



English Language

GCSE (9–1)



2015 specification
first exams in 2017

Non-Fiction Writing Teaching Toolkit

For GCSE English Language

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Teacher's Introduction

Non-fiction texts are arguably the most salient text type in our daily lives. Even if they *weren't* a core aspect of the GCSE English Language specifications, encouraging students to read and write a variety of non-fiction seems a no-brainer. That's where this resource comes in handy.

The resource opens with notes on the differing exam requirements for AQA, Edexcel, Eduqas, OCR and WJEC, before providing guidance for effective teaching of non-fiction writing: how to get your students inspired and engaged and how to run workshop-style lessons.

The main body of the resource is built around six proposed lesson plans, each comprised of starter activities, lesson body worksheets, plenary activities and homework tasks. There are 22 worksheets in total (including homeworks) spanning the six proposed lessons: **Letters, Speeches, Reports and Essays, Articles, Travel Writing, Autobiographical Texts, and Reviews**. The content of each lesson is entirely independent, so you can mix up the order of these lessons as you see fit. You are also free to selectively pick and choose the parts of the resource that are most suitable for your lessons and the time you have to cover the material. A lesson overview table of all six lessons is provided, which includes details on additional resources required to carry out the lesson, content coverage and learning objectives. In the lesson plans, each lesson is broken down into predicted time spent on each section of the lesson – these are approximate only. Homework sheets are included, and designed to support and emphasise the key content of the lesson for students to complete independently.

Finally, at the end of the resource you will find a generic peer-/self-assessment sheet and some guidance for students providing constructive criticism to peers.

This resource was designed to support not only those who love non-fiction writing, but also those who aren't very experienced with it. Whether or not your students are dab hands at non-fiction, there are advice and activities for those of all abilities. It is also pertinent to note that it's not always easy to draw a line between fiction and non-fiction – for example, autobiographical texts have also appeared in creative writing papers. Since this overlap is inherent to the subject matter, there are parts of this resource that may support imaginative writing as well as non-fiction writing.

The content covered in each lesson is briefly outlined below.

Lesson	Content
Letters	Form, structure, formal and informal letters, audience and purpose
Speeches	Discourse of speeches, rhetoric, audience and purpose
Reports and Essays	Form, structure, fact and bias, audience and purpose
Articles	Form, structure, audience and purpose
Autobiographical Texts and Travel Writing	Form, structure, aspect, tense, person and voice, audience and purpose
Reviews	Form, structure, audience and purpose

May 2018

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* resulting from minor specification changes, suggestions from teachers and peer reviews, or occasional errors reported by customers

Go to [zzed.uk/freeupdates](https://www.zzed.uk/freeupdates)

A web page containing all the links listed in this resource is conveniently provided on ZigZag Education's website at [zzed.uk/7881](https://www.zzed.uk/7881)

You may find this helpful for accessing the websites rather than typing in each URL.



Teacher's Manual

Exam Information

Across all exam boards, students will be marked according to:

- their ability to write according to different audiences and for different purposes. We are predominantly interested in writing to explain, instruct, inform, persuade or describe.
- their ability to use language in a creative, imaginative or persuasive way
- their ability to write in response to a brief
- their ability to use facts and evidence to support their views
- their ability to use vocabulary and grammar effectively
- their ability to structure a text effectively
- their ability to create a coherent and consistent text

AQA

Paper 2 Writers' Viewpoints and Perspectives Section B Question 5. Since there is only one question, the student **must** answer the question. The topic of the question is related to a topic on the paper, such as 'education'. The audience, purpose and form will be specified in the question. The question is worth 40 marks; 24 marks are reserved for *content and organisation*, and 16 marks for *spelling, punctuation and accuracy*.

Edexcel

Component 2 Non-fiction and Transactional Writing Section B Question 8 or 9. Students are given a choice between two different writing activities. The student **must** write in response to one of the two prompts. The exam paper explicitly states that students will be marked on their use of spelling, punctuation and grammar (which is worth 16 marks). The exam questions are both worth 40 marks.

Eduqas

Component 2 19th and 21st Century Material: Reading and Transactional/Persuasive Writing Section B1 and B2. Students **must** answer **both** questions in this section. The exam paper should aim to require students to write between 300 and 400 words for each task. Each exam question is worth 20 marks for *content and organisation* and 20 marks for *spelling, punctuation and grammar*, totalling 40 marks for Section B.

OCR

OCR does not have an even split of fiction and non-fiction across the exam papers. In *Component 1 Communicating Information and Ideas Section B Question 5 or 6*, students are given a choice between two different writing activities that will focus on non-fiction exclusively. However, *Component 2 Impact Section B Question 5 or 6* also has the potential to cover non-fiction texts, although this is not the case because Component 2 caters to literary prose rather than fiction. Regardless, the student **must** answer **one** of the two prompts provided in both Component 1 and Component 2 Section B. The question is worth 40 marks, including 16 marks for spelling, punctuation and grammar.

WJEC

WJEC, like OCR, does not have an even split of fiction and non-fiction across the exam papers. In *Component 1 Reading and Writing: Argumentation, Persuasion and Instruction Section B Questions B1 and B2*, students are given a choice between two different writing activities. The student **must** answer **both** questions. The exam paper explicitly states that students should aim to write between 300 and 400 words for each task. The exam questions are worth 20 marks; 10 marks are reserved for *content and organisation*, and 10 marks are reserved for *writing accurately*. The specification requires students to have to study instructions on text types in the reading tasks, and **not** the writing tasks. The student **must** also be asked to write non-fiction in *Unit 2 Reading and Writing: Description, Narrative and Persuasion*.

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Some Ideas for Teaching...

There is no *one* right way to teach non-fiction writing, but the following suggestions that can help teachers and students alike to get into the headspace of a non-fiction writer.

- You could challenge your students to set up a new student newspaper. They could write articles for a greater understanding of what they should include, but they could also write about things that interest them for other students of a similar age. Alternatively, you could give each student an opportunity to write an article based on somewhere they have visited or something they have done online. Then include a link to the student newsletter – if you give them a real audience, they will write for an audience. If you write in the classroom, it will give them a feeling of professionalism. If you write at home, like they're writing *for school* any more, they'll instead write *for school*.
- You could use interesting or unusual examples of non-fiction in class. TED Talks, diary entries, Frank's diary. Letters between famous historical figures (such as Ghandi's letters to the British). If they don't necessarily appear in an exam context, the variation will maintain your students' interest.
- You could encourage the reading of non-fiction outside of school. Practising writing without supplementing this with reading good non-fiction is obviously a mistake. You could give students homework to read a chapter of a travel guide or newspaper, and ask students to write a paragraph of what they thought was effective or ineffective. This will have the added bonus of showing students that published authors are not exempt from constructive criticism.
- **The worst possible outcome resulting from teacher feedback is discouragement.** There are many ways this can be avoided. One way is to sandwich criticism between compliments. Focus on two or three areas that require improvement (rather than, for example, listing all the points of a piece of work – let some of the lesser points slide). Start with compliments. If you give students too much criticism, they can become numb to generic feedback. Being more precise about what you are praising will help to keep their attention.
- You could provide each of your students with a hardback writing book – the better the book, the better they will have. A crisp-paged, freshly bound tome *will* get their attention and make them feel a **status** in writing. As an added bonus, giving them a dedicated space to write will provide *evidence* of their writing, both 'good' and 'bad'. And this is the important bit – if you don't have it, you could ensure your students agree to *never* tear anything out. It's too easy to do, but the writing book will keep an infallible record of their journey through non-fiction writing.

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Inspiration and Engagement

For the days when you're really struggling to get your students inspired and engaged, try the following activities.

- **Trick them into writing non-fiction.** When given the choice, it's likely that most students will choose to write a piece of fiction than non-fiction. So it might be worth letting your students write in a non-fiction form. For example, ask them to write: a newspaper article after alien invasion; an autobiography about the time they spent travelling in search of the pros and cons of integrating a particular alien species with humans. Students could be asked to write 'NEWS!', and practise convincing readers to accept their narrative, whether it's about the latest football match or something from the world of politics.
- **Visual aids.** The Internet is home to an endless supply of inspiring images, whether it's of people or action shots. You could provide students with an image from which they could write an article, for example.
- **Studying the real deal.** Students could watch Martin Luther King deliver his famous 'I Have a Dream' speech, or they could listen to Churchill deliver his 'We shall fight on the beaches' speech. Students could discuss the significance of these speeches, and this will inspire them to investigate important events in history about which they could write their own speeches – a North and South Korea peace treaty, the complete disappearance of ice at the North Pole and the ramifications of this, etc.
- **Start a non-fiction wall.** You could dedicate a wall to all kinds of non-fiction text every week. You'll end up with a collage of interesting items: instruction booklets, receipts, letters, emails, map directions... Students can be encouraged to contribute.
- **Writing prompts.** There'll be a smattering of writing prompts provided throughout the toolkit. A great way to challenge your students' creativity, especially when they're not motivated, is to give them a prompt like 'Write a letter to your ideal holiday destination inviting them to visit your school.'

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Workshops

Non-fiction workshops can be invaluable. You may find that in one lesson you're develop and fine-tune ability. In another, you might spend the entire lesson critiquing you might have students working towards creating complete pieces of extended independently or collaboratively.

Skills-based Workshops

Skills-based workshops focus on shorter activities on specific genres or features perfect for a more in-depth study of the features of non-fiction.

For example, you might run a skills-based workshop on *letter writing*. This might include:

- looking at examples of letters and analysing the techniques used: structure, purpose and audience, and so on
- a challenge where students have to write a letter to a fictional character or object and students can try to guess who it is written to by reading the main content of the letter
- a collaborative letter where a different student writes the next paragraph of the letter
- a grammar recap, covering things such as contractions, active and passive voice

Critique Workshops

It is often easier to spot mistakes or suggest improvement for someone else's work than your own, which is why critique workshops are so important. They also provide an opportunity for students to give and receive feedback, build communication skills and learn techniques from stronger writers.

Critique workshops can seem overwhelming to organise due to the large volume of work. Ideally, an hour-long critique workshop would have no more than six or seven pieces of work submitted, so each submission is fully covered and discussed. However, this is extremely unlikely to be the case in a typical lesson. A simple one: divide the class into groups of approximately five students.

The goal with a critique workshop is for each student to have read and critiqued one piece of work (or the submission of another student within their group). Upon returning to the lesson, the teacher can facilitate a feedback session with the groups (for advice on constructive criticism, see page 93). One student is assigned the role of workshop moderator, and it is their responsibility to ensure the discussion stays on track, avoid arguments and tangents, and to ensure each piece of writing is fairly and thoroughly critiqued.

The teacher's role in this style of workshop varies. They can choose to either observe the groups, or participate in the discussion.

If your school has a VLE or a private online drop box that students can access outside of school, you could encourage students to upload their work here to reduce the chances of work being lost. Alternatively, students could be given time within the lesson to read through everyone's work and provide feedback.

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Resource Overview Table

Lesson Title	Learning Objective	Content Coverage
Letters	Be able to structure letters according to purpose; be able to write both formal and informal letters; be able to write letters in response to writing prompts.	Letter Form and Structure Formal and Informal Letters Writing for Audience and Purpose
Speeches	Be able to write speeches in response to a writing prompt; be able to employ rhetorical and figurative devices in their speeches; be able to effectively structure a speech.	Discourse of Speeches Rhetoric Writing for Audience and Purpose
Reports and Essays	Be able to clearly structure a report or essay; understand the differences between fact and bias; be able to write reports or essays in response to writing prompts.	Report and Essay Form and Structure Facts and Bias Writing for Audience and Purpose
Articles	Understand how to structure an article; be able to create headlines and standfirsts; be able to write articles in response to writing prompts.	Article Form and Structure Writing for Audience and Purpose
Autobiographical Texts and Travel Writing	Be able to identify the structure of autobiographical and travel writing; be able to use the common features found in autobiographical and travel writing; be able to write autobiographical and travel writing in response to writing prompts.	Autobiography and Travel Writing Structure Aspect, Tense, Grammatical Person, Voice Writing for Audience and Purpose
Reviews	Be able to identify structure in film reviews; be able to structure their own film reviews according to purpose; be able to write reviews in response to writing prompts.	Review Form and Structure Writing for Audience and Purpose

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Lesson: Letters

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Topic	Letters	
Learning Objectives	Students should: <ol style="list-style-type: none"> 1. be able to structure letters according to purpose 2. be able to write both formal and informal letters 3. be able to write letters in response to writing prompts 	
Assessment Objective	A05: Communicate clearly, effectively and imaginatively, selecting appropriate media and adapting tone, style and register for different contexts, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.	A06: Evaluate texts critically and discuss them, using appropriate criteria and terminology.

Starter (15 minutes)	Give each student a number and ask them to keep their number secret. Students must then write a letter addressed to 'Dear Classmate'. In this letter, they should include three facts about themselves, and ask three questions for a classmate to answer. They should finish off with their number, rather than their name. Collect all the letters in, and redistribute to the class (ensuring a student doesn't get the letter they wrote themselves). The class must then respond to this letter by answering the three questions, and trying to guess the student's number on the three facts – they should <i>explain</i> their answer. They should sign off with their number, rather than their name. Collect in all the letters again, and redistribute to the class by calling out the numbers on the original letter. The class will then try to guess the student's number based on their response. Take a few examples and look at the features of the letters. This will be able to gauge how much you know about letter writing.
Lesson Body (30 minutes)	Give each student a copy of the following worksheets. You may choose to adapt them based on how much existing knowledge your students have. Additional resources required: Worksheets 1.1 to 1.3 <ol style="list-style-type: none"> (1) Letter Form and Structure (2) Formal and Informal Letters (3) Writing for Audience and Purpose – <i>you may wish to ask students to write their own prompts and answer one in full.</i>
Plenary (10 minutes)	Give students a blank piece of A4 paper and ask them to make a poster about letter writing. They should include anything they have learnt from today's lesson, and anything they know from their own knowledge.
Homework	Give each student a copy of the following worksheets). Additional resources required: Worksheet 1.4 You could put the students' letters in envelopes and hand them out to their class next year (or even send them home to their families).

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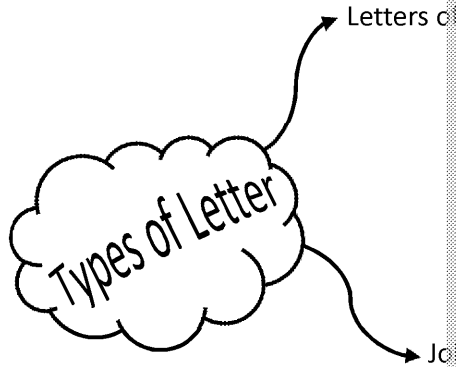


WORKSHEET 1.1

I Letter Form and Structure

A letter is a written text from one writer to another. Letters have been a common form of communication throughout history, with evidence of their use dating as far back as Ancient Egypt. The structure of the letter has changed over the centuries. In the 21st century, the structure of the letter has been fairly stable.

1. What types of letter can you think of? Complete the mind map below. Two types are given.



2. Label the diagram below with what you consider to be the most important parts of the letter.



29th July 2015
Entertainment Services
Doncaster

Mr Owen Dwyer
10 Strathearn Way
Brentry
Bristol
BS10 7PS

Dear Mr Dwyer,

We would like to personally thank you for your donation at our recent charity drive event. Our goal of £100,000 was met in the first 48 hours, which we were completely blown away by.

To celebrate, we are making a new short promotional video in which the names of all the donors who will appear. Would you have any objections to the inclusion of your name in this promotional video?

Yours sincerely,

Dylan Nygard



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3. a. What are the main differences between an email and a letter? List at least three.

.....

.....

.....

b. What are the main similarities between an email and a letter? List at least three.

.....

.....

.....



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4. Take the letter on the previous page and convert it into an email in the space provided.

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2

Formal and Informal Letters

Letters can serve different purposes. Broadly speaking, we can categorise letters as formal or informal.

- 1. We can signal the formality of a letter primarily as the **salutation**. A salutation is a word for a greeting. Order the following salutations from least formal to most formal. Explain your answer.

You may find that some of the salutations are of equal formality. In these cases, explain why you might use one over the other.

Dear Mr/Mrs/Ms
 Dear Owen
 Owen
 No salutation

To Whom It May Concern
 Dear Sir or Madam
 Hi/Hey
 Hello

.....

.....

.....

.....

.....

.....

.....

- 2. Look at the following **valedictions**. Valediction is another word for a closing. You might use the following valedictions.

Yours sincerely	
Yours faithfully	
Yours truly	
Yours hopefully	
Yours respectfully	
Regards	
Cheers	

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3. a. Give three examples of occasions on which you would write a formal letter rather than an informal letter.
1.
 2.
 3.
- b. Give three examples of occasions on which you would write an informal letter rather than a formal letter.
1.
 2.
 3.

4. Formal letters often make more use of the **passive voice** than the **active voice**. In the active voice, the subject of the sentence is conveyed as the performer of the action. The passive voice, the subject of the sentence (the object in active voice) is conveyed as the object that is acted upon. Convert the passive voice examples into the active and vice versa. The first one is done for you.

Active	Passive
<i>Jack wallpapered the lounge.</i>	<i>The lounge was wallpapered.</i>
Jack – the subject – performs the action of wallpapering.	The lounge – the new subject – is wallpapered.
<i>The film received a lot of praise.</i>	<i>The film was praised.</i>
The film – the subject – receives a lot of praise.	The film – the new subject – is praised.
<i>The party ruined John's house.</i>	<i>The party at John's house was ruined.</i>
The party – the subject – ruins John's house.	The party at John's house – the new subject – is ruined.
All employees must undertake health and safety training.	Health and safety training must be undertaken by all employees.
All employees – the subject – must undertake health and safety training.	Health and safety training – the new subject – must be undertaken by all employees.

5. Formal letters often use a variety of word classes. Label the terms below with *noun, verb, pronoun, determiner, conjunction, adverb, preposition, adjective*.
Remember: Some words fall into two words classes – see the example below.

Word	Word Class(es)	Example Sentence
ladle	noun/verb	He used a ladle to pour soup into a bowl.
cheese		
throw		
metal		
after		
and		
they		
jump		
surreptitiously		

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6. Write a response to the letter from **Worksheet 1.1** (reproduced below). You must match the tone and format.

29th
Entertainment Sev
Donc

Mr Owen Smith
10
3
Bristol
BS10 7PS

Dear Mr Dwyer,

We would like to personally thank you for your donation to our recent charity drive event. Our goal of £100,000 was met in the first 48 hours, which we were completely blown away by.

