

TEACHER'S NOTES: READING

TASK 1: FOUNDATION

What reasons does Dr. Susan Jebb give for the increase in childhood obesity?

	What is the paragraph about?	Are the points in the paragraph relevant?
1	Concerns about obesity in children and lack of fruit in their diets	Yes
2	Role of advertisers in encouraging children to eat unhealthy food	Yes
3	The link between super-sized food and obesity	Yes
4	Lack of exercise undertaken by children	Yes
5	Role of government in tackling obesity	Yes

*Note the **topic sentence is usually the first sentence of a paragraph** and serves to signal to the reader what the rest of the paragraph will be about. When practising following an argument with other texts it may be useful to direct students' attention to the first sentence of each paragraph before they closely read a text to help them gain an overview of how an argument develops.

TASK 2: FOUNDATION - which is the best answer?

I think answer 2 is the best answer because the answer is - thorough, contains the main points, is written in the student's own words and is clearly organised (C grade)

TASK 3: HIGHER

Steve Lamacq describes how sales of pop singles have dropped in the UK. What reasons does he give to explain the drop?

	What is the paragraph about?	Are the points in the paragraph relevant?
1	Link between pop posters and teenage hero worship	No
2	Development of paragraph 1	No
3	Links plummeting record sales to teenage hero worship	No
4	A blame culture has emerged as costs soar	No
5	Lists who's blaming who - others reasons for falls in sales	No
6	Suggests that a lack of heroes is to blame for plummeting sales	Yes
7	Suggests that teenagers are bored of manufactured, conservative pop idols that their parents also listen to	Yes
8	America has answer - the generation gap is maintained by anti-establishment artists	Yes
9	The UK doesn't produce anti-establishment heroes because they are given such a hard time	Yes
10	Also small labels - who produce real 'heroes' have gone bust	Yes
11	Producing real 'heroes' is a financial gamble	Yes
12	Notes that boredom isn't a new phenomena. Finishes with a plea for a real alternative to modern day pop	No

TASK 4: HIGHER - which is the best answer?

I think answer one is the best answer because it is thorough, contains the main points, is written in the student's own words and is clearly organised.

*In further practice in following an argument, students could highlight key words / topic sentences to gain an overview of the development of the argument

TASK 5: Facts and opinions

1. The long-suffering cow is cruelly exploited by the dairy industry.
FACT / OPINION / BOTH
2. 75 – 80% of calves are killed at two weeks for pies, rennet for cheese-making and calf skin.
FACT / OPINION / BOTH
3. Cattle slurry, 20 – 40 times more potent at removing oxygen from river water than untreated human sewage, is **probably** the major cause of water contamination in the UK.
FACT / OPINION / BOTH
4. Dairy products contain no dietary fibre and **may** pose a threat to human health.
FACT / OPINION / BOTH
5. Every year, hundreds of thousands of calves are separated from their mothers within 4 days of birth.
FACT / OPINION / BOTH
6. A cow emits around 200 litres of methane – one of the main contributors to global warming – daily.
FACT / OPINION / BOTH
(* 6 - *scientists are not sure about what the main contributors to global warming are*)

TASK 6:

Identify one fact from the item:

- began in 1980,
- attracts more than 555,000 cyclists,
- biggest in Europe
- British Heart Foundation's biggest fundraiser
- Raised more than £26 million
- **Cost of cycling shorts and eye protection only**

Identify one opinion from the item:

- *dependable* quality models **start at £250**
- Cycling shorts *pay back their cost in comfort*
- Helmets (from £35 for a *good one*) and eyeprotection are *crucial*
- Water bottles are *a must*, as is sunscreen and a waterproof

I think answer 3 is the best answer because it identifies facts and opinions, but also explains how the facts and opinions have been used. In the final sentence the writer thinks about how facts and opinions are similar and are used together in the article (thus comparing the use of facts and opinions)

TASK 7: How are facts and opinions used in this article?

