

English Language Grade 5+ GCSE Revision Booklet

Name: _____

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How to use this guide

- Each question has been broken down into practice tasks and top tips.
- Write in your exercise book or on paper - not in the booklet. That means you can complete these tasks several times to practise.

PAPER 1

Question 2: How does the writer's use of language...? [8 marks] 10 minutes

IMAGERY

For question 2 and 4, the examiners want to see that you can identify specific words and phrases used by the writer and explain the effect. You **could** try to identify similes, metaphors, personification and other language devices. But if you struggle to spot those, you can always write about imagery. There are always examples of imagery in writing. All you need to ask yourself is, what is the image of?

Imagery is a writer's use of descriptive language that creates strong and powerful pictures in our minds to help us imagine more clearly what they are describing

Non examples, turned into good examples:

(a) The streets smelled.

*This sentence does **not** contain imagery. There is no descriptive language that helps us imagine the street and what it smelled like.*

The streets stank of pungent manure.

*This sentence **does** contain imagery. There is more descriptive language in this sentence, which helps the reader to imagine that the streets smell of animal waste.*

(b) The sun was shining on the trees.

*This sentence **does not** contain imagery. There is no descriptive language that helps us imagine what the sun looked like as it shone through the trees.*

The golden yellow sunlight filtered down through the pale new leaves on the oak trees.

*This sentence **does** contain imagery. There is more descriptive language in the sentence, which helps the reader to imagine that the sun is very bright and that shards of bright light are poking through the branches in the trees and casting light on the leaves.*

(c) The puppy was happy to see me.

*This sentence **does not** contain imagery. There is no descriptive language that helps us to imagine this moment.*

The little puppy accosted me as he slobbered my face with his wet and eager tongue.

*This sentence **does** contain imagery. There is more descriptive language in the sentence, which helps the reader to imagine that the puppy leaps onto the person and covers the person with its wet saliva.*

The best way to get used to writing about imagery is to do lots of practice. Here are lots of practice tasks designed to help you practise writing about imagery.

Task 1: Circle the numbers of the sentences that contain imagery.

1. A handsome manor house grew out of the darkness at the end of the straight drive.
2. They could see the house in front of them.
3. They walked closer towards the house, wanting to get a better look at it.
4. Lights glinted in the diamond-paned windows.
5. The hallway was large, dimly lit, and sumptuously decorated.
6. They entered the hallway, not knowing what they would find.
7. There was a carpet in the hallway and they walked over it.
8. There was a magnificent patterned carpet covering most of the stone floor.
9. I entered the room not knowing what I would find.
10. Illumination came from a roaring fire.

Task 2: Circle the numbers of the sentences that contain imagery.

1. I felt a bit uncomfortable when I looked at his face.
2. His face shone through the gloom, hairless and snakelike.
3. He walked towards me and started to speak.
4. He had slits for nostrils and gleaming red eyes.
5. He opened his eyes to look at me when he heard me speak.
6. I knew that the boy was feeling distressed.
7. He was so pale that he seemed to emit a pearly glow.
8. When she spoke to me, I struggled to hear what she was saying.
9. The man had a long, twisted face
10. The boy let out a terrible, drawn-out cry of misery and pain

Task 3: Circle the numbers of the sentences that contain imagery.

1. His skin was yellowish and waxy in the firelight.
2. He mentioned to me that he needed to see a doctor.
3. He spoke to me and I listened carefully.
4. His eyes were sunken and shadowed.
5. When he spoke, his voice was hoarse.
6. The soft voice seemed to hiss on even after the cruel mouth had stopped moving.
7. He kept talking to me even though I wasn't really listening.
8. The snake had a neck the thickness of a man's thigh.
9. There was a snake on the ground.
10. The snake's eyes, with their vertical slits for pupils, were unblinking

Task 4: In each sentence, underline the words that create imagery, helping the reader to understand more about what is being described.

1. A handsome manor house grew out of the darkness at the end of the straight drive.
2. Lights glinted in the diamond-paned windows.
3. The hallway was large, dimly lit, and sumptuously decorated.
4. There was a magnificent patterned carpet covering most of the stone floor.
5. Illumination came from a roaring fire.

Task 5: In each sentence, underline the words that create imagery, helping the reader to understand more about what is being described.

1. His face shone through the gloom, hairless and snakelike.
2. He had slits for nostrils and gleaming red eyes.
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6. The snake's eyes, with their vertical slits for pupils, were unblinking

Task 7: complete the table to explain what imagery is created through each description. The first column has been done for you.

Words/quotation	This imagery helps us to imagine...
<i>His skin was yellowish and waxy in the firelight.</i>	<i>that the light from the fire is shining on the man's face and making his skin look yellow. The word 'waxy' helps us to imagine that his skin would feel shiny and tough, like candle wax.</i>
His face shone through the gloom, hairless and snakelike.	
The soft voice seemed to hiss on even after the cruel mouth had stopped moving.	

Task 8: complete the table to explain what imagery is created through each description. The first column has been done for you.

Words/quotation	This imagery helps us to imagine that...
<i>His skin was yellowish and waxy in the firelight.</i>	<i>the light from the fire is shining on the man's face and making his skin look yellow. The word 'waxy' helps us to imagine that his skin would feel shiny and tough, like candle wax.</i>
A handsome manor house grew out of the darkness at the end of the straight drive.	
Lights glinted in the diamond-paned windows.	

Task 9: complete the table to explain what imagery is created through each description. The first column has been done for you.

Words/quotation	This imagery helps us to imagine...
<i>His skin was yellowish and waxy in the firelight.</i>	<i>that the light from the fire is shining on the man's face and making his skin look yellow. The word 'waxy' helps us to imagine that his skin would feel shiny and tough, like candle wax.</i>
The hallway was large, dimly lit, and sumptuously decorated.	
There was a magnificent patterned carpet covering most of the stone floor.	

Task 10: complete the table to explain what imagery is created through each description. The first column has been done for you.

Words/quotation	This imagery helps us to imagine...
<i>The hallway was large, dimly lit, and sumptuously decorated.</i>	<i>that there isn't much light in the hall and that the hall is decorated with very expensive items.</i>
The snake had a neck the thickness of a man's thigh.	
The snake's eyes, with their vertical slits for pupils, were unblinking	

Task 11: for each example of imagery, write one sentence explaining what the imagery is of. Always start your sentence with the words: *This creates imagery of...*

The snake had a neck the thickness of a man's thigh.

This creates imagery of a snake with a very thick neck, which is as thick as the thigh of a grown man.

A. The snake's eyes, with their vertical slits for pupils, were unblinking

This creates imagery of...

B. Lights glinted in the diamond-paned windows.

This creates imagery of...

C. His face shone through the gloom, hairless and snakelike.

This creates imagery of...

Task 12: for each example of imagery, write one sentence explaining what the imagery is of. Always start your sentence with the words: *This creates imagery of... OR The imagery helps us imagine...*

His face shone through the gloom, hairless and snakelike.

This creates imagery of a man's face showing clearly in spite of the gloomy light. The imagery helps us imagine that the man is bald and that his face has two very small eyes, like a snake. The imagery makes the man seem evil.

Notice in this example that I have written multiple sentences to try and be as detailed as I can when writing about imagery.

A. The soft voice seemed to hiss on even after the cruel mouth had stopped moving.

This creates imagery of...

B. He had slits for nostrils and gleaming red eyes.

This creates imagery of...

C. He was so pale that he seemed to emit a pearly glow.

This creates imagery of...

Sensory Imagery

Sensory imagery is a writer's use of descriptive language to help us imagine sight, sound, smell, taste and touch.

Task 1: In each sentence, underline the examples of sensory imagery and write the word 'sight', 'sound', 'smell', 'touch' or 'taste' depending on what the words are helping us to imagine.

1. I could hear the popping and crackling as mum dropped the bacon into the frying pan.
2. Soon the salty, greasy aroma wafted toward me.
3. She ran her hand across the dark, concrete wall, which was as cold as ice.
4. When she came to the middle of the room, she felt a thick, slimy substance actively oozing down the wall.
5. Her nostrils were invaded by a thick stench of damp water.

Task 2: In each sentence, underline the examples of sensory imagery and write the word 'sight', 'sound', 'smell', 'touch' or 'taste' depending on what the words are helping us to imagine.

1. The streets stank of manure, the courtyards of urine, the stairwells stank of moldering wood and rat droppings.
2. The children were screaming and shouting in the fields.
3. It was dark and dim in the forest, as the sun hid behind the thick leaves on the trees.
4. The little puppy accosted me as he slobbered my face with his wet and eager tongue.
5. Buckets of bright yellow tulips gleamed in the sunlight.

Task 3: In each sentence, underline the examples of sensory imagery and write the word 'sight', 'sound', 'smell', 'touch' or 'taste' depending on what the words are helping us to imagine.

1. He whiffed the delicious aroma of freshly brewed coffee.
2. The fresh and juicy orange is very cold and sweet.
3. The girl ran her hands on a soft satin fabric.
4. Glittering white, the blanket of snow covered everything in sight.
5. The golden yellow sunlight filtered down through the pale new leaves on the oak trees.

Task 4: In each sentence, underline the examples of sensory imagery and write the word 'sight', 'sound', 'smell', 'touch' or 'taste' depending on what the words are helping us to imagine.

1. From their mouths came the stench of rotting teeth.
2. As I tumbled down the hill, the loose rocks raced alongside me, pricking my hands and face like a hundred tiny knives.
3. He picked up the ice cold fountain pen, the cool metal barrel resting against the side of his index finger.
4. He inhaled the scent of fresh paper.
5. The fresh orange juice felt bitter against my tongue.

Task 6: complete the table to explain what imagery is created through each description. Each time you must use the word sight, sound, smell, taste or touch. The first column has been done for you.

Words/quotation	Sense	This imagery helps us to imagine...
<i>He whiffed the delicious aroma of freshly brewed coffee.</i>	<i>Smell</i>	<i>the smell of a cup of fresh coffee, which has just been made and given to the man.</i>
From their mouths came the stench of rotting teeth.		
He picked up the ice cold fountain pen, the cool metal barrel resting against the side of his index finger.		

Task 7: complete the table to explain what imagery is created through each description. Each time you must use the word sight, sound, smell, taste or touch. The first column has been done for you.

Words/quotation	Sense	This imagery helps us to imagine...
<i>He whiffed the delicious aroma of freshly brewed coffee.</i>	<i>Smell</i>	<i>the smell of a cup of fresh coffee, which has just been made and given to the man.</i>
As I tumbled down the hill, the loose rocks raced alongside me, pricking my hands and face like a hundred tiny knives.		
He inhaled the scent of fresh paper.		

Task 8: complete the table to explain what imagery is created through each description. Each time you must use the word sight, sound, smell, taste or touch. The first column has been done for you.

Words/quotation	Sense	This imagery helps us to imagine...
<i>He whiffed the delicious aroma of freshly brewed coffee.</i>	<i>Smell</i>	<i>the smell of a cup of fresh coffee, which has just been made and given to the man.</i>
I could hear the popping and crackling as mum dropped the bacon into the frying pan.		
It was dark and dim in the forest, as the sun hid behind the thick leaves on the trees.		

Task 9: complete the table to explain what imagery is created through each description. Each time you must use the word sight, sound, smell, taste or touch. The first column has been done for you.

Words/quotation	Sense	This imagery helps us to imagine...
<i>He whiffed the delicious aroma of freshly brewed coffee.</i>	<i>Smell</i>	<i>the smell of a cup of fresh coffee, which has just been made and given to the man.</i>
The girl ran her hands on a soft satin fabric.		
Glittering white, the blanket of snow covered everything in sight.		

Task 10: complete the table to explain what imagery is created through each description. Each time you must use the word sight, sound, smell, taste or touch. The first column has been done for you.

Words/quotation	Sense	This imagery helps us to imagine...
<i>He whiffed the delicious aroma of freshly brewed coffee.</i>	<i>Smell</i>	<i>the smell of a cup of fresh coffee, which has just been made and given to the man.</i>
Buckets of bright yellow tulips gleamed in the sunlight.		
Her nostrils were invaded by a thick stench of damp water.		

Task 11: for each example of imagery, write one sentence explaining what the imagery is of. Always start your sentence with the words: *This sensory imagery helps us to imagine...*

Buckets of bright yellow tulips gleamed in the sunlight.

This sensory imagery helps us to imagine the beautiful sight of the sunlight shining upon, and reflecting from, bunches of bright yellow flowers.

A. Her nostrils were invaded by a thick stench of damp water.

This sensory imagery helps us to imagine...

B. The girl ran her hands on a soft satin fabric.

This sensory imagery helps us to imagine...

C. He whiffed the delicious aroma of freshly brewed coffee.

This sensory imagery helps us to imagine...

Task 12: for each example of imagery, write one sentence explaining what the imagery is of. Always start your sentence with the words: *This sensory imagery helps us to imagine...*

Buckets of bright yellow tulips gleamed in the sunlight.

This sensory imagery helps us to imagine the beautiful sight of the sunlight shining upon, and reflecting from, bunches of bright yellow flowers.

A. From their mouths came the stench of rotting teeth.

This sensory imagery helps us to imagine...

B. As I tumbled down the hill, the loose rocks raced alongside me, pricking my hands and face like a hundred tiny knives.

This sensory imagery helps us to imagine...

C. He picked up the ice cold fountain pen, the cool metal barrel resting against the side of his index finger.

This sensory imagery helps us to imagine...

Task 13: for each example of imagery, write one sentence explaining what the imagery is of. Always start your sentence with the words: *This sensory imagery helps us to imagine...*

Buckets of bright yellow tulips gleamed in the sunlight.

This sensory imagery helps us to imagine the beautiful sight of the sunlight shining upon, and reflecting from, bunches of bright yellow flowers.

A. I could hear the popping and crackling as mum dropped the bacon into the frying pan.

This sensory imagery helps us to imagine...

B. Soon the salty, greasy aroma wafted toward me.

This sensory imagery helps us to imagine...

C. She ran her hand across the dark, concrete wall, which was as cold as ice.

This sensory imagery helps us to imagine...

Task 14: for each example of imagery, write one sentence explaining what the imagery is of. Always start your sentence with the words: *This sensory imagery helps us to imagine...*

Buckets of bright yellow tulips gleamed in the sunlight.

This sensory imagery helps us to imagine the beautiful sight of the sunlight shining upon, and reflecting from, bunches of bright yellow flowers.

A. The streets stank of manure, the courtyards of urine, the stairwells stank of moldering wood and rat droppings.

This sensory imagery helps us to imagine...

B. The children were screaming and shouting in the fields.

This sensory imagery helps us to imagine...

C. It was dark and dim in the forest, as the sun hid behind the thick leaves on the trees.

This sensory imagery helps us to imagine...

ZOOMING IN ON THE WRITER'S WORD CHOICES

When we write about texts, sometimes we want to talk about the big picture. An example of this is when we talk about a theme or what the author was trying to communicate or even what a text means overall.

Sometimes, however, we want to write about the little details. We call this 'zooming in'. When we zoom in, we focus on things that are much smaller and more specific, such as a word, a phrase, or a technique. This is very useful in the English language paper. If you can't remember techniques, you can always zoom in on words and phrases. The important thing to remember is that you must explain the effect of a word or phrase.

Task 1: We should only zoom in on interesting words. In each sentence, underline the interesting word that you could zoom in on.

1. I bit into the crunchy toast.
2. The cereal melted in my mouth.
3. The tulips gleamed in the sunlight.
4. The bacon crackled in the frying pan.
5. He picked up the shrivelled crisp packet.
6. The screaming baby sat in its high chair.
7. She cleared her throat nervously.
8. He searched frantically in his bag.
9. Her voice trembled.
10. The teacher looked at me sharply.

Task 2: complete the table, explaining what the interesting word you have underlined helps us imagine.

	The word helps us imagine...
<i>I bit into the <u>crunchy</u> toast.</i>	<i>that the toast is a bit burned, or at least well cooked, and makes a crunchy sound when it's bitten into.</i>
The cereal melted in my mouth.	
The tulips gleamed in the sunlight.	
The bacon crackled in the frying pan.	
He picked up the shrivelled crisp packet.	
The screaming baby sat in its high chair.	
She cleared her throat nervously.	
He searched frantically in his bag.	
The teacher looked at me sharply.	
Her voice trembled.	

Task 3: We should only zoom in on interesting words. In this short extract underline interesting words you'd zoom in on. Then complete the table underneath. The first has been done for you as an example.

This short extract is taking from 'Harry Potter and the Philosopher's Stone' by JK Rowling.

He bent down over the fireplace; they couldn't see what he was doing but when he drew back the second later, there was a roaring fire there. It filled the whole damp hut with flickering light and Harry felt the walls wash over him as though he had sunk into a hot bath. The giant sat back down on the sofa, which sagged under his weight, and began taking all sorts of things out of the pockets of his coat: a squashy package of sausages, a poker, a teapot, several chipped mugs, and a bottle of some liquid, which he took a swig from before starting to make tea. Soon the hearth was full of the sound and smell of sizzling sausage. Nobody said a thing while the giant was working but as he slid the first six, fat, slightly burnt sausages from the poker, Dudley fidgeted a little.

Word I've zoomed in on	The word helps us imagine...
<i>'roaring'</i>	<i>that the fire suddenly comes to life, has lots of flames and is making a roaring sound.</i>

Task 4: We should only zoom in on interesting words. In this short extract underline interesting words you'd zoom in on. Then complete the table underneath. The first has been done for you as an example.

This short extract is taking from 'Harry Potter and the Philosopher's Stone' by JK Rowling.

Smoke from the engine drifted over the heads of the chattering crowd, while cats of every colour wound here and there between their legs. Owls hooted to each other in a disgruntled sort of way over the babble and the scraping of heavy trunks. The first few carriages were already packed with students, some hanging out of the window to talk to their families, some fighting over seats.

Word I've zoomed in on	The word helps us imagine...
'chattering'	that there are lots of people talking excitedly to each other in the station.

Task 5: We should only zoom in on interesting words. In this short extract underline interesting words you'd zoom in on. Then complete the table underneath. The first has been done for you as an example.

This short extract is taking from 'Harry Potter and the Philosopher's Stone' by JK Rowling.

Harry had never such a strange and splendid place. It was lit by thousands and thousands of candles which were floating in midair over four long tables, where the rest of the students were sitting. These tables were laid with glittering golden plates and goblets. At the top of the hall was another long table where the teachers were sitting. The hundreds of faces staring at them looked like pale lanterns in the flickering candlelight. Here and there among the students, the ghosts shone misty silver. To avoid all the staring eyes, Harry looked upwards and saw a velvety black ceiling with stars.

Word I've zoomed in on	The word helps us imagine...
'thousands'	that the whole room is covered with candles

Task 6: When zooming in on words, you can always use the phrase 'This word helps us to imagine...'
Write sentences zooming in on each underlined word. The first has been done for you as an example.

1. I bit into the crunchy toast.

The word 'crunchy' helps us to imagine that the toast is a bit burned, or at least well cooked, and makes a crunchy sound when it's bitten into.

2. The cereal melted in my mouth.

The word '_____' helps us to imagine...

3. The tulips gleamed in the sunlight.
4. The bacon crackled in the frying pan.
5. He picked up the shrivelled crisp packet.
6. The screaming baby sat in its high chair.
7. She cleared her throat nervously.
8. He searched frantically in his bag.
9. Her voice trembled.
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Task 7: When zooming in on words, you can always use the phrase 'This word helps us to imagine...'
Write sentences zooming in on each underlined word. The first has been done for you as an example.

1. I bit into the crunchy toast.

The word 'crunchy' helps us to imagine that the toast is a bit burned, or at least well cooked, and makes a crunchy sound when it's bitten into.

2. There was a roaring fire.
3. It filled the whole damp hut with flickering light.

4. The giant sat back down on the sofa, which sagged under his weight.
5. Soon the hearth was full of the sound and smell of sizzling sausage.
6. He slid the first six, fat, slightly burnt sausages off the poker.
7. It was lit by thousands and thousands of candles.
8. The candles were floating in midair over four long tables.
9. Hundreds of faces were staring at them.
10. Smoke from the engine drifted over the heads of the chattering crowd.

Task 8: Here is a practice question. Like you did in previous tasks, you need to zoom in on interesting words. This time, though, you need to focus on the question. You must only zoom in on words linked to the **effects of the weather**.

The wind came in gusts, at times shaking the coach as it travelled round the bend of the road, and in the exposed places on the high ground it blew with such force that the whole body of the coach trembled and swayed, rocking between the high wheels like a drunken man.

The driver, muffled in a greatcoat to his ears, bent almost double in his seat in a faint attempt to gain shelter from his own shoulders, while the dispirited horses plodded sullenly to his command, too broken by the wind and the rain to feel the whip that now and again cracked above their heads, while it swung between the numb fingers of the driver.

The wheels of the coach creaked and groaned as they sank into the ruts on the road, and sometimes they flung up the soft spattered mud against the windows, where it mingled with the constant driving rain, and whatever view there might have been of the countryside was hopelessly obscured.

How does the writer use language here to describe the effects of the weather?

8A: complete the table. The first row has been done for you as an example.

Word I've zoomed in on	The word helps us imagine...
'shaking'	<i>that the wind is so strong it is causing the coach to shake from side to side</i>

8B. Write sentences explaining the effect of the words you have zoomed in on.

Notice here that I have included **'the writer'** in my sentence:

The writer's use of the word 'shaking' helps us to imagine that the wind is so strong that it is causing the coach to shake from side to side.

Write your sentences in your exercise book or on lined paper. You can always use this sentence starter to help you.

The writer's use of the word ' ' helps us to imagine...

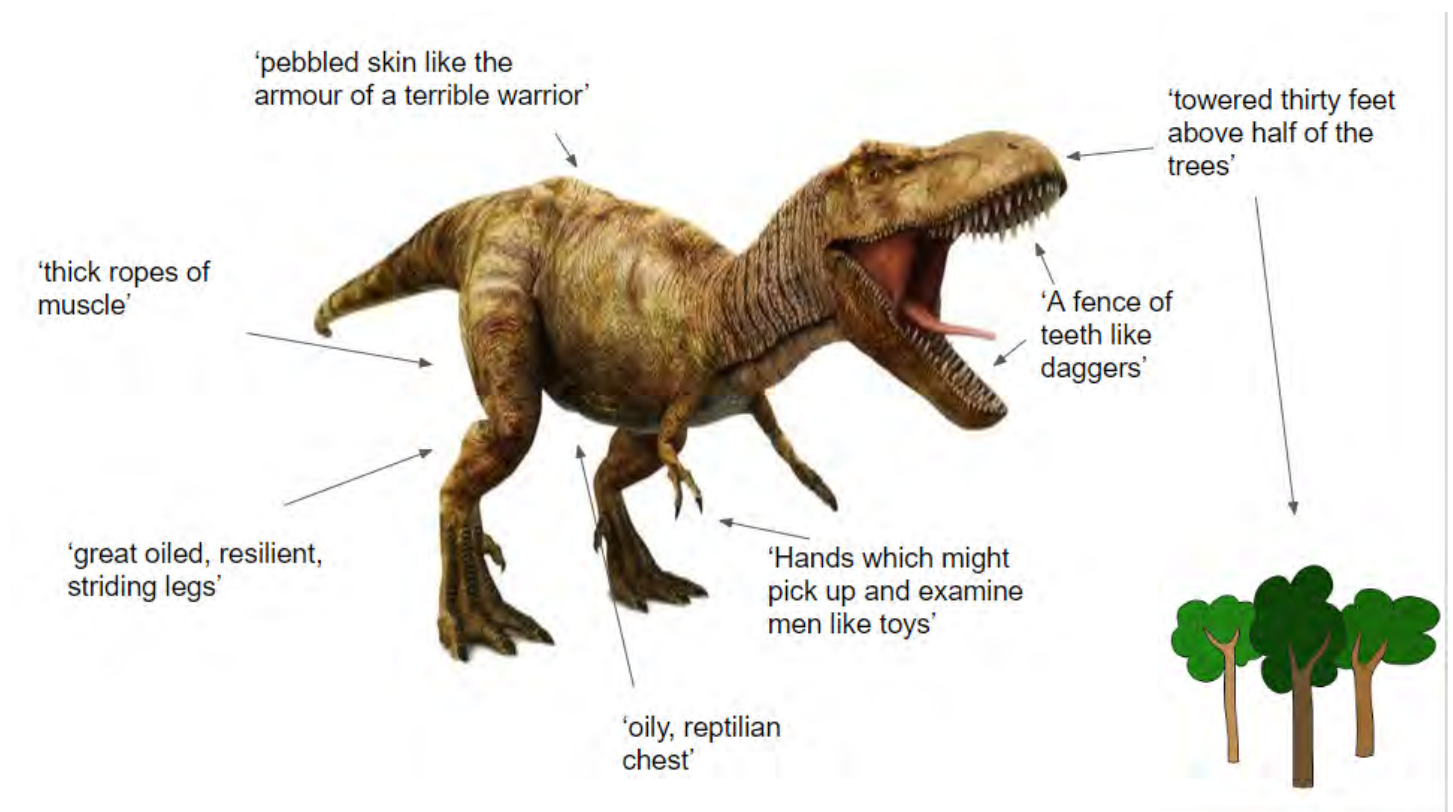
PUTTING IMAGERY AND ZOOMING TOGETHER

Examiners say that many students write very general comments about language that don't pick up any marks. Here are some examples:

- This creates imagery.
- This creates pictures in the reader's mind.
- This word is very interesting for the reader.
- This word stands out

None of these are good examples of comments about language. They are too general. In previous tasks, you have practised writing much more **specific and detailed** comments about imagery and word choice. We are going to try and put those two ideas together now.

Here is a picture of a T-rex (tyrannosaurus rex), which all of our sentences are going to be about.



1A. 'towered thirty feet above half of the trees'

Here is a sentence about this quotation, which is **not very good**.

This quotation creates imagery of a large dinosaur.

This sentence is not very good because it's a very general comment, which doesn't explain in specific terms what the image is of.

Here is a sentence about this quotation, which is **very good**.

This quotation creates imagery of a dinosaur looming high above the tops of the trees, which emphasises the enormous size of the dinosaur and how tiny the men feel in comparison. The word 'towered' implies that the dinosaur soars high above the tops of the trees, and is looking down on the trees and the men threateningly.

This sentence is much better because it **explains specifically what the image is of**, and **what the effect of this image is**. **It also zooms in on a specific word from the quotation, explaining the effect of the word.**

You're going to try planning and writing detailed sentences about the other quotations. In the first two examples, the ideas have been given to you, which you need to write up into sentences. In the remaining examples, you need to come up with the ideas too.

To help you write in detail, always try to say **three things** about a quotation.

1B. 'a fence of teeth like daggers'

- (1) Creates imagery of a mouth full of large and sharp teeth, grinning threateningly at the men.
- (2) 'daggers' = implies teeth are extremely sharp and could kill the men if it were to bite into their skin.
- (3) 'fence' = implies that the teeth are huge and that there are large number of them, stacked next to each other.

Using these ideas, write your sentences.

1C. 'hands which might pick up and examine men like toys'

- (1) creates imagery of the dinosaur's large, and mighty claws clutching the tiny men.
- (2) 'toys' = emphasises the size of the dinosaur. It's hands are so huge that the men look like tiny toys when it picks them up.
- (3) 'toys' = also suggests that the dinosaur could easily break the men in two, like someone could easily break a small toy

Using these ideas, write your sentences.

1D. 'oily, reptilian chest' (hint: when zooming in on the words oily and reptilian, ask yourself: what is the writer trying to show about how the dinosaur's skin would feel?)

- (1) Creates imagery of _____
- (2) 'oily' = _____
- (3) 'reptilian' = _____

Write your ideas above and then write your sentences.

1E. 'great, oiled, resilient, striding legs'

resilient means strong and not easily damaged.

striding means walking with long and wide steps.

- (1) Creates imagery of _____
- (2) 'great' = _____
- (3) 'oiled' = _____
- (4) 'Resilient' = _____
- (5) 'striding' = _____

Write your ideas above and then write your sentences.

1F. 'thick ropes of muscle'

- (1) Creates imagery of _____
- (2) 'thick ropes' = _____
- (3) 'Muscle' = _____

Write your ideas above and then write your sentences.

1G. 'pebbled skin like the armour of a terrible warrior'

- (1) Creates imagery of _____
- (2) 'pebbled' = _____
- (3) 'armour' = _____
- (4) 'warrior' = _____

Write your ideas above and then write your sentences.

SIMILES AND METAPHORS

Task 1: for each, identify if it is a simile or a metaphor

Task 2: for each, can you explain what must be the same about the two things that are being compared?

E.g.

1. She ate like a bird. Simile.

The writer's use of a simile to compare the lady's eating to a bird implies that the lady pecks at her food.

