Complete English for Cambridge Secondary 1

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Oxford excellence for Cambridge Secondary 1
# Contents

**Introduction** ........................................................................................................................................ iv

1. **Foodies’ delight** ......................................................................................................................... 2
   Development of writing skills including spelling, sentence construction, punctuation, and stylistic techniques

2. **Amazing arts** .............................................................................................................................. 18
   Development of reading skills including inference, setting, and drama

3. **Terrific technology** ..................................................................................................................... 34
   Development of speaking and listening skills to explain ideas clearly and give presentations

4. **Unnatural nature** ......................................................................................................................... 50
   Non-fiction: Use of imagery, metaphors, and personification

5. **Fabulous hobbies** ....................................................................................................................... 66
   Features and conventions of non-fiction texts

6. **Alarming journeys** ..................................................................................................................... 82
   Features of poetry across different times and cultures

7. **Heroic history** ............................................................................................................................. 98
   Myths and legends from different cultures

8. **Exciting escapades** ..................................................................................................................... 114
   Contemporary fiction: introducing stories and characters

9. **Tremendous television** ............................................................................................................... 130
   Non-fiction: features of articles and letters

**Reading: Sky Hawk by Gill Lewis** .................................................................................................... 146

**Language and literacy reference** .................................................................................................. 152
Introduction to Student Book 8

Welcome to Oxford’s Complete English for Cambridge Secondary 1 Student Book. This book and the student workbook will support you and your teacher as you engage with Stage 8 of the Cambridge curriculum framework.

It aims to encourage you in becoming:

- **Confident** in your English skills and your ability to express yourself
- **Responsible** for your own learning and responsive to and respectful of others
- **Reflective** as a learner so that you can be a life-long learner – not just in school now
- **Innovative** and ready for new challenges as a global citizen
- **Engaged** in both academic and social situations.

**Student book and Workbook**

There are some great features in your book. Here’s an explanation of how they work.

Each unit has a global theme. You’ll explore science, technology and the impact of biotechnology in Unit 3, Terrific technology. Visit jungles, deserts and other hostile environments in Unnatural nature and find out about world myths and legends in Heroic history.

Through the Thinking time and Speaking and listening features you get the chance to express what you already know about a topic, think critically and find out more from your classmates whilst exploring new ideas.

**Thinking time**

**Speaking and listening**

This leads on to readings from modern and pre-twentieth century non-fiction, media texts, news articles and genre fiction. Comprehension tasks help you demonstrate your understanding of explicit and implicit meaning and lead from information retrieval to generating new ideas and material. Texts are accompanied by language acquisition and consolidation activities, spelling and grammar activities.

**Reading**

At the start of every unit, you’ll see this diagram above. It gives you a quick summary of what the unit will be about and what kind of activities you’ll engage with.

Use the Word clouds to learn new vocabulary, exploring meanings and usage in context. The Glossary will help you with words or phrases that you may not find in a dictionary because they are uncommon, colloquial or technical phrases.
Vocabulary

Learning new words and perhaps more importantly, learning exactly how they should be used is a key element of this series of books. There are lots of word building exercises for you to extend and enhance your vocabulary. Some new words you will meet in Stage 8 are: carbohydrate, nutritious, multifarious, unprecedented, iconic, sustainability, debacle, elliptical, malevolent, independent, scant, tradition, ancient, primitive, fantasy, ecology, infinitesimal, gawking, and intonation. Well done if you already know some of these. Don’t worry if you don’t - it’s our aim to help you build up your vocabulary.

Listening

You will listen to a radio discussion about healthy eating, an interview with an artistic director discussing the world tour of a stage play, a talk by a wildlife photographer, and a lively discussion about books and what makes a good story. When you listen to all of these people, and more, you will be practising your skills of listening to locate details, listening to understand the gist of what is being said, and listening to make inferences… trying to work out what people really mean!

Language development

When the opportunities arise, we have incorporated language learning activities for you. We hope that these language awareness and language development activities will help improve your grammar, spelling and punctuation. In this Stage 8 book there is a focus on stylistic techniques, sentence structure and paragraphs, verbs and verb tenses, using images, similes, and metaphors to good effect, describing locations and creating atmosphere through setting, developing techniques for creating character, creating positive and negative bias in your writing, using a wide range of technical and specialist language, exploring prefixes.

Writing

Every unit has a writer’s workshop where you will learn skills of writing for different purposes linked to some of the texts you have read in the unit. Stage 8 includes; creating an information leaflet on eating healthily and designing a healthy drink or snack, writing a speech on artificial intelligence, writing a report for a school magazine and an article for a newspaper, writing a story about a superhero. With step by step guidance, you will develop the structure and organize your ideas using a range of sentences and presentations for particular effects.

Reflecting and checking progress

Reflecting on your learning

Being a responsible learner means discovering your progress and planning what you need to do to improve and move forward. Workbook 8 enables you to practise and expand on what you’ve been doing in lessons independently or for homework.

Each unit ends with a quick, fun quiz as a ‘progress check’ and a personal reflection so that you can understand your own personal development in English.
1. **Foodies’ delight**

**Explore**
- how to encourage young people to eat healthily
- the use of paragraphs in structuring ideas

**Collaborate**
- to devise a healthy drink or snack
- to produce a television advertisement

**Create**
- an information sheet about healthy eating
- a letter promoting a healthy drink or snack

**Engage**
- with whether a wide choice of foods is healthy or unhealthy
- with how to improve your spelling

**Reflect**
- on your favourite food
- how to use a range of sentences

**In this unit you will:**

---

I choose some foods because I like the pictures or words on the packet.

I choose food that I enjoy and food that is good for me.

I like all foods, as long as they contain chocolate.
Thinking time

Some people say there is too much choice these days.

1. Do you have a wide variety of food to choose from? Would you like more or less choice, and why?
2. What is your favourite food? What do you like about it?
3. What is the food you like least, and why?
4. We are often told what we should and should not eat for our health. Do you think it is up to each person to decide, or should people be given advice on what to eat?

Speaking and listening – a matter of choice

Discuss the quotations on page 2. Do you make similar food choices? Share experiences of when you had a choice of food. Take it in turns to answer these questions:

- What foods could you choose from?
- Where were you?
- Who cooked or prepared the foods?
- What did you choose?
- Why did you choose those foods?
- Do you think you make the right food choices? Why?

Discuss your choices and reasons.
**A blog about food choices**

**Spoilt for choice**

1. Do you know how many kinds of breakfast cereal there are in my local supermarket? 165 kinds. Yes, 165! – and that’s just one product. Think about all the varieties of 5 biscuits, yoghurt, chocolate bars, soup. We have so much choice these days, it’s incredible!

So all this choice must be a good thing, right? It makes us happier, right? Well, **not necessarily**. People like the idea of having a choice, and many people think more choice must be a good thing. But, in fact, too much choice can cause us problems.

If there are too many different things to choose from, we can become **paralysed** with **indecision** and not know what to choose. If you offer me a choice of three cookies, I can decide fairly quickly which one I want. But if you offer me a choice of 33 cookies, my brain can’t cope. It feels like a computer given too much data to process and it crashes!

Another problem with too much choice is we think that somewhere there must be the **perfect** cookie. The fact is, there isn’t – so when we have spent half an hour deciding which cookie we want, we feel disappointed, because it’s not as good as we expected it to be. It’s not cookie **perfection**. And then we begin to regret all the other cookies we didn’t choose, thinking one of them might have been better.

So there **can** be such a thing as too much choice. According to Barry Schwartz, who has written a book about choice, we need to recognise that while some choice is good, too much can make us confused and **discontented**. He argues we should focus on being pleased with what we choose. I am going to remember this next time I’m offered a cookie – choose one and enjoy it!

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**Understanding**

1. How many different types of breakfast cereal are there in the writer’s local supermarket?
2. Why do many people think the more choice the better?
3. Explain in your own words why having too many choices can be problematic.
4. How do you know the blog writer is an expert on the subject?
5. What is his solution to the problem?
Word families

All words belong to families. There are different types of word families. One type of word family involves words that come from the same root word. For example, the word ‘discontented’ comes from the root word ‘content’.

Word builder

Create a word family for two more of the words from the Word cloud. Share your ideas with others in your class.

Developing your language – stylistic techniques

In this blog, the writer uses a number of techniques to keep the reader interested.

Answer the following questions.

1. Match each technique to a quotation from the blog.

<table>
<thead>
<tr>
<th>Technique the writer uses</th>
<th>Example from the blog</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Question to engage the reader’s interest</td>
<td>‘it’s incredible!’</td>
</tr>
<tr>
<td>b. Use of facts and figures</td>
<td>‘we think that somewhere there must be the perfect cookie’</td>
</tr>
<tr>
<td>c. Use of simile</td>
<td>‘It makes us happier, right?’</td>
</tr>
<tr>
<td>d. Use of opinion</td>
<td>‘165 kinds’</td>
</tr>
<tr>
<td>e. Use of first person plural</td>
<td>‘all this choice must be a good thing’</td>
</tr>
<tr>
<td>f. An exclamation</td>
<td>‘like a computer given too much data to process’</td>
</tr>
</tbody>
</table>

2. Write the opening of your own blog about a topic you feel strongly about.

Aim to write at least five sentences. Try to include at least three of the techniques you looked at above.

Remember

Similes compare a person or a thing to something else, using words such as like and as.
Sentences and sentence punctuation

Answer the following questions.

1. Which of the following are complete sentences?
   a. Where the cook is now.
   b. Sit down at the end of the dining room.
   c. Running into the kitchen, screaming.
   d. Although it was incredibly wet and rainy on the day of the cookery competition.

2. Now turn the ‘sentences’ which are incomplete into complete sentences. You will need to add words.

3. Which type of sentence is each of the following?
   a. Fish is a good source of protein.
   b. If you learn to cook, you can make dinner for the family.
   c. My favourite food is a banana split, with chocolate and salted caramel ice cream, strawberries, and whipped cream.
   d. After you have chosen your dessert, try not to regret your choice.
   e. Would you like to eat dinner or see round the city first?

4. Use the phrases, clauses, and conjunctions below to write:
   a. two simple sentences
   b. two compound sentences
   c. two complex sentences.

5. Construct a grammatically accurate sentence using as many of the phrases and clauses below as you can.

Remember

Simple sentences have one clause. Compound and complex sentences have two or more clauses. Clauses are joined by a coordinating conjunction (e.g. and) or subordinating conjunction (e.g. although).
Punctuation – commas for parenthesis

Answer the following questions.

