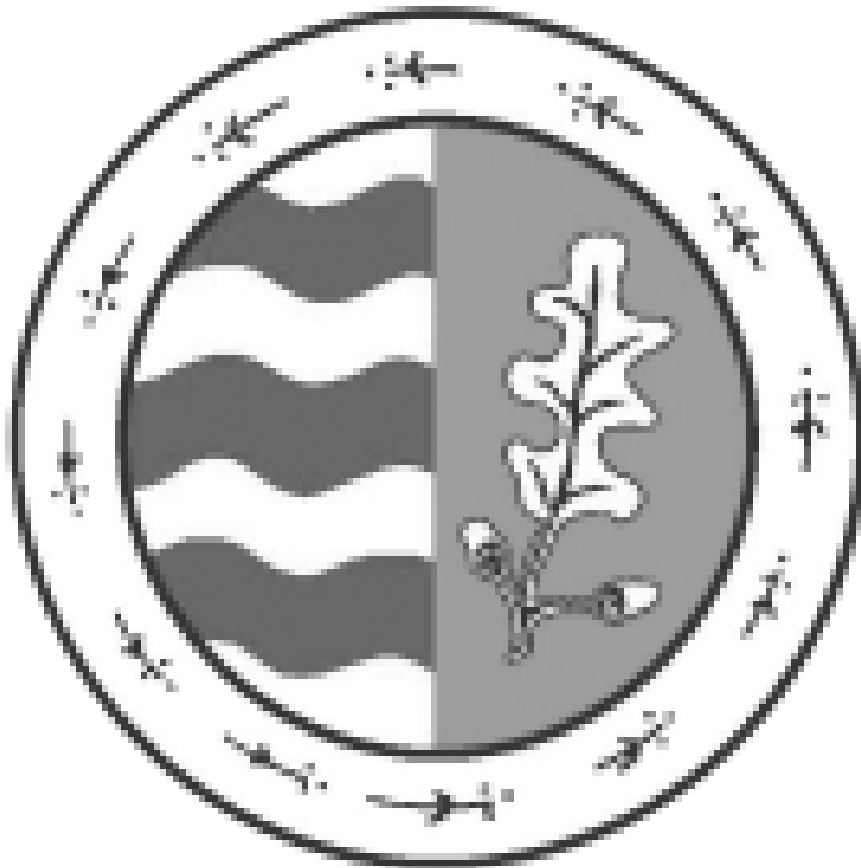


KS3 English Homework Booklet

AOA English Language Paper 1: Explorations in creative reading and writing.

AOA English Language Paper 2: Writers' viewpoints and perspectives



Name: _____

Class: _____

Teacher: _____

1: Identifying Figurative Language Techniques

Match the language techniques to the correct definitions. If there are any that you are unsure about, look them up online.

Adjectives	Language intended to create an emotional response.
Verbs	A word that modifies a verb, adjective or another adverb.
Adverbs	Figure of speech when one thing is compared to something else.
Metaphor	A word that describes a noun.
Simile	A use of obvious exaggeration for rhetorical effect.
Onomatopoeia	Figure of speech when one thing is compared to something else using 'like' or 'as.'
Personification	A word that conveys an action.
Hyperbole	A metaphor attributing human feelings to an object.
Emotive Language	A written form to show that two or more characters are having a conversation.
Dialogue	The use of words that imitate the sounds associated with the objects or actions they refer to.

c) Write your own example including the following techniques as a sentence in the table below:

Metaphor	
Simile	
Onomatopoeia	
Personification	
Emotive language	

2: Identifying and Commenting on the Effect of Figurative Language

Read the following fictional quotes, identify the language technique used and comment on its effect.

Quote	Technique Used	Effect (what does it suggest?)
The circus was a magnet for the children.		
The blazing hot sun scorched through the day.		
The autumn leaves and twigs cracked and crunched underfoot.		
A heart-breaking aroma of death filled the air as he surveyed the devastation and destruction that had befallen them all.		
The sun smiled at the hills, ready to begin a new day.		
She laughed like a hyena .		