1. She ate like a bird.
2. The snow is a white blanket.
3. My children fight like cats and dogs.
4. The hospital was a refrigerator.
5. The classroom was a zoo.
6. America is a melting pot.
7. We meandered aimlessly, like a stream
8. Her lovely voice was music to his ears.
9. Life is a rollercoaster.
10. He raced away like a frightened rabbit
11. The alligator's teeth are white daggers.
12. Their home was a prison.
13. She screamed like a baby
14. The slide on the playground was a hot stove.
15. His heart is a cold iron.
16. She is a peacock.
17. He is a shining star.
18. Time is money.
19. My teacher is a dragon.
20. Tom's eyes were icy.
21. The detective's face was wooden as he listened to her story.
22. She feels that life is a fashion show.
23. The world is a stage.
24. The children were flowers grown in concrete gardens.
25. Those kids are like two peas in a pod
26. Kisses are the flowers of affection.
27. His words were cotton candy.
28. I was so angry, I exploded like a volcano
29. Mary's eyes were fireflies.
30. She slept like a log.
60. Sue's room is a zoo with fish, a gerbil and a parakeet.
61. The park was a lake after the rain.
31. John's suggestion was just a band-aid.
32. The cast on his broken leg was a plaster shackle.
33. Her long hair was a flowing golden river.
34. The computers at school are old dinosaurs.
35. Laughter is the music of the soul.
36. He is a night owl.
37. Maria is a chicken.
38. The falling snowflakes are dancers.
39. I'm going to work like a dog to save up for my holiday.
40. At five o'clock, the interstate was a parking lot.
41. That sound is like fingernails on a chalkboard.
42. Books are keys to your imagination.
43. Her teddy bear was her best friend, never sharing her secrets.
44. The peaceful lake was a mirror.
45. Terry was blue when his goldfish died.
46. The wind was an angry witch.
47. The ballerina was a swan, gliding across the stage.
48. The aeroplane soared like an eagle.
49. Her angry words were bullets to him.
50. Your brain is a computer.
51. Jamal was a pig at dinner.
52. He ran as fast as a cheetah.
53. You are my sunshine.
54. The car was a furnace in the sun.
55. Thank you so much. You are an angel.
56. That teacher is an ogre.
57. Ben's temper was a volcano, ready to explode.
58. The sun is a golden ball.
59. The clouds are balls of cotton.
62. I enjoyed it so much; it was like a dream
63. The lightning was fireworks in the sky.
64. That lawn is a green carpet.

65. My dad is a road hog.
66. The stars are sparkling diamonds.
67. Those two best friends are two peas in a pod.
68. He is a walking dictionary.
69. Donations for the popular charity were a tsunami.
70. Necessity is the mother of invention.
71. My big brother is a couch potato.
72. The road was a ribbon stretching across the desert.
73. You sing like an angel
74. She ate like an animal.
75. The teenager's stomach was a bottomless pit.
76. The thunder was a mighty lion.
77. I am so excited. My pulse is a race car.
78. The moon is a white balloon.
79. The stormy ocean was a raging bull.
80. Her tears were a river flowing down her cheeks.

PERSONIFICATION

Task 1: Complete the table

	What is being personified?	This personification suggests..
<i>The moon played hide and seek with the clouds.</i>	<i>The moon</i>	<i>That the moon keeps disappearing and reappearing from behind the clouds.</i>
The approaching car's headlights winked at me.		
The stairs groaned as we walked on them.		
Lightning danced across the sky.		
The wind howled in the night.		
The car complained as the key was roughly turned in its ignition.		
Rita heard the last piece of pie calling her name.		
My alarm clock yells at me to get out of bed every morning.		
The avalanche devoured anything standing in its way.		
The door protested as it opened slowly.		
Time flies when you're having fun.		

Task 2: Write sentences explaining how personification is used in each of these examples.

Model:

1. Lightning danced across the sky.

The writer's use of personification suggests that the lightning moves rapidly in ever-changing patterns.

Your turn:

2. The wind howled in the night.
3. The car complained as the key was roughly turned in its ignition.
4. Rita heard the last piece of pie calling her name.
5. My alarm clock yells at me to get out of bed every morning.
6. The avalanche devoured anything standing in its way.
7. The door protested as it opened slowly.
8. My house is a friend who protects me.
9. The moon played hide and seek with the clouds.
10. The approaching car's headlights winked at me.
11. The stairs groaned as we walked on them.
12. Our vacuum hums a happy tune while it cleans.
13. My flowers were begging for water.
14. The ivy wove its fingers around the fence.
15. The thunder was grumbling in the distance.
16. The cactus saluted those who drove past.
17. The wildfire ran through the forest at an amazing speed.
18. The moon smiled at the stars in the sky.
19. The leaves waved in the wind.
20. Time flies when you're having fun.

REPETITION

Task 1: In each example of repetition, explain what word(s) have been repeated and why.

Model:

'Cannon to right of them, cannon to left of them, cannon in front of them'.

The writer's repetition of the word 'cannon' emphasises the fact that the soldiers are surrounded by gunfire.

Your turn:

1. The big stairs led up to a big house with a big front door. Breathe, breathe, breathe, I told myself. I only have to stay for one second, be afraid for one second, not scream for one second. I can do it. I can win the bet. I can prove I'm brave.
2. I'm happy because you love me, I'm more fulfilled because you love me, I have everything because you love me."
3. "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..."
4. The apartment was on the top floor—a small living-room, a small dining-room, a small bedroom, and a bath.
5. Wherever they's a fight so hungry people can eat, I'll be there. Wherever they's a cop beaten' up a guy, I'll be there...I'll be in the way guys yell when they're mad an'—I'll be in the way kids laugh when they're hungry and they know supper's ready. An' when our folk eat the stuff they raise n'live in the houses they build—why, I'll be there.

A STEP-BY-STEP APPROACH TO TACKLING QUESTION 2

Now that you have practised writing sentences about imagery and word choice, you are going to have a go at a practice question, following this step-by-step approach.

Practice One

Here is an example question from an AQA exam paper.

Mr Fisher remembered a time - surely, not so long ago - when books were golden, when imaginations soared, when the world was filled with stories which ran like gazelles and pounced like tigers and exploded like rockets, illuminating minds and hearts. He had seen it happen; had seen whole alasses swept away in the fever, In those days, there were heroes; there were dragons and dinosaurs; there were space adventurers and soldiers of fortune and great apes. In those days, thought Mr Fisher, we dreamed in colour, though films were in black and white, and good always triumphed in the end.

How does the writer use language to convey Mr Fisher's views on books and stories from the past?

You could write about:

- words and phrases
- language features and techniques
- sentence forms

[8 marks]

Step-by-step guidance:

Step 1: *Underline key words in the question.*

How does the writer use language to convey Mr Fisher's views on books and stories from the past?

- words and phrases
- language features and techniques
- ~~sentence forms~~ - *avoid writing about sentence forms. It is very tricky and students very rarely write good, insightful comments about sentence structure*

Step 2: *Reread the extract and underline three short quotations that you understand. Don't underline anything you don't understand as you won't be able to write confidently about it!*

Mr Fisher remembered a time - surely, not so long ago - when books were golden, when imaginations soared, when the world was filled with stories which ran like gazelles and pounced like tigers and exploded like rockets, illuminating minds and hearts. He had seen it happen; had seen whole alasses swept away in the fever, In those days, there were heroes; there were dragons and dinosaurs; there were space adventurers and soldiers of fortune and great apes. In those days, thought Mr Fisher, we dreamed in colour, though films were in black and white, and good always triumphed in the end.

Step 3: *Ask yourself - what is clear from the extract?*

It would **not** be correct to say that Mr Fisher thinks stories from the past were boring.

It would **not** be correct to say that Mr Fisher thinks stories from the past were silly.

It would **not** be correct to say that Mr Fisher doesn't like stories from the past.

Which statements are correct? Circle or underline them.

- Mr Fisher thinks stories from the past were boring.
- Mr Fisher thinks stories from the past were exciting.
- Mr Fisher thinks stories from the past were valuable.
- Mr Fisher thinks stories from the past were full of action.
- Mr Fisher thinks stories from the past were silly.
- Mr Fisher doesn't like stories from the past.

Step 4: Write your first topic sentence, using one of your ideas about what is clear.

For example:

The writer makes clear Mr Fisher thinks stories from the past were exciting.

Write your topic sentence on lined paper/your exercise book.

Step 5: Choose a quotation that proves your topic sentence.

Which quotation best proves this topic sentence?

The writer makes clear Mr Fisher thinks stories from the past were exciting.

Circle or underline it.

- 'books were golden'
- 'dragons and dinosaurs; there were space adventurers'
- 'good always triumphed in the end'

You should have selected the second quotation.

This best proves the topic sentence that stories from the past were exciting because the writer lists exciting things, like dragons and dinosaurs, that the stories were about.

Step 6: write up your topic sentence and your quotation. Remember what you have practised in terms of writing about imagery and word choice. Here is an example.

The writer makes clear Mr Fisher thinks stories from the past were exciting. He does this by listing things that were in the stories, such as 'dragons and dinosaurs' and 'space adventurers'. The imagery in these words helps the reader to imagine fantasy storylines in which the characters went on exciting expeditions and met fantastical creatures. The writer's use of the word 'adventurers' helps us to imagine that Mr Fisher felt like he was also going on adventure with the characters when he read these stories.

Try following these steps yourself and having a go at your own answer.

Notice in this answer that I have tried to write about the imagery **and** zoom in on a word.

Practice Two

Here is another example question.

In this extract, Harry Potter is playing a game of quidditch on his broomstick. He suddenly realises that he is losing control of the broomstick.

It was as Harry dodged another bludger spinning dangerously past his head that it happened. His broom gave a sudden, frightening lurch. He thought he was going to stop. He gripped the broom tightly with both his hands and knees. He never felt anything like that. It happened again. It was as though the broom was trying to buck him off, but the Nimbus Two Thousands did not suddenly decide to buck their riders off. Harry tried to turn back towards the Gryffindor goal posts; he had half a mind to ask Wood to call timeout - and then realised his broom was completely out of his control. He couldn't turn it. He couldn't direct it at all. It was zigzagging through the air and every now and then making violent swishing movements which almost unseated him.

How does the writer use language to describe Harry losing control?

You could write about:

- words and phrases
- language features and techniques
- sentence forms

[8 marks]

Step-by-step guidance:

Step 1: *Underline key words in the question.*

How does the writer use language to describe Harry losing control?

- words and phrases
- language features and techniques
- ~~sentence forms~~ - avoid writing about sentence forms. It is very tricky and students very rarely write good, insightful comments about sentence structure

Step 2: *Reread the extract and underline three short quotations that you understand. Don't underline anything you don't understand as you won't be able to write confidently about it!*

It was as Harry dodged another bludger spinning dangerously past his head that it happened. His broom gave a sudden, frightening lurch. He thought he was going to stop. He gripped the broom tightly with both his hands and knees. He never felt anything like that. It happened again. It was as though the broom was trying to buck him off, but the Nimbus Two Thousands did not suddenly decide to buck their riders off. Harry tried to turn back towards the Gryffindor goal posts; he had half a mind to ask Wood to call timeout - and then realised his broom was completely out of his control. He couldn't turn it. He couldn't direct it at all. It was zigzagging through the air and every now and then making violent swishing movements which almost unseated him.

Step 3: *Ask yourself - what is clear from the extract?*

It would **not** be correct to say that Harry feels in control of his broomstick.

It would **not** be correct to say that Harry is relaxed and calm.

It would **not** be correct to say that Harry doesn't feel frightened.

Which statements are correct? Circle or underline them.

- Harry feels frightened when he realises he is losing control.
- Harry feels in control of his broomstick.
- Harry is relaxed and calm as he takes control of his broomstick.
- Harry starts to panic because he cannot control the broomstick.
- Harry doesn't feel frightened because he knows he is in control.
- Harry almost falls off the broomstick due to it moving in a haphazard way.

Step 4: *Write your first topic sentence, using one of your ideas about what is clear.*

For example:

JK Rowling makes clear Harry feels frightened when he realises he is losing control.

Write your topic sentence on lined paper/your exercise book.

Step 5: *Choose a quotation that proves your topic sentence.*

Which quotation best proves this topic sentence?

JK Rowling makes clear Harry **feels frightened** when he realises he is losing control.

Circle or underline it.

- 'it happened again'
- 'Harry tried to turn back to the Gryffindor goal posts'
- 'his broom gave a sudden, frightening lurch'

You should have selected the third quotation.

This best proves the topic sentence that Harry feels frightened because it indicates that he feels frightened when the broom lurches out of control.

Step 6: write up your topic sentence and your quotation. Remember what you have practised in terms of writing about imagery and word choice. Here is an example.

JK Rowling makes clear Harry feels frightened when he realises he is losing control. She does this by writing that 'his broom gave a sudden, frightening lurch'. The imagery in these words helps us to imagine Harry being jerked suddenly by his broom. Rowling's use of the word 'sudden' suggests that this movement takes Harry by surprise. Her use of the word 'frightening' demonstrates that Harry feels terrified because he realises that he cannot control the broomstick.

Try following these steps yourself and having a go at your own answer.

Notice in this answer that I have tried to write about the imagery **and** zoom in on a word.

Question 3: How does the writer's use of structure...? [8 marks] 10 minutes

This question is about where things are happening and why. You need to think about the order things take place within the extract and why this is important. A writer is like a film camera, zooming in on certain things in order to focus our attention on something specific. The way to approach this question is to ask yourself about what the writer focuses on in.

- (1) The opening
- (2) The middle
- (3) The ending

Before we look at how to do that, we will look at one specific technique writers use - suspense.

Suspense

Suspense is when the writer sets up a question that the reader wants answers to and delays this answer, keeping us guessing.

For example:

- What's inside the haunted mansion?
- Which of the dinner guests is the murderer?
- Will the hero save the day?
- Will the couple get together in the end?
- What is the dark secret that the main character is keeping?

Writers create suspense in a number of ways. For example:

- (1) They choose one of the characters as a **limited narrator**, who starts off knowing as little as the audience does. As they find out more, so do we. **Example:** RL Stevenson 'The Strange Case of Dr Jekyll and Mr Hyde'. Utterson is chosen as the narrator, so the reader must wait until Utterson finds out the truth before we can learn it ourselves.
- (2) They choose a **mysterious setting or imagery**, for example old mansions, secret pathways/passage ways, which suggest things are being hidden. They might use fog and storms to stop the characters from seeing properly, which adds to the mystery. **Example:** RL Stevenson 'The Strange Case of Dr Jekyll and Mr Hyde'. Stevenson chooses for the characters to be out at night time or in foggy weather conditions, meaning they can see less clearly, which makes them, and the reader, feel uneasy.
- (3) They make **ordinary objects sound sinister** to create a dark mood. For example, describing red flowers as 'blood red'. The word 'blood' sounds sinister and may think that one of the characters is in danger.
- (4) They use **dramatic irony** to reveal big parts of the secret to the audience but not the characters. Part of the excitement comes from wondering when the characters will learn the truth and how. **Example:** In Romeo and Juliet, Shakespeare reveals right from the prologue that both characters will die. The audience feels nervous and excited as the play continues and we wait to find out when and how Romeo and Juliet will die.
- (5) They use a **cliffhanger**. This is where a chapter or end of the text cuts off before something important has been revealed or in the middle of a very dangerous situation. Waiting to find out what happens makes us imagine possibilities about what could happen next, which builds extra suspense.

Here are some examples of sentences in books that create suspense. Remember, when writing about suspense, you ask yourself: What question has been set up, which the reader wants the answer to?

Example	What question has been set up, which the reader wants the answer to? The reader wants to know...
We didn't know what we know now. We couldn't have. If we had, things could have been - would have been - different.	...what happened to these characters that has been life changing.
Jack Reacher ordered espresso, double, no peel, no cube, foam cup, no china, and before it arrived at his table he saw a man's life change forever.	...what happened to the man that changed his life forever.
'What a peaceful night,' said Anne, looking out of her window. 'Well - sleep tight everyone. I don't expect any of us will open an eye until late tomorrow morning. I know I shan't!' But she did. She opened her eyes very wide indeed in the middle of the night.	...what kept Anne awake in the night, asking ourselves what she was worried about or what she saw that woke her up
Footsteps came up the path. 'Police!' she shouted. 'Run!'	...why they're running away from the police and if they manage to escape/if the police catch them.
'What about the gates?' asked John. 'I don't see why we can't climb over them - do you? Nobody would do it in the <i>daytime</i> as they'd be seen - but I can't see why we can't do it <i>now</i> . They didn't look too difficult. Just ordinary wrought iron ones.' 'Yes, of course!' said Julian. 'That's a brainwave! Come on!'	...what happens when the two boys climb successfully over the gates and achieve what they are setting out to do

Task 1: circle the numbers of the sentences you think create suspense.

1. Suddenly he broke into a series of loud barks, which woke the girls in a panic.
'Timmy! What's the matter? Oh Tim! What is it?' George asked. She clutched his leather collar. 'Don't leave us Timmy! What has scared you?'
2. 'He's got a one-eyed dog called Jet,' said George, and Timmy barked as he heard the name.
'You like Jet, don't you, Tim?'
'This all sounds interesting,' said John. 'Pass me the bag of tomatoes, Julian, before you eat the lot.'
3. 'Those men last night! They came into the garden and lifted this big stone. Why?'
'We'll soon find out,' said Julian. 'Come on everyone. Loosen it with your fingers and we will heave it up!'
4. The little spring was a lovely one. It had obviously been used by the people who had once lived in the old cottage, and was built round with big white stones, so that the spring ran through a little stony channel, as clear as crystal.

Task 2: In each example of suspense, write afterwards what question you have that has remained unanswered. Start your sentence with the words 'The reader wants to know...'

1. *'Hope you have - er - a good holiday,' said Hermione, looking uncertainly after Uncle Vernon, shocked that anyone could be so unpleasant.*
'Oh, I will,' said Harry, and they were surprised at the grin that was spreading over his face. 'They don't know we're not allowed to use magic at home. I'm going to have a lot of fun this summer...'
The reader wants to know what tricks Harry will play on his family and how they will respond.
2. 'Mr and Mrs Dursley, of number four, Privet Drive, were proud to say that they were perfectly normal, thank you very much. They were the last people you'd expect to be involved in anything strange or mysterious because they just didn't hold with such nonsense.'
The reader wants to know...
3. 'Footsteps came up the path.
'Police!' she shouted. 'Run!'
The reader wants to know...
4. 'What a peaceful night,' said Anne, looking out of her window. 'Well - sleep tight everyone. I don't expect any of us will open an eye until late tomorrow morning. I know I shan't!'
But she did. She opened her eyes very wide indeed in the middle of the night.
The reader wants to know...
5. 'It was a damp, white mist. It was very different from the yellow fog of London. The mist moved about in front of my eyes. Soon my hair and clothes were wet. Now I saw only a short way in front of me. I looked back. I was not able to see Eel Marsh House. It had completely disappeared in the mist.'

The reader wants to know...

6. 'Sometime later, I woke up. The moonlight was shining into the room. Why was I awake? What had happened? I sat up.'

The reader wants to know...

Task 3. Each of these examples is from a famous ghost story called 'The Woman in Black. In each example of suspense, write afterwards what question you have that has remained unanswered. Start your sentence with the words 'The reader wants to know...'

- 'Hope you have - er - a good holiday,' said Hermione, looking uncertainly after Uncle Vernon, shocked that anyone could be so unpleasant.
'Oh, I will,' said Harry, and they were surprised at the grin that was spreading over his face. 'They don't know we're not allowed to use magic at home. I'm going to have a lot of fun this summer...'
The reader wants to know what tricks Harry will play on his family and how they will respond.
- The frightened little dog pressed against my legs. We were both shaking with fear. And still the sound went on. Bump. Bump. Bump.
- After a time, I went back to the closed door. I turned the handle. The door did not open. I pushed my shoulder against the door. It did not move. There was no keyhole in the door. I could not see into the room.
- At that moment, Spider growled. The little dog was standing at the door. Every hair on her body was stiff with fear. I sat there for a few moments, frozen with fright. Then I stood up. If this was a ghost, I must face it.
- After a few moments, the dog jumped out of my arms. She ran upstairs, towards the locked door. I hurried outside, picked up the axe and torch and followed her.
- I stood there in the darkness. I could not move. Who had gone by? Who was in the house with me? I had seen and heard nothing. But I was sure of one thing. Someone had gone along the passage to the child's bedroom. Someone dead for many years - a ghost.

Task 4: Read this short extract from 'To Kill a Mockingbird'. In this extract, three children (Jem, Scout and Dill), go to the house of a neighbour that they are very afraid of. It is in the middle of the night. Read the extract and complete the table below, trying to explain how the underlined words create suspense.

"Let's try the back window."
"Dill, no," I said. Dill stopped and let Jem go ahead. When Jem put his foot on the bottom step, the step squeaked. He stood still, then tried his weight by degrees. The step was silent. Jem skipped two steps, put his foot on the porch, heaved himself to it, and teetered a long moment. He regained his balance and dropped to his knees. He crawled to the window, raised his head and looked in. Then I saw the shadow. It was the shadow of a man with a hat on. At first I thought it was a tree, but there was no wind blowing, and treetrunks never walked. The back porch was bathed in moonlight, and the shadow, crisp as toast, moved across the porch toward Jem. Dill saw it next. He put his hands to his face. When it crossed Jem, Jem saw it. He put his arms over his head and went rigid. The shadow stopped about a foot beyond Jem. Its arm came out from its side, dropped, and was still. Then it turned and moved back across Jem, walked along the porch and off the side of the house, returning as it had come.

Words from the text	What question has been set up, which the reader wants the answer to? The reader wants to know...
'Then I saw the shadow'	...who the shadow is. We are wondering if it is the neighbour that they are really afraid of, or if it is someone else.

Task 5: Read this short extract from 'To Kill a Mockingbird'. In this extract, three children (Jem, Scout and Dill), go to the house of a neighbour that they are very afraid of. It is in the middle of the night. Read the extract and complete the table below, trying to explain how the underlined words create suspense.

Jem leaped off the porch and galloped toward us. He flung open the gate, danced Dill and me through, and shoed us between two rows of swishing collards. Halfway through the collards I tripped; as I tripped the roar of a shotgun shattered the neighborhood. Dill and Jem dived beside me. Jem's breath came in sobs: "Fence by the schoolyard!--hurry, Scout!" Jem held the bottom wire; Dill and I rolled through and were halfway to the shelter of the schoolyard's solitary oak when we sensed that Jem was not with us. We ran back and found him struggling in the fence, kicking his pants off to get loose.

Words from the text	What question has been set up, which the reader wants the answer to? The reader wants to know...
'He flung open the gate'	...why Jem is so scared. What is it he saw that that has made him so afraid?

Task 6: writing about suspense.

For each example, write a sentence explaining how suspense is created. Copy and complete the sentence so that you are always writing in full sentences. The first has been done for you as an example.

1. *A writer ends the chapter just as the characters are about to open the door to a room where mysterious noises have been coming from.*

This creates suspense because the reader wants to know what is behind the door that has been causing the mysterious noises.

2. In the next chapter, the writer chooses for one character, but not the main character who is narrating the novel, to be the first person to see what is inside the room.

This creates suspense because the reader wants to know...

3. A young girl is kidnapped. When she realised what was happening, she called 999 and started to talk to the police, but the kidnapper snatched her phone away from her.

This creates suspense because the reader wants to know...

4. The main character reveals at the end of the chapter that he has a big secret. In the next chapter, the writer changes the subject and writes about a different character.

This creates suspense because the reader wants to know...

5. A writer opens a short story with the words, 'I would always look back on this as a life-changing moment.'

This creates suspense because the reader wants to know...

OPENING, MIDDLE and ENDING

Question 3 asks you to look at the whole extract. You should look at the opening 10 lines, somewhere in the middle of the extract where there is mystery or suspense, and the final 10 lines. These tasks are designed to help you practise this method.

Task 1A: Read this extract, taken from the middle of the novel 'To Kill a Mockingbird' by Harper Lee. In this extract, three children - Scout, Jem and Dill - decide to go and visit the house of a neighbour that they are very afraid of, hoping not to get caught. It is nighttime. Once you have read the extract, go back and complete the tasks in the right hand column of the table.

<p>OPENING (opening 10 lines)</p> <p>1 Dill and Jem were simply going to peep in the window with the loose shutter 2 to see if they could get a look at Boo Radley, and if I didn't want to go with 3 them I could go straight home and keep my fat flopping mouth shut, that was 4 all. 5 "But what in the sam holy hill did you wait till tonight?" 6 Because nobody could see them at night, because Atticus would be so deep 7 in a book he wouldn't hear the Kingdom coming, because if Boo Radley killed 8 them they'd miss school instead of vacation, and because it was easier to see 9 inside a dark house in the dark than in the daytime, did I understand? 10 "Jem, please—" 11 "Scout, I'm tellin' you for the last time, shut your trap or go home— I declare 12 to the Lord you're gettin' more like a girl every day!" 13 With that, I had no option but to join them. We thought it was better to go 14 under the high wire fence at the rear of the Radley lot, we stood less chance 15 of being seen. The fence enclosed a large garden and a narrow wooden 16 outhouse. Jem held up the bottom wire and motioned Dill under it. I followed, 17 and held up the wire for Jem. It was a tight squeeze for him.</p>	<p>Circle or underline the unanswered questions that create feelings of suspense.</p> <p><i>Here is an example question:</i> Why does Jem say 'fat flopping mouth'?</p> <p><i>This is not an unanswered question that creates feelings of suspense, as it does not make us feel nervous or excited.</i></p> <p>Your turn. Circle or underline the unanswered questions that create feelings of suspense.</p> <ol style="list-style-type: none"> (1) Why is Scout so afraid? (2) Is there a good reason to feel very afraid? (3) What do the words 'sam holy hill' mean? (4) What will happen if they get caught? (5) Where is their home?
<p>MIDDLE</p> <p>18 "Don't make a sound," he whispered. "Don't get in a row of collards whatever 19 you do, they'll wake the dead." With this thought in mind, I made perhaps one 20 step per minute. I moved faster when I saw Jem far ahead beckoning in the 21 moonlight. We came to the gate that divided the garden from the back yard. 22 Jem touched it. The gate squeaked. 23 "Spit on it," whispered Dill. 24 "You've got us in a box, Jem," I muttered. "We can't get out of here so 25 easy." 26 "Sh-h. Spit on it, Scout." 27 We spat ourselves dry, and Jem opened the gate slowly, lifting it aside 28 and resting it on the fence. We were in the back yard. The back of the 29 Radley house was less inviting than the front: a ramshackle porch ran 30 the width of the house; there were two doors and two dark windows 31 between the doors. Instead of a column, a rough two-by-four supported 32 one end of the roof. An old Franklin stove sat in a corner of the porch; 33 above it a hat-rack mirror caught the moon and shone eerily. 34 "Ar-r," said Jem softly, lifting his foot. 35 "Smatter?" 36 "Chickens," he breathed. That we would be obliged to dodge the unseen from 37 all directions was confirmed when Dill ahead of us spelled G-o-d in a whisper. 38 We crept to the side of the house, around to the window with the hanging 39 shutter. The sill was several inches taller than Jem. 40 "Give you a hand up," he muttered to Dill. 41 "Wait, though." Jem grabbed his left wrist and my right wrist, I grabbed my left</p>	<p>Circle or underline the unanswered questions that create feelings of suspense.</p> <ol style="list-style-type: none"> (1) Did anyone hear the gate squeak? (2) Will the children get caught? (3) Why do the characters spit? (4) What will happen to the children if they get caught in the back garden of someone's house? (5) What is an 'Old Franklin stove'?

42 43 44 45 46 47 48 49	wrist and Jem's right wrist, we crouched, and Dill sat on our saddle. We raised him and he caught the window sill. "Hurry," Jem whispered, "we can't last much longer." Dill punched my shoulder, and we lowered him to the ground. "What'd you see?" "Nothing. Curtains. There's a little teeny light way off somewhere, though." "Let's get away from here," breathed Jem. "Let's go 'round in back again. Sh-h," he warned me, as I was about to protest. "Let's try the back window."	
50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70	ENDING (final 10 lines) "Dill, no," I said. Dill stopped and let Jem go ahead. When Jem put his foot on the bottom step, the step squeaked. He stood still, then tried his weight by degrees. The step was silent. Jem skipped two steps, put his foot on the porch, heaved himself to it, and teetered a long moment. He regained his balance and dropped to his knees. He crawled to the window, raised his head and looked in. Then I saw the shadow. It was the shadow of a man with a hat on. At first I thought it was a tree, but there was no wind blowing, and tree-trunks never walked. The back porch was bathed in moonlight, and the shadow, crisp as toast, moved across the porch toward Jem. Dill saw it next. He put his hands to his face. When it crossed Jem, Jem saw it. He put his arms over his head and went rigid. The shadow stopped about a foot beyond Jem. Its arm came out from its side, dropped, and was still. Then it turned and moved back across Jem, walked along the porch and off the side of the house, returning as it had come. Jem leaped off the porch and galloped toward us. He flung open the gate, danced Dill and me through, and shoed us between two rows of swishing collards. Halfway through the collards I tripped; as I tripped the roar of a shotgun shattered the neighborhood. Dill and Jem dived beside me. Jem's breath came in sobs: "Fence by the schoolyard!--hurry, Scout!" Jem held the bottom wire; Dill and I rolled through and were halfway to the shelter of the schoolyard's solitary oak when we sensed that Jem was not with us.	Circle or underline the unanswered questions that create feelings of suspense . (1) What is a collard? (2) Who is the shadow attached to? (3) Will the person creating the shadow harm the children? (4) Who fires a shotgun? (5) What has happened to Jem if he is not with the other children and will he be alright? (6) Why is there only one oak tree and not more? (7) What school do Scout and Jem go to?

Task 1B: complete this table, choosing your own quotations from the extract, which you think create suspense because the writer sets up a question that the reader wants answered. The first has been done for you as an example.

