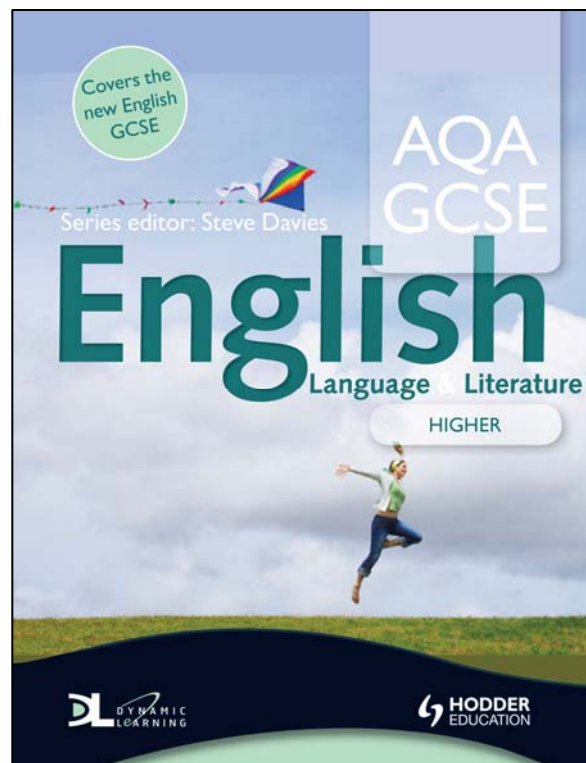


AQA GCSE English Language & Literature

Higher Student's Book

*** SAMPLE PAGES ***



Unit

4

Changing Minds – Arguing and Persuading

Learning aim

This unit will help you to produce effective persuasive and argumentative work. You will be helped to write in a convincing, persuasive manner, to write an effective argument, and to give engaging persuasive and argumentative presentations.

4.1 Persuasive writing – adverts

You will explore advertising techniques and write your own effective advertisement.

For starters



- 1 In pairs, discuss and make notes on these questions:
 - What do you think persuasive writing is?
 - Where do you see persuasive writing on a daily basis? Write a list of examples that you can think of.
- 2 Feed back your thoughts to the rest of the class.

Task

- 1 Look at the advertisement for Disneyland Paris below. What is the purpose of the advertisement?



****All Breaks Based on 3 days unless stated**

The Walt Disney Studios®

Welcome to the Walt Disney Studios® Park... Where its lights! Camera! Magic! Everywhere! All the time!

Step through the Studio gates and let your imagination soar. Time to immerse yourself in the never-ending, always fascinating world of movies, animation and television.

Four production zones within the park featuring rides, shows and entertainment with one single focus: entertainment for the whole family.

Disneyland Resort Hotels

Choosing to stay at the resort can truly turn a weekend break into a magic experience. Thanks to the fact that there are hotels to suit every budget and taste – there is something for everyone. Each choice comes with its own magical experience.

Within the seven onsite hotels, guests will find numerous restaurants ranging from buffet style food courts to formal table service. In addition each hotel has its own bar and gift shop.

But whether you choose to stay in a wild west town or a rustic hunting lodge, a big apple skyscraper or a Mexican pueblo, you can be assured of one thing... Disney's outstanding quality and famous love for the magical details will make your trip a truly unforgettable one.



Call our Disneyland® Paris Hotline Now

call us free on
0808 178 4750

*TERMS & CONDITIONS APPLY. CALL FOR DETAILS.

The information you are given in the advert is skilfully controlled to tell you what you need to know at important moments.

- 2 Look at the writing beneath the main picture. What language has been used to try and persuade you to go to Disneyland? Pick out two examples of persuasive language and try to explain how it has been used.
- 3 Now pick out two more examples of persuasive language and explain their effect.
- 4 What subheadings have been used and why?
- 5 Identify where a list has been used. What is the effect of listing things in an advert?
- 6 Find an example of **emotive language** in the advert and explain its effect.
- 7 How does the writer use punctuation to add extra emphasis to some of the ideas here?
- 8 How does the writer address the reader? How does this make the advert more powerful?
- 9 Overall, how successful do you think the advertisement is? Why?

