

GCSE English & English Language



GCSE WJEC English

Reading Non-Fiction Texts

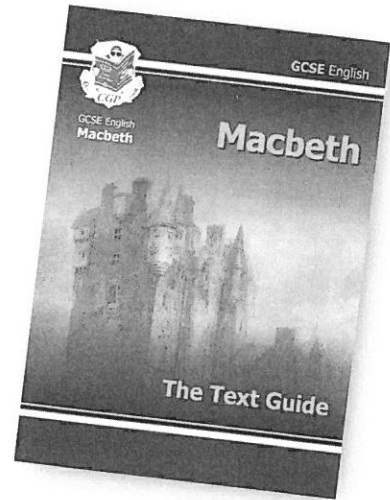
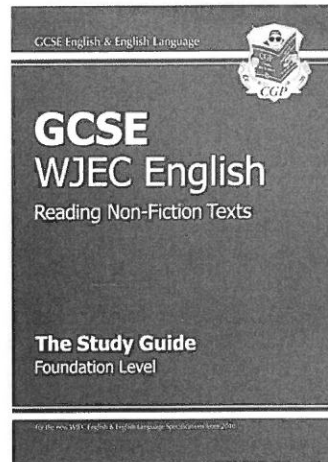
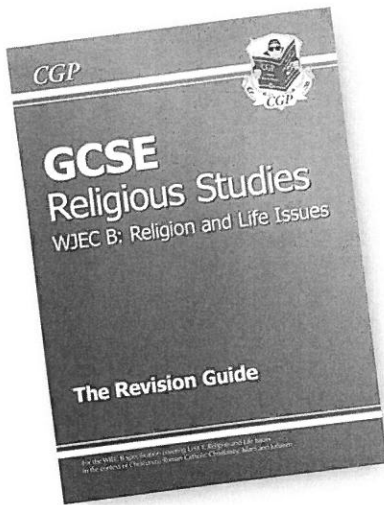
The Workbook

Foundation Level

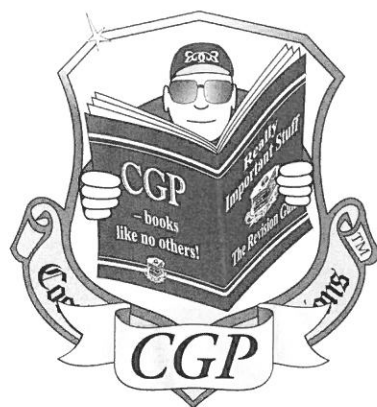


CGP

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GCSE WJEC English

Reading Non-Fiction Texts

The Workbook

This book is for anyone doing **GCSE WJEC English** or **GCSE WJEC English Language** at foundation level.

It contains lots of **tricky questions** designed to hone your **reading skills** — because that's the only way you'll get any **better**.

It's also got some daft bits in to try and make the whole experience at least vaguely entertaining for you.

What CGP is all about

Our sole aim here at CGP is to produce the highest quality books — carefully written, immaculately presented and dangerously close to being funny.

Then we work our socks off to get them out to you — at the cheapest possible prices.

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Editors:

Claire Boulter
Joe Brazier
Charley Darbishire
Kate Houghton
Caley Simpson
Jennifer Underwood

Produced With:

Emma Aubrey

Contributors:

Julia Murphy

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Psst... photocopying this Workbook isn't allowed, even if you've got a CLA licence. Luckily, it's dead cheap, easy and quick to order more copies from CGP — just call us on 0870 750 1242. Phew!

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The Audience

Q1 Circle the word which best describes the audience each sentence is aimed at. The first one has been done for you.

- a) "Do you long for a simpler, more reliable way of managing your finances?" children / adults
- b) "When you play netball, first of all you have to decide which position you would like to play." experts / beginners
- c) "No trip to China is complete without seeing the famous and fabulous Great Wall." tourists / business people

Q2 What sort of people would you expect to read these publications?

- a) *The Rough Guide to Turkey*
- b) *The Times Educational Supplement*
- c) *The Big Book of Car Games*



Q3 Read the text below and answer the question underneath.

MINI-ESSAY QUESTION

Are you looking for a cool summer job?

We've got loads of temporary vacancies with no experience required!

All you need is some free time, a positive attitude and plenty of energy. If you've got your own wheels that's even better!

Pickers... packers...
stackers... waiters...
waitresses... and TONS
of others!

With Spondon Summer Jobs you can:

- gain great work experience
- make a few quid
- make new friends

Whatever you fancy, we can sort you out with a job that suits you down to the ground.
Interested? Call Jackie on 0547 262 626.

How does the advert aim to appeal to a teenage audience?

Write about:

- the language used
- the content of the advert
- the font styles and presentation used

You'll need to use a separate sheet of paper to answer the mini-essay questions.

The Purpose of the Text

Q1 Draw lines to match each type of text to its main purpose.

- | | |
|--|---------------------|
| a) "Who could disagree with the fact that children should eat healthily? Child obesity is on the rise — and we need to stop it." | to entertain |
| b) "As the train moved south, first crawling, then increasing to a steady gallop, the scenery gradually changed from the flat and dull to the dramatic and beautiful." | to inform |
| c) "Shop around for the best quote — some insurers are much more expensive than others." | to persuade |
| d) "Tomorrow, there will be scattered showers in the north-west." | to advise |

Q2 Put each of the following types of text into the correct column in the table, based on its main purpose. The first one has been done for you. You may find that some of these fit into more than one column.

a charity advertisement

a film review

a cake recipe

an agony aunt column in a magazine

a leaflet from a political party

an instruction manual for a computer

a cartoon in a newspaper

a leaflet with tips on how to give up smoking

an article about the Industrial Revolution

Texts that inform	Texts that entertain	Texts that argue or persuade	Texts that advise
		a charity advertisement	

Make 'em laugh, make 'em cry...

Authors don't just write the first thing that comes into their heads. They've usually got a purpose in mind — and they try to write in a way which helps them to achieve it.

Texts that Persuade or Argue

Q1 Draw lines to match each statement below to its purpose.

a) "If you want to make a difference, there are many organisations you can join."

to persuade

b) "By joining our march and signing this petition, you will be helping to put an end to this disgraceful act of cruelty."

to advise

Q2 Read the extract below, then circle whether you think its purpose is to argue or to persuade, and briefly explain your answer.

The bad language used by youngsters today is disgraceful. What's more, they seem to have no respect for authority, and society is a worse place as a result.

I think the purpose is to **argue** / persuade.

Explanation

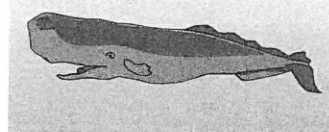
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Q3 Read the extract from a leaflet below and then answer the question about it underneath.

MINI-ESSAY
QUESTION

**Come to Rufford Aquarium —
you'll have a whale of a time!**



Rufford Aquarium is the only place in the county where you can see local and exotic species of fish and sea mammals all in one place.

Experience the magic of the deep as you are surrounded by the underwater world. You could be eyed up by an octopus, shaken by a shark or peered at by pike!

Whatever your age, you're guaranteed a fantastic time.

Entry costs: Adult — £6 Child — £3 Family ticket — £15

Rufford Aquarium — a great family day out!

How does the presentation and choice of language persuade the reader to visit the aquarium?
Write about:

- font size and style
- language techniques (e.g. rule of three, alliteration, puns)

Texts that Inform, Entertain or Advise

Q1 Circle the word that best describes the purpose of the text below.

A stern telling-off after bad behaviour is often all that is needed to ensure your child grows into a responsible, considerate individual.

advise

entertain



Q2 From the text below, pick out a word or phrase that advises and a word or phrase that entertains.

Thai food can be startlingly hot, so watch out! The chefs round here get through chillies like you wouldn't believe — though some relief comes from the creamy coconut milk that tames the fire of the burning hot curries. For the more adventurous, the colourful cuisine of the north-east is worth trying. Generous use of lime juice, garlic and fish gives it a distinctive aroma.

- a) Advises:
- b) Entertains:

Q3 Read the two texts below, then say which text is informative and which text is entertaining. Write a brief explanation for each answer.

- a) The Battle of Hastings was fought on October 14th 1066 on a field near Hastings in East Sussex. Led by William the Conqueror, it was the Normans' most important victory over the Anglo-Saxons, commanded by King Harold II, in their invasion of England.

This text is **entertaining** / **informative** because

.....

.....

- b) The battle was furious and bloody, and vast numbers of soldiers were brutally slain. At one stage the English were fooled into thinking they had won the battle, and stormed towards their enemy, only to find themselves ambushed and mercilessly slaughtered.

This text is **entertaining** / **informative** because

.....

.....

Formal Style and Informal Style

Q1 For each pair of sentences, underline the more formal sentence.

- a) "Sorry! We don't take credit cards."
"Customers are advised that we do not accept credit cards."
- b) "It is essential to ensure you have the correct tools before proceeding."
"Check you've got the proper kit to hand before you go any further."



Q2 Put each language feature in the correct column, based on where you would usually expect to find it.

- non-standard English
- standard English
- complex sentences
- simple sentences
- light-hearted tone
- serious tone
- contractions (e.g. "don't")
- impersonal style
- personal style
- humour

Formal texts	Informal texts

Q3 The text below is taken from a travel journal. Is the style of the text formal or informal? Write down two pieces of evidence from the text that back up your answer.

At this point on my train journey I was starting to get a tad — how shall I put it? — narked off. It's one thing being patient, accepting the fact that things don't always go to plan and that now and then delays just happen. It's quite another to be told, after paying good money for a ticket on the grounds that it's taking you to Town A, that apparently for no good reason we're taking a little detour through Village B, River C and Swamp D.

The style is **informal** / **formal** because:

- 1)
- 2)

I like your style...