Quotation from the text	Where in the text this is	What question has been set up, which the reader wants the answer to? The reader wants to know..
"Jem, please—"	Opening (line 10)	We wonder why Scout is so worried and is pleading with Jem not to go. The reader asks themselves who the children are visiting and why they are so afraid of him.
'because if Boo Radley killed them they'd miss school instead of vacation'	Opening (line 8)	
'The gate squeaked. "Spit on it," whispered Dill.'	Middle (line 23-24)	
'The shadow'	Ending (line 60)	
'we sensed that Jem was not with us'	Ending (final line)	

Task 1C: Write sentences explaining how the writer creates suspense in each section. The sentences have been planned for you each time - apart from the 'how' which has been left blank for your own ideas. The colours are there to help you get the parts of the sentence in the right order.

She creates suspense

When? Opening (line 10)

Who? Harper Lee / the writer

How? 'Jem, please -' = (1) Scout pleading (2) makes reader wonder why Scout is so worried and what she is afraid of

In the opening (line 10), Harper Lee creates suspense by having Scout say "Jem, please -", which not only indicates that Scout is desperately pleading with them but also makes the reader wonder why Scout is so worried and what it is she is afraid of.

Sentence 1:

(3) She creates suspense.

(1) When? Opening (line 8)

(2) Who? Harper Lee

(4) How? 'If Boo Radley killed them' = (1) ... (2)

Expanded sentence:

Sentence 2:

(3) She creates suspense.

(1) When? Middle (line 23-24)

(2) Who? Harper Lee

(4) How? 'The gate squeaked' = (1).....(2)....

Expanded sentence:

Sentence 3:

(3) She creates suspense.

(1) When? Ending (line 60)

(2) Who? Harper Lee

(4) How? 'The shadow' = (1).....(2)....

Expanded sentence:

Sentence 4:

(3) She creates suspense.

(1) When? Middle (final line)

(2) Who? Harper Lee

(4) How? 'We sensed Jem was not with us' = (1).....(2)....

Expanded sentence:

Task 2A: Read this extract, taken from the middle of a short story, 'The Red Room' by HG Wells. In the story, a man chooses to spend a night in a castle in a room that is supposed to be haunted. He wants to prove that it is not haunted. The people who live in the castle feel nervous for him as they believe that the room is haunted. Once you have read the extract, go back and complete the tasks in the right hand column of the table.

	OPENING	Answer these questions:
1	"And you are really going?" said the man with the shade, looking at me	(1) Does HG Wells name the man and woman?
2	again for the third time with that queer, unnatural tilting of the face.	(2) Does him NOT naming them make them seem MORE or LESS mysterious?
3	"This night of all nights!" whispered the old woman.	(3) What does the reader wonder about these people?
4	"It is what I came for," I said, and moved toward the door. As I did so,	(4) Does HG Wells explain what the old woman means when she says 'This night of all nights!' or NOT?
5	the old man with the shade rose and staggered round the table, so as to	(5) The fact that he does NOT
6	be closer to the others and to the fire. At the door I turned and looked at	
7	them, and saw they were all close together, dark against the firelight,	
8	staring at me over their shoulders, with an intent expression on their	
9	ancient faces.	
10	"Good-night," I said, setting the door open. "It's your own choosing,"	
11		

12 13 14	said the man with the withered arm. I left the door wide open until the candle was well alight, and then I shut them in, and walked down the chilly, echoing passage.	explain what she means- does this create MORE or LESS suspense?
15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37	MIDDLE I must confess that the oddness of these three old pensioners in whose charge her ladyship had left the castle, and the deep-toned, old-fashioned furniture of the housekeeper's room, in which they foregathered, had affected me curiously in spite of my effort to keep myself at a matter-of-fact phase. They seemed to belong to another age, an older age, an age when things spiritual were indeed to be feared, when common sense was uncommon, an age when omens and witches were credible, and ghosts beyond denying. Their very existence, thought I, is spectral; the cut of their clothing, fashions born in dead brains; the ornaments and conveniences in the room about them even are ghostly—the thoughts of vanished men, which still haunt rather than participate in the world of to-day. And the passage I was in, long and shadowy, with a film of moisture glistening on the wall, was as gaunt and cold as a thing that is dead and rigid. But with an effort I sent such thoughts to the right-about. The long, drafty subterranean passage was chilly and dusty, and my candle flared and made the shadows cower and quiver. The echoes rang up and down the spiral staircase, and a shadow came sweeping up after me, and another fled before me into the darkness overhead. I came to the wide landing and stopped there for a moment listening to a rustling that I fancied I heard creeping behind me, and then, satisfied of the absolute silence, pushed open the unwilling baize-covered door and stood in the silent corridor.	(1) Does HG Wells explain where the noise comes from when the narrator thinks someone is creeping behind him? (2) Does this create MORE or LESS suspense? (3) Does the word 'creeping' suggest that the person following him wants to be noticed or not? (4) Does this seem mysterious or not?
38 39 40 41 42 43 44 45 46 47 48 49 50 51	ENDING The effect was scarcely what I expected, for the moonlight, coming in by the great window on the grand staircase, picked out everything in vivid black shadow or reticulated silvery illumination. Everything seemed in its proper position; the house might have been deserted on the yesterday instead of twelve months ago. There were candles in the sockets of the sconces, and whatever dust had gathered on the carpets or upon the polished flooring was distributed so evenly as to be invisible in my candlelight. A waiting stillness was over everything. The door of the Red Room and the steps up to it were in a shadowy corner. I moved my candle from side to side in order to see clearly the nature of the recess in which I stood, before opening the door. Here it was, thought I, that my predecessor was found, and the memory of that story gave me a sudden twinge of apprehension. I glanced over my shoulder at the black Ganymede in the moonlight, and opened the door of the Red Room rather hastily, with my face half turned to the pallid silence of the corridor.	(1) If the Red Room is in a 'shadowy corner' does this make it MORE or LESS easy to see? (2) What might the reader be wondering about the area where the Red Room is? (3) When HG Wells writes 'that story', do we know what story he is actually referring to or NOT? (4) Does this create MORE suspense or NO suspense? (5) When HG Wells writes that the narrator is about to open the door of the Red Room, what questions does the reader have?

Task 2B: complete this table, choosing your own quotations from the extract, which you think create suspense because the writer sets up a question that the reader wants answered. The first has been done for you as an example.

Quotation from the text	Where in the text this is	What question has been set up, which the reader wants the answer to? The reader wants to know..
'man' 'old woman'	Opening (lines 1-3)	We want to know who these mysterious old characters are and why they live in this castle. It's odd that they're not named.
"You are really going? On this night of all nights!"	Opening (line 3)	

'I heard creeping behind me'	Middle (line 35)	
'I glanced over my shoulder'	Ending (line 50)	
'opened the door of the Red Room'	Ending (final line)	

Task 2C: Write sentences explaining how the writer creates suspense in each section. The sentences have been planned for you each time - apart from the 'how' which has been left blank for your own ideas. The colours are there to help you get the parts of the sentence in the right order.

He creates suspense

When? Opening (line 1-3)

Who? HG Wells

How? 'Man' 'old woman' = (1) want to know who these mysterious old characters are (2) makes reader wonder why they haven't been named

In the opening (line 1-3), HG Wells creates suspense by describing the characters as 'man' and 'old woman', which not only makes the reader want to know who these mysterious old characters are, but also makes the reader wonder why Wells has chosen not to name them.

Sentence 1:

(3) He creates suspense.

(1) **When?** Opening (line 3)

(2) **Who?** HG Wells

(4) **How?** "You are really going? On this night of all nights!" = (1) ... (2)

Expanded sentence:

Sentence 2:

(3) He creates suspense.

(1) **When?** Middle (line 35)

(2) **Who?** HG Wells

(4) **How?** 'I heard creeping behind me' = (1) ... (2)

Expanded sentence:

Sentence 3:

(3) He creates suspense.

(1) **When?** Ending (line 50)

(2) **Who?** HG Wells

(4) **How?** 'I glanced over my shoulder' = (1) ... (2)

Expanded sentence

Sentence 4:

(3) He creates suspense.

(1) **When?** Ending (final line)

(2) **Who?** HG Wells

(4) **How?** 'Opened the door to the Red Room' = (1) ... (2)

Expanded sentence

A STEP-BY-STEP APPROACH TO TACKLING QUESTION 3

Now that you have practised writing sentences about suspense and looking for clues in the opening, middle and end of the extract, you are going to have a go at a practice question, following this step-by-step approach.

Step-by-step guidance:

Practice One

Here is an example question from an AQA exam paper.

How does the writer use structure to keep the reader interested?

You could write about:

- what the writer focuses your attention on at the beginning of the source
- how and why the writer changes this focus as the source develops
- any other structural features that interest you

[8 marks]

Step 1: Underline key words in the question.

How does the writer use structure to keep the reader interested?

You could write about:

- what the writer focuses your attention on at the beginning of the source
- how and why the writer changes this focus as the source develops
- ~~any other structural features that interest you~~ – we will focus on the opening, middle and ending. Ignore this third bullet point.

[8 marks]

Step 2: reread the extract. Highlight one quotation from the:

- (1) opening (opening 10 lines)
- (2) middle
- (3) ending (final 10 lines)

Choose quotations that are interesting because they build suspense and make you ask questions as a reader.

This extract is from a short story called 'The Monkey's Paw', which is about an actual paw of a monkey, which is supposed to have magic powers, granting three wishes to whoever holds it. A soldier comes to visit a family, bringing the monkey's paw with him, and tells the family about it.



1	"Monkey's paw?" said Mrs. White, curiously.
2	"Well, it's just a bit of what you might call magic, perhaps," said the sergeant-major, offhandedly.
3	"It had a spell put on it by an old fakir," said the sergeant-major, "a very holy man. He wanted to
4	show that fate ruled people's lives, and that those who interfered with it did so to their sorrow. He
5	put a spell on it so that three separate men could each have three wishes from it."
6	His manner was so impressive that his hearers were conscious that their light laughter jarred
7	somewhat.
8	"Well, why don't you have three, sir?" said Herbert White, cleverly.
9	The soldier regarded him in the way that middle age is wont to regard presumptuous youth. "I
10	have," he said, quietly, and his blotchy face whitened.
11	"And did you really have the three wishes granted?" asked Mrs. White.
12	"I did," said the sergeant-major, and his glass tapped against his strong teeth.
13	"And has anybody else wished?" persisted the old lady.
14	"The first man had his three wishes. Yes," was the reply; "I don't know what the first two were,
15	but the third was for death. That's how I got the paw."
16	His tones were so grave that a hush fell upon the group.
17	"If you've had your three wishes, it's no good to you now, then, Morris," said the old man at last.
18	"What do you keep it for?"
19	The soldier shook his head. "Fancy, I suppose," he said, slowly. "I did have some idea of selling
20	it, but I don't think I will. It has caused enough mischief already. Besides, people won't buy. They
21	think it's a fairy tale; some of them, and those who do think anything of it want to try it first and
22	pay me afterward."
23	"If you could have another three wishes," said the old man, eyeing him keenly, "would you have
24	them?"
25	"I don't know," said the other. "I don't know."
26	He took the paw, and dangling it between his forefinger and thumb, suddenly threw it upon the
27	fire. White, with a slight cry, stooped down and snatched it off.
28	"Better let it burn," said the soldier, solemnly.
29	"If you don't want it, Morris," said the other, "give it to me."
30	"I won't," said his friend, doggedly. "I threw it on the fire. If you keep it, don't blame me for what
31	happens. Pitch it on the fire again like a sensible man."
32	The other shook his head and examined his new possession closely. "How do you do it?" he
33	inquired.
34	"Hold it up in your right hand and wish aloud," said the sergeant-major, "but I warn you of the
35	consequences."

Step 3: *annotate the quotations with one or two questions that the reader has at each point in the extract.*

I have created this table to help you.

		The reader wants to know...
Opening	<i>'Monkey's Paw?.'</i> <i>'magic' 'spell'</i>	<i>what the monkey's paw is and what magical powers it has. We wonder what this mysterious object is.</i>
Middle		
Ending		

Step 4: *come up with your topic sentences by asking yourself this question:*

What does the writer choose to focus on in each section of the extract?

Which statement is correct about the **opening** of the extract?

- (1) The writer focuses on the character who is about to make a wish with the Monkey's Paw.
- (2) The writer focuses on the mysterious Monkey's Paw.
- (3) The writer focuses on the previous owner of the Monkey's Paw.

Which statement is correct about the **middle** of the extract?

- (1) The writer focuses on the character who is about to make a wish with the Monkey's Paw.
- (2) The writer focuses on the mysterious Monkey's Paw.
- (3) The writer focuses on the previous owner of the Monkey's Paw.

Which statement is correct about the **ending** of the extract?

- (1) The writer focuses on the character who is about to make a wish with the Monkey's Paw.
- (2) The writer focuses on the mysterious Monkey's Paw.
- (3) The writer focuses on the previous owner of the Monkey's Paw.

Step 4: *Turn these ideas into your topic sentences. Start each paragraph with these words:*

- (1) Firstly,...
- (2) Secondly,...
- (3) Thirdly,...

Here is an example:

Firstly, the writer focuses on the mysterious Monkey's Paw.

Step 5: *Write up your paragraphs, making sure you write about the suspense and the questions the reader has.*

Here is an example answer:

Firstly the writer focuses on the mysterious Monkey's Paw. In the opening line, Wells creates suspense straight away by having the woman ask 'Monkey's Paw?'. Upon reading these lines, the reader wants to know what the monkey's paw. In the opening lines, Wells also writes that the paw has 'magic' and has had a 'spell' cast on it. This creates suspense because the reader wonders, like the characters do, what magical powers this mysterious object has.

Secondly, the writer focuses on the previous owner of the Monkey's Paw. In the middle (lines 14-15, Wells creates suspense by writing that the previous owner of the paw wished for 'death', which is how the new owner came to own the paw. Upon reading these lines, the reader wonders why the previous owner wished for death, how he died and what magical powers the paw had in order to bring about his death. It makes the object seem even more mysterious.

Thirdly, the writer focuses on the character who is about to make a wish with the Monkey's Paw. In the final lines of the extract, Wells creates suspense by having the soldier say to the character 'I warn you of the consequences'. This makes the reader feel slightly afraid that something bad will happen to the character if he makes a wish. By ending the extract in this way, Wells leaves the reader in suspense, desperate to know what will happen to the character when he uses the monkey's paw.

Notice that this answer **avoids** general statements such as 'it makes the reader want to read on' or 'it draws you in'. In order to pick up marks, you must make specific comments.

Practice Two

Here is an example question from an AQA exam paper.

How does the writer use structure to keep the reader interested?

You could write about:

- what the writer focuses your attention on at the beginning of the source
- how and why the writer changes this focus as the source develops
- any other structural features that interest you

[8 marks]

Step 1: *Underline key words in the question.*

How does the writer use structure to keep the reader interested?

You could write about:

- what the writer focuses your attention on at the beginning of the source
- how and why the writer changes this focus as the source develops
- ~~any other structural features that interest you~~ *we will focus on the opening, middle and ending. Ignore this third bullet point.*

[8 marks]

Step 2: *reread the extract. Highlight one quotation from the:*

- (1) opening (opening 10 lines)
- (2) middle
- (3) ending (final 10 lines)

Choose quotations that are interesting because they build suspense and make you ask questions as a reader.

This extract is from the beginning of a short story by Katherine Mansfield. It is the early 1900s and Rosabel, a lower class girl who works in a hat shop, is on her way home.

1	At the corner of Oxford Circus, Rosabel bought a bunch of violets, and that was practically the
2	reason why she had so little tea – for a scone and a boiled egg and a cup of cocoa are not
3	sufficient after a hard day's work in a hat shop. As she swung onto the step of the bus, grabbed
4	her skirt with one hand and clung to the railing with the other, Rosabel thought she would have
5	sacrificed her soul for a good dinner, something hot and strong and filling.
6	
7	Rosabel looked out of the windows; the street was blurred and misty, but light striking on the
8	panes turned their dullness to opal and silver, and the jewellers' shops seen through this were
9	fairy palaces. Her feet were horribly wet, and she knew the bottom of her skirt and petticoat
10	would be coated with black, greasy mud. There was a sickening smell of warm humanity – it
11	seemed to be oozing out of everybody in the bus – and everybody had the same expression,
12	sitting so still, staring in front of them. Rosabel stirred suddenly and unfastened the two top
13	buttons of her coat... she felt almost stifled. Through her half-closed eyes, the whole row of
14	people on the opposite seat seemed to resolve into one meaningless, staring face.
15	
16	She began to think of all that had happened during the day. Would she ever forget that awful
17	woman in the grey mackintosh, or the girl who had tried on every hat in the shop and then said
18	she would 'call in tomorrow and decide definitely'? Rosabel could not help smiling; the excuse
19	was worn so thin.
20	
21	But there had been one other – a girl with beautiful red hair and a white skin and eyes the colour
22	of that green ribbon shot with gold they had got from Paris last week. Rosabel had seen her
23	carriage at the door; a man had come in with her, quite a young man, and so well dressed.
24	

25	'What is it exactly that I want, Harry?' she had said, as Rosabel took the pins out of her hat,
26	untied her veil, and gave her a hand-mirror.
27	
28	'You must have a black hat,' he had answered, 'a black hat with a feather that goes right round it
29	and then round your neck and ties in a bow under your chin – and a decent-sized feather.'
30	
31	The girl glanced at Rosabel laughingly. 'Have you any hats like that?'
32	
33	They had been very hard to please; Harry would demand the impossible, and Rosabel was
34	almost in despair. Then she remembered the big, untouched box upstairs.
35	
36	'Oh, one moment, Madam,' she had said. 'I think perhaps I can show you something that will
37	please you better.' She had run up, breathlessly, cut the cords, scattered the tissue paper, and
38	yes, there was the very hat – rather large, soft, with a great, curled feather, and a black velvet
39	rose, nothing else. They had been charmed.
40	
41	The girl had put it on and then handed it to Rosabel. 'Let me see how it looks on you,' she said.
42	
43	Rosabel turned to the mirror and placed it on her brown hair, then faced them. 'Oh, Harry, isn't it
44	adorable,' the girl cried, 'I must have that!' She smiled again at Rosabel. 'It suits you, beautifully.'
45	
46	A sudden, ridiculous feeling of anger had seized Rosabel. She longed to throw the lovely,
47	perishable thing in the girl's face, and bent over the hat, flushing.
48	
49	'It's exquisitely finished off inside, Madam,' she said. The girl swept out to her carriage, and left
50	Harry to pay and bring the box with him.
51	
52	'I shall go straight home and put it on before I come out to lunch with you,' Rosabel heard her
53	say.

Step 3: *annotate the quotations with one or two questions that the reader has at each point in the extract.*

I have created this table to help you.

		What questions do these words make the reader have? The reader wants to know...
Opening	'So little tea' 'Would have sacrificed her soul for a good dinner'	
Middle	'But there had been one other - a girl with beautiful red hair' / 'young man so well dressed'	...why she remembers this particular customer, and why she remembers how beautiful she was and the colour of her hair.
Ending	'A sudden ridiculous flush of anger had seized Rosabelle'	

Step 4: come up with your topic sentences by asking yourself this question:

What does the writer choose to focus on in each section of the extract?

Which statement is correct about the **opening** of the extract?

- The writer focuses on the girl and man who bought the hat.
- The writer focuses on Rosabelle's anger.
- The writer focuses on Rosabelle's hunger.

Which statement is correct about the **middle** of the extract?

- The writer focuses on the girl and man who bought the hat.
- The writer focuses on Rosabelle's anger.
- The writer focuses on Rosabelle's hunger.

Which statement is correct about the **ending** of the extract?

- The writer focuses on the girl and man who bought the hat.
- The writer focuses on Rosabelle's anger.
- The writer focuses on Rosabelle's hunger.

Step 5: Turn these ideas into your topic sentences. Start each paragraph with these words:

- (1) Firstly,...
- (2) Secondly,...
- (3) Thirdly,...

Here is an example:

Firstly, the writer focuses on Rosabelle's hunger.

Step 5: Write up your paragraphs, making sure you write about the suspense and the questions the reader has.

Here is an example answer:

Firstly the writer focuses on Rosabelle's hunger. In the opening line, Mansfield creates questions about Rosabelle's background by writing that she had 'so little tea' and 'would have sacrificed her soul for a good meal'. The reader wonders what kind of life Rosabelle leads and how difficult life must be for her if she doesn't have enough money to buy food. The reader also senses that Rosabelle's class, and her lack of money, will be important later in the extract, because the writer has made a point of emphasising that here.

Secondly, the writer focuses on the girl and man who bought the hat. In the middle, Mansfield creates mystery and suspense around one of the customers by writing 'but there had been one other -'. These words leave the reader wondering what was special about this customer and why Rosabelle particularly remembers this customer. Mansfield also seems to make a point of describing the appearance of the young girl and young man, writing 'beautiful' and 'well dressed', suggesting that they have a lot of money, unlike Rosabelle.

Thirdly, the writer focuses on Rosabelle's anger. In the final lines of the extract, Mansfield creates suspense by writing 'a sudden, ridiculous feeling of anger seized Rosabelle'. Upon reading these lines, the reader wonders why Rosabelle reacted in the way that she did. We wonder if Rosabelle's life is very difficult, meaning that she is very angry and jealous that the two customers have enough money to buy expensive hats. The reader is left feeling very aware of the contrast between Rosabelle, who cannot afford a decent meal, and the customers, who can afford to go for lunch and buy expensive hats.

Notice that this answer **avoids** general statements such as 'it makes the reader want to read on' or 'it draws you in'. In order to pick up marks, you must make specific comments. .

Question 4: To what extent do you agree with xxxxxx? [20 marks]

Question 4 will direct you to a specific part of the text and be given an opinion about this part of the text. You need to argue how much you agree or disagree with that opinion. In your answer you need to:

- write your **own** views on the opinion you've been given
- write about how the writer has given you this view. What quotations make you think this? Word specific word choices or imagery make you think this?

To practise this question, we're going to break it down into smaller sections to practise, before building up to example questions.

Task 1: Here is a short extract, taken from 'Harry Potter and the Philosopher's Stone' by JK Rowling. In this extract, Harry Potter has just arrived at the great hall. It is the first time he has been there.

1	Harry had never such a strange and splendid place. It was lit by thousands and thousands of candles which were
2	floating in midair over four long tables, where the rest of the students were sitting. These tables were laid with
3	glittering golden plates and goblets. At the top of the hall was another long table where the teachers were sitting.
4	The hundreds of faces staring at them looked like pale lanterns in the flickering candlelight. Here and there among
5	the students, the ghosts shone misty silver. To avoid all the staring eyes, Harry looked upwards and saw a velvety
6	black ceiling with stars.

A student said, about this extract: 'This part of the story, set in the great hall, is magical.'

1A: The most important word in the statement above is underlined: 'magical'. You need to find four quotations from this short extract that prove this moment in the great hall is magical.

Here is a bad example:

'Strange' (line 1)

This is not a good example because it does not prove that the great hall is magical.

Here is a good example:

'thousands and thousands of candles' (line 1)

This is a good example because the imagery helps the reader to imagine that the whole hall is covered with candles and that the whole hall is lit by candlelight. This image feels quite magical.

Reread the short extract. Underline **four quotations** that make the hall feel **magical**.

1	Harry had never such a strange and splendid place. It was lit by thousands and thousands of candles which were
2	floating in midair over four long tables, where the rest of the students were sitting. These tables were laid with
3	glittering golden plates and goblets. At the top of the hall was another long table where the teachers were sitting.
4	The hundreds of faces staring at them looked like pale lanterns in the flickering candlelight. Here and there among
5	the students, the ghosts shone misty silver. To avoid all the staring eyes, Harry looked upwards and saw a velvety
6	black ceiling with stars.

1B: now you've selected quotations, you need to think about the imagery and word choice. What is it about these words you've selected that seems magical? Copy and complete this table to help you develop your ideas.

QUOTATION	IMAGERY, SIMILE, METAPHOR, PERSONIFICATION or REPETITION	ZOOMING IN A word or phrase that particularly stands out is... because...
'thousands and thousands of candles' (line 1)	The imagery helps the reader to that the whole hall is covered with candles and that the whole hall is lit by candlelight	Repetition of 'thousands' emphasises that there are many candles, which gives it a magical feel

1C: Using your ideas from the planning table, write sentences explaining how Rowling creates a magical feel. Use this planning structure to help you.

Here is an example. It has been colour coded to help you see how the planned ideas go into the sentences.

She makes clear the hall is magical.

When? line 1

Who? Rowling

How? 'Thousands and thousands of candles:

(1) Imagery helps the reader to imagine that whole hall is lit by candlelight

(2) 'thousands' = emphasises how many candles

(3) repetition of 'thousands' = implies that every surface is covered with them, giving the hall a magical feel

Expanded sentences: In line 1, Rowling makes clear the hall is magical by writing 'thousands and thousands of candles'.

This imagery helps the reader to imagine that the whole hall is lit by candlelight and that, everywhere Harry looks, he sees candles. Rowling's use of the word 'thousands' emphasises the many candles in the hall. Rowling's repetition of the word 'thousands' implies that every surface is covered with them, which gives the hall a very magical feel.

Your turn:

The writer makes clear the hall is magical.

When?

Who? Rowling

How? (quotation)

(1) Imagery/simile/metaphor/personification.....

(2) Writer's use of word ' _____ ' =

(3) Writer's use of word ' _____ ' =

Expanded sentences (exercise book or lined paper)

The writer conveys that the hall is _____.

When?

Who? Rowling

How? (quotation)

(1) Imagery/simile/metaphor/personification.....

(2) Writer's use of word ' _____ ' =

(3) Writer's use of word ' _____ ' =

Expanded sentences (exercise book or lined paper)

The writer makes clear the hall is _____.

When?

Who? Rowling

How? (quotation)

(1) Imagery/simile/metaphor/personification.....

(2) Writer's use of word ' _____ ' =

(3) Writer's use of word ' _____ ' =

Expanded sentences (exercise book or lined paper)

Task 2: Here is another short extract, also taken from 'Harry Potter and the Philosopher's Stone' by JK Rowling. In this extract, Harry Potter is playing a game of quidditch on his broomstick. He suddenly realises that he is losing control of the broomstick.

1	It was as Harry dodged another bludger (ball) spinning dangerously past his head that it happened. His broom
2	gave a sudden, frightening lurch. He thought he was going to stop. He gripped the broom tightly with both his
3	hands and knees. He never felt anything like that. It happened again. It was as though the broom was trying to
4	buck him off, but the Nimbus Two Thousands did not suddenly decide to buck their riders off. Harry tried to turn
5	back towards the Gryffindor goal posts; he had half a mind to ask Wood to call timeout - and then realised his
6	broom was completely out of his control. He couldn't turn it. He couldn't direct it at all. It was zigzagging through
7	the air and every now and then making violent swishing movements which almost unseated him.

A student said, about this extract: 'In this part of the story it is clear Harry doesn't have control of his broomstick'.

2A: The most important words in the statement above are underlined: 'doesn't have control'. You need to find four quotations from this short extract that prove that **Harry doesn't have control**.

Here is a bad example:

'Gryffindor goal posts'

This is not a good example because it does not prove that Harry doesn't have control.

Here is a good example:

'his broom gave a sudden, frightening lurch'

This is a good example because the imagery helps the reader to imagine that Harry's broomstick makes a sudden movement that causes Harry to feel frightened.

Reread the short extract. Underline **four quotations** that indicate Harry **doesn't have control**.

1	It was as Harry dodged another bludger (ball) spinning dangerously past his head that it happened. His broom
2	gave a sudden, frightening lurch. He thought he was going to stop. He gripped the broom tightly with both his
3	hands and knees. He never felt anything like that. It happened again. It was as though the broom was trying to
4	buck him off, but the Nimbus Two Thousands did not suddenly decide to buck their riders off. Harry tried to turn
5	back towards the Gryffindor goal posts; he had half a mind to ask Wood to call timeout - and then realised his
6	broom was completely out of his control. He couldn't turn it. He couldn't direct it at all. It was zigzagging through
7	the air and every now and then making violent swishing movements which almost unseated him.

2B: now you've selected quotations, you need to think about the imagery and word choice. What is it about these words you've selected that indicates Harry does not have control? Copy and complete this table to help you develop your ideas.

QUOTATION	IMAGERY, SIMILE, METAPHOR, PERSONIFICATION or REPETITION	ZOOMING IN A word or phrase that particularly stands out is... because...
'his broom gave a sudden, frightening lurch' (line 2)	Imagery helps reader to imagine that Harry's broomstick creates a very sudden, unsteady and uncontrolled movement	'Sudden' = movement takes Harry by surprise 'Frightening' = Harry feels afraid because he realises he has lost control

2C: Using your ideas from the planning table, write sentences explaining how Rowling conveys that Harry doesn't have control. Use this planning structure to help you.

Here is an example.

She makes clear Harry doesn't have control.

When? line 2

Who? Rowling

How? 'The broom gave a sudden, frightening lurch'

(1) Imagery helps the reader to imagine that Harry's broomstick creates a sudden, uncontrolled and unsteady movement

(2) 'sudden' = movement takes Harry by surprise

(3) 'frightening' = Harry feels afraid because he realises he has lost control

Expanded sentences: In line 2, Rowling makes clear Harry doesn't have control by writing 'the broom gave a sudden, frightening lurch'. This imagery helps the reader to imagine that Harry's broomstick creates a sudden, uncontrolled and unsteady movement. Rowling's use of the word 'sudden' suggests that the movement takes Harry by surprise. Also, Rowling's use of the word 'frightening' indicates that Harry feels afraid because he realises he has lost control.

Your turn:

She makes clear Harry doesn't have control.

When?

Who? Rowling

How? (quotation)

(1) Imagery/simile/metaphor/personification.....