1. Find the parenthetical phrase in the sentences below.
   a. Shanghai, famous for its steamed crab, is one of the largest cities in China.
   b. In 2013, the Red Café, based at Manchester United football ground, won tourist attraction of the year.
   c. Elephants, highly intelligent animals with a remarkable memory, eat 300 kilograms of vegetation a day.
   d. In 2012, chefs in Rome baked, using 4,000 kilograms of mozzarella cheese, the world’s largest pizza, according to the World Record Academy.

2. Add parenthetical phrases to the sentences below.
   a. It is important to eat at least five portions of fruit and vegetables every day.
   b. Shopping is my favourite pastime.
   c. Penang is in Malaysia.
   d. Come to Crest Café for an amazing meal!
Read the following article about the quantity of sugar in fizzy drinks.

Are children consuming too much sugar?

1. Children are consuming staggering amounts of sugar every time they have a soft drink, health experts warn. Everyday favourites contain the same amount of sugar as several lollipops or packs of sweets. A single can of cola equates to 35 g of sugar, the same as three-and-a-half lollipops or one-and-a-quarter packs of fruit sweets. And energy drinks can be even worse, with as much as 20 teaspoons of sugar in one can.

2. Many experts and parents are becoming concerned about the amount of sugar children are consuming, without even realising it. “Soft drinks aren’t just a drink – they contain frightening amounts of hidden sugar,” says one doctor.

3. There are far fewer water fountains available now, and a bottle of water often costs nearly as much as a soft drink. As a result, young people are tempted to buy a sugary soft drink, especially if it’s promoted as containing health-giving vitamins or being energy boosting.

“Soft drinks are designed to be very appealing for children,” says one mum, “And there is so much choice – all in neon colours and funky bottles and cans. Why would anyone choose water rather than some bright, appealing fruity, fizzy drink? They don’t advertise their threats to health.”

Some schools are now taking action to prevent children from having access to these drinks during the day. Head teacher Nabil Singh says: “We have removed all vending machines selling sugary snacks and drinks from our school and replaced them with healthier alternatives, despite protests from students. We have to put their health first. Some of these drinks are no better than sugary poison.”

Understanding

Using the article, answer these questions.

1. How much sugar can there be in an energy drink?
2. Give two reasons why young people buy soft drinks.
3. What is one school doing to reduce the amount of sugar young people consume?
4. Explain in your own words how you know some students in the school aren’t happy about this decision.

5. What is the purpose of this text? Summarise this in one sentence.

6. Identify the text type of this extract. Explain your answer.

**Word builder**

Answer the following questions.

1. Explain how each word in the Word cloud tries to create a negative impression of sugary drinks.

2. This article also contains positive language to show why sugary drinks are attractive to young people. Write down all the words from the article in the positive lexical field.

**Developing your language – paragraphs**

Answer the following questions.

1. Look at the article on page 8 and write down the key idea in each paragraph.

2. Find two paragraphs in the article that start with a topic sentence. Write down the topic sentences.

3. Look at the first paragraph. Suggest why it is so short.

4. Write a short newspaper article, of no more than 300 words, with the following headline.

   **Students protest as sugary drinks banned**

First, write a brief plan. Organise your ideas into three short paragraphs, using topic sentences.

5. When you have written your article, swap with a partner and check each other’s sentences and paragraphs. Experiment by re-ordering your paragraphs – which order is the most effective?
Key concept

More spelling ‘rules’

Here are some more ‘rules’ to help you with spelling. Note there also exceptions to these rules!

1. The letter ‘q’ is usually followed by ‘u’. **Example**: quiet.

2. Put ‘i’ before ‘e’ except after ‘c’, when the sound is ‘ee’.
   **Examples**: chief, deceive. **Exception**: seize.

3. The sound ‘ee’ at the end of a word is almost always spelt with a ‘y’.
   **Example**: emergency. **Exceptions**: coffee, fee.

4. Words ending with the sound ‘ick’ are usually spelt ‘ick’ if they have one syllable. If they have more than one syllable, they end in ‘ic’.
   **Examples**: brick, electronic. **Exceptions**: homesick, limerick.

5. When an ending that begins with a vowel is added to words that end in a silent ‘e’, the ‘e’ is dropped.
   **Example**: giving.

6. When ‘all’, ‘well’, ‘full’, and ‘till’ are preceded or followed by another syllable, one ‘l’ is dropped.
   **Examples**: already, welcome, helpful, until.
Practising your spelling

Complete the following activities.

1. For each of the rules opposite, make a list of further examples.

2. There are also words which you just have to learn. For each word in the following list, check your spelling. A good method to do this is: look, say, cover, write, check.

- accommodation
- appearance
- argument
- basically
- beginning
- buried
- business
- calendar
- chocolate
- climb
- completely
- concentration
- conscious
- definitely
- development
- disappoint
- embarrass
- existence
- familiar
- finally
- friends
- government
- happened
- imaginary
- interesting
- interrupt
- knowledge
- separate
- sincerely
- successful
- truly
- unfortunately
- which

3. For three of the words above, invent fun ways of remembering their spellings. For example, you could use a mnemonic:

   Necessary = never eat cake, eat salty snacks and remain young

   Or you can draw a cartoon like this:

---

Creating your own game

In groups, discuss ideas of possible games you can play to improve your spelling. Design your game with accompanying rules. Test this out with your group, making improvements as necessary before swapping your game with another group.
Healthy eating – a radio discussion

Sophia, Nikri, and Nor have been asked to discuss how young people can be encouraged to eat healthily.

Listen carefully to their discussion. Sophia starts the discussion.

Understanding
Answer the following questions.

1. Sophia’s and Nikri’s mothers have the same view of food. What is it?
2. What do Nor, Sophia, and Nikri think young people need to eat to stay healthy?
3. What do they think are the foods you should eat less of?
4. a Give two ways the group suggest of persuading young people to eat healthily.
   b Which method do you think is more effective? Explain your answer.

Word builder

The words in the Word cloud are all subject-specific words linked to the topic of nutrition and diet. Look at the Word cloud and answer the following questions.

1. Check you know what each word in the Word cloud means. Use a dictionary to help you.
2. Give some examples of foods in each category.
3. Add three other subject-specific words linked to this topic.

Looking closely

‘Nutritious’ and ‘nutrients’ come from the same word family. They both come from Latin: nutritious from nutrex (meaning nurse) and nutrients from nutrire (meaning to nourish).

Developing your language – writing appropriately for the reader

Sophia, Nikri, and Nor talk about how to convey information about healthy eating effectively for young people. Answer the following questions about literary features.

1. What do the group suggest as being important?
2. Look at the list of features below and decide which you think are important and which are not. Explain your answer.

- Standard English
- clear headings
- straightforward words
- writing in the third person
- colloquial language
- short sections
- complex sentences
- scientific words
- addressing the reader directly
- illustrations
- subject-specific language
- glossary to explain difficult words
- similes
- exclamations
- humour

3. Add other ideas of features to the group above.

4. Using the information from the discussion, and your own knowledge, write an information leaflet for students of your age to encourage them to eat healthily.

You need to think about:
- what you are going to include in your leaflet
- how to make your leaflet encouraging and persuasive for young people
- how you are going to organise your ideas clearly.

Your favourite foods

Discuss your favourite foods in a group. What are they, and why do you like them so much? Consider the following questions:
- What is your favourite food?
- What do you like about it?
- What nutritional value does this food have, if any?
- From a scientific perspective, could you live without this food?
Promoting healthy eating

In this section you are going to design and promote a healthy snack or drink.

Planning your product

First, you need to decide:

● what your drink or snack is going to be
● the ways in which it is healthy (you may need to do some research here)
● an appealing name for the drink or snack.

Use a big sheet of paper for your planning. If you can actually develop your drink or snack into a physical product, so that you can see it in front of you, this will really help your planning!

Promoting your product

Once you have decided what your snack or drink is going to be, promote your snack in the following ways:

● Produce a letter for supermarkets, head teachers, or parents about your healthy snack or drink.
● Produce a TV advertisement for your healthy snack or drink.

Writing your letter

A formal letter needs to have your address (use your school address) as well as the address of the person and/or company you are writing to. It should also include the date and the correct salutation and valediction (greeting and farewell).

Example:

Academy of Excellence
Port Road
Castletown

Ms R Brahmani
Manager
Superdeal Supermarket
Castletown
14 February

Dear Ms Brahmani,

If you begin a formal letter ‘Dear Sir/Madam’ you should end it ‘Yours faithfully’. If you begin with a name, you should end ‘Yours sincerely’.

Remember
Planning
Plan your letter. Remember that, while the purpose of your letter will be the same, how you write your letter to a supermarket, head teacher, or parent will be slightly different.
When you plan, make sure you organise your ideas into paragraphs, using topic sentences where helpful.

Writing
Write your letter to the intended audience. As you write, keep going back to your plan and remember to write in sentences and paragraphs. Every few sentences, stop writing and read what you have written so far, trying to hear it in your head, and checking that it is clear and makes sense.

Editing
Go through your letter, checking it against your plan and making sure that you have included everything you need to include. Are there sections that need deleting? Adding? Amending?

Proofreading
This is the final stage in the writing process where you make sure every detail is correct. The recipients will not take any notice of a letter that has punctuation or spelling errors.
Where possible, ask another person to check your letter for accuracy.

Giving feedback
Swap your letter with another student to give each other feedback. Think about:
- how informative/persuasive the content of the letter is
- how well it is adapted to the particular audience
- how clearly and accurately it is written.
Give feedback on each of these points, and say how far you would be convinced by your partner’s letter.

Speaking and listening
Devise a TV advertisement for your healthy drink or snack.
Start by discussing what makes a good TV advertisement. Research TV advertisements by watching some at home and write down a list of the features they use.
Discuss your list with others, then write a script for your TV advertisement. Rehearse it and either perform your advertisement for the rest of the class or film it.
## Progress check

| 1. | Suggest two of the problems caused by having too much choice. | [2 marks] |
| 2. | Explain what a word family is. | [1 mark] |
| 3. | Give examples of three words from the same word family. | [3 marks] |
| 4. | Write an explanation of what a sentence is. | [1 mark] |
| 5. | Write one simple, one compound, and one complex sentence. | [3 marks] |
| 6. | How can you tell that commas are being used to mark a parenthetical phrase? | [1 mark] |
| 7. | What is a lexical field? Give an example of a lexical field and suggest three words belonging to it. | [2 marks] |
| 8. | What does a topic sentence do? Give an example of a topic sentence. | [2 marks] |
| 9. | Write down two spelling rules. Give two examples of words that follow each spelling rule. | [4 marks] |
| 10. | Give one way of remembering how to spell a difficult word of your choice. | [1 mark] |
| 11. | How should you end letters that begin in the following ways? | |
|   a | Dear Sir/Madam | |
|   b | Dear Mrs Azizi | [2 marks] |
| 12. | Give four literary features found in a persuasive piece of writing. For each feature, give an explanation and an example. | [8 marks] |
**Reflecting on your learning**

How confident do you feel about different features used in writing? Here is a quick checklist. Decide how confident you feel about each of these skills.