To celebrate, we are creating a short promotional video in which the names of all the donators will appear. Would you have any objections to the inclusion of your name in this promotional video?

Yours sincerely,
Dylan Nygard



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7. Fill in the following table with comments about the specified features to help distinguish between formal and informal letters.

Feature	Formal	
Format		
Date		
Sender's Address		
Receiver's Address		
Salutation		
Valediction		
Length of Letter		
Grammar and Syntax		
Voice		
Contractions		
Sentence Type		
Grammatical Person		
Lexis (Word Choice)		
Abbreviations		
Slang		
Complex Lexis		
Simple Lexis		
Used For		
Family and Friends		
Colleagues and Acquaintances		
Strangers		

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3

Writing for Audience and Purpose

1. Read the following job advertisement, then write a letter explaining why you should hire you. You could write about:
- any experiences you have had that could prepare you for the role
 - overlapping interests that might show you have the right attitude for the job
 - why you are better than other candidates
 - what additional skills (other than those outlined in the advert) you have that you can bring to the job



NASA - Astronaut

We're looking for someone to join an upcoming reconnaissance mission to a distant celestial body. Are you the right person for the job?

Required skills:

- Brave and calm under pressure
- A good problem-solver
- An excellent communicator
- Basic photography skills

Desirable skills:

- Strong swimmer (this helps with the zero-gravity training!)
- Competent addition and subtraction skills

Full training will be provided.



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2. Read the following tabloid newspaper article, then write a letter to the newspaper editor explaining the proposed changes. You could write about:
- the economic uncertainties involved
 - the improvement to employee mental health and reduction of stress
 - a happier workforce
 - 'If it isn't broken, don't fix it!'
 - alternative changes that could result in happier, healthier and more productive employees.

FOUR-DAY WEEK FOR WORKERS

A recent study by Newton University suggests that a four-day work week would result in healthier and more productive employees.

The study, carried out by researchers Tim Clay and Richard Midgeley, focused on the retail industry. Their results were conclusive: a five-day week is just too long.

Retail mogul Annabelle Tweep had little positive to say about the theory, but in practice? The economic impact of shifting from a five-day week to a four-day week is too risky.'

The Newton University research team defended their findings, arguing that the long-term benefits would outweigh the short-term risks.

What do our readers think? Send a letter to Alan Mayhew at *The Daily Buzz* with your thoughts.

3. Read the following advertisement and write a letter persuading the company to choose your school, explaining *why* they should choose your school, and what you would like them to do.
- ideas for improvements
 - why you should choose your school over a different one
 - how it will benefit you and your fellow students
 - how it could benefit SchoolFix

IS YOUR SCHOOL STUCK IN THE PAST?

DO YOU HAVE IDEAS ABOUT HOW TO BRING IT INTO THE TWENTY-FIRST CENTURY?

If the answer is yes, and yes – then we can help.

SchoolFix are giving you the chance to win your school a makeover. We're talking about a lick of fresh paint here and there – we're talking about the latest technology to your classrooms.

Does your school need brand-new sports facilities, both indoors and outdoors?

Does your school need a new, state-of-the-art library, with automated systems and silent zones for study?

Does your school need a vibrant place for students to relax during lunch breaks?

Write to us. Tell us what you want, why you want it and why we should care. Your imagination run wild – if you want something, we can make it happen.

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WORKSHEET 1.4

Hw

Letters

1. Write a letter addressed to yourself one year from now. You should write to things you want to have accomplished between the time of writing and the time you receive the letter. You could write about:

- facing an upcoming assignment
- making new friends
- a New Year's resolution



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Lesson: Speeches

Topic	Speeches	
Learning Objectives	Students should: <ol style="list-style-type: none"> 1. be able to write speeches in response to a writing prompt 2. be able to employ rhetorical and persuasive devices in their speeches 3. be able to effectively structure a speech 	
Assessment Objective	AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different contexts, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.	AO ra se p s

Starter (10 minutes)	Follow the link below for a copy of the specified text. Additional resources required: http://www.lettersofnote.com/2010/11/ Provide your students with a copy of the 'In event of moon disaster' speech prepared in case the 1969 moon landing catastrophically failed. Ask your students to discuss other 'just in case' speeches might have been prepared in history. You can have a board of ideas, and perhaps choose one to start together. Students could write a speech as homework.
Lesson Body (35 minutes)	Give each student a copy of the following writing prompt. You may choose to adapt based on how much existing knowledge your students already have. Additional resources required: Worksheets 2.1 to 2.3 <ol style="list-style-type: none"> (1) Discussion on speeches (2) Internet – internet required for extension task (3) Writing for Audience and Purpose – <i>you may wish to ask students to write a speech in response to the prompts and answer one in full</i>
Plenary (10 minutes)	Follow the link below for a playlist of historical speeches. Additional resources required: https://www.youtube.com/playlist?list= Choose one or two of the famous historical speeches in the playlist for the plenary. Divide the class into small teams. Each team must 'buzz' (or put their hand up) when they identify a persuasive feature in the speech. The team that correctly identified the most features wins.
Homework	Give each student a copy of the following worksheet(s). Additional resources required: Worksheet 2

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WORKSHEET 2.1

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I Discourse of Speeches

A speech is a form of public speaking, typically given to a live audience. The earliest evidence of public speaking is from Ancient Greece, but speeches were probably used much earlier. We use speeches to share information, to persuade them to our point of view, to entertain the audience, to commemorate something, or to commemorate something.

We can structure a speech in the same way we'd structure an essay or story. The beginning should introduce the topic and main argument or 'point' of the speech. The middle should support ideas and evidence to really drive the point home. The end should summarise the main argument, and end with a resonating closing remark.

1. Match each of the following speech structures to its correct explanation.

Many speeches begin by introducing the speaker and their position – unless the speaker is. The Prime Minister doesn't have to state their credentials every time they speak.

Chronological

Evidence or information is given through a series of examples which makes it easier for the audience to understand. It can also be more informal.

Cause and Effect

The speaker outlines the issues faced by the audience and provides potential resolutions. This often involves candidly explaining how something can be solved.

Problem and Solution

The speaker covers the events or circumstances that led to the problem they occurred. This often makes the speech more engaging because the ordering seems natural.

Narrative

The speaker outlines what can be done to solve the problem and the results of this are. This can be used to highlight positive or negative results.



2. Try reading one of the following twenty-first century speeches as a class, and discuss about whether you think it is an effective speech or not.

- Theresa May's speech on the environment: <https://www.gov.uk/government/speeches/theresa-may-speech-on-the-environment-11-january-2017>
- Jeremy Corbyn's speech on the result of the EU referendum: <https://www.jeremycorbyn.org.uk/articles/jeremy-corbyn-my-speech-on-the-referendum/>
- Donald Trump's speech to the UN: <https://www.politico.com/story/2017/07/20/donald-trump-2017-full-text-transcript-242879>

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3. Figurative language is a powerful tool often utilised in speeches. Provide an types of figurative language.

Figurative Language	Definition	
Metaphor	When domain A is stated as domain B, evoking a desired meaning inherent to one of the domains	
 Simile	When we compare domain A and domain B, exploiting a similarity between them. Often uses 'like' or 'as' to make the comparison.	
Metonymy	When something is used to identify something else that is related or associated in some way.	
Personification	When we attribute human characteristics to a non-human entity.	
 Hyperbole	When something is exaggerated for emphasis.	

Speeches need to sound interesting and flow well to maintain the audience's attention with the use of connectives and conjunctions. If you were to listen to a speech that probably notice that it was a bit repetitive.


4. Look at the following sentences. Each sentence is missing a conjunction. Fill in the blank – but you're only allowed to use each conjunction once!

We cannot support this policy _____ the risk is too high.

We can _____ stand together and fight this, or let the opposition win.

It seems like a good idea on the surface. _____ there is no way to put it into a decision.

We must act now. _____ we'll never accomplish our goals.

 _____ the country stands on the precipice of economic depression.

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- 5. Speeches often have a refrain or repeated phrase that the speaker returns to. Rhetorical devices in **Worksheet 2.2** in more detail, but for each of the following prompts, write a speech with a snappy, powerful statement that you could repeat throughout the speech.

All UK residents and visitors should provide the government with a DNA sample for a national database. Argue for or against.

.....

.....

.....

.....



Women should not be allowed to join the military. Argue for or against.

.....

.....

.....

.....

Smoking tobacco in public should be criminalised. Argue for or against.

.....

.....

.....

.....



Exams should be replaced with coursework and practical assessments. Argue for or against.

.....

.....

.....

.....

- 5. Choose one of the prompts from the preceding question, and write a short speech (100-400 words) in response. Your audience are other students, your own age.

.....

.....

.....

.....

.....



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WORKSHEET 2.2




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2

Rhetoric

Rhetoric is the art of persuasive speaking and writing, and plays a big role in public life.

1. Write your own example for each rhetorical device.

Rhetorical Device	Definition	Example
Anaphora 	When a word or phrase is repeated at the beginning of successive clauses.	
Rhetorical Question	A question is posed that does not require an answer, for the answer is considered obvious in the context in which the question is being asked.	
Ethos	When a text uses authority (real or fake) to appeal to the reader or listener.	
Tricolon	When three words or phrases are used together, giving a sense of completeness.	
Pathos 	When a text uses emotive language and concepts to appeal to the reader or listener.	
Antithesis	When conflicting ideas are juxtaposed, which foregrounds the ideas through contrast.	
Hypophora	When a question is posed and then immediately answered by the writer or speaker.	
Logos	When a text uses logic (accurate or inaccurate) to appeal to the reader or listener.	
Epistrophe	When a word or phrase is repeated at the end of successive clauses.	
Anadiplosis 	When a word or phrase is used at the end of a clause, and then again at the beginning of the succeeding clause.	

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2. Highlight and label three to four rhetorical features in the following speech

The gratitude of every home in our Island, in our Empire throughout the world, except in the abodes of the guilty, the British airmen who, undaunted by odds, unwearied by constant challenge and mortal danger, are turning the tide of World War by their prowess and by their devotion. Never in the annals of human conflict was so much owed by so many to so few. Go out to the fighter pilots, whose brilliant actions we see every day after day, but we must never forget that all night after night, month after month, our bomber squadrons travel far into Germany, find their targets in the darkness by the navigational skill, aim their attacks, often under the heaviest fire, often with serious loss, with deliberate, careful discrimination, inflict shattering blows upon the whole of the technical and economic structure of the Nazi power.

Churchill, Never was so much owed by so many to so few

The attack yesterday on the Hawaiian Islands has caused severe damage to American naval and military forces. I regret to report that very many American lives have been lost. In addition, many ships have been reported torpedoed on the high seas between San Francisco and Honolulu.

Yesterday the Japanese government also launched an attack upon Midway Island.

Last night, Japanese forces attacked Hong Kong.

Last night, Japanese forces attacked Guam.

Last night, Japanese forces attacked the Philippine Islands.

Last night, the Japanese attacked Wake Island.

And this morning, the Japanese attacked Midway Island.

Roosevelt, Pearl Harbour Address to the Nation, 1941

We observe today not a victory of party, but a celebration of freedom – symbolizing an end, as well as a beginning – signifying the triumph of democracy over autocracy, the right of all people to live in peace with their neighbors, and the right to the same solemn oath our forebears prescribed nearly a century and three-quarters ago.

The world is very different now. For man holds in his mortal power the power to abolish all forms of human poverty and all forms of human life. And yet the same revolutionary beliefs for which our forebears fought are still at issue around the globe – the rights of man come not from the generosity of the state, but from the hand of God.

Kennedy, Inaugural Address

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3. Write a speech in response to the following writing prompt. You should make use of rhetorical devices in your speech.

Under 16s should / should not be allowed to use social media.

Your response may include reference to:

- lack of Internet safety
- leads to procrastination
- potential for cyberbullying
- leaves a permanent record of everything ever posted
- damaging to mental health



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4. Choose one of the rhetorical devices covered in this worksheet and use the research famous examples of said rhetorical device used in history.



3

Writing for Audience and Purpose

Writing Tip

Before writing a speech, it is often helpful to write a short statement explaining why you are writing. For example, 'I want to persuade the audience that school dinners should have an all-day a week.' You can then refer back to this statement while writing to keep you

- After reading the short statement below, you have decided to run for a position on school council and need to persuade other students to vote for you. You could use one of the following sentence starters to begin your speech.
 - I believe that...
 - The time has come...
 - Everyone knows that...

Calling all budding politicians!

Do you care about your school community?

Do you want a say in the way your school is run?

Do you think you can improve the lives of the people in your school?

An opportunity has arisen for a student to join the new school council.

- A politician is campaigning for a ban on all non-electric cars, and hopes to gain support from your school to seek your opinion on the matter. Write a speech in support of or against banning all non-electric cars. You could use one of the following sentence starters to begin your speech.
 - Common sense dictates that...
 - I agree that...
 - I'm absolutely certain...
- A celebrity has been given a lenient punishment for committing a crime. A politician is giving a speech at the rally in response to the following prompt.

Should celebrities be given more lenient punishments when they break the law? Or should they be held to a higher standard due to their status as role models?

You could use one of the following sentence starters to begin:

- It is vital that...
- It seems to me that...
- Surely...



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WORKSHEET 2.4

Hw

Speeches

1. Create a recipe for the perfect speech. It should include the whole process of finish, including conception of ideas to what to include and how to finish. You wish, or use the template below.

Recipe for the Perfect Speech	
<i>Ingredients</i>	
<i>Instructions</i>	

2. You are the Prime Minister of Great Britain. The date is 3rd September 1939. Withdraw their troops from Poland. Write a speech addressing the UK (to all officials) announcing that the UK is at war with Germany.

You can read the official declaration of war given by Neville Chamberlain here
<http://www.bbc.co.uk/archive/ww2outbreak/7957.shtml?page=txt>

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Lesson: Reports and Essays

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Topic	Reports and Essays	
Learning Objectives	Students should: 1. be able to clearly structure a report or essay 2. understand the differences between fact and bias 3. be able to write reports or essays in response to writing prompts	
Assessment Objective	A05: Communicate clearly, effectively and imaginatively, selecting appropriate media and adapting tone, style and register for different purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.	A05: Communicate clearly, effectively and imaginatively, selecting appropriate media and adapting tone, style and register for different purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.

Starter (10 minutes)	<p>This is the perfect opportunity to recap any tricky areas of grammar, such as complex grammatical structures. Sentence types and voice are briefly covered, however, there is room to further explore these – group tasks in which sentence structure is written on the board, for example.</p> <p>You could also carry out a spelling test of commonly misspelt words, such as <i>extremely, definitely, because, necessary, receive, sincerely, vocabulary, associate, alliteration, accommodate, acknowledge, efficient, extraordinary, criticise, basically, beneficial.</i></p> <p>For similar SPaG-style activities, please see the resources at the following link: http://socialscisearch.ac.uk/education/research/centres/centre-for-teacher-research/samplelessonplansandschemes/</p>
Lesson Body (35 minutes)	<p>Give each student a copy of the following worksheets. You may choose based on how much existing knowledge your students have.</p> <p>Additional resources required: Worksheets 3.1 to 3.3</p> <ol style="list-style-type: none"> Report and Essay Form and Structure Facts and Bias Writing for Audience and Purpose – <i>you may wish to ask students to write prompts and answer one in full.</i>
Plenary (10 minutes)	<p>Tweet the lesson. Students should try to summarise what they've learnt. Students can use the grid with 140 characters in Worksheet 3.4.</p>
Homework	<p>Give each student a copy of the following worksheet(s).</p> <p>Additional resources required: Worksheet 3.5</p>

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WORKSHEET 3.1

1 Report and Essay Form and Structure

Reports and essays are distinct text types, but there are some similarities. They're informative and they both often handle data of some kind. They both have introductions, they're both written to inform (and perhaps on some occasions persuade or argue).

But there are also some important differences to keep in mind. Reports, for example, use headings and subheadings. Essays, on the other hand, are much more fluid paragraphs that make separate ideas. Reports are more likely to utilise bullet points to use complex sentences.



1. Next to each of the 'templates' below, bullet-point the most important points in each of the reports and essays.

Report Heading


Introduction
 ~~~~~  
 ~~~~~  
 ~~~~~

*Subheading 1*  
 ~~~~~  
 ~~~~~  
 ~~~~~

Subheading 2
 ~~~~~  
 ~~~~~  
 ~~~~~

*Summary*  
 ~~~~~  
 ~~~~~  
 ~~~~~

- ~~~~~
- ~~~~~
- ~~~~~



Essay Title


~~~~~  
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**Signposting** is when the reader is guided through a text with the use of certain words. When new ideas are introduced or existing ideas are elaborated, it helps to ground the reader's understanding by 'signposting' every paragraph.

2. Look at the signposting examples in the left-hand column. What effect do they have on the reader? Fill in the right-hand column.

| Signpost                                                                                                                                       | Effect |
|------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| However...<br>Conversely...<br>On the other hand...<br>Alternatively...                                                                        |        |
| Whereas...<br>While...<br>Though...                                                                                                            |        |
| Furthermore...<br>In addition...<br>Moreover...                                                                                                |        |
| Firstly...<br>Secondly...<br>Thirdly...<br>Finally...                                                                                          |        |
| Consequently...<br>As a result...                                                                                                              |        |
| This essay will...<br>Four key points will be discussed in the following paragraphs.<br>The author's conclusion... will be explored in detail. |        |
| In conclusion...<br>To summarise...<br>To conclude...<br>As a closing remark...<br>All in all...                                               |        |

3. Punctuation is important in structure of reports and essays. Cut out the punctuation marks in a bag, and then draw out three random punctuation marks.

|                                                                                     |     |     |   |
|-------------------------------------------------------------------------------------|-----|-----|---|
| !                                                                                   | :   | ,   | / |
|  | ... | “ ” | ? |

Now write a sentence using these three random punctuation marks. If you're stuck, write them up or consult a partner.