(2) Writer's use of word ' _____ ' =

(3) Writer's use of word ' _____ ' =

Expanded sentences (exercise book or lined paper)

She makes clear Harry _____.

When?

Who? Rowling

How? (quotation)

(1) Imagery/simile/metaphor/personification.....

(2) Writer's use of word ' _____ ' =

(3) Writer's use of word ' _____ ' =

Expanded sentences (exercise book or lined paper)

She indicates that Harry _____.

When?

Who? Rowling

How? (quotation)

(1) Imagery/simile/metaphor/personification.....

(2) Writer's use of word ' _____ ' =

(3) Writer's use of word ' _____ ' =

Expanded sentences (exercise book or lined paper)

Task 3: Here is another short extract, this time from Harper Lee's novel 'To Kill a Mockingbird'. In this extract, three children (Jem, Scout and Dill), go to the house of a neighbour that they are very afraid of. It is in the middle of the night.

1	Jem leaped off the porch and galloped toward us. He flung open the gate, danced Dill and me through, and
2	shooed us between two rows of swishing collards. Halfway through the collards I tripped; as I tripped the roar of a
3	shotgun shattered the neighborhood. Dill and Jem dived beside me. Jem's breath came in sobs: "Fence by the
4	schoolyard!--hurry, Scout!" Jem held the bottom wire; Dill and I rolled through and were halfway to the shelter of
5	the schoolyard's solitary oak when we sensed that Jem was not with us. We ran back and found him struggling in
6	the fence, kicking his pants off to get loose.

A student said, about this extract: 'In this part of the story the writer shows us that the children are frightened.'

3A: The most important word in the statement above is underlined: 'frightened'. You need to find four quotations from this short extract that prove that the children are **frightened**.

Here is a bad example:

'Schoolyard's solitary oak'

This is not a good example because it does not prove that the children are frightened. In fact, it is not about the children at all.

Here is a good example:

'Jem leaped off the porch and galloped toward us.'

This is a good example because the imagery helps the reader to imagine that Jem has heard something that has startled him, so he runs away as quickly as he can.

Reread the short extract. Underline **four quotations** that indicate the children are **frightened**.

1	Jem leaped off the porch and galloped toward us. He flung open the gate, danced Dill and me through, and
2	shooed us between two rows of swishing collards. Halfway through the collards I tripped; as I tripped the roar of a
3	shotgun shattered the neighborhood. Dill and Jem dived beside me. Jem's breath came in sobs: "Fence by the
4	schoolyard!--hurry, Scout!" Jem held the bottom wire; Dill and I rolled through and were halfway to the shelter of
5	the schoolyard's solitary oak when we sensed that Jem was not with us. We ran back and found him struggling in
6	the fence, kicking his pants off to get loose.

3B: now you've selected quotations, you need to think about the imagery and word choice. What is it about these words you've selected that indicates the children are **frightened**? Copy and complete this table to help you develop your ideas.

QUOTATION	IMAGERY, SIMILE, METAPHOR, PERSONIFICATION or REPETITION	ZOOMING IN A word or phrase that particularly stands out is... because...
'Jem leaped off the porch and galloped toward us.' (line 1)	Imagery helps reader to imagine that Jem has heard something that has startled him, so he runs away as quickly as he can.	'Leaped' = Jem jumps away with great force in order to move himself quickly away 'galloped' = often used to describe a horse running - indicates Jem is running at a fast speed

3C: Using your ideas from the planning table, write sentences explaining how Harper Lee shows that the children are frightened. Use this planning structure to help you.

Here is an example. It has been colour coded to help you see how the planned ideas go into the sentences.

She presents the children as frightened.

When? line 1

Who? Harper Lee

How? 'Jem leaped off the porch and galloped toward us'

(1) Imagery helps the reader to imagine that Jem has heard something that has startled him, so he runs away as quickly as he can

(2) 'leaped' = Jem jumps with great force to move himself away quickly

(3) 'galloped' = often used to describe a horse running/ indicates J is moving at great speed

Expanded sentences: In line 1, Harper Lee makes clear the children are frightened by writing 'Jem leaped off the porch and galloped toward us'. This imagery helps the reader to imagine that Jem has heard something that has startled him, so he runs away as quickly as he can. Lee's use of the word 'leaped' suggests that Jem jumps with great force in order to move himself away quickly. Also, Lee's use of the word 'galloped' is often used to describe a horse running, which indicates clearly to the reader that Jem is moving at a great speed because he feels so frightened.

Your turn:

She presents the children as frightened.

When?

Who? Lee

How? (quotation)

(1) Imagery/simile/metaphor/personification.....

(2) Writer's use of word ' _____ ' =

(3) Writer's use of word ' _____ ' =

Expanded sentences (exercise book or lined paper)

She presents the children as _____.

When?

Who? Lee

How? (quotation)

(1) Imagery/simile/metaphor/personification.....

(2) Writer's use of word ' _____ ' =

(3) Writer's use of word ' _____ ' =

Expanded sentences (exercise book or lined paper)

She makes clear the children are _____.

When?

Who? Lee

How? (quotation)

(1) Imagery/simile/metaphor/personification.....

(2) Writer's use of word ' _____ ' =

(3) Writer's use of word ' _____ ' =

Expanded sentences (exercise book or lined paper)

A STEP-BY-STEP APPROACH TO TACKLING QUESTION 4

Now that you have practised writing sentences about suspense and looking for clues in the opening, middle and end of the extract, you are going to have a go at a practice question, following this step-by-step approach.

Step-by-step guidance:

Practice One

Here is an example question from an AQA exam paper.

:Focus your answer on the second part of the source, from line 25 to the end.

A student said: 'I think the narrator is right to be frightened. It seems really scary'.

To what extent do you agree?

In your response, you could:

- consider your own impressions of the red room
- evaluate how the writer conveys the red room
- support your response with references to the text.

[20 marks]

Step 1: *Underline key words in the question. Make sure you understand **where in the source** you need to look and the **most important word(s) in the statement**.*

Focus your answer on the second part of the source, from line 25 to the end.

A student said: 'I think the narrator is right to be frightened. It seems really scary'.

To what extent do you agree? *NOTE: we advise you to always **AGREE** with the statement.*

In your response, you could:

- consider your own impressions of the red room
- evaluate how the writer conveys the red room
- support your response with references to the text.

[20 marks]

Step 2: *Mark clearly in the extract which bit you need to focus on. You won't get marks for writing about other parts of the extract.*

Step 3: *Reread the extract from the part you've been told to (in this example it's line 25).*

*Underline four quotations that prove the statement that the narrator is right to be **frightened** because the room is **scary**.*

This extract is taken from the middle of a short story, 'The Red Room' by HG Wells. In the story, a man chooses to spend a night in a castle in a room that is supposed to be haunted. He wants to prove that it is not haunted. The people who live in the castle feel nervous for him as they believe that the room is haunted. In this extract, the narrator is inside the room.

1 2 3 4	Then something happened in the alcove. I did not see the candle go out, I simply turned and saw that the darkness was there, as one might start and see the unexpected presence of a stranger. The black shadow had sprung back to its place. "By Jove," said I aloud, recovering from my surprise, "that draft's a strong one;" and taking the matchbox from the table, I walked across the room in a leisurely manner to relight the corner again. My first match would not strike, and as I succeeded with the second, something seemed to blink on the wall
------------------	---

5	before me. I turned my head involuntarily and saw that the two candles on the little table by the fireplace were
6	extinguished. I rose at once to my feet.
7	
8	“Odd,” I said. “Did I do that myself in a flash of absent-mindedness?”
9	I walked back, relit one, and as I did so I saw the candle in the right sconce of one of the mirrors wink and
10	go right out, and almost immediately its companion followed it. The flames vanished as if the wick had been
11	suddenly nipped between a finger and thumb, leaving the wick neither glowing nor smoking, but black. While I
12	stood gaping the candle at the foot of the bed went out, and the shadows seemed to take another step toward
13	me.
14	
15	“This won’t do!” said I, and first one and then another candle on the mantelshelf followed.
16	“What’s up?” I cried, with a queer high note getting into my voice somehow. At that the candle on the corner
17	of the wardrobe went out, and the one I had relit in the alcove followed.
18	
19	“Steady on!” I said, “those candles are wanted,” speaking with a half-hysterical facetiousness, and
20	scratching away at a match the while, “for the mantel candlesticks.” My hands trembled so much that twice I
21	missed the rough paper of the matchbox. As the mantel emerged from darkness again, two candles in the
22	remoter end of the room were eclipsed. But with the same match I also relit the larger mirror candles, and
23	those on the floor near the doorway, so that for the moment I seemed to gain on the extinctions. But then in a
24	noiseless volley there vanished four lights at once in different corners of the room, and I struck another match
25	in quivering haste, and stood hesitating whither to take it.
26	
27	As I stood undecided, <u>an invisible hand seemed to sweep out the two candles</u> on the table. With a cry of
28	terror I dashed at the alcove, then into the corner and then into the window, relighting three as two more
29	vanished by the fireplace, and then, perceiving a better way, I dropped matches on the iron-bound deedbox in
30	the corner, and caught up the bedroom candlestick. With this I avoided the delay of striking matches, but for all
31	that the steady process of extinction went on, and the shadows I feared and fought against returned, and crept
32	in upon me, first a step gained on this side of me, then on that. I was now almost frantic with the horror of the
33	coming darkness, and my self-possession deserted me. I leaped panting from candle to candle in a vain
34	struggle against that remorseless advance.
35	
36	I bruised myself in the thigh against the table, I sent a chair headlong, I stumbled and fell and whisked the
37	cloth from the table in my fall. My candle rolled away from me and I snatched another as I rose. Abruptly this
38	was blown out as I swung it off the table by the wind of my sudden movement, and immediately the two
39	remaining candles followed. But there was light still in the room, a red light, that streamed across the ceiling
40	and staved off the shadows from me. The fire! Of course I could still thrust my candle between the bars and
41	relight it.
42	
43	I turned to where the flames were still dancing between the glowing coals and splashing red reflections upon
44	the furniture; made two steps toward the grate, and incontinently the flames dwindled and vanished, the glow
45	vanished, the reflections rushed together and disappeared, and as I thrust the candle between the bars
46	darkness closed upon me like the shutting of an eye, wrapped about me in a stifling embrace, sealed my
47	vision, and crushed the last vestiges of self-possession from my brain. And it was not only palpable darkness,
48	but intolerable terror. The candle fell from my hands. I flung out my arms in a vain effort to thrust that
49	ponderous blackness away from me, and lifting up my voice, screamed with all my might, once, twice, thrice.
50	Then I think I must have staggered to my feet. I know I thought suddenly of the moonlit corridor, and with my
51	head bowed and my arms over my face, made a stumbling run for the door.
52	
53	But I had forgotten the exact position of the door, and I struck myself heavily against the corner of the bed. I
54	staggered back, turned, and was either struck or struck myself against some other bulky furnishing. I have a
55	vague memory of battering myself thus to and fro in the darkness, of a heavy blow at last upon my forehead, of
56	a horrible sensation of falling that lasted an age, of my last frantic effort to keep my footing, and then I
57	remember no more.
58	

Step 4: annotate your quotations.

For now, you can copy and complete this table to help you plan your ideas.

	QUOTATION	IMAGERY, SIMILE, METAPHOR, PERSONIFICATION or REPETITION	ZOOMING IN A word or phrase that particularly stands out is... because...
	'An invisible hand seemed to sweep out the two candles' (line 25)	that the candle light very suddenly disappears, plunging the room into darkness	'invisible' = spooky because the narrator cannot see who else is in the room and who put the candles out 'hand' = spooky because it implies there is another person or a ghost-like presence in the room

Step 5: write up your answer. Always begin your answer by telling the examiner that you agree with the statement.

You should have underlined and annotated four quotations. Write one paragraph for each quotation.

TOP TIP: write a concluding sentence that links back to the statement and contains one of these words: strongly/effectively/successfully/skillfully/cleverly - this will show that you are evaluating the writer

Here is an example answer:

I agree with the student's statement.

In line 25, the writer makes clear the room is frightening by writing 'an invisible hand seemed to sweep out the two candles'. The imagery helps the reader to imagine that the candle light very suddenly disappears, plunging the room into darkness. The writer's use of the word 'invisible' is spooky because the narrator cannot see who else is in the room and who put the candles out. The writer's use of the word 'hand' implies that there is another person or ghost-like presence in the room. The fact that the candles go out without explanation is quite scary and is an example of how the writer **cleverly** creates a frightening atmosphere.

In lines 29-30, the writer creates a very spooky atmosphere by writing 'the shadows I feared and fought against returned, and crept in upon me'. The writer's use of imagery with these words help the reader to imagine that the narrator keeps being plunged into darkness. The writer's use of the word 'feared' suggests that the narrator is very afraid of the darkness. Also, the writer's use of the word 'crept' implies that the writer feels he is being chased by the shadows. It is as if the shadows have become human and are trying to catch him. Constantly being plunged into darkness like this in a room that you know is supposed to be haunted would be very frightening and is another example of how the writer **skillfully** creates a frightening atmosphere.

In lines 34-35, the writer presents the narrator as very frightened by writing 'I stumbled and fell and whisked the cloth from the table in my fall'. These words create strong and powerful imagery, helping the reader to imagine the narrator falling to the floor in a state of panic. The writer's use of the words 'stumbled and fell' indicate that the narrator has lost control of his movement due to being unable to see. The writer's use of the words 'whisked the cloth from the table' suggest that the narrator is so panicked that he grabs anything he can to try and stop his fall. It is clear from these words how frightened the narrator is.

In the closing lines of the extract, the writer demonstrates that the narrator severely hurts himself by writing 'a heavy blow at last upon my forehead, of a horrible sensation of falling'. The imagery in these words helps the reader to vividly imagine the narrator being struck on his head and falling to the ground. The words 'a heavy blow' are deliberately mysterious because the reader doesn't actually know whether the narrator has hit his own head on the furniture, or if something else in the room has hit him. This seems very spooky. The writer's use of the words 'horrible sensation' indicate that the narrator can only feel himself falling but can't actually see anything, which means that it is a very horrible feeling for him. The writer **successfully** creates an extremely frightening atmosphere and I believe the narrator is right to be very frightened.

Practice Two

Here is an example question from an AQA exam paper.

Focus on the second part of the story, from line 19 to the end.

A student said, 'This part of the story, set in the hat shop, shows that the red-haired girl has many advantages in life, and I think Rosabel is right to be angry.' To what extent do you agree?

In your response, you could:

- consider your own impressions of the red haired girl
- evaluate how the writer conveys Rosabel's reactions to the red haired girl
- support your response with references to the text.

[20 marks]

Step 1: *Underline key words in the question. Make sure you understand **where in the source** you need to look and the **most important word(s) in the statement.***

Focus on the second part of the story, from line 19 to the end.

A student said, 'This part of the story, set in the hat shop, shows that the **red-haired girl has many advantages in life**, and I think **Rosabel is right to be angry.**'

To what extent do you agree? *NOTE: we advise you to always **AGREE** with the statement.*

In your response, you could:

- consider your own impressions of the red haired girl
- evaluate how the writer conveys Rosabel's reactions to the red haired girl
- support your response with references to the text.

[20 marks]

Notice that this statement has two parts to it:

- (1) The **red haired girl** has **many advantages in life**
- (2) **Rosabel** is right to be **angry**

We will try to find two quotations to prove part (1) and two quotations to prove part (2)

Focus on the second part of the story, from line 19 to the end.

A student said, 'This part of the story, set in the hat shop, shows that the **red-haired girl has many advantages in life**, and I think **Rosabel is right to be angry.**'

To what extent do you agree? *NOTE: we advise you to always **AGREE** with the statement.*

In your response, you could:

- consider your own impressions of the red haired girl
- evaluate how the writer conveys Rosabel's reactions to the red haired girl
- support your response with references to the text.

[20 marks]

Step 2: Mark clearly in the extract which bit you need to focus on. You won't get marks for writing about other parts of the extract.

Step 3: Reread the extract from the part you've been told to (in this example it's line 19).

Underline **two quotations** that prove the statement that the red-haired girl has many **advantages** and **two quotations** that prove **Rosabel is right to be angry**.

This extract is from the beginning of a short story by Katherine Mansfield. It is the early 1900s and Rosabel, a lower class girl who works in a hat shop, is on her way home.

1	At the corner of Oxford Circus, Rosabel bought a bunch of violets, and that was practically the
2	reason why she had so little tea – for a scone and a boiled egg and a cup of cocoa are not
3	sufficient after a hard day's work in a hat shop. As she swung onto the step of the bus, grabbed
4	her skirt with one hand and clung to the railing with the other, Rosabel thought she would have
5	sacrificed her soul for a good dinner, something hot and strong and filling.
6	
7	Rosabel looked out of the windows; the street was blurred and misty, but light striking on the
8	panes turned their dullness to opal and silver, and the jewellers' shops seen through this were
9	fairy palaces. Her feet were horribly wet, and she knew the bottom of her skirt and petticoat
10	would be coated with black, greasy mud. There was a sickening smell of warm humanity – it
11	seemed to be oozing out of everybody in the bus – and everybody had the same expression,
12	sitting so still, staring in front of them. Rosabel stirred suddenly and unfastened the two top
13	buttons of her coat... she felt almost stifled. Through her half-closed eyes, the whole row of
14	people on the opposite seat seemed to resolve into one meaningless, staring face.
15	
16	She began to think of all that had happened during the day. Would she ever forget that awful
17	woman in the grey mackintosh, or the girl who had tried on every hat in the shop and then said
18	she would 'call in tomorrow and decide definitely'? Rosabel could not help smiling; the excuse
19	was worn so thin.
20	
21	But there had been one other – a girl with beautiful red hair and a white skin and eyes the colour
22	of that green ribbon shot with gold they had got from Paris last week. Rosabel had seen her
23	carriage at the door; a man had come in with her, quite a young man, and so well dressed.
24	
25	'What is it exactly that I want, Harry?' she had said, as Rosabel took the pins out of her hat,
26	untied her veil, and gave her a hand-mirror.
27	
28	'You must have a black hat,' he had answered, 'a black hat with a feather that goes right round it
29	and then round your neck and ties in a bow under your chin – and a decent-sized feather.'
30	
31	The girl glanced at Rosabel laughingly. 'Have you any hats like that?'
32	
33	They had been very hard to please; Harry would demand the impossible, and Rosabel was
34	almost in despair. Then she remembered the big, untouched box upstairs.
35	
36	'Oh, one moment, Madam,' she had said. 'I think perhaps I can show you something that will
37	please you better.' She had run up, breathlessly, cut the cords, scattered the tissue paper, and
38	yes, there was the very hat – rather large, soft, with a great, curled feather, and a black velvet
39	rose, nothing else. They had been charmed.
40	
41	The girl had put it on and then handed it to Rosabel. 'Let me see how it looks on you,' she said.
42	
43	Rosabel turned to the mirror and placed it on her brown hair, then faced them. 'Oh, Harry, isn't it
44	adorable,' the girl cried, 'I must have that!' She smiled again at Rosabel. 'It suits you, beautifully.'
45	
46	A sudden, ridiculous feeling of anger had seized Rosabel. She longed to throw the lovely,
47	perishable thing in the girl's face, and bent over the hat, flushing.
48	
49	'It's exquisitely finished off inside, Madam,' she said. The girl swept out to her carriage, and left
50	Harry to pay and bring the box with him.
51	
52	'I shall go straight home and put it on before I come out to lunch with you,' Rosabel heard her
53	say.

Step 4: annotate your quotations.

For now, you can copy and complete this table to help you plan your ideas.

	QUOTATION	IMAGERY, SIMILE, METAPHOR, PERSONIFICATION or REPETITION	ZOOMING IN A word or phrase that particularly stands out is... because...
	'beautiful red hair... eyes the colour of that green ribbon shot with gold they had got from Paris' (line 19)	that the girl has been able to afford to take good care of herself, keeping a nice hair cut and wearing a beautiful ribbon	'gold' = very expensive so she must have had lots of advantages to be able to afford this ribbon 'Paris' = they could afford to go to Paris just to buy a ribbon, which is a luxury item

Step 5: write up your answer. Always begin your answer by telling the examiner that you agree with the statement.

You should have underlined and annotated four quotations. Write one paragraph for each quotation.

TOP TIP: write a concluding sentence that links back to the statement and contains one of these words: strongly/effectively/successfully/skillfully/cleverly - this will show that you are evaluating the writer

Here is an example answer:

I agree with the student's statement.

In line 19, the writer makes clear the red-haired girl has had many advantages by writing that she has 'beautiful red hair... and eyes the colour of that green ribbon shot with gold they had got from Paris'. The writer's use of these words creates vivid imagery that helps the reader to imagine the girl has been able to afford to take good care of herself, keeping a nice hair cut and wearing a beautiful ribbon. The writer's choice to make the ribbon 'gold' demonstrates that she must be very wealthy as gold is very expensive. The writer's use of the word 'Paris' indicates that she could afford to go to Paris just to buy a ribbon, which suggests that she has a lot of money. These descriptions demonstrate **successfully** to the reader that the red-haired girl has had more advantages than Rosabel.

In line 28-29, the writer makes clear the red-haired girl can afford to buy expensive hats by having her partner Harry ask for 'a black hat with a feather that goes right round it and then round your neck and ties in a bow under your chin'. These words create imagery of a very elaborate and expensive hat. The writer's use of the word 'feather' indicates that the red-haired girl has enough money to be able to afford hats that have elaborate detail on them. The fact that Harry is buying the hat for the girl also shows that she has advantages. The writer **skillfully** demonstrates that she has much more money than Rosabel.

In lines 43-44, the writer demonstrates that Rosabel is right to be angry by having the red-haired girl give Rosabel the hat and tell her she looks 'adorable' and 'beautiful'. The imagery in these words helps the reader to imagine the girl and Harry looking at Rosabel as she tries on the hat, knowing that they will buy it themselves. The writer's use of the words 'adorable' and 'beautiful' imply that the girl is making Rosabel feel bad because, even if she looks good in the hat, she won't be able to afford to buy it. The writer **cleverly** encourages the reader to feel sympathy for Rosabelle, helping us to believe that she was right to be angry with the girl.

In lines 49-50, the writer makes clear that the red-haired girl is much luckier than Rosabel by writing 'The girl swept out to her carriage, and left Harry to pay and bring the box with him'. By describing her 'carriage', the writer demonstrates that the girl is driven to wherever she wants to go. The words 'left Harry to pay' show how lucky she is as she doesn't need to buy things for herself; she has someone to do this for her. Rosabel is right to feel angry with this girl because the girl seems very unaware of how lucky she is, having so much money to spend on hats and carriages, when Rosabel doesn't have enough money for food. The writer **strongly** suggests Rosabel was right to be angry with her.

Question 5: Creative Writing

Suggest, don't tell

'Telling' the reader means describing something in a very basic way and stating the obvious without letting the reader work it out for themselves. The playwright Anton Chekhov once said: *'don't tell me the moon is shining; show me the glint of light on broken glass.'* In other words: **'show' or 'suggest'** means to give the reader the details that let them work out that the moon is shining for themselves.

Examples of 'telling'

He looked very scared.

The teacher didn't seem to care.

The sentences above simply tell the reader a fact without demonstrating it. How do we know he looked scared? How do we know the teacher didn't seem to care? Adding specific detail stops writing from just 'telling' and allows it to start 'suggesting' or 'hinting' to create a more powerful image in the reader's mind. Rather than telling the reader that 'he looked very scared,' the author needs to give us details that imply and allow us to deduce that he looks scared without stating the obvious.

Examples

Tell	Suggest
He looked very scared.	His bottom lip trembled and the colour drained from his cheeks.
The teachers didn't seem to care.	Whenever I asked my teacher to help me, she would smile blankly, pretend to be distracted by another pupil across the room and turn away.
The cake was delicious.	Each time I took a bite from the creamy, chocolate-frosted cake, I wanted more.
The book surprised me.	With every new page I read, my eyes opened wider and wider.
The pavement was dirty .	Last night's kebab remnants were splattered over the pavement.

The easiest way to 'suggest' instead of 'tell' is to be more specific. *'He got on the bus in a panic'* only tells the reader about the character's basic action: he got on the bus. Make this more specific by adding in details that explain exactly how he got on the bus and how the reader knows he is panicked. *'He ran on to the bus, gasping for breath as he fumbled around in his pocket for his bus pass'* This example, with more specific details, brings the image to life in the reader's mind. It implies that he is panicked.

Task 1: Suggest or Tell? Write an S for Suggest and a T for tell.

1. She felt embarrassed.
2. Her cheeks flushed red and she lowered her eyes to avoid his glare.
3. Each step she took had a small spring in it.
4. She was walking happily along the pavement because it was her birthday.
5. I was so angry with him.
6. I shoved him hard before striding off in the opposite direction.

Task 2: Suggest or Tell? Write an S for Suggest and a T for tell.




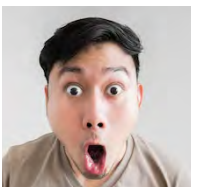


1. Michael was afraid of the dark and didn't want his mum to leave the room.
2. As his mother switched off the light and left the room, Michael huddled under the covers, gripped the sheets and held his breath as the wind brushed past the curtain.
3. I walked through the forest. It was already autumn and I was getting cold.
4. The dry orange leaves crunched under my feet as I pulled the collar up on my coat.
5. He was very tall.
6. He had to duck as he walked through the doorway.

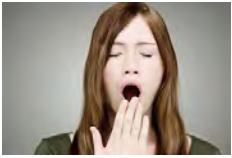

Task 3: Suggest or Tell? Write an S for Suggest and a T for tell.

1. Julia yawned and stretched. She glanced in the mirror at the large bags underneath her eyes and heaved a heavy sigh.
2. Julia felt tired. She had hardly slept last night.
3. I had a great conversation with Tim over dinner and loved hearing his stories.
4. I barely touched my food, riveted by Tim. "Let me tell you another story," he said.
5. Jessica walked outside in the height of summer.
6. Jessica's flip-flops flopped against the pavement as she reached in her bag for her sunscreen.

Task 4A: How to suggest and not tell: emotions

Fill in this table with your ideas.




Feeling		What facial expression would you make?	How would you move?
Anger		<i>Frown Scowl Mouth open Teeth bared Eyebrows creased</i>	<i>Stomp Stamp feet Clench fists</i>
Happiness			
Excitement			
Surprise			
Upset			
Confusion			


Tired			
Stressed			

Task 4A: write sentences that suggest, not tell, using your ideas from the table above.

Tell	Suggest
<i>She felt angry.</i>	<i>She scowled, creased her eyebrows and bared her teeth. She stomped her feet loudly on the pavement and clenched her fists.</i>
She felt happy.	
She felt excited.	
She felt surprised.	
She felt upset.	
She felt confused.	
She felt tired.	
She felt stressed.	

Task 5A: suggest not tell: weather:




Season		What you might hear	What you might see	What you might feel on your skin
spring		<i>birds tweeting gentle breeze blowing children's laughter as they play outside sheep bleating</i>	<i>bright, beautiful flowers lush, green grass leaves starting to fill the branches of the trees blue skies</i>	<i>warm sun gentle breeze</i>
summer				
autumn				

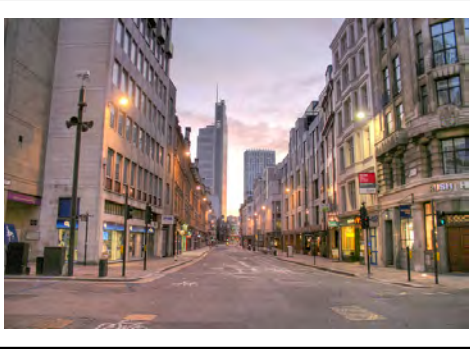

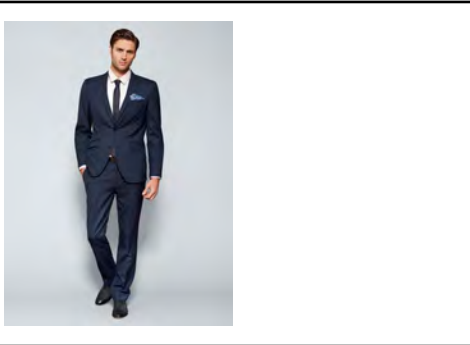
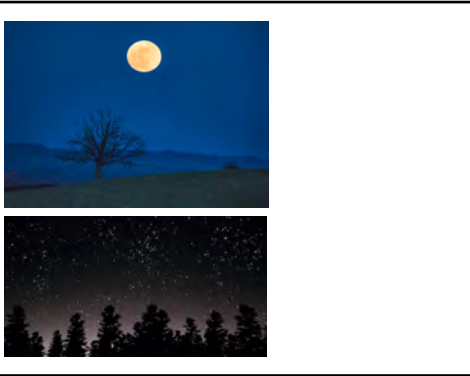
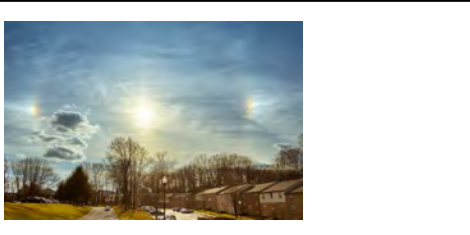
winter				
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Task 5B: write sentences that suggest, not tell, using your ideas from the table above.

Tell	Suggest
<i>It was spring.</i>	<i>I looked up to the sky at the sound of two young birds tweeting, and caught sight of the bright sun, breaking through the clouds and illuminating the mass of blue above me. Either side of the path, the fields were filled with lush, green grass and bright, beautiful, yellow daffodils. Rays of sunshine brought warmth to my cheeks.</i>
It was summer.	
It was autumn.	
It was winter.	