The article uses facts such as

- Starts with a pre-jump briefing which takes 20mins
- You'll learn basics of steering
- You'll be attached to an instructor
- Takes place 10,000 – 12,000 feet
- Main parachute will be opened at 5000 feet
- You'll spend about 30 seconds in freefall
- You'll reach a speed of about 120 mph
- You'll be provided with a jumpsuit
- You'll be provided with safety equipment
- It takes 20 –25mins on the way up
- You'll get discounts on further courses

These are used to

- Explain what will happen
- Show that the jump is safe
- Give statistics about the jump to make it sound exciting, e.g impressive numbers about how high you'll be
- Encourage people to undertake more courses by explaining what discounts are offered

The article uses opinions such as

- To experience every aspect of our sport on your very first jump, a Tandem Skydive is just the thing
- You'll experience the thrill of freefall
- You'll want to continue the sport
- You'll be attached to a highly experienced instructor

These are used to

- Make the jump sound exciting
- Make the tandem skydive sound perfect for the beginner
- Make the jump sound safe - what is a highly experienced instructor?
- Encourage people to continue skydiving.

The use of facts and opinions are similar / different because

They both try to make skydiving sound safe and exciting and encourage people to take more courses. There are more facts and opinions. The opinions also deal with practicalities, such as what will happen on the day, and details of the safety procedures. The facts make the jump sound exciting by giving details of how high the jump is, how long will be spend in freefall etc. However, some of the facts about the skydive are approximate - 'depending on your exit altitude' and vague 'you'll help steer'

TASK 8: Look at the item on the following page about battery hens.

Presentational Device	Description / Example	Purpose / Effect
Heading / sub-heading	<ul style="list-style-type: none"> • 'Battery Hell', 'Barn Misery', • 'Free Range?' • 'Male chicks killed' • 'Not all they're cracked up to be' 	<ul style="list-style-type: none"> • Emotive language • Question makes us think • Shocking use of cold facts • Use of pun makes us think
Bold print, italics, underlining	<ul style="list-style-type: none"> • Bold introduction • Bold info about organisation • Italics caption 	<ul style="list-style-type: none"> • Introduces main points at beginning of article as lead-in • Makes contact details stand out • Makes caption stand out
Logos	Animal Aid	Logo placed at end in centre to stand out and shows emotive image of 2 monkeys hugging
Different fonts	Different font style for headings and use of capitals	Makes the headings stand out - style may remind us of fonts on egg cartons? I'm not sure!
Size of fonts	Introduction, headings, final information	Key ideas are in larger fonts to help organise the writing, break the writing up into sections and emphasise important points
Illustrations	<ul style="list-style-type: none"> • Chickens in cages etc. • Single free range chicken • Hatching chicks 	All pictures are used to support points in the poster and are intended to be emotive and shocking: close-ups of chickens aim to evoke sympathy for individual animals; wide angle shots show shocking extent of over-crowding.
Layout of pictures	<ul style="list-style-type: none"> • Poster laid out like an egg-carton • Illustrations are quite large and distributed throughout article 	<ul style="list-style-type: none"> • The layout is clever, and reveals what's really in a box of eggs - misery for chickens. • It's difficult to 'escape' the pictures
Layout of text	Organised around pictures in shape of a carton - much is centrally placed	Text - and hence arguments - occupy a central position in poster. The text is prominent, important and is cleverly incorporated in the egg carton motif.
Use of colour	<ul style="list-style-type: none"> • Red fonts • Colour illustrations • Buff background 	<ul style="list-style-type: none"> • Stands out - associations with danger and blood • Make pictures stand out and seem more credible, life-like and realistic • To mimic the colours used in egg cartons, and reinforce the association between eggs and the misery that chickens endure on farms.

TASK 9: Avril Lavingne article

Picture of Avril Lavingne

- In colour – attractive.
- Girl staring defiantly at audience in almost aggressive pose – shows she's not 'girly'
- Clothes suggest youth, casualness and rebelliousness
- hair is windswept – wild, full of energy
- Background - of a studio?- shows Avril's links to pop

Headings

- Colours not traditional feminine colours – pinks and burgundies etc. Shows she's not a traditional girl
- Contrast between heading, 'steady', and way words are set out in a wild, unsteady fashion. Rock is in a larger font – to suggest that 'Rock' is more important to Avril than being reliable and conventional?
- Colours are repeated in Avril's name – to suggest link between the singer and rock.
- Sub-heading in white 'Talented Tomboy' uses alliteration to get attention and summarises the image of Avril that is portrayed in the article – that she's not 'girly'
- Sub-heading in white at bottom of page is haphazard, suggesting that Avril is unconventional and unsteady, unpredictable etc.

Layout

- Main text is laid out in a column to make it easier to read
- Layout of main text, at side of article, allows the picture and the large headings to dominate
- Main text is in white, against a dark bron background – colours co-ordinate but also quite unusual?