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4. Syntax plays an important role in essays and reports. Academic writing encourages compound sentences in order to convey complex ideas. Match up each of the definitions, and then each definition to the correct example.

|                           |                                                                                                                           |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------|
| Complex Sentence          | A sentence made up of two or more main clauses and one or more subordinate clauses.                                       |
| Compound Sentence         | A sentence made up of at least one independent clause, and one or more dependent clauses.                                 |
| Complex-compound Sentence | A set of words that adds additional information but cannot stand alone because it is not a complete sentence.             |
| Main Clause               | A sentence made up of two or more independent clauses.                                                                    |
| Subordinate Clause        | A set of words that cannot stand alone as a simple sentence or phrase but are used together to create compound sentences. |

5. Academic writing commonly uses the passive voice because it forces the reader to focus on the action rather than the actor. Match up each key term to its definition, and then each definition to its examples per definition.

|               |                                                                           |
|---------------|---------------------------------------------------------------------------|
| Active Voice  | The subject of the sentence is conveyed as the object that is acted upon. |
| Passive Voice | The subject of the sentence is conveyed as the performer of the action.   |

6. Write a compound sentence and then a complex sentence in the passive voice.

.....

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# WORKSHEET 3.2

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## 2 Facts and Bias

Bias is an unbalanced, partial point of view of something, and shows preference. Essays and reports shouldn't suffer from bias. All claims should be backed up with evidence rather than stated as fact.

Bias can take many forms – one way it is subtly infused into a text is through the use of emotive language. Emotive language is language that is used to appeal to one's emotions, and can be used to present different views and opinions. When writing, we should try to avoid emotive language in essays and reports.

1. Look at the sentences using emotive language below. Edit the examples so that they are more objective.

Young people are always lurking around on street corners at night like thugs.

.....

What do you think about the Prime Minister's clumsy attempts to increase his popularity?

.....

The company's secure stock is at an all-time high.

.....

How tall is the average man in the UK?

.....

2. Supporting your text with evidence is an important step in essay and report writing. Below are four points from an essay about third-person limited narration in Julian Barnes' 'The England Game'. They can be used into the PEEL structure below, but they're jumbled out of order. Write down the point that describes each section.

| Text                                                                                                                                                                                                                 | Point |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| For example, 'It was true; and he deserved that wince, if nothing more.'                                                                                                                                             |       |
| This supports the idea that the narration is third-person limited.                                                                                                                                                   |       |
| It is sometimes difficult to distinguish between the storyteller and the protagonist – Martha – as the narrator appears to slip into Martha's voice frequently.                                                      |       |
| It is not difficult to imagine these being Martha's own words. This is interesting because this is a mark of a first-person narration, and yet the narrator's pronouns grounds the text as a third-person narration. |       |

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## WORKSHEET 3.3

3

### Writing for Audience and Purpose

1. Your school would like to decrease stress among its students. Write a report on ways this could be achieved. You could include:
  - a discussion of things that cause stress for students
  - your ideas about how to decrease stress amongst students
2. A proposal for a festival at your local park has been made. You have decided to write a report on ways this could be beneficial or detrimental to your local community.
  - a discussion of the positives of the festival
  - a discussion of the negatives of the festival
3. Write an essay on the value of teaching creationism in schools. You could discuss:
  - the pros of teaching creationism, e.g. awareness of other beliefs, critical thinking
  - the cons of teaching creationism, e.g. unscientific, is not necessarily relevant



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# WORKSHEET 3.5

**Hw**

## Reports and Essays

1. a. In the table below, write the number of independent or dependent clauses as a complex, compound and compound-complex sentence.

| Sentence Type    | Independent Clause | Dependent Clause |
|------------------|--------------------|------------------|
| Complex          |                    |                  |
| Compound         |                    |                  |
| Compound-Complex |                    |                  |

- b. Write a compound sentence in the **passive voice**.

.....

.....

.....

- c. Write a complex sentence in the **active voice**.

.....

.....

.....

- d. Write a compound-complex sentence using a signposting phrase.

.....

.....

.....

2. Your school is considering rebranding by designing a new logo and motto. The students to brainstorm ideas and create potential logo designs, but all submissions accompanied by a report explaining the creative process. The student has to supplement your entry. You could write about:

- why you think your idea should be chosen
- any negatives compared to the current design and motto

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# Lesson: Articles

|                             |                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Topic</b>                | Articles                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                |
| <b>Learning Objectives</b>  | Students should: <ol style="list-style-type: none"> <li>1. understand how to structure an article</li> <li>2. be able to craft headlines and sub-headings</li> <li>3. be able to write an article in response to writing prompts</li> </ol>                                           |                                                                                                                                                                                                                                                                                |
| <b>Assessment Objective</b> | <b>A05:</b> Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different contexts, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. | A05: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different contexts, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. |

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Starter (10 minutes)</b>     | To get students in the mind of a journalist, cover the five 'W's – who, what, when, where, why – and bring in a range of newspaper articles and ask students to identify the 'who', the 'what', the 'when', the 'where' and the 'why'.                                                                                                                                                                                       |
| <b>Lesson Body (35 minutes)</b> | Give each student a copy of the following worksheets. You may choose to adapt them based on how much existing knowledge your students already have.<br><br><b>Additional resources required: Worksheets 4.1 to 4.2</b> <ol style="list-style-type: none"> <li>(1) Article Form and Structure</li> <li>(2) Writing for Audience and Purpose – you may wish to ask students to write their own prompts and answers.</li> </ol> |
| <b>Plenary (10 minutes)</b>     | Write a collaborative editorial style article titled 'Top Five Pet Peeves'. Students write down things that annoy them, and then construct an editorial article. At the end of the article, you could then publish it in the school newspaper.                                                                                                                                                                               |
| <b>Homework</b>                 | Give each student a copy of the following worksheet(s).<br><br><b>Additional resources required: Worksheet 4.3</b>                                                                                                                                                                                                                                                                                                           |

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# WORKSHEET 4.1

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## I Article Form and Structure


There are two types of article we're going to explore: news articles and editorial articles. News articles are exclusively written to inform the audience. The latter, while they may also inform, are primarily written to entertain the audience.

- For each item in the left-hand column, tick whether you think it is found in news articles, editorial articles, or both.

|                                                                                               | News Article | Editorial Article |
|-----------------------------------------------------------------------------------------------|--------------|-------------------|
|  Informative |              |                   |
| Humorous                                                                                      |              |                   |
| Speculative                                                                                   |              |                   |
| Unbiased                                                                                      |              |                   |
| Persuasive                                                                                    |              |                   |
| Objective                                                                                     |              |                   |

Every article starts with a headline, and headlines are written in something we call 'headline style'.

- Listed in the table below are some features commonly found in headlines. For each feature, write an example of a headline using that feature.

| Feature                                                                                                | Example |
|--------------------------------------------------------------------------------------------------------|---------|
| Simple present tense                                                                                   |         |
| People are referred to by their surname                                                                |         |
| Metonymy                                                                                               |         |
| Abbreviations (incl. acronyms and initialisms)                                                         |         |
| Short words                                                                                            |         |
|  Tips: Alliteration |         |
| Alliteration                                                                                           |         |
| Puns                                                                                                   |         |

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Articles also often begin with something called a **standfirst**. A standfirst is the opening paragraph in which the key points of the article are summarised. The standfirst should illuminate the article's headline which is particularly ambiguous. The purpose of a standfirst is to ensure the reader knows what the article is about and it should never be much longer than three or four lines.

3. Read and interpret the following headlines, and write your own standfirsts to accompany them.

FIGHT BREAKS OUT AT PACIFIST CONFERENCE

.....  
.....  
.....  
.....  
.....

PROTESTERS PROTEST PROTESTER'S PROTEST

.....  
.....  
.....  
.....  
.....

MINISTER TELLS HOMELESS: 'GO HOME.'

.....  
.....  
.....  
.....  
.....

4. Use the Internet to find an example of an effective standfirst, and explain why it is effective.

The following links may be a good place to start:  
<https://www.theguardian.com/politics/2018/jan/29/window-is-closing-to-fresh-criticism-of-may>  
<https://www.theguardian.com/politics/2018/jan/29/have-faith-in-our-generals-are-old-voting>

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5. a. Below are six clippings from two **different** newspaper articles. Rearrange the extracts in the correct order. You can do this either by cutting out the extracts and pasting them into the right-hand column or by writing the numbers 1A–1C and 2A–2C in the right-hand column.

Mrs May used a dinner with the other 27 nations last month to unveil her offer to let 3.2 million EU citizens in Britain stay after Brexit. The deal allows them to apply for 'settled status'.

The lynx can grow to 1.5m in length and feeds almost exclusively on deer. Attacks on humans are unknown, but it was hunted to extinction in the 19th century. The Kielder forest was chosen by the trust from five possible sites, due to its large deer population, large forest area and the absence of major roads.

After an absence of 1,300 years, the lynx could be back in UK forests by 2025. Lynx UK Trust has announced it will apply for a trial reintroduction for Kielder forest, Northumberland, following a two-year consultation process with stakeholders.

Theresa May's offer to EU citizens has been rejected as a 'damp squib' by a leading negotiator in the European Parliament. In a major blow to the Prime Minister, Ursula von der Leyen said her plan casts a 'dark cloud' over people's status and rights with 'second-class citizenship'.

But it involves giving up fingerprints and having to get an EU 'ID document' for people to leave the UK for two years, not all spouses can come to Britain, and the government being overwhelmed with paperwork.

Sheep farmers and some locals are opposed to the reintroduction, but Dr Peter Baines, chief scientific advisor to the Lynx UK Trust and expert adviser to the International Union for the Conservation of Nature (IUCN), believes there are good reasons for reintroducing the predator.

- b. Explain how you knew which clipping belonged to which article, and what you would do to organise each clipping in. You could discuss:
- word choice and semantic fields;
  - anaphoric and cataphoric references. Anaphoric references occur when we refer to something established earlier in a text: for example, 'The government have triggered the process of begin withdrawing from the EU.' Cataphoric references occur when we refer to something established later in a text; for example, 'Tired from his long journey, Dr Baines said...

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## WORKSHEET 4.2

3

### Writing for Audience and Purpose

1. 'Torture can be a useful tool in situations where a prisoner is refusing to give information.' Write an article for a broadsheet newspaper explaining your point of view on this statement.
  - humanitarian concerns
  - the benefits of torture, e.g. could be a most important, lifesaving information
  - the downsides of torture, e.g. credibility of information
2. Write an article for a newspaper about curfews for young people. You could write about:
  - the positive effects of curfews on young people, e.g. less youth crime, quieter streets
  - the negative effects of curfews on young people, e.g. infringement on their lives
  - alternative solutions that could achieve the same positive effects without the negatives
3. Write an article about military intervention in North Korea. You could write about:
  - the fallout and risks, e.g. flood of immigration out of North Korea, humanitarian crisis
  - the positive outcomes, e.g. intolerance of tyranny, united Korea, ending the nuclear arms race
  - the best or safest way to liberate North Korea



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## WORKSHEET 4.3

**Hw**

**Articles**

1. Write an article about something that has happened in your life, as if you were interested to the media. You can use the template below

|                                                                                                                                                                                                                                                                 |          |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--|
| <br><br> |          |  |
|                                                                                                                                                                                                                                                                 | By _____ |  |

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2. Find three newspaper, magazine or Internet articles and use them to fill in the table below.

| Task                                                  | Article 1 | Article 2 |
|-------------------------------------------------------|-----------|-----------|
| Source                                                |           |           |
| What is the audience and purpose?                     |           |           |
| How do you know this is the audience and purpose?     |           |           |
| What is the headline?                                 |           |           |
| Come up with an alternative headline.                 |           |           |
| What is the standfirst?                               |           |           |
| Summarise the content of the article in one sentence. |           |           |

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# Lesson: Autobiography and Travel Writing

|                             |                                                                                                                                                                                                                                                                                               |                                                                                                                                       |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| <b>Topic</b>                | Autobiography and Travel Writing                                                                                                                                                                                                                                                              |                                                                                                                                       |
| <b>Learning Objectives</b>  | Students should:<br>1. be able to identify the structure of autobiographical and travel writing<br>2. be able to use the common features found in autobiographical and travel writing<br>3. be able to write autobiographical and travel writing in response to a stimulus                    |                                                                                                                                       |
| <b>Assessment Objective</b> | <b>AO5:</b> Communicate clearly, effectively and imaginatively, selecting appropriate forms and adapting tone, style and register for different purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. | <b>AO6:</b> Analyse the language used in texts, identifying how language is used to create effects and to convey ideas and attitudes. |

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Starter (10 minutes)</b>     | Tell students to make their own autobiographical profile about themselves on a social networking site, with location, interests and hobbies, name and age.                                                                                                                                                                                                                                                                                                       |
| <b>Lesson Body (35 minutes)</b> | Give each student a copy of the following worksheets. You may choose to adapt them based on how much existing knowledge your students have.<br><br><b>Additional resources required: Worksheets 5.1 to 5.3</b><br><br>(1) Autobiography and Travel Writing Format and Structure<br>(2) Aspect, Tense, Grammatical Person and Voice<br>(3) Writing for Audience and Purpose – you may wish to ask students to write their own prompts and responses in full.      |
| <b>Plenary (10 minutes)</b>     | In preparation for the homework task, ask students to collaboratively sketch a route through Europe as though the year is 1801. You could provide them with a map of Europe and they should physically draw their route. They should think about transport, activities and perhaps even (arbitrary) costs. Draw a point on the map along the journey of one student in your class, and give each student one of these points – this will be their homework task. |
| <b>Homework</b>                 | Give each student a copy of the following worksheet(s).<br><b>Additional resources required: Worksheets 5.4</b>                                                                                                                                                                                                                                                                                                                                                  |

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# WORKSHEET 5.1

## I Autobiography and Travel Writing Form and Structure

Autobiographies are written in the first person, and reflect upon the events in the perspective of the time of writing (i.e. the writer can immerse their retrospective view). Journals, personal blogs, social networking posts, news articles – these are all autobiographical.

1. To help you choose an interesting event to write about from your life, answer the following questions:

a. When was the last time you got into an argument with a sibling? What was resolved?

.....  
.....  
.....

b. When did you realise your biggest strength? When did you realise your greatest weakness? What did you do?

.....  
.....  
.....

c. When was the last time you felt triumphant? What happened? When was the last time you had failed? What happened?

.....  
.....  
.....

d. When have you learnt a life lesson? Or a moral lesson?

.....  
.....  
.....

e. What are your hobbies? How did you get into them? What happened to you in the hobbies?

.....  
.....  
.....

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f. When was the last time you felt scared? When was the last time you felt

.....  
.....  
.....

g. When was the last time you felt ecstatic? When was the last time you felt

.....  
.....  
.....



h. When was the last time you overcame an obstacle (either literal, metaphorical)

.....  
.....  
.....

i. When was the last time you felt like you were on an adventure? What happened

.....  
.....  
.....

j. When was the last time something embarrassing happened to you? What happened

.....  
.....  
.....



2. Use the Internet to find an example of an effective autobiography, and explain why you think it is effective.

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Choose one of your answers from the questionnaire. Autobiographies need a structure – some are written **chronologically** (in the order in which the events happened) and some are written in **act structure** (see table below), which is more commonly seen in fiction.

3. a. Plot the events of your experience on the timeline below. Make sure you include what you felt and what you thought, since this is what readers want to know.



- b. How easily does this chronological series of events fit into a three-act structure? Plot the timeline of events so that they fit into the three acts below.

|                                                                                                                                                                                                                                                                                     |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p style="text-align: center;"><b>Act One</b></p> <p><b>The Set-up</b> of your autobiography is where you introduce yourself and the setting. It must include an 'inciting incident', which is an event that will grab your readers' attention and start the rest of the story.</p> |  |
| <p style="text-align: center;"><b>Act Two</b></p> <p><b>The Confrontation</b> of your autobiography will be characterised by 'rising action'. Whatever conflict your autobiography is built around will now be in full swing.</p>                                                   |  |
| <p style="text-align: center;"><b>Act Three</b></p> <p><b>The Resolution</b> of your autobiography will contain the 'climax'. This is the highest point of the story, and will usually end with some commentary on how it affected or changed you.</p>                              |  |

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Travel writing can also be autobiographical, with the focus being on the writer's experiences. They're typically written in the first person and the past tense, but we'll revisit that in the next worksheet.

You might worry that you haven't visited enough interesting places for you to write about some really interesting places but are struggling to remember the details. Either way, you won't know if you *actually* visited the location you're writing about. There's also a chance you can't fill in the blanks with details either. So even though it's *supposed* to be non-fiction, you can fill in the blanks with your imagination.

4. Think of a place you have visited or would like to visit, and answer the following questions.

a. Where?



.....

b. When?

.....

c. What's the history of this location?

.....

.....

d. What does it look like?

.....

.....

e. How does it make you feel?

.....

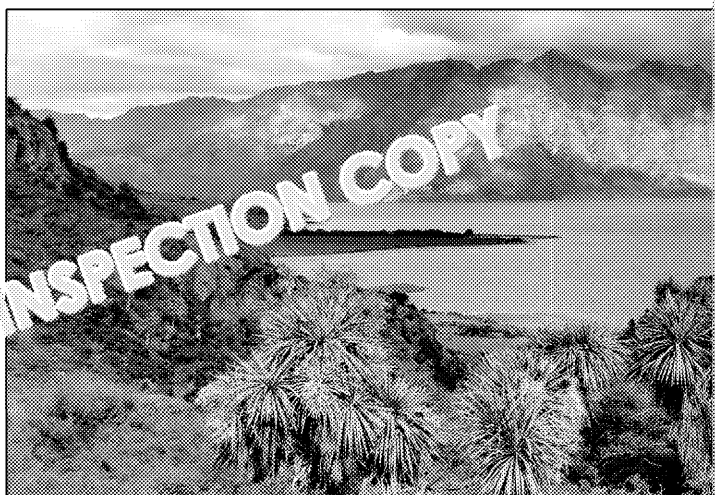
.....

f. What do you do here?

.....

.....

5. You can also use images to serve as a visual aid. Write a short (max. 300 words) piece of travel writing inspired by the following photograph.



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# WORKSHEET 5.2

## 2 Aspect, Tense, Grammatical Person and Voice

The following activities will recap your knowledge of aspect, tense, person and voice. See page 49 to support you.

- Cut out the six sentences at the bottom of the page and stick each into its column of tenses below. There are two sentences per tense.

| Tense                                                                                                      |                                                                                            |
|------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| <b>Past</b><br>Specifies that an action or event happened before the moment that communication took place. | <b>Present</b><br>Specifies that an action or event is taking place at the current moment. |
|                         |           |

|                                                                                                                                                                                            |                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
|  Jean  a lemon cake. | The car will be driven by Isaac. |
| Olive had been playing on the swing.                                                                                                                                                       | I am drawing maps.               |

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2. Match up each of the following sentences with its correct aspect. There are

John is jogging to the summer fair.