The style a writer chooses has to be right for the audience. If you can work out who the audience is, it will help you understand why the writer has chosen to write in a particular style.

Personal Tone and Impersonal Tone

Q1 Write a **P** for “personal” or an **I** for “impersonal” to describe the tone that would usually be created by each of these techniques.

- | | | | |
|--|--------------------------|-----------------------|--------------------------|
| a) written in first person (“I think”) | <input type="checkbox"/> | d) lots of facts used | <input type="checkbox"/> |
| b) lots of opinions | <input type="checkbox"/> | e) sounds emotional | <input type="checkbox"/> |
| c) formal language used | <input type="checkbox"/> | f) slang used | <input type="checkbox"/> |

Q2 Decide whether the text below has a personal or an impersonal tone. Find two pieces of evidence from the text to support your answer.

There is a growing feeling that the situation concerning air pollution needs to be addressed. The number of individuals suffering from breathing problems in the city has been steadily increasing for years, with levels of dust particles and nitrogen oxides reaching record levels. Possible solutions are to be discussed at the next city council meeting.

The tone is **personal** / **impersonal** because:

- 1)
- 2)

Q3 Read the following extract from an agony aunt column and then answer the question at the bottom of the page.

MINI-ESSAY
QUESTION

Dear Fiona,

You poor thing, you’re really down in the dumps, aren’t you? I know it’s hard to believe but your life will improve — you just need to take control over things again. Concentrate on what you used to be like, when you were more confident and enjoying life.

One thing that’s definitely worth a shot is consulting a career guidance counsellor. If you haven’t got time for this then there are plenty of books that I can recommend on choosing the right job.

The main thing to remember is that you’re the boss of your own life — so take charge!

What techniques does the writer use to create a friendly, personal style in her writing?

Following an Argument

Q1 Writers use many different techniques when they argue a point. Draw a line to match each of the following techniques with the correct example.

- | | |
|----------------------------|---|
| fact | “I strongly believe that we can win the World Cup.” |
| opinion | “Surely you don’t believe these disgusting lies?” |
| implication | “For example, a right angle is 90°.” |
| rhetorical question | “Ever since Mr Hardcastle resigned, Mrs Hardy has been in a good mood.” |

implication = suggesting something without saying it directly

rhetorical question = a question to which an answer isn't expected

Q2 The text below is a letter printed by the Daily Duncaster local newspaper. Read the text, and then answer the questions that follow.

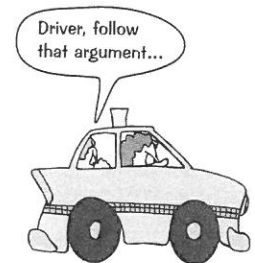
Dear Sir,

I was horrified to read your article about the new soft drink “Swampy Water” being served in the tuck shop at Duncaster Primary School. This dangerous fad for drinking green, gungy water is clearly idiotic. Firstly, young children might get confused and think it’s all right to drink *real* swamp water. I know from my time in the Territorial Army that this can make you very ill indeed. Secondly, “Swampy Water” is full of unhealthy sugar and additives — how else could it be that bright green colour? Last but not least, the drink is expensive and means children don’t have money left over to buy normal, healthy snacks. To conclude, “Swampy Water” should be removed from the tuck shop at Duncaster Primary School immediately.

Yours faithfully,
Gerry Bowness

a) What is the **main** argument of the letter? Tick the correct option below.

- Drinking swamp water can make you ill.
- “Swampy Water” is unhealthy because it contains additives and sugar.
- “Swampy Water” shouldn’t be on sale in Duncaster Primary School.



b) Write down three points the writer makes to support his argument. Write them using your own words.

1.
2.
3.

Evaluating an Argument

Q1 Which of the following would be **bad** to use in an argument? Tick the correct answers.

- | | |
|---|---|
| <input type="checkbox"/> inconsistencies | <input type="checkbox"/> irony |
| <input type="checkbox"/> formal tone | <input type="checkbox"/> factual inaccuracies |
| <input type="checkbox"/> out-of-date examples | <input type="checkbox"/> points backed up with examples |
| <input type="checkbox"/> confusing explanations | <input type="checkbox"/> persuasive language techniques |



Q2 Read the following texts. Describe one good point and one bad point about each argument.

- a) The greatest television presenter of all time is Terry Wogan. When he first appeared on television in 1865, Wogan astonished everyone with his energy, enthusiasm and sparkling wit. He had a star quality which all previous television presenters lacked. Who could fail to be charmed by him?

A **good** point about this argument is

.....

A **bad** point about this argument is

.....

- b) As archaeologist David Field says: "There is debate about what ancient stone circles were used for. However, it is almost certain that they had some religious significance." There is strong evidence that many stone circles were religious sites. For example, human and animal bones have been found at Stonehenge. This shows that religious ceremonies were carried out at the site. The evidence is quite weak though.

A **good** point about this argument is

.....

A **bad** point about this argument is

.....

Not bad, shame about the ranting...

If you have to analyse an argument, try to think of the reasons why it's effective. It's important to back up your points with examples though. Just saying, "this argument is rubbish" won't do.

Evaluating an Argument

Q1 Read the following text then answer the question that follows.

I love the colour pink. I love birds. I really love flamingos. How could anyone dislike them? They're the most fascinating, mysterious and beautiful birds in the world! That's why I'm starting a campaign to persuade people to sponsor flamingos in zoos. By donating a few pounds, people can help fund the setting up of breeding programmes for rare flamingo species. The head keeper at my local zoo, Jane Sutton, says, "Flamingos really are wonderful creatures. Any donations would be much appreciated."

The table below shows the techniques used by the writer.
Fill in the table by picking out examples of each technique.



Technique	Example from text
repetition of words / phrases	
rhetorical question	
expert opinion	
exaggeration	

Q2 Read the notice below and answer the question underneath.

MINI-ESSAY
QUESTION

Volunteers Needed for Salem Street Neighbourhood Group

No one wants to find litter and dog dirt on the pavement outside the front door. No one wants to have graffiti scratched on the car. No one wants to be woken up in the middle of the night by loud music or people arguing in the street. But, sadly, these things happen all the time in Salem Street. We all deserve to live in a **pleasant, safe, clean** street. And if we join together **we can make it happen**.

- A committee of Salem Street residents is being formed to look at issues like anti-social behaviour, litter and noise levels. It's an opportunity for **us**, the people who live in Salem Street, to be proactive and **improve our community**.
- Similar street committees in the Runford area have proved **very effective** in reducing anti-social behaviour, e.g. Midden Avenue, which used to suffer from high levels of litter and graffiti, is now a very clean, pleasant street.
- Helping with the committee won't take up much of your time — but it will make a **big difference** to Salem Street. Come along and find out more about the committee at our first meeting in **Rixy's Bingo Hall, 8pm, 16th May**.

How well does this notice persuade the reader to join the committee?
Write about:

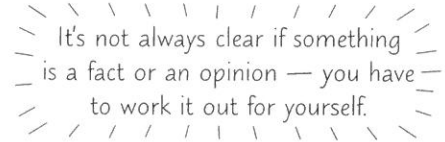
- examples the writer uses to persuade the reader
- language devices the writer uses

Facts and Opinions

Q1 Write down whether the following statements are opinions or facts.

- a) London is the capital city of the UK.
- b) Glasgow would be a better capital city of Scotland than Edinburgh.

Q2 Read the statements below. For each one, say whether you think it is a fact or an opinion and explain your choice.



- a) "Water boils at 100 degrees Celsius."
 -
 -

- b) "As Madonna gets older, her music gets better."
 -
 -

Q3 Read the text below. It was taken from a newspaper article. After you've read it, answer the questions below.

We're All Getting Older

Edward Lightburn

From The Daily Splurge, Tuesday 2nd March 2010

We're all living longer and longer. In 1900 in the USA, people could expect to live to around 47 years of age. In 2000 life expectancy had risen to 77 years and the trend is continuing. It might not be long until most people live until they're in their nineties, or even over one hundred.

What are we all going to be doing when we're eighty-something? At the moment, old people don't really

get a good deal. As soon as they're too troublesome for their families, they get booted out of home and shipped off to the nearest "care home". And at these places, they'll be patronised, prodded and poked like sick animals: "Does Sarah want her din-dins now? It's her favourite..." It's not something to look forward to, is it?

It used to be that the elderly were respected for their wisdom. Now they're treated like the waste product of society, thrown out and left to rot in their care homes, the landfill sites of modern humanity.

- a) Write down one fact and one opinion from the text.
 - Fact

Opinion


- b) What do you think the author's attitude to old people is? Use evidence from the text to back up your answer.
 -
 -
 -
 -

Rhetoric and Bias

Q1 Draw lines to match up each persuasive technique to the example which uses it.

- | | | |
|---------------------------------------|--|--|
| a) rhetorical question | i) Nothing is more disgusting than a mouldy sandwich. | |
| b) repetition of words/phrases | ii) Who on earth would want to eat a mouldy sandwich? | |
| c) exaggeration | iii) I hate mould. I hate sandwiches. I really hate mouldy sandwiches. | |

Q2 Decide whether the following texts are biased or unbiased. Explain your answers.

- a)  **By far the best hobby for young people is the card game "cribbage". All young people from the ages of eight to eighteen adore playing cribbage. It's easy to learn, doesn't need much equipment and provides hours of fun.**

Bias = when the writer's personal opinions affect what he or she writes.

I think the text is **biased / unbiased** because

.....

.....

- b) **In Orkney, you can visit the remains of a Neolithic (Stone Age) village called Skara Brae. The village was inhabited about 5000 years ago. You can see the remains of walls, doorways, fireplaces and stone "furniture".**



I think the text is **biased / unbiased** because

.....

.....

Q3 Read this extract from a travel brochure and answer the question that follows.