TASK 11: Basic Linguistic Terms.

Example	Definition	Key Term
<i>Do we really need more cars on the roads in Bristol?</i>	A question that is said for effect	Rhetorical
<i>Wayne's Winter Wonderland</i>	Words that are nearby which begin with the same sound. Common in headlines	Alliteration
<i>Your help can make a difference. We need your help.</i>	When key words are repeated	Repetition
<i>Thousands of animals are brutally slaughtered every year.</i>	Words that have are emotional and have a strong impact	Emotive
<i>Bristol. A city full of surprises.</i>	Short sentences are often used for impact, to create excitement or tension. They also make important ideas stand out.	Short sentences
<i>Bristol is home to stunning buildings, wide green open spaces and a lively, thriving city centre.</i>	Long sentences may be used for description and to create calm. Some long sentences speed writing up.	Long sentences
<i>I have always found Bristol to be an exciting and lively city.</i>	Written from the point of view of 'I', used in diaries, autobiographies and personal writing.	1st person
<i>John feels that Bristol is an exciting and lively city.</i>	Written from the point of view of 'he' or 'she'	3rd person
<i>Miss Smith is a popular and well- respected member of the community.</i>	A polite form of writing for people you do not know well or to people in authority. Used in official letters and broadsheet newspapers.	Formal
<i>Sally has loads of mates and every one thinks she's dead wicked!</i>	Often uses slang or colloquial terms. A chatty tone used in letters to friends, articles for young people, teenage magazines etc.	Informal

TASK 12: Harder Linguistic Terms.

Example	Definition	Key Term
<i>'Jim has no food, no money and no home'.</i>	A way of reinforcing a point by making it three times in slightly different ways.	Pattern of three
<i>I came towards them like a beetle walking into a dawn patrol of ants.</i>	A comparison which uses 'like' or 'as'	Simile
<i>Nemesis, at Thorpe Park, is a cobra's nest of high tensile steel.</i>	Where one thing is described as if it were another thing. Used to create a strong visual image.	Metaphor
<i>Send off for this latest offer today!</i>	An order - often used in advertising - to tell the reader what to do.	Imperative
<i>There can be no greater pleasure than cycling through London in the rush hour traffic!</i>	Gentle humour, saying the opposite of what you really mean.	Irony
<i>You'll also find an excellent choice of places to stay . . .</i>	Words like 'you', 'we', 'us' - often used in advertising to make the reader feel involved.	Personal pronouns
<i>I nearly died laughing.</i>	Exaggeration for effect	Hyperbole
<i>Blonde Bombshell</i>	Repetition of mid-vowel sounds. Common in headlines.	Assonance
<i>Where there is darkness let there be light.</i>	Using opposite ideas in a sentence for effect.	Contrast
<i>I remember when I first came to Bristol . . .</i>	Used to give an example from your own life experience to illustrate your point.	Anecdote
<i>Boxing champ knocks out his critics!</i>	Often a light-hearted play on the meanings of words. Common in headlines	Pun

TASK 13: Linguistic effects in Edinburgh - see student checklist on page 28

Item 1.	Purpose: to persuade	Audience: possibly younger audience
Item 2	Purpose: to entertain and describe	Audience: adult
Item 3	Purpose: to inform	Audience: adult

TASK 14: Text Annotation For foundation classes you could give them the answers - they then work out what goes where.

alliteration → **AVRIL LAVINGE**
TALENTED TOMBOY!

exaggeration → If you could have any pop star as your best mate, you could do a lot worse than Avril. Everything about her screams 'normal chick'. She doesn't pose for the cameras, wear tiny skirts or 'do' dance routines. "People want me to look all pretty and sexy for pictures and it's just not my thing" she reckons. Nah, forget girly, Avril's all about writing songs, boardin' moves and hanging out with her sk&r bois. She's an average girl, who lives with her parents and, er, just happens to be worth a fortune!

contrast → Avril comes from a sleepy town in mid-Canada, but always knew she was destined for bigger things. "I remember when I was really young, standing on my bed like it was a stage, singing at the top of my lungs and visualising thousands of people surrounding me." At the age of 18, she's already achieved her ambition. Her debut single *Complicated* topped charts all over the world and her rockin' album *Let Go* has shown everyone that she's no one hit wonder.

abbreviation → And instead of going down the usual 'kit off to sell records' route, Avril has made it her way. She reckons the main thing that female fans write to her about is how she sells music, not her body. And in a world where you can't flash too much flesh, that's quite an achievement. "I smash guitars in my video, I swear in my interview because that's the attitude I've always had," she admits. Hey, who are we to argue?