<table>
<thead>
<tr>
<th></th>
<th>Very confident</th>
<th>Quite confident</th>
<th>Not very confident</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know what a sentence is.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know how to punctuate a sentence.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can use commas to mark parenthetical phrases.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know what paragraphs are.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know what a topic sentence is.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can use paragraphs in my own writing.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know the format of a formal letter.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know ways of learning and remembering spellings.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can listen carefully to people talking.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can work successfully in a group.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can express my ideas in front of my fellow students.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can read and understand texts.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can recognise the features of a newspaper article.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know what a lexical field is.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Write a short paragraph explaining what you feel confident about, and which skills you need to develop further in the future. Make suggestions of how you can improve these skills.
Create
- your own drama script
- your own collection of synonyms and antonyms

Engage
- with reading pre-twentieth century literature
- with how memorable characters are created

Explore
- the use of bias and its effects
- the strange world of a Dickens novel

Collaborate
- in a problem solving exercise
- to bounce ideas around

Reflect
- on the worldwide appeal of Shakespeare’s plays
- on how writers from the past are still relevant today

Miranda and Prospero watch the storm in Shakespeare’s The Tempest

“Either write something worth reading or do something worth writing.”
Benjamin Franklin

‘A brave vessel who had, no doubt, some noble creature in her, dashed all to pieces.’
William Shakespeare, The Tempest

I only enjoy reading a story when I am interested in what happens to the characters.
**Thinking time**

*The Tempest* by William Shakespeare is a play that begins with a great storm but ends happily for those characters who are honest and good.

1. What will happen to a small wooden ship caught in a huge violent storm?
2. Why do you think a storm is an effective way to begin a story or play?
3. What qualities must a story have for you to want to read it?
4. Does a story have to end happily for the main characters to make it enjoyable?
5. Do you think it is important for a story to have a moral?

**Speaking and listening – problem solving**

You are travelling on a ship that is caught in a terrible storm and sinks. While escaping, you only have time to collect five items from the list in the box opposite. You manage to reach safety on a deserted island.

**Complete the following activity.**

1. Discuss which five items you would choose, bearing in mind your survival depends on them.
2. Create a table like the one below. Fill it in while you are having your discussion.

<table>
<thead>
<tr>
<th>COLLECT</th>
<th>LEAVE BEHIND</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item</td>
<td>Reason</td>
</tr>
<tr>
<td>Item</td>
<td>Reason</td>
</tr>
</tbody>
</table>
The world's most famous play

Hamlet in the round (and about town)

1 ‘Hamlet in the round (and about town)’ is an extraordinary modern interpretation of William Shakespeare’s most iconic play, in all its multifarious glory. Here in Market Newtown, our very own Newtown Players have recreated the court intrigue of Elsinore with a unique twist. Inspired by open-air theatre but on an unprecedented scale, each performance takes place in a variety of locations across town. Taking in the parks, town square and ruins of the old castle, this incredible production makes the most of the local scenery, changing locations between acts and performing some scenes while on the move.

The production has already received acclaim in the national press, as well as on television, and has been nominated for several prestigious theatre awards. The cast of top graduates from our renowned theatre school has received particular praise for its energy and freshness of approach. According to Artistic Director Rupert Cartwright, “The next step is to obtain funding to take the show on the road, and that’s looking really promising at the moment. We look forward to the thrill and challenge of performing in different towns and cities, throughout the UK and beyond.”

The magic of Hamlet

20 First performed more than 400 years ago at Shakespeare’s Globe, the tale of Hamlet, Prince of Denmark, has captivated generations of audiences worldwide. Featuring universal themes of murder, betrayal and a quest for revenge, the role of Hamlet is one of the most challenging and sought after by actors of stage and film.

25 There have been over 50 film adaptations since the invention of cinema, and since 1960 there have been publications and productions of Hamlet in more than 75 languages.

Understanding

Hamlet is one of 37 plays that Shakespeare wrote during his life. He contributed over 2,000 new words to the English language, of which about 800 are still in common use today.
Answer the following questions.

1. How does this version of Hamlet claim to be different from others that have come before it?

2. What examples in the text indicate that ‘Hamlet in the round’ has been well-received?

3. What evidence is there to suggest Shakespeare’s stories appeal to a worldwide audience?

4. What difficulties might audiences in other countries face when watching the translated plays of Shakespeare?

Developing your language – creating bias

Many writers create a bias in their writing. Read this extract from an alternative review of the ‘Hamlet in the round (and about town)’ tour. The words in bold all suggest a negative bias in the review.

‘I recently read about this misguided theatre company that foolishly wants to perform Shakespeare’s ‘Hamlet’ not on stage but across multiple outdoor locations! Why? Why would a group of talented actors ever consider such a fool’s errand? In my opinion, ‘Hamlet’ is one of Shakespeare’s most difficult plays to understand. In addition, the average length of a production is around four hours! And that doesn’t include walking all over town! A slow burner, some may say, or is it just painfully tedious? And the language! Not only is it written in a language which is obsolete, but most of it is in a redundant poetic style far removed from the way we speak today. A noble but flawed vision, I’m afraid; much like the character of Hamlet himself.’

Answer the following questions.

1. Pick out the other words and phrases that are used to create the negative bias.

2. How does the reviewer’s use of question marks and exclamation marks add to the negative impression?

Glossary

flawed containing some error or fault
fool’s errand a task that has no hope of success
obsolete out of date; no longer in use
redundant no longer needed or useful
slow burner something that is not immediately impressive but becomes so with time

Word builder

Look at the Word cloud on page 20. All eight words are adjectives chosen to impress on the reader the special nature of the performance. If you have a thesaurus, create your own range of positive adjectives based on the words in the Word cloud.
Synonyms and antonyms

Synonyms

Shakespeare was a playwright but he can also be described as an author, a dramatist or a writer because the words have similar meanings.

A word that has a similar meaning to another word is called a ‘synonym’. A hero is often described as brave.

brave → courageous, bold, daring, fearless, heroic

He can also be described as shy.

hesitant, coy, bashful, timid, reserved

Answer the questions.

1. Create your own list of synonyms for each of these heroic qualities.
   a innocent   b proud
   c honest     d faithful

2. Use an alternative synonym for each word in bold in the following passage.

   Romeo and Juliet is a play by Shakespeare about two important families who hate each other because of an ancient argument. Romeo is the handsome son of the Montagues who falls in love with Juliet, the beautiful only daughter of the Capulets. The families fight each other but in the end become friends. The play is set in the busy city of Verona.

3. Choose a word expressing emotion such as happy or sad. How many synonyms can you think of for it?
**Antonyms**

An ‘antonym’ is a word that is the *opposite* of another word:

- *question* is an antonym for *answer*
- *war* is an antonym for *peace.*

Antonyms do not have to be nouns:

<table>
<thead>
<tr>
<th></th>
<th>Antonyms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbs</td>
<td><em>love</em></td>
</tr>
<tr>
<td>Adverbs</td>
<td><em>inside</em></td>
</tr>
<tr>
<td>Adjectives</td>
<td><em>good</em></td>
</tr>
<tr>
<td>Prepositions</td>
<td><em>to</em></td>
</tr>
</tbody>
</table>

Antonyms are really useful when juxtaposing different ideas.

**Answer the following questions.**

1. Copy and complete the table by adding antonyms.

<table>
<thead>
<tr>
<th>HERO</th>
<th>VILLAIN</th>
</tr>
</thead>
<tbody>
<tr>
<td>cowardly</td>
<td></td>
</tr>
<tr>
<td>honest</td>
<td></td>
</tr>
<tr>
<td>trustworthy</td>
<td></td>
</tr>
<tr>
<td>immoral</td>
<td></td>
</tr>
<tr>
<td>gentle</td>
<td></td>
</tr>
<tr>
<td>loyal</td>
<td></td>
</tr>
<tr>
<td>ugly</td>
<td></td>
</tr>
<tr>
<td>innocent</td>
<td></td>
</tr>
</tbody>
</table>

Language is complicated, so sometimes the opposites are not as clearly definable as they initially appear.

Take *day* and *night*, for example. These are antonyms, but each can be described in a number of ways.

2. Write two lists – one for all the nouns to describe ‘day’ and one for ‘night’. Use the example below as your starting point.

<table>
<thead>
<tr>
<th>Day</th>
<th>Night</th>
</tr>
</thead>
<tbody>
<tr>
<td>morning</td>
<td>midnight</td>
</tr>
</tbody>
</table>

**Key concept**

**Synonyms and antonyms**

Synonyms and antonyms can be used to add variation and depth to your writing.

Synonyms have similar meanings but there are subtle differences, as two words rarely have exactly the same meaning.

Antonyms are opposites but there can still be subtle variations in meaning.
**Great Expectations**

**Miss Havisham**

Pip, a young boy, has been sent to visit Miss Havisham at Satis House. He is surprised and shocked by what he finds.

In an armchair, with an elbow resting on a table and her head leaning on her hand, sat the strangest lady I have ever seen ...

She was dressed in rich materials, satins, and lace, and silks – all of white. Her shoes were white. And she had a long white veil dependent from her hair, and she had bridal flowers in her hair, but her hair was white. Some bright jewels sparkled on her neck and on her hands, and some other jewels lay sparkling on the table. Dresses, less splendid than the dress she wore, and half-packed trunks, were scattered about. She had not quite finished dressing, for she had but one shoe on – the other was on the table near her hand – her veil was but half arranged, her watch and chain were not put on, and some lace for her bosom lay with those trinkets, and with her handkerchief, and gloves, and some flowers, and a prayer-book, all confusedly heaped about the looking-glass.