➤ Taking it further

In 200–300 words, write advertising copy to accompany a picture of a place of interest or tourist attraction in your area. This could be a tourist attraction like Alton Towers, a local park, a youth club, a football stadium or other place you enjoy going to. Use the Disneyland advert as an example – but do not copy it!



Remember to use powerful and persuasive language which really grabs the attention of the reader, such as 'fantastic place' or 'awe-inspiring location'.

Key language devices used in advertising include:

- You – using the word 'you' makes the advertisement appear to be talking directly to the reader.
- Lists of three – by listing ideas in threes, the advertiser makes their product sound more convincing.
- Slogans – often adverts have a slogan, which is an easily remembered phrase or word. Good slogans will help you remember why a product is worth buying.
- Straplines – are well-known second lines in adverts that come after the product or company name.
- Softened imperatives – imperatives are words telling you to do something. Softening them means they ask you to do something in a more gentle, polite manner.

i Concept bank

Emotive language: words or phrases which describe the writer's emotions and/or make the reader feel a certain way: for example, to convince you a place is worth going to visit – 'a magical destination where dreams can come true'. Words like 'magical' and 'dreams' are very emotive and are used here to convince the reader that they want this experience.

g Grammar link

Punctuation can also help add emphasis to a point. For instance, if you use exclamation marks it shouts out to the reader that this is a good idea – 'Come on this holiday! You will love it!' This technique is used in the Disney advertisement.

5.6 Give me some advice

You will work out exactly what you are going to write in a mock exam answer giving advice.

➤ For starters

- 1 Look at the list of techniques (on the right) on how to advise which you have learned in this unit. Read it and try to memorise them. Now shut your book and no peeking!
- 2 Working with a partner, take turns to advise each other on how to write advice texts successfully.
- 3 Open your books. Did you include all of the techniques?

➤ Task

Choose one of the exam questions to do from the Taking it Further section below. Use the APPLE checklist (see right) to help you think about how you might approach the question.

Note down all the ideas for advice you can think of to include in your essay; you will need about five different points. For each point you think of, include a reason why they need to do that; this will be useful when you come to explain your points.

Then:

Write a short introductory paragraph explaining why you are writing.

Then, organise your points into the best order to present them to your reader and write them up as a series of paragraphs. Start each paragraph with a topic sentence making the point, and then support your point with evidence and a developed explanation.

Finish with a paragraph suggesting where they could go for further help.

➤ Taking it further

Exam practice

Time allowed: 25 minutes

Choose one of the following:

- 1 Write a letter to a friend giving them advice on how to stop smoking.
- 2 Write a help sheet advising Year 9 students about how to organise a school disco.
- 3 Write an article for a school magazine advising Year 7 students on how to survive their first day in secondary school.

Writing advice techniques

- appropriate register, including modal and instructional verbs
- direct address
- clear explanations, including connectives, facts and specialist words
- reassurance
- specific suggestions or instructions

where to find further help.

Plan your essay so that it:

- suits the Audience
- achieves its Purpose
- has good Presentation
- uses the right Language
- has a powerful Effect.

5.7 Writing explanations

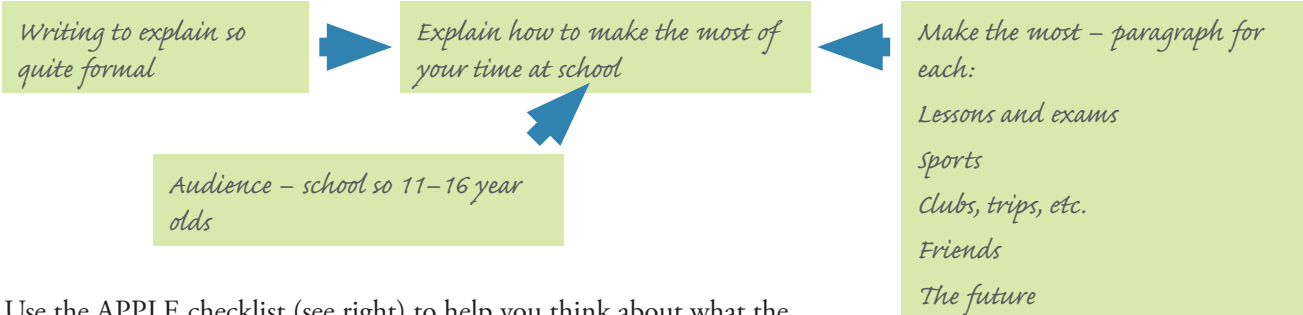
By the end of this section, you will know exactly what you are going to write in a mock exam answer that explains.