← **Personal pronoun**

← **Mocking / sarcastic tone**

← **Text language**

← **Chatty style**

← **alliteration**

← **question**

TASK 15: Effects of linguistic devices

- **Personal pronoun** – involves reader, creates a chatty style
- **Exaggeration** – ‘screams’ emphasises how normal Avril is, also suggests anger or intensity that fits in with Avril’s tomboy, unladylike image
- **Mocking / sarcastic tone** – suggests the writer doesn’t approve of more conventional female pop stars who sell their bodies and are more interested in ‘girly’ dance routines
- **Informal language, Chatty style, Unusual spelling, Text language, Abbreviation** – all of these linguistic devices are designed to create a chatty teenage-friendly style, and link Avril to an unconventional, rebellious youth culture where everyone texts and (spelling) rules are made to be broken
- **Contrast** – contrasts Avril’s humble beginnings and her rise to fame. This links to the American dream – where everything is possible if you try hard enough and reinforces Avril’s claims to be a ‘normal chick’
- **Alliteration** – creates a strong sound effect and links the words ‘flashes’ and ‘flesh’ – reinforcing the link between women’s bodies and an expectation that women will expose themselves
- **Question** – ‘we’ again, involves the reader. This rhetorical question assumes that the reader, like the writer, will accept the image that Avril portrays of herself, and her values.

TASK 17: Fill in the gaps with a suitable connective:

1. Bob Smith thinks that cycling is fun. However, Sue Jones thinks cycling is dangerous.
2. Bob Smith uses language to persuade the reader. Similarly Sue Jones uses persuasive language
3. Bob Smith’s article is written in the 1st person, whilst Sue Jones’ article is written in the 3rd person. Therefore, Bob Jones’ article feels more personal.
4. Although both articles use some humour, I feel that Sue Jones’ article is more successful because it includes more evidence to support her views.

TASK 18: Compare the views about TV in the following items

Views about TV in I tem 1	Views about TV in I tem 2	Similarities and Differences
<ul style="list-style-type: none"> • TV is good for kids • TV is educational • TV gives kids common interests with others • TV is a valuable form of entertainment • Children can choose whether or not to watch TV 	<ul style="list-style-type: none"> • TV is bad for kids • TV kills creativity • TV is bad for people’s health • TV is bad for democracy • People should find other ways of spending their time 	<ul style="list-style-type: none"> • Both articles are biased and written to persuade • I tem 1 is in favour TV • I tem 2 is against TV • Both articles look at the educational impact of TV • I tem 2 looks at the a wider range of issues

TASK 19

I tem 1	I tem 2
I tem 1 is trying to argue that TV is good	This is similar / different to item 2 Item 2 is trying to persuade people to turn off their TVs.
I tem 1 argues that TVs are unfairly blamed for the problems in society	This is similar / different to item 2 I tem 2 blames TVs and lethargy for people failing to vote in elections
I tem 1 gives examples of the benefits of TVs to children	This is similar / different to item 2 I tem 2 gives examples of the benefits to kids of turning TVs off- e.g. increased creativity and looks at the problems created by TVs, delayed speech
This is similar / different to item 1 I tem 1 focuses on children, and suggests that TV is good for children	I tem 2 suggests that TV is bad for people of all ages.
I tem 1 argues that children should be encouraged to decide for themselves what they watch.	This is similar / different to item 2 I tem 2 encourages parents to make decisions for children. Experts, in the form of teachers etc., give their arguments more strength

TEACHER'S NOTES: WRITING

To argue, persuade and advise

TASK 1 Rewrite the following extract

AN EXAMPLE

Should teenagers be taught to drive in school? There is only one answer. Yes! If teenagers are taught to drive this will help them later in life. They will be able to travel easily to jobs or college. They will be able to...

TASK 2: different types of sentences.