Task 6A: suggest not tell: how things look

Tell		Suggest. List your ideas here. Use the images to help you.
<i>The room was messy</i>		<i>Clothes strewn over the bed. Carpet cluttered with objects. Stacks of paper on the floor. Dirty stains on the carpet. Dirty stains on the walls. Boxes overflowing with objects and papers.</i>
The room was tidy.		
The streets were busy.		

<p>The streets were empty.</p>		
<p>The person was scruffy.</p>		
<p>The person was smart.</p>		
<p>It was night time.</p>		
<p>It was day time.</p>		

Task 6B: write sentences that suggest, not tell, using your ideas from the table above.

Tell	Suggest
<i>The room was messy</i>	<i>Clothes were strewn over the bed and the carpet was cluttered with objects. I waded through stacks of paper on the floor and tiptoed around the dirty stains. In every corner of the room, boxes overflowed with random objects and bits of paper. As I glanced upwards, my eye was drawn to a dirty stain on the walls.</i>
The room was tidy.	
The streets were busy.	
The streets were empty.	
The person was scruffy.	
The person was smart.	
It was night time.	
It was day time.	

Task 7A: suggest not tell: actions

Action	What would your facial expression be?	How would you be moving?	Any other ideas?
<i>Running to catch the bus</i>	<i>Red face Eyebrows creased with concentration</i>	<i>Racing Running Sprinting</i>	<i>Sweating Panting/out of breath Achy legs Pounding heart</i>
Collecting important exam results			
Seeing someone you care about for the first time in months			
Running away from someone chasing you.			
Waking up on Christmas morning.			
Travelling to a party that you've been looking forward to for months.			
Arriving at your first day of school.			

Opening your story with a weather description

One way to impress the examiner when they start reading your story, is to open with a weather description that you have practised many times. We are going to work on this.

Bad weather to reflect a threatening atmosphere or a bad mood



You must write about:

1. Sky
2. Clouds
3. Rain
4. Wind
5. Cold
6. Thunder
7. Lightening

Task 1A: answer the questions in this table to plan your ideas.

Tell	Suggest
The sky was dark.	What does the sky look like when it is dark? Can you think of anything else that is dark that you can compare it to?
There were dark clouds in the sky.	What do dark clouds look like?
It rained heavily.	What would this feel like against your skin? What would it sound like as it hit the ground?

There was heavy wind.	<p>What would this feel like against your skin?</p> <p>What would it sound like as it blows?</p>
It was cold.	<p>What might you do with your coat if you felt cold?</p> <p>What might you be wearing if it was cold?</p>
It thundered.	<p>What does thunder sound like?</p>
There was lightning.	<p>What would happen in the sky if there was lightning?</p>

Task 1B: Example description. Annotate with your teacher.

<p>The sky was a dark sheet, filled with thick, angry clouds. Hard droplets of rain pelted against my skin like tiny, repetitive pin-pricks. My cheeks reddened as gusts of icy wind bit into them. The wind created a distant moan as it echoed through the sky. Zipping up my coat, I shivered and glanced up to the sky. Suddenly the darkness was illuminated as a jagged bolt of light interrupted the grey. Shortly afterwards the moaning wind gave way to a booming rumble of thunder.</p>	
--	--

Task 1C: Now try creating your own description by filling in the gaps:

The sky was (adjectives) _____, filled with (adjectives) _____, _____ clouds. Hard droplets of rain (verb) _____ against my skin, like tiny, repetitive (noun) _____. My cheeks (verb) _____ as gusts of icy wind (verb) _____. _____ up my coat, I _____ and glanced up at the _____ sky. Suddenly, the _____ sky was illuminated as a _____ bolt of light interrupted the _____, Shortly afterwards the _____ wind was interrupted by a _____ rumble of thunder.

Good weather to reflect feelings of happiness or excitement



You must write about:

1. Sky
2. Sun
3. Clouds
4. Wind (breeze)
5. Warmth

Task 2A: answer the questions in this table to plan your ideas.

Tell	Suggest
The sky was blue.	What does the sky look like when it is blue? Can you think of anything else that is blue that you can compare it to?
There were white clouds in the sky.	What do white clouds look like? How do they move?
The sun was shining.	What does the shining sun look like?
There was a gentle breeze.	What would this feel like against your skin?
It was warm.	What might you do with your coat or jumper if you felt warm?

There were flowers.	<p>What colours of the flowers can you describe?</p> <p>Can you give the flowers a human quality? What might the flowers be doing?</p>

Task 2B: Example description. Annotate with your teacher.

<p>The sky was a blue sheet, filled with fluffy, white clouds that floated gently. Breaking through the clouds, bright and golden rays of sunshine illuminated the fields around me. My cheeks reddened as gusts of a warm, gentle breeze stroked and comforted my skin. Unzipping my coat, I reached up a hand and wiped away the beads of sweat from my forehead. Glancing around me, I absorbed the beautiful fields full of red, yellow, orange, purple, blue and pink: all the colours of the rainbow.</p>	
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Task 2C: Now try creating your own description by filling in the gaps:

The sky was _____, filled with _____, _____ clouds. Breaking through the clouds, _____ and _____ rays of sunshine _____ the fields around me. My cheeks (verb) _____ as gusts of a _____, _____ breeze stroked and _____ my skin. Unzipping my _____, I reached up a hand and wiped away _____ from my forehead. Glancing around me, I absorbed the beautiful fields of red, _____, _____, _____, _____ - and _____: all the colours of the rainbow.

Writing a conversation between two characters

In our story structure, the third section is a conversation between two characters. We are going to practise writing good conversations between two characters.

Scenario 1: Cinderella, who has been cruelly treated by her step sisters, finally tells them what she really thinks of them.



Task 1A: Discuss example 1 and example 2 with your teacher. Why is example 2 better? List your ideas underneath.

Example 1	Example 2
<p>“I wish you wouldn’t treat me in this way,” Cinderella said. “I’ve put up with it for years, but I am not willing to put up with it anymore.”</p> <p>“Who does she think she is, talking to us like that?” said Anatasia.</p> <p>“She’s forgotten her place”, said Drizella.</p> <p>“ENOUGH!” said Cinderella. “Enough. It’s time you heard the truth. It’s time you heard it how it really is. For years, you have made me feel like the dirt on the bottom of your shoe. You have made me feel worthless and have left me cleaning up after you, when you are too lazy to do it for yourselves. You’ve taunted me, mocked me, pushed me, poked me, hated me, made me cry and ruined my life. I won’t stand for it any longer.”</p>	<p>“I wish you wouldn’t treat me in this way,” Cinderella <u>whispered gently</u>. “I’ve put up with it for years, but I am not willing to put up with it anymore.”</p> <p><u>The stepsisters were startled. They looked at one another, and then back at Cinderella.</u></p> <p>“Who does she think she is, talking to us like that?” <u>asked</u> Anatasia, <u>raising an eyebrow</u>.</p> <p>“She’s forgotten her place”, <u>giggled</u> Drizella, <u>cruelly</u>.</p> <p>“ENOUGH!” <u>shouted</u> Cinderella, <u>sinking down against the wall into a crumpled heap on the floor</u>. “Enough. It’s time you heard the truth. It’s time you heard it how it really is. For years, you have made me feel like the dirt on the bottom of your shoe. You have made me feel worthless and have left me cleaning up after you, when you are too lazy to do it for yourselves. You’ve taunted me, mocked me, pushed me, poked me, hated me, made me cry and ruined my life. I won’t stand for it any longer.”</p> <p><u>With that, Cinderella picked herself up, kicked the bucket full of dirty water from the floor she’d just cleaned and stormed out of the kitchen.</u></p>

Example 2 is better because..

Task 1B: change the underlined dialogue tag in each of these sentences. There are some options below to choose from.

1. “I wish you wouldn’t treat me in this way,” Cinderella said.
2. “Who does she think she is, talking to us like that?” said Anatasia.
3. “She’s forgotten her place,” said Drizella.
4. “ENOUGH!” said Cinderella.

asked / enquired / giggled / shouted / whispered / protested / begged /
mocked / joked

Task 1C: add an adverb to each sentence to tell us more about what the character is thinking or how they are speaking. The first has been done for you as an example. There are some options below to choose from.

1. “I hate my life,” Cinderella whispered sadly.
2. “I wish you wouldn’t treat me in this way,” Cinderella whispered.
3. “Who does she think she is, talking to us like that?” asked Anatasia.
4. “She’s forgotten her place,” giggled Drizella.
5. “ENOUGH!” shouted Cinderella.

mockingly / miserably / worriedly / cruelly / desperately / happily / laughingly
/ delightedly

Scenario 2: Snow White meets the wicked old lady, who tries to give her a poisoned apple.



Task 2A: Discuss example 1 and example 2 with your teacher. Why is example 2 better? List your ideas underneath.

Example 1	Example 2
<p>“That apple looks delicious,” said Snow White. “Take it,” said the old woman. “You’ll enjoy eating it.” “I’m not sure,” said Snow White. “Go on,” said the old woman. “I’m not supposed to speak to strangers,” said Snow White. “But how can you refuse such a delicious, juicy, red apple?” asked the old woman. “I guess,” said Snow White. She took a bite from the apple.</p>	<p>“That apple looks delicious,” said Snow White, <u>eagerly</u>, <u>her eyes lighting up as she stepped closer towards the old woman.</u> “Take it,” <u>croaked</u> the old woman, <u>reaching out towards Snow White with gnarled fingers.</u> “You’ll enjoy eating it.” “I’m not sure,” <u>hesitated</u> Snow White. “Go on,” <u>insisted</u> the old woman, <u>hobbling closer.</u> “I’m not supposed to speak to strangers,” <u>whispered</u> Snow White, <u>almost to herself.</u> “But how can you refuse such a delicious, juicy, red apple?” <u>persisted</u> the old woman. “I guess.” Snow White <u>smiled</u>, <u>opening her mouth to take a huge bite from the juicy apple.</u></p>

Example 2 is better because...

Task 2B: change the underlined dialogue tag in each of these sentences. There are some options below to choose from.

5. “That apple looks delicious,” said Snow White.
6. “Take it,” said the old woman. “You’ll enjoy eating it.”
7. “I’m not sure,” said Snow White.
8. “Go on,” said the old woman.
9. “I’m not supposed to speak to strangers,” said Snow White.
10. “But how can you refuse such a delicious, juicy, red apple?” asked the old woman.
11. “I guess,” said Snow White. She took a bite from the apple.

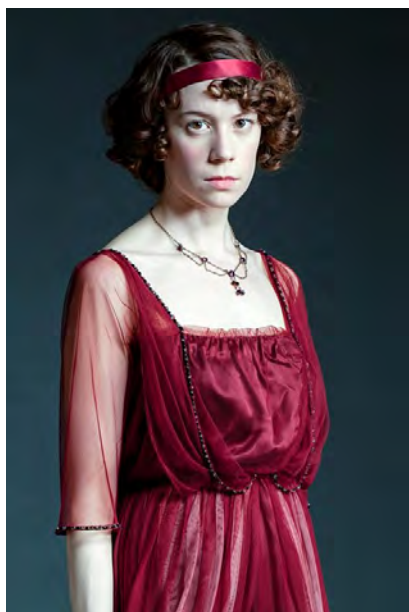
persisted / asked / insisted / croaked / murmured / whispered / stammered / squeaked / grunted / snorted

Task 2C: add an adverb to each sentence to tell us more about what the character is thinking or how they are speaking. The first has been done for you as an example. There are some options below to choose from.

1. “That apple looks delicious,” gushed Snow White, eagerly.
2. “Take it,” grunted the old woman. “You’ll enjoy eating it.”
3. “I’m not sure,” squeaked Snow White.
4. “Go on,” insisted the old woman.
5. “I’m not supposed to speak to strangers,” murmured Snow White.
6. “But how can you refuse such a delicious, juicy, red apple?” croaked the old woman.
7. “I guess,” stammered Snow White. She took a bite from the apple.

eagerly / excitedly / worriedly / cruelly / happily / delightedly / laughingly / miserably

Scenario 3: Sheila Birling meets Eva Smith's ghost and has a chance to apologise for what she did. .



Task 3A: Discuss example 1 and example 2 with your teacher. Why is example 2 better? List your ideas underneath.

Example 1	Example 2
<p>"It can't be you!" Sheila said. "Believe it. It is me," Eva Smith said. "But. How could it -?" asked Sheila. "It's the inspector. He's given us this chance to speak," said Eva Smith. "I -" Sheila Birling said. "I am so sorry. I feel terrible. I wish ... I wish I could turn back time and do things differently." "I know," Eva Smith said. "I appreciate your apology. I know you feel terrible. I wish things could be different too."</p>	<p>"It can't be you!" Sheila <u>gasp</u>ed. "Believe it. It is me," Eva Smith <u>smiled, stepping boldly closer to Sheila.</u> "But. How could it -?" <u>whispered</u> Sheila, <u>disbelievingly.</u> "It's the inspector. He's given us this chance to speak," <u>confessed</u> Eva, <u>hesitating slightly before reaching out her hands towards Sheila.</u> "I -" Sheila Birling <u>stammered.</u> "I am so sorry. I feel terrible. I wish ... I wish I could turn back time and do things differently." <u>Sheila stepped gingerly towards Eva, reaching her own hands to meet Eva's.</u> "I know," Eva Smith <u>said, gently.</u> "I appreciate your apology. I know you feel terrible. I wish things could be different too."</p>

Example 2 is better because..

Task 3B: change the underlined dialogue tag in each of these sentences. There are some options below to choose from.

1. "It can't be you!" Sheila said.
2. "Believe it. It is me," Eva Smith said.
3. "But. How could it -?" asked Sheila.
4. "It's the inspector. He's given us this chance to speak," said Eva Smith.
5. "I -" Sheila Birling said. "I am so sorry. I feel terrible. I wish ... I wish I could turn back time and do things differently."
6. "I know," Eva Smith said. "I appreciate your apology. I know you feel terrible. I wish things could be different too."

persisted / asked / insisted / murmured / whispered / stammered / squeaked /
 grunted / snorted / smiled /

Task 3C: add an adverb to each sentence to tell us more about what the character is thinking or how they are speaking. The first has been done for you as an example. There are some options below to choose from.

1. "That apple looks delicious," gushed Snow White, eagerly.
2. "It can't be you!" Sheila said.

3. "Believe it. It is me," Eva Smith said.
4. "But. How could it -?" asked Sheila.
5. "It's the inspector. He's given us this chance to speak," said Eva Smith.
6. "I -" Sheila Birling said. "I am so sorry. I feel terrible. I wish ... I wish I could turn back time and do things differently."
7. "I know," Eva Smith said. "I appreciate your apology. I know you feel terrible. I wish things could be different too."

eagerly / excitedly / worriedly / cruelly / happily / delightedly / laughingly / miserably / smilingly / gently / gingerly

Scenario 4: a child confesses to his mother that he stole something.

Task 4A: try and write a short conversation between these two characters.

Task 4B: read back your conversation. Are there any dialogue tags you could change? Could you add any adverbs in? Can you add in extra information between the dialogue? Here is a reminder of what we mean by **dialogue tags**, **adverbs** and **adding extra information between the dialogue**.

"That apple looks delicious," **gushed** Snow White, **eagerly**, her eyes lighting up as she stepped closer towards the old woman.

Scenario 5: two friends speak. One friend reveals a secret that they are actually a superhero, with superpowers.

Task 5A: try and write a short conversation between these two characters.

Task 5B: read back your conversation. Are there any dialogue tags you could change? Could you add any adverbs in? Can you add in extra information between the dialogue? Here is a reminder of what we mean by **dialogue tags**, **adverbs** and **adding extra information between the dialogue**.

"That apple looks delicious," **gushed** Snow White, **eagerly**, her eyes lighting up as she stepped closer towards the old woman.

Scenario 6: Two strangers meet. One character is in a very bad mood because they have got wet on the way to work and they are running late. The other character tries to teach this character to think positively.

Task 6A: try and write a short conversation between these two characters.

Task 6B: read back your conversation. Are there any dialogue tags you could change? Could you add any adverbs in? Here is a reminder of what we mean by **dialogue tags** and **adverbs**.

"That apple looks delicious," **gushed** Snow White, **eagerly**.

Scenario 7: A teenager finds themselves in a magic kingdom with a creature from one of their favourite story books. They ask questions and the other character tries to answer them.

Task 7A: try and write a short conversation between these two characters.

Task 7B: read back your conversation. Are there any dialogue tags you could change? Could you add any adverbs in? Can you add in extra information between the dialogue? Here is a reminder of what we mean by **dialogue tags**, **adverbs** and **adding extra information between the dialogue**.

"That apple looks delicious," **gushed** Snow White, **eagerly**, her eyes lighting up as she stepped closer towards the old woman.

Scenario 8: A character is walking alone on a mountain. They come across another character who has fallen and hurt themselves, so they try to help.

Task 8A: try and write a short conversation between these two characters.

Task 8B: read back your conversation. Are there any dialogue tags you could change? Could you add any adverbs in? Can you add in extra information between the dialogue? Here is a reminder of what we mean by **dialogue tags**, **adverbs** and **adding extra information between the dialogue**.

"That apple looks delicious," **gushed** Snow White, **eagerly**, her eyes lighting up as she stepped closer towards the old woman.

Scenario 9: A teenage girl goes on the 'Time Travel' ride at the local funfair. She suddenly finds herself face to face with Henry VIII.

Task 9A: try and write a short conversation between these two characters.

Task 9B: read back your conversation. Are there any dialogue tags you could change? Could you add any adverbs in? Can you add in extra information between the dialogue? Here is a reminder of what we mean by **dialogue tags**, **adverbs** and **adding extra information between the dialogue**.

"That apple looks delicious," gushed Snow White, eagerly, her eyes lighting up as she stepped closer towards the old woman.

Scenario 10: A young woman comes across another young woman who has been in a car crash. She walks up towards the car.

Task 10A: try and write a short conversation between these two characters.

Task 10B: read back your conversation. Are there any dialogue tags you could change? Could you add any adverbs in? Can you add in extra information between the dialogue? Here is a reminder of what we mean by dialogue tags, adverbs and adding extra information between the dialogue.

"That apple looks delicious," gushed Snow White, eagerly, her eyes lighting up as she stepped closer towards the old woman.

Scenario 11: A young girl enters an abandoned house. When she enters, she finds a strange-looking elderly woman in a wedding dress, clutching a photo of her grandfather, and claiming to know her. .

Task 11A: try and write a short conversation between these two characters.

Task 11B: read back your conversation. Are there any dialogue tags you could change? Could you add any adverbs in? Can you add in extra information between the dialogue? Here is a reminder of what we mean by dialogue tags, adverbs and adding extra information between the dialogue.

"That apple looks delicious," gushed Snow White, eagerly, her eyes lighting up as she stepped closer towards the old woman.

PAPER 2

Question 2: Use details from both sources. Write a summary of... [8 marks]

INFERENCE

In question 2, the examiners want to see that you can infer meaning. In other words, they want to see that you can look beyond the obvious meaning and look for clues of hidden meanings. You must infer in question 2 to pass this question. These tasks are designed to help you practise inferring meaning.

Inference is when you read between the lines and look for clues.

Here is an example:

Roger pushed open the door and was surprised to see that three of the hot dogs he'd left on the kitchen counter were missing. He scratched his head.
 "Where could they have gone?", he asked himself, glancing around the kitchen.
 Mary walked into the kitchen, grabbed a glass and started running water from the kitchen tap.
 "Mary," Roger said. "Have you seen the three hot dogs that were there on the kitchen counter?"
 Mary turned around and her cheeks turned red.
 "No!" she replied. "I haven't seen them."
 Roger observed a red smear on her t-shirt, which looked suspiciously like tomato sauce.

When reading this story, I can immediately work out who took the hot dogs. I know that it is Mary. It's not because the writer tells me it's Mary, but because the writer gives me clues, which allow me to **infer** that it must have been Mary.

Task 1: Discuss: What clues did the writer leave that help me to infer it is Mary?

Task 2: Read the statements below. Decide which facts about the story are obvious, and which we have to infer from what we read. The first two rows have been completed for you as an example.

Statement	Obvious or inferred?	Explain your answer
<i>Roger opened the door and entered the kitchen.</i>	<i>Obvious</i>	<i>Text states 'Roger pushed open the door' and 'kitchen counter'</i>
<i>Mary is embarrassed and uncomfortable when Roger asks her about the hot dogs.</i>	<i>Inferred</i>	<i>Text doesn't say that Mary was embarrassed but does state that 'her cheeks turned red', which is a clue that she is embarrassed.</i>
Roger was surprised to see that three hot dogs had gone.		
Roger tried to find the hot dogs.		
Mary walked into the kitchen.		
Mary ate the hot dogs.		

Task 3: Read this short text and look at the statements below. Decide which facts about the story are obvious, and which we have to infer from what we read. The first two rows have been completed for you as an example.

In one tense second I realised I had seen two monstrous moving beasts, yellowish and majestic. They were very close and moved at a slow pace. I remember that though the great moment for which we'd planned and longed was really at hand, all my excitement left me, and there was nothing but a cold, tingling sensation running about my veins. How mighty they looked. They hardly seemed related to their cousins at the Zoo. The mane of the wild lion is very much shorter. And yet the wild beast is much the more beautiful in his suggestion of enormous power.

Statement	Obvious or inferred?	Explain your answer
<i>The writer sees two moving beasts.</i>	<i>Obvious</i>	<i>The text states 'two monstrous moving beasts'</i>
<i>The writer is impressed by the size and look of the animals.</i>	<i>Inferred</i>	<i>The text doesn't state this exactly, but it states that they lions were 'majestic', which implies that the writer is impressed by how they look.</i>
The writer feels afraid.		
The writer is surprised by the way the lions look in real life.		
The wild lion is more beautiful than the lions at the zoo.		
The mane of the wild lion is shorter than the mane of the lion at the zoo.		

Task 4: Read this short text and look at the statements below. Decide which facts about the story are obvious, and which we have to infer from what we read. The first two rows have been completed for you as an example.

Nobody seems to love the HS2 (the government's high-speed rail project) and with good reason. It is by far the largest, and probably the craziest, infrastructure project in British history. It is not green. It will destroy town and country the length of the land. It is presented as a much-needed boost for the economy, but the boost will likely come during the next boom, when such reckless spending will seem foolish.

Statement	Obvious or inferred?	Explain your answer
<i>The HS2 is a large project.</i>	<i>Obvious</i>	<i>The text states 'it is the largest project in British history'.</i>
<i>The writer thinks the government is foolish for beginning the HS2 project.</i>	<i>Inferred</i>	<i>The text doesn't state that the writer thinks the government is foolish, but the words 'craziest infrastructure project' give us a big clue that the writer thinks it is foolish.</i>
The writer thinks it is not environmentally friendly.		
The writer thinks that it will be many years before the economy benefits from the money brought in by the HS2.		

Summarising what you learn from a text

Question 2 of paper 2 will always ask you to summarise the similarities or differences between two texts.

Task 1: Look at these two pizza menus. There are similarities and differences between the two menus.

Pizza 4 You	Pink Pizza
Amazing value - always. Choose your base from thin, regular or thick. It's all the same price.	Our hand-made crispy bases have to be tasted to be believed. Pizzas start with a 7-inch diameter. After that, add £1 for every delicious inch.
Keep it simple A delicious basil, garlic and tomato topping with mozzarella cheese. £7.50 Calories: 180	Margherita Juicy tomato, fresh basil and mozzarella £8.00 Calories: 168
Meatfeast Tomato, salami, crispy beef and tandoori chicken all topped with cheese. £10.75 Calories: 440	Pepperoni Pepperoni, tomato and mozzarella £9.50 Calories: 360
Spicy! Fresh chillies, sliced sausage, garlic, basil, tomatoes, cheese £8.00 Calories: 370	Catch of the day: Anchovies, tuna, prawns, capers, tomato and mozzarella £11.00 Calories: 503
New 4 U Artichokes, mushrooms, peppers, tomato, spinach and cheese. £9.00 Calories: 210	In the pink: Goats' cheese, grated beetroot, onion and tomato £10.00 Calories: 200

1A: Answer these questions to consider the similarities and differences:

1. Which restaurant offers cheaper pizzas overall?
2. Which restaurant offers different types of base?
3. Which restaurant offers different sizes of pizza?
4. Which type of pizza do both restaurants offer?
5. Which is the healthiest option in both restaurants?

1B: Using this table, summarise the similarities and differences between the two restaurants. The first row has been done for you.

Similarities	Evidence from the text	Differences	Evidence from the text
<i>Both offer a margherita pizza</i>	<i>'Keep it simple' and 'Margherita' list the same ingredients</i>	<i>Pink Pizza offers a fish pizza, whereas Pizza 4 You doesn't.</i>	<i>'Catch of the day'</i>

Task 2: Look at these two reviews of the two restaurants.

Source A	Source B
<p>I wanted to try Pizza 4 You because I heard that it 'does what it says on the tin'. I wasn't disappointed. Everything was stunning inside the restaurant: the walls, the chairs, the toilets and the bar area. We ordered the 'Spicy' pizza and were wowed by the delicious flavours of sausage and chillis. We also ordered a strawberry milkshake, which was the best milkshake I have ever tasted. I finished off my meal with a cheesecake, while everyone else was tucking into ice cream sundaes. Overall, it was a great experience. I would definitely go back!</p>	<p>The only reason I went to Pink Pizza was for a dare. I decided I could just about cope with sitting inside a restaurant in which absolutely everything was pink. But when I got there, the decor made me feel slightly ill. Pink chairs, pink walls and a pink bar. Even the toilets were pink! We ordered the special 'Pink Pizza' which, for some bizarre reason, had beetroot on it. I don't like beetroot at the best of times. The flavours were very strange. This was accompanied by a milkshake, which tasted mostly of milk and not much else. For dessert, my friends ordered a soggy-looking cheesecake but I declined. I don't think I will be visiting Pink Pizza again any time soon.</p>

2A: Summarise what you learn about the different experiences people had in both restaurants by completing this table.

	Pizza 4 You	Pink Pizza
What did the writer think of the decor?		
What did the writer think of the flavours in their pizzas?		
What did the writer think of the milkshake?		
What did the writer think of the desserts?		
Will the writer go back to the restaurant?		

Task 3: Read these two sources about games children played in the Victorian era and the video games children play now.

Source A	Source B
<p>Victorian toys and Victorian games meant a lot more to Victorian children than they do in the modern era. There were no video games or computers to entertain children. Sometimes a child's imagination was his or her best friend. The poor Victorian children did not get new toys. Mothers would make dolls for the girls if they were lucky and toys were whittled out of wood for the boys. A tightly wadded piece of cloth could serve as a ball to kick around in the streets. Poor Victorian children would rarely have more than one toy and it was usually handmade or handed down through the generations. They would guard it with their lives...it was all they had!</p>	<p>My child is playing video games daily — and I wouldn't have it any other way.</p> <p>In this lonely pandemic world, we still want our kids to get together to play, and they do, too. Like most kids around the world, it's been a long time since my son has been able to battle bad guys, travel to faraway lands or rescue animals with his friends in person. But, thanks to video games, all is not lost.</p> <p>Nearly every day for an hour, he joins his friends online to explore, create and connect in video games like Minecraft and the nonviolent, more adorable Animal Crossing.</p>

3A: Summarise what you learn about the different games young people play by completing this table.

	Source A	Source B
Can the children play video games?		
Does the child use their imagination?		
Do the children play with real-life objects?		
Do the children have a wide selection of toys and games?		

Summarising and inferring

To be able to tackle Question 2 of Paper 2, you need to be able to summarise **and** infer meaning.

Task 1: Read these two sources about road safety.

Source A	Source B
From thinkdirect.gov.uk: Advice for parents on road safety	From bbc.co.uk article: How dangerous is cycling?
<p>Around 1400 children aged 0-11 are killed or seriously injured on Britain's roads every year.</p> <p>Your child is currently learning about road safety at school but as a parent or carer you can also play a big part in helping him or her learn how to stay safe. Children copy adults' behaviour, so if they see you taking risks, they may take risks too. Here are some things you can do to set a good example:</p> <ul style="list-style-type: none"> • Don't expect to be seen by drivers or other road users. If out at night, wear reflective clothing. • Always use pedestrian crossings and wait for the green light before crossing. • Always look right and left before crossing, just in case any traffic is still moving. 	<p>About 100 cyclists die as a result of collisions or coming off their bikes on the roads in Great Britain each year. And more than 3,000 are seriously injured.</p> <p>In Great Britain, cyclists are the second most at risk group of road users after motorcycle riders.</p> <p>Top tips for cycling safely include:</p> <ul style="list-style-type: none"> • Don't rely on being seen by drivers, no matter how brightly you are dressed • Be proactive - change road position, interact with other road users, ride assertively • Make eye contact where possible • Cover your brakes so you can slow down or stop when approaching junctions or on roundabouts if you are not sure you have been seen • Always wait for green lights at traffic lights.

1A: Answer these questions to consider the similarities and differences.

Next to each question write Source A, Source B or both.

1. Which source is about road safety?
2. Which source is about pedestrians?
3. Which source is about cyclists?
4. Which source is for parents?
5. Which source is for everyone?
6. Which source suggests that roads can be dangerous?
7. Which source suggests many people die on the roads?
8. Which source suggests wearing bright clothing?
9. Which source suggests always waiting for a green light?
10. Which source suggests slowing down when you reach a junction?