MINI-ESSAY QUESTION

Malliwest Resort Hotels

Everyone daydreams. When you're stuck in the office — dealing with tricky customers, struggling with spreadsheets, drinking tepid tea — can you honestly say you haven't dreamt of lying on a sunny beach in a luxury resort, sipping cocktails and being waited on hand and foot?

At Malliwest Resorts you can make your dreams a reality. Only at Malliwest Resorts can you reserve a private beach so that no one else can see what you look like in your swimming costume. Only at Malliwest Resorts can you order your favourite meal and have it made specially. Only at Malliwest Resorts can you ring room service at 4am and get a polite response!

Malliwest Resorts' top priority is to make sure you have the **holiday of a lifetime**. If you book before 20th June, you'll get 15% off the price of your holiday. Surely this is an offer to fulfil anyone's dreams?

How does the writer use language techniques to persuade the reader to visit Malliwest hotels?



Headlines and Subheadings

Q1 Draw lines to connect 'headline' and 'subheading' with the descriptions on the right that apply to them. Some descriptions may apply to both.

headline

larger than the main text

at the top of the page

subheading

used to split up a story

used to grab attention

Q2 For each of the following headlines, write down **one** language device which makes it effective. Write a brief explanation of how each language device works.

a)

Ray runs riot in Sheldon showdown

.....

.....

b)

New Italian restaurant offers a pizza the action

.....

.....

c)

Outrage at massive tax increase

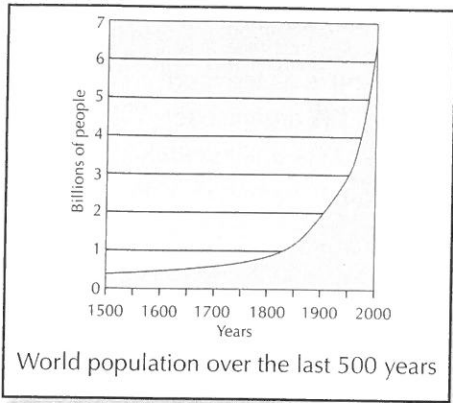
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Graphics and Captions

Q1 Briefly explain the intended purpose of each graphic and its caption.

a) (from a newspaper article about population growth)



b) (from a hotel brochure)



a) Purpose of the population graph and caption

.....

.....

.....

b) Purpose of the hotel photo and caption

.....

.....

.....

Q2 Read the following advertisement for the holiday destination of Montserrat. How do the headings, photographs and captions help to achieve the text's purpose?

MINI-ESSAY QUESTION

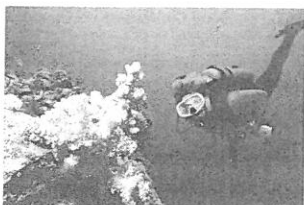
MONTSERRAT

The Emerald Isle of the Caribbean

Montserrat is a beautiful, lush, green, mountainous island, which Irish settlers named "the Emerald Isle of the Caribbean". Montserrat lies 27 miles south-west of Antigua, in the Eastern Caribbean chain of islands.



Relax on the island's idyllic, secluded beaches



Learn to dive amid beautiful unspoilt coral reefs

The beaches in Montserrat are remarkable in appearance as they have glistening black sand because of the volcanic nature of the island. They are some of the most secluded and unspoilt beaches in the world. For swimming and sunbathing they provide the most calming and leisurely experience available. The beaches also provide incomparable surroundings for diving, snorkelling and other water sports.

Text Boxes and Columns

Q1 How do the columns add to the effectiveness of the following text?

Parrots under threat from pet trade

A British-based conservation organisation has warned that the future of the world's parrots is severely threatened by the international trade for pets.

Thousands of parrots are captured and brought to

Europe and North America each year, with many dying during the journey.

Neotropical parrots have become one of the most threatened groups of birds in the world, because of international trade and also

deforestation of their natural habitats.

This trend is all the more alarming, the organisation says, because until recently parrots have flourished, with numbers on the increase.

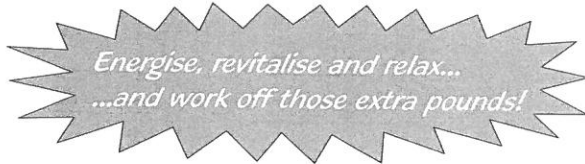
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.....

Q2 Explain why you think text boxes have been used in the following examples.

a)



Bring this document to our reception to claim your free 2-week trial voucher (valid until the end of December). You will be entitled to free gym and pool use, exercise classes, social events and loads more!

.....

.....

b)

Here are just two examples of children who have benefited from the generosity of people like you:

Name: Oscar Luis

Age: 9

Story: Oscar used to live in a tin hut in the *barrios* of São Paulo. He now has clean water and basic medical services.

Name: Srinitha

Age: 7

Story: Tiny Srinitha used to beg in the train stations of Delhi. Now she lives in a modest but safe apartment with her foster parents.

.....

.....

Don't text "columns" and "box" to the examiner...

When you write about layout features like text columns and text boxes, it's not enough just to point them out. You have to explain why the writer has used them and why they are effective.

Bullet Points and Numbered Lists

Q1 Explain why the use of bullet points or numbered lists is effective in the following texts.

a)

Flu strikes hard and fast. Symptoms may include:

- fever
- aching all over the body
- headache
- dry cough
- lack of appetite
- extreme tiredness

Do I look like I want to write about bullet points?



.....

.....

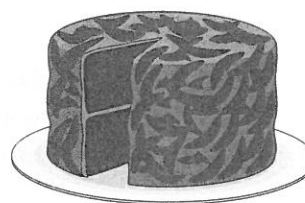
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b)

Chocolate cake recipe:

- 1) Lightly grease and line two 20cm wide, 4cm deep sandwich tins.
- 2) Pre-heat the oven to 180°C / gas mark 4.
- 3) Beat together the butter, sugar, eggs, flour, baking powder and cocoa.
- 4) Divide the mixture evenly between the prepared tins.
- 5) Bake for about 25 minutes, until risen and rich, dark brown.



.....

.....

.....

.....

“Interesting” is boring...

When you talk about presentational devices it's important you say how they work. It's no good just saying that they make the text more interesting — you have to explain in more detail.

Font Styles and Formatting

Q1 What impression is created by the following fonts? Explain why you think each font has been used.

a) Global warming is “worse than previously thought”, say Antarctic scientists

.....

.....

b) Looking for a great day of family fun? Give Franny's Fun Farm a ring!



.....

.....

c) Sometimes you need to take a few risks — and don't underestimate your own abilities...

.....

.....

Q2 Describe the effects of text formatting in the following extracts.

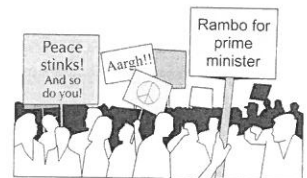
a) the ~~main story~~ of the day.
The failing company's chief executive has awarded himself a pay rise of a **whopping £50,000!**

~~Don't resist — moure — tankru~~

.....

.....

b) *Event: World Peace Rally*
Date: 15th April
Time: 7.30pm
Place: Hartnell Square



.....

.....

Descriptive Language

Q1 Write down what the word “imagery” means.

.....

.....

Q2 Writers sometimes use the five senses (sight, touch, smell, sound and taste) to describe things. Circle which of the five senses is being used in each of the following descriptions.

a) “They were drawn to the kitchen by the familiar, welcoming scent of freshly-baked bread.”

sight touch smell sound taste

b) “The glass eye felt cold and smooth like a pebble.”

sight touch smell sound taste

Q3 Underline the adjectives* in the following description.

* Adjectives are
describing words.

“I had five tedious hours to wait at Singapore’s shiny, modern airport. While my bulging holdall rested at my tired, sandalled feet, I observed the curious surroundings. An interesting mix of travellers bustled by: excited families, overweight businessmen, dirty young backpackers. My nostrils detected the heavenly scent of fresh croissants and strong coffee wafting from the over-priced eateries. I felt a slight chill and dry mouth from the air conditioning, yet was grateful: better to be sitting in a fake, cool breeze than wilting outside under the burning sun.”

Q4 Read the text below, then answer the questions in the boxes.

MINI-ESSAY
QUESTION

From *Memories of Aldport*, by Geoff Buckley

I visited the old, ghostly railway bridge down the road from where I grew up. The grey, rusty bridge sparked countless memories of days gone by — the thunderous roar of an approaching train echoing down the track like a warning of an alien invasion.

The fact that nothing passes under the bridge any more adds to the eerie atmosphere the station has now. I would like to take a stroll along the railway track’s forbidding, overgrown lines — but the combination of the unnecessary barbed wire fence and the thick, thorny bushes which try to trip you up, sadly makes this impossible.



a) How does the writer of this text feel about the railway bridge he describes?

b) What writing techniques are used to describe the bridge and trains? What impression do they create?

Metaphors and Similes

Q1 Draw lines to link each term with its correct definition:

- | | |
|--------------------|--|
| a) metaphor | A comparison where the writer says that something is something else. |
| b) simile | A comparison where the writer says something is similar to something else, often using the words "like" or "as". |

Q2 For each phrase, say whether it is a metaphor or a simile.

- | | | |
|---|---|--|
| a) John's as thick as two short planks. | ➔ | |
| b) Her eyes were X-rays, penetrating my soul. | ➔ | |
| c) Jane was a tower of strength. | ➔ | |
| d) I was stuck like a lettuce in a teapot. | ➔ | |

Q3 What impression is created by the following simile?

When hunky Brad Depp walked into the room, Jane blushed as red as a beetroot.

.....

.....

.....

Q4 What impression is created by the following metaphor?

Jane's heart was a block of ice which melted when she kissed hunky Brad Depp.

.....

.....

.....

I know the writer quite well — I metaphor times...