You had thrown a tantrum.

Rain is falling on Sundays.

Emma sings with the choir.

I will have collected my award.

Lily was eating a red piece of candy floss.

Use

Use

Use  
fin

3. Match up each of the following sentences with the correct person. There are

You are being kind.

Alice was throwing water balloons at me.

She grabbed the ice pick and started to climb.

I'm not afraid of spiders.

They aren't interested in my friends.

The wall was painted by you.

When the u  
that the w

When the u  
that the w

When the u  
that the w  
someone o  
addressed

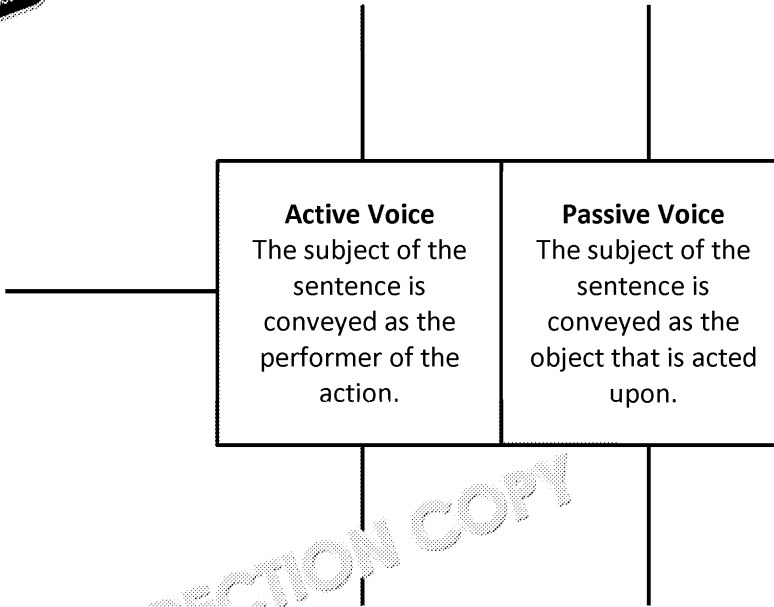
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4. Cut out the six sentences at the bottom of the page and arrange them around below. There are three sentences per voice.



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|                                        |                                                     |     |
|----------------------------------------|-----------------------------------------------------|-----|
| I promised I wouldn't go to the party. | She was being bullied.                              | Yes |
| Mr Haverford is writing a cheque.      | The light bulbs have been fixed by the electrician. | Yes |



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5. Fill in the gaps

|       |                                                                                                          | ASPECT                                             |                                                                       |                                                                                      |                                                                                   |                                                                                      |                                                                                   |                                                                                      |
|-------|----------------------------------------------------------------------------------------------------------|----------------------------------------------------|-----------------------------------------------------------------------|--------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
|       |                                                                                                          | Simple: Used to convey habitual actions and facts. |                                                                       | Progressive: Used to convey ongoing or continuing a limited time.                    |                                                                                   | Perfect: Used to convey that have finished but is added to.                          |                                                                                   |                                                                                      |
| TENSE | Past<br>Specifies the action or happened the moment communication took place.                            | Lola kicked me.                                    | I kicked Lola.                                                        | Lola was kicking me.                                                                 | I was being kicked by Lola.                                                       | Lola had kicked me.                                                                  | I had kicked Lola.                                                                |                                                                                      |
|       |                                                                                                          | Lola kicked you.                                   | You were kicked by Lola.                                              | Lola was kicking you.                                                                | You were being kicked by Lola.                                                    |                                                                                      | You had kicked Lola.                                                              |                                                                                      |
|       |                                                                                                          | Lola kicked the ball.                              |                                                                       | Lola was kicking the ball.                                                           | The ball was being kicked by Lola.                                                | Lola had kicked the ball.                                                            | The ball had been kicked by Lola.                                                 |                                                                                      |
|       | Present<br>Specifies that an action or event is taking place at the current moment.                      | Lola kicks me.                                     | I am kicked by Lola.                                                  | Lola is kicking me.                                                                  | I am being kicked by Lola.                                                        | Lola has kicked me.                                                                  | I have kicked Lola.                                                               |                                                                                      |
|       |                                                                                                          | Lola kicks you.                                    | You are kicked by Lola.                                               | Lola is kicking you.                                                                 | You are being kicked by Lola.                                                     | Lola has kicked you.                                                                 | You have kicked Lola.                                                             |                                                                                      |
|       |                                                                                                          | Lola kicks the ball.                               | The ball is kicked by Lola.                                           |                                                                                      | The ball is being kicked by Lola.                                                 | Lola has kicked the ball.                                                            | The ball has been kicked by Lola.                                                 |                                                                                      |
|       | Future<br>Specifies that an action or event will be taking place at some point after the current moment. | Lola will kick me.                                 | I will be kicked by Lola.                                             | Lola will be kicking me.                                                             | I will be being kicked by Lola.                                                   | Lola will have kicked me.                                                            | I will have kicked Lola.                                                          |                                                                                      |
|       |                                                                                                          | Lola will kick you.                                | You will be kicked by Lola.                                           | Lola will be kicking you.                                                            | You will be being kicked by Lola.                                                 | Lola will have kicked you.                                                           |                                                                                   |                                                                                      |
|       |                                                                                                          | Lola will kick the ball.                           | The ball will be kicked by Lola.                                      | Lola will be kicking the ball.                                                       | The ball will be being kicked by Lola.                                            | Lola will have kicked the ball.                                                      | The ball will have been kicked by Lola.                                           |                                                                                      |
|       |                                                                                                          |                                                    | Active<br>The subject of the sentence is the performer of the action. | Passive<br>The subject of the sentence is conveyed as the object that is acted upon. | Active<br>The subject of the sentence is conveyed as the performer of the action. | Passive<br>The subject of the sentence is conveyed as the object that is acted upon. | Active<br>The subject of the sentence is conveyed as the performer of the action. | Passive<br>The subject of the sentence is conveyed as the object that is acted upon. |
|       | VOICE                                                                                                    |                                                    |                                                                       |                                                                                      |                                                                                   |                                                                                      |                                                                                   |                                                                                      |

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## WORKSHEET 5.3

3

### Writing for Audience and Purpose

1. Write a piece of travel writing about the first time you visited somewhere, to a newspaper. You could write about:
  - what you saw
  - what happened there in the past
  - what was happening there when you visited
2. A student magazine is calling for young writers to submit some autobiographical writing about an experience of being anxious or scared. You have decided to write a piece of writing. You could write about:
  - something that made you anxious or scared
  - what the effect of being anxious or scared was
  - how you got over being anxious or scared
3. You have decided to keep a diary of your trip to a seaside town. Write an entry in your diary after having arrived at the town. You could write about:
  - what you saw
  - what you did – this could include food, games, people you interacted with
  - what you liked most or what you want to do next time



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# WORKSHEET 5.4

**Hw**

## Autobiographical Texts and Travel Writing

The year is 1801. You're going to hitchhike across Europe, and create an autobiographical journey. You should have already planned your route across the continent, as well as transport and things to do.

1. Your teacher will give you a form about your planned journey. Write an entry as if you were, what you did, what you thought and felt, and who you met along the way (and even time period!) for accuracy.



You might choose to handwrite your entry for added authenticity, and you could partially burn the paper. You will then bring your work back to class and your journal entries into one chronological book of autobiographical travel writing.

You can use the space below to plan your entry.

Dotted lines for writing the entry.



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# Lesson: Reviews

|                             |                                                                                                                                                                                                                                                                                       |                           |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| <b>Topic</b>                | Reviews                                                                                                                                                                                                                                                                               |                           |
| <b>Learning Objectives</b>  | Students should: <ol style="list-style-type: none"> <li>1. be able to identify structure in film reviews</li> <li>2. be able to structure their own film reviews according to purpose</li> <li>3. be able to write reviews in response to writing prompts</li> </ol>                  |                           |
| <b>Assessment Objective</b> | <b>AO5:</b> Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different contexts, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. | AC<br>ra<br>se<br>p<br>sp |

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Starter (10 minutes)</b>     | You could start the lesson by asking students about their favourite films using a search engine to find some reviews – <i>Rotten Tomatoes</i> is always a good place to start. Then ask students whether they agree or disagree with the published review and provide their own reasoning. This will encourage students to think critically.                                                                                                           |
| <b>Lesson Body (35 minutes)</b> | <b>Additional resources required: Worksheets 6.1 and 6.2</b><br>Give each student a copy of the following worksheets. You may choose to adapt them based on how much existing knowledge your students have. <ol style="list-style-type: none"> <li>(1) Review Form and Structure</li> <li>(2) Writing for Audience and Purpose – you may wish to ask students to write their own reviews in response to the prompts and answer one in full.</li> </ol> |
| <b>Plenary (10 minutes)</b>     | You could ask students to review the lesson. This would function as extra practice and provide useful feedback on what students enjoyed and didn't enjoy.                                                                                                                                                                                                                                                                                              |
| <b>Homework</b>                 | Give each student a copy of the following worksheet(s).<br><b>Additional resources required: Worksheet 6.3</b>                                                                                                                                                                                                                                                                                                                                         |

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I Review Form and Structure

A review is a text that assesses and evaluates the positives and negatives of another form of a film, novel, song or any other publication or service. Reviews are quite different from reports as they're both journalistic, for example, and they're both intended to inform. However, one thing to remember when writing a review is that they're also always subjective. They always reflect the views and opinions of the writer. In this way, reviews are also written to persuade readers of a particular point of view. Even so, they should always attempt to explain their view and reasoning so that the reader can see that the writer isn't being unreasonably biased.

- 1. a. Read the film review of The Jungle Book below, and highlight any information that you think features the writer has used.



Favreau's The Jungle Book was released this weekend, and it was a bit of a mixed bag.

The Voice Acting

On the whole, I was impressed with the line-up of actors Favreau managed to assemble. The stand out performance for me was Christopher Walken as King Louie, and to hear his rendition of 'I Wanna Be Like You' was almost worth the price of admission alone. I was also excited to hear that Mowgli would be voicing Shere Khan. He's got that imposing presence of a tiger. But in the film, it just didn't quite work for me. I wanted his voice vibrating my spine, but instead I got something that felt more human. Also on the list of slight disappointments is Kaa (the son of Scarlett Johansson. Her screen time amounted to just one scene, but she plays someone as high profile as Scarlett Johansson for them to read off a script (most of which you won't hear in the first trailer) seems like a waste of money.



The Songs

Despite my previous appraisal of Walken's singing, in all the songs that were completely unnecessary. They felt like a cheap tactic to evoke the magic of the 1967 animated classic, when in reality they only suggested that the film should survive on its own merits. Maybe I'm being a little harsh, but for the most part they just didn't make sense. Favreau's The Jungle Book isn't a musical, so why were they tossed in there anyway. Was it just a case of lazy writing?

The Visuals

This was a visually stunning film, and technologically speaking it was impressive. The whole thing was filmed on a sound stage in Los Angeles, so you've never seen the film, you'll know is surprising. It makes you realise how far we've come over the last decade. They've done a pretty good job of convincing us that the landscapes, now all they have to do is find a way to make convincing and actors will never have to leave the comfort of an audio booth, so why ever again.



Ultimately, The Jungle Book is just a flashy remake of the 1967 animated film with fewer songs. Still, your kids will enjoy it. I give it a 5 out of 10.

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b. How would you describe the structure of the preceding film review? What would you identify?

.....

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c. Would you describe the review as formal or informal? Quote from the text to support your answer.

.....

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## WORKSHEET 6.2

3

### Writing for Audience and Purpose

1. Write a review for a film you have seen recently. You should consider the audience you are writing for and how this might affect the audience of your review. You could write about:
  - what you liked about the film
  - what you didn't like about the film
  - how you rate the film in your era
2. You recently hired a party planning company to help manage an upcoming event. The company has decided to review the company after the event. Your review is posted on an online review website. You could write about:
  - what the company did well
  - what the company didn't do well
  - any problems that arose and how they were dealt with
  - whether you would hire the company again
3. Write a review of any publication, product or service of your choice (make sure you begin writing). You could write about:
  - positives
  - negatives
  - areas for improvement
  - recommendation or assessment



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# WORKSHEET 6.3

**Hw**

**Reviews**


1. Reviews often have their own specialised language, typically borrowing words from other areas of language. The table below identifies some of the key words you might come across in reviews. How many of them can you define?

|                                                                                                 |  |
|-------------------------------------------------------------------------------------------------|--|
| Actor/Actress                                                                                   |  |
| Atmosphere     |  |
| Blockbuster                                                                                     |  |
| Box Office                                                                                      |  |
| Cast                                                                                            |  |
| CGI                                                                                             |  |
| Character Arc                                                                                   |  |
| Choreography                                                                                    |  |
| Cinematography                                                                                  |  |
| Cliffhanger  |  |
| Climax                                                                                          |  |
| Credits                                                                                         |  |
| Direction                                                                                       |  |
| Editing                                                                                         |  |
| First/Second/Third Act                                                                          |  |
| Genre                                                                                           |  |
| Juxtaposition                                                                                   |  |
| Narration    |  |
| Performance                                                                                     |  |

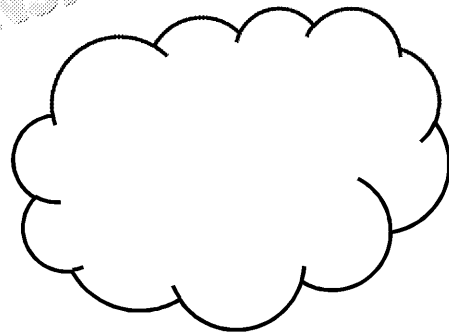
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|                            |                                                                                   |
|----------------------------|-----------------------------------------------------------------------------------|
| Plot/Subplot               |                                                                                   |
| Protagonist/<br>Antagonist |                                                                                   |
| Scene                      |                                                                                   |
| Script                     |                                                                                   |
| Slapstick                  |                                                                                   |
| Soundtrack/<br>Score       |                                                                                   |
| Spoiler                    |  |
| Typecast                   |                                                                                   |
| Worldbuilding              |                                                                                   |

2. Choose another field in which you might review something (songs, games, services, etc.) specialised term could you use in these reviews? Create a mind map below with key terms chosen field and their definitions.



3. Write a review using  at least four of the key terms you came up with in part (2).

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## Exam-style Question Bank

The following are exam-style questions, two per exam board. Please note that for writing tasks may appear in either paper.

### AQA

- [01] 'Travelling abroad is dangerous and the risks outweigh the benefits.' Write an article for a broadsheet newspaper explaining your view.
- [02] '16-year-olds shouldn't be allowed to vote in elections. They are easily influenced by their parents.' Write an article for a broadsheet newspaper explaining your view.

### Edexcel

- [01] Write a letter to a summer camp in America looking for volunteer camp for six weeks. In your letter, you could: state what drew you to the camp; describe your experience and skills that make you a good fit for the role. Your response should show the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.
- [02] Write an article for a newspaper, exploring how schools can help the environment. You could write about: the way schools damage the environment (e.g. by using cars, etc.); what changes could be made to promote environmental benefits and drawbacks of those changes could be. Your response should show the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.

### Eduqas

- [01] Your school/college is keen to build a new state-of-the-art department. Write a report for the head teacher / principal suggesting which department should be built and why. You could include: example of a department; reasons for choosing that department.
- [02] A proposal has been made to hold a football gala in your area. You have decided to write a speech to read on air at your local radio station to state your viewpoint on this proposal. You could write for or against the proposal.

### OCR

- [01] Write a speech for your class to argue that the royal family is still relevant in any more. In your speech, you should: explain why the royal family is still relevant; give some evidence to support your viewpoint; persuade your class to agree with your point of view.
- [01] Imagine you are writing your autobiography. Describe your experience of a close friend or family member. You could write about: a time you spent with a friend or family member; what you felt about it; how you put it into your autobiography.

### WJEC

- [01] You have a friend who is frightened of ghosts. Write a letter to convince them to visit a haunted house with you.
- [02] 'Girls and boys should not have PE lessons together.' Write a speech for your class about mixed-sex sports in your school against mixed-sex PE lessons.