1B: Using this table, summarise the similarities and differences between the two sources. The first row has been done for you.

Similarities	Evidence from the text	Differences	Evidence from the text
<i>Both suggest that being on the roads is dangerous.</i>	<i>'Around 1400 children are killed each year' 'About 100 cyclists die '</i>	<i>Source A is just about children but Source B is about all cyclists.</i>	<i>'Around 1400 children are killed each year' 'About 100 cyclists die '</i>

1C: Decide which facts are obvious and which are inferred.

Statement	Obvious or inferred?	Explain your answer
<i>The writer of Source A thinks it is the responsibility of both school and parents to make sure their child is safe on the roads.</i>	<i>Inferred</i>	<i>It doesn't state this obviously, but we can get clues from the fact that the writer states 'as a parent or carer you can also play a big part.'</i>
<i>Many children are killed</i>	<i>Obvious</i>	<i>Text states that '1400 children' die on the roads</i>
The writer of Source A thinks it is very important that adults behave safely when crossing roads with their children.		
The writer of Source A thinks people should wear reflective clothing.		
The writer of Source B thinks that not all drivers spot reflective clothing.		
The writer of Source B thinks that many cyclists die from collisions on the road.		

**Task 1D: Read this example answer answering the question:
Summarise the different messages about road safety.**

<p>In Source A it is clear that parents have an important role in road safety. In line 6-7, the writer demonstrates this view by writing 'children copy adults' behaviour, so if they see you taking risks, they may take risks too'. In other words, the writer is suggesting that it is very important that parents act safely when crossing roads with their children because, if not, children may pick up bad habits.</p> <p>In contrast, in Source B, it is clear that the cyclists need to look after their own safety. The writer lists top tips for cyclists to help them ride more safely, which include 'Don't rely on being seen by drivers, no matter how brightly you are dressed'. The writer seems to be giving a clear message to cyclists that it is not enough just to wear reflective clothing; they must also stay alert and not assume that all drivers can see them.</p> <p>In Source A the writer makes clear that the roads are very dangerous for young children. In line 1-2, the writer states that 'around 1400 children aged 0-11 are killed or seriously injured on Britain's roads every week'. This demonstrates the writer's view that the roads are particularly dangerous for young children, implying that educating young children about road safety at a young age is very important.</p> <p>In contrast, in Source B, the writer focuses on the danger to all cyclists. In line 1-2, the writer states that 'about 100 cyclists die as a result of collisions or coming off their bikes on the roads in Great Britain each year'. It is clear from these words that cycling is very dangerous and that the writer believes cyclists of all ages need to take special care when cycling on the roads.</p>	
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Discuss and annotate the answer with your teacher.

Where can you see examples of inferences?

Task 1E: plan your own answer. Use these sentence starters to help you.

In Source A, it is clear that..

In line xx,...

This implies/suggests/reveals...

In contrast, in Source B, it is clear that...

In line xx,...

This implies/suggests/reveals...

Task 2: Read these two sources about children and their parents.

<p>Source A From 'Could you do your child's homework?', an article in The Observer, Sunday 15 December 2013</p>	<p>Source B This letter is from a young boy called Henry writing to his [father. Henry is living far away from home at a boarding school. A boarding school is a school where you go to live as well as study and was a very popular way of educating boys, especially from wealthier families, in the 1800s.</p>
<p>I will have a go at his maths homework just to get a sense of what it's like to be 14-year-old Eddie. Which is why I'm now staring at the sheet of paper. Ah yes, algebra, the merry dance of x and y. This, I used to be able to do. Or at least I think I used to be able to do this. Moments later, I am so baffled that, shamelessly, I Google a maths website.</p> <p>A few days later Eddie receives his marks. He got 20 out of 25, or 80%, a low score for him. Me? I've got 12 out of 25, or less than 50%. Does it need saying that my biggest miscalculation was to take on Eddie over maths? He doesn't labour the point but he's irritatingly good at it. I knock on his bedroom door. He doesn't look up from his computer screen. He is too busy killing things, while talking on Skype to his friend Theo, who is also in the game trying to kill the same things.</p>	<p>Cotherstone Academy Aug. 7. 182</p> <p>Dear Father</p> <p>Our Master has arrived at Cotherstone, but I was sorry to learn he had no letter for me nor anything else, which made me very unhappy. If you recollect, I promised that I would write you a sly letter, which I assure you I have not forgot, and now an opportunity has come at last. I hope, my dear Father, you will not let Mr. Smith know anything about it for he would flog me if he knew it. I hope, my dear Father, you will write me a letter as soon as you receive this, but pray don't mention anything about this in yours; only put a X at the bottom, or write to my good Friend Mr. Halmer, who is very kind to me and he will give it to me when I go to Church. Mention nothing of this when you write.</p> <p>Your respectful son Henry</p>

2A: Answer these questions to consider the similarities and differences.

Next to each question write Source A, Source B or both.

1. Which source is written in the modern day?
2. Which source was written years ago?
3. Which source has a child at boarding school?
4. Which source has a child whose father wants to help with his homework?
5. Which child is happy?
6. Which child is unhappy?
7. Which child is speaking to his friends on Skype?
8. Which child worries that if he writes to anyone, he will be flogged?

2B: Using this table, summarise the similarities and differences between the two sources. The first row has been started for you. There are more differences than similarities.

Similarities	Evidence from the text	Differences	Evidence from the text
<i>Both sources are about a young boy.</i>	<i>'14-year old Eddie' 'I hope you will not let Mr Smith know anything about it, for he will flog me'</i>		

2C: Decide which facts are obvious and which are inferred. Remember that you need to infer in this question in order to pick up marks.

Statement	Obvious or inferred?	Explain your answer
<i>In Source A, it is clear that Eddie is good at maths.</i>		
<i>In Source A, it is clear that Eddie is 14.</i>		
In Source A, it is clear that Eddie likes computer games.		
In Source A, it is clear that Eddie has a friend called Theo.		
In Source A, it is clear that Eddie is close with his father.		
In Source B, it is clear that Henry will get into trouble if he is caught writing to his father.		
In Source B, it is clear that Mr Halmer is kind to Henry.		
In Source B, it is clear that Henry misses his father.		
Extension: write your own		

**Task 2D: Read this example answer answering the question:
Summarise the differences between Eddie and Henry.**

<p>In Source A, it is clear that Eddie is close with his father. This is evident when his father tries to do Eddie's maths homework just to 'get a sense of what it's like to be 14-year-old Eddi'. This suggests that Eddie and his father are close and that his father takes a lot of interest in Eddie's school work. This is further emphasised through the fact that Eddie's father doesn't give up but 'googles a maths website' as he is determined to get the work completed and understand Eddie's maths work.</p> <p>In contrast, in Source B, the reader learns that Henry is distant from his father. This is evident when he writes that he was 'sorry to learn there was no letter'. These words imply that Henry was hoping to hear from his father and is very disappointed that his father hasn't written.</p> <p>In Source A, it is clear that Eddie has friends he is in contact with. This is evident when the writer states that 'he doesn't look up from his computer screen' when his father enters his room. These words imply that he is so engrossed with playing with his friends that he doesn't need to speak to his father.</p> <p>In contrast, in Source B it is clear that Henry is lonely. This is evident when he asks his father not to mention writing because 'Mr Smith would flog me if he knew it'. The reader imagines that Henry lives in a very strict boarding school where he is not allowed to have communication with his family, which suggests that he must feel very lonely.</p>	
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Discuss and annotate the answer with your teacher.
Where can you see examples of inferences?

Task 2E: plan your own answer. Use these sentence starters to help you.

In Source A, it is clear that..
In line xx,..
This implies/suggests/reveals...

In contrast, in Source B, it is clear that..
In line xx,..
This implies/suggests/reveals...

A STEP-BY-STEP APPROACH TO TACKLING QUESTION 2

Now that you have practised summarising and inferring meaning, you are going to have a go at a practice question, following this step-by-step approach.

Practice One

Here is an example question from an AQA exam paper. The sources have been shortened for the purpose of this task.

Source A Written in 2015, this is a review of Winter Wonderland, a winter festival that comes to Hyde Park in London every year.	Source B from 'The Great Exhibition of 1851' - a review written by Queen Victoria after visiting one of the first exhibitions in Britain.
<p>All ages will enjoy a trip round the Magical Ice Kingdom, which has taken on a 'Secret Forest' theme this year. It's made up of a series of mythical creatures and woodland animals created from more than 500 tonnes of ice and snow in -10 degree temperature – so wrap up warm! Feeling inspired? Try out one of the ice sculpting workshops, a new offering for 2018.</p> <p>Also new to Winter Wonderland's ice realm is a performance of Peter Pan on Ice, bringing J.M.Barrie's well-loved story to life.</p> <p>Long-time favourite, The Giant Observation Wheel, has been given a modern-day update: visitors will be able to ask Google Assistant for a hot chocolate, to make it snow for a quick selfie or even play a festive song during their ride. Not one for thrill-seekers, but if you're looking for a more relaxed fairground experience you'll get a lovely view of London from the top.</p>	<p>The Green Park and Hyde Park were one mass of densely crowded human beings, in the highest good humour and most enthusiastic. I never saw Hyde Park look as it did, being filled with crowds as far as the eye could reach. A little rain fell, just as we started; but before we neared the Crystal Palace, the sun shone and gleamed upon the gigantic edifice, upon which the flags of every nation were flying.</p> <p>We drove up Rotten Row and got out of our carriages at the entrance on that side. The sight as we came to the centre where the steps and chair (on which I did not sit) was placed, facing the beautiful crystal fountain was magic and impressive.</p> <p>The tremendous cheering, the joy expressed in every face, the vastness of the building, with all its decorations and exhibits, the sound of the organ (with 200 instruments and 600 voices, which seemed nothing), and my beloved Husband the creator of this great 'Peace Festival', uniting the industry and arts of all nations of the earth, all this, was indeed moving, and a day to live forever. God bless my dearest Albert, and my dear Country which has shown itself so great today</p>

2. You need to refer to Source A and Source B for this question.

Use details from **both** sources. Write a summary of the **different** activities at the festivals.

[8 marks]

Step-by-step guidance:

Step 1: *Underline key words in the question.*

You need to refer to Source A and Source B for this question.

Use details from both sources. Write a summary of the different activities at the festivals.

Step 2: *Reread each extract and underline **two** short quotations that are about activities that people can do within **each** source. Only underline things you understand!*

All ages will enjoy a trip round the Magical Ice Kingdom, which has taken on a 'Secret Forest' theme this year. It's made up of a series of mythical creatures and woodland	The Green Park and Hyde Park were one mass of densely crowded human beings, in the highest good humour and most enthusiastic. I never saw Hyde Park
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<p>animals created from more than 500 tonnes of ice and snow in -10 degree temperature – so wrap up warm! Feeling inspired? <u>Try out one of the ice sculpting workshops, a new offering for 2018.</u></p> <p>Also new to Winter Wonderland's ice realm is a <u>performance of Peter Pan on Ice</u>, bringing J.M.Barrie's well-loved story to life.</p> <p>Long-time favourite, The Giant Observation Wheel, has been given a modern-day update: visitors will be able to ask Google Assistant for a hot chocolate, to make it snow for a quick selfie or even play a festive song during their ride. Not one for thrill-seekers, but if you're looking for a more relaxed fairground experience you'll get a lovely view of London from the top.</p>	<p>look as it did, being filled with crowds as far as the eye could reach. A little rain fell, just as we started; but before we neared the Crystal Palace, the sun shone and gleamed upon the gigantic edifice, upon which the flags of every nation were flying.</p> <p>We drove up Rotten Row and got out of our carriages at the entrance on that side. The sight as we came to the centre where the steps and chair (on which I did not sit) was placed, facing the <u>beautiful crystal fountain was magic and impressive.</u></p> <p>The tremendous cheering, the joy expressed in every face, the vastness of the <u>building, with all its decorations and exhibits</u>, the <u>sound of the organ</u> (with 200 instruments and 600 voices, which seemed nothing), and my beloved Husband the creator of this great 'Peace Festival', uniting the industry and arts of all nations of the earth, all this, was indeed moving, and a day to live forever. God bless my dearest Albert, and my dear Country which has shown itself so great today</p>
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Step 3: Jot down what you can infer from each of the quotations you have underlined.

For example, if I had underlined the quotation 'The Giant Observation Wheel', I might think these things:

1. It is very large.
2. People can ride on it.
3. The festival must be huge to contain a giant observation wheel.
4. It is a large wheel, like a ferris wheel.

Only one of the sentences above contains inference. In other words, in only one of the sentences am I searching for hidden clues about the festival from the words that are written. Which sentence contains inference?

Step 4: Write one paragraph about Source A and one paragraph about Source B. If the question asks you to write about similarities, start your second paragraph with the word 'also'. If the question asks you to write about differences, start your second paragraph with the word 'however'.

Here are two example paragraphs:

(Notice where I have tried to infer meaning)

In Source A, the writer lists winter-based activities that can be completed at Winter Wonderland. For example, the writer describes 'the ice sculpting workshops', which are 'new for 2018'. It is clear that the activities all have a winter theme and it is implied that the festival in 2018 is going to be bigger and better than ever before.

However, in Source B, the writer describes the sights that can be seen inside of the exhibition building. For example, the writer describes the 'vastness of the building, with all its decorations and exhibits'. It is clear from these words that there are many things to see inside the exhibition hall and that part of what is enjoyable is just the sight of all of the stalls that have been decorated well.

Try following these steps yourself and practise answering the question.

Practice Two

Here is an example question from an AQA exam paper. The sources have been shortened for the purpose of this task.

<p>Source A Written in the 20th century, this extract is from ‘Nurse on Call by Edith Cotteril’. Edith Cotteril was a district nurse. This is about a visit she made to a patient.</p>	<p>Source B From ‘On Trained Nurses Sick and Poor’ by Florence Nightingale, written in the 19th century.</p>
<p>When I had prepared a basin of disinfectant and a bowl of hot water, I began the formidable task of cleaning Miss Fallows. She seemed surprisingly unperturbed “ I suppose you get a lot of this,” she said. Fleas still cavorted undiminished and I dropped them ruthlessly into the disinfectant.</p> <p>It was obvious, however, that I was fighting a losing battle. I confessed to her that I would have to report the fleas to the authorities. She did not protest. Worse was to come.</p> <p>When I came to remove the hat it was stuck fast. I prised it off and found why: her hair was cemented solid with nits and excreta of multitudinous pediculus capitis. The only thing was to clip her hair close to the scalp. She was unhappy about this, but consented. It came off hard and solid like a space helmet and I tossed it on the fire where it spat and crackled.</p>	<p>Nursing requires the most undivided attention of anything I know, and all the health and strength both of mind and body. The very thing that we find in these poor sick is that they lose the feeling of what it is to be clean. The district nurse has to show them their room clean for once—in other words, to do it herself; to sweep and dust away, to empty and wash out all the appalling dirt and foulness; to air and disinfect; rub the windows, sweep the fireplace, carry out and shake the bits of old sacking and carpet, and lay them down again; fetch fresh water and fill the kettle; wash the patient and the children, and make the bed. Every home she has thus cleaned has always been kept so. She found it a pigsty, she left it a tidy, airy room.</p>

2. You need to refer to Source A and Source B for this question.

Use details from **both** sources. Write a summary of the **similar** duties the nurses have.

[8 marks]

Step-by-step guidance:

Step 1: *Underline key words in the question.*

You need to refer to Source A and Source B for this question.

Use details from both sources. Write a summary of the similar duties the nurses have.

Step 2: *Reread each extract and underline **two** short quotations that are about activities that people can do within each source. Only underline things you understand!*

<p>When I had prepared a basin of disinfectant and a bowl of hot water, I began the formidable task of cleaning Miss Fallows. She seemed surprisingly unperturbed “ I suppose you get a lot of this,” she said. <u>Fleas still cavorted undiminished</u> and I dropped them ruthlessly into the disinfectant.</p> <p>It was obvious, however, that I was fighting a losing battle. I confessed to her that I would have to report the fleas to the authorities. She did not protest. Worse was to come.</p> <p>When I came to remove the hat it was stuck fast. I prised it off and found why: <u>her hair was cemented solid with nits</u> and excreta of multitudinous pediculus capitis. The only</p>	<p>Nursing requires the most undivided attention of anything I know, and all the health and strength both of mind and body. The very thing that we find in these poor sick is that they lose the feeling of what it is to be clean. The district nurse has to show them their room clean for once—in other words, to do it herself; to sweep and dust away, <u>to empty and wash out all the appalling dirt and foulness</u>; to air and disinfect; rub the windows, sweep the fireplace, carry out and shake the bits of old sacking and carpet, and lay them down again; <u>fetch fresh water and fill the kettle; wash the patient and the children</u>, and make the bed. Every home she has thus cleaned has always been kept so. She found it a pigsty, she left it a tidy, airy room.</p>
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<p>thing was to clip her hair close to the scalp. She was unhappy about this, but consented. It came off hard and solid like a space helmet and I tossed it on the fire where it spat and crackled.</p>	
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Step 3: *Jot down what you can infer from each of the quotations you have underlined.*

For example, if I had underlined the quotation 'I began the formidable task of cleaning Miss Fallows', I might think these things:

1. The nurse has arrived to clean someone.
2. The patient must be extremely dirty.
3. The name of the patient is Mrs Fallows.

Only one of the sentences above contains inference. In other words, in only one of the sentences am I searching for hidden clues about the festival from the words that are written. Which sentence contains inference?

Step 4: *Write one paragraph about Source A and one paragraph about Source B. If the question asks you to write about similarities, start your second paragraph with the word 'also'. If the question asks you to write about differences, start your second paragraph with the word 'however'.*

Here are two example paragraphs:

(Notice where I have tried to infer meaning)

In Source A, the writer describes difficult cleaning activities that the nurse must carry out. In line 4, the writer makes clear the patient is very dirty by writing 'fleas still cavorted undiminished'. It is clear from this that the nurse's job is to clean up her patient. From the words 'fleas still cavorted', we can imagine that she will need a very thorough clean because she must be extremely dirty if she is infected with fleas.

Also in Source B, the writer describes the cleaning activities the nurses undertake. For example, the writer lists cleaning activities the nurse must undertake such as 'fetch fresh water and fill the kettle; wash the patient and the children'. It is clear that the nurse must make sure that the patient is clean, but it also seems that the nurse is responsible for helping the patient keep their children clean too.

Try following these steps yourself and practise answering the question.

Question 3: How does the writer use language...? [8 marks]

Just like in Question 2 of Paper 1, the examiners want to see that you can identify specific words and phrases used by the writer and explain the effect. You **could** try to identify similes, metaphors, personification and other language devices. But if you struggle to spot those, you can always write about imagery. There are always examples of imagery in writing. All you need to ask yourself is, what is the image of? To practise writing about imagery, you should complete the tasks from the Language Paper 1 revision booklet.

Some sources may also contain persuasive devices. These tasks are designed to help you practise analysing the effect of persuasive devices.

Task 1: Match the persuasive device with the definition and add your own example.

	Device		Definition	Example
1	Alliteration	A	Words that are designed to make the reader or audience feel strong emotions - either positive or negative.	
2	Rhetorical Question	B	A fact	
3	Repetition	C	Using words like 'you' and 'your' to speak to your reader or audience directly.	
4	Emotive language	D	When two words next to each other start with the same sound.	
5	Statistic	E	A question that is asked to make a statement. It does not expect an answer.	
6	Triple	F	When words or phrases are repeated to emphasise an important idea.	
7	Exaggeration	G	When three points are made to support your argument.	
8	Direct address	H	Making something sound much bigger, smaller, better or worse than it really is.	

1 = 2 = 3 = 4 = 5 = 6 = 7 = 8 =

Task 2A: Write what persuasive device is used in each sentence.

Example: Young people are embracing social media as it is freeing, sociable and educational. TRIPLE

- Recent government statistics show that a staggering 90% of teenagers now use social media sites such as Snapchat, Facebook and Twitter.
- This is a staggering statistic.
- Can we ban social media based on the 25% who have had a negative experience?
- Let us not see social media as a demon, damaging young people's lives. Let us not see social media as dangerous and addictive.
- Let us see social media for what it is: a tool that can help young people to become generous, kind and connected young individuals.
- Banning social media would result in a national crisis of identity.
- Social media is the most important development in the history of mankind.
- You must agree.
- Now is the time to listen. Now is the time to think. Now is the time to act.

Task 2B: Try to explain why each device in the examples above is effective.

Example: Young people are embracing social media as it is freeing, sociable and educational. TRIPLE
This is effective because three convincing reasons are provided to explain why social media is very beneficial, which makes the argument much more persuasive.

Task 3A: Write what persuasive device is used in each sentence.

Challenge: can you spot places where techniques have been combined?

Example: Young people are embracing social media as it is freeing, sociable and educational. TRIPLE

1. Cyberbullying via social media is the biggest crisis our government faces today.
2. Social media is dangerous, damaging and destructive.
3. How can we allow something so damaging to be used by young people?
4. 90% of young people state that they have, at some point in their lives, been bullied online.
5. You must agree that we cannot allow this terrible treatment of young people to continue.
6. Many young people find themselves cruelly victimised by trolls online.
7. Let us not pretend that social media is beneficial to young people. Let us not blind ourselves to the detrimental impact that social media is having on the development of young people.
8. Allowing young people onto social media exposes them to cruel and callous treatment by hateful individuals.

Task 3B: Try to explain why each device in the examples above is effective.

Example: Young people are embracing social media as it is freeing, sociable and educational. TRIPLE
This is effective because three convincing reasons are provided to explain why social media is very beneficial, which makes the argument much more persuasive.

Task 4: Read this short extract and complete the table underneath.

School uniform prevents bullying. In the same survey, 80% of students stated that they have witnessed bullying on non-uniform days. This is a staggering statistic. It is terrible to think of a young person being bullied for wearing their own clothes, when actually their own clothes should be celebrated as an expression of their personality and individuality. We must never be in a situation where a student is left feeling isolated, bullied and tormented as a result of what they wear to school. By removing uniform, you would be actively choosing for your student body to be more vulnerable to bullying. Is this what you would choose?

What persuasive devices can you find from the text above? The first row has been completed for you as an example.

Quotation	Persuasive device	Effect
'It is terrible to think of a young person being bullied for wearing their own clothes'	Emotive language ('terrible' 'bullied')	Makes the reader/audience feel strong sympathy for people who get bullied as a result of not wearing the latest trends

Task 5: Read this short extract and complete the table underneath.

Many footballers are not good role models, so should not be paid highly. Wayne Rooney is one of the most famous footballers and is someone that many people across the world look up to. Yet Wayne Rooney has behaved foolishly, immaturely and irresponsibly many times. If he is in the public eye, he should have a responsibility to behave well, setting a good example to young aspiring footballers who look up to him. Just last week, I heard a young child in the street speaking proudly about how much he admired Wayne Rooney. It is not right that, while he and others continue to set a poor example to young people, they should be paid so highly and rewarded for this terrible behaviour. Footballers should have their wages reduced and suffer harsh penalties if they behave immorally or illegally. This would send a clear message to fans that the poor behaviour is not encouraged or tolerated. It would ensure that our young people are being set the right example. It would ensure that our young people learn to behave kindly and responsibly. It would ensure that footballers do not think they are above the law.

What persuasive devices can you find from the text above? The first row has been completed for you as an example.

Quotation	Persuasive device	Effect
'Wayne Rooney has behaved foolishly, immaturely and irresponsibly many times'	Triple	Convinces the reader/audience that Wayne Rooney is a terrible role model because he has behaved in three very negative ways - not just one.

Task 6: Read this short extract and complete the table underneath.

Firstly, many children behave extremely well in restaurants. They can be polite, kind and responsible. In a recent survey, 80% of English restaurants stated that they felt happy with the way children behave. It would be wrong to punish all parents because of the behaviour of a few children. It would be wrong to prevent families from enjoying time out in restaurants because of the behaviour of a small few. I have many happy memories of meals out with my family, celebrating birthdays and other special occasions. Do you want others to be deprived of these happy memories due to the bad behaviour of just a few children? Surely it would be better to introduce stricter rules about how children behave in restaurants, so that all families may continue to enjoy meals out?

What persuasive devices can you find from the text above? The first row has been completed for you as an example.

Quotation	Persuasive device	Effect
'They can be polite, kind and responsible'	Triple	Reminds the reader/audience how good children can be by listing three of their good qualities rather than just one.

A STEP-BY-STEP APPROACH TO TACKLING QUESTION 3

Now that you have practised writing sentences about imagery and word choice, you are going to have a go at a practice question, following this step-by-step approach.

Practice One

Here is an example question from an AQA exam paper.

1	We drove up Rotten Row and got out of our carriages at the entrance on that side. The sight as we came to the
2	centre where the steps and chair (on which I did not sit) was placed, facing the beautiful crystal fountain was
3	magic and impressive. The tremendous cheering, the joy expressed in every face, the vastness of the building,
4	with all its decorations and exhibits, the sound of the organ (with 200 instruments and 600 voices, which seemed
5	nothing), and my beloved Husband the creator of this great 'Peace Festival', uniting the industry and arts of all
6	nations of the earth, all this, was indeed moving, and a day to live forever. God bless my dearest Albert, and my
7	dear Country which has shown itself so great today .
8	The Nave was full of people, which had not been intended and deafening cheers and waving of handkerchiefs,
9	continued the whole time of our long walk from one end of the building, to the other. Every face was bright, and
10	smiling, and many even had tears in their eyes .We returned to our place and Albert told Lord Breadalbane to
11	declare the Exhibition opened, which he did in a loud voice saying "Her Majesty commands me to declare the
12	Exhibition opened", when there was a flourish of trumpets, followed by immense cheering. Everyone was
13	astounded and delighted.

You now need to only refer to Source B, the extract from Queen Victoria's review of The Great Exhibition. How does Queen Victoria use language to describe the exhibition?

[12 marks]

Step-by-step guidance:

Step 1: *Underline key words in the question.*

You now need to only refer to Source B, the extract from Queen Victoria's review of The Great Exhibition. How does Queen Victoria use language to describe the exhibition?

Step 2: *Reread the extract and underline three short quotations that you understand and that have language you could comment on. Don't underline anything you don't understand as you won't be able to write confidently about it!*

1	We drove up Rotten Row and got out of our carriages at the entrance on that side. The sight as we came to the
2	centre where the steps and chair (on which I did not sit) was placed, facing the <u>beautiful crystal fountain was</u>
3	<u>magic and impressive</u> . The <u>tremendous cheering, the joy expressed in every face</u> , the vastness of the building,
4	with all its decorations and exhibits, the <u>sound of the organ (with 200 instruments and 600 voices, which seemed</u>
5	<u>nothing)</u> , and my beloved Husband the creator of this great 'Peace Festival', uniting the industry and arts of all
6	nations of the earth, all this, was indeed moving, and a day to live forever. God bless my dearest Albert, and my
7	dear Country which has shown itself so great today .
8	The Nave was full of people, which had not been intended and deafening cheers and waving of handkerchiefs,
9	continued the whole time of our long walk from one end of the building, to the other. Every face was bright, and
10	smiling, and many even had tears in their eyes .We returned to our place and Albert told Lord Breadalbane to
11	declare the Exhibition opened, which he did in a loud voice saying "Her Majesty commands me to declare the
12	Exhibition opened", when there was a flourish of trumpets, followed by immense cheering. Everyone was
13	astounded and delighted.

Step 3: Ask yourself - what is clear from the extract?

It would **not** be correct to say that Queen Victoria thinks the exhibition was boring.

It would **not** be correct to say that Queen Victoria thinks the exhibition was quiet.

It would **not** be correct to say that Queen Victoria thinks the exhibition was poorly attended.

Which statements are correct? Circle or underline them.

- Queen Victoria thinks the exhibition was a boring sight to see.
- Queen Victoria thinks the exhibition was a beautiful sight to see.
- Queen Victoria thinks the exhibition was quiet.
- Queen Victoria thinks the exhibition was loud.
- Queen Victoria thinks the exhibition was poorly attended.
- Queen Victoria thinks the exhibition was packed with people.

Step 4: Write your first topic sentence, using one of your ideas about what is clear.

For example:

Queen Victoria makes clear the exhibition was exciting.

Write your topic sentence on lined paper/your exercise book.

Step 5: Choose a quotation that proves your topic sentence.

Which quotation best proves this topic sentence?

Queen Victoria makes clear the exhibition was a beautiful sight to see.

Circle or underline it.

1. 'Tremendous cheering'
2. 'Beautiful crystal fountain was magic and impressive'
3. 'sound of the organ (with 200 instruments and 600 voices)'

You should have selected the second quotation.

This best proves the topic sentence that stories from the past were exciting because Queen Victoria mentions the beautiful appearance of the crystal fountain.

Step 6: write up your topic sentence and your quotation. Remember what you have practised in terms of writing about imagery and word choice. Here is an example.

Queen Victoria makes clear the exhibition was a beautiful sight to see. In line 2, Queen Victoria demonstrates that the exhibition contains beautiful sights by writing 'the beautiful crystal fountain was magic and impressive'. Queen Victoria's imagery helps the reader to imagine light twinkling in the crystals of the fountain as the water flows through it. Her use of the word 'magic' indicates that the fountain has a magical feeling to it and her use of the word 'impressive' implies that the fountain is very large.

Try following these steps yourself and having a go at your own answer.

Notice in this answer that I have tried to write about the imagery **and** zoom in on a word.