For starters

- 1 Think of your favourite TV programme or film and the reasons you like it so much. This is likely to be a list of 'because...because...because'.
- 2 Now work with a partner. Explain to them what your favourite film or TV programme is, but get them to ask you 'Why?' every time you offer a reason. Each time this happens you are likely to be developing and deepening your explanation.
- 3 Swap over to let your partner practise giving explanations.

Task

- 1 Look at how this student has planned an answer a question on how to make the most of your time at school. What is good about this plan?



Use the APPLE checklist (see right) to help you think about what the student has not included in this essay plan. What else might have been included to deepen and develop the explanation?

- 2 Choose one of the exam questions from the Taking it Further section below and plan your essay using the APPLE checklist.
- 3 Write down all the reasons you can think of to include in your essay; you will need about five different points.
- 4 Write up your points as a series of paragraphs. Start each paragraph with a topic sentence making the point, and then support your point with evidence and a developed explanation, using facts and connectives.

Exam practice

Time allowed: 25 minutes

Choose one of the following:

- 1 Explain why you enjoy a particular hobby or activity.
- 2 Explain why staying on at school at 16+ is a good idea. (16 marks)

Writing explanations

- giving clear reasons
- facts and specialist words;
- connectives (especially 'because', and 'therefore').

Plan your essay so that it:

- suits the Audience
- achieves its Purpose
- has good Presentation
- uses the right Language
- has a powerful Effect.

Make the most – paragraph for each:

- Lessons and exams
- Sports
- Clubs, trips, etc.
- Friends
- The future

! Examiner's tip

Use the Good writing techniques listed on page 48.

5.8 Looking back, looking forward

You will reflect upon what you do well and what you need to improve when you write to inform, explain or advise.

↪ For starters

Review the work you have done in this unit. Be prepared to explain to the class one thing you have improved in non-fiction work and how you know. It might be that you can structure non-fiction writing better. It might be that you know what you need to do when you write in an exam. It might be that you know what makes a successful presentation. Whatever you feel you have improved, be prepared to say how you know and give an example from your work.

↪ Task

- 1 Look again at the mark schemes you have worked with in this unit and see what is written next to the marks you got for your latest answer in exam conditions. Discuss your work with a partner, analysing what you need to do to get into the next mark band when you write to advise, explain or inform in the future.
- 2 Now write yourself a 10-point checklist for future writing.
- 3 Choose one of the written tasks you have completed and rewrite at least three paragraphs, improving them so that you could be awarded a higher mark. Some aspects you might consider are:
 - have a clear topic sentence at the beginning
 - use of model verbs and connectives
 - use different sentence lengths
 - make vocabulary more, or less, formal to fit the task and audience.

↪ Taking it further

Make sure you keep collecting examples of different types of texts that inform, explain and advise.

Plan different answers using the titles, questions and ideas in this unit. Practise writing the answers in exam conditions. Give yourself about 5 minutes to plan and 25 minutes to write.

Practice makes perfect!

Unit

9

Creating Characters, Mood and Atmosphere

Learning aim

In this unit you will prepare for the Controlled Assessment Task by looking at a variety of skills you will need to write creatively and descriptively. You will learn to create a specific mood and atmosphere in your writing, create effective characters in your writing, and to use language techniques effectively when writing creatively.



9.1 Effective description



You will learn how to use specific words and ideas to build up mood and atmosphere in your writing.

➤ For starters

When you are creating a mood or atmosphere in your writing you are building up a specific feeling: for instance, you may want your writing to appear sad, happy or to be full of tension.

In pairs, read the following extracts. What mood or atmosphere do you think is created in each one? How does each writer create the mood and atmosphere?

The wood was deep and dark. All around me were trees, oppressive and threatening, bearing down on me like bullies. Suddenly, a bird flew out of the branches above my head, shrieking in the deadly silence, cutting through it like a knife.

The water was warm and inviting, a well earned bath at the end of a hard day. I swam amongst the gentle waves, relaxed and at peace with the world. The sun smiled down on my face, kissing my forehead and making the droplets of water glisten in its golden rays.