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# Indicative Content

| Worksheet      | Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Letters</b> |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                | 1        | <p>The response will vary, but may include:</p> <pre> graph TD     A((Types of Letters)) --&gt; B[Open Letter]     A --&gt; C[Love Letter]     A --&gt; D[Letters of Inquiry]     A --&gt; E[Letter of Significance]     A --&gt; F[Invitation]     A --&gt; G[Job Application]     A --&gt; H[Cover Letter]     A --&gt; I[Letters of Complaint]     A --&gt; J[Letter to a Friend]                     </pre>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 1.1            | 2        | <p>29<sup>th</sup> June 2017<br/>         Entertainment Seven-Twenty<br/>         Doncaster Road<br/>         Bristol<br/>         BS10 5PY</p> <p>Mr Owen Dwyer<br/>         10 Strathearn Way<br/>         Brentry<br/>         Bristol<br/>         BS10 7PS</p> <p>Dear Mr Dwyer,</p> <p>We would like to personally thank you for your donation at our recent charity event. Our goal of £100,000 was met within the hours, which we were completely blown away by. To celebrate, we are creating a short promotional video in which the names of all the donators will appear. Would you have any objections to the inclusion of your name in this promotional video?</p> <p>Yours sincerely,<br/>         Dylan Nygard</p> <p><i>Annotations:</i><br/>         - The address of the receiver. (points to the recipient's address)<br/>         - Salutation. This is the opening of a letter, addressing the reader. (points to 'Dear Mr Dwyer,')<br/>         - The Best This has (points to the date and address)<br/>         - The of (points to the salutation)<br/>         - Yours sincerely, (points to the sign-off)</p> |

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| Worksheet            | Question                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Answer                                                                                                                                 |                 |                                                          |                  |                                                          |             |                                  |                      |                                                                                |                    |                                                           |              |                                                                           |         |                                                                           |        |                     |
|----------------------|---------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------------------------------------------------|------------------|----------------------------------------------------------|-------------|----------------------------------|----------------------|--------------------------------------------------------------------------------|--------------------|-----------------------------------------------------------|--------------|---------------------------------------------------------------------------|---------|---------------------------------------------------------------------------|--------|---------------------|
| 1.1                  | 3                                                                         | a                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Student response may vary, but might include:<br>Electronic vs paper; informal vs formal; formal vs informal; format including address |                 |                                                          |                  |                                                          |             |                                  |                      |                                                                                |                    |                                                           |              |                                                                           |         |                                                                           |        |                     |
|                      |                                                                           | b                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Student response may vary, but might include:<br>Formal vs informal communication; salutation and valediction;                         |                 |                                                          |                  |                                                          |             |                                  |                      |                                                                                |                    |                                                           |              |                                                                           |         |                                                                           |        |                     |
| 1.2                  | 1                                                                         | Student response will vary, but should incorporate the ideas explored in questions 3 and 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                        |                 |                                                          |                  |                                                          |             |                                  |                      |                                                                                |                    |                                                           |              |                                                                           |         |                                                                           |        |                     |
|                      |                                                                           | Student response may vary, but might include (in order of least formal to most formal):<br>Hi/Hey<br>No salutation<br>Owen<br>Hello<br>Dear Owen<br>Dear Mr/Mrs/Ms<br>Dear Sir or Madam<br>To Whom It May Concern (usually only used when the writer is unsure of who the letter is for)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                        |                 |                                                          |                  |                                                          |             |                                  |                      |                                                                                |                    |                                                           |              |                                                                           |         |                                                                           |        |                     |
|                      | 2                                                                         | <table border="1"> <tr> <td>Yours sincerely</td> <td>Used when you do not know the person you are addressing.</td> </tr> <tr> <td>Yours faithfully</td> <td>Used when you do not know the person you are addressing.</td> </tr> <tr> <td>Yours truly</td> <td>Used in informal correspondence.</td> </tr> <tr> <td>Yours affectionately</td> <td>Used in informal or familiar correspondence, typically between family members.</td> </tr> <tr> <td>Yours respectfully</td> <td>Used in formal correspondence, though is not very common.</td> </tr> <tr> <td>Kind regards</td> <td>Relatively informal, but is increasingly common in formal correspondence.</td> </tr> <tr> <td>Regards</td> <td>Relatively informal, but is increasingly common in formal correspondence.</td> </tr> <tr> <td>Cheers</td> <td>Decidedly informal.</td> </tr> </table> |                                                                                                                                        | Yours sincerely | Used when you do not know the person you are addressing. | Yours faithfully | Used when you do not know the person you are addressing. | Yours truly | Used in informal correspondence. | Yours affectionately | Used in informal or familiar correspondence, typically between family members. | Yours respectfully | Used in formal correspondence, though is not very common. | Kind regards | Relatively informal, but is increasingly common in formal correspondence. | Regards | Relatively informal, but is increasingly common in formal correspondence. | Cheers | Decidedly informal. |
|                      |                                                                           | Yours sincerely                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Used when you do not know the person you are addressing.                                                                               |                 |                                                          |                  |                                                          |             |                                  |                      |                                                                                |                    |                                                           |              |                                                                           |         |                                                                           |        |                     |
| Yours faithfully     |                                                                           | Used when you do not know the person you are addressing.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                        |                 |                                                          |                  |                                                          |             |                                  |                      |                                                                                |                    |                                                           |              |                                                                           |         |                                                                           |        |                     |
| Yours truly          |                                                                           | Used in informal correspondence.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                        |                 |                                                          |                  |                                                          |             |                                  |                      |                                                                                |                    |                                                           |              |                                                                           |         |                                                                           |        |                     |
| Yours affectionately |                                                                           | Used in informal or familiar correspondence, typically between family members.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                        |                 |                                                          |                  |                                                          |             |                                  |                      |                                                                                |                    |                                                           |              |                                                                           |         |                                                                           |        |                     |
| Yours respectfully   |                                                                           | Used in formal correspondence, though is not very common.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                        |                 |                                                          |                  |                                                          |             |                                  |                      |                                                                                |                    |                                                           |              |                                                                           |         |                                                                           |        |                     |
| Kind regards         |                                                                           | Relatively informal, but is increasingly common in formal correspondence.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                        |                 |                                                          |                  |                                                          |             |                                  |                      |                                                                                |                    |                                                           |              |                                                                           |         |                                                                           |        |                     |
| Regards              | Relatively informal, but is increasingly common in formal correspondence. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                        |                 |                                                          |                  |                                                          |             |                                  |                      |                                                                                |                    |                                                           |              |                                                                           |         |                                                                           |        |                     |
| Cheers               | Decidedly informal.                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                        |                 |                                                          |                  |                                                          |             |                                  |                      |                                                                                |                    |                                                           |              |                                                                           |         |                                                                           |        |                     |
| 3                    | a                                                                         | Student response may vary, but might include:<br><ul style="list-style-type: none"> <li>A letter of complaint. Letters of complaint are typically formal to ensure that the writer is taken seriously.</li> <li>A letter of resignation. Needs to be official, concerning business.</li> <li>A letter to a newspaper. Needs to be signed for publication, to match the formal tone of the newspaper.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                        |                 |                                                          |                  |                                                          |             |                                  |                      |                                                                                |                    |                                                           |              |                                                                           |         |                                                                           |        |                     |
|                      | b                                                                         | Student response may vary, but might include:<br><ul style="list-style-type: none"> <li>A love letter. Informal, so intimate.</li> <li>A letter to a friend. Letters between friends, informal.</li> <li>Postcard. Like a letter to friends or family. Possible effect of size limit might also be considered.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                        |                 |                                                          |                  |                                                          |             |                                  |                      |                                                                                |                    |                                                           |              |                                                                           |         |                                                                           |        |                     |

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| Worksheet                                                | Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                      |        |               |                                         |      |                       |                  |                                                |                       |                                                          |                                                                 |                                                                                         |             |                                                                                                           |                  |                     |
|----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|---------------|-----------------------------------------|------|-----------------------|------------------|------------------------------------------------|-----------------------|----------------------------------------------------------|-----------------------------------------------------------------|-----------------------------------------------------------------------------------------|-------------|-----------------------------------------------------------------------------------------------------------|------------------|---------------------|
| 1.2                                                      | 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <table border="1"> <tr> <td>Active</td> <td></td> </tr> <tr> <td>Robert gave the film a critical review.</td> <td></td> </tr> <tr> <td>Isla drove the car.</td> <td></td> </tr> <tr> <td>Someone ruined the party at John's house.</td> <td>The party was ruined.</td> </tr> <tr> <td>All employees must undertake health and safety training.</td> <td>Health and safety training must be undertaken by all employees.</td> </tr> </table> | Active |               | Robert gave the film a critical review. |      | Isla drove the car.   |                  | Someone ruined the party at John's house.      | The party was ruined. | All employees must undertake health and safety training. | Health and safety training must be undertaken by all employees. |                                                                                         |             |                                                                                                           |                  |                     |
|                                                          | Active                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                             |        |               |                                         |      |                       |                  |                                                |                       |                                                          |                                                                 |                                                                                         |             |                                                                                                           |                  |                     |
|                                                          | Robert gave the film a critical review.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                             |        |               |                                         |      |                       |                  |                                                |                       |                                                          |                                                                 |                                                                                         |             |                                                                                                           |                  |                     |
|                                                          | Isla drove the car.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                             |        |               |                                         |      |                       |                  |                                                |                       |                                                          |                                                                 |                                                                                         |             |                                                                                                           |                  |                     |
| Someone ruined the party at John's house.                | The party was ruined.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                             |        |               |                                         |      |                       |                  |                                                |                       |                                                          |                                                                 |                                                                                         |             |                                                                                                           |                  |                     |
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| 5                                                        | <p>Cheese – Noun/Verb – I like cheese / I was cheesed off (informal).<br/>         Throw – Verb/Noun – Throw me the ball / I've bought a throw for the couch.<br/>         Metal – Noun/Adjective – It is made of metal / The metal door was heavy.<br/>         After – Adverb/Preposition – They lived happily ever after / We went to dinner after.<br/>         And – Conjunction – I want chicken and chips.<br/>         They – Pronoun – They were getting married.<br/>         Jump – Verb/Noun – You need to jump over the fence / He went off a jump.<br/>         Surreptitiously – Adverb – He ran out of the store surreptitiously.</p>                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                             |        |               |                                         |      |                       |                  |                                                |                       |                                                          |                                                                 |                                                                                         |             |                                                                                                           |                  |                     |
| 6                                                        | Student response                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                             |        |               |                                         |      |                       |                  |                                                |                       |                                                          |                                                                 |                                                                                         |             |                                                                                                           |                  |                     |
| 7                                                        | <table border="1"> <thead> <tr> <th>Feature</th> <th>Formal</th> </tr> </thead> <tbody> <tr> <td colspan="2"><b>Format</b></td> </tr> <tr> <td>Date</td> <td>Included in top right</td> </tr> <tr> <td>Sender's Address</td> <td>Either aligned left or right, above receiver's</td> </tr> <tr> <td>Receiver's Address</td> <td>Always aligned left, below receiver's address</td> </tr> <tr> <td>Salutation</td> <td>Dear Sir or Madam<br/>Dear Mr/Ms/Mrs/Ms Smith<br/>Dear Sir/Madam/May Concern (if unknown)</td> </tr> <tr> <td>Valediction</td> <td>Yours sincerely if Dear Mr/Mrs/Ms Smith<br/>Yours faithfully if Dear Sir or Madam / To Whom It May Concern</td> </tr> <tr> <td>Length of Letter</td> <td>Concise as possible</td> </tr> </tbody> </table> | Feature                                                                                                                                                                                                                                                                                                                                                                                                                                     | Formal | <b>Format</b> |                                         | Date | Included in top right | Sender's Address | Either aligned left or right, above receiver's | Receiver's Address    | Always aligned left, below receiver's address            | Salutation                                                      | Dear Sir or Madam<br>Dear Mr/Ms/Mrs/Ms Smith<br>Dear Sir/Madam/May Concern (if unknown) | Valediction | Yours sincerely if Dear Mr/Mrs/Ms Smith<br>Yours faithfully if Dear Sir or Madam / To Whom It May Concern | Length of Letter | Concise as possible |
| Feature                                                  | Formal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                             |        |               |                                         |      |                       |                  |                                                |                       |                                                          |                                                                 |                                                                                         |             |                                                                                                           |                  |                     |
| <b>Format</b>                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                             |        |               |                                         |      |                       |                  |                                                |                       |                                                          |                                                                 |                                                                                         |             |                                                                                                           |                  |                     |
| Date                                                     | Included in top right                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                             |        |               |                                         |      |                       |                  |                                                |                       |                                                          |                                                                 |                                                                                         |             |                                                                                                           |                  |                     |
| Sender's Address                                         | Either aligned left or right, above receiver's                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                             |        |               |                                         |      |                       |                  |                                                |                       |                                                          |                                                                 |                                                                                         |             |                                                                                                           |                  |                     |
| Receiver's Address                                       | Always aligned left, below receiver's address                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                             |        |               |                                         |      |                       |                  |                                                |                       |                                                          |                                                                 |                                                                                         |             |                                                                                                           |                  |                     |
| Salutation                                               | Dear Sir or Madam<br>Dear Mr/Ms/Mrs/Ms Smith<br>Dear Sir/Madam/May Concern (if unknown)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                             |        |               |                                         |      |                       |                  |                                                |                       |                                                          |                                                                 |                                                                                         |             |                                                                                                           |                  |                     |
| Valediction                                              | Yours sincerely if Dear Mr/Mrs/Ms Smith<br>Yours faithfully if Dear Sir or Madam / To Whom It May Concern                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                             |        |               |                                         |      |                       |                  |                                                |                       |                                                          |                                                                 |                                                                                         |             |                                                                                                           |                  |                     |
| Length of Letter                                         | Concise as possible                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                             |        |               |                                         |      |                       |                  |                                                |                       |                                                          |                                                                 |                                                                                         |             |                                                                                                           |                  |                     |

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| Worksheet               | Question                                                                                                                   | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                  |        |                              |                                                                                                                  |                  |                                                                                                |                      |                                                                                                                            |               |                                                                                                                            |                    |              |                            |  |               |                                         |       |        |               |        |              |                                                                                               |                 |  |                    |  |                         |     |           |     |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|--------|------------------------------|------------------------------------------------------------------------------------------------------------------|------------------|------------------------------------------------------------------------------------------------|----------------------|----------------------------------------------------------------------------------------------------------------------------|---------------|----------------------------------------------------------------------------------------------------------------------------|--------------------|--------------|----------------------------|--|---------------|-----------------------------------------|-------|--------|---------------|--------|--------------|-----------------------------------------------------------------------------------------------|-----------------|--|--------------------|--|-------------------------|-----|-----------|-----|
| 1.2                     | 7                                                                                                                          | <table border="1"> <thead> <tr> <th>Feature</th> <th>Formal</th> </tr> </thead> <tbody> <tr> <td colspan="2"><b>Grammar and Structure</b></td> </tr> <tr> <td>Voice</td> <td>Often uses passive</td> </tr> <tr> <td>Conjunctions</td> <td>Avoid</td> </tr> <tr> <td>Sentence Type</td> <td>Complex/Compound</td> </tr> <tr> <td>Grammatical Person</td> <td>First person</td> </tr> <tr> <td colspan="2"><b>Lexis (Word Choice)</b></td> </tr> <tr> <td>Abbreviations</td> <td>Avoid (unless official title, e.g. BBC)</td> </tr> <tr> <td>Slang</td> <td>Avoid.</td> </tr> <tr> <td>Complex Lexis</td> <td>Common</td> </tr> <tr> <td>Simple Lexis</td> <td>Simple lexis is used if it helps make the letter concise or to avoid being overly complicated</td> </tr> <tr> <td colspan="2"><b>Used for</b></td> </tr> <tr> <td>Family and Friends</td> <td></td> </tr> <tr> <td>Colleagues and Business</td> <td>Yes</td> </tr> <tr> <td>Strangers</td> <td>Yes</td> </tr> </tbody> </table> | Feature                                                                                                          | Formal | <b>Grammar and Structure</b> |                                                                                                                  | Voice            | Often uses passive                                                                             | Conjunctions         | Avoid                                                                                                                      | Sentence Type | Complex/Compound                                                                                                           | Grammatical Person | First person | <b>Lexis (Word Choice)</b> |  | Abbreviations | Avoid (unless official title, e.g. BBC) | Slang | Avoid. | Complex Lexis | Common | Simple Lexis | Simple lexis is used if it helps make the letter concise or to avoid being overly complicated | <b>Used for</b> |  | Family and Friends |  | Colleagues and Business | Yes | Strangers | Yes |
|                         |                                                                                                                            | Feature                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Formal                                                                                                           |        |                              |                                                                                                                  |                  |                                                                                                |                      |                                                                                                                            |               |                                                                                                                            |                    |              |                            |  |               |                                         |       |        |               |        |              |                                                                                               |                 |  |                    |  |                         |     |           |     |
|                         |                                                                                                                            | <b>Grammar and Structure</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                  |        |                              |                                                                                                                  |                  |                                                                                                |                      |                                                                                                                            |               |                                                                                                                            |                    |              |                            |  |               |                                         |       |        |               |        |              |                                                                                               |                 |  |                    |  |                         |     |           |     |
|                         |                                                                                                                            | Voice                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Often uses passive                                                                                               |        |                              |                                                                                                                  |                  |                                                                                                |                      |                                                                                                                            |               |                                                                                                                            |                    |              |                            |  |               |                                         |       |        |               |        |              |                                                                                               |                 |  |                    |  |                         |     |           |     |
|                         |                                                                                                                            | Conjunctions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Avoid                                                                                                            |        |                              |                                                                                                                  |                  |                                                                                                |                      |                                                                                                                            |               |                                                                                                                            |                    |              |                            |  |               |                                         |       |        |               |        |              |                                                                                               |                 |  |                    |  |                         |     |           |     |
|                         |                                                                                                                            | Sentence Type                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Complex/Compound                                                                                                 |        |                              |                                                                                                                  |                  |                                                                                                |                      |                                                                                                                            |               |                                                                                                                            |                    |              |                            |  |               |                                         |       |        |               |        |              |                                                                                               |                 |  |                    |  |                         |     |           |     |
|                         |                                                                                                                            | Grammatical Person                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | First person                                                                                                     |        |                              |                                                                                                                  |                  |                                                                                                |                      |                                                                                                                            |               |                                                                                                                            |                    |              |                            |  |               |                                         |       |        |               |        |              |                                                                                               |                 |  |                    |  |                         |     |           |     |
|                         |                                                                                                                            | <b>Lexis (Word Choice)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                  |        |                              |                                                                                                                  |                  |                                                                                                |                      |                                                                                                                            |               |                                                                                                                            |                    |              |                            |  |               |                                         |       |        |               |        |              |                                                                                               |                 |  |                    |  |                         |     |           |     |
|                         |                                                                                                                            | Abbreviations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Avoid (unless official title, e.g. BBC)                                                                          |        |                              |                                                                                                                  |                  |                                                                                                |                      |                                                                                                                            |               |                                                                                                                            |                    |              |                            |  |               |                                         |       |        |               |        |              |                                                                                               |                 |  |                    |  |                         |     |           |     |
|                         |                                                                                                                            | Slang                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Avoid.                                                                                                           |        |                              |                                                                                                                  |                  |                                                                                                |                      |                                                                                                                            |               |                                                                                                                            |                    |              |                            |  |               |                                         |       |        |               |        |              |                                                                                               |                 |  |                    |  |                         |     |           |     |
|                         |                                                                                                                            | Complex Lexis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Common                                                                                                           |        |                              |                                                                                                                  |                  |                                                                                                |                      |                                                                                                                            |               |                                                                                                                            |                    |              |                            |  |               |                                         |       |        |               |        |              |                                                                                               |                 |  |                    |  |                         |     |           |     |
|                         |                                                                                                                            | Simple Lexis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Simple lexis is used if it helps make the letter concise or to avoid being overly complicated                    |        |                              |                                                                                                                  |                  |                                                                                                |                      |                                                                                                                            |               |                                                                                                                            |                    |              |                            |  |               |                                         |       |        |               |        |              |                                                                                               |                 |  |                    |  |                         |     |           |     |
|                         |                                                                                                                            | <b>Used for</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                  |        |                              |                                                                                                                  |                  |                                                                                                |                      |                                                                                                                            |               |                                                                                                                            |                    |              |                            |  |               |                                         |       |        |               |        |              |                                                                                               |                 |  |                    |  |                         |     |           |     |
| Family and Friends      |                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                  |        |                              |                                                                                                                  |                  |                                                                                                |                      |                                                                                                                            |               |                                                                                                                            |                    |              |                            |  |               |                                         |       |        |               |        |              |                                                                                               |                 |  |                    |  |                         |     |           |     |
| Colleagues and Business | Yes                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                  |        |                              |                                                                                                                  |                  |                                                                                                |                      |                                                                                                                            |               |                                                                                                                            |                    |              |                            |  |               |                                         |       |        |               |        |              |                                                                                               |                 |  |                    |  |                         |     |           |     |
| Strangers               | Yes                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                  |        |                              |                                                                                                                  |                  |                                                                                                |                      |                                                                                                                            |               |                                                                                                                            |                    |              |                            |  |               |                                         |       |        |               |        |              |                                                                                               |                 |  |                    |  |                         |     |           |     |
| 1.3                     |                                                                                                                            | Student response will vary.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                  |        |                              |                                                                                                                  |                  |                                                                                                |                      |                                                                                                                            |               |                                                                                                                            |                    |              |                            |  |               |                                         |       |        |               |        |              |                                                                                               |                 |  |                    |  |                         |     |           |     |
| 1.4                     | 1                                                                                                                          | Student response will vary.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                  |        |                              |                                                                                                                  |                  |                                                                                                |                      |                                                                                                                            |               |                                                                                                                            |                    |              |                            |  |               |                                         |       |        |               |        |              |                                                                                               |                 |  |                    |  |                         |     |           |     |
| <b>Speeches</b>         |                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                  |        |                              |                                                                                                                  |                  |                                                                                                |                      |                                                                                                                            |               |                                                                                                                            |                    |              |                            |  |               |                                         |       |        |               |        |              |                                                                                               |                 |  |                    |  |                         |     |           |     |
| 2.1                     | 1                                                                                                                          | <table border="1"> <thead> <tr> <th>Structure</th> <th></th> </tr> </thead> <tbody> <tr> <td>Chronological</td> <td>The speaker orders the events or concepts in the order remembered because the ordering seems natural and logical</td> </tr> <tr> <td>Cause and Effect</td> <td>The speaker outlines what can be / is being done and the likely positive and negative results.</td> </tr> <tr> <td>Problem and Solution</td> <td>The speaker outlines the issues faced by the community and offers support by candidly explaining how something can be done</td> </tr> <tr> <td>Narrative</td> <td>Evidence or information is given through a story, often in chronological order. It can also be more informal and relatable</td> </tr> </tbody> </table>                                                                                                                                                                                                                                | Structure                                                                                                        |        | Chronological                | The speaker orders the events or concepts in the order remembered because the ordering seems natural and logical | Cause and Effect | The speaker outlines what can be / is being done and the likely positive and negative results. | Problem and Solution | The speaker outlines the issues faced by the community and offers support by candidly explaining how something can be done | Narrative     | Evidence or information is given through a story, often in chronological order. It can also be more informal and relatable |                    |              |                            |  |               |                                         |       |        |               |        |              |                                                                                               |                 |  |                    |  |                         |     |           |     |
|                         |                                                                                                                            | Structure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                  |        |                              |                                                                                                                  |                  |                                                                                                |                      |                                                                                                                            |               |                                                                                                                            |                    |              |                            |  |               |                                         |       |        |               |        |              |                                                                                               |                 |  |                    |  |                         |     |           |     |
|                         |                                                                                                                            | Chronological                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | The speaker orders the events or concepts in the order remembered because the ordering seems natural and logical |        |                              |                                                                                                                  |                  |                                                                                                |                      |                                                                                                                            |               |                                                                                                                            |                    |              |                            |  |               |                                         |       |        |               |        |              |                                                                                               |                 |  |                    |  |                         |     |           |     |
|                         |                                                                                                                            | Cause and Effect                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | The speaker outlines what can be / is being done and the likely positive and negative results.                   |        |                              |                                                                                                                  |                  |                                                                                                |                      |                                                                                                                            |               |                                                                                                                            |                    |              |                            |  |               |                                         |       |        |               |        |              |                                                                                               |                 |  |                    |  |                         |     |           |     |
| Problem and Solution    | The speaker outlines the issues faced by the community and offers support by candidly explaining how something can be done |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                  |        |                              |                                                                                                                  |                  |                                                                                                |                      |                                                                                                                            |               |                                                                                                                            |                    |              |                            |  |               |                                         |       |        |               |        |              |                                                                                               |                 |  |                    |  |                         |     |           |     |
| Narrative               | Evidence or information is given through a story, often in chronological order. It can also be more informal and relatable |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                  |        |                              |                                                                                                                  |                  |                                                                                                |                      |                                                                                                                            |               |                                                                                                                            |                    |              |                            |  |               |                                         |       |        |               |        |              |                                                                                               |                 |  |                    |  |                         |     |           |     |