Question 4: Compare how the two writers convey their feelings about... [16 marks]

In order to achieve good marks in this question, you need to ask yourself:

- 1) What does each writer think?
- 2) How are the writers similar or different about what they think?
- 3) How do they use methods to get across what they think?

IDENTIFYING A VIEWPOINT (What does each writer think?)

Task 1A: Read Source A and answer the questions underneath.

Source A

Taken from 'Wildlife under the Equator' by Paul Du Chaillu, a zoologist who travelled to West Africa in 1862 in search of gorillas. His aim was to kill one and bring it back to Europe.

His eyes began to flash fierce fire as we stood motionless on the defensive, and the crest of short hair which stands on his forehead began to twitch rapidly up and down and was perfectly frightful to look at. His powerful fangs, or enormous canines, were shown as he again sent forth a thunderous roar. And now truly he reminded me of nothing but some hellish dream creature.

1. What does Du Chaillu think of gorillas?
2. Is he used to being around gorillas?
3. Does he feel comfortable or does he feel frightened?

Task 1B: Read Source B and answer the questions underneath.

Source B

Taken from an article written by Alex Hannaford in September 2011, after he met Koko the 'talking' gorilla.

I'd been told beforehand not to make eye contact initially as it can be perceived as threatening, so I glare at the ground. But I can't help stealing a brief glance at this beautiful creature.

I sign "Hello", which looks like a sailor's salute, and she emits a long, throaty growl.

"Don't worry. That means she likes you," comes the disembodied voice of Dr Penny Paterson, the foundation's president and scientific director, from somewhere inside the enclosure.

Koko lightly takes my hand and places it in the bend in her arm. It's amazing how gentle she is.

1. What does Hannaford think of Koko the gorilla?
2. Does she feel comfortable or does he feel frightened?

COMPARING VIEWPOINTS (How are the writers similar or different in what they think?)

Task 1A: Read Source A and B and complete the table underneath.

<p>Source A Taken from 'Wildlife under the Equator' by Paul Du Chaillu, a zoologist who travelled to West Africa in 1862 in search of gorillas. His aim was to kill one and bring it back to Europe.</p>	<p>Source B Taken from an article written by Alex Hannaford in September 2011, after he met Koko the 'talking' gorilla.</p>
<p>His eyes began to flash fierce fire as we stood motionless on the defensive, and the crest of short hair which stands on his forehead began to twitch rapidly up and down and was perfectly frightful to look at. His powerful fangs, or enormous canines, were shown as he again sent forth a thunderous roar. And now truly he reminded me of nothing but some hellish dream creature.</p>	<p>I'd been told beforehand not to make eye contact initially as it can be perceived as threatening, so I glare at the ground. But I can't help stealing a brief glance at this beautiful creature.</p> <p>I sign "Hello", which looks like a sailor's salute, and she emits a long, throaty growl.</p> <p>"Don't worry. That means she likes you," comes the disembodied voice of Dr Penny Paterson, the foundation's president and scientific director, from somewhere inside the enclosure.</p> <p>Koko lightly takes my hand and places it in the bend in her arm. It's amazing how gentle she is.</p>

Task 1B: Copy and complete the table to help you identify the similarities and differences in the viewpoint of the two reviewers.

	Source A	Source B
What does the writer think of gorillas?		
Why is the writer meeting a gorilla?		
Does the writer feel comfortable with the gorilla?		

Task 1C: Now go back to the table. Underline any differences between the viewpoints.

Task 1D: Copy and complete these sentences to practise writing about the different viewpoints. We use the word 'Whereas' at the start of a sentence when we are comparing differences.

1. Whereas the writer of Source A is frightened of gorillas, the writer of Source B is...
2. Whereas the writer of Source A wants to kill a gorilla, the...
3. Whereas the writer of Source B thinks the gorilla is very gentle, the...
4. Where as the writer of Source ___ thinks, the writer of Source ___ thinks...

Task 2A: Read these two sources, which both offer a viewpoint about the restaurant Pink Pizza.

Source A	Source B
<p>I wanted to try Pink Pizza because I heard that it 'does what it says on the tin'. I wasn't disappointed. Everything was stunning inside the restaurant: the walls, the chairs, the toilets and the bar area. Plus everything was pink! We ordered the 'Spicy' pizza and were wowed by the delicious flavours of sausage and chillis. We also ordered a strawberry milkshake, which was the best milkshake I</p>	<p>The only reason I went to Pink Pizza was for a dare. I decided I could just about cope with sitting inside a restaurant in which absolutely everything was pink. But when I got there, the decor made me feel slightly ill. Pink chairs, pink walls and a pink bar. Even the toilets were pink! We ordered the special 'Pink Pizza' which, for some bizarre reason, had beetroot on it. I don't like beetroot at</p>

have ever tasted. I finished off my meal with a cheesecake, while everyone else was tucking into ice cream sundaes. Overall, it was a great experience. I would definitely go back!	the best of times. The flavours were very strange. This was accompanied by a milkshake, which tasted mostly of milk and not much else. For dessert, my friends ordered a soggy-looking cheesecake but I declined. I don't think I will be visiting Pink Pizza again any time soon.
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Task 2B: Copy and complete the table to help you identify the similarities and differences in the viewpoint of the two reviewers.

	Source A	Source B
Why did they go to Pink Pizza?		
What did they think of the decor?		
What did they think of the pizza?		
What did they think of the milkshake?		
What did they think of the dessert?		
Would they go back?		

Task 2C: Now go back to the table. Underline any similarities between the viewpoints.

Task 2D: Copy and complete these sentences to practise writing about the different viewpoints.

5. Whereas the reviewer of Source A enjoyed the decor, the ...
6. Whereas the reviewer of Source B didn't enjoy the flavours of the pizza, the...
7. Whereas the reviewer of Source A thought the milkshake was delicious, the...
8. Whereas the reviewer of Source B decided not to have a dessert, the...
9. Whereas the reviewer of Source A is keen to return, the...

Task 3A: Read these two sources, which both offer a viewpoint about trains.

Source A From an article about HS2 - the high speed trains that the government is building - taken from the internet and written in the 21st century.	Source B From the diary of Arthur F.Munsby exploring his view on trains, written in 1862.
HS2 will offer punctual, speedy and comfortable train journeys. For weary commuters who need to zip from London to Manchester regularly for meetings, that is an attractive prospect. It could mean that people from the North can take Southern jobs, meaning a better economy for everyone. Of course, there will also be all those jobs created by building and running the HS2.	Last night and tonight I have observed for the first time the noise of the new Charing Cross Railway. Even as I write, the dull wearing hum of trains upon the Surrey side is going on: it goes far on into the night, with every now and then the bitter shriek of some accursed engine. No one who has not tasted the pure and exquisite silence of the London streets at night can conceive of the horror that it is gone forever.

Task 3B: Copy and complete the table to help you identify the similarities and differences in the viewpoint of the two reviewers.

	Source A	Source B
What do they think of trains?		
What do they give as an example of something they like OR dislike about trains?		
What do they give as another example of something they like OR dislike about trains?		

Task 3C: Now go back to the table. Underline any similarities between the viewpoints.

Task 3D: Copy and complete these sentences to practise writing about the different viewpoints.

1. Whereas the writer of Source A sees the benefit of HS2, the ...
2. Whereas the writer of Source A is very used to trains, the writer of Source B...
3. Whereas the writer of Source B thinks trains are a 'horror', the writer of Source A...

WRITERS' METHODS (How do they use methods to get across what they think?)

Task 1A: Reread Source A and Source B and complete the table underneath.

Source A Written by Bob Beckett, who reviewed Pink Pizza and enjoyed it.	Source B Written by Nessa Hikar, who also reviewed Pink Pizza but didn't enjoy it.
I wanted to try Pink Pizza because I heard that it 'does what it says on the tin'. I wasn't disappointed. Everything was stunning inside the restaurant: pink walls, pink chairs, pink toilets and a pink bar area. Plus everything was pink! We ordered the 'Spicy' pizza and were wowed by the delicious flavours of sausage and chillis. We also ordered a strawberry milkshake, which was the best milkshake I have ever tasted. I finished off my meal with a cheesecake, while everyone else was tucking into ice cream sundaes. Overall, it was a great experience. I would definitely go back!	The only reason I went to Pink Pizza was for a dare. I decided I could just about cope with sitting inside a restaurant in which absolutely everything was pink. But when I got there, the decor made me feel slightly ill. Pink chairs, pink walls and a pink bar. Even the toilets were pink! We ordered the special 'Pink Pizza' which, for some bizarre reason, had beetroot on it. I don't like beetroot at the best of times. The flavours were very strange. This was accompanied by a milkshake, which tasted mostly of milk and not much else. For dessert, my friends ordered a soggy-looking cheesecake but I declined. I don't think I will be visiting Pink Pizza again any time soon.

Complete this table about Source A. The first row has been done for you as an example.

What do they think of the...	Quotation	Any methods? Word choice? Imagery? Simile? Metaphor? ARRESTED? (persuasive devices)
..decor? <i>They liked the decor.</i>	<i>'Stunning' 'pink'</i>	<i>'Stunning' = admire the look of the decor, think it is beautiful to look at Repetition of 'pink' emphasises how much they enjoyed seeing the colour pink everywhere.</i>
..pizza?		
...milkshake?		
...dessert?		
...restaurant overall?		

Complete this table about Source B. The first row has been done for you as an example.

What do they think of the...	Quotation	Any methods? Word choice? Imagery? ARRESTED?
..decor? <i>Dislikes the decor</i>	<i>'Made me feel slightly ill' 'pink'</i>	<i>'ill ' = implies the writer found the decor disgusting and repulsive to look at. Repetition of 'pink' emphasises how much they hated the fact that everything was pink.</i>
..pizza?		
...milkshake?		
...dessert?		
...restaurant overall?		

Task 1B: Writing sentences about the writer's methods.

In this question you need to:

- Compare the writers' viewpoints
- Comment on how they use methods to get across their viewpoints.

Look at this example paragraph plan.

<p>Whereas Beckett admired the decor, Hikar hated the decor.</p>
<p>He makes clear he loved the decor. Who? Beckett When? Lines 2-4 How? 'Stunning' / lists 'pink' items ZOOM (imagery, word choice, ARRESTED): repetition of 'pink' = admired the pink colour theme Expanded sentences: In lines 2-4, Beckett makes clear he loved the decor by describing it as 'stunning' and by listing the various 'pink' items in the restaurant. Beckett's repetition of the word 'pink' emphasises how much he admired the pink colour theme.</p> <p>She makes clear she hated the decor. Who? Hikar When? Lines 2-5 How? 'Made me feel ill' 'pink' ZOOM (imagery, word choice, ARRESTED): 'ill' = repulsed/disgusted. Repetition of 'pink' = overwhelmed by number of pink items Expanded sentences: In lines 2-5, Hikar makes clear she hated the decor by writing 'it made me feel ill' and by listing the various 'pink' items she could see. Hikar's use of the word 'ill' demonstrates that she felt repulsed and disgusted by the colour scheme. Her repetition of the word 'pink' suggests that she felt overwhelmed by the number of pink items in the restaurant.</p>
<p>It is clear that they both noticed the pink decoration but felt very differently about it.</p>

Task 1C: Practise writing a good paragraph to answer Question 4 by completing these sentence expansion tasks.

<p>Whereas Beckett enjoyed the pizza, Hikar disliked the pizza.</p>
<p>He makes clear he enjoyed the pizza. Who? When? How? ' ZOOM (imagery, word choice, ARRESTED): Expanded sentences:</p> <p>She makes clear she disliked the pizza. Who? When? How? ZOOM (imagery, word choice, ARRESTED): Expanded sentences:</p>
<p>It is clear that they both...</p>

Task 1D: Practise writing a good paragraph to answer Question 4 by completing these sentence expansion tasks.

<p>Whereas Beckett enjoyed his milkshake, Hikar disliked her milkshake.</p> <p>He makes clear he enjoyed the pizza. Who? When? How? ‘ ZOOM (imagery, word choice, ARRESTED): Expanded sentences:</p> <p>She makes clear she disliked the pizza. Who? When? How? ZOOM (imagery, word choice, ARRESTED): Expanded sentences:</p>
<p>It is clear that they both...</p>

Task 2A: Reread Source A and Source B and complete the table underneath.

<p>Source A From an article about HS2 - the high speed trains that the government is building - taken from the internet and written in the 21st century.</p>	<p>Source B From the diary of Arthur F.Munsby exploring his view on trains, written in 1862.</p>
<p>HS2 will offer punctual, speedy and comfortable train journeys. For weary commuters who need to zip from London to Manchester regularly for meetings, that is an attractive prospect. It could mean that people from the North can take Southern jobs, meaning a better economy for everyone. Of course, there will also be all those jobs created by building and running the HS2.</p>	<p>Last night and tonight I have observed for the first time the noise of the new Charing Cross Railway. Even as I write, the dull wearing hum of trains upon the Surrey side is going on: it goes far on into the night, with every now and then the bitter shriek of some accursed engine. No one who has not tasted the pure and exquisite silence of the London streets at night can conceive of the horror that it is gone forever.</p>

Complete this table about Source A. The first row has been done for you as an example.

What does the writer think of trains?	Quotation	Any methods? Word choice? Imagery? ARRESTED?
<i>They will make money for the economy.</i>	<i>‘Better economy for everyone’</i>	<i>Word ‘everyone’ is convincing, suggesting that we should all see the benefit of the HS2 trains as they will benefit all of us.</i>

Complete this table about Source B. The first row has been done for you as an example.

What do they think of trains?	Quotation	Any methods? Word choice? Imagery? ARRESTED?
<i>He finds the noise unpleasant and irritating.</i>	<i>'dull wearing hum of trains'</i>	<i>Word 'dull' indicates that the noise is unpleasant. Word 'wearing' indicates that he finds it irritating.</i>

Task 2B: Here are topic sentences about the two sources. Underline or highlight the two correct topic sentences.

1. Whereas the writer of Source A thinks that HS2 trains are useful, the writer of Source B thinks that trains are a nuisance.
2. Whereas the writer of Source A thinks that HS2 trains are horrible, the writer of Source B thinks they will boost the economy.
3. Whereas the writer of Source A thinks that HS2 trains will boost the economy, the writer of Source B thinks they are horrible.
4. Whereas the writer of Source A focuses on the benefits the HS2 trains will bring, the writer of Source B focuses on the noise pollution caused by trains.

Task 2C: Choose the quotation from each source that would prove each topic sentence.

TS: Whereas the writer of Source A explains the usefulness of HS2 trains for commuters, the writer of Source B complains of noise pollution.

Source A quotation: _____

Source B quotation: _____

TS: Whereas the writer of Source A explains the benefits for the UK economy, the writer of source B focuses on how much he will miss silence in London.

Source A quotation: _____

Source B quotation: _____

Task 2D: Rewrite the quotations you have selected and try to list three things you could write about them. One has been done for you as an example.

TS: Whereas the writer of Source A explains the usefulness of HS2 trains for commuters, the writer of Source B complains of noise pollution.

Source A quotation: *'speedy, punctual and comfortable'*

1. *In other words, writer of Source A sees there are many benefits to the HS2 trains.*
2. *Writer uses a triple.*
3. *Triple emphasises the number of benefits there are to the HS2 trains - not just one benefit- commuters can benefit from getting to places more quickly, arriving punctually and feeling comfortable on the journey.*

Source B quotation: _____

1.
2.
3.

TS: Whereas the writer of Source A explains the benefits for the UK economy, the writer of source B focuses on how much he will miss silence in London.

Source A quotation: _____

1.

2.

3.

Source B quotation: _____

1.

2.

3.

A STEP-BY-STEP APPROACH TO TACKLING QUESTION 4

Now that you have practised writing sentences about imagery and word choice, you are going to have a go at a practice question, following this step-by-step approach.

Practice One

Here is an example question from an AQA exam paper. The sources have been shortened for this task.

Source A Taken from 'Wildlife under the Equator' by Paul Du Chaillu, a zoologist who travelled to West Africa in 1862 in search of gorillas. His aim was to kill one and bring it back to Europe.	Source B Taken from an article written by Alex Hannaford in September 2011, after he met Koko the 'talking' gorilla.
His eyes began to flash fierce fire as we stood motionless on the defensive, and the crest of short hair which stands on his forehead began to twitch rapidly up and down and was perfectly frightful to look at. His powerful fangs, or enormous canines, were shown as he again sent forth a thunderous roar. And now truly he reminded me of nothing but some hellish dream creature.	I'd been told beforehand not to make eye contact initially as it can be perceived as threatening, so I glare at the ground. But I can't help stealing a brief glance at this beautiful creature. I sign "Hello", which looks like a sailor's salute, and she emits a long, throaty growl. "Don't worry. That means she likes you," comes the disembodied voice of Dr Penny Paterson, the foundation's president and scientific director, from somewhere inside the enclosure. Koko lightly takes my hand and places it in the bend in her arm. It's amazing how gentle she is.

You need to refer to the whole of Source A and the whole of Source B.
 Compare how the writers convey their different views on gorillas.

[16 marks]

Step-by-step guidance:

Step 1: *Underline key words in the question.*

You need to refer to the whole of Source A and the whole of Source B.
 Compare how the writers convey their different views on gorillas.

Step 2: *Reread each extract and underline three short quotations that you understand and that have language you could comment on. Don't underline anything you don't understand as you won't be able to write confidently about it!*

<p>Source A Taken from 'Wildlife under the Equator' by Paul Du Chaillu, a zoologist who travelled to West Africa in 1862 in search of gorillas. His aim was to kill one and bring it back to Europe.</p>	<p>Source B Taken from an article written by Alex Hannaford in September 2011, after he met Koko the 'talking' gorilla.</p>
<p>His eyes began to <u>flash fierce fire</u> as we stood motionless on the defensive, and the crest of short hair which stands on his forehead began to twitch rapidly up and down and was perfectly frightful to look at. His <u>powerful fangs</u>, or <u>enormous canines</u>, were shown as he again sent forth a thunderous roar. And now truly he reminded me of nothing but some <u>hellish dream creature</u>.</p>	<p>I'd been told beforehand not to make eye contact initially as it can be perceived as threatening, so I glare at the ground. <u>But I can't help stealing a brief glance at this beautiful creature.</u></p> <p>I sign "Hello", which looks like a sailor's salute, and she emits a long, throaty growl. "Don't worry. That means she likes you," comes the disembodied voice of Dr Penny Paterson, the foundation's president and scientific director, from somewhere inside the enclosure.</p> <p><u>Koko lightly takes my hand and places it in the bend in her arm. It's amazing how gentle she is.</u></p>

Step 3: Ask yourself - what is clear about each writer's viewpoint from the extracts?

It would **not** be correct to say that the writer of Source A thinks gorillas are beautiful.

It would **not** be correct to say that the writer of Source A thinks gorillas are gentle.

It would **not** be correct to say that the writer of Source A feels comfortable in the company of gorillas.

It would **not** be correct to say that the writer of Source B thinks gorillas are ugly.

It would **not** be correct to say that the writer of Source B thinks gorillas are aggressive.

It would **not** be correct to say that the writer of Source B feels frightened in the company of gorillas.

Which statements are correct? Circle or underline them.

- The writer of Source A thinks that gorillas are beautiful.
- The writer of Source A thinks that gorillas are frightening,
- The writer of Source A thinks that gorillas are ugly and terrifying.
- The writer of Source B thinks that gorillas are beautiful.
- The writer of Source B feels comfortable in the company of the gorilla.
- The writer of Source B thinks that gorillas are aggressive.

Step 4: Write your first topic sentence, in which you compare the two viewpoints of the two writers.

For example:

Whereas the writer of Source A believes gorillas are ugly and terrifying, the writer of Source B thinks they are beautiful.

Write your topic sentence on lined paper/your exercise book.

Step 5: Choose a quotation from **each source** that proves your topic sentence.

Which quotation from **each source** best proves this topic sentence?

Whereas the writer of Source A believes gorillas are ugly and terrifying, the writer of Source B thinks they are beautiful.

Circle or underline it.

1. 'hellish dream creature' (Source A)
2. 'Thunderous roar' (Source A)
3. 'I can't help stealing a brief glance at this beautiful creature' (Source B)
4. 'Long throaty growl' (Source B)

You should have selected quotations 1 and 3.

These best prove the topic sentence.

Step 6: write up your topic sentence and your quotation. Remember what you have practised in terms of writing about imagery, word choice or, where relevant, the ARRESTED devices. Here is an example.

Whereas the writer of Source A believes gorillas are ugly and terrifying, the writer of Source B thinks they are beautiful. In line 7 of Source A, the writer presents the gorilla as ugly and terrifying by describing it as a 'hellish dream creature'. The word 'hellish' suggests the writer thinks that the gorilla looks like the devil, while the words 'dream creature' imply that the writer thinks the gorilla looks like something that would appear in one of his worst nightmares. The word 'creature' implies that the writer does not see the gorilla as an animal, but more as an unrecognisable monster. In contrast, the writer of Source B demonstrates how much she likes the look of the gorilla by writing 'I can't help stealing a glance at the beautiful creature'. It is clear from these words that the writer is very keen to look at the gorilla and can't stop herself from staring at it. Her use of the word 'beautiful' demonstrates how much she admires the way the gorilla looks.

Try following these steps yourself and having a go at your own answer.

Notice in this answer that I have tried to write in detail about each quotation and I have used the words 'in contrast' halfway through my paragraph to show the examiner that I am comparing.

Practice Two

Here is an example question from an AQA exam paper. The sources have been shortened for this task.

Source A Taken from 'Easy Way to Stop Smoking' by Allen Carr, published in 1985.	Source B Taken from an instruction guide called 'Manners for Men' written by Mrs CE Humphrey in 1897.
<p>Instead of lighting up cigarettes subconsciously, I began to analyse my feelings as I was smoking them. This confirmed what I already knew. I wasn't enjoying them; they were filthy and disgusting. I started looking at non-smokers. Until then, I had always regarded non-smokers as wishy-washy, unsociable, fussy people. However, when I examined them, they appeared, if anything, stronger and more relaxed. They appeared to be able to cope with the stresses and strains of life, and they seemed to enjoy social functions more than non smokers. They certainly had more sparkle and zest* than smokers. I asked some people who had given up smoking if they missed it. Most said, 'Miss it? You must be joking. I have never felt better in my life.'</p> <p>*zest = energy</p>	<p>The good manners in this, as in many other matters, has altered during the last few years. At one time it was considered a sign of infamously bad taste to smoke in the presence of women in any circumstances. But it is now no longer so. So many women smoke themselves, that in some houses even the drawing-room is thrown open to Princess Nicotine.</p> <p>It is now no uncommon thing to see a man in evening dress smoking in a carriage with a lady on their way to opera or dinner. This is going rather too far, for her garments become as much impregnated with the odour of tobacco as if she had herself been smoking.</p> <p>Even to men who smoke, the smell of stale tobacco smoke is revolting. Fancy, then, how it must offend the olfactory* nerves of women.</p> <p>*olfactory nerves = nerves that help us smell</p>

You need to refer to the whole of Source A and the whole of Source B.
 Compare how the writers convey their different views on smoking.

[16 marks]

Step-by-step guidance:

Step 1: *Underline key words in the question.*

You need to refer to the whole of Source A and the whole of Source B.
 Compare how the writers convey their different views on smoking.

Step 2: *Reread each extract and underline three short quotations that you understand and that have language you could comment on. Don't underline anything you don't understand as you won't be able to write confidently about it!*

Source A Taken from 'Easy Way to Stop Smoking' by Allen Carr, published in 1985.	Source B Taken from an instruction guide called 'Manners for Men' written by Mrs CE Humphrey in 1897.
<p>Instead of lighting up cigarettes subconsciously, I began to analyse my feelings as I was smoking them. This confirmed what I already knew. I wasn't enjoying them; they were <u>filthy and disgusting</u>. I started looking at non-smokers. Until then, I had always regarded non-smokers as wishy-washy, unsociable, fussy people. However, when I examined them, they appeared, if anything, stronger and more relaxed. They appeared to be able to cope with the stresses and strains of life, and they seemed to enjoy social functions more than non smokers. They certainly had more <u>sparkle and zest</u>* than smokers. I was asked recently if I missed smoking '<u>Miss it?</u>' I asked. '<u>You must be joking. I have never felt better in my life.</u>'</p> <p>*zest = energy</p>	<p>The good manners in this, as in many other matters, has altered during the last few years. At one time it was considered a sign of infamously bad taste to smoke in the presence of women in any circumstances. But it is now no longer so. <u>So many women smoke themselves</u>, that in some houses even the drawing-room is thrown open to Princess Nicotine.</p> <p>It is now <u>no uncommon thing</u> to see a man in evening dress smoking in a carriage with a lady on their way to opera or dinner. This is going rather too far, for her garments become as much <u>impregnated with the odour of tobacco</u> as if she had herself been smoking.</p> <p>Even to men who smoke, <u>the smell of stale tobacco smoke is revolting</u>. Fancy, then, how it must offend the olfactory* nerves of women.</p> <p>*olfactory nerves = nerves that help us smell</p>

Step 3: Ask yourself - what is clear about each writer's viewpoint from the extracts?

It would **not** be correct to say that the writer of Source A is disappointed he has given up smoking.

It would **not** be correct to say that the writer of Source A still thinks non-smokers are silly.

It would **not** be correct to say that the writer of Source A thinks people regret giving up smoking.

It would **not** be correct to say that the writer of Source B thinks smoking smells very good.

It would **not** be correct to say that the writer of Source B is happy that more people are smoking.

Which statements are correct? Circle or underline them.

- The writer of Source A is disappointed that he has given up smoking.
- The writer of Source A is happy that he has given up smoking.
- The writer of Source A thinks cigarettes smell and taste nasty.
- The writer of Source B thinks more people should smoke.
- The writer of Source B dislikes the smell of cigarette smoke.
- The writer of Source B thinks that many more people are smoking than ever before.

Step 4: Write your first topic sentence, in which you compare the two viewpoints of the two writers.

For example:

Whereas the writer of Source A is relieved that he has given up smoking, the writer of Source B worries about the rise of smoking.

Write your topic sentence on lined paper/your exercise book.

Step 5: Choose a quotation from **each source** that proves your topic sentence.

Which quotation from **each source** best proves this topic sentence?

Whereas the writer of Source A is relieved that he has given up smoking, the writer of Source B worries about the rise of smoking.

1. 'Sparkle and zest' (Source A)
2. 'Miss it? I have never felt better in my life' (Source A)
3. 'So many women smoke' 'no uncommon thing' (Source B)
4. 'The smell of stale tobacco smoke is revolting' (Source B)

You should have selected quotations 2 and 3.

These best prove the topic sentence.

Step 6: write up your topic sentence and your quotation. Remember what you have practised in terms of writing about imagery, word choice or, where relevant, the ARRESTED devices. Here is an example.

Whereas the writer of Source A is relieved that he has given up smoking, the writer of Source B worries about the rise of smoking. In the final line of Source A, Carr makes clear he is relieved by writing 'Miss it? I have never felt better in my life'. Carr's use of a rhetorical question makes a very clear statement to his reader, demonstrating that he definitely does not miss smoking at all. His use of the words 'never felt better in my life' exaggerate the positive impact that quitting smoking has had on him, in an attempt to persuade other people to quit too. In contrast, Humphrey focuses on the rise of smoking, by writing 'so many women smoke' and 'it is no uncommon thing'. Her use of the words 'so many' indicate her surprise and disgust about the number of people that spoke, while the words 'no uncommon thing' indicate that it has become normal in 1897 for people to smoke. While they focus on different aspects of smoking, it does seem that both writers believe people would be better if they didn't smoke.

Try following these steps yourself and having a go at your own answer.

Notice in this answer that I have tried to write in detail about each quotation and I have used the words 'in contrast' halfway through my paragraph to show the examiner that I am comparing. In my concluding sentence, I have made another connection between the two sources.

Question 5: Writing to persuade or inform about... [40 marks]

Paper 2 Question 5 will always give you a statement.
You will need to argue that you agree or disagree with the statement.
You will need to write in the form of an article, letter or speech.

Knowing what form to write in

Article

Task 1: Here is an example question. Read the question and the information underneath.

"Children should be banned from restaurants. They are noisy and annoy other customers. People want to have adult conversations in a sophisticated setting."
Write an **article for the local paper** where you argue for or against this point of view.

Notice in this question that you have been asked to write an article for the local paper. When writing an article, you should include:

- (1) A heading
- (2) Formal language

Task 1A: choose words from the box below to fill in the gaps.

Paper 2 Question 5 will always give you a s_____. You will need to a_____ that you ag_____ or dis_____ with the st_____. You will need to write in the form of an a_____, l_____ or s_____. If you are asked to write an a_____, you should use a h_____ and f_____ l_____.

speech	letter	argue	statement	formal	agree	disagree	article
heading	language	speech	statement				

Task 1B: In an article you should use:

- (1) H**d**g
- (2) F**m*I l**g**ge

Task 1C: in an article you should use:

- (1) H_____g
- (2) F_____ l_____

Task 1D. Highlight or underline the best heading in this list for the article above.

- A. CHILDREN SHOULD BE BANNED FROM RESTAURANTS.
- B. WHY CAN'T I HEAR MYSELF THINK? RESTAURANTS ARE NO PLACE FOR YOUNG CHILDREN
- C. CHILDREN ARE ANNOYING AND SHOULD BE BANNED FROM RESTAURANTS.
- D. IT'S TIME FOR A CHANGE

Explain your choice:

Extension: Write your own heading for the article.

Task 1E: Formal language.

Formal language is words that you use when you are writing or speaking in serious situations.