Simple sentence

School uniform is expensive

Compound sentence

School uniform is expensive and hated by students

Complex sentence (s)

1. School uniform, which is hated by students, is expensive
2. As school uniform is hated by students, it should be optional
3. Being expensive, school uniform should be optional

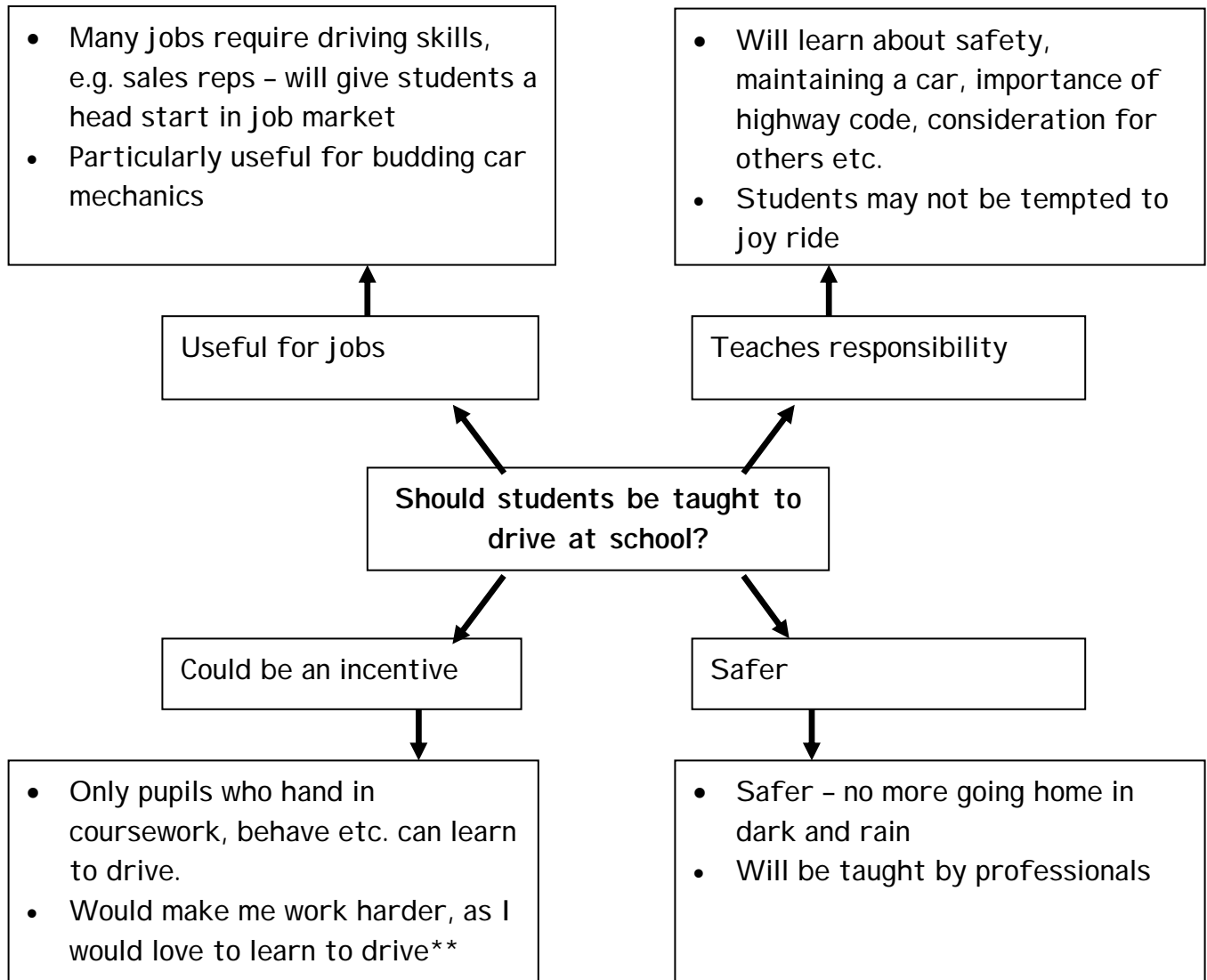
TASK 3: Underline the complex sentences in the extract below:

If you're a young male driver, it could cost up to £2000 to insure yourself to drive. How can this be fair? I am a sensible eighteen year old male driver: I have never had an accident or broken the law whilst driving. Yet I have to pay a horrific amount for my car insurance. Being a teenager, I am classed as a would-be boy racer, according to my insurers. However, my 35 year-old uncle, who really is a boy racer and has a hefty 6 points on his licence, only has to pay £300 for his insurance!