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| Worksheet                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Question                                                                                                                       | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                |            |          |                                                                                                |                     |                                                                                                                                                |          |                                                                                                 |                 |                                                                                |           |                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|------------|----------|------------------------------------------------------------------------------------------------|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------|----------|-------------------------------------------------------------------------------------------------|-----------------|--------------------------------------------------------------------------------|-----------|---------------------------------------------|
| 2.1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 3                                                                                                                              | Student response will vary based on which speech discussed.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                |            |          |                                                                                                |                     |                                                                                                                                                |          |                                                                                                 |                 |                                                                                |           |                                             |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                | <table border="1"> <thead> <tr> <th>Figurative Language</th> <th>Definition</th> </tr> </thead> <tbody> <tr> <td>Metaphor</td> <td>When domain A is stated as domain B, evoking a desired meaning inherent in one of the domains.</td> </tr> <tr> <td>Simile</td> <td>When we compare domain A and domain B, exploiting a similarity between them. Often uses 'like' or 'as' to make the comparison.</td> </tr> <tr> <td>Metonymy</td> <td>When domain A is referred to by domain B, and domain A is associated with domain B in some way.</td> </tr> <tr> <td>Personification</td> <td>When we attribute human characteristics to a non-human entity.</td> </tr> <tr> <td>Hyperbole</td> <td>When something is exaggerated for emphasis.</td> </tr> </tbody> </table> | Figurative Language                                                                                                                            | Definition | Metaphor | When domain A is stated as domain B, evoking a desired meaning inherent in one of the domains. | Simile              | When we compare domain A and domain B, exploiting a similarity between them. Often uses 'like' or 'as' to make the comparison.                 | Metonymy | When domain A is referred to by domain B, and domain A is associated with domain B in some way. | Personification | When we attribute human characteristics to a non-human entity.                 | Hyperbole | When something is exaggerated for emphasis. |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                | Figurative Language                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Definition                                                                                                                                     |            |          |                                                                                                |                     |                                                                                                                                                |          |                                                                                                 |                 |                                                                                |           |                                             |
| Metaphor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | When domain A is stated as domain B, evoking a desired meaning inherent in one of the domains.                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                |            |          |                                                                                                |                     |                                                                                                                                                |          |                                                                                                 |                 |                                                                                |           |                                             |
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| Hyperbole                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | When something is exaggerated for emphasis.                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                |            |          |                                                                                                |                     |                                                                                                                                                |          |                                                                                                 |                 |                                                                                |           |                                             |
| Student response may vary, but might include: <ul style="list-style-type: none"> <li>We cannot support the public, <b>because</b> the risk is too high.</li> <li>We can either stand together and fight this, or let the opposition win.</li> <li>It may look like a good idea on the surface, <b>however</b> there is no way to predict the future.</li> <li>We must act now. <b>Otherwise</b> we'll never accomplish our goals.</li> <li><b>even though</b> the country stands on the precipice of economic depression, we must act now.</li> </ul> |                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                |            |          |                                                                                                |                     |                                                                                                                                                |          |                                                                                                 |                 |                                                                                |           |                                             |
| 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Student response will vary.                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                |            |          |                                                                                                |                     |                                                                                                                                                |          |                                                                                                 |                 |                                                                                |           |                                             |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                | Anaphora                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | When a word or phrase is repeated at the beginning of successive clauses.                                                                      |            |          |                                                                                                |                     |                                                                                                                                                |          |                                                                                                 |                 |                                                                                |           |                                             |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                | Rhetorical Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | A question is posed that does not require an answer, for the answer is considered obvious in the context in which the question is being asked. |            |          |                                                                                                |                     |                                                                                                                                                |          |                                                                                                 |                 |                                                                                |           |                                             |
| Ethos                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | When a text uses authority (real or fake) to appeal to the reader or listener.                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                |            |          |                                                                                                |                     |                                                                                                                                                |          |                                                                                                 |                 |                                                                                |           |                                             |
| Tricolon                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | When three words or phrases are used together, giving a sense of completeness.                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                |            |          |                                                                                                |                     |                                                                                                                                                |          |                                                                                                 |                 |                                                                                |           |                                             |

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| Worksheet   | Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                   |            |        |                                                                                     |            |                                                                          |           |                                                                                  |       |                                                                                      |            |                                                                     |             |                                                                                                                    |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|------------|--------|-------------------------------------------------------------------------------------|------------|--------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------|-------|--------------------------------------------------------------------------------------|------------|---------------------------------------------------------------------|-------------|--------------------------------------------------------------------------------------------------------------------|
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| Antithesis  | When conflicting ideas are juxtaposed to achieve a foregrounding effect.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                   |            |        |                                                                                     |            |                                                                          |           |                                                                                  |       |                                                                                      |            |                                                                     |             |                                                                                                                    |
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| 2           | <p>the gratitude of every home in our Island, in our Empire, and indeed throughout the world, to those gallant and valiant British airmen who, undaunted by odds, unwearied in their constant challenge and perilous and by their prowess and by their devotion. Never in the field of human conflict was so much owed by so many to so few whose brilliant actions we see with our own eyes day after day, but we must never forget that our bomber squadrons travel far into Germany, find their targets in the darkest of night, and suffer the heaviest fire, often with serious loss, with deliberate, careful discrimination, and making structure of the Nazi power.</p> <p style="text-align: right;">C. S. Lewis</p> <p>Rule of three / tricolon – ‘in our island, in our Empire, and indeed throughout the world’<br/> Parallelism – ‘constant challenge and perilous and by their prowess and by their devotion’<br/> Antithesis – ‘Never in the field of human conflict was so much owed by so many to so few’<br/> Superlatives – ‘highest skill, heaviest fire.’</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                   |            |        |                                                                                     |            |                                                                          |           |                                                                                  |       |                                                                                      |            |                                                                     |             |                                                                                                                    |

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| Worksheet | Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.2       | 2        | <p>The attack yesterday on the Hawaiian Islands has caused severe damage to American lives and property. In addition, American ships have been reported to have been sunk and Japanese government also launched an attack against Malaya.</p> <p>Last night, Japanese forces attacked Hong Kong.</p> <p>Last night, Japanese forces attacked Guam.</p> <p>Last night, Japanese forces attacked the Philippine Islands.</p> <p>Last night, the Japanese attacked Wake Island.</p> <p>And this morning, the Japanese attacked Midway Island.</p> <ul style="list-style-type: none"> <li>• Pathos – ‘American lives have been lost.’</li> <li>• Anaphora – ‘Last night, ...’</li> <li>• Repetition of Japanese – drive home the name of the enemy.</li> </ul> <p>We observe today not a victory of party, but a celebration of freedom – symbolic of change. For I have sworn before you and my Almighty God the same solemn oath our forefathers swore nearly two centuries ago, that no mere expediency shall govern the generosity of the state, but from the hand of God.</p> <p>The world is very different now. For man holds in his mortal hands the power to abolish all forms of human poverty and all forms of human life’.</p> <ul style="list-style-type: none"> <li>• Antithesis – ‘not a victory of party, but a celebration of freedom – symbolising change.’</li> <li>• Those three examples of antithesis also make up a tricolon / rule of three.</li> <li>• Alliteration – ‘same solemn’</li> <li>• Varied sentence length – ‘The world is very different now’.</li> <li>• Parallelism – ‘all forms of human poverty and all forms of human life’.</li> <li>• Use of negatives as a framing device – ‘not a victory ... but a celebration ...’; ‘not a victory of party, but a celebration of freedom’.</li> </ul> |
|           | 3        | Student response will vary, but should include any four of the following: Anaphora; rhetorical question; ethos; epiphora; anadiplosis; tricolon; pathos; antithesis.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|           | 1        | Student response will vary.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 2.3       | 2        | Student response will vary.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| 2.4       | 1        | Student response will vary, but may include reference to: <ul style="list-style-type: none"> <li>• Comments on structure (chronological, cause and effect, problem and solution, narrative, descriptive, persuasive);</li> <li>• Figurative language; repetition or refrains.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| Worksheet                 | Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                       |
|---------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| <b>Reports and Essays</b> |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                       |
| 3.1                       | 1        | <p><b>Reports</b></p> <ul style="list-style-type: none"> <li>• Written to inform/persuade/argue</li> <li>• Use headings/subheadings</li> <li>• Non-fiction</li> <li>• Introduction and conclusion</li> <li>• Supporting evidence</li> <li>• Bullet points</li> </ul> <p><b>Essays</b></p> <ul style="list-style-type: none"> <li>• Cogent, coherent</li> <li>• Indent new paragraphs</li> <li>• No headings</li> <li>• Introduction</li> <li>• Formal tone</li> </ul> |                                                       |
|                           | 2        | <b>Signpost</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                       |
|                           |          | <p>However...<br/>Conversely...<br/>On the other hand...<br/>Alternatively...</p>                                                                                                                                                                                                                                                                                                                                                                                     | Signals to the reader that                            |
|                           |          | <p>Whereas...<br/>While...<br/>Though...</p>                                                                                                                                                                                                                                                                                                                                                                                                                          | Signals to the reader that                            |
|                           |          | <p>Furthermore...<br/>In addition...<br/>Moreover...</p>                                                                                                                                                                                                                                                                                                                                                                                                              | Signals to the reader that (as the previous) is about |
|                           |          | <p>Firstly...<br/>Secondly...<br/>Thirdly...</p>                                                                                                                                                                                                                                                                                                                                                                                                                      | Signals to the reader that                            |
|                           |          | <p>Consequently...<br/>As a result...</p>                                                                                                                                                                                                                                                                                                                                                                                                                             | Signals to the reader that                            |
|                           |          | <p>This essay will...<br/>Four key points will be discussed in the following paragraphs.<br/>The question of whether ... will be explored here.</p>                                                                                                                                                                                                                                                                                                                   | Signals to the reader the                             |
|                           |          | <p>In conclusion...<br/>To summarise...<br/>To conclude...<br/>As a closing remark...<br/>All in all...</p>                                                                                                                                                                                                                                                                                                                                                           | Signals to the reader the                             |
|                           | 3        | Student's answer                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                       |

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| Worksheet                 | Question                                                                                                       | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |            |            |                   |                                                                                          |                           |                                                                                            |             |                                                                                                                |                    |                                                                                                               |
|---------------------------|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|------------|-------------------|------------------------------------------------------------------------------------------|---------------------------|--------------------------------------------------------------------------------------------|-------------|----------------------------------------------------------------------------------------------------------------|--------------------|---------------------------------------------------------------------------------------------------------------|
| 3.1                       | 4                                                                                                              | <table border="1"> <thead> <tr> <th>Key Term</th> <th>Definition</th> </tr> </thead> <tbody> <tr> <td>Compound Sentence</td> <td>A sentence made up of at least one independent clause and one or more dependent clauses.</td> </tr> <tr> <td>Complex-compound Sentence</td> <td>A sentence made up of two or more independent clauses and one or more subordinate clauses.</td> </tr> <tr> <td>Main Clause</td> <td>A set of words that can stand alone as a simple sentence but are linked together to create compound sentences.</td> </tr> <tr> <td>Subordinate Clause</td> <td>A set of words that adds additional information but cannot stand alone because it is not a complete sentence.</td> </tr> </tbody> </table>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Key Term   | Definition | Compound Sentence | A sentence made up of at least one independent clause and one or more dependent clauses. | Complex-compound Sentence | A sentence made up of two or more independent clauses and one or more subordinate clauses. | Main Clause | A set of words that can stand alone as a simple sentence but are linked together to create compound sentences. | Subordinate Clause | A set of words that adds additional information but cannot stand alone because it is not a complete sentence. |
|                           |                                                                                                                | Key Term                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Definition |            |                   |                                                                                          |                           |                                                                                            |             |                                                                                                                |                    |                                                                                                               |
| Compound Sentence         | A sentence made up of at least one independent clause and one or more dependent clauses.                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |            |            |                   |                                                                                          |                           |                                                                                            |             |                                                                                                                |                    |                                                                                                               |
| Complex-compound Sentence | A sentence made up of two or more independent clauses and one or more subordinate clauses.                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |            |            |                   |                                                                                          |                           |                                                                                            |             |                                                                                                                |                    |                                                                                                               |
| Main Clause               | A set of words that can stand alone as a simple sentence but are linked together to create compound sentences. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |            |            |                   |                                                                                          |                           |                                                                                            |             |                                                                                                                |                    |                                                                                                               |
| Subordinate Clause        | A set of words that adds additional information but cannot stand alone because it is not a complete sentence.  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |            |            |                   |                                                                                          |                           |                                                                                            |             |                                                                                                                |                    |                                                                                                               |
| 3.2                       | 1                                                                                                              | <table border="1"> <thead> <tr> <th>Key Term</th> <th>Definition</th> </tr> </thead> <tbody> <tr> <td>Active Voice</td> <td>The subject of the sentence is conveyed as the performer of the action.</td> </tr> <tr> <td>Passive Voice</td> <td>The subject of the sentence is conveyed as the object that is acted upon.</td> </tr> </tbody> </table> <p>The cooking but not the cleaning used to be done by Alex. (compound passive voice)<br/> Because the cooking used to be done by Alex, Susan did the cleaning. (complex passive voice)</p> <p>Young people are always <b>lurking</b> around on street corners at night <b>like thugs</b>.<br/> <i>The obvious use of emotive language is "thugs", which outright projects the speaker's undertones. The sentence could read "Young people are always spending time on street corners responsible for connotations of unpleasantness."</i></p> <p>What do you think about the Prime Minister's <b>clumsy</b> attempts to increase her control?<br/> <i>'Clumsy' here is evaluative of the 'attempts'. After removing it, the sentence could suggest they were unsuccessful. The sentence could read "What do you think about the Prime Minister's attempts to increase her control?"</i></p> <p>The company's <b>secure</b> position reached an all-time high.<br/> <i>An example of positive evaluative language. Imbues the 'stocks' with a sense of infallibility. The sentence could read "The company's position reached an all-time high."</i></p> <p>The use of <b>tall</b> in surveys has been shown to result in higher estimations of height (and weight). A simple <i>"What is the average height of men in the UK?"</i> would remove any</p> | Key Term   | Definition | Active Voice      | The subject of the sentence is conveyed as the performer of the action.                  | Passive Voice             | The subject of the sentence is conveyed as the object that is acted upon.                  |             |                                                                                                                |                    |                                                                                                               |
|                           |                                                                                                                | Key Term                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Definition |            |                   |                                                                                          |                           |                                                                                            |             |                                                                                                                |                    |                                                                                                               |
| Active Voice              | The subject of the sentence is conveyed as the performer of the action.                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |            |            |                   |                                                                                          |                           |                                                                                            |             |                                                                                                                |                    |                                                                                                               |
| Passive Voice             | The subject of the sentence is conveyed as the object that is acted upon.                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |            |            |                   |                                                                                          |                           |                                                                                            |             |                                                                                                                |                    |                                                                                                               |