Make sure you've got these terms worked out in your head before the exam. Metaphors and similes are similar but you need to learn the difference between them.

Personification, Alliteration and Onomatopoeia

Q1 Fill in the blanks in the following sentences.

- a) means repeating the same sound at the start of words in a phrase, e.g. "Fred and Fiona fought furiously."
- b) means describing something as if it is a person or animal, e.g. "The car crept stealthily round the bend in the road."
- c) means using words that sound like the thing they are describing, e.g. "And then: BOOM! Another explosion."

Q2 For each extract, write down the technique being used and give an example from the extract. Then say what effect the technique used creates.



- a) "The computer squawked into life before cheerily informing me that I had performed an illegal operation."

.....

- b) "Her heels made the same clickety-clickety-click you'd expect from a tap dancer."

.....

- c) "Bag a Bargain at Brigson's — Portsmouth's Premier Pig Farm!"

.....

Q3 Read the following extract from a travel book then answer the question that follows.

MINI-ESSAY QUESTION

The streets of Kuala Lumpur are a maze of lost lanes, back-streets, dead-ends and confusing alleys which double back on themselves. An apparently endless series of side streets breaks out from the main street of the Chinatown area like snakes winding across the desert. On every corner hang the strong but irresistible smells of food stalls offering an abundance* of exotic cuisines.

The low growl of heavy trucks and buzzing of the thousands of scooters that swarm the streets like bees made my dreams of a bit of peace and quiet ridiculously optimistic. The sticky heat, combined with choking exhaust fumes and loud noise certainly made for a lively but less than relaxing atmosphere.

* an abundance = a lot

What techniques does the writer of this text use to make his descriptions vivid and effective?

Irony and Sarcasm

Q1 Draw lines to match each definition to the correct term.

- | | |
|--|---------|
| a) Language that is mocking or nasty. | irony |
| b) Saying one thing but meaning another. | sarcasm |

Q2 What is the effect of the writer's sarcastic tone in this article about extending pub licensing hours?

From *Unhappy Hour* by Jane Green

Of course, the solution to binge-drinking is perfectly clear: we should keep pubs open all day long. This way, everyone will get bored of the idea of beer and take up knitting instead. I can picture it now: the young louts who terrorise our streets will surely all turn to each other and say, "Do you know what, Jeremy? This drinking lark just isn't the fun it used to be when we got cleared out by 11 — I'm seriously considering my life options".

.....

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.....

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Q3 How does the writer of the following extract use irony to express his opinion?

MINI-ESSAY
QUESTION

From *Customer Disservice — modern day madness* by Mel Sage

The other day I had to phone up my insurance company with the horrendously complicated problem of changing my address. After spending 20 thrilling minutes on hold listening to a variety of boy bands performing their hits, I finally got through to the man who could help me — Wayne.

However, there was a slight hitch. Wayne informed me that he was having some "technical problems", which was obviously of great comfort to me, as I watched night-time slowly approach and began to revise my plans for what was left of the week.



Technical and Emotive Language

Q1 For each language feature, fill in the box with a **T** if it's used in technical language or an **E** if it's used in emotive language.

a) statistics

c) strong opinions

b) exaggeration

d) rhetorical questions

Q2 Find two examples of emotive language in the following text, taken from a leaflet published by an environmental group. For each example, describe what effect it creates.

What kind of future do we want to give our children? Do we want them to have fresh air to breathe? Do we want a clean, safe environment they can enjoy and share with their own children?

Or do we want a filthy, concrete planet with nothing left of our once green and pleasant land, where trees are just something fondly recalled by our grandparents?

The answer is surely obvious. Yet if we allow the situation to carry on as it is now, with mass deforestation and overdevelopment in the world's most fragile environments, we're heading for disaster. We must take action now if we have any hopes of avoiding this catastrophe.

1.

.....

.....

2.

.....

.....

Q3 Why does the writer use technical language in this extract about weather and climate?

The United Kingdom has a temperate maritime climate, with most lowland areas receiving between 500 and 1000mm of annual rainfall. Annual temperatures are generally between 5 and 15°C, with urban areas up to 5°C warmer than rural areas, due to the urban heat island effect. The south is also warmer than the north, due to higher levels of insolation*.

* Insolation is radiation from the sun that heats the planet.

.....

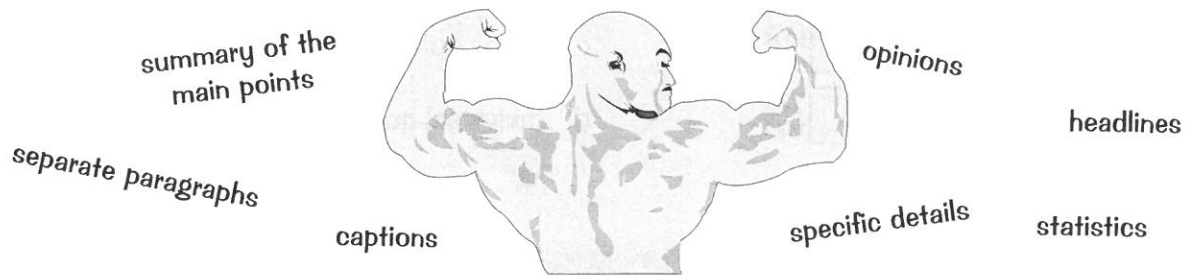
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Structure

Q1 Circle the features that you would usually expect to find in the body text of an article.



Q2 The following extracts have all been taken from the same newspaper article. For each one, say whether you think it is from the introduction, the body of the article, or the conclusion. Explain your answers.

- a) Many motorists are in favour of the new trial scheme, seeing it as a simple, common-sense solution that will reduce traffic jams. But critics are concerned that, when the hard shoulder is being used for normal traffic, there will no longer be a safe place for broken-down vehicles to await rescue.

.....

.....

- b) The main issue is whether this can effectively reduce congestion without adding to accident rates. If it can, it is likely to prove much more popular than other methods, such as toll roads. If the scheme proves successful, it could be introduced to motorways up and down the country.

.....

.....

- c) A controversial new scheme to avoid traffic congestion on one of Britain's busiest roads has divided opinion among motorists and road safety groups. The strategy, on trial from this week, allows drivers to use the hard shoulder when the amount of traffic is at its highest.

.....

.....

Every bit of the article is important

Although they contain less information than the body of the text, the introduction and conclusion are important. The intro gets the readers' interest and the conclusion is what will stick in their minds.

List Questions

Q1 Read the text below.

“Last weekend we found ourselves with nothing to do on a warm, sunny day, so decided on a trip to the zoo. The entrance to the zoo was via a rusty iron gate that looked in serious need of repair. The ground was covered in litter. I thought things might improve once we were inside, but unfortunately I was wrong: the majority of the animals looked malnourished and miserable in their enclosures, which all seemed dull and empty, with nothing for the animals to do and precious little space for them to run around in. All in all, it was a pretty depressing place.”

List five things you learn about the zoo that suggest it is badly run.

1.
2.
3.
4.
5.

Q2 Read the text below.

I just can't understand the popularity of hip hop. Hardly any of it's original, and it's just far too easy to make. Whereas rock music involves real instruments that need skilled musicians, hip hop's created mainly on a computer, and often from recycled bits of somebody else's music. I'm not saying that anyone could do it, but I can't believe it's particularly difficult.

Write down **three phrases** from the text that would help to answer the question: “Why does the writer think that rock music is better than hip hop?”

1.
.....
2.
.....
3.
.....

P.E.E.

Q1 In an exam answer, which of the following should you **never** use as an example to back up a point? Circle the correct answer.

- a) A quote from the text.
- b) A fact or statistic from the text.
- c) Your opinion of the subject of the text.
- d) A description of the presentation and layout of the text.

Q2 Read the following exam answers. Tick the answers which use the P.E.E. technique (Point, Example, Explanation).

a) The writer uses similes to make his description of Kidston's motor racing more vivid. For example, he describes Kidston's Bentley as being "like a cheetah". This shows how powerful and fast Kidston's car was.

b) The writer says the racing driver Glen Kidston was glamorous and charming. He had an affair with the young Barbara Cartland. In 1931, he died tragically in a plane crash in the Drakensberg Mountains.

c) The writer uses the headline of the magazine article to capture the reader's attention. It describes Glen Kidston as "Britain's Forgotten Hero". This sounds glamorous and mysterious and would intrigue readers.

Q3 Read the following extract from a tourist information sheet and answer the question that follows.

Avebury Visitor Centre: Information Sheet 5

West Kennet Long Barrow — The Skeleton Tomb

West Kennet Long Barrow is an ancient chambered tomb near Avebury. There are five chambers (rooms) in the tomb. It is safe to go inside the tomb to look at the chambers. When the tomb was excavated, different types of skeleton were found in each chamber:

- Male adult skeletons were found in the main chamber, opposite the entrance.
- Children's skeletons were found in the chamber to the left of the entrance.
- The skeletons of elderly people were found in the chamber to the right of the entrance.
- A mixture of male and female adult skeletons were found in the two other chambers.

Explain how the writer has used a presentational device to make the text more effective. Use the P.E.E. framework below to help you answer the question.

Point

.....

Example

.....

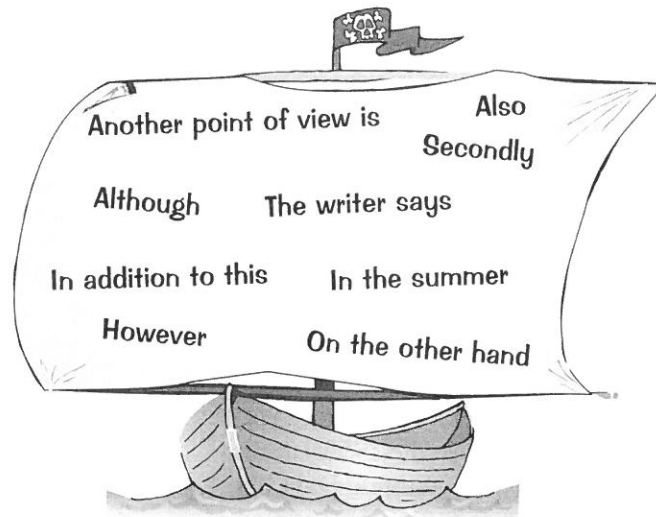
Explanation

.....