TASK 4: Fill in the gaps using suitable connectives.

1. First the hounds chase the fox. **THEN** they rip its guts apart.
2. As well as being cruel to foxes, horses may **ALSO** be injured when chasing a fox.
3. It could be argued that fox-hunting helps to control fox numbers. **ON THE OTHER HAND**, fox-hunting may be seen as totally unnecessary.
4. Most people want to ban fox-hunting, **AS SHOWN BY** recent MORI opinion polls.
5. People who support fox-hunting often have strong views on the subject. **HOWEVER**, those who are against hunting also have plenty to say about fox-hunts!
6. **IN CONCLUSION** I think that fox-hunting should be banned!
7. Foxes can be a nuisance. **IN PARTICULAR** they often tip over bins, as they search for food.
8. Foxes are beautiful creatures. **NEVERTHELESS**, they can be a pest.
9. Foxes kill chickens. **THEREFORE**, foxes are very unpopular with farmers!

PLANNING SHEET: An Example



- **Note – pupils' ideas can be developed with examples, and personal anecdotes as well as material from the source material
- Ask pupils what order they would put these ideas in
- Compare this plan to students' ideas – what points did they come up with?

TASK 6: two versions of a student's writing:

*It could be argued that work experience is not worthwhile as many students simply treat work experience as a holiday from school. **Also**, students may be given tasks, such as making tea, which teaches them nothing. **However**, I found my work experience, at a garage, to be very useful as I learnt a lot about car mechanics.*

***Another reason that** work experience should be seen as a valuable experience is that it allows students to see what the world of work is actually like. **It** gives them real-life experience in the workplace, away from a 'safe' school environment where students are treated like children.*

Overly long sentences have been made clearer and easier to follow by adding a full stop. Also this paragraph now has a clear topic sentence.

B

TASK 9: A 'C' grade 'Writing to Argue' response:

- | | | | |
|--------------------------------------|--------------------------|--------------------------------------|--------------------------|
| Will have paragraphs that are linked | <input type="checkbox"/> | Use detailed arguments | <input type="checkbox"/> |
| Be clearly organised | <input type="checkbox"/> | Will use a variety of sentence types | <input type="checkbox"/> |

TASK 10: Which is the best example of writing to argue?

I think Answer 1 is the best answer because

- | | |
|---|---|
| <ul style="list-style-type: none"> • Begins with a strong visual image • Uses inventive language e.g. 'spews', 'whale-like' • Well organised, using connectives 'firstly' • Uses irony 'the pleasure' of public transport | <ul style="list-style-type: none"> • Uses pattern of 3; sprinting, stamina, vital capacity • Rhetorical question • Varies sentences 'However, it's no joke' • Linked paragraphs |
|---|---|

I think Answer 2 is the worst answer because

- | | |
|--|---|
| <ul style="list-style-type: none"> • No clear structure or topic sentences • Not organised into paragraphs • Long, rambling sentences | <ul style="list-style-type: none"> • Simple vocabulary • No rhetorical techniques |
|--|---|

HIGHER: What grades would you give these answers?

Answer 1 A* Answer 2 C Answer 3 E

TASK 11: What grade would you give this writing?

- | | |
|---|--|
| <ul style="list-style-type: none"> • Includes a number of points, developed with further explanations and examples • Some informal language 'stuff' • Paragraphs competently linked • Evidence of a structured argument | <ul style="list-style-type: none"> • Uses complex sentences • Use of question • Uses connectives to link ideas • Awareness of different points of view • General writing C, skills C |
|---|--|

To improve -

- | | |
|---|--|
| <ul style="list-style-type: none"> • more rhetorical devices, eg. Pattern of three • more variation in sentences • Greater development needed - especially 2nd argument | <ul style="list-style-type: none"> • Greater variation in tone (tone rather flat throughout), e.g. using humour, etc. • Stronger conclusion needed - and greater development of personal opinion |
|---|--|