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| Worksheet        | Question                                                                  |   | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |               |                    |             |             |          |             |                  |                                                                           |          |   |            |  |           |   |
|------------------|---------------------------------------------------------------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|--------------------|-------------|-------------|----------|-------------|------------------|---------------------------------------------------------------------------|----------|---|------------|--|-----------|---|
| 3.2              |                                                                           |   | <p>...ext</p> <p>For example, '... and he deserved that wince, if nothing more.'</p> <p>This... idea that the narration is third-person limited.</p> <p>It... sometimes difficult to distinguish between the storyteller and the protagonist – Martha – as the narrator appears to slip into Martha's voice frequently.</p> <p>It is not difficult to imagine these being Martha's own words. This is interesting because this is a hallmark of a first-person narration, and yet the use of pronoun grounds the text as a third-person narrative.</p> |               |                    |             |             |          |             |                  |                                                                           |          |   |            |  |           |   |
| 3.3              | 1                                                                         |   | Student response will vary.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |               |                    |             |             |          |             |                  |                                                                           |          |   |            |  |           |   |
|                  | 2                                                                         |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |               |                    |             |             |          |             |                  |                                                                           |          |   |            |  |           |   |
|                  | 3                                                                         |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |               |                    |             |             |          |             |                  |                                                                           |          |   |            |  |           |   |
| 3.4              | 1                                                                         | a | <table border="1"> <thead> <tr> <th>Sentence Type</th> <th>Independent Clause</th> </tr> </thead> <tbody> <tr> <td>Complex</td> <td>One or more</td> </tr> <tr> <td>Compound</td> <td>Two or more</td> </tr> <tr> <td>Compound-Complex</td> <td>Two or more</td> </tr> </tbody> </table>                                                                                                                                                                                                                                                               | Sentence Type | Independent Clause | Complex     | One or more | Compound | Two or more | Compound-Complex | Two or more                                                               |          |   |            |  |           |   |
| Sentence Type    | Independent Clause                                                        |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |               |                    |             |             |          |             |                  |                                                                           |          |   |            |  |           |   |
| Complex          | One or more                                                               |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |               |                    |             |             |          |             |                  |                                                                           |          |   |            |  |           |   |
| Compound         | Two or more                                                               |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |               |                    |             |             |          |             |                  |                                                                           |          |   |            |  |           |   |
| Compound-Complex | Two or more                                                               |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |               |                    |             |             |          |             |                  |                                                                           |          |   |            |  |           |   |
|                  |                                                                           | b | ...akes were baked in the morning [independent clause], and then they were de                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |               |                    |             |             |          |             |                  |                                                                           |          |   |            |  |           |   |
|                  |                                                                           | c | I took an umbrella with me [independent clause] because it was raining [dependen                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |               |                    |             |             |          |             |                  |                                                                           |          |   |            |  |           |   |
|                  |                                                                           | d | John stayed up all night [independent] because the neighbours were noisy [depend [independent].                                                                                                                                                                                                                                                                                                                                                                                                                                                        |               |                    |             |             |          |             |                  |                                                                           |          |   |            |  |           |   |
|                  | 2                                                                         |   | Student response will vary.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |               |                    |             |             |          |             |                  |                                                                           |          |   |            |  |           |   |
| <b>Articles</b>  |                                                                           |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |               |                    |             |             |          |             |                  |                                                                           |          |   |            |  |           |   |
| 4.1              | 1                                                                         |   | <table border="1"> <thead> <tr> <th></th> <th>News Article</th> </tr> </thead> <tbody> <tr> <td>Informative</td> <td>✓</td> </tr> <tr> <td>Humorous</td> <td></td> </tr> <tr> <td>Speculative</td> <td>✓* (but there is never any doubt as to whether it is speculation or fact)</td> </tr> <tr> <td>Unbiased</td> <td>✓</td> </tr> <tr> <td>Persuasive</td> <td></td> </tr> <tr> <td>Objective</td> <td>✓</td> </tr> </tbody> </table>                                                                                                                |               | News Article       | Informative | ✓           | Humorous |             | Speculative      | ✓* (but there is never any doubt as to whether it is speculation or fact) | Unbiased | ✓ | Persuasive |  | Objective | ✓ |
|                  | News Article                                                              |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |               |                    |             |             |          |             |                  |                                                                           |          |   |            |  |           |   |
| Informative      | ✓                                                                         |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |               |                    |             |             |          |             |                  |                                                                           |          |   |            |  |           |   |
| Humorous         |                                                                           |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |               |                    |             |             |          |             |                  |                                                                           |          |   |            |  |           |   |
| Speculative      | ✓* (but there is never any doubt as to whether it is speculation or fact) |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |               |                    |             |             |          |             |                  |                                                                           |          |   |            |  |           |   |
| Unbiased         | ✓                                                                         |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |               |                    |             |             |          |             |                  |                                                                           |          |   |            |  |           |   |
| Persuasive       |                                                                           |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |               |                    |             |             |          |             |                  |                                                                           |          |   |            |  |           |   |
| Objective        | ✓                                                                         |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |               |                    |             |             |          |             |                  |                                                                           |          |   |            |  |           |   |

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| Worksheet | Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                       |         |  |                  |  |                              |  |          |  |                                                |  |             |                       |          |    |              |   |      |   |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|--|------------------|--|------------------------------|--|----------|--|------------------------------------------------|--|-------------|-----------------------|----------|----|--------------|---|------|---|
| 4.1       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <table border="1"> <tr><td>Feeling</td><td></td></tr> <tr><td>in present tense</td><td></td></tr> <tr><td>referred to by their surname</td><td></td></tr> <tr><td>Metonymy</td><td></td></tr> <tr><td>Abbreviations (incl. acronyms and initialisms)</td><td></td></tr> <tr><td>Short words</td><td>PM <u>VOWS</u> (inste</td></tr> <tr><td>Ellipsis</td><td>(T</td></tr> <tr><td>Alliteration</td><td>F</td></tr> <tr><td>Puns</td><td>C</td></tr> </table> | Feeling |  | in present tense |  | referred to by their surname |  | Metonymy |  | Abbreviations (incl. acronyms and initialisms) |  | Short words | PM <u>VOWS</u> (inste | Ellipsis | (T | Alliteration | F | Puns | C |
|           | Feeling                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                              |         |  |                  |  |                              |  |          |  |                                                |  |             |                       |          |    |              |   |      |   |
|           | in present tense                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                              |         |  |                  |  |                              |  |          |  |                                                |  |             |                       |          |    |              |   |      |   |
|           | referred to by their surname                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                              |         |  |                  |  |                              |  |          |  |                                                |  |             |                       |          |    |              |   |      |   |
|           | Metonymy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                              |         |  |                  |  |                              |  |          |  |                                                |  |             |                       |          |    |              |   |      |   |
|           | Abbreviations (incl. acronyms and initialisms)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                              |         |  |                  |  |                              |  |          |  |                                                |  |             |                       |          |    |              |   |      |   |
|           | Short words                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | PM <u>VOWS</u> (inste                                                                                                                                                                                                                                                                                                                                                                                                                                        |         |  |                  |  |                              |  |          |  |                                                |  |             |                       |          |    |              |   |      |   |
|           | Ellipsis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | (T                                                                                                                                                                                                                                                                                                                                                                                                                                                           |         |  |                  |  |                              |  |          |  |                                                |  |             |                       |          |    |              |   |      |   |
|           | Alliteration                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | F                                                                                                                                                                                                                                                                                                                                                                                                                                                            |         |  |                  |  |                              |  |          |  |                                                |  |             |                       |          |    |              |   |      |   |
|           | Puns                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | C                                                                                                                                                                                                                                                                                                                                                                                                                                                            |         |  |                  |  |                              |  |          |  |                                                |  |             |                       |          |    |              |   |      |   |
| 3         | Student response will vary based on interpretation of headlines. Each standfirst should be a summary of the story.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                              |         |  |                  |  |                              |  |          |  |                                                |  |             |                       |          |    |              |   |      |   |
| 4         | Student response will vary but some examples could include the following:<br><a href="https://www.theguardian.com/politics/2018/jan/29/have-faith-in-our-generation">https://www.theguardian.com/politics/2018/jan/29/have-faith-in-our-generation</a><br><a href="https://www.theguardian.com/politics/2018/jan/29/window-is-closing-tories-vote">https://www.theguardian.com/politics/2018/jan/29/window-is-closing-tories-vote</a><br><a href="https://www.theguardian.com/news/2018/jan/29/uk-weather-forecast-latest-met-office">https://www.theguardian.com/news/2018/jan/29/uk-weather-forecast-latest-met-office</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                              |         |  |                  |  |                              |  |          |  |                                                |  |             |                       |          |    |              |   |      |   |
| 5         | a                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                              |         |  |                  |  |                              |  |          |  |                                                |  |             |                       |          |    |              |   |      |   |
|           | <p>Order of the words might be – a different order that could be argued for would be 1A, 2C</p> <p>Theresa May used a dinner with the other 27 nations last month to unveil her 'fair and balanced' Brexit deal. The deal allows EU nationals who have lived in Britain for five years to apply for citizenship.</p> <p>The secretive cat can grow to 1.5m in length and feeds almost exclusively by ambushing its prey. It was hunted to extinction for its fur in the UK. The Kielder forest was chosen by the trust because of its size and the absence of major roads.</p> <p>After an absence of 1,300 years, the lynx could be back in UK forests by the end of the year following the reintroduction of six lynx into the Kielder forest, Northumberland, following a two-year trial.</p> <p>Theresa May's offer to EU citizens has been criticised as a 'damp squib' by the chief of the Conservative Party, Guy Verhofstadt, saying her plan casts a 'dark cloud' over the party's citizenship plan.</p> <p>But it involves giving EU citizens the right to work in the UK and having to get an EU 'ID document', it will expect to be a success, but there are fears of the government being overwhelmed with paperwork.</p> <p>Some EU citizens and some locals are opposed to the reintroduction, but Dr Paul O'Donoghue, a senior adviser to the International Union for the Conservation of Nature (IUCN), believes the plan is a good one.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                              |         |  |                  |  |                              |  |          |  |                                                |  |             |                       |          |    |              |   |      |   |

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| Worksheet                               | Question                                                                          |     | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |          |  |                                      |                                                                             |                           |                              |                                                                                |                    |                                  |                                                                                   |                                       |
|-----------------------------------------|-----------------------------------------------------------------------------------|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--|--------------------------------------|-----------------------------------------------------------------------------|---------------------------|------------------------------|--------------------------------------------------------------------------------|--------------------|----------------------------------|-----------------------------------------------------------------------------------|---------------------------------------|
| 4.1                                     | 5                                                                                 | b   | <p>1A comes first ahead of 1B because the conventions dictate we name someone in full (1B because the anaphoric reference refers back to 'The deal' in the previous sentence) condition of the text is a device, which would not logically make sense with the text.</p> <p>2A comes first because it introduces the topic of the article. 2B or 2C could follow because they refer back to 'the lynx'.</p> <p>We can tell which extracts are from article 1 and which are from article 2 thanks to 'offer', 'EU' 'government / prime minister' vs 'forest', 'Lynx'.</p>                                                                                                                                                          |          |  |                                      |                                                                             |                           |                              |                                                                                |                    |                                  |                                                                                   |                                       |
| 4.2                                     | 1                                                                                 |     | Student response will vary.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |          |  |                                      |                                                                             |                           |                              |                                                                                |                    |                                  |                                                                                   |                                       |
|                                         | 2                                                                                 |     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |          |  |                                      |                                                                             |                           |                              |                                                                                |                    |                                  |                                                                                   |                                       |
|                                         | 3                                                                                 |     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |          |  |                                      |                                                                             |                           |                              |                                                                                |                    |                                  |                                                                                   |                                       |
| 4.3                                     | 1                                                                                 |     | Student response will vary.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |          |  |                                      |                                                                             |                           |                              |                                                                                |                    |                                  |                                                                                   |                                       |
|                                         | 2                                                                                 |     | Student response may vary depending on which articles they choose.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |          |  |                                      |                                                                             |                           |                              |                                                                                |                    |                                  |                                                                                   |                                       |
| <b>Autobiography and Travel Writing</b> |                                                                                   |     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |          |  |                                      |                                                                             |                           |                              |                                                                                |                    |                                  |                                                                                   |                                       |
| 5.1                                     | 1                                                                                 | a-j | Student response will vary.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |          |  |                                      |                                                                             |                           |                              |                                                                                |                    |                                  |                                                                                   |                                       |
|                                         | 2                                                                                 |     | Student response will vary depending on the autobiography they choose.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |          |  |                                      |                                                                             |                           |                              |                                                                                |                    |                                  |                                                                                   |                                       |
|                                         | 3                                                                                 | a   | Student response will vary depending on which answer from the questionnaire they choose.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |          |  |                                      |                                                                             |                           |                              |                                                                                |                    |                                  |                                                                                   |                                       |
|                                         |                                                                                   | b   | Student response will vary depending on which answer from the questionnaire they choose.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |          |  |                                      |                                                                             |                           |                              |                                                                                |                    |                                  |                                                                                   |                                       |
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| 5.2                                     | 1                                                                                 |     | <table border="1"> <thead> <tr> <th>Sentence</th> <th></th> </tr> </thead> <tbody> <tr> <td>Olive had been playing on the swing.</td> <td rowspan="2"><b>Past</b><br/>Specifies that an action or event was completed in the past.</td> </tr> <tr> <td>Thomas was going fishing.</td> </tr> <tr> <td>Jean is baking a lemon cake.</td> <td rowspan="2"><b>Present</b><br/>Specifies that an action or event is currently taking place.</td> </tr> <tr> <td>I am drawing maps.</td> </tr> <tr> <td>The car will be driven by Isaac.</td> <td rowspan="2"><b>Future</b><br/>Specifies that an action or event will take place in the future.</td> </tr> <tr> <td>You will have a magazine for reading.</td> </tr> </tbody> </table> | Sentence |  | Olive had been playing on the swing. | <b>Past</b><br>Specifies that an action or event was completed in the past. | Thomas was going fishing. | Jean is baking a lemon cake. | <b>Present</b><br>Specifies that an action or event is currently taking place. | I am drawing maps. | The car will be driven by Isaac. | <b>Future</b><br>Specifies that an action or event will take place in the future. | You will have a magazine for reading. |
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| Thomas was going fishing.               |                                                                                   |     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |          |  |                                      |                                                                             |                           |                              |                                                                                |                    |                                  |                                                                                   |                                       |
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| You will have a magazine for reading.   |                                                                                   |     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |          |  |                                      |                                                                             |                           |                              |                                                                                |                    |                                  |                                                                                   |                                       |

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| Worksheet                                          | Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                |                                   |                                                                                      |                                                                                |                                       |                           |                                                                                                |                                                     |                                                |                                                                                                                                         |                                           |                                                                     |                                 |  |
|----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-----------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|---------------------------------------|---------------------------|------------------------------------------------------------------------------------------------|-----------------------------------------------------|------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|---------------------------------------------------------------------|---------------------------------|--|
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|                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | John is jogging to the summer fair.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Progressive</b><br>Used to convey ongoing action                                            |                                   |                                                                                      |                                                                                |                                       |                           |                                                                                                |                                                     |                                                |                                                                                                                                         |                                           |                                                                     |                                 |  |
|                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Lily was eating a red piece of candy floss.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                |                                   |                                                                                      |                                                                                |                                       |                           |                                                                                                |                                                     |                                                |                                                                                                                                         |                                           |                                                                     |                                 |  |
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|                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Sentence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                |                                   |                                                                                      |                                                                                |                                       |                           |                                                                                                |                                                     |                                                |                                                                                                                                         |                                           |                                                                     |                                 |  |
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|                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | I'm not afraid of spiders.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                |                                   |                                                                                      |                                                                                |                                       |                           |                                                                                                |                                                     |                                                |                                                                                                                                         |                                           |                                                                     |                                 |  |
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|                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | The wall was painted by you.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                |                                   |                                                                                      |                                                                                |                                       |                           |                                                                                                |                                                     |                                                |                                                                                                                                         |                                           |                                                                     |                                 |  |
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|                                                    | I promised I wouldn't go to the party.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                |                                   |                                                                                      |                                                                                |                                       |                           |                                                                                                |                                                     |                                                |                                                                                                                                         |                                           |                                                                     |                                 |  |
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| You were disappointed by your friends.             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                |                                   |                                                                                      |                                                                                |                                       |                           |                                                                                                |                                                     |                                                |                                                                                                                                         |                                           |                                                                     |                                 |  |
| 5                                                  | <p>Top to bottom, left to right:</p> <ul style="list-style-type: none"> <li>Lola had kicked you.</li> <li>The ball was kicked by Lola.</li> <li>Lola had been kicking me.</li> <li>Lola was kicking the ball.</li> <li>You will have been kicked by Lola.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                |                                   |                                                                                      |                                                                                |                                       |                           |                                                                                                |                                                     |                                                |                                                                                                                                         |                                           |                                                                     |                                 |  |
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| 5.4                                                | Student response will vary.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                |                                   |                                                                                      |                                                                                |                                       |                           |                                                                                                |                                                     |                                                |                                                                                                                                         |                                           |                                                                     |                                 |  |