.....

Writing in Paragraphs

Q1 Circle the words and phrases which would be useful for linking paragraphs together.



Q2 In the following exam answers, the student hasn't linked his paragraphs together well. Rewrite each of the exam answers (a-d), so that the paragraphs are linked smoothly together.

You'll need to write your answers to this question on separate paper.

a) The writer uses several presentational devices to make the article more effective. One example is the headline, which is in a large, bold font. This grabs the reader's attention immediately when he or she sees the article.
The background colour of the article is grey. This emphasises the serious tone of the article. Dull colours like grey are associated with serious subjects.

b) The writer uses language devices to make her argument more persuasive. Firstly, she uses the rhetorical question "Who would want an axe-murderer living next door?" to encourage the reader to identify with her point of view.
The writer uses a metaphor to describe her opinion: "this situation is a slippery eel which might twist out of our grasp". This creates a vivid image of the difficulty of the situation.

c) The first text argues in favour of school uniforms. For example, it describes them as "a symbol of unity and school identity" which implies a traditional, positive viewpoint.
The second text argues against school uniforms. It describes them as "a fashion disaster" and "an embarrassment to pupils". This suggests a very negative opinion.

d) The book extract is aimed at an audience of primary school children. It includes simple pictures to explain how to use a camera. This makes it easy for children to understand.
The magazine article is aimed at adults who are interested in photography. It uses technical vocabulary such as "developer" and "focus" which shows it's written for photography enthusiasts.

Link your paragraphs together smoothly...

Learn a few of those handy little phrases for linking paragraphs. They're the kind of thing that examiners look out for — they show you've thought about your writing.

Reading with Insight

- Q1 Draw lines to match up each sentence (a-d) with the type of tone it conveys (i-iv).
- | | |
|--|------------------------------|
| a) I was disgusted by the badly-researched, shabby journalism displayed by your newspaper's coverage of the event. | i) light-hearted tone |
| b) The MP Gareth Soames visited the County Hospital on Thursday 11th December to open a new ward. | ii) sarcastic tone |
| c) Gary Barlow's dancing drew gasps of wonder from the crowd — the rumours were true, he really had improved! | iii) serious tone |
| d) There's nothing I love more than queueing in a really long traffic jam on a boiling hot day — it's fantastic. | iv) angry tone |

- Q2 Read the following text and answer the questions which follow.

The films Alfred Hitchcock made in the 1950s and 1960s contain glimpses of greatness. Images from these films have become famous, for example Janet Leigh screaming in the shower in 'Psycho'.

However, when looking at Hitchcock's career as a whole, it is his earlier films from the 1930s and 1940s which are the most enjoyable. Early films like 'The 39 Steps' and 'The Lady Vanishes' are very funny and have a great lightness of touch. In contrast, his later films, even classics like 'Vertigo' and 'The Birds', are often slow and humourless.

One reason for the change in quality of Hitchcock's films was the way he started to be treated as an important, "auteur*" director as he got older. Younger film directors like François Truffaut worshipped him. This swelled Hitchcock's already large ego, and meant his style of film-making became more self-satisfied and dull. Stories from the 1950s and 1960s about his bullying, possessive attitude towards young actresses like Tippi Hedren also raise doubts about his professionalism in his later years.

So my advice is: settle down on the sofa to watch some of those early, off-the-cuff Hitchcock masterpieces — and leave the later "classics" for nerdy film students.

* *auteur* = when a director of a film is so important that they are considered to be the author of the film

- a) Pick out words and phrases from the text to complete the table below.



Words and phrases which imply the writer dislikes Hitchcock's later films	Words and phrases which imply the writer likes Hitchcock's early films	Words and phrases which imply the writer dislikes Hitchcock as a person
1.	1.	1.
2.	2.	2.

- b) In this text, the writer describes how much he likes Alfred Hitchcock's early films. Briefly describe something you feel similarly enthusiastic about.

.....

.....

.....

.....

Comparing Texts

Q1 Read the following two texts and answer the questions which follow.

Linda's Problem Page — answers your most embarrassing problems!!!

I farted in front of him!
Dear Linda,
There's a boy at school I really like. He sat next to me in a Maths lesson and I was really excited cos I thought he might fancy me. But I farted and he hasn't talked to me since. What can I do? Love Zoe xxxxxx

Linda says...
Hi Zoe,
Oops! How embarrassing! Don't worry though. Silly moments like this happen to all of us. If this boy really likes you, he won't let one fart get in the way of a relationship. My advice is: be confident, and go and talk to him next time you see him. You'll both soon forget all about it. Good luck! Linda.



Write to Linda c/o 'Girl!' magazine, PO Box 5058

Personal Financial Advice: Case Study

Case Study: Ms Cox, 35, single, no children
Salary: £18,000 per year
Savings: £14,500 in a savings account
Pension: Contributes 8% of her salary to a private pension.
Property: 1 bed flat, mortgage £290/month.
Debt: Credit card debt £2100

The Daily Missive's financial advisor, Greg Smith writes
Ms Cox should pay off her credit card debt using part of her savings. She's likely to be paying more interest on her credit card debt than she is earning on her savings,

so she's currently losing money. Secondly, Ms Cox should find out whether her employer would be prepared to make contributions to her pension, which would improve her pension fund.

a) Complete the following table with notes about the two texts.

	Linda's Problem Page	Personal Financial Advice
Audience of text		
Purpose of text		
Tone of text		
Main language devices used		
Main presentational devices used		

b) Compare how each text uses language and presentational devices.

MINI-ESSAY QUESTION

Please leave your message after the sarcastic tone...


You're rattling through the book now — only the exam section left to go. Don't worry about that — it might look like a tiger, but it's really just a harmless tabby cat. Ahh.



Exam Text: Leaflet

Here's the first page of the Mountain Rescue leaflet to go with the questions on the previous page. There's more of the leaflet on the next page, so make sure you read both parts.

MOUNTAIN RESCUE

HOW TO STAY SAFE and ENJOY THE FELS



Sponsored by
CICERONE
award-winning guidebooks for
walking, mountaineering & cycling

adventurecapital
the lake district
Cumbria

IF THINGS GO WRONG


First make a note of all relevant details:

- location (grid ref if possible)
- name, sex and age of casualty
- nature of injuries or emergency
- number of people in the party
- the number of your mobile phone

Dial 999 or 112 and ask for
Cumbria Police, then Mountain Rescue

- make sure you tell the operator that
you require the Cumbria Police
- give all your prepared details
of the incident
- do NOT change your position until
contacted by the Rescue Team
- if you have to make a further 999 call,
use ALL the above procedure again

Mountain rescuers will always respond to emergencies but many calls are 'avoidable with proper preparation' and have the potential to compromise other life-threatening emergencies. Before calling out mountain rescue please ask yourself the question "is this really an emergency?"



New – a 999 emergency text messaging
service for the hearing and speech impaired
Text where you are and why you need help
to 07786 208999.

Now put this leaflet in your rucksack!

WHAT TO TAKE

Wear suitable clothing and footwear

Footwear should have a treaded sole, and provide support for ankles. Clothing should be warm, windproof and waterproof – layers work best. Even in summer, always carry spare clothes, including hat and gloves.

Carry food and drink

Take ample food and drink. High energy foods such as chocolate and dried fruit are ideal. Always carry water – even in cool weather it's easy to become dehydrated.

Keep essential kit easily accessible

- Map and compass
- A mobile phone and GPS are useful tools but don't rely on your mobile to get you out of trouble – in many areas of the mountains there is no signal coverage. Note: GPS is only of use if set up properly with the correct map and grid data.
- Whistle – the signal for rescue is:
Six good long blasts in a minute.
Stop for one minute. Repeat.
- Carry on the whistle blasts until someone reaches you and don't stop because you've heard a reply – rescuers may be using your blasts as a direction finder.
- Torch (plus spare batteries and bulbs)
- Watch – make sure at least one person has one. Climbers and mountain bikers – wear a helmet.

In winter conditions, take an ice-axe and crampons, and be sure you know how to use them; as well as a survival bag and spare clothes.

Avalanches: Avoid walking too near a cornice. The greatest risk is 24-48 hrs after heavy snow, on convex 30-40 degree slopes. If you see an avalanche, quickly search where you last saw the victims, and if necessary call the Rescue Team.



Remember to turn
over — you need
to read both parts
of the leaflet.

Exam Text: Leaflet


Here's the second page of the Mountain Rescue leaflet to go with the questions on page 28.

DEVELOP THESE SKILLS

- Mountain skills and experience so you can judge potential hazards
- Learn to read a map and use a compass
- Improve your ability to consider the equipment, experience, capabilities and enthusiasm of your party

Learn the basic principles of first aid – airway, breathing, circulation and the recovery position. It could make the difference between life and death.

SKILLS, INFORMATION and GUIDES



Cicerone seek opportunities to play a positive role in supporting charities directly associated with mountain activities. We are delighted to sponsor this information leaflet. Cicerone have a range of over 270 guides and books to inspire you and help you develop your outdoor skills.

www.cicerone.co.uk

BEFORE YOU SET OUT

Charge your phone

Many accidents occur towards the end of the day when both you and your phone are low on energy.

Keep an eye on the weather

Be prepared to turn back if conditions turn against you, even if this upsets a long planned adventure.