It was not in the first few moments that I saw these things, though I saw more of them in the first few moments than might be supposed. But, I saw that everything within my view which ought to be white, had been white long ago, and had lost its lustre, and was faded and yellow. I saw that the bride within the bridal dress had withered like the dress, and like the flowers, and had no brightness left but the brightness of her sunken eyes. I saw that the dress had been put upon the rounded figure of a young woman, and that the figure on which it now hung loose, had shrunk to skin and bone.

From *Great Expectations* by Charles Dickens

---

**Understanding**

Answer the following questions.

1. What does the narrator think about Miss Havisham?
2. Why might her appearance frighten a child?
3. What is the significance of Miss Havisham still being dressed in the clothes she wore on her wedding day?
4. How effective is Dickens’ description of Miss Havisham?
Developing your language – creating a character

Dickens is famous for his memorable characters. Miss Havisham is a particularly fine example. He uses several techniques.

Pathos is an appeal to the emotions of the audience. Here it is used to create a feeling of pity and sympathy for Miss Havisham.

‘I saw that the dress had been put upon the rounded figure of a young woman, and that the figure on which it now hung loose, had shrunk to skin and bone.’

‘She had not quite finished dressing, for she had but one shoe on – the other was on the table near her hand.’

Observed detail – Pip narrates everything he sees in minute detail, giving the reader an exact impression of what has become of Miss Havisham.

Below are more techniques. Find quotations to illustrate them.

1. Shades of white are used to contrast how Miss Havisham was on her wedding day and how she has decayed.
2. There is a sense of time having passed.
3. First person narrative – we see Miss Havisham through the eyes of an intelligent but frightened young boy.

Word builder

Dickens has chosen his vocabulary very carefully to exaggerate how strange and frightening Miss Havisham looks to Pip.

Answer the following questions.

1. Miss Havisham’s clothes and possessions are ‘confusedly heaped’ and ‘scattered’ in the room. Which of the following could have been used in the same context?
   - neatly ordered
   - flung haphazardly
   - thrown
   - placed carefully
   - abandoned

2. Miss Havisham is described as having physically ‘withered’ and ‘shrunk’. If Dickens had used a simile, which of these might he have likened her to?
   - a dying leaf
   - a healthy tree
   - a rotting piece of fruit
   - a deflated balloon
**Semi-colons**

A semi-colon looks like a comma with a full stop on top of it; it signals a stronger break than a comma, but it is not as final as the break provided by a full stop.

Semi-colons are used in three ways.

As a kind of ‘super’ comma, to mark an important break in a sentence.

Example: ‘Globe to Globe Hamlet’ is unique; no theatre company has attempted this kind of tour before.

To separate a series of connected clauses.

Example: Shakespeare’s plays are set in different countries: *Hamlet* in Denmark; *The Tempest* on a Mediterranean island; and *Macbeth* in Scotland.

To separate two contrasting or balanced clauses.

Example: *Romeo and Juliet* is a tragedy; *A Midsummer Night’s Dream* is a comedy.

Place the semi-colon in the correct position in these sentences.

1. My best friend loves Shakespeare I prefer Dickens.
2. A study of 100 teenagers revealed the following results: 30% enjoyed watching Shakespeare 20% agreed to liking the storylines but not following the language 36% found the plots complicated and difficult to follow and 14% admitted to being unable to access the language at all.
3. In my opinion *Great Expectations* is the best Dickens novel because of the interesting characters *A Tale of Two Cities* is his worst because the plot is so weak.
4. The main speakers at the recent Shakespeare convention were: Professor James Underwood, Cambridge University Neesha Patel, author and journalist Diego Montalban, actor and Giles Simmons, Royal Shakespeare Company.
Using semi-colons for description

Dickens made considerable use of semi-colons in his writing, particularly when he was describing a character or location.

Ours was the marsh country, down by the river, within, as the river wound, twenty miles of the sea. My first most vivid and broad impression of the identity of things, seems to me to have been gained on a memorable raw afternoon towards evening. At such a time I found out for certain, that this bleak place overgrown with nettles was the churchyard; and that Philip Pirrip, late of this parish, and also Georgiana wife of the above, were dead and buried; and that Alexander, Bartholomew, Abraham, Tobias and Roger, infant children of the aforesaid, were also dead and buried; and that the dark flat wilderness beyond the churchyard, intersected with dykes and mounds and gates, with scattered cattle feeding on it, was the marshes; and that the low leaden line beyond, was the river; and that the distant savage lair from which the wind was rushing was the sea; and that the small bundle of shivers growing afraid of it all and beginning to cry, was Pip.

From *Great Expectations* by Charles Dickens

In this extract, Dickens describes the moment when Pip discovers what happened to his family and how small this made the frightened boy feel.

Think about the clauses separated by the semi-colons as concentric circles to illustrate Dickens’s technique.

**Complete the following activity.**

1. Think about your own life. Draw your own version of the circles, beginning with you at the centre and expanding outwards.

2. Now turn your drawing into a sentence using semi-colons to separate your clauses.
‘Great Expectations – The Play’

Listen to a fictional interview with artistic director Boz Charles, conducted by Mei Chun, the arts presenter at a television studio.

**Understanding**

A touring theatre company will often seek promotion of its show through interaction with the local media.

**Answer these questions.**

1. In which city is the interview taking place?
2. What is Mei Chun’s favourite part of *Great Expectations*?
3. Summarise the reasons for Boz Charles being inspired to choose a Dickens novel as a subject.
4. How might the themes of *Great Expectations* still be relevant today?
5. What difficulties might there be in adapting a novel to a play?

**Speaking and listening – similes game**

Boz Charles uses a simile that describes Pip ‘like a rabbit in the headlights’ to show how scared he was on seeing Miss Havisham for the first time. What other similes can you think of to describe Pip, Miss Havisham, and Satis House?

Decide who goes first, then take it in turns to create a simile. Give each other marks out of five for how effective you think each simile is.
Word builder – creating atmosphere

Look at the Word cloud. The last six words are adjectives that describe a negative state, but they do so in varying ways.

Now answer these questions.

1. How does using ‘intimidated’, ‘overawed’ and ‘traumatised’ help to create sympathy for Pip?

2. Miss Havisham is described as being ‘vicious’. In this case there is no sympathy created for the character. In what ways does ‘vicious’ have different negative connotations from the other words in the Word cloud?

3. During the novel, Pip falls in love with Estella and decides he wants to marry her, but his love is ‘unrequited’ because Miss Havisham has raised Estella to be heartless and incapable of love. How does the use of ‘unrequited’ add to the negative atmosphere surrounding Pip?

4. Mei Chun suggests Dickens’ novel may be ‘redundant’ in today’s society because it is outdated and out of place in the contemporary world. How might the word also be appropriate to describe Miss Havisham?

Developing your language – atmosphere through setting

Through the eyes of Pip, the reader is taken on a personal journey through Satis House that helps to build the feeling of a once important home now left to decay.

Before the wedding day:
magnificent
welcoming

When Pip visits:
dilapidated
filthy

1. Can you think of five or more words to add to each box?

2. Choose one of the completed boxes and use it as the basis for your own description of Satis House.
Writing a dramatic scene

Re-read the extract from *Great Expectations* by Charles Dickens on page 24.

Many novels have been transformed into play scripts. You are going to adapt this extract into a drama scene.

**Preparation**

First, you will need to research your characters. One way is to use a character map like the one below.

Now complete the following activity.

1. Write your own character map for Miss Havisham.
2. Once you have more understanding of the characters, you can begin to map how each will behave in the scene. To do so, add to the boxes below.

<table>
<thead>
<tr>
<th>Pip</th>
<th>Miss Havisham</th>
</tr>
</thead>
<tbody>
<tr>
<td>frightened – young and inexperienced</td>
<td>bitter – wants revenge on all males</td>
</tr>
<tr>
<td>intimidated – in a strange place</td>
<td>powerful – wealthy and in control</td>
</tr>
</tbody>
</table>

You can use these boxes as a guide when planning the conversation between Pip and Miss Havisham for the writing activity on the next page.
Setting the scene

Drama scripts are set out differently from works of prose. To adapt the scene, you need to take into account the differences.

Great Expectations – the prose novel
- direct link between the writer and the reader
- first person narrative seen from Pip’s perspective
- detailed description of the characters
- everything is experienced through reading and imagining the scene
- Dickens uses a whole page to describe what Pip sees and how he feels

Great Expectations – a drama script
- no direct link between the writer and the audience
- the audience experiences everything by watching the actions of the characters and listening to their dialogue
- stage directions guide the actors’ performances
- the audience sees the physical scene and interprets the emotions through the actors’ performances

Stage directions need to be precise, helpful to the actors and brief:

1 Havisham: (coldly) Well what is it boy? Haven’t you seen an old woman before?

Pip: (politely but trembling with fear) Excuse me ma’am, I am new to all this and have no intention to cause offence.

Speaking and listening – bouncing ideas

1. Write the opening stage directions for the scene. Allow your partner to read them.
2. Now draw a rough sketch of how the scene looks.
3. Your partner then describes the opening scene, using the sketch.
4. Discuss whether this description matches how you imagined the scene to be.
5. If necessary, revise your written version of the opening stage directions.

Write your scene, using the skills you have learnt.
### Progress check

<table>
<thead>
<tr>
<th>Question</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Give two reasons why starting a story with a major event such as a shipwreck is a good idea.</td>
<td>2</td>
</tr>
<tr>
<td>2. If stranded on a desert island, which item would you choose to save and why: a length of rope or a blunt penknife?</td>
<td>2</td>
</tr>
<tr>
<td>3. Explain the meaning of the title, ‘Hamlet in the round (and about town)’.</td>
<td>2</td>
</tr>
<tr>
<td>4. What do ‘brave’ and ‘courageous’ have in common, and can you add a third word to the list?</td>
<td>2</td>
</tr>
<tr>
<td>5. In what form of writing would you use a stage direction and for what purpose?</td>
<td>2</td>
</tr>
<tr>
<td>6. What is an antonym and when might you use one? Give two antonyms for ‘brave’.</td>
<td>4</td>
</tr>
<tr>
<td>7. ‘Shakespeare is a fantastic playwright who tells amazing stories.’ Which two words used in this sentence suggest the writer is biased? Substitute the words with less complimentary alternatives to change the bias.</td>
<td>4</td>
</tr>
<tr>
<td>8. Give four examples of why Pip found Miss Havisham and her house so strange.</td>
<td>4</td>
</tr>
<tr>
<td>9. Name two reasons why a semi-colon might be used and give an example for each.</td>
<td>4</td>
</tr>
<tr>
<td>10. State four differences between a novel and a play.</td>
<td>4</td>
</tr>
</tbody>
</table>
Reflecting on your learning

“All the world’s a stage, and all the men and women merely players.”
– William Shakespeare

Consider your progress through this unit to be similar to performing in a play. Assessing your experience as accurately as you can, which stage best reflects your performance?

