for their own actions and therefore all children and their guardians should make their own decisions about what time they have to be home. Setting a curfew treats all children as guilty as a nightly curfew would affect law abiding children as well and curfews simply punish them for the actions of others. There was a curfew scheme in place in areas of Hamilton until recently and I agree with Mr John Scott, Chairman of the Human Rights Centre who said the scheme was a failure as it “harassed decent children who were committing no crimes”.

**A further reason is that** curfews would destroy any positive relations between children and the police. It will be the policemen and woman who have to enforce the curfew and children will soon learn not to trust or respect them as a result. This may mean that children will be less likely to go to police if they are attacked or have witnessed a crime after the curfew for fear of being charged themselves for curfew violation.

**Moreover** enforcing a curfew would involve many more police than are on the streets currently. Since 1997 there has been a significant drop in the number of police officers. It seems to me that there are not enough to do this job and as a result crimes would still be committed because there will be areas left free from police. I believe that the police should be out catching the real criminals instead of taking children committing no crimes off the streets.

**Furthermore** any curfew schemes there have been already have not been proven successful. Residents in Hamilton have said that they believe the curfew has done nothing to deter youngsters and some say behaviour is as bad as ever. After all, how many people who choose to ignore laws about burglary and violence do you think will obey a curfew law! The curfew did reduce crime in the immediate area in Hamilton but it simply shifted crime to the neighbourhoods surrounding where the number of crimes committed rose. I think it is appalling that people still agree with curfews although they have been proved unsuccessful and would affect the majority of youths when it is only a minority of young people who cause trouble.

**These arguments show that** curfews are not the right solution to the problem of youth crime. **Therefore, although** some people argue that they are the only way to control teenage misbehaviour **I think I have shown that** curfews should not be enforced. Parents should be the ones who are responsible for setting times for their children to be home and for making sure they commit no criminal acts not the police or the government.

**PERSUAUION TASK 7**

In both essays the structure is clear because of the writer’s use of topic sentences and linking words to make it clear when they are adding a new point to BUILD up their argument or when they are introducing an OPPOSING viewpoint.

You should also make use of linking words to strengthen your argument. Use the exemplars to start to build up a word bank of linking words that you could use in your essay.

Some examples have been given to start you off.

Try to add at least 4 of your own to each section.

Words which show the writer is building their argument

Firstly

Secondly

So

Words which show the writer’s argument is changing direction

However

On the other hand

Words which are used to introduce examples

For example

Such as

Words which show the writer is concluding

In conclusion

Overall

Make a note of the date the exercise is due in your homework diary and homework jotter.

Ensure that a parent/guardian looks at and signs your work.

**PERSUASION TASK 8**

Now you have all the materials you need to write a persuasive essay just like the one on curfews

* Your strong statement with your 1 opposing argument and your 4 supporting arguments
* Your research to support your argument
* A list of persuasive techniques to use in your own writing



* A word bank of linking words
* An exemplar on curfews

Your first task is to write your introduction

There are 5 jobs an introduction needs to do

It needs to:

1. Introduce the topic
2. State why the topic is important
3. State that there is a difference of opinion about this topic
4. State a clear view
5. Include at least one persuasive technique

**EXAMPLE**

Although not everybody would agree I want to argue that the recent suggestion that curfews should be imposed on the under sixteens in order to cut the levels of youth crime is unnecessary and cruel.

1. Does this introduction do all of its 5 jobs?
2. Which ones does it do well?
3. How could it be improved?

**PERSUASION TASK 8**

Now write your own introduction and paragraph 2 (which should be about the opposing argument). Use the exemplar to help you

Title – write down your strong statement

Introduction

Although not everybody would agree, I want to argue that

Paragraph 2 – the opposing argument

Some people think that …….. because ………. They argue that

Make a note of the date the exercise is due in your homework diary and homework jotter.

Ensure that a parent/guardian looks at and signs your work.

**PERSUASION TASK 9**

Now using your research and your word bank, go on to write the middle section of your essay. This should be 3 or 4 main paragraphs depending on how many supporting arguments you have.

Decide on the best order for these paragraphs.

Make sure you can see ways to link each paragraph to the next.

Decide whether you want your strongest argument first or you want to leave it till last.

Write down the order of your paragraphs here.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Now your teacher will tell you how many paragraphs you should complete for your next piece of homework.

Here is a framework to help you



Main section - your arguments

I, however want to persuade you that

There are several points I want to make to support my point of view

My first reason is

A further reason is

Moreover

Furthermore

Make a note of the date the exercise is due in your homework diary and homework jotter.

Ensure that a parent/guardian looks at and signs your work.

