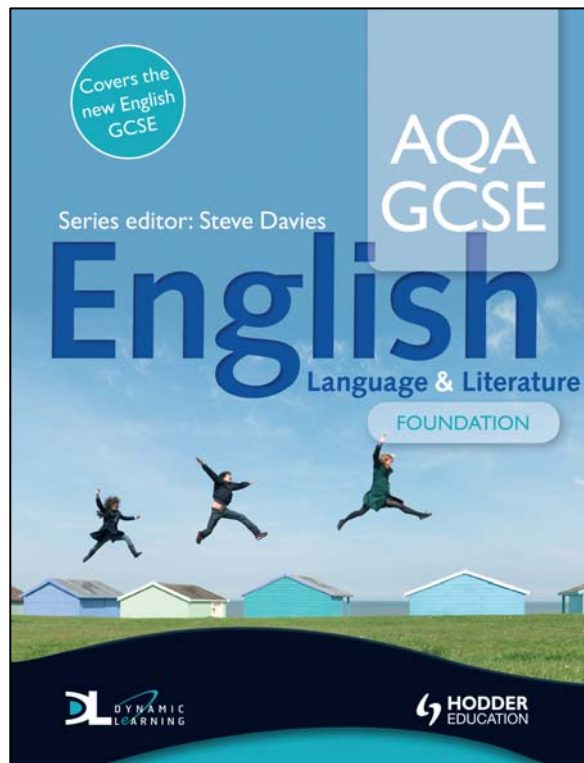


AQA GCSE English Language & Literature

Foundation 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. It will help you 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 Where do you see writing that is persuasive every day in your life? Write a list of examples you can think of.



- 2 Feed back your list to the rest of the class.

Task

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



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

- 2 Look at the section of the advert titled 'Disneyland Park'. Pick out the **adjectives** used to persuade you to go.
- 3 Read the three extracts from the advert on the right. Then copy the table below, add two rows for extracts 2 and 3, and complete the table with words you think are most persuasive. Explain the effect of the words used. The first one has been done for you to show you what to do.

Extract 1

'Disneyland Park offers a huge range of attractions and fabulous parades for kids of all ages.'

Extract 2

'... shops and attractions from the exhilarating Space Mountain to the wildest ride in the Wild West, Big Thunder Mountain.'

Extract 3

'... gently cruise around the river of the far west on one of the elegant steam boats in Frontierland.'

Extract	Persuasive words	Effects
1	huge, fabulous	It makes the Park seem really large and impressive.

- 4 Look at the section about ‘The Walt Disney Studios’.
- Write out a list that is used to make the park sound more impressive.
 - Pick out three words or phrases that make the Walt Disney Studios seem really fantastic.
- 5 The paragraphs in the advert are quite short. Why is writing short paragraphs effective in an advert?

➤ Taking it further

You have been asked by Disneyland Paris to design a new advert for them. They want you to come up with a **slogan** and some persuasive ideas that will make people go on holiday to Disneyland Paris.

Disneyland Paris have given you 10 facts about the park. Include some of these in your advert:

- Two magical parks with more than 50 attractions
- 14 hotels to suit every taste
- Disney Village for shopping and dining
- Kids under 7 are free
- Space Mountain: Mission 2 (new space-ride)
- There is plenty of family adventure
- Meet and greet Disney’s favourite stars
- There are lots of shows to see
- Get one day and one night free
- Lots of parties going on all the time.

Remember to use powerful and **persuasive language** which really grabs the attention of your 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 catch phrase or word. Good slogans will help you remember why a product is worth buying.

Remember to make your advert suitable for both parents and children. Make sure you have presented your work clearly and effectively.

i Concept bank

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

Slogan: A slogan is a catchy phrase that summarises how great the park is or what the park is like. It needs to be a phrase which everyone will remember, for example: ‘The Magic Kingdom’.

i Concept bank

Persuasive language: emotive or engaging language that convinces you of something.