Consider the time of year, terrain and the nature of the trip – and choose your route accordingly

Take good care of everyone

Keep together, allow the slowest member of the party to determine the pace, and take special care of the youngest and weakest in dangerous places.

Check the weather forecast and conditions

WEATHERLINE 0844 846 2444
www.lakedistrict.gov.uk/weatherline

Mountains can be major undertakings and, in the winter months, night falls early.

Watch for signs of hypothermia

Disorientation, shivering, tiredness, pale complexion and loss of circulation in hands or toes, discarding of vital clothing. Children and older people are especially susceptible.

Leave your route plan somewhere reliable

Information should include start and finish points, estimated time of return and contact details.

If you go out alone

Be aware of the additional risk. Let people know your route, stick to it as far as you can and notify them of any changes.

Eat well before you start out

Dangers you can avoid

- Precipices and unstable boulders.
- Ice or steep snow slopes, snow cornices on ridges or gully tops.
- Very steep grass slopes, especially if frozen or wet.
- Gullies, gorges and stream beds, and streams in spate.
- Exceeding your experience and abilities and loss of concentration.

ON THE FELLS

Dangers you need to monitor

- Weather changes – mist, gale, rain and snow may be sudden and more extreme than forecast.
- Ice on path (know how to use an ice-axe and crampons).
- Excessive cold, heat, or exhaustion (know the signs, rest and keep warm).
- Passage of time – allow extra time in winter or night time.

Dangers you can avoid

- Precipices and unstable boulders.
- Ice or steep snow slopes, snow cornices on ridges or gully tops.
- Very steep grass slopes, especially if frozen or wet.
- Gullies, gorges and stream beds, and streams in spate.
- Exceeding your experience and abilities and loss of concentration.

LAKE DISTRICT MOUNTAIN RESCUE TEAMS

Our teams are highly trained unpaid volunteers, available 24 hours a day, 365 days a year. Whatever the weather.

Cockermouth	Kirkby Stephen
Coniston	Langdale Ambleside
COMRU	Patterdale
Duddon & Furness	Penrith
Kendal	SARDA Lakes
Keswick	Wasdale

Mountain rescue in the UK is free of charge to our casualties, the service being provided through charitable donations. We rely on your support and generosity to maintain this valuable community service. Without you, we simply could not function.

To make a donation, visit our website for details. Thank you!

www.lidsamra.org.uk

Exam Text: Newspaper Article

And here's the second text to go with the questions on page 28.

Scarborough & Ryedale Mountain Rescue team hailed for rescuing five walkers stranded in North York Moors blizzard

By Richard Catton for The Press, York
Monday 11th January 2010

A team of mountain rescuers has been hailed as heroes after trekking through thigh-deep snow and blizzard conditions to rescue five experienced walkers who were lost in Arctic conditions.

Andy Crossley, the leader of the rescue mission, said the five York men became caught in a blizzard on Wheeldale Moor, near Pickering, and were facing a "dire" situation had they not been found on Friday evening. His crew had to abandon their Land Rovers and trek for an hour in "horrendous" conditions to reach the stranded walkers.

Phil Hughes, team doctor and chairman of the Scarborough & Ryedale Mountain Rescue Team, said: "I am extremely proud of the team and their work." Police also praised their efforts.

The rescue, sparked by an emergency call at 5.25pm on Friday, lasted four-and-a-half hours until the walkers were found and able to reach safety. It began when one of the five became separated from the rest and phoned the police.

Until he was reunited with his friends, who turned back to look for him, a control room operator continued talking to him telling him how best to protect himself against the potentially lethal conditions. But the reunited group remained stranded in darkness as the temperature plunged to -8°C. They eventually stopped on the edge of a wood and used a Global Positioning System to alert rescuers to their exact location.

Mr Crossley, who was brought in by the police, said: "They had started out to stay at a shooting lodge for the night, but they missed it in a blizzard and became disorientated by the snow.

"When people stop moving you can chill very quickly in these sort of conditions.

"Their situation could have been dire.

"Due to the severity of the weather conditions and the length of time the gentlemen had been stranded, the probability of members of the party suffering from hypothermia or other associated medical problems was becoming more and more likely."

The five were eventually found at 10pm and, after a quick medical check, were able to walk to safety with their rescuers.

Mr Crossley said: "Conditions were extremely difficult; some team members had to leave their vehicles before getting to the rendezvous point and walk through the snow.

"Visibility was at times very poor with heavy snow and strong winds. At times, team members were struggling through thigh deep snow. I have no doubt that had we not found the missing walkers they would have been in a very poor condition by the time daylight came".

Superintendent Glyn Payne, head of the North Yorkshire Police control rooms, said the rescuers had done excellent work.

He said: "This incident highlights the serious dangers that even the most experienced walkers can get into when the conditions are so extreme."

He said: "If you are unfortunate enough to find yourself in such potentially life or death situations, it is comforting to know that the emergency services and organisations such as Mountain Rescue are on hand to do everything they can to help.

"The preservation of life is always our ultimate goal, and the people who work so hard to achieve this deserve every credit."

Mark Scheme — Question 1

This page gives you advice and a mark scheme for marking question 1 of the sample exam. Read this information and digest it. Chew carefully and don't rush — you don't want to get indigestion. Then you'll be ready for marking the student answers on p.33.

'List' questions are pretty straightforward

- 1) There are ten marks available for this question, so all you need to do is pick out ten things you can do to prepare for a mountain trip from the text.
- 2) Answers don't have to be written in full sentences — they can be written as bullet points or a numbered list.
- 3) A good answer will only include bits of information about how to prepare for a mountain trip. Answers won't get any extra marks for mentioning anything else.
- 4) Look out for answers that have made the same point twice, it's a common mistake.



Herbert's list was getting a little out of hand.

Use this table to mark question 1

The table below shows some of the points that could be picked out of the text to answer this question. Other points are acceptable as long as they're taken from the text.

Number of marks	Possible points
1 mark for each point made, up to a maximum of 10 marks	<ul style="list-style-type: none"> • Learn to read a map. • Learn basic first aid. • Make sure your mobile phone is charged. • Check the weather forecast. • Leave your route plan somewhere reliable. • Eat well before your trip. • Take high energy food and drink with you. • Always carry water with you. • Always carry spare clothes. • Wear footwear with a treaded sole that provides support for your ankles. • Take a whistle. • Make sure somebody has a watch. • Keep the leaflet in your rucksack so you know what to do in an emergency.

A good mark — see his Gospel for more...

These list questions are a good way to bag the first few marks in the exam. Just take your time, read through the article and find ten points. And don't feel you have to complicate things with your own opinions or reactions — if you have ten separate points then you'll get ten marks. Easy.

Sample Answers — Question 1

Now it's your turn to be the examiner. This can be tricky but it's really useful if you can do it.

- 1) Make sure you've read the advice and table on page 32.
- 2) Use the table to mark the answers to question 1 below.
- 3) Explain how you've decided on the marks in the lines below the answers.
- 4) The first one's been done for you to show you what to do.

Tick each good point in the answer — that's what real examiners do.

Look at the leaflet ('Mountain Rescue: How to stay safe and enjoy the fells') on pages 29 and 30.

1. List **ten** things you can do to prepare for a mountain trip.

[10 marks]

Answer 1

1	<ul style="list-style-type: none"> • You should stay safe. • Dial 999 or 112. • Charge your phone before you go. • Eat well before you start out. • Visit the website. • Wear suitable clothing and footwear.
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This answer gets 3 marks out of 10 because *only three of the points are things you should do to prepare for a mountain trip. Some of the points don't answer the question so they wouldn't get a mark, for example, "Dial 999 or 112" is something you should do in an emergency, not what you should do to prepare beforehand.*

This one is for you to mark...

Answer 2

1	<ol style="list-style-type: none"> 1. Before you go, learn to read a map and compass. 2. Learn some first aid like how to put someone in the recovery position. 3. Wear suitable clothing. 4. Carry food and drink in your rucksack. 5. Charge your phone in case you need it for emergencies. 6. Take a whistle in case you get lost or hurt and your mobile has no reception.
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This answer gets marks out of 10 because

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Mark Scheme — Question 2

Here's advice and a mark scheme for marking question 2.

Use the bullet points to answer Question 2

- 1) The answer needs to be balanced — it needs to talk about all three of the bullet points in the question to get all the marks.
- 2) Answers need to explain how the writer's techniques make the leaflet informative. Simply spotting and describing the techniques won't get high marks.

Look for good points like these when you're marking

What it says

- The leaflet informs its readers by giving lots of helpful advice about what to do if things go wrong. It advises people to "make a note of all relevant details" before they "Dial 999". This means that, in an emergency, people will already know what the best thing to do is.

How it says it

- The leaflet informs readers how to "stay safe" by writing its instructions as orders which are aimed directly at the reader. For example, "Check the weather forecast and conditions", tells the reader what they have to do, so they will be more likely to obey.

The use of headlines and pictures

- Each panel of the leaflet has a main heading at the top, such as "what to take" and "before you set out". These headings inform readers quickly and clearly what each panel is about, so they will know where to look for different bits of information.
- The photo on the front cover shows a person being carried down a cliff on a stretcher. This emphasises to the reader that being in the mountains can be dangerous, which will make them more cautious.

Remember — these
are just suggestions.

Mark question 2 like this

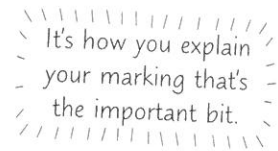
Look at the table below to see what an answer needs to be like to gain each mark. Some rows of descriptions are for a range of possible marks (e.g. 2–4 marks). If the answer does everything in the description, and does it well, give it a mark from the top end of the range. If the answer doesn't do everything, but does do some of it, give it a mark from the bottom end of the range.