**Don’t forget what the core writing targets are for functional writing**

|  |
| --- |
| * Present work clearly and neatly * Make sure your writing has a logical structure   → a clear introduction  → Use topic sentences  → Use linking words  → A clear conclusion   * Use capital letters and full stops * Use paragraphs accurately * Use terms correctly * Use language which suits they type of writing * Always check spelling * Use punctuation to make the meaning of your writing clear – full stops(.) commas(,) semicolons(;) question marks(?) exclamation marks(!) apostrophes(‘) * In FUNCTIONAL writing   → Make clear points  → Use facts , statistics, example, quotes to back up your points/ideas  → Analyse the examples by saying what each one tells you  → Use specialist vocabulary  → Use direct speech correctly when required |

**PERSUASION TASK 10**

All that is left is to finish off your essay neatly

Here is the curfews example for you to look at again

**Example**

These arguments show that curfews are not the right solution to the problem of youth crime. Therefore, although some people argue that they are the only way to control teenage misbehaviour I believe I have shown that curfews should not be enforced. Parents should be the ones who are responsible for setting times for their children to be home and for making sure they commit no criminal acts not the police or the government.

Notice that the conclusion needs to:

* Restate the strong point of view of the writer
* Present one or two general sentences which summarise the arguments
* Refer again to the opposing argument
* Include a suitably persuasive final sentence

NOW complete your essay by writing your own conclusion and bibliography

**Conclusion**

These (facts/arguments/ideas) show that...

Therefore, although some people argue that...

I think I have shown that...

**Bibliography**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| What the TV ads don’t tell you about shampoo | | | | |
| 1. A range of shampoos may   utilise as many as forty  ingredients (for instance  Jojoba, Coconut,  Camomile, Egg, Rosemary,  Orange, Beer, Lemon Juice,  Champagne) in different  combinations in order to offer  products which are ideally  suited to different hair types   1. If your hairs are prone to split, certain shampoos can help repair them, using an electrostatic principle to draw the broken ends together, as if by a magnet. 2. If you suffer from a dry scalp, there are shampoos which control dandruff without stripping your hair of its moisture and shine. 3. The best shampoos are those   C:\Program Files (x86)\Microsoft Office\MEDIA\CAGCAT10\j0300840.wmf  which are PH balanced. They  are on the mild side and leave  your hair in its natural acidic  state. | | C:\Users\Ishbel\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\N3JETKIP\MC900312546[1].wmf | 5. Some shampoos remove the residues which may be left behind by even high quality hair products, and which may build up, leaving hair dull and overloaded.  6. Very dry, fragile or  damaged hair may  benefit from an  enriched shampoo  with a built-in conditioner.  Good for anyone who  washes their hair more  than twice a week.  7. Many shampoo  C:\Program Files (x86)\Microsoft Office\MEDIA\CAGCAT10\j0304933.wmf  manufacturers choose  not to use animal testing,  instead preferring to test  their products for irritancy  on human volunteers.  8. Shampoos with additional oils and emollients  C:\Users\Ishbel\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\PWUIY61G\MC900412622[1].wmf  can give a gentler  lather with less risk of  stripping away natural  oils | |
| 9**. F**or an instant education in shampoo, walk  into any chemist. The shelves hold a library of  bottles – everything from clinical sounding  treatments to the fanciful root, leaf, bark and  flower potions of the country hedge-witch.  10. Each has different virtues. Some disentangle  tousled hair, others make it more tousleable.  11. Some contain nourishing oils, others reduce  oiliness.  12. There are shampoos for dry, greasy and  normal hair, for permed or damaged hair, for  hair about to go on holiday , hair which is  settling back into city life.  13. There are shampoos for every hair type and  condition, for every lifestyle or contingency. | 14. Not that you’d know it from the shampoo  commercials.  15. Unlike shampoos, the commercials tend to  contain the same three techniques: the  pretty girl, the hair tossing shot and the  promise to leave our hair perfect.  16. With so many worthwhile things to say about  their products why do most TV ads not say  them?  17. The answer is ridiculously simple: they  haven’t time.  18. You can’t tell a proper hair care story in 30  seconds. (And with the hair –curling cost of  TV airtime, who can afford longer spots?).  19. If shampoo makers advertised in the press,  they could have large spaces in which to tell  their story. | | | 20. They could reach their intended audience  more accurately and more often.  21. They could have high quality colour to show  hair and product off to the best advantage.  All of this for a fraction of the cost of going on  TV.  22. Why don’t they? Perhaps because they  believe that, deep down, you value a glossy  image more than useful information.  **USE THE POWER OF THE PRESS**  23. Do you? Why not  write and tell us what  you think?\*  24. Using the press  properly is an art.  If advertisers learn  the art, both they  and you will benefit. |

\*Write to: Response, 34 Southwark, Bridge Road, London SE1 9EU. This advertisement was placed by the Newspaper Publishers’ Association

**SECTION A**

*In this section you are asked to show understanding of genre.*

1. From which source is the article taken? Tick (√) the correct answer.

Encyclopedia

Newspaper or Magazine

Scientific Research Paper

Beauty Product Catalogue

1. Quote the words used for the headline

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1. Write down **two** ways in which the headline is made eye-catching
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. In terms of the **meaning** of the headline, write down **one** reason why it might be effective in capturing the interest of the reader.