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 advert.

5.6 Give me some advice

You will learn how to plan a piece of advice writing, organising ideas in a clear, separate way.

For starters

Look at the list the techniques (on the right) on how to advise which you have learned in this unit. (You might also wish to look back at the ‘Ten features of an advice text’ on page 10.)

Discuss these techniques with a friend, making sure you know what they are, how to use them, and what effect they have.

Task

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

Write down all the ideas for reassurance and advice you can think of to include in your essay; you will need about 5 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:

- 2 First, write a short introductory paragraph explaining why you are writing.
- 3 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.
- 4 Finish with a paragraph suggesting where they could go for further help and recommending the advice you have given.

Taking it further

Exam practice

Time allowed: 25 minutes

Choose one of the following:

- 1 Write a letter to a friend giving them advice about stopping smoking
- 2 Write a help sheet advising Year 9 students 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 (16 marks)

Writing advice techniques:

- appropriate register, including modal or instructional verbs
- direct address
- clear explanations, including connectives, facts and specialist words
- 5Ws and 1H
- reassurance
- specific suggestions or instructions
- where to find further help.

Plan your essay so that it:



- suits the **A**udience
- achieves its **P**urpose
- has good **P**resentation
- uses the right **L**anguage
- has a powerful **E**ffect

! Examiner's tip

Use the *Good writing techniques* listed on page 48. poem is about.

5.7 Writing explanations

You will learn how to write an answer to an exam-style question about writing to explain.

For starters

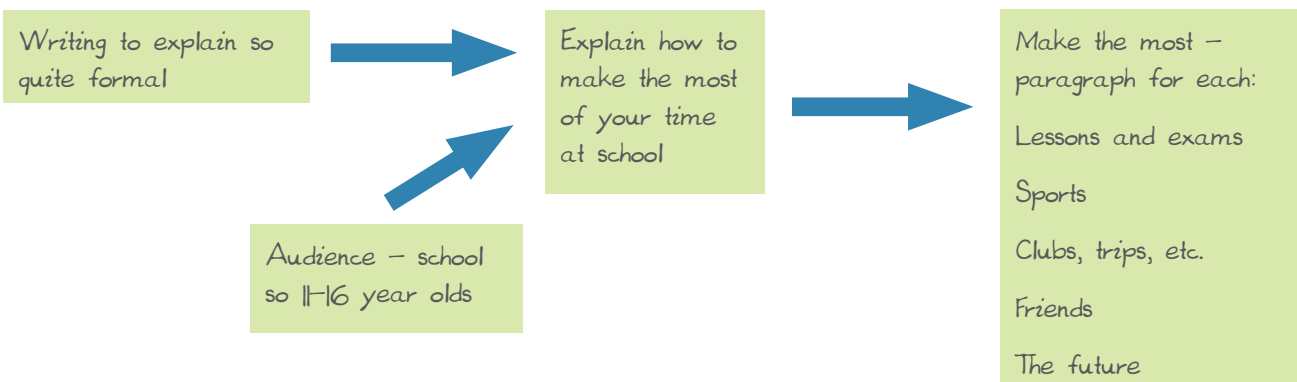
Discuss the list of techniques (on the right) on writing to explain with a friend, making sure you know what they are, how to use them, and what effect they have.

Writing advice techniques:

- facts and specialist words
- saying why something happened
- describing the effects of an event
- connectives (especially 'because', 'which' and 'although').

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 (on the right) to help you think what has the student *not* included in this essay plan.

- 2 Choose one of the exam questions to do 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 5 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.

Plan your essay so that it:



- suits the **A**udience
- achieves its **P**urpose
- has good **P**resentation
- uses the right **L**anguage
- has a powerful **E**ffect

Taking it further

Exam practice

Time allowed: 25 minutes

Choose one of the following:

- 1 Explain why you enjoy a particular sport
- 2 Explain why keeping pets is good for children (24 marks)

! Examiner's tip

Use the *Good writing* techniques listed on page 48

5.8 Looking back, looking forward

You will learn exactly what you do well and what you need to do better when you write to inform, explain or advise.