TASK 12: FOUNDATION. Dogs are a menace

Persuasive Technique	Example
Rhetorical question (Question said for effect)	Do we really want our streets to be covered in the muck these animals leave behind? Do we want our children to be permanently blinded by worm-infested dog dirt?
Imperative	Let's clean up our streets. Let's get rid of these disgusting pests. (use of personal pronoun also involves reader and asks them to be actively involved in cleaning up streets)
Personal Pronoun	If <u>you</u> still think dogs are loveable pets, (lots of these are used to involve the reader, article also anticipates audience reaction and challenges audience's views)
Emotive Language	'disgusting pests', 'real nuisance', 'muck', 'appalling injuries', 'menace'
Evidence to support views	Every year in Britain more than 6,000 postmen and women are bitten by dogs, some are forced to leave their jobs. Evidence about toxocariasis (use of statistics and scientific evidence adds weight to argument)
Repetition of key words	Repetitive structure of last 4 lines creates effective, punchy conclusion
Exaggeration	dogs are often vicious, filthy animals - plenty of exaggerated views to emphasise problem, and create an emotive and biased response to dogs
Contrasts	Far from being man's best friend, dogs are often vicious, filthy animals who cause serious problems.

TASK 13: HIGHER. Dirty Dogs

Persuasive Technique	Example
Rhetorical question	What is this about dogs and their owners that makes them so much more important than anyone else? Used as a direct challenge to dog-owners. Creates an indignant, angry tone.
Anticipates objections	'I used to think lonely old people should be allowed to keep dogs but I've hardened my views. . Apart from guide dogs for the blind, they've all got to go' Writer shows that they've thought about (and largely dismissed!) the needs of a wider section of society
Personal Pronouns	'Then we could all walk along with our heads held high', - assumes that the reader, like the writer wants to live in a dog-dirt free world
Emotive Language	'evil little heaps of excrement', 'stinking perils', 'Great big slavering dogs', 'small yappy dogs',
Anecdotal evidence	'My son tramples through it blithely on the pavements and in the park and then runs into the house, and I clear it up, muttering dark threats against all dog owners.' Personal story, coupled with 1st person narrative, creates a personal, informal tone. The anecdote is well chosen as many people will have had similar experiences and will empathise with the writer's view point
Repetition	'I imagine if we let our children pull down their knickers and poo everywhere, completely at will. I imagine the outrage.' Repetition of 'imagine' insists that the reader think about the writer's point. The final short sentence has particular impact. Placed at end of paragraph for extra effect.
Descriptive language (metaphors, similes etc.)	'The rest of the park - the muddy expanses of grass, the bleak flower beds , the tragic little rose garden - is dominated by dogs.' Creates sense that park is uncared for (because dogs rule). List form also emphasises the size of the dogs' domain - children meanwhile are left with the play area 'I went for a bracing walk in Lynmouth two weeks ago, and there they were, evil little heaps of excrement just waiting to be trodden in:' Beauty of countryside - wholesomeness suggested by 'bracing' - and piling up of natural features 'next to a waterfall along the seafront, in the woods' creates strong contrast with emotive description of dog mess.
Humour / satire	World rule and Mussolini - there's a lot of humour and satire, e.g dog owners who look on 'benignly' as their dogs infect children with Toxocariasis. The effect is to amuse, engage the interest of the reader and vary the tone.

Task 14: Proofreading

In the canteen today were ¹ chips, burgers, pizza, thick milkshakes, sausages ² and coke. Oh ³ and one salad. ⁴ It ⁵ seemed I ⁶ was the only person bothered about this because everyone else was quite ⁷ happy clogging up their arteries with chips and burgers. ⁸ However ⁹ they will be sorry ¹⁰ in ²⁰ years ¹¹ time when they're ¹² suffering from high cholesterol ¹³ and chest pains from walking to the garden gate and back. ¹⁴ As ¹⁵ they are so unfit they won't ¹⁶ look so good either with their ¹⁷ bellies ¹⁸ that look as if they're ⁹ months pregnant - bellies filled with more chips, burgers, ¹⁹ pies, and the main ingredient ²⁰: endless pints of Stella, Carling ²¹, ²² in fact anything with a volume level of about 5.2%. It's a shame: ²³ I hear ²⁴ my friends ²⁵ saying that ever-so familiar phrase, "It ²⁶ won't ever happen to me" ²⁷ but it will. You see kids now-a-days have a packet of crisps instead of a yoghurt and that's ²⁸ alright from time to time but not every day. ²⁹ It ³⁰ doesn't take a genius to know that not only will they be stuffing ³¹ their faces with unhealthy food, they will be slumped in front of the T.V. ³² as well. You parents should get up off ³³ the sofa and suggest a nice picnic in the countryside. ³⁴ It ³⁵ doesn't have to be boring, you could take a bat and ball and play some rounders or play hide and seek in the woods, anything to get active and burn off some calories. ³⁶ After ³⁷ you've had a play, ³⁸ have a bite to eat, ³⁹ and I'm not talking fruit and veg - you could have a cake and a packet of crisps but have a sandwich and yoghurt too! So stay healthy guys and remember if you want to live longer and scoop all those dreamy men and women later in life, start taking care of that body now and you will receive ⁴⁰ the reward later in life!