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| Worksheet          | Question                                                                                                                                                                                                                                                               | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                           |                    |                                                                                                                                         |                    |                                                                |                    |                                                               |                    |                                                                                                                                                                                                                                                                        |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------|----------------------------------------------------------------|--------------------|---------------------------------------------------------------|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reviews</b>     |                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                           |                    |                                                                                                                                         |                    |                                                                |                    |                                                               |                    |                                                                                                                                                                                                                                                                        |
| 6.1                | 1                                                                                                                                                                                                                                                                      | <p><b>Informative</b></p> <ul style="list-style-type: none"> <li>'The Jungle Book' was released this weekend' – tells reader when it was released</li> <li>Favreau is the director.</li> <li>Christopher Walken plays King Louis (and sings 'I Wanna Be Like You'); Idris Elba plays Mowgli's father.</li> <li>The entire film was filmed on a sound stage in Los Angeles.</li> </ul> <p><b>Explanation</b></p> <ul style="list-style-type: none"> <li>Visually stunning – surprising due to location of filming (explaining technology)</li> <li>Scarlet Johansson is underutilised – 'most of which can be heard in the first track'</li> </ul> <p><b>Persuasive</b></p> <ul style="list-style-type: none"> <li>'In all honesty' – writer sounds down to earth, informal</li> <li>'Favreau's <i>The Jungle Book</i> isn't a musical, but they were tossed in there anyway'</li> <li>'Was it just a case of lazy writing?' – rhetorical question</li> </ul>                                                                                                       |                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                           |                    |                                                                                                                                         |                    |                                                                |                    |                                                               |                    |                                                                                                                                                                                                                                                                        |
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| <b>Paragraph 1</b> | The first paragraph in this review is given a subheading, but this paragraph focuses on one aspect of the film, and evaluates the film.                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                           |                    |                                                                                                                                         |                    |                                                                |                    |                                                               |                    |                                                                                                                                                                                                                                                                        |
| <b>Paragraph 2</b> | The second paragraph evaluates a different aspect of the film.                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                           |                    |                                                                                                                                         |                    |                                                                |                    |                                                               |                    |                                                                                                                                                                                                                                                                        |
| <b>Paragraph 3</b> | The third paragraph evaluates a different aspect of the film.                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                           |                    |                                                                                                                                         |                    |                                                                |                    |                                                               |                    |                                                                                                                                                                                                                                                                        |
| <b>The Verdict</b> | The final paragraph (again, perhaps a little shorter than it could be) gives the reviewer's viewpoint and grades the film out of 10. This is quite a common way to end a review, and it allows the writer to summarise how the pros and cons weigh against each other. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                           |                    |                                                                                                                                         |                    |                                                                |                    |                                                               |                    |                                                                                                                                                                                                                                                                        |
| c                  | The review is relatively informal. It uses colloquial phrasing (e.g. 'Still, your kids will love it'), refers to individuals by their last name (e.g. John Favreau is just Favreau) and uses rhetorical questions to elicit nostalgia.                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                           |                    |                                                                                                                                         |                    |                                                                |                    |                                                               |                    |                                                                                                                                                                                                                                                                        |
| 6.2                | 1–3                                                                                                                                                                                                                                                                    | Student response will vary.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                           |                    |                                                                                                                                         |                    |                                                                |                    |                                                               |                    |                                                                                                                                                                                                                                                                        |

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| Worksheet | Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                |                                                                                                  |                    |                   |                                                                           |              |                    |                                                                                                                 |                      |                   |                                                                                                                                  |                  |             |                                                      |                    |            |                            |                     |                      |                                                               |                               |                     |                                                      |              |                       |                                                        |               |                    |                                                                                                                                                                |              |               |                                                                                 |                    |                |                                                         |                |                  |                                                                     |              |                |                                                                      |              |
|-----------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|--------------------|-------------------|---------------------------------------------------------------------------|--------------|--------------------|-----------------------------------------------------------------------------------------------------------------|----------------------|-------------------|----------------------------------------------------------------------------------------------------------------------------------|------------------|-------------|------------------------------------------------------|--------------------|------------|----------------------------|---------------------|----------------------|---------------------------------------------------------------|-------------------------------|---------------------|------------------------------------------------------|--------------|-----------------------|--------------------------------------------------------|---------------|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|---------------|---------------------------------------------------------------------------------|--------------------|----------------|---------------------------------------------------------|----------------|------------------|---------------------------------------------------------------------|--------------|----------------|----------------------------------------------------------------------|--------------|
| 6.3       | 1        | <table border="1"> <tr> <td><b>Actor/Actress</b></td> <td>A performer in films or plays). Actor is often used to describe both male and female performers.</td> <td><b>First/Third</b></td> </tr> <tr> <td><b>Atmosphere</b></td> <td>The broader tone created by a film; a feeling or mood set up in the film.</td> <td><b>Genre</b></td> </tr> <tr> <td><b>Blockbuster</b></td> <td>A film (or book) that is very popular and makes a lot of money (and probably took a lot of money to make too!).</td> <td><b>Juxtaposition</b></td> </tr> <tr> <td><b>Box Office</b></td> <td>Metonymic – not actually the box office (where one buys tickets in a cinema), but more broadly the amount of money a film makes.</td> <td><b>Narrative</b></td> </tr> <tr> <td><b>Cast</b></td> <td>The entire list of actors/actresses in a production.</td> <td><b>Performance</b></td> </tr> <tr> <td><b>CGI</b></td> <td>Computer Generated Imagery</td> <td><b>Plot/Setting</b></td> </tr> <tr> <td><b>Character Arc</b></td> <td>The transformation of a character over the length of a story.</td> <td><b>Protagonist/Antagonist</b></td> </tr> <tr> <td><b>Choreography</b></td> <td>The way movement is organised – fights, dances, etc.</td> <td><b>Scene</b></td> </tr> <tr> <td><b>Cinematography</b></td> <td>The way a film is filmed (i.e. its visual appearance).</td> <td><b>Script</b></td> </tr> <tr> <td><b>Cliffhanger</b></td> <td>When the story is left with questions that still need to be answered, or when the story ends after a shocking revelation or turn of events without resolution.</td> <td><b>Slaps</b></td> </tr> <tr> <td><b>Climax</b></td> <td>A high point of tension in which the protagonist and antagonist come to a head.</td> <td><b>Sound Score</b></td> </tr> <tr> <td><b>Credits</b></td> <td>The list of cast and crew members at the end of a film.</td> <td><b>Spoiler</b></td> </tr> <tr> <td><b>Direction</b></td> <td>The way a film has been directed (the choices that have been made).</td> <td><b>Types</b></td> </tr> <tr> <td><b>Editing</b></td> <td>The way scenes have been cut together. The overall flow of the film.</td> <td><b>World</b></td> </tr> </table> | <b>Actor/Actress</b>                                                                                                                                           | A performer in films or plays). Actor is often used to describe both male and female performers. | <b>First/Third</b> | <b>Atmosphere</b> | The broader tone created by a film; a feeling or mood set up in the film. | <b>Genre</b> | <b>Blockbuster</b> | A film (or book) that is very popular and makes a lot of money (and probably took a lot of money to make too!). | <b>Juxtaposition</b> | <b>Box Office</b> | Metonymic – not actually the box office (where one buys tickets in a cinema), but more broadly the amount of money a film makes. | <b>Narrative</b> | <b>Cast</b> | The entire list of actors/actresses in a production. | <b>Performance</b> | <b>CGI</b> | Computer Generated Imagery | <b>Plot/Setting</b> | <b>Character Arc</b> | The transformation of a character over the length of a story. | <b>Protagonist/Antagonist</b> | <b>Choreography</b> | The way movement is organised – fights, dances, etc. | <b>Scene</b> | <b>Cinematography</b> | The way a film is filmed (i.e. its visual appearance). | <b>Script</b> | <b>Cliffhanger</b> | When the story is left with questions that still need to be answered, or when the story ends after a shocking revelation or turn of events without resolution. | <b>Slaps</b> | <b>Climax</b> | A high point of tension in which the protagonist and antagonist come to a head. | <b>Sound Score</b> | <b>Credits</b> | The list of cast and crew members at the end of a film. | <b>Spoiler</b> | <b>Direction</b> | The way a film has been directed (the choices that have been made). | <b>Types</b> | <b>Editing</b> | The way scenes have been cut together. The overall flow of the film. | <b>World</b> |
|           |          | <b>Actor/Actress</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | A performer in films or plays). Actor is often used to describe both male and female performers.                                                               | <b>First/Third</b>                                                                               |                    |                   |                                                                           |              |                    |                                                                                                                 |                      |                   |                                                                                                                                  |                  |             |                                                      |                    |            |                            |                     |                      |                                                               |                               |                     |                                                      |              |                       |                                                        |               |                    |                                                                                                                                                                |              |               |                                                                                 |                    |                |                                                         |                |                  |                                                                     |              |                |                                                                      |              |
|           |          | <b>Atmosphere</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | The broader tone created by a film; a feeling or mood set up in the film.                                                                                      | <b>Genre</b>                                                                                     |                    |                   |                                                                           |              |                    |                                                                                                                 |                      |                   |                                                                                                                                  |                  |             |                                                      |                    |            |                            |                     |                      |                                                               |                               |                     |                                                      |              |                       |                                                        |               |                    |                                                                                                                                                                |              |               |                                                                                 |                    |                |                                                         |                |                  |                                                                     |              |                |                                                                      |              |
|           |          | <b>Blockbuster</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | A film (or book) that is very popular and makes a lot of money (and probably took a lot of money to make too!).                                                | <b>Juxtaposition</b>                                                                             |                    |                   |                                                                           |              |                    |                                                                                                                 |                      |                   |                                                                                                                                  |                  |             |                                                      |                    |            |                            |                     |                      |                                                               |                               |                     |                                                      |              |                       |                                                        |               |                    |                                                                                                                                                                |              |               |                                                                                 |                    |                |                                                         |                |                  |                                                                     |              |                |                                                                      |              |
|           |          | <b>Box Office</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Metonymic – not actually the box office (where one buys tickets in a cinema), but more broadly the amount of money a film makes.                               | <b>Narrative</b>                                                                                 |                    |                   |                                                                           |              |                    |                                                                                                                 |                      |                   |                                                                                                                                  |                  |             |                                                      |                    |            |                            |                     |                      |                                                               |                               |                     |                                                      |              |                       |                                                        |               |                    |                                                                                                                                                                |              |               |                                                                                 |                    |                |                                                         |                |                  |                                                                     |              |                |                                                                      |              |
|           |          | <b>Cast</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | The entire list of actors/actresses in a production.                                                                                                           | <b>Performance</b>                                                                               |                    |                   |                                                                           |              |                    |                                                                                                                 |                      |                   |                                                                                                                                  |                  |             |                                                      |                    |            |                            |                     |                      |                                                               |                               |                     |                                                      |              |                       |                                                        |               |                    |                                                                                                                                                                |              |               |                                                                                 |                    |                |                                                         |                |                  |                                                                     |              |                |                                                                      |              |
|           |          | <b>CGI</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Computer Generated Imagery                                                                                                                                     | <b>Plot/Setting</b>                                                                              |                    |                   |                                                                           |              |                    |                                                                                                                 |                      |                   |                                                                                                                                  |                  |             |                                                      |                    |            |                            |                     |                      |                                                               |                               |                     |                                                      |              |                       |                                                        |               |                    |                                                                                                                                                                |              |               |                                                                                 |                    |                |                                                         |                |                  |                                                                     |              |                |                                                                      |              |
|           |          | <b>Character Arc</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | The transformation of a character over the length of a story.                                                                                                  | <b>Protagonist/Antagonist</b>                                                                    |                    |                   |                                                                           |              |                    |                                                                                                                 |                      |                   |                                                                                                                                  |                  |             |                                                      |                    |            |                            |                     |                      |                                                               |                               |                     |                                                      |              |                       |                                                        |               |                    |                                                                                                                                                                |              |               |                                                                                 |                    |                |                                                         |                |                  |                                                                     |              |                |                                                                      |              |
|           |          | <b>Choreography</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | The way movement is organised – fights, dances, etc.                                                                                                           | <b>Scene</b>                                                                                     |                    |                   |                                                                           |              |                    |                                                                                                                 |                      |                   |                                                                                                                                  |                  |             |                                                      |                    |            |                            |                     |                      |                                                               |                               |                     |                                                      |              |                       |                                                        |               |                    |                                                                                                                                                                |              |               |                                                                                 |                    |                |                                                         |                |                  |                                                                     |              |                |                                                                      |              |
|           |          | <b>Cinematography</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | The way a film is filmed (i.e. its visual appearance).                                                                                                         | <b>Script</b>                                                                                    |                    |                   |                                                                           |              |                    |                                                                                                                 |                      |                   |                                                                                                                                  |                  |             |                                                      |                    |            |                            |                     |                      |                                                               |                               |                     |                                                      |              |                       |                                                        |               |                    |                                                                                                                                                                |              |               |                                                                                 |                    |                |                                                         |                |                  |                                                                     |              |                |                                                                      |              |
|           |          | <b>Cliffhanger</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | When the story is left with questions that still need to be answered, or when the story ends after a shocking revelation or turn of events without resolution. | <b>Slaps</b>                                                                                     |                    |                   |                                                                           |              |                    |                                                                                                                 |                      |                   |                                                                                                                                  |                  |             |                                                      |                    |            |                            |                     |                      |                                                               |                               |                     |                                                      |              |                       |                                                        |               |                    |                                                                                                                                                                |              |               |                                                                                 |                    |                |                                                         |                |                  |                                                                     |              |                |                                                                      |              |
|           |          | <b>Climax</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | A high point of tension in which the protagonist and antagonist come to a head.                                                                                | <b>Sound Score</b>                                                                               |                    |                   |                                                                           |              |                    |                                                                                                                 |                      |                   |                                                                                                                                  |                  |             |                                                      |                    |            |                            |                     |                      |                                                               |                               |                     |                                                      |              |                       |                                                        |               |                    |                                                                                                                                                                |              |               |                                                                                 |                    |                |                                                         |                |                  |                                                                     |              |                |                                                                      |              |
|           |          | <b>Credits</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | The list of cast and crew members at the end of a film.                                                                                                        | <b>Spoiler</b>                                                                                   |                    |                   |                                                                           |              |                    |                                                                                                                 |                      |                   |                                                                                                                                  |                  |             |                                                      |                    |            |                            |                     |                      |                                                               |                               |                     |                                                      |              |                       |                                                        |               |                    |                                                                                                                                                                |              |               |                                                                                 |                    |                |                                                         |                |                  |                                                                     |              |                |                                                                      |              |
|           |          | <b>Direction</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | The way a film has been directed (the choices that have been made).                                                                                            | <b>Types</b>                                                                                     |                    |                   |                                                                           |              |                    |                                                                                                                 |                      |                   |                                                                                                                                  |                  |             |                                                      |                    |            |                            |                     |                      |                                                               |                               |                     |                                                      |              |                       |                                                        |               |                    |                                                                                                                                                                |              |               |                                                                                 |                    |                |                                                         |                |                  |                                                                     |              |                |                                                                      |              |
|           |          | <b>Editing</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | The way scenes have been cut together. The overall flow of the film.                                                                                           | <b>World</b>                                                                                     |                    |                   |                                                                           |              |                    |                                                                                                                 |                      |                   |                                                                                                                                  |                  |             |                                                      |                    |            |                            |                     |                      |                                                               |                               |                     |                                                      |              |                       |                                                        |               |                    |                                                                                                                                                                |              |               |                                                                                 |                    |                |                                                         |                |                  |                                                                     |              |                |                                                                      |              |
|           |          | Student response will vary depending on which field they choose.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                |                                                                                                  |                    |                   |                                                                           |              |                    |                                                                                                                 |                      |                   |                                                                                                                                  |                  |             |                                                      |                    |            |                            |                     |                      |                                                               |                               |                     |                                                      |              |                       |                                                        |               |                    |                                                                                                                                                                |              |               |                                                                                 |                    |                |                                                         |                |                  |                                                                     |              |                |                                                                      |              |
|           |          | Student response will vary.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                |                                                                                                  |                    |                   |                                                                           |              |                    |                                                                                                                 |                      |                   |                                                                                                                                  |                  |             |                                                      |                    |            |                            |                     |                      |                                                               |                               |                     |                                                      |              |                       |                                                        |               |                    |                                                                                                                                                                |              |               |                                                                                 |                    |                |                                                         |                |                  |                                                                     |              |                |                                                                      |              |

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# Peer- or Self-assessment Marking

## Peer- or Self-assessment Sheet

|                                    |     | Nothing worthy of credit                                                          | Simply | Successful |
|------------------------------------|-----|-----------------------------------------------------------------------------------|--------|------------|
| Skills to demonstrate in your work | A05 | I have written a clear, organised, and well-structured text.                      |        |            |
|                                    |     | I have adapted my tone and style to suit the audience and purpose.                |        |            |
|                                    |     | I have communicated imaginatively.                                                |        |            |
|                                    | A06 | I have used a range of vocabulary for effect and to suit the purpose of the text. |        |            |
|                                    |     | I have used a range of sentence structures for effect and to suit the purpose.    |        |            |
|                                    |     | I have written with accurate spelling and punctuation.                            |        |            |

Teachers should refer to the marking scheme on the exam board website for marking and to ensure students have a clear understanding of the criteria.

Best area: .....

Areas to work on: .....

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## How to Provide Constructive Peer Criticism

The distinction between a 'right' or 'wrong' answer in English Language is tricky to make, and it's important to be sensitive to someone's feelings with feedback that is seemingly subjective. Learning how to give and receive feedback in English Language fiction writing is an important process.

### Students: Receiving Feedback in Workshops

When you are receiving feedback, you should make notes of the feedback you do not agree with it!).

You should also not respond to students giving feedback *until* all feedback has been given. It is important that if you do not agree with the feedback, you do not try to defend or explain your work during the feedback session. Some students may even be deterred from giving feedback. It is important, however, to respond to all comments at the end of the session.

### Students: Giving Feedback in Workshops

It is paramount for you to understand that the point of critiquing someone's work is to help everyone involved, and not an opportunity to discredit or devalue someone's work. Feedback should be **constructive**. When giving feedback, you should strive to provide potential solutions. Try to find the positives in every piece of writing too. It can feel overwhelming to receive a mountain of feedback without being told what you've done well.

A good way to ensure you've thoroughly critiqued someone's work is to use a checklist. Look out for:

- Grammar
- Word choice (in relation to form and style)
- Structure and cohesion
- Spelling and punctuation
- Clear purpose and audience
- Consistent point of view

You could use the following prompts to help you present your feedback:

- I really liked this... However, I feel this could be improved by...
- Have you considered doing this...?
- A possible solution to this problem is...
- In the future, you could try...
- I noticed you made this decisions... Could you explain why?

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