The heat was oppressive. It crushed me as I staggered through the dense foliage, with no idea of how soon I would reach the edge of the jungle. Sweat was pouring off every part of my body as I clawed my way through the ever darkening, hellish landscape.

Task

In your writing you need to create and sustain interest for your readers. A lot of this will depend on how you create a suitable mood and atmosphere for your reader.

- 1 Read the following extracts. Which are the most convincing and least convincing at gaining and keeping the readers' attention? Why did you put them in the order you chose? When making your decision think about:
 - what mood and atmosphere is created
 - how the writer goes about using language to build tension.

A It was a cold, dark night and I could hear the owls shrieking in the distance. The moon had vanished behind a large, black cloud.

B They were on my tail, but I had to keep moving. I ran through the streets, past the fish and chip shop and turned down a narrow alleyway. Suddenly it was much darker and I couldn't see as clearly. I could hear my heart pounding in my chest and it felt as if it would explode at any moment.

C The summer breeze blew gently over the field, brushing the grass, almost caressing it like a mother's hand.

D I could hear the hissing sound all around me. I looked down and could see hundreds of snakes writhing around my feet, slipping over my shoes leaving a slimy feeling over my feet.

E The traffic roared in every direction. It seemed almost impossible to cross this busy road.

- 2 The way in which a writer uses **adjectives** is very important in creating an appropriate mood and atmosphere.

- When creating mood and atmosphere in your own writing, use effective adjectives in your work. Look at this sentence:

The *tall* man walked down the *long* street.

- There are two adjectives, 'tall' and 'long', but these are rather dull examples. Make them more interesting like this:

The *elongated*, creepy man walked down the *never-ending* street.

- Why is this a more interesting example?
- Write two sentences of your own, each with two versions: one version with dull adjectives and the other with more vivid and exciting adjectives. Be prepared to justify your ideas to the rest of your class.

i Concept bank

Adjective: a word which describes a noun (a thing, object or person). Examples are 'brilliant', 'massive', 'awesome'.

- 3 When you write, it is a good idea to vary the type of sentences you use. If you use too many simple sentences your writing can seem disjointed and simplistic.

Write two simple, two compound and two complex sentences of your own that describe the room you are in.

🔗 Taking it further

Write about 200 words creating a clear mood and atmosphere. You can choose to continue any one of the effective examples in this chapter or to write something completely original. If you select one of the examples in the book, remember to continue the story from that point and to build the mood and atmosphere in an appropriate manner. Think about:

- what mood has been created so far
- what words you might use to build this mood.

Use appropriate and interesting adjectives and a mixture of simple, compound and complex sentences. Think more about creating the mood and atmosphere and less about developing a plot.

🔗 Grammar link

A simple sentence is a sentence which contains a subject and a verb and expresses a complete thought or idea.

A compound sentence is a sentence which has two independent clauses joined together by a coordinator such as: 'yet', 'and', 'for', 'so' and 'but'.

A complex sentence is a sentence which has an independent clause that is joined by a dependent clause. A complex clause always has a subordinator, e.g. 'because', 'although', 'when' or a relative pronoun such as 'which', 'who' or 'that'.

9.2 Creating mood and atmosphere

You will explore atmospheric description and apply it to your own writing.

🔗 For starters

When writers create a mood or atmosphere in their writing, they often have a visual picture in their mind of a specific scene or event. Look at the two photographs below. What mood and atmosphere do these pictures create for you?



List 10 words for each photograph. Share your ideas with the rest of your class.

Task

Frankenstein is a well-known horror story about a man who creates his own creature from the body parts of the dead and then brings it to life. The extract here is the moment when the monster comes to life for the first time, and the reaction of Frankenstein to the monster that he has created. The writer, Mary Shelley, has deliberately created an unpleasant mood and an atmosphere of horror throughout this passage.

It was on a dreary night of November that I beheld the accomplishment of my toils. With an anxiety that amounted almost to agony, I collected the instruments of life around me, that I might infuse a spark of being into the lifeless thing that lay at my feet. It was already one in the morning; the rain pattered dismally against the panes, and my candle was nearly burnt out, when, by the glimmer of the half-extinguished light, I saw the dull yellow eye of the creature open; it breathed hard, and a **convulsive** motion agitate its limbs.