Mark	Quality of Answer
0 marks	Nothing written that helps to answer the question.
1 mark	One or two simple points that attempt to answer the question.
2–4 marks	A few simple points that spot, but don't explain, the informative techniques used. Large chunks of the text may be copied out as evidence.
5–7 marks	Makes some points that explain how the leaflet is informative, backed up with appropriate examples from the text. Covers all three bullet points.
8–10 marks	Makes several valid points that clearly explain how different features of the leaflet are informative, using relevant examples from the text. All bullet points are covered in detail.

Sample Answers — Question 2

Now it's time to have a go at marking answers to question 2. Don't be too harsh...

- 1) Read the mark scheme on page 34.
- 2) Use the table to mark the answers to question 2 below.
- 3) Then explain why you gave those marks in the lines below the answers.



2. How does the Mountain Rescue leaflet inform its readers about staying safe in the mountains?

Think about:

- what it says;
- how it says it;
- the use of headlines and pictures.

[10 marks]

Answer 1

2

The leaflet informs readers by giving them practical advice and information. For example, it says "Now put this leaflet in your rucksack". This means that people will be able to look at the leaflet in an emergency, and do all the right things. The leaflet also explains the skills you should develop, as it says "Learn to read a map and use a compass". This helps people to realise what they need to do to "stay safe" on the mountains.

The leaflet uses friendly language and makes suggestions in clear, easy to read points. Many sentences are short, such as "Take ample food and drink", which means you can absorb the information easily. Some of the information is broken down into bullet points, which are easier to read than long paragraphs. This means that you can find the information quickly and are more likely to remember it.

The leaflet has informative headings, such as "Dangers you can avoid", which separates the information into helpful sections. The picture on the front panel of the leaflet shows what Mountain Rescue do.

This answer gets marks out of 10 because

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Answer 2

2

The headline is in big bold letters to make it stand out. One bit says that if things go wrong you should first make a note of all the relevant details: location, name, sex and age of casualty, nature of injuries or emergency etc. The pictures are big and attractive to persuade you to go.

This answer gets marks out of 10 because

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Mark Scheme — Question 3

Hopefully you'll be getting the hang of it by now. Read through the advice and mark scheme on this page, then mark the answers on p.37.

For question 3, you need to find evidence

- 1) This question is about finding the bits of the text that show why the mountain rescuers were "hailed as heroes".
- 2) A good answer will comment on these quotes, explaining how they show that the rescuers were heroic.
- 3) Remember that the question is asking about why the rescuers were heroic — so a good answer won't go rambling on about anything else.

Look for good points like these when you're marking

- The team had to trek through a "blizzard" with "thigh-deep snow" and "Arctic conditions". This shows us that they were heroic because they still rescued the walkers despite the difficult and dangerous conditions.
- The team couldn't reach the walkers in their vehicles so they abandoned them and trekked "for an hour in 'horrendous' conditions", in order to reach them.
- The mountain rescue leader said that it was "becoming more and more likely" that the walkers would be "suffering from hypothermia" or other conditions. So the rescuers were heroes because the walkers could have died without their help.
- The "temperature plunged to -8°C " and the conditions were "potentially lethal", so the rescue team were risking their own health and safety to save the walkers.
- Visibility was "very poor" at times and team members were "struggling", but they continued anyway. This shows that they were heroic because they were so determined to save the walkers.

There are some other points you could make — these are just suggestions.

Mark question 3 like this

Use the table below to find out what kind of answer would get each mark.

Mark	Quality of Answer
0 marks	Nothing written that helps to answer the question.
1 mark	One or two simple points that attempt to answer the question.
2–4 marks	A few simple points that spot some of the obvious reasons why the rescuers were "hailed as heroes". Large chunks of the text may be copied out as evidence.
5–7 marks	Makes some points that explain why the rescuers were heroic, backed up with a few appropriate examples from the text.
8–10 marks	Makes several valid points that clearly identify and explain why the rescuers were "hailed as heroes", using relevant examples from the text.

Sample Answers — Question 3

More marking for you to do on this page. Remember to write "v.g." on the good answers... joke.

- 1) Read the mark scheme on page 36.
- 2) Use the table to mark the answers to question 3 below.
- 3) Then explain why you gave those marks in the lines below the answers.

Now look at the newspaper article by Richard Catton ('Scarborough & Ryedale Mountain Rescue team hailed for rescuing five walkers stranded in North York Moors blizzard') on page 31.

3. According to this article, why were the mountain rescuers 'hailed as heroes'? [10 marks]

Answer 1

3	The mountain rescue team were hailed as heroes because they had to work in very bad weather with lots of snow. The rescuers walked in the dark because they had to leave their cars. It was cold and they could have died.
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This answer gets marks out of 10 because

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Answer 2

3	<p>The mountain rescuers were "hailed as heroes" because the team risked their own safety by going out in "potentially lethal" conditions to reach the stranded men. It was a "blizzard" with "heavy snow", "strong winds", and a temperature of "-8°C". The fact that the conditions were so severe highlights the danger both the walkers and rescuers were in, which makes the rescuers seem even more heroic because they carried on anyway.</p> <p>The conditions are described as "dire" and "horrendous", and the walkers could have suffered "from hypothermia" or other "medical problems" if they hadn't been rescued. This shows that the rescue team probably saved their lives, which makes them heroes.</p> <p>It wasn't easy for the rescue team, as at times they were "struggling through thigh-deep snow". The weather was so bad that "some team members had to leave their vehicles" in order to get to the men. This shows how determined they were to rescue the walkers.</p> <p>The mountain rescue team were also praised by the Superintendent of the North Yorkshire Police and the mountain rescue team chairman, who said that he was "extremely proud" of them. This shows that what the team did was special, even by the standards of the police and the rescue service.</p>
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This answer gets marks out of 10 because

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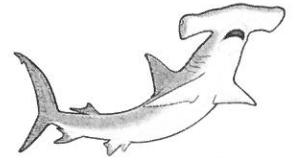
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Mark Scheme — Question 4

This is the last question. Read through this page to find out what a good answer needs to be like.

Question 4 looks at both texts

- 1) Good answers will be balanced — they'll include the same amount of detail about each text.
- 2) They'll use evidence from both texts to back up the points they're making.
- 3) Remember, the evidence for why mountain and hill walking can be dangerous could come from the text, or it could be something else, like the pictures, captions or headlines.



One of the many dangers of mountain walking.

Look for good points like these when you're marking

- Both texts agree that mountain and hill walking can be dangerous because of bad weather conditions. The leaflet says that changes in the weather "may be sudden and more extreme than forecast", so walkers can be in danger unless they are well prepared. The article also shows how dangerous the weather can be. It talks about some walkers who needed rescuing after they were caught in a "blizzard and became disorientated by the snow".
- The leaflet mentions some specific reasons why mountains are dangerous places to walk in winter. For example, "Avalanches" can occur which are dangerous because you can be swept away by the snow. The article doesn't mention avalanches, but it shows that snow can be dangerous because it talks about the "potentially lethal conditions" partly created by the "thigh deep snow".
- The leaflet explains that you might be in danger from "Excessive cold" on mountains, and you need to "Watch for signs of hypothermia". The article also shows the dangers of the cold for walkers. The temperature on Wheeldale Moor was "-8°C" and it was getting "more likely" that the walkers would be "suffering from hypothermia" or other "medical problems" the longer they stayed out.

Mark question 4 like this

Mark	Quality of Answer
0 marks	Nothing written that helps to answer the question.
1 mark	One or two simple points that attempt to answer the question.
2–4 marks	A few simple points with little and poorly chosen evidence from the texts. Offers little explanation for why mountain and hill walking can be dangerous, and may only talk about one text.
5–7 marks	Makes some points that explain the dangers of mountain and hill walking, backed up with a few examples from both texts.
8–10 marks	Makes several clear points that explain the dangers of mountain and hill walking, backed up with relevant quotes from both texts. Covers both texts equally, and in a good level of detail.

Sample Answers — Question 4

This is your final page of marking. Then everything's back to normal in section 7.

- 1) Read the mark scheme and advice on page 38.
- 2) Use the table to mark the answers to question 4 below.
- 3) Then explain why you gave those marks in the lines below the answers.

To answer the next question you will need to look at both texts.

4. Both texts are about people walking in the outdoors. Using information from both texts, explain why mountain and hill walking can be dangerous.

[10 marks]

Answer 1

4

It can get very cold when you are out walking on hills and mountains which can be dangerous. The article says that "you can chill very quickly" in snow and blizzards when you stop moving. The leaflet also says that "Excessive cold" is a danger "you need to monitor" whenever you are out walking.

The weather can change suddenly in the mountains. The leaflet warns that weather conditions can be "more extreme than forecast", and you should "Be prepared to turn back" if the weather is bad. Likewise, the article shows how dangerous the weather can be, as the men who were out walking got lost in "potentially lethal conditions".

The leaflet lists many dangerous things you should try to avoid when walking in the hills and mountains, such as "Precipices and unstable boulders", "steep snow slopes" and "gorges". This shows that there are many potential dangers when out walking. The article doesn't mention any of these dangers.

This answer gets marks out of 10 because

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Answer 2

4

The leaflet says you must wear suitable clothing and footwear, carry food and drink, and take essential kit, because it can be dangerous. The article says that the mountain rescue team are heroes because it is dangerous.

This answer gets marks out of 10 because

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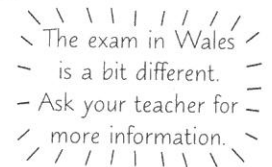
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Practice Exam — Questions

Here are some practice exam questions for 'Reading non-fiction texts'. They're similar in style to the ones you'll get in your Unit 1 GCSE English Language or GCSE English exam.

To make it more like the real exam, read all the items and do all the questions in one go and give yourself one hour to do it all. Try to use everything you've learnt so far about what makes a good exam answer...