I needed a lot of encouragement to go on stage at all.
I was not very confident and needed help with my performance from the other actors and the director.
My performance was solid but I know I could do better with more practice.
My performance was good and well-received, but not perfect.
My performance was near perfect. I was the star of the show.

My action plan: preparing for the next performance

1. What do I need to do next to improve my performance?
2. Which of these script writing skills did I struggle with?
   • Using stage directions effectively
   • Setting out the script on the page
   • Understanding how my characters should behave and what they should say
   • Knowing how to end the scene
In this unit you will:

Explore
- the use of genetically modified (GM) crops worldwide
- the use of robots on a future Earth

Create
- rhetorical questions
- a speech on the subject of artificial intelligence (AI)

Engage
- with the arguments for and against artificial intelligence
- with the issues surrounding GM crops

Collaborate
- in a constructive argument
- in a hot seating exercise

Reflect
- on the human reaction to advances in technology
- on whether science is a force for good or bad

Whenever scientists break new ground someone panics.

A man who speaks a thousand words doesn’t always say much at all.

Lots of people are good at speaking but far fewer people know how to listen.
Thinking time

People sometimes object to scientific and technological progress. Look at the photographs and read the quotes.

1. What are the people doing in the two photographs?
2. How can you speak ‘a thousand words’ and not say much?
3. Why do you think listening is an important skill to master?
4. In what ways do you think people might feel threatened by scientific and technological progress?

Speaking and listening – making your point

1. You are going to engage in a constructive argument. Here are the rules:
   - No insults.
   - No shouting.
   - Don’t interrupt.
   - Listen carefully.

   a. Consider this question: ‘What is your favourite piece of technology?’
   b. List five reasons to support your opinion.
   c. Present your reasons and listen carefully to others as they present the reasons for their choices.
   d. Now choose a partner to debate with.

2. It is important to reflect on the strengths and weaknesses of your contribution to a constructive argument. Use the scale below, where 1 is the lowest and 10 is the highest.

<table>
<thead>
<tr>
<th>Low</th>
<th>Middle</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   a. How strong (convincing) were the points you made?
   b. How good were you at listening to your partner’s argument?
   c. How do you rate your overall performance?

3. Now, using the same scale and the same questions, rate your partner’s performance.

4. Compare and discuss your results.
The Robots of Dawn

He heard the teenage cry of ‘Robot!’ (he had been a teenager himself once) and knew exactly what would happen. A group of them—two or three or half a dozen—would swarm up or down the strips and somehow the robot would be tripped and would go clanging down. Then, if it ever came before a magistrate, any teenager taken into custody would claim the robot had collided with him and was a menace on the strips – and would undoubtedly be let go.

The robot could neither defend itself in the first instance, nor testify in the second.

Baley moved rapidly and was between the first of the teenagers and the robot. He sidestepped on to a faster strip, brought his arm higher, as though to adjust to the increase in wind speed, and somehow the young man was nudged off course and on to a slower strip for which he was not prepared. He called out wildly, ‘Hey!’ as he went sprawling. The others stopped, assessed the situation quickly, and veered away.

Baley said, ‘On to the Expressway, boy.’

The robot hesitated briefly. Robots were not allowed, unaccompanied, on the Expressway. Baley’s order had been a firm one, however, and it moved aboard. Baley followed, which relieved the pressure on the robot.

Baley moved brusquely through the crowd of standees, forcing R. Geronimo ahead of him, making his way up to the less crowded upper level. He held on to a pole and kept one foot firmly on the robot’s, again glaring down all eye contact.

Fifteen and a half kilometres brought him to the close-point for the Police Headquarters and he was off. R. Geronimo came off with him. It hadn’t been touched, not a scuff. Baley delivered it at the door and accepted a receipt.

From The Robots of Dawn, by Isaac Asimov

Understanding

1. What are Baley and the robot travelling on?
2. How does Baley protect the robot from danger?
3. Why do you think the other teenagers moved away?
4. How does the incident show the two differing views humans have about robots at this time?
5. Do you share the teenagers’ dislike of robots? If so, why?

**Writing a brief sales brochure**

Consider how robots are used to do tasks that people normally do. You are going to produce a brochure *selling* your robot. In your brochure, make sure you have:
- given your robot a name
- explained which tasks it can do (and which it cannot perform)
- stated the life expectancy of the robot
- covered any potential problem areas
- included a range of different ability levels, at different prices.

**Developing your language – regular and irregular verbs**

Regular verbs follow conventional rules when conjugated. Here, the focus is on tense. Asimov uses the regular verb *swarm*.

<table>
<thead>
<tr>
<th>Present tense</th>
<th>Past tense</th>
<th>Future tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>swarm</td>
<td>swarmed</td>
<td>will swarm</td>
</tr>
</tbody>
</table>

The irregular verb *speak* doesn’t follow conventional rules.

<table>
<thead>
<tr>
<th>Present tense</th>
<th>Past tense</th>
<th>Future tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>speak</td>
<td>spoke</td>
<td>will speak</td>
</tr>
</tbody>
</table>

It would be incorrect to say: ‘*I speaked to my friend last week.*’

1. Decide which of these verbs are regular and which are irregular by working out their conjugated forms.

   *come  trip  drink  walk  know  hear  stop  bring  testify*

2. Conjugate each one using a table like the one above.

**Word builder**

Look at the Word cloud. What kind of words are they? Give two other tenses for each.
Questions

Questions are very powerful tools when used properly. There are various types of questions that can be used to create different responses. Here are two types for you to think about:

Closed questions

e.g. Do you want a robot servant?
- Can be answered with a single-word response
- ‘Yes’ or ‘no’ answer
- Choice from a list of options
- Identifies a piece of information

Open questions

e.g. What do you think of robots as servants?
- Cannot be answered with a single-word response
- Requires a more thoughtful answer than ‘yes’ or ‘no’, i.e. a longer, more detailed response

Phrasing a question

How you phrase a question will depend on what type it is. **Closed** questions are phrased differently from **open** questions.

1. **Closed** questions often begin:

   Do you…  Would you…  Can you…  Did you…
   What…  Who…  When…  Where…  Are you…

   Complete the closed question by adding a beginning from the box. The first one is done for you.

   a  Do you like robots?
   f  ____ is in charge?
   b  ____ is its name?
   g  ____ will it be ready to collect?
   c  ____ afford a robot?
   h  ____ find the ‘on’ button?
   d  ____ satisfied with your robot?
   i  ____ buy that robot?
   e  ____ did you first see the robot?

2. **Open** questions often begin:

   What…  Why…  How…

   Match the incomplete questions to the beginnings in the box.

   a  ............ can robots benefit society?
   b  ............ might robots be considered a threat to humans?
   c  ............ could happen if robots become too intelligent in the future?
   d  ............ potential advances are there likely to be in the field of robotics in the next ten years?
Here are two more types of questions that you hear often.

**Leading questions**

e.g. *Why are robot servants bad for humans?*

- Leads the answer by the use of the word ‘bad’
- Robots are ‘bad’ so the question is ‘why’ not ‘if’
- Suggests the responder’s answer will agree with the question

**Rhetorical questions**

e.g. *Who wouldn’t want a robot servant?*

- Doesn’t really require an answer
- It assumes everyone would want a robot
- Makes the responder think about the idea
- Often used in speeches to connect with the audience

1. Decide which of these are leading questions and which are rhetorical.
   - a. Artificial intelligence is always a good thing, isn’t it?
   - b. Is there any doubt that robots will continue to become more advanced?
   - c. Can you think of a reason why robots help humanity to progress?
   - d. Why do robots that look like humans scare people?
   - e. Surely without technological advancement humankind would suffer?

2. Pick out the different kinds of questions used in this extract from a speech about A.I.

   “Isn’t it wonderful that we no longer have to do boring, tedious tasks? Can you think back to what it was like before we invented A.I.? You couldn’t complete half the tasks you can now, could you? And what about the dangers involved? Weren’t miners, oil workers and construction workers all at risk? Now we have robots to do all those tasks isn’t it easier? Whoever thinks A.I. is a danger surely can’t understand the benefits, can they? Isn’t it just trouble-makers causing unrest for no reason?”

   - a. What is the viewpoint expressed by the writer through the use of these questions?
   - b. How successful is it?
   - c. What kind of question is the fourth question?
A balanced argument

The impact of biotechnology

Similar to the debate on the socio-economic impacts of genetically modified (GM) crops adoption, there are different opinions about the potential risks of the cultivation of GM crops for the environment and, in particular, biodiversity.

While some judge the environmental risks of GM adoption as severe, others argue that the benefits of GM crops compared to conventional crops prevail and the risks are rather limited.

An often quoted and more recent study based on a literature review on the environmental impacts of GM crops with particular emphasis on biodiversity came to the conclusion that ‘by increasing yields, decreasing insecticide use, increasing the use of more environmentally friendly herbicides and facilitating the adoption of conservation tillage, GM crops have already contributed to increasing agricultural sustainability’ (Carpenter, 2011).

A key variable for the environmental performance of GM crops is the amount of pesticides needed compared to the conventional counterparts. Carpenter (2011) quotes one particular survey among farmers, which has shown decreases of up to 75% in the amount of insecticide and/or number of insecticide applications used on Bt crops compared to conventional crops in Argentina, Australia, China, India and the US. In HT crops, the amount of herbicides sprayed often does not change significantly but the advantage for the environment arises from fewer varieties of herbicides that have to be applied.

However, a closer look at the selection of literature in this study unveils that conclusions were mostly drawn from studies on developed countries and do not take into account the long-term effects already discussed above, which could, for example, lead to an overall increase of pesticide use with growing resistance of pests and herbs to the GM trait.

from The Impact of Biotechnology on Developing Countries by Timo Kaphengst and Lucy Smith

Understanding

This extract from a scientific study on the use of GM crops in agriculture is formal and written in the third person.

Answer the following questions.
1. How does the opening paragraph offer a balanced view?
2. What is the subject of the third paragraph?
3. Which words suggest that previous studies may be incorrect?
4. Who do you think is the intended audience for this report?