How can I describe my emotions at this catastrophe, or how **delineate** the wretch whom with such infinite pains and care I had endeavoured to form. His limbs were in proportion, and I had selected his features as beautiful. Beautiful! – Great God! His yellow skin scarcely covered the work of muscles and arteries beneath; his hair was of a **lustrous** black, and flowing; his teeth of a pearly whiteness; but these **luxuriences** only formed a more horrid contrast with his watery eyes, that seemed almost of the same colour as the dun white sockets in which they were set, his shrivelled complexion and straight black lips.



Convulsive: sudden, jerky movement.
Delineate: describe.
Lustrous: bright, shiny.
Luxuriences: rare and delightful qualities.

Concept bank

Pathetic fallacy: where the weather or surrounding landscape reflects the mood of the scene.

What is important about when the moment is set: 'on a dreary night of November'? Why not in June or July or a clear, sunny day? This is an example of **pathetic fallacy**.

Writers often use pathetic fallacy. Here is an example from Chapter 2 of *Jane Eyre* by Charlotte Brontë:

Daylight began to forsake the red-room; it was past four o'clock, and the beclouded afternoon was tending to drear twilight. I heard the rain still beating continuously on the staircase window, and the wind howling in the grove behind the hall ...

- 1 The gloomy atmosphere of wind and rain and the cloudy skies reflect Jane's dark mood and sadness at living in Gateshead Hall where no one seems to love or care for her. What other words and phrases from the first paragraph add to the pathetic fallacy created?
- 2 Shelley uses many negative words throughout the passage to show how horrifying the scene is, for example: 'anxiety', 'agony' and 'breathless horror'.
 - What other negative words and phrases are used in the passage to build this up?
 - Make a list of four examples and explain clearly what effect these words have on building up the horrifying nature of the scene. For example: 'breathless horror' – the scene is so horrible it makes Frankenstein breathless with shock.
 - How is the monster described in this extract?
 - How does this description add to the mood of horror in this passage?

Writers often use **similes** or **metaphors** in their work to help create the mood and atmosphere. For example, Frankenstein describes himself as an evil being to show how he feels responsible for creating the monster and for all the terrible things the monster has done: 'I wandered like an evil spirit' (simile). Shelley compares the monster's teeth to a pearl as they are so white: 'his teeth of a pearly whiteness' (metaphor). It makes the teeth seem almost unreal or unnatural, which reflects the fact that the monster is unnatural.

- 3 The following sentences are either similes or metaphors. Identify which they are and then explain the effect of them. The first is done for you.

Example	Simile or metaphor	Explanation of effect
'his teeth of a pearly whiteness'	Metaphor	The writer compares the monster's teeth to a pearl as they are so white. It makes the teeth seem almost unreal or unnatural, which reflects the fact that the monster is unnatural.
'He stood there looking at me like the devil.'		
'The mountains lay before me as if they were a masterpiece painted by the greatest painter alive.'		
'For some time I sat upon the rock that overlooks the sea of ice.'		

- 4 In pairs, brainstorm words that you might use if trying to create a mood or atmosphere of unpleasantness or horror in your writing. Try to come up with about 10 examples.
- 5 Explain, in detail, why these words are effective and appropriate.
- 6 Write two similes and two metaphors which could also add to the mood of unpleasantness or horror. Explain their effect.

Concept bank

Similes: compare one thing with another using 'as' or 'like'.

Metaphors: much more direct comparison between two things.

Doing Well in the English/English Language Exam

Introduction

This unit will give you information and advice about your English/English Language exam paper. It will help you to answer four questions:

What does the examination involve?

What is the examiner looking for when giving good marks?

How might I prepare for the exam?

What can I do when in the exam to boost my mark?



The English/English Language exam

What does the examination involve?

The exam is called *Unit 1: Understanding and producing non-fiction texts* and is worth 40% of your GCSE. It is a 2-hour examination split into two sections. Both sections are worth the same number of marks.

Section A tests how well you can read non-fiction texts. Expect texts such as magazine and newspaper articles, diaries, letters, and autobiographical writing; adverts or parts of leaflets or web material. You will also be given images and other visual items to write about. In this section you will be asked four questions based on three texts.