3: Identifying and Commenting on the Effect of Figurative Language in an Extract

Read the following descriptive extract:

A gun is fired. Startled antelopes look up from their grazing as the noise echoes across the savanna. As the reverberation fades, one of Africa's most incredible animals struggles to take his last breath through his punctured lungs. All is quiet apart from the sound of the hunter's footsteps on the brittle grass. He squats by the bloodstained carcass, still holding his gun, and smiles as his picture is taken. Victory shots are fired into the air as the proud hunter gets into the car, driven by his guide, and goes back to the hunting camp where he is served a meal and a stiff drink. The skinner then get to work carefully removing the tawny coat from the carcass. Vultures circle above the mass of meat and, as the last car leaves, they descend and finish off what the hunter has left behind.

Complete the table below using specific quotes from the text. Try to identify three different techniques used:

Quote	Technique Used	Effect (what does it suggest?)

4: Using Figurative Language in our Writing

Look at the picture below:



Complete the table below by describing the picture using the given language techniques:

Technique	Example
Simile	
Metaphor	
Personification	
Hyperbole	
Onomatopoeia	
Emotive language	

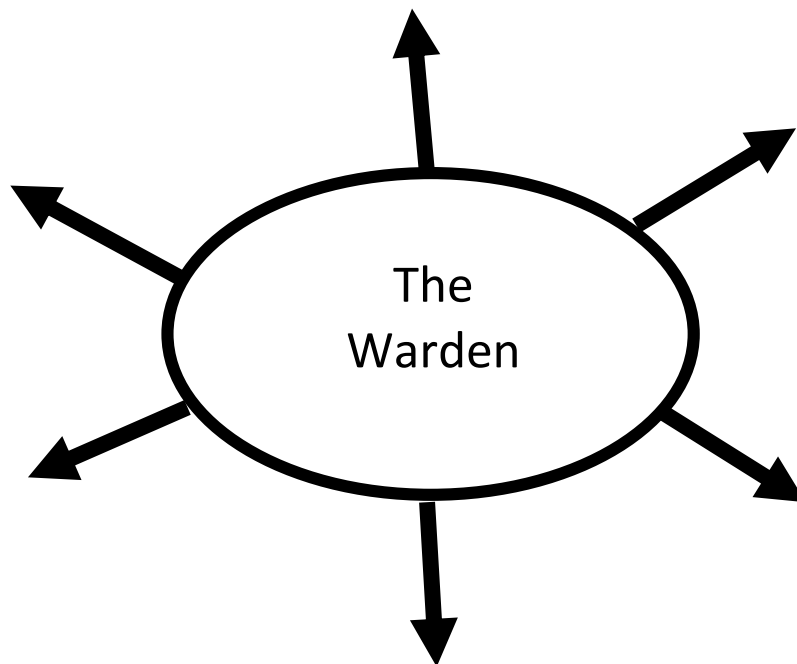
5: Extracting details from a text

Read the following extract taken from Louis Sachar's *Holes*:

The Warden

It didn't take long for the pickup to return. Mr Pendanski stepped out of the cab. A tall woman with red hair stepped out of the passenger side. She looked even taller than she was, since Stanley was down in his hole. She wore a black cowboy hat and black cowboy boots which were studded with turquoise stones. The sleeves on her shirt were rolled up, and her arms were covered with freckles, as was her face. She walked right up to X-Ray.

a) Complete the mind map below by adding everything you learn about the Warden in this extract:



b) Write one thing you can **infer** from the Warden's character below:

6: Making Basic Inferences

Inference involves using clues from the text to form your own opinions or conclusions based on the text.

Use your skills of inference to complete the table below:

Textual Detail	What can we infer?
Jacob stepped out of his house and opened his umbrella.	It is raining.
Richard ripped his work into pieces and stormed out of the room.	
The sound of the alarm screeches through the school.	
The child grimaces as he eats the vegetables his mother has given him.	
Maria lets out a groan as she finishes the last strand of spaghetti.	
Shreds of newspaper covers Susan's floor as her dog hides under the sofa.	
Mr. Jones sighs as he reads through the student's assessment paper.	
The truck spreads grit over the road on the December evening.	
Naomi shakes the piggy bank but no sound is heard.	

7: Making Basic Inferences from a Text

It had grown busy while I had been in the water. Deck chairs had been dragged out. Families had pitched little tents. Balls, Frisbees and kites seemed to be everywhere. Hundreds of adults were just laid there, rigid on their towels while the children ran around shouting and squealing irritatingly.