➤ For starters

Think back over the work you have done in this unit. Be prepared to tell the class one thing you can now do better than before and say how you know. It might be that you can paragraph non-fiction writing better because you know how to use a topic sentence. It might be that you know what you need to do when you write in an exam as you can identify audience and purpose in questions. It might be that you know what makes a successful presentation and can tell others what they should do in their presentations.

➤ 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. Look at your writing with a partner and work out 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 reminder checklist. You might do something like this (see right):
- 3 Choose one of the written tasks you have done and rewrite at least two paragraphs to make them even better. Some of the things you might do to improve them are:
 - have a clear topic sentence at the beginning
 - use different sentence lengths
 - make vocabulary more, or less, formal to fit the task and audience.

You may wish to use the list of **Good writing techniques** on page 48 to help you.

➤ 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 and ideas in this unit. Practise writing the answers in exam conditions. Give yourself about 15 minutes to plan and 25 minutes to write.

Practice makes perfect!

Things to remember:

- use a topic sentence at the start of each paragraph
- check full stops and capital letters
- keep thinking about the audience and purpose for each answer.

Unit

9

Creating Characters, Mood and Atmosphere

Learning aim

In this unit you will prepare for the Controlled Assessment Tasks by looking at a variety of skills you will need to write creatively and descriptively. You will learn to create the right 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 – adjectives

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 two extracts. What mood or atmosphere do you think is created in each one? Which words or phrases create this 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.



Task

1 You need to make your creative writing for your controlled assessment interesting for your readers. You will need to use the right sorts of words and phrases to help build the right mood or atmosphere.

- Read the following extracts. Put them in order of which one you think is the most convincing to the least convincing. Why did you put them in the order you chose?

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

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

E

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.

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

- Can you find any effective adjectives in the extracts above?
- 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.

- What are the adjectives this time?
- Make the following sentences more interesting with better adjectives:
The small girl had lost her plastic doll.
The large boat sailed across the rough sea.
I could hear the loud music across my big room.
- Now come up with two more examples of your own.

Concept bank

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

🔗 Taking it further

Write a paragraph of about 50 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 of your own. 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.

🔗 Grammar link

Use appropriate and interesting adjectives in your writing. Think more about creating the mood and atmosphere and less about developing a story.

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, they often have a 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 ten 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 5
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 10
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 15
beneath; his hair was of a **lustrous** black, and flowing; his teeth of a pearly whiteness; but these **luxuriances** 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.

Luxuriances: 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 where the author has matched the nature of the weather to the mood of the scene in the book.

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 these and explain what effect these words have on building up the horrifying nature of the scene.

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 sentence is given to help 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.'		

i Concept bank

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

Metaphors: compare one thing with another more directly.

➤ Taking it further

You have decided to enter a short story competition for your local newspaper. You have been given the following guidelines:

- Write a short story that creates a mood or atmosphere.
- You do not have to create horror or unpleasantness; it could be a happy mood.
- You will need to think about what the plot will be; who the characters are; where it is set – you will need to describe this place in detail.
- Think of as many words as you can to describe your location and try to make them interesting.
- Try to use examples of similes, metaphors and pathetic fallacy.
- Make sure there is a good balance between description and dialogue.

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 these 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?

Here are some facts:

- 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 marks.
- Section A tests how well you can read non-fiction texts. You will be given texts such as magazine or newspaper articles. You will also be given texts such as diaries, letters or autobiographical writing. Do not be surprised if you see adverts or parts of leaflets or web material – you will be given images and other visual items to write about. In Section A, you will be asked five questions based on four pieces of writing.
- Section B tests how well you can do your own writing. You will be asked to produce two pieces. One is worth fewer marks than the other. Expect to write things such as letters, articles, speeches, essays or leaflet material.