TEACHER'S NOTES: WRITING

To inform, explain and describe

TASK 1: Marks for Writing to Inform

A 'C' grade 'Writing to Argue' response:

Will have paragraphs that are linked	<input type="checkbox"/>	Will use interesting ideas	<input type="checkbox"/>
Be clearly organised	<input type="checkbox"/>	Will use a variety of sentence types	<input type="checkbox"/>

Task 3: Which is the best answer?

I think answer 3 is the best answer

- Uses an attention grabbing first sentence
- Variety of sentences including minor (one-word) sentences
- Uses rhetorical devices, e.g. questions
- Includes developed ideas
- Uses a variety of paragraph structures
- Uses contrast
- Uses humour
- Uses inventive description
- Uses connectives

I think answer 1 is the worst answer because

- It doesn't use sentences for effect
- There's little evidence of words selected for effect
- The ideas aren't very interesting
- It doesn't use rhetorical devices
- The paragraphs aren't clearly linked

HIGHER: What grades would you give these answers?

Answer 1 E Answer 2 C Answer 3 A*

TASK 4: How do writers engage the interest of their audience?

Extract One: impression of Mrs. Joe

- Hard, Rough, Cold, Unloving
- 'impregnable bib' suggests that it would be impossible to hug her
- black hair and eyes – suggests darkness and lack of warmth
- red skin washed with a nutmeg-grater suggests hardness and possible cruelty, rather than a healthy red complexion

Extract Two: atmosphere

- 'dark, brooding clouds', 'terrible memories' – suggests menace and danger
- 'bruised', 'battered', 'pain' – images associated with pain and violence
- 'dark, brooding clouds bruised the sky', 'wind howled' – personification suggests landscape is both alive and threatening

HIGHER Extract three: town in a foreign country

- Inventive detailed description helps us to imagine scene
- 'boys with adult faces' – gives impression of boys old before their time, engaged in serious adult pursuits of money making,
- 'teenage girls paraded . . . cheeks sucked in' – gives impression that girls are 'on show'
- blotchy walls – run down, seedy atmosphere – may also link to old men's complexions
- 'foreheads creased by a lifetime of hats' – rich visual image
- contrast of old men and young people
- 'Dusk came down so fast, you could almost see the sky change.' Exaggeration suggests drama and liveliness of scene
- 'It made you want to walk with your head tilted back.' – insight into writer's feelings creates a more personal, intimate tone

Sentences

- Begins with a short simple sentence – then follows with a list form where details pile up through clauses, giving a sense of busy activity and throngs of people – of the town erupting into life

TASK 7: Text annotation. For foundation classes you could give them the answers – they then work out what goes where.

<u>Precise use of colour</u> →	Sat at the kitchen table she crumples the letter as the <u>tango</u> walls stare at her laughing. She should have known the colour was wrong. The pine chairs and antique Aga <u>were uncomfortable</u> now surrounded by this <u>citrus burst</u> . <u>The smell of masala mingled with the orchid to the point of nausea.</u>	← <u>personification</u>
<u>Imaginative vocab (cogent)</u> →	In the corner the microwave sits beneath some mountain or other from the far east, <u>many meal times she had wondered where this dismal scene had been made permanent.</u>	← <u>Uses 5 senses - smell</u>
→	<u>Deafening silence</u> ; not even the whistling of the kettle she had become so used to. A familiar breeze blew from under the back door, making <u>her scented summer skin</u> tingle nervously.	← <u>Personal feelings</u>
<u>Effective sentence structure</u> →	She stood up and walked <u>barefooted</u> to the window. Through it she saw her reflection, almost transparent but definitely there. She tossed the letter into the overflowing IKEA bin and drew the curtains. The orange walls were <u>still</u> orange; <u>still</u> bright but then again, <u>what did it matter now?</u>	← <u>alliteration</u>
<u>Effective detail</u> →		← <u>repetition</u>
<u>Question to create interest</u> →		

Grade: A / A*