For example:

- You would use formal language if you were writing a letter to the Prime Minister.
- You would use formal language if you were answering questions in a job interview.
- You would use formal language if you were standing up in assembly and giving an important speech.

Informal language is words that you use when you are writing or speaking in situations that are **not** serious.

For example:

- You might use informal language in a text message to your friends.
- You might use informal language when speaking to your parents about what you want for dinner.
- You might use informal language when speaking to your friends.

Look at these two boys. Which boy is using formal language and which is using informal language?



Task 1F: Some of these sentences use informal language. Some of them use formal language. Underline or highlight the sentences that use informal language.

1. There are many reasons why children should be banned from restaurants.
2. There are lots of reasons why children should be banned from restaurants.
3. We need to tell everyone about this thing.
4. We need to tell everyone about this important issue.
5. LOL. What a crazy idea!
6. This idea is laughable and we must not consider it.
7. Children pig out and make a big mess.
8. Children eat far too much and create far too much mess.
9. Children can behave in ways that may annoy some of the customers.
10. Children are a pain in the neck.

Extension: change the informal examples into more formal language

Task 1G. Informal and formal language.

In each example, underline the words in the **FORMAL** example that you think make it more formal.

Informal	Formal
Whatcha doing?	What are you doing?
You're crazy! LOL.	You seem a bit mad.
No way! Seriously?!	I can't believe that happened.
My sister is a pain in the neck.	My sister is annoying.
We pigged out last night.	We ate a very large meal last night.
There are a lot of problems.	There are many problems.
The numbers of teenagers being bullied online are going up.	The numbers of teenagers being bullied online are increasing.
We've got to make these numbers go down.	We must decrease these numbers.
It's a big problem.	It's an enormous problem.
Kids today are in a bad way.	Children today are suffering.

Task 2: Here is a different question that asks you to write in a different form.

"Footballers get paid far too much. They are not essential or important members of society and it is a shame that they have so much money and influence." Write a speech for your peers where you argue for or against this point of view.

Notice in this question that you have been asked to write a speech for your peers (people the same age as you). When writing a speech, you should include:

- (1) Formal language
- (2) Address your listeners in your opening sentence.

Task 2A: choose words from the box below to fill in the gaps.

Paper 2 Question 5 will always give you a s_____. You will need to a_____ that you ag_____ or dis_____ with the st_____. You will need to write in the form of an a_____, l_____, or s_____. If you are asked to write a s_____, you should use f_____, la_____, and ad_____ your l_____ in your o_____ se_____.

listeners	speech	letter	argue	opening	statement	formal	agree	disagree
article	address	language	speech	statement	sentence			

Task 2B: In a speech you should use:

- (1) F**m*I l**g**ge
- (2) Addr*** your li**en*rs in your o**n**g s*nt*nc*.

Task 2C: in a speech you should use:

- (1) F _____ I _____
 (2) A _____ your I _____ in your o _____ s _____

Task 2D: In each of these examples of speech openings, underline the opening sentence and answer the question underneath.

Good afternoon, ladies and gentlemen, teachers, parents, and my fellow students.

My name is Jessica Hare and I am honoured to speak to you today. Today's meeting is an outstanding event for all of us as another academic year has come to an end. This means that another group of students graduates from our school and is to start its way into the 'adult life'. Actually, this 'adult life' seems to be less appealing and more terrifying with its close oncoming, and it is a great fortune that it is not my turn to enter it yet.

Who is the speaker addressing their speech to? _____

Good afternoon teachers and students.

Thank you for taking the time to listen. My name is Lawrence Smart, and I'm here today to talk to you about the important issue of cyber bullying online.

Who is the speaker addressing their speech to? _____

Good afternoon fellow classmates.

As you know, my name is Lawrence Smart I'm here today to talk to you about the important issue of cyber bullying online.

Who is the speaker addressing their speech to? _____

Task 2E: Match the opening sentence with the audience.

Opening sentence of speech	Audience (who the speech is for)
Good afternoon listeners.	Classmates
Good afternoon fellow students in Y10.	Teachers
Good afternoon teachers of Jane Austen College.	Adults
Good afternoon Ladies and Gentlemen.	Listeners of a radio show

Task 2F: Write your own opening sentence for each audience.

Audience (who the speech is for)	Opening sentence
Classmates	Good afternoon _____.
Teachers	Good afternoon _____.
Adults	Good afternoon _____.
Listeners of a radio show	Good afternoon _____.

Letter

Task 3 Here is a different question that asks you to write in a different form.

'School uniform is the number one most important factor in ensuring that students behave well and achieve academic success at school'.

Write a letter to your head teacher, arguing for or against the abolition of school uniform.

Notice in this question that you have been asked to write a letter to your head teacher. When writing a letter you should include:

- (1) Formal language
- (2) The date and school address in the top right hand corner
- (3) Dear Sir/Madam to open
- (4) Yours sincerely to close

Task 3A: choose words from the box below to fill in the gaps.

Paper 2 Question 5 will always give you a s_____. You will need to a_____ that you ag_____ or dis_____ with the st_____. You will need to write in the form of an a_____, l_____, or s_____. If you are asked to write a letter, you should use f_____, l_____, the school a_____ in the top r_____ hand c_____, the words 'Dear Sir/M_____ to open and the words y_____ s_____ to close.

corner	sincerely	letter	argue	Madam	statement	hand	formal	agree
disagree	article	address	language	letter	statement	yours	right	

Task 3B: In a letter you should use:

- (1) F**m*I**g**ge
- (2) The sch**l a*****s in the t** r***t hand c**ner
- (3) D**r S**/M*****m to o***n
- (4) Y****s s**c*r*ly to cl*se

Task 3C: in a letter you should use:

- (3) F_____ l_____
- (4) The s_____ l a_____ in the t_____ r_____ h_____ c_____
- (5) D_____ S_____/M_____ to o_____
- (6) Y_____ si_____ to c_____

Task 3D: practise spelling sincerely

sincer__ly s__ncer__ly s__nc__r__ly sincer__l__
 s__cer__l__ si____er__ly sincer_____ s_____er__ly

Coming up with three arguments

You must try to come up with three arguments before or against the statement.
You should write one paragraph for each argument.

Task 1: Look again at an example question.

“Children should be banned from restaurants. They are noisy and annoy other customers. People want to have adult conversations in a sophisticated setting.”

Write an article for the local paper where you argue for or against this point of view.

Important words and phrases in the question have been underlined. You can use these to help you come up with your arguments. Here are three example arguments that **don't support** this statement.

- (1) Many children behave very well and it is not fair to punish all families for the behaviour of some children.
- (2) Many restaurants get much of their income from families eating. If we were to ban children, this would make it very difficult for the restaurants to make enough money. This may result in many restaurants closing.
- (3) A better solution would be for restaurants to introduce a cut-off time (a curfew) when children are no longer allowed, so that adults may have adult conversations without them being interrupted by the noise of young children. OR to have family-friendly and adult-only restaurants, so that adults may eat in peace if they want to.

You should always plan your three arguments before you begin writing. This will help you to make sure you don't run out of things to say.

Task 1A. Your turn. Reread the statement above.

Decide: do you support the statement or do you not support the statement?

Underline or highlight the words that reflect your view.

- (1) I do/do not support the statement.
- (2) I think children should/should not be allowed in restaurants.

Task 1B: Plan your three arguments:

- (1) Children should/should not be allowed in restaurants because
- (2) Children should/should not be allowed in restaurants because
- (3) Children should/should not be allowed in restaurants because

Task 2: Look at another example question.

"Footballers get paid far too much. They are not essential or important members of society and it is a shame that they have so much money and influence." Write a speech for your peers where you argue for or against this point of view.

Important words and phrases in the question have been underlined. You can use these to help you come up with your arguments. Here are three example arguments that **support** this statement.

- (1) Footballers are paid far more than other more important jobs such as doctors and teachers. Doctors and teachers help people every day. Doctors even sometimes risk their lives to help people. It does not seem right that footballers are paid so much more when their role is not as important in our society.
- (2) There is so much poverty in England. Many families struggle to live on the money they earn. There has been a rise in foodbanks in recent years, as families struggle to afford enough food. It is not right that, while some people live in poverty, footballers earn so much money.
- (3) Footballers are often not very good role models. Some footballers have been in trouble for anti social behaviour. It is not right that people who are not acting as good role models are paid so much money. It is like rewarding bad behaviour.

You should always plan your three arguments before you begin writing. This will help you to make sure you don't run out of things to say.

Task 2A. Your turn. Reread the statement above.

Decide: do you support the statement or do you not support the statement?

Underline or highlight the words that reflect your view.

- (1) I do/do not support the statement.
- (2) I think footballers should/should not be paid less.

Task 2B: Plan your three arguments:

- (1) I think footballers should/should not be paid less because_
- (2) I think footballers should/should not be paid less because_
- (3) I think footballers should/should not be paid less because_

Task 3: Look at another example question

'School uniform is the number one most important factor in ensuring that students behave well and achieve academic success at school'.

Write a letter to your head teacher, arguing for or against school uniform.

Important words and phrases in the question have been underlined. You can use these to help you come up with your arguments. Here are three example arguments that **support** this statement.

- (1) School uniform helps all students to feel equal. They do not feel the pressure every day of having to dress to impress their classmates. Worrying about dressing to impress their classmates means they will be able to think less about their lessons, so won't do as well in school.
- (2) School uniform prevents bullying. Many young people bully their peers if they do not wear the latest fashions or expensive labels. Removing school uniform leaves students more vulnerable to bullying and could mean the behaviour in the school deteriorates (gets worse).
- (3) School uniform encourages students to behave well when they are walking to and from school because they know they are representing the school. It means issues with behaviour can be picked up by staff because members of the public can report it to the school. It helps students behave better and keeps them safe.

Task 3A. Your turn. Reread the statement above.

Decide: do you support the statement or do you not support the statement?

Underline or highlight the words that reflect your view.

- (1) I do/do not support the statement.
- (2) I think students should/should not wear school uniform.

Task 3B: Plan your three arguments:

- (1) I think students should/should not wear school uniform because...
- (2) I think students should/should not wear school uniform because...
- (3) I think students should/should not wear school uniform because_

Using statistics to make yourself sound convincing

You can make up statistics (facts) in your writing. It sounds like you know what you are talking about and that you have done your research. It makes you sound much more convincing.

Task 1: Underline the statistics in each of these sentences.

1. In a recent survey, 90% of students stated that they like the school uniform at Jane Austen College.
2. When asked, 90% of students stated they would prefer to be set more homework at Jane Austen College.
3. When surveyed, 90% of English restaurants said that they rely on families visiting their restaurants. 90% believed that banning children would force them to close.

Task 2: An easy way to introduce a statistic is to use the words 'In a recent survey,...'

You must always use a comma after the word 'survey'.

Complete these sentences:

1. In a recent s_____, 90% of students stated that they think the school uniform is _____.
2. In a r_____ s_____, 90% of students stated that they think homework is _____.
3. In a _____, 90% of people stated that they think footballers are paid too much / the right amount.

Task 3: An easy statistic to use is 90%. In a recent survey, 90% of people....

Remember: you must always use a comma after the word 'survey'.

Complete these sentences:

1. In a recent s_____, 9__% of students stated that they think the school uniform is _____.
2. In a r_____ s_____, _____% of students stated that they think homework is _____.
3. In a _____, _____% of people stated that they think footballers are paid too much / the right amount.

Task 4: A good word to use when writing about what people said is 'stated that'.

This sounds better and more formal than 'said'.

Example:

In a recent survey, 90% of students **stated that** they like the school uniform at Jane Austen College.

Complete these sentences:

1. In a recent s_____, 9__% of students st*t*d th*t they think the school uniform is _____.
2. In a r_____ s_____, ____% of students s____d t____t they think homework is _____.
3. In a _____, ____% of people _____ they think footballers are paid too much / the right amount.

Task 5: Using the sentence structure you have been given, try and come up with a statistic for each of these topics.

Example:

Topic: homelessness

In a recent survey, 90% of people stated that they walk past a homeless person every day.

1. Topic: poverty (being poor)
In a r_____ s_____, ____% of people stated that _____.
2. Topic: homework
In a r_____ s_____, ____% of students stated that _____.
3. Topic: uniform
In a r_____ s_____, ____% of students stated that _____.
4. Topic: pollution
In a r_____ s_____, ____% of people stated that _____.
5. Topic: holidays are too expensive
In a r_____ s_____, ____% of people stated that _____.
6. Topic: footballers are paid too much
In a r_____ s_____, ____% of people stated that _____.
7. Topic: celebrities are not good role models
In a r_____ s_____, ____% of people stated that _____.
8. Topic: cyberbullying damages lives
In a r_____ s_____, ____% of people stated that _____.

Writing a strong opening

You should try to impress the examiner straight away with the opening line of your argument. We are going to practise a very easy way to do this.

To write a strong opening, you can combine three persuasive devices. You can write phrases that can be used in absolutely any argument. They work every time!

The three persuasive devices you can combine in your opening are:

- (1) **Repetition** - when words or phrase are repeated
- (2) **Rhetorical question** - a question that is asked to make a statement. It does not expect an answer.
- (3) **Triple** - using a phrase, a word or a type of word three times.

Look at this example:

Why should adults stop children using technology? Why should adults make this decision for young people? Why should young people be denied the freedom to choose?

In this example, the three techniques - repetition, rhetorical question and triple - have been used. Here is how:

Repetition of the phrase 'why should':

Why should adults stop children using technology? Why should adults make this decision for young people? Why should young people be denied the freedom to choose?

Rhetorical questions:

Why should adults stop children using technology? Why should adults make this decision for young people? Why should young people be denied the freedom to choose?

Three rhetorical questions one after another (triple) makes it even more effective:

(1)Why should adults stop children using technology? (2)Why should adults make this decision for young people? (3) Why should young people be denied the freedom to choose?

Task 1A: Look at this example. Explain where you can see the repetition, rhetorical question and triple.

Why haven't we done more to stop cyberbullying through social media? Why haven't we ended the pain? Why not start now?

Repetition: _____

Rhetorical questions: _____

Triple: _____

Task 1B: Look at this example. Explain where you can see the repetition, rhetorical question and triple.

Do you want your mind ruined by too much phone use? Do you want your brain fried? Do you want your future destroyed?

Repetition: _____

Rhetorical questions: _____

Triple: _____

Task 1C: Look at this example. Explain where you can see the repetition, rhetorical question and triple.

Would you like it if your children were stopped from going to restaurants? Would you like it if your family could never eat out in public again? Would you like it if you could never celebrate a birthday properly again?

Repetition: _____

Rhetorical questions: _____

Triple: _____

Task 1D: Look at this example. Explain where you can see the repetition, rhetorical question and triple.

Why should footballers earn more than doctors? Why should footballers earn so much while others live in poverty? Why should such terrible role models earn so much money?

Repetition: _____

Rhetorical questions: _____

Triple: _____

Task 1E: Look at this example. Explain where you can see the repetition, rhetorical question and triple.

Surely teenagers are responsible? Surely teenagers can be trusted? Surely teenagers must be given the vote?

Repetition: _____

Rhetorical questions: _____

Triple: _____

Task 1F: Look at this example. Explain where you can see the repetition, rhetorical question and triple.

Why do we accept that people live in poverty? Why do we ignore their needs? Why do we selfishly choose to save ourselves and not them?

Repetition: _____

Rhetorical questions: _____

Triple: _____

Task 1G: Look at this example. Explain where you can see the repetition, rhetorical question and triple.

Can we allow homelessness to continue? Can we allow people to die on the streets? Can we allow terrible inequality in our society?

Repetition: _____

Rhetorical questions: _____

Triple: _____

Task 1H: Look at this example. Explain where you can see the repetition, rhetorical question and triple.

Can we allow students to choose their own clothes? Can we allow this peer pressure to exist? Can we allow poor behaviour on the way to school?

Repetition: _____

Rhetorical questions: _____

Triple: _____

Task 2: In this task, we are going to teach you three sentences that you can use to open any article, letter or speech. This will be useful for you if you know you struggle to remember all of the persuasive devices. All you need to do is memorise this and use it in your exam!

Challenge: try not to use this one. Try to come up with your own phrase that could work for each of the topics we have explored so far.

Here it is:

Why haven't we dealt with this? Why aren't people listening? Why hasn't more been done?

Task 2A: Copy out each sentence. You have been given different clues each time.

- (1) W** haven't we d**It with this? W** aren't p**ple lis**ni**g? W** hasn't mo** been d**e?
- (2) W** haven't we d**It with this? W** aren't p**ple lis**ni**g? W** hasn't mo** been d**e?
- (3) W** haven't we d**It with this? W** aren't p**ple lis**ni**g? W** hasn't mo** been d**e?
- (4) W** haven't we d**It with this? W** aren't p**ple lis**ni**g? W** hasn't mo** been d**e?

Task 2B: Copy out each sentence. You have been given less help each time.

- (1) Why h_____ we d_____ with this? W_____ aren't people l_____? Why hasn't m_____ been d_____?
- (2) W_____ h_____ we d_____ with this? W_____ aren't p_____ l_____? W_____ hasn't m_____ been d_____?
- (3) W_____ h_____ we d_____ with t_____? W_____ a_____ p_____ l_____? W_____ hasn't m_____ b_____ d_____?
- (4) W_____ h_____ w_____ d_____ w_____ t_____? W_____ a_____ p_____ l_____? W_____ h_____ m_____ b_____ d_____?

Task 2C: Write out each question. You have been given even less help this time

WHWDWT? WAPL? WHMBN?

Try practising saying it out loud and writing it from memory. The more you practise, the more it will remain in your memory.

Writing a strong ending

You should try to impress the examiner with the ending line of your argument. We are going to practise a very easy way to do this.

To write a strong ending, just like you did for the opening, you can combine three persuasive devices. You can write phrases that can be used in absolutely any argument. They work every time!

The three persuasive devices you can combine in your opening are:

- (1) **Direct address** - where you use words such as 'you' and 'your' to speak directly to your audience
- (2) **Repetition** - when words or phrase are repeated
- (3) **Triple** - using a phrase, a word or a type of word three times.

Look at this example:

Now you must listen. Now you must think. Now you must act.

In this example, the three techniques - direct address, repetition, and triple - have been used. Here is how:

Direct address, using the word 'you'.

Now you must listen. Now you must think. Now you must act.

Repetition of the phrase 'now you must':

Now you must listen. Now you must think. Now you must act.

Three sentences after each other that contain the same structure and similar words (triple) make it more persuasive.

(1)Now you must listen. (2)Now you must think. (3)Now you must act.

Task 1A: Look at this example. Explain where you can see the direct address, repetition, and triple.

It is time for you to listen. It is time for you to act. It is time for you to change the world for the better.

Direct address: _____

Repetition: _____

Triple: _____

Task 1B: Look at this example. Explain where you can see the direct address, repetition, and triple.

Our community is responsible. Our community will make a change. Our community will make the world better.

Direct address: _____

Repetition: _____

Triple: _____

Task 1C: Look at this example. Explain where you can see the direct address, repetition, and triple.

You students should be trusted. You students should be recognised. You students should have a voice.

Direct address: _____

Repetition: _____

Triple: _____

Task 1D: Look at this example. Explain where you can see the direct address, repetition, and triple.

You should feel anger when you think of homelessness. You should feel sorry for the people who have been forgotten. You should work with me to make a change.

Direct address: _____

Repetition: _____

Triple: _____

Task 1E: Look at this example. Explain where you can see the direct address, repetition, and triple.

Surely teenagers are responsible? Surely teenagers can be trusted? Surely teenagers must be given the vote?

Direct address: _____

Repetition: _____

Triple: _____

Task 1F: Look at this example. Explain where you can see the direct address, repetition, and triple.

Now we must act. Now we must make a change. Now we must build a better world.

Direct address: _____

Repetition: _____

Triple: _____

Task 1G: Look at this example. Explain where you can see the direct address, repetition, and triple.

For too long you have ignored the needs of young people. For too long you have silenced young people. For too long you have marginalised young people.

Direct address: _____

Repetition: _____

Triple: _____

Task 1H: Look at this example. Explain where you can see the direct address, repetition, and triple.

You must not allow pollution. You must not allow climate change. You must not allow our planet to be killed.

Direct address: _____

Repetition: _____

Triple: _____

Task 2: In this task, we are going to teach you three sentences that you can use to **end** any article, letter or speech. This will be useful for you if you know you struggle to remember all of the persuasive devices. All you need to do is memorise this and use it in your exam!

Here it is:

Now you must listen. Now you must think. Now you must act!

Note: you must use the exclamation mark at the end, after the word act. You will pick up marks for using different punctuation.

Task 2A: Copy out each sentence. You have been given different clues each time.

- (1) N*w you m**t l**ten. N*w y** must th**k. N*w y** must a**!
- (2) N*w y** m**t l**ten. N*w y** m**t th**k. N*w y** m**t a** *
- (3) N*w you m**t listen. N*w you m** th**k. N*w y** m**t act *
- (4) N** y** m**t l**t*n. N** y** m**t th**k. N*w y** m**t a***

Task 2B: Copy out each sentence. You have been given less help each time.

- (1) Now you must l_____. Now you must t_____. Now you must a_____!
- (2) N____ you must l_____. N____ you must t_____. N____ you must a_____
- (3) N____ y____ must l_____. N____ y____ must t_____. N____ y____ must a_____
- (4) N____ y____ m____ l_____. N____ y____ m____ t_____. N____ y____ m____ a_____

Task 2C: Write out each question. You have been given even less help this time

NYML. NYMT. NYMA.

Try practising saying it out loud and writing it from memory. The more you practise, the more it will remain in your memory.

An example structure

You will pick up marks for having a good structure in your argument. This is how we suggest you structure your writing, if you know that this is something you find difficult. If you find it easy, you can come up with your own structure.

Putting it all together: example answers

These example answers use our structure that we have taught you.

Example Answer 1:

“Children should be banned from restaurants. They are noisy and annoy other customers. People want to have adult conversations in a sophisticated setting.”

Write an article for the local paper where you argue for or against this point of view.

WOULD YOU WANT TO SEE ALL RESTAURANTS CLOSE?

Why haven't we dealt with this? Why aren't people listening? Why hasn't more been done?

I have three main points:

- (1) Many children behave very well. We must not punish all families for the behaviour of some children.
- (2) Many restaurants get much of their income from families eating. If we were to ban children, many restaurants will close.
- (3) A better solution would be for restaurants to introduce a curfew or to introduce family-friendly and adult-only restaurants.

Let's explore these points in more detail.

Firstly, many children behave extremely well in restaurants. They can be polite, kind and responsible. In a recent survey, 80% of English restaurants stated that they felt happy with the way children behave. It would be wrong to punish all parents because of the behaviour of a few children. It would be wrong to prevent families from enjoying time out in restaurants because of the behaviour of a small few. I have many happy memories of meals out with my family, celebrating birthdays and other special occasions. Do you want others to be deprived of these happy memories due to the bad behaviour of just a few children? Surely it would be better to introduce stricter rules about how children behave in restaurants, so that all families may continue to enjoy meals out?

Secondly, many restaurants get much of their income from families eating. When asked English restaurants stated that 90% of their income comes from family meals. If we didn't allow children in these restaurants, we could be cutting 90% of their income because these families would no longer eat in the restaurants. What would happen to these restaurants then? Would they survive? Think of the thousands of jobs that would be lost if these restaurants were forced to close. Think of how many restaurants you would no longer be able to visit if these restaurants were forced to close.

Thirdly, a better solution would be for restaurants to introduce a curfew or to introduce family-friendly and adult-only restaurants. Last week, I was eating dinner in a local restaurant with my family at 8pm. On the table next to us, there was a couple with a young baby. This young baby was crying and screaming, which meant that our family meal was ruined. If there had been a curfew, stopping families from bringing young children into restaurants after 7pm, our experience would have been much better, while also not stopping those families from enjoying a meal at the restaurant at another time. Additionally, some adult-only restaurants could be created, which would enable adults to have a meal without children present if they wanted to. I believe this is a better solution because it caters much better for both adults without children and families with young children. We must try to make this work for everyone. We must not be prejudiced against families with young children.

In summary, I hope I convinced you that:

- (1) Many children behave well.
- (2) Many restaurants would have to close if children were banned.
- (3) There are better solutions rather than banning children.

Now you must listen. Now you must think. Now you must act!

Example Answer 2:

“Footballers get paid far too much. They are not essential or important members of society and it is a shame that they have so much money and influence.” Write a speech for your peers where you argue for or against this point of view.

Good afternoon fellow Year 11 students. I am here today to speak to you about the important issue of footballers' wages.

Why haven't we dealt with this? Why aren't people listening? Why hasn't more been done?

I have three main points:

- (1) Footballers are paid far more than other more important jobs such as doctors, prime ministers teachers.
- (2) It is not right that footballers are paid so much while others live in poverty.
- (3) Many footballers are not good role models, so should not be paid highly.

Let's explore these points in more detail.

Firstly, footballers are paid far more than other more important jobs such as doctors and teachers. The average footballer is paid seven million pounds per month. This is 600 times larger than the prime minister's salary. The average footballer is paid £2000 per hour, which is 50 times more than the average doctor is paid per hour. How is this right? The prime minister has one of the most important jobs in our country, making decisions that affect our daily lives. Doctors and teachers help people every day. Doctors even sometimes risk their lives to help people and teachers work in very challenging conditions. Arguably, these jobs give back far more to society than footballers do, so it is wrong that footballers are paid so highly for their work. We must make a change. We must pay footballers less and put this money into our education system and our NHS, to ensure that everyone in society has access to good education and good healthcare.

Secondly, it is not right that footballers are paid so much while others live in poverty. In a recent survey, 90% of foodbanks stated that they have had more families visiting them in the last three years than ever before. This staggering statistic reveals that poverty is worsening in England. Many families are struggling to make ends meet. Many families are struggling to put food on the table. How can we justify paying so much money to footballers, while many families are struggling? Surely the best solution is to pay footballers less money and put this extra money into helping the neediest families in our society?

Thirdly, many footballers are not good role models, so should not be paid highly. Wayne Rooney is one of the most famous footballers and is someone that many people across the world look up to. Yet Wayne Rooney has behaved irresponsibly many times. If he is in the public eye, he should have a responsibility to behave well, setting a good example to young aspiring footballers who look up to him. Just last week, I heard a young child in the street speaking proudly about how much he admired Wayne Rooney. It is not right that, while he and others continue to set a poor example to young people, they should be paid so highly and rewarded for this terrible behaviour. Footballers should have their wages reduced and suffer harsh penalties if they behave immorally or illegally. This would send a clear message to fans that the poor behaviour is not encouraged or tolerated. It would ensure that our young people are being set the right example. It would ensure that our young people learn to behave kindly and responsibly. It would ensure that footballers do not think they are above the law.

In summary, I hope I have convinced you that:

- (1) Footballers should not be paid more than other important jobs, such as prime ministers, teachers and doctors.
- (2) Footballers should not be paid so highly while other people live in poverty.
- (3) Footballers should have their pay reduced if they behave badly.

Now you must listen. Now you must think. Now you must act!

Example Answer 3:

'School uniform is the number one most important factor in ensuring that students behave well and achieve academic success at school'.

Write a letter to your head teacher, arguing for or against school uniform.

Jane Austen College
Norwich
Friday 5th June

Dear Mr Thomas,

I am writing to you about the important issue of school uniform.

Why haven't we dealt with this? Why aren't people listening? Why hasn't more been done?

I have three main points:

- (1) School uniform helps all students to feel equal.
- (2) School uniform prevents bullying.
- (3) School uniform promotes good behaviour.

Let's explore these points in more detail.

Firstly, school uniform helps all students to feel equal. In a recent survey, 90% of students stated that they would not want the pressure of having to choose their own clothes every day. They stated that worrying about dressing to impress their classmates means they would have less time to think about their lessons. Should we allow this to happen? I am sure you would not want students to achieve less in their exams due to the constant worry about what to wear for school. By keeping school uniform, you will ensure that no student ever worries about what to wear to school. You will ensure that all students feel equal to each other because they are all wearing the same. You will ensure that students feel happy and comfortable at school every day.

Secondly, school uniform prevents bullying. In the same survey, 80% of students stated that they have witnessed bullying on non-uniform days. This is a staggering statistic. It is terrible to think of a young person being bullied for wearing their own clothes, when actually their own clothes should be celebrated as an expression of their personality and individuality. We must never be in a situation where a student is left feeling isolated, bullied and tormented as a result of what they wear to school. By removing uniform, you would be actively choosing for your student body to be more vulnerable to bullying. Is this what you would choose?

Thirdly, school uniform promotes good behaviour. When students walk to and from school in uniform, they are aware that they are representing the school. Last week, I overheard someone say that they recognised the Jane Austen College uniform as I walked past. I have also heard many reports of members of the public emailing the school to praise the excellent behaviour of students in the city centre. If you removed uniform, students may not behave well. They would know that they could smoke or drink in public with their friends, without anyone knowing which school they went to. They would know that they could be rude to members of the public, with no consequence. We must ensure that the behaviour of our student body does not deteriorate as a result of banning the school uniform. It is essential that students know they are representing our school. It is essential that students are encouraged to behave well, even when they are outside of the school gates. I urge you to reconsider before making any decisions about our uniform policy.

In summary, I hope I convinced you that:

- (1) School uniform helps all students to feel equal.
- (2) School uniform prevents bullying.
- (3) School uniform promotes good behaviour.

Now you must listen. Now you must think. Now you must act!

Yours sincerely,

Joe Bloggs
A concerned student