The **Resource Material** is a leaflet advertising Blue Reef Aquarium in Newquay.

The other item is a newspaper article entitled 'Having a Whale of a Time at Blue Reef' by Tim McReary.

Look at the leaflet for Blue Reef Aquarium on pages 41 and 42.

1. List **five** different types of sea creature you could see at Blue Reef Aquarium. [5 marks]

2. Find the following information:
 - a) What time does the aquarium open in the morning?
 - b) What is the entrance fee for children under 3?
 - c) Which day is Blue Reef Aquarium closed on?
 - d) How many stages are there in the life-cycle of the jellyfish?
 - e) Give one benefit of becoming a member of the Blue Reef Club. [5 marks]

3. How does the leaflet try to persuade you to visit Blue Reef Aquarium?
You should consider:
 - what the leaflet says;
 - how it says it;
 - the use of pictures. [10 marks]

Now look at the article 'Having a Whale of a Time at Blue Reef' on page 43.

4. What did the writer enjoy about his visit to Blue Reef Aquarium?
Why did he enjoy it? [10 marks]

To answer this next question you will need to look at both texts.

5. Using information from both texts, explain how Blue Reef Aquarium does more than display sea creatures for people to look at.

Write your answer under these headings:

- the leaflet;
- the article. [10 marks]

Exam Text: Leaflet

Here's the first page of the aquarium leaflet to go with the questions on page 40. You'll need to turn over to see the rest of the leaflet.

Open Daily from 10AM

Shark Lagoon Now Open!

bluereef
AQUARIUM · NEWQUAY

Welcome to the Ultimate Undersea Safari

FAMILY FUN
every day

Blue Reef with ocean views! Situated on Towan Beach overlooking the famous island. Enjoy a seashore safari, and watch out for the occasional seal and even schools of dolphins.

Blue Reef is family friendly with under-3s admitted free. It's easily accessible for push-chairs and wheelchairs. For further information on access call 01637 878134. Complete your day out with a relaxing break in our ocean view cafe and a visit to our innovative themed gift shop.

We look forward to welcoming you soon and don't forget your ticket is valid all day.

Displays, events and talks are subject to change. Closed Christmas day only.

HOW TO FIND US:

For satellite navigation use the postcode TR7 1DU for convenient parking or follow signs to town centre car park. In the main car park we direct you to Towan Beach via Beach Road (on level access on hillside) for access via steps.

Make it a full day out and visit our friends at the Zoo newquayzoo.org.uk

ZOO NEWQUAY

Leads to ASHRO in Espada www.ashprodub.com

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newquay@bluereefaquarium.co.uk
www.bluereefaquarium.co.uk

You aren't finished with the leaflet yet — turn over for more fun...

Enjoy close encounters with our giant octopus and hundreds of seahorses, tropical sharks, stingrays, incredible aquatic creatures.

Over 40 naturally themed habitats take you on a fantastic journey from Cornish waters to exotic seas. Come face to face with freshwater turtles, watch pulsating jellyfish and meet amazing pufferfish!

At the Aquarium's heart is the giant ocean tank where an underwater tunnel offers incredible views of giant wrasse, reef sharks and shoals of colourful fish. A full programme of entertaining talks and feeding displays takes place throughout the day.

Every day is different so there is always something new to discover

Exam Text: Leaflet

Here's the second page of the aquarium leaflet to go with the questions on page 40.

Close Encounters
Come face to face with incredible marine life from around the world including everything from clownfish to moray eels.

Talks & Feeding Displays
Enjoy awesome hands-on encounters in our meet the creature sessions. Fascinating feeding displays and entertaining talks take place throughout the day.

Blue Reef Nursery
The aquarium operates a highly successful captive breeding programme – including sea horses, cuttlefish, sharks and rays – so the chances are you'll also meet some new arrivals during your visit.

Jelly Babies
Follow the fascinating three-stage life-cycle of the jellyfish and meet some real live jellybabies!

Shark Lagoon
Themed as a mangrove-lined lagoon, this spectacular display is home to a variety of sharks and rays that live in the shallows.

Turtle Creek
Meet freshwater turtles and learn about the pioneering rescue, rehabilitation and release work the Blue Reef team does with stranded marine turtles.

New Discoveries
Blue Reef is a living attraction that changes from minute to minute – there's always something new to discover and every visit guarantees new surprises.

Special Events
From Pirates' Weekends to Shark Week, there's always lots of great events going on at Blue Reef. Check out the website for more details.

Birthday Parties
Splash out on a brilliant Blue Reef birthday bash! Special party themes include Under the Sea, Sharks, Pirates & Mermaids.

Blue Reef Club
Join the fun! Become a Blue Reef Member and get unlimited free entry for a year, plus special member events and privileges.

Groups Welcome
Blue Reef is the perfect destination for group visits providing a magical experience in attractive, all-weather surroundings with excellent facilities.

Living Classrooms
Our interactive educational experience offers fun learning opportunities for all ages. Visits can be tailored to meet curriculum requirements providing a unique insight into the world beneath the waves.

Exam Text: Newspaper Article

Here's the second text to go with the practice questions on page 40. It's an article from a newspaper.

Having a Whale of a Time at Blue Reef

Tim McReary tells us why he likes to be under the sea in Newquay.

Three days in to a wet week in Newquay, and the boredom was starting to get to the kids. Luckily, we stumbled across the Blue Reef Aquarium. And thank goodness we did! Blue Reef is located right next to Towan Beach, and the interior is designed so that as you step inside you feel as though you're walking into an underwater world.

Davey (aged 9) is wildlife mad, so he was hypnotized by the huge array of tropical fish, turtles and sharks. We were slightly concerned that the aquarium might be a bit boring for Poppy (aged 4), who is too young to be reading lots of information. But we needn't have worried, there was loads going on to keep her (and us) entertained.

There's certainly plenty to see, with around forty displays, all carefully designed to look like real environments. I've always hated seeing animals confined to small enclosures, so I was pleased to see that all the tanks were large, with plenty of room for the fish to explore.

The displays cover a range of habitats, from chilly Cornish waters to the tropics. The most spectacular was the giant 'underwater' tunnel, where you're surrounded by hordes of brightly coloured tropical fish and sharks. Trapped in the tunnel, I didn't know who was watching who anymore!

Despite all the exotic displays, I must admit that what I enjoyed most was learning a bit more about the creatures that live in UK waters — my new knowledge really came in handy when rock pooling later in the week.

A highlight of the morning for all of us were the feeding sessions we watched (they take place every hour). They were all quite fascinating, but I think the most excitement was caused by the vicious teeth of the piranha fish. The seahorses had a quite different effect on me — I could have spent hours watching their gentle, calming movements, but I think the kids found this a bit less absorbing than I did.

There was also a very interesting talk from one of the knowledgeable members of staff, who told us all about the work that Blue Reef does in rescuing stranded turtles, nursing them back to health and releasing them back into the wild. It's great to feel that, by having a fun family day out, you are also supporting important conservation work. They don't just help turtles, either. Blue Reef also breeds endangered marine species such as coral, sharks and several species of seahorse.

Our next stop was Sassy, a giant Pacific Octopus with the amazing ability to solve puzzles. Poppy was entranced by this huge, monstrous looking creature delicately exploring the different objects it was presented with, and later on she insisted on buying a miniature, fluffy Sassy in the gift shop.

By this point we were all a bit tired, so we decided to stop for lunch. The café has lovely ocean views and a good range of snacks and meals, including a great kids' menu. There was, however, one small problem — the sun had come out and the beach looked inviting for the first time all week, but Davey was longing to stay for the 'Rockpool Encounter' later in the afternoon. Luckily, tickets are valid all day, so we were able to spend an hour on the beach, then come back for the display. This is a great idea, because it means you can pop back for any session that you're particularly interested in.

The 'Rockpool Encounter' was well worth coming back for. The kids got to see lots of creatures up close, and were even able to handle crabs, starfish and sea cucumbers. I was glad to see that the staff managed to keep a close eye on the children, without stopping them having the full hands-on experience.

Our final stop was the gift shop, which had a huge range of marine themed toys, games and souvenirs. In the end (and after much debate) we all left with a treat or two to remind us of our day.

The Blue Reef Aquarium is a fantastic day out for families, particularly on a rainy day. The staff were friendly and always on hand to come up with full answers to Davey's trickier questions. If I have one complaint, it would be that Blue Reef captured the children's imagination so much that they're now clamouring for a trip to the Great Barrier Reef in Australia next year!

Acknowledgements

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With thanks to LDSAMRA in conjunction with Cicerone Publications for permission to reproduce the leaflet on pages 29-30.

With thanks to The York Press for permission to reproduce the article on page 31.

With thanks to Blue Reef Aquarium Newquay for permission to reproduce the leaflet on pages 41-42.

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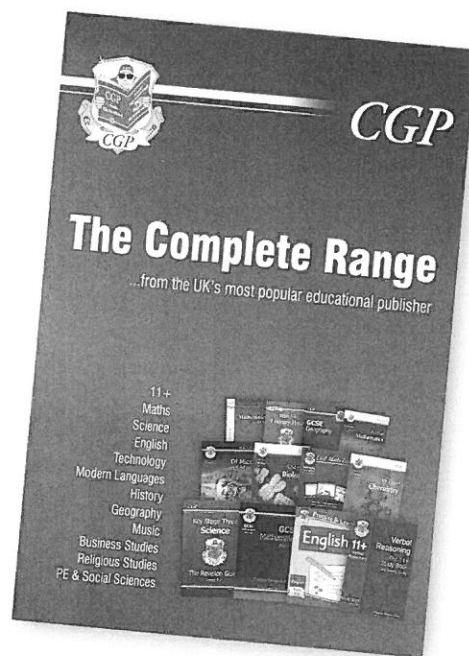


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