Developing your language – building a technical vocabulary

Read this description then answer the questions.

First you fill a few plastic things with that mucky stuff and then put some of that wet thingy on them. Put each plastic thing in one of those warm buildings and leave them until these little bits appear. When the little bits have four flat bits take them out of the plastic things and shove them in the bigger plastic thing. Put the wet thingy on them regularly until they’re kind of bigger. Then you can shove them in the brown stuff outside.

1. Rewrite the description, substituting the highlighted vocabulary with these technical words.

plant compost seedlings water soil pots
15cm high greenhouses leaves container

2. Why are the instructions easier to follow now?

Word builder

Look at the Word cloud then answer the questions.

1. What subject are all the words related to?
2. What does the prefix bio- suggest about the meaning of the word it is attached to?
3. What do the resulting words mean after adding the prefix ‘bio-’? Use a dictionary to help you.

sphere psy nics chemical logical pic degradable graphy

4. If the prefix bio- suggests a positive connotation, the suffix -cide has a very different meaning. What do the words insecticide, herbicide, pesticide, genocide, patricide, suicide have in common? Use a dictionary.
**Fitting sentences to purpose**

To write more effectively, it is best to vary the way you construct sentences, depending on the purpose and audience.

You can control pace, tone, atmosphere and how much you want the reader to know through your sentence construction.

To **increase the pace/tension** use **short simple sentences**.

To **slow the pace/add lots of additional information** use **compound and complex sentences**.

Look again at the first sentence from the extract about GM crops.

Similar to the debate on the socio-economic impacts of GM crops adoption, there are different opinions about the potential risks of the cultivation of GM crops for the environment and, in particular, biodiversity.

This is a complex sentence that gives the reader lots of information.

It has **four strands:**

- It links to a debate on a connected theme.
- It introduces the topic under consideration.
- It acknowledges the idea that there are different perspectives.
- It focuses on a particular area to be covered.

Now read this paragraph from the extract about GM crops.

An often quoted and more recent study based on a literature review on the environmental impacts of GM crops with particular emphasis on biodiversity came to the conclusion that ‘by increasing yields, decreasing insecticide use, increasing the use of more environmentally friendly herbicides and facilitating the adoption of conservation tillage, GM crops have already contributed to increasing agricultural sustainability’ (Carpenter, 2011).

1. How many sentences are there in this paragraph?
2. What kinds of sentences are used?
3. Why do you think the authors use a quotation?
4. What are the subject and purpose of the paragraph?
Writing your report

Now it is your turn. You are going to write a short report entitled: ‘Should we grow GM crops?’

Preparation

● Use the internet to research GM crops.
● Make notes on the arguments for and against the use of GM crops.

Process

● Acknowledge both sides of the argument.
● Favour only one.
● Use only compound and complex sentences.

Write:

● an introductory complex sentence using the four strands on page 42
● a paragraph considering the opposing argument but doubting its credibility
● a paragraph stating why your viewpoint is more credible
● a conclusion summing up your argument.

Speaking and listening

Presenting your report to an audience

It is often the case that a report is presented orally to an audience. This requires preparation and possibly some minor rewriting to suit the different delivery style as what you write for a reader may not work for a listener.

a Read out loud your written report.

b Was it easy to read or do some of the sentences need adjusting to make them easier to deliver orally?

c Adjust your written report accordingly.

d Read it out loud again and repeat the process until you are satisfied.

Remember

Remember that there are three main types of sentences you use regularly: simple, compound, and complex. Use only the last two in your report.
Help wanted!

Understanding

Public speaking is considered one of the most stressful and difficult activities, but prepared thoroughly and performed properly, it can be very rewarding.

1. What is the topic of Andrei’s speech?
2. Why is Bimla a good person to ask for advice on delivering a speech?
3. What kind of image is ‘floundering like a beached whale’ and how is it used effectively by Andrei?
4. In your opinion, how useful is the advice given by Bimla concerning successful speeches?
5. If you were to write and deliver a speech, what are the three most important pieces of advice you would take from listening to this text?

Speaking and listening – hot seating

You are a scientist who believes that artificial intelligence is the answer to all the world’s problems.

Your audience is composed of those who believe robots will destroy the world.

The scientist sits in the ‘hot seat’ and is interviewed by the audience.
Developing your language – using a thesaurus

Each word in the English language has its own individual definition, but often there are groups of words with a similar meaning. A thesaurus is where you can find these words arranged in alphabetical order.

The following words are all synonyms for the noun *enunciation*, meaning the act of communicating words clearly.

*articulation  pronunciation  diction  intonation*

Use a thesaurus to find words with similar meanings to:

a  afraid  

b  nervous  

c  exhausted

Word builder

Look at the words in the Word cloud. They are all synonyms for a disaster of some kind. Find the words in the word search below and complete the statements.

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<thead>
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<th>H</th>
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<td>C</td>
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</tbody>
</table>

a  An a________e is an event causing disastrous destruction.

b  A disaster caused by natural forces is a c________m.

c  A complete disaster or failure is a f________o.

d  An event causing a sudden disaster is called a c________y.

e  The rise of A.I. could become a c________e if left uncontrolled.

f  A d________e would follow if robots took control.
Writing and performing a speech

You are going to prepare, write and perform a short speech in response to the question

Is our increased use of artificial intelligence beneficial or dangerous?

Preparation

The first step is to work out the basics.

● Who is my audience?
● Is my purpose to entertain, educate or persuade?
● How long should I talk for?

Now follow these guidelines:

1. Do your research and make notes.
2. Decide which side of the argument you support.
3. Write a short plan linking the ideas you are going to include so they flow smoothly.

Use the writing frame on page 47 to help you put together your speech.

Speaking and listening – practice makes perfect

Practising your speech as you are writing it will help you to work on how effective it will be.

1. When you have written a section, practise presenting this to an audience and listen to the feedback you receive.
2. For the main idea, practise after you have written each paragraph.
3. Work out which phrases to emphasise and when to pause. Pausing after using a rhetorical question can be effective, as it allows the audience thinking time.
4. Practising each section will help you to learn the whole speech more easily. Test yourself without your script to find out the parts you need to concentrate on.
5. When you are happy with the content, practise using cue cards to aid you when delivering your speech. Page 47 tells you more about them.

Looking closely

A speech consists of three parts:

An introduction
The main idea
A conclusion
Speech writing frame

**Introduction:**
What will best gain your audience’s attention?
- A rhetorical question
- A fact or statistic
- Your opinion on the question
- Foreshadowing the conclusion

**The main idea:**
- Introduce the counter argument then dismiss it in favour of your own.
- Express your main argument, using examples, quotations and statistics to support your viewpoint.

**Conclusion:**
Listeners remember the end most clearly so it needs to be a powerful conclusion.
- Use a quotation that supports your view.
- Use a rhetorical or leading question to make your audience think.
- Make your viewpoint clear.

** Transitional links:**
Your argument should flow from one point to the next. Use linking phrases to do this such as: ‘Having dismissed that theory, it is now possible to explore the real threat A.I. poses.’

**Remember:**
You are writing with the intention of speaking. Practise out loud to make sure your speech works as an oral piece.

**Consider:**
- Have you used the correct tone?
- Are your sentences too long?
- Is your vocabulary accurate?
- Do your quotations and statistics support your points?
- Have you persuaded the audience your view is correct?

Preparing cue cards
Most professional speakers learn their speeches but use cue cards to remind them what to say.
A cue card is a small (A6 size) card containing a few notes, quotations and statistics to remind you what to say at certain points in the speech. Cue cards are sometimes called prompt cards.
Here is an example of one for an introduction, showing its features.
## Progress check

1. In ‘The Robots of Dawn’, why do the teenagers attack the robot; and who saves it?  
   [2 marks]

2. ‘Why do so many people distrust robots?’  
   What type of question is this an example of and how do you know?  
   [2 marks]

3. ‘GM crops have already contributed to increasing agricultural sustainability.’  
   What are ‘GM crops’ and how does this sentence support their use?  
   [2 marks]

4. What do ‘cataclysm’ and ‘catastrophe’ have in common?  
   Can you add a third word to the list?  
   [2 marks]

5. What is a thesaurus, and when might using one NOT work?  
   [2 marks]

6. Give four rules that apply to taking part in a constructive argument.  
   [4 marks]

7. Name two differences between an open and a closed question. Give an example of each.  
   [4 marks]

8. What is a rhetorical sentence? Give three ways one might begin.  
   [4 marks]

9. What four tips for public speaking does Bimla suggest in the listening extract?  
   [4 marks]

10. Give four features of a successful cue card.  
    [4 marks]
Reflecting on your learning
Consider your progress through this unit as being like a crop growing in a field. How far have you grown?

<table>
<thead>
<tr>
<th>I've made a start</th>
<th>I've grown a bit</th>
<th>Growing quite fast now</th>
<th>I've grown a lot</th>
<th>Wonderful flowers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Still raining</td>
<td>Occasional showers</td>
<td>A little cloudy still</td>
<td>Mostly sunny</td>
<td>Sun, sun, sun</td>
</tr>
<tr>
<td>Lots of support needed</td>
<td>A bit less support needed</td>
<td>Occasional support needed</td>
<td>Mostly independent</td>
<td>I flourished</td>
</tr>
</tbody>
</table>

My speech – how did it go?
How successful was your speech, using a sliding scale where 10 is excellent and 1 offers a lot of scope for improvement?
The introduction: I’d give it ___ out of 10 because ________________

The main idea: I’d give it ___ out of 10 because ________________

The conclusion: I’d give it ___ out of 10 because ________________

The audience was: enthusiastic / interested / not interested / bored. (Choose one)
The audience: were persuaded by my point of view / disagreed with my point of view. (Choose one)

My action plan: planting the seeds of success
● How can I make my next speech better?
● Did I do enough research, preparation and practice?
● What speaking and listening skills do I need to work on (e.g. tone, fluency, volume, speaking clearly)?
● How am I going to plant the seeds of success?
4 Unnatural nature

In this unit you will:

**Explore**
- the impenetrable Congolese jungle
- the parched Gobi desert

**Create**
- your own summary
- some personifications

**Engage**
- with the real-life account of a wildlife cameraman
- with some fearsome animals

**Collaborate**
- in conducting a debate
- in a guessing game

**Reflect**
- on the dangers of wild animals
- on the hardships humans face in hostile environments

The most dangerous places on earth?

Nature red in tooth and claw.