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**SECTION B**

*In this section you are asked to select relevant information.*

The left hand column is a list of hair problems and the right hand column is a list of remedies. Draw a line from the problem to the remedy. You do not need to use all the remedies.

One has been done for you.\*

**Problem** **Remedy**

1. Shampoo tested on humans

* Hair is of different type

1. Residue removing shampoo
2. Dry damaged hair
3. Shampoo with additional oils and emollients
4. Hair lacks natural oils
5. Shampoo with dandruff control
6. Dry scalp
7. Shampoo with different ingredients
8. Split ends
9. Shampoo with electrostatic qualities
10. Dull hair
11. Shampoo with built-in conditioners
12. Shampoo with PH balance

**SECTION C**

*In this section you are asked to show your understanding of the writer’s choice of vocabulary.*

Advertisements are very carefully worded to avoid making claims about products which are not completely true.

1. Read paragraph 3

Which word tells the reader that dandruff may not be got rid of completely?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Read paragraph 6.

Which word tells the reader that an improvement in hair condition is not guaranteed?

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**SECTION D**

*In this section you are asked to identify fact and opinion*

Read the following statements from the passage and decide whether you think it is written as a fact or expressed as an opinion.

Write FACT or OPINION beside each statement to show which you think it is.

1. “The best shampoos are those which are PH balanced.

They are on the mild side and leave your hair in its

Natural acidic state”. (paragraph 4) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. “Each (shampoo) has different virtues”. (paragraph 10) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. “Some (shampoos) contain nourishing oils, others reduce

oiliness”. (paragraph 11) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. “The answer is ridiculously simple”. (paragraph 17) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. “You value a glossy image more than useful information”.

(paragraph 22) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SECTION E**

*In this section you are asked to identify the main ideas of the passage.*

1. Which organisation has paid for the article?
2. Tick (√) **four reasons**, according to the passage, why newspaper advertising is more effective

than TV advertising

TV advertising tells lies

Newspaper advertising is cheaper

Newspaper advertising uses less space

Newspaper advertising can give more information

TV advertising has less time

TV advertising is louder

Newspaper advertising can reach its audience more often

1. What is the **purpose** of this passage?

Tick (√) the correct answer.

To encourage people to look after their hair

To stop animal testing

To highlight the good features of television advertising

To persuade advertisers to use newspapers.

1. Quote the **slogan** that sums up the message the article is putting over to the reader.

**VELOCIRAPTOR**

1. Tim found the silence chilling
2. The velociraptor was six feet tall and powerfully built, although its strong legs and tail were hidden by the tables. Tim could see only the muscular upper torso, the two forearms held tightly alongside the body, the claws dangling. He could see the iridescent speckled pattern on the back. The velociraptor was alert as it came forward it looked from side to side, moving its head with abrupt, bird-like jerks. The head also bobbed up and down as it walked and the long straight tail dipped which heightened the impression of a bird.
3. A gigantic, silent bird of prey.
4. The dining room was dark, but apparently the raptor could see well enough to move steadily forward. From time to time, it would bend over, lowering its head below the tables. Tim heard a rapid sniffing sound. The head would snap up, alertly, jerking back and forth like a bird’s.
5. Tim watched until he was sure the velociraptor was coming toward the kitchen. Was it following their scent? All the books said dinosaurs had a poor sense of smell, but this one seemed to do just fine. Anyway, what did books know? Here was the real thing.
6. Coming toward him.
7. He ducked back into the kitchen.
8. “Is something out there”? Lex said.
9. Tim didn’t answer. He pushed her under a table in the corner, behind a large waste bin. He leaned close to her and whispered fiercely: “*Stay here*!” and then he ran for the refrigerator.
10. He grabbed a handful of cold steaks and hurried back to the door. He quietly placed the first of the steaks on the floor, then moved back a few steps, and put down the second .....
11. Through his goggles, he saw Lex peeping round the bin. He waved her back. He placed the third steak, and the fourth, moving deeper into the kitchen.
12. The hissing was louder, and then the clawed hand gripped the door, and the big head peered cautiously around.
13. The velociraptor paused at the entrance to the kitchen.