What is the examiner looking for when giving good marks?

There are two sections to the English/English Language examination.

Section A – Reading

In Section A, the examiner is looking to see how well you can read and understand the texts you are given. They will test you by asking a set of five questions.

The first few questions will be ‘retrieval’ questions. These ask you to **find** specific pieces of information in the texts. Imagine a newspaper article about why dogs should not be kept as pets in a town or city. The article gives a series of reasons, some facts and opinions, about why it is wrong to keep dogs. Question 1 on the right shows an example question.

If you find four reasons from the text you will get full marks for this question!

The next two questions will follow a similar model, but the examiner will leave the questions more open-ended. Imagine an article in which the writer Dean Connolly argues that more needs to be done about stray dogs in his town centre. Question 2 on the right shows an example question.

Again, find what is asked for, present your ideas clearly and in detail, and you get all the marks.

An answer heading towards a C grade might begin as the example on the right.

This detail and depth made in several further comments too is likely to get high marks.

Question 4 will dig deeper into how well you have understood and can think about the language in one of the texts. Imagine one of the texts is a letter to a newspaper. Someone has angrily written 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’.

There is an extract from the letter on the right:

Dear Editor

I want to raise an issue that is driving me mad, and I’m sure is driving your readers crazy too! Dogs. Not pets. Not dogs smartly walking on a lead. Strays!

The streets and centre of our town are no-go areas because of all the stray dogs prowling around in packs. Dogs, dogs and more dogs! Some of them are like small horses. Others snarl and growl as if they have somehow arrived in our country straight off the plane from some dog-infested desert country where dingoes and jackals eat anything that moves. Others are those

Question 1

Give four reasons from the article about why it is wrong to keep dogs as pets in a town or city.

Question 2

What does the writer in the article think about the problem of stray dogs in his town centre?

Connolly is angry about the dogs. This is obvious when he calls the dogs “packs”. His anger is even clearer when he refers to “horror films” saying that is what it is like at night because of strays.... Later he says more should be done to rid the streets of strays and and it is the town council “desk jockeys” who should sort it out.

The examiner could ask you to:

The examiner is now asking for more. This is not just about finding information. You are being asked to explain and analyse the use of language in the letter. For best marks the examiner will expect you to:

- find good examples
- quote them
- explain how the language is working for effect.

Here is part of a student's answer that was given full marks:

You can tell the writer is angry because of how he writes the letter. At the start the writer uses single-word or two-word sentences: 'Dogs. Not pets.' This makes him sound abrupt and angry, so this is effective in showing how he feels. He also describes the streets as 'no-go areas' and this is the kind of language used when writing about a war zone or places where something really bad has happened. This is exaggeration because you probably can go there, but it makes it sound like you cannot. Later in the letter the writer compares the dogs to ones in horror films, like 'howling hounds'. This is emotive language and shows you how strongly the writer is feeling. There is alliteration in 'howling hounds' and this is effective because we notice it more.

This is a good answer because it answers the question. It finds relevant examples to show the examiner and explains them.

The last question in the section will ask you to compare presentation in two of the texts.

Let us imagine one text is the front of a leaflet produced for a charity trying to persuade you to give money to a rescue dogs kennel. This is a place where stray or abandoned dogs are taken and cared for. You can visualise what that leaflet would contain – the droopy-looking dog; big sad eyes; an appealing caption and headline; a logo for the charity.

Let us imagine the other text is part of an article about training a new puppy. Again, you can visualise what the leaflet would contain – a clear title; a picture of a happy puppy; bright cheerful colours throughout; bold lettering to show the main advice.

Here is a possible question:

Top marks will again go to you if you:

- identify several presentational features in each text
- describe them
- compare them.

Question 4

Choose three examples of language use in the letter. Write them down and explain why each is effective.

Question 5

Compare the presentational devices in the charity leaflet with the presentational devices in the puppy training article.