We know everything about this planet – this century should be about exploring the universe!

Jungles, deserts, and Arctic wastes – they ought to have notices saying ‘Keep Out’.

Contemporary non-fiction

Unnatural nature

Nature red in tooth and claw.
Thinking time

1. Look at the pictures on the opposite page. Do you agree with the caption that they are ‘the most dangerous places on Earth’, or can you think of other equally or more dangerous places where few humans ever go?

2. What do you think about the title ‘Unnatural nature’?

3. What do you think the first quotation, ‘Nature red in tooth and claw’, is about?

4. Do you think there should be no-go areas on our planet for humans or should we be free to go wherever we like?

5. Do you agree with the final quotation: is it just as important to explore the universe as to explore nature?

Speaking and listening – holding a debate

1. You are going to hold a debate with the motion ‘Nature is a playground for us to enjoy’.

2. Two people are needed to start with: one who agrees strongly with the motion (the proposer) and one who disagrees strongly (the opposer).

3. The proposer and the opposer find others who share their view. Now there are two teams – one led by the proposer, the other led by the opposer.

4. The proposer asks the first speaker on his or her team to propose the motion. A second person then backs up this speaker with a supporting idea.

5. The team opposing the motion responds, using the same method.

6. Now there is an opportunity for debate. All responses must be channelled through the team leaders.

7. At the end, the proposer and the opposer sum up the points their teams have made and everyone votes to decide which side has won.
A terrible place in the jungle

More than a century ago, a brave woman called Mary Kingsley went to West Africa to collect specimens of fish. Read her description of a place called Talagouga.

1. Talagouga is grand, but its scenery is undoubtedly grim, and its name, signifying the gateway of misery, seems applicable. It must be a melancholy place to live in, the very air lies heavy and silent. I never saw the trees stirred by a breeze the whole time I was there, and even the broad plantain leaves seemed to stand sleeping day out and day in, motionless. ()

That forest round Talagouga was one of the most difficult bits of country to get about in I ever came across, for it was dense and there were no bush paths. No Fan village wants to walk to another Fan village (...), and all their trade goes up and down the river in canoes. No doubt some miles inland there are bush paths, but I never struck one. Neither did I come across any villages in the forest, they seem all to be on the river bank round here. ()

Now and again on exposed parts of the hillside, one comes across great falls of timber which have been thrown down by tornadoes either flat on to the ground – in which case under and among them are snakes and scorpions, and getting over them is slippery work; or thrown sideways and hanging against their fellows, all covered with gorgeous drapery of climbing, flowering plants – in which case they present to the human atom a wall made up of strong tendrils and climbing grasses, through which the said atom has to cut its way with a matchette and push into the crack so made getting, the while covered with red driver-ants, and such like, and having sensational meetings with blue-green snakes, dirty green snakes with triangular horned heads, black cobras, and boa constrictors. I never came back to the station without having been frightened half out of my wits.

From Travels in West Africa by Mary Kingsley

Understanding

1. Why do the villagers not want to walk from one village to the next?
2. How do the villagers travel from one place to another?
3. Explain the difficulties caused to humans by the fallen trees.
4. Write two or three sentences to describe Kingsley’s feelings about the forest area of Talagouga and her reasons for those feelings.

**Developing your language – images and metaphors**

You will probably know some of the words in the Word cloud. They are images being used in the passage as metaphors – words or phrases that flash a picture into your imagination. This helps to create a mental picture of Talagouga.

For example, Kingsley says that the leaves ‘stand sleeping’ all day. Leaves don’t sleep, so she must mean that they looked like the shape of some sort of animal sleeping and not moving.

Now you have a go. Think of an animal or object. Try and describe it using a metaphor that is also a strong image. For instance, you could describe monkeys as ‘the gymnasts of the jungle’.

Metaphors can catch you out when you are reading because they can mean something that seems different from what is being described. They are there to make the picture clearer, but you have to use your thinking skills to work out the relationship of the metaphor to the detail being described.

**Word builder**

1. Walls are usually made of stone or brick, so why does Kingsley say that the walls were made of tendrils and grasses?
2. When Kingsley says the trees were thrown down by tornadoes, it makes the storms sound human. Why is this imagery effective?
3. You strike objects in anger, but how do you strike a path (i.e. what does the phrase mean)?
4. A gateway is usually an entrance made of metal or stone. Talagouga is a forest where there are no paths, so why does Kingsley tell us that its name includes gateway?
5. Drapery is an old word used to describe fine materials for furnishings, so why are flowers described as drapery?
6. Atoms are many, many times smaller than humans, so why use atom to describe someone climbing up the wall of tendrils and grasses?
Verb tenses

A tense tells you whether something is happening:

- now – in the present
- then – in the past
- or still to come – in the future.

Simple present tense and simple past tense

Here is the simple present tense.

Every day in Talagouga I get up promptly at half past six. I have my breakfast of bread and fruit and make my way into the forest. I wear stout boots because there are no paths and I have to climb over fallen logs. I carry my machete and protect myself against insects and those frightening snakes.

Here is the simple past tense.

I found the forest a forbidding place and local people rarely walked through it. Instead they went everywhere by canoe. They visited different villages and carried out trade with their neighbours. However, I needed to venture into the jungle, which is where I discovered the specimens of natural life I wished to collect.

Answer the following questions.

1. Pick out the one-word verbs in the two extracts above.

2. Look at the first extract and find five verbs, other than find and go, that do not simply add –ed to the simple present to make them simple past. How do they change?

3. Work in pairs. One of you reads the first extract aloud. Then the other person reads it again, but this time in the past tense. Swap roles for the second extract, with the second person repeating it in the present tense.

Continuous tense

Here is another tense – the continuous tense.

Dear Alice, I am sitting watching the insects which are flying backwards and forwards around the fire.

Dear Alice, Yesterday we were climbing over some dead trees and the rain was falling so hard that we were streaming like waterfalls!

Dear Alice, Tomorrow I am planning to attend a climbing course where I will be learning how to free climb.

Looking closely

You only need one word for the simple present tense and one for the simple past. For example, ‘I wear’ is the simple present, and ‘I wore’ is the simple past.

Remember

Many verbs form their past tenses by adding –ed to the present, but some are irregular. For example, find becomes found and go becomes went.
Answer the following questions.

1. What do you notice about how the continuous tense works?
2. ‘Tomorrow, I will learn how to free climb.’ How is this different from the third letter’s opening?

**Understanding**

**Answer the following questions.**

1. Which tense would you probably use to write about these topics?
   a. Information about the place where you live
   b. A story about someone who went into the jungle
   c. A description of what you see as you look down the street
   d. Information about a town you are going to relocate to

2. Imagine you are the teacher and a student wrote this description.

   As I sat lazily in front of my house, I see a giraffe slowly making its way across the dusty road. Some children playing in the road will stop and have stood to watch. The giraffe stops too and stretched its neck to investigate a tree that borders the road. It did not find what it wants, appears to make a little bow and will disappear from sight.

   Decide how you would correct this description then write your version.

3. What advice would you give to the student for writing a description in the future?

### Speaking and listening – a guessing game

**Twenty questions**

Only use the simple present tense or the present continuous tense during this game.

The quiz leader thinks of an object connected to nature. Others have to guess what it is by asking questions such as:

“Is it an animal?” “Can you eat it?” “Does it live in the sea?”

If you use the past or future tense, the quiz leader says “No”. When those guessing have been told “No” twenty times, the quiz leader wins.

When guessing, listen carefully to the information given in the answers and use it wisely. Take it in turns to be quiz leader.

### Looking closely

When you are writing, it is important to decide which tense you are going to use. You use continuous tenses when you write about things that don’t just happen once, but are happening all the time.
Water! Water! Find me water!

Some desperately hungry and thirsty travellers suddenly see what might be an oasis in the Mongolian desert.

The Gobi Desert: Saved by an oasis

It took us a good two hours to make the intervening distance. Many times we lost sight of the thing we sought as we plunged along in the sandy depressions. We climbed more often than we would otherwise have done because we could not bear the idea that somehow the smudge on the landscape might disappear while we were cut off from view of it. It began to take shape and definition and hope began to well up in us. And hope became certainty. There were trees — real, live, growing, healthy trees, in a clump, outlined against the sand like a blob of ink on a fresh-laundered tablecloth.

“Where there are trees there is water,” said the American. “An oasis,” someone shouted, and the word fluttered from mouth to mouth.

Kristina whispered, “It is a miracle. God has saved us.”

If we could have run we would have done so. We toiled that last half-mile as fast as we could flog our legs along. I went sprawling a few times. My tongue was dry and swollen in my mouth. The trees loomed larger and I saw that they were palms. In their shade was a sunken hollow, roughly oval-shaped, and I knew this must be water.

A few hundred yards from the oasis we crossed an east-west caravan track. On the fringe of the trees we passed an incongruous pile of what looked like rusting biscuit tins like some fantastic mid-desert junk yard. In the last twenty yards we quickened our pace and I think we managed a lope that was very nearly a run.

The trees, a dozen or more of them, were arranged in a crescent on the south side of the pool, and threw their shadow over it for most part of the day. The wonderful cool water lay still and inviting in an elliptical depression hemmed round with big, rough-worked stones. At this time, probably the hottest season, the limits of the water had receded inwards from the stone ring, and we had to climb over to reach it. The whole, green, life-giving spot could have been contained inside half-an-acre.

From *The Long Walk* by Slavomir Rawicz
Understanding

1. What made the travellers think they might find water?
2. What difference had it made that it was the hot season?
3. Give two reasons why the travellers were in a poor state.
4. List the various emotions of the travellers as they are described.

Developing your language – describing locations

Writers are experts in using words that give an exact picture of a place.

The first paragraph of the extract refers to the intervening distance. The trees first appear as a ‘smudge’ – a metaphor suggesting a patch with no definite shape. As the travellers get nearer, the smudge becomes a clump, a group of recognisable trees.

The simile ‘like a blob of ink on a freshly laundered tablecloth’ tells us that the trees stood out clearly from their surroundings.

Answer the following questions.

1. What locations would you use for the following stories?
   a. You take a short cut and get home late because you get lost.
   b. A robber escapes with a haul of jewels.
   c. A crowd assembles to watch a race go by.

2. Now create a simile to enhance your location – to make readers feel they can see it.

Word builder

Now look closely at the last two paragraphs of the extract from The Long Walk.