Section B tests how well you can write. You will be asked to produce two pieces. One will be worth fewer marks than the other. Expect to be asked to write things such as letters, articles, speeches, essays, leaflet material. Basically, anything of a non-fiction kind.

What is the examiner looking for when giving good marks?

Section A – Reading

In Section A the examiner is looking to see how well you can read, absorb and think about the texts you are given.

One question will test whether you can take in the ideas of a whole text and summarise them. So imagine a newspaper article by a writer, Mark Layton, about why dogs should not be kept as pets in a town or city environment. The article, combining facts and opinions, and using language in an argument form, considers why it might not be a good idea to keep dogs in towns or cities. The article is clearly one-sided and shows Layton's firmly presented thoughts and feelings on the subject. A question then might be (see right):

A very basic answer would simply, and probably in not many words, list a few reasons straight from the article and not comment on them (see right):

This would probably just pick up a C-grade type mark.

Students who use their own words and **explain** the reasons are much more likely to pick up A- or A*-type marks (see right):

The next questions will dig a bit deeper into how well you have understood and can think about the texts. Imagine another of the texts is a letter to a newspaper. Dean Connolly rather angrily writes to the editor about how the streets and centre of their town are 'no-go areas' because of all the stray dogs:

... prowling around in packs! Dogs, dogs, and more dogs! Dogs the size of small horses ... wild dogs, mad dogs. Dogs that look like they'd bite your hand off if you even looked at them. Forget Crufts and friendly Fido. These dogs are more like ones you find in a horror film!

The examiner could ask you (see right):

The examiner is now asking for more. It's not just enough to know what the text is about. You have to absorb and assimilate the writer's attitudes towards the situation so that you can produce a series of comments about his thoughts and feelings. An answer heading to an A or A* might begin (see right):

This detail and depth of response if sustained across several further comments is likely to earn very high marks.

Question

Why is Layton opposed to keeping dogs in a town or city environment?

Layton says it is cruel and not fair on the dogs ... He says that the dogs are left to wander around the streets all day or are left on their own in the house ...

Layton sees the neglect in allowing dogs to roam the streets and regards this as unfair treatment. He disapproves of owners who abandon their dogs in the house all day and shows his disapproval by relating the anecdote about the dog that tore the settee apart. The sarcastic

Question

Connolly is clearly angry about the dog situation. His bitter tone, with references to 'packs' clearly suggests the depth of his feeling. This is even clearer when he refers to 'horror films', with all the implications of terror and threat. Later he goes on to argue that more should be done to rid the streets of strays and his depth of feeling is revealed in the sarcasm he uses to attack the 'town council desk jockeys' with a strong sense of disrespect for them.

A further question in this section will ask about the use of pictures or other presentational devices. The examiner must test you on this. So let's imagine the front of a leaflet produced for a charity trying to persuade you to give money to a Rescue Dogs kennel. You can instantly visualise what that leaflet front cover would contain! The droopy-looking dog; big sad eyes; a caption or slogan; possibly a logo for the charity. Got the idea? Here is a possible question (see right):

Question

How does the Rescue Dogs charity leaflet use presentational devices on its cover to persuade you to donate money?

Top marks will again go to you if you spot several features of the cover, describe them, and explain how they work to make you feel sympathy for that sad-looking, droopy-eyed cutesy little puppy that sits right in the middle of the cover and looks straight into your eyes! Writing then about the logo (probably a doggy-themed shape!) and how it makes the charity seem businesslike and trustworthy, and about how the light-blue lettering creates a sense of calm will earn an A*.

Question 4 must ask you to compare language use in two of the three texts. Remember all that you have read above, but now simply add words in your answer that link things together because they are similar:

- Similarly ...
- Likewise ...
- Both texts ...
- In comparison ...

or words that show how things are different:

- On the other hand ...
- In contrast ...

If you include in your answer several examples, with some detail, and some compare words, you will pick up good marks. It is worth thinking hard about how and what you might compare – this question is worth the most marks so you will want to do it well. Before you write, put together a planning grid like this:

	Text A	Text B
Purpose		
Register		
Style: word choice		
Style: sentencing/syntax		
Structure		
Overall effect		

Writing several sentences on each aspect would give you about a side of A4 in a full answer worth 16 marks, and done in about 18 minutes.