Please turn over

1. Tim stood in a half-crouch at the back of the room, near the far leg of the steel worktable. But he had not had time to conceal himself; his head and shoulders still protruded over the tabletop. He was in clear view of the velociraptor.
2. Slowly, Tim lowered his body; sinking beneath the table ... The velociraptor jerked its head around, looking directly at Tim.
3. Tim froze. He was still exposed, but he thought. *Don’t move.*
4. The velociraptor stood motionless in the doorway.
5. Sniffing
6. It’s darker here. Tim thought. He can’t see so well. It’s making him cautious.
7. But now he could smell the musty odour of the big reptile, and through his goggles he was the dinosaur silently yawn, throwing back its long snout, exposing rows of razor-sharp teeth. The velociraptor started forward again, jerking its head from side to side. The big eyes swivelled in the bony sockets.
8. Tim felt his heart pounding. Somehow it was worse to be confronted by an animal like this in a kitchen, instead of the open forest.
9. Up close, it was a much more frightening animal than the tyrannosaur. The tyrannosaur was huge and powerful, but it wasn’t especially smart. The velociraptor was man-size, and it was clearly quick and intelligent: Tim feared the searching eyes almost as much as the sharp teeth.
10. The velociraptor sniffed. It stepped forward – moving directly toward Lex! It must smell her, somehow! Tim’s heart thumped.
11. The velociraptor stopped. It bent over slowly.
12. *He’s found the steak*.
13. Tim wanted to bend down, to look below the table, but he didn’t dare move. He stood frozen in a half-crouch, listening to the crunching sound. The dinosaur was eating it. Bones and all.
14. The raptor raised its slender head, and looked around. It sniffed. It saw the second steal. It moved quickly forward. It bent down.
15. Silence.

Please turn over

1. The raptor didn’t eat it.
2. The head came back up. Tim’s legs burned from the crouch, but he didn’t move.
3. Why hadn’t the animal eaten the second steak? A dozen ideas flashed through his mind – it didn’t like the taste of beef, it didn’t like the coldness, it didn’t like the fact that the meat wasn’t alive, it smelled a trap, it smelled Lex, it smelled Tim, it saw Tim –
4. The velociraptor moved very quickly now. It found the third steak, dipped its head, looked up again, and moved on.
5. Tim held his breath. The dinosaur was now just a few feet from him. Tim could see the small twitches in the muscles of the flanks. He could see the crusted blood on the claws of the hand. He could see the fine pattern of striations within the spotted pattern, and the folds of skin in the neck below the jaw.
6. The velociraptor sniffed. It jerked its head and looked right at Tim. Tim nearly gasped with fright. Tim’s body was rigid, tense. He watched as the reptile eye moved, scanning the room. Another sniff.
7. He’s got me, Tim thought.

Adapted from *Jurassic Park* by Michael Crichton

1. “Tim found the silence chilling”. (paragraph 1)

Explain why Tim found the silence so frightening

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1. Paragraph 2 gives the first description of the appearance of the velociraptor.

Identify **two** aspects that the author wishes to emphasise by this description

i. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(1)

ii\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (1)

1. The room was dark but “...... apparently the raptor could see well enough to move steadily forward”. (paragraph 4)
2. What other ability, referred to later in the paragraph, explains this?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (1)

1. From your reading of paragraph 5, why is this surprising?

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1. a. How does Tim react in paragraph 9, to Lex’s question in paragraph 8?

Reaction 1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Reaction 2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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b. Why does he react in this way?

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1. Look at paragraphs 7 – 14

Identify **two** features of Tim’s character which emerge from his behaviour in paragraphs 7 – 14, giving evidence for each.

i. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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ii. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. “Tim felt his heart pounding”. (paragraph 21)

Quote **two** features of the description of the velociraptor in paragraph 20 and explain **for each** why it might have added to Tim’s fear.

i. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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ii. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. “Somehow it was worse to be confronted by an animal like this in a kitchen, instead of the open forest”. (paragraph 21)

Explain **fully** why you think this should be so.

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1. a. Why is the velociraptor “a much more frightening animal than the tyrannosaur”?

(paragraph 22)

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b. Why is unusual that Tim should find the velociraptor more frightening than a tyrannosaur?

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1. Identify **one** way in which the author helps us to share Tim’s terror in paragraph 33.

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1. “..... it was clearly quick and intelligent” (paragraph 22)

From your reading of **the whole passage** select two pieces of evidence which would illustrate that the dinosaur was intelligent

i. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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ii. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. The passage takes place in the dining room and a kitchen.

Tick

1. Is this in a house

or a much larger building?

(1)

1. From your reading of the whole passage, give **one** reason for your answer.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (1)

1. The writer regularly uses short, single-sentence paragraphs effectively.

Look at Paragraphs 6 and 18 and explain why they are effective.

They are effective because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (1)

1. Italics are used in paragraphs 9 and 25. What are they used to emphasise on each occasion?
2. Paragraph 9:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (1)

1. Paragraph 25:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (1)

1. “... The hissing was louder .....” (paragraph 12)
2. This is an example of : a simile

a metaphor

alliteration

Onomatopoeia

Underline the correct answer (1)

1. Find another example of this type of device from the passage.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (1)