1. What do fringe and crescent tell you about the trees?
2. What do elliptical, hollow and oval-shaped tell you about the place where the water lay?
3. What do hemmed and rough-worked tell you about the appearance of the water hole?
4. Use as many of the words in the Word cloud as you can to describe a completely different setting.

Remember

Similes compare two things that are not alike by using connectives such as like and as. They are more straightforward than metaphors, which try to equate the two things being compared.

Speaking and listening

You turn a corner at the top of a hill and see an unusual sight ahead of you. You do not know what it is at first but as you get nearer, all becomes clear. Be prepared to tell your story!

Remember

Remember to use images in your own writing to make readers feel they are there. Images used effectively in similes or metaphors will add to the impression you create.
The conditional tense

Working with conditional tenses

Here are two examples of use of the conditional tense:

If it gets any hotter, the oasis will run dry.

If it were to rain tomorrow, the oasis would fill up.

Practise the conditional tense by answering these questions.

1. Copy and complete these sentences:
   a. If we heat ice, __________________________
      ______________________________________.
   b. If I stroke my cat too hard, _______________
      ______________________________________.
   c. If I walk for too long in the sun, ___________
      ______________________________________.

2. Now write some of your own conditionals based on these settings:
   a. a ship in the sea
   b. an avalanche on a mountain
   c. waking up a sleeping lion in the jungle.

3. Write a definition of the conditional tense in one sentence.

4. Copy and complete these sentences:
   a. If we were to be hit by an iceberg, ____________________.
   b. If my cat were to eat a mouse, ________________________.
   c. If I were never to go in the sun, ______________________.

5. Now write some of your own similar conditional sentences based on:
   a. riding a horse across a water-jump
   b. driving a car much too fast
   c. visiting a new and strange place.

6. In a sentence, how are the following conditionals different from your previous ones?
   If you had told me the oasis was dry, I would have brought water.
The conditional tense – more examples

For more practice in using the conditional tense, answer these questions.

1. Complete these sentences:
   a If the world had no ice. . .
   b If you had told me about that cat. . .
   c If I had known about the heat. . .

2. Now write two or three sentences, using the conditional tense, starting:
   a If I were accidentally locked in the school library. . .
   b If I had not forgotten my homework. . .
   c If that rope bridge across the river gives way. . .

Now look at your sentences from question 2 and see how they have developed your understanding of the conditional tense. You may have noticed that conditionals tend to work in these three situations:

- using the present tense with the consequence = very likely result
- using the future
- using the past tense with the consequence = uncertain result using would or should
- using a tense called the perfect tense = cannot be proven

Looking closely
Conditionals are sometimes called ‘if clauses’. Some conditionals describe real-life situations and others describe imaginary situations. Use them to make your stories more interesting.

Speaking and listening

In groups, take turns to role-play one or two examples of the first conditional, the second conditional, and the third conditional. Choose nature settings.

The first conditional starts by stating something quite likely, for example: ‘If I go closer to that forest fire, I will be burned.’

The second conditional adds a less likely scenario, for example: ‘If that forest fire had started three weeks ago in the rainy season, it would have been put out quickly.’

The third conditional adds the impossible to prove, for example: ‘If I had known there was going to be a fire, I would have worn a fire-proof suit today.’

It’s not an easy game to play, so have some fun exploring and finding your way – a little like you would in a jungle!
Wild animals caught on camera

Listen to this recording. In it, Olaf tells some students how he came to take some exciting pictures of wild animals and found himself in dangerous situations. You will need to listen to the recording carefully and make short notes to answer question 5 below. You will use these notes later in the writing workshop.

Understanding
Answer the following questions.

1. Why doesn’t Olaf use a close-up lens?
2. What saved Olaf from being noticed by the leopard?
3. Olaf says, “OK, so I’m an idiot”. Write four words that describe Olaf’s character (not including ‘idiot’).
4. What do you think about Olaf’s craze for animal photography at close range?
5. Make notes of the facts given about hippopotamuses, leopards and crocodiles. There’s no need to put your notes in any particular order – there will be time to do that later.

Glossary

- **a real buzz** great excitement
- **click, click and I’m off** taking photos before running away quickly from potential danger
- **jungle creeper** plants that grow and spread out along the ground and up trees
- **one huge sweep** large, scooping action

Speaking and listening

You are going to pretend to be Olaf. At the end of your speech you will take some questions from students in the audience. Try to predict the questions they may ask.
Developing your language – personification

Olaf wants his language to create as strong an impression as his photographs. The words in the Word cloud suggest danger and tell us that the natural world is full of peril. These words are all connected to a type of image called personification – an abstract idea that is made into a person.

Read this extract from the recording.

‘Here was I looking Death in the face again – and Death had layers of teeth like pointed nails and dreadful claws that would sever you apart.’

Olaf creates an impression of danger by making you imagine dreadful claws and giving an image of pointed nails for teeth. The word sever suggests a violent pulling of flesh from bone.

Answer the following questions.

1. If Death were a person, how would you describe him or her?
2. If Death were an animal, which one would it be?
3. Can you think of a way to personify life?
4. Can you think of a way to personify winter?

Word builder

How do the words in the Word cloud contribute to three other personifications in Olaf’s talk?

1. “Danger and I are old enemies – he’s ambushed me and threatened me with his daggers more than once, I can tell you.” How does ambushed help to create the image of danger as a person?
2. “I’ve never felt the presence of fear. Fear grips you by the throat and makes you squirm and tremble until you can’t do anything.” How do grips, squirm and tremble help to create the image of fear as a person?
3. “I think of nature as a malevolent ogre ready to pounce on her prey and strike him dead.” How does malevolent help to create the image of nature as an ogre?
Writing a summary

Answer the following questions.

1. Read this summary of everything someone did one Monday, described in only 100 words.

Monday was the first day of the holidays so I lay in. I got up at midday and had a quick meal before going out to meet my friends. We decided to go to the cinema and then had a coffee while we waited for the rain to stop. When the sun came out we went for a walk by the river and went in the butterfly house. Then it was time to go home. I had my evening meal and sat down and read a book. Before I knew it, it was time to go to bed again.

What do you notice about this summary that is different from other types of writing, such as more detailed description or a story?

2. Here are some notes about why Olaf was in danger.

- Gets very near to wild animals
- Hippo charged him fast
- Hippo may crush him
- Leopard could rip him with sharp claws
- Leopard could sink teeth into him
- Nearly knocked into river by crocodile’s tail

What do you notice about these notes?

3. Do you think this is an acceptable summary of the notes?

Summary based on the notes – 56 words long

Olaf was in danger because he got too close to wild animals. He was charged by a hippopotamus that could have crushed him to death. If the leopard had noticed him he might have been a victim to its tearing claws and its sharp teeth. He narrowly missed being knocked into the river by a crocodile.
Summaries – true or false?

Decide whether each of these statements about summaries is ‘True’ or ‘False’, referring to the summary you have just read on page 62.

- Summaries start with a long introduction that states what they’re about.
- I can put explanations and examples wherever I like when writing a summary.
- Summaries are about facts and information.
- Summaries are just lists so it doesn’t matter about the order in which I write.
- I don’t have to use my own words to write a summary, I can just copy from the original.

Now find your notes giving facts about hippopotamuses, leopards and crocodiles. Write your own summary as follows.

Plan your summary

Decide the best order for your notes.

Start your summary

Start with a sentence that gets you straight into the summary, for example:

*Olaf, the wildlife cameraman,…*

Write the main part of your summary

Keep to the facts, but try to avoid making your summary a basic list. Use your own words to link your factual information together.

Write your summary in a single paragraph of not more than 100 words.

Finish your summary

Check how many words you have written. If there are too many, see whether you can make your summary shorter by striking out words you don’t need, or by writing one word that means the same as two.
## Progress check

<table>
<thead>
<tr>
<th>1.</th>
<th>What do you think ‘Nature red in tooth and claw’ really means? Give two ideas.</th>
<th>[2 marks]</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Why was Talagouga called the ‘Gateway of Misery’? Give two reasons.</td>
<td>[2 marks]</td>
</tr>
<tr>
<td>3.</td>
<td>From the extracts about Talagouga, can you remember two reasons why travel other than by water was very difficult?</td>
<td>[2 marks]</td>
</tr>
<tr>
<td>4.</td>
<td>Why did the travellers across the Gobi Desert say that the trees were ‘outlined against the sand like a blob of ink on a freshly laundered tablecloth’?</td>
<td>[2 marks]</td>
</tr>
<tr>
<td>5.</td>
<td>What did Olaf the cameraman say Mother Nature was not, and how did he describe her?</td>
<td>[2 marks]</td>
</tr>
<tr>
<td>6.</td>
<td>Explain the type of imagery Olaf was particularly fond of using. Give two examples.</td>
<td>[4 marks]</td>
</tr>
<tr>
<td>7.</td>
<td>In a debate what is meant by a motion, a proposer, and an opposer? How are people prevented from talking all at once?</td>
<td>[4 marks]</td>
</tr>
<tr>
<td>8.</td>
<td>Can you remember how the setting of the oasis in the Gobi Desert was described? Give four details.</td>
<td>[4 marks]</td>
</tr>
<tr>
<td>9.</td>
<td>Choose two conditional tenses and give an example showing how they differ from each other.</td>
<td>[4 marks]</td>
</tr>
<tr>
<td>10.</td>
<td>State four rules for writing a summary.</td>
<td>[4 marks]</td>
</tr>
</tbody>
</table>
## Reflecting on your learning

### Writing summaries

<table>
<thead>
<tr>
<th>Reflection Points</th>
<th>Possible Improvement Areas</th>
</tr>
</thead>
</table>
| I understand the main rules for writing summaries. | Yes, and I get them right  
Yes, but I forget some of them  
I find them a bit confusing |
| I can find the information I need to use for the question. | I can read for detail and know when I’ve found the right bits  
I miss some bits out  
I don’t always choose the right bits |
| I’m able to change the wording into my own. | I enjoy the challenge  
I sometimes copy the odd phrase  
I tend to copy a lot |
| I can reduce a passage to the right number of words. | I’m quite a concise writer  
I tend to want to add too many words  
My writing can be too long or too short |
| When I’ve finished, I have strategies for reducing words. | I can say things in different ways  
It takes me some time to think how to change my words  
I need to broaden my vocabulary |

Focus on the areas you need to improve.

- What types of reading should I be doing to help me to write summaries?
- In the next few weeks, what can I work at most when I am writing summaries?
- In the longer term, how will I know that my plans for improvement have succeeded?