It always got like this at the weekend. I had warned Granddad. It would have been better to have come in the evening when all the crowds had gone home. I sighed. Granddad seemed oblivious, sat in his chair reading his book, his feet buried in the sand.

The sun was at its height and beat down mercilessly.

“Perhaps you should put some cream on Granddad,” I said with concern.

1) *Where is the scene set? Find evidence from the text to support your answer.*

2) *Why did the narrator think it would have been better to have come in the evening?*

3) *Why is the narrator concerned about Granddad?*

4) *Do you think the narrator is having fun? Explain your answer.*

8: Becoming Familiar with 19th Century Language

Read the following extract from *Travels with a Donkey in the Cevennes (1879)* by Robert Louis Stevenson:

It was already hard upon October before I was ready to set forth, and at the high altitudes over which my road lay there was no Indian summer to be looked for. I was determined, if not to camp out, at least to have the means of camping out in my possession; for there is nothing more harassing to an easy mind than the necessity of reaching shelter by dusk, and the hospitality of a village inn is not always to be reckoned sure by those who trudge on foot. A tent, above all for a solitary traveller, is troublesome to pitch, and troublesome to strike again; and even on the march it forms a conspicuous feature in your baggage. A sleeping-sack, on the other hand, is always ready - you have only to get into it; it serves a double purpose - a bed by night, a portmanteau by day; and it does not advertise your intention of camping out to every curious passer-by. This is a huge point. If a camp is not secret, it is but a troubled resting-place; you become a public character; the convivial rustic visits your bedside after an early supper; and you must sleep with one eye open, and be up before the day. I decided on a sleeping-sack; and after repeated visits to Le Puy, and a deal of high living for myself and my advisers, a sleeping-sack was designed, constructed, and triumphantly brought home.

This child of my invention was nearly six feet square, exclusive of two triangular flaps to serve as a pillow by night and as the top and bottom of the sack by day. I call it 'the sack,' but it was never a sack by more than courtesy: only a sort of long roll or sausage, green waterproof cart-cloth without and blue sheep's fur within. It was commodious as a valise, warm and dry for a bed. There was luxurious turning room for one; and at a pinch the thing might serve for two. I could bury myself in it up to the neck; for my head I trusted to a fur cap, with a hood to fold down over my ears and a band to pass under my nose like a respirator; and in case of heavy rain I proposed to make myself a little tent, or tentlet, with my waterproof coat, three stones, and a bent branch.

It will readily be conceived that I could not carry this huge package on my own, merely human, shoulders. It remained to choose a beast of burden. Now, a horse is a fine lady

among animals, flighty, timid, delicate in eating, of tender health; he is too valuable and too restive to be left alone, so that you are chained to your brute as to a fellow galley-slave; a dangerous road puts him out of his wits; in short, he's an uncertain and exacting ally, and adds thirty-fold to the troubles of the voyager. What I required was something cheap and small and hardy, and of a stolid and peaceful temper; and all these requisites pointed to a donkey.

Answer the following questions based on the text above:

Why was the narrator 'looked upon with contempt'?

Why did he decide not to take a tent?

What did he plan to do if it rained?

How was he going to carry all of his equipment?

9: Analysing Language from 19th Century Texts

Complete the table below which explores Mr Hyde's introduction through the story told by Mr Enfield taken from Robert Louis Stevenson's *Strange Case of Dr Jekyll and Mr Hyde*

Quotation	What this suggests
'... the man trampled calmly over the child's body and left her screaming on the ground.'	
'It wasn't like a man; it was like some damned Juggernaut.'	
'He was perfectly cool and made no resistance, but gave me one look, so ugly that it brought out the sweat on me like running.'	
'There is something wrong with his appearance; something displeasing, something downright detestable. I never saw a man I so disliked, and yet I scarce know why.'	
'He must be deformed somewhere; he gives a strong feeling of deformity, although I couldn't specify the point. He's an extraordinary-looking man, and yet I really can name nothing out of the way.'	

10: Comparing Different Non-Fiction Texts

Read the quotes in the column below. Source A quotes are taken from Helen Keller's autobiography; Source B quotes are taken from David Walliams' autobiography. Both sources describe the writers' experiences of teachers. Complete the comparison table below:

Quotations	Comparison
<p>A: 'It was my teacher's genius, her quick sympathy, her loving tact which made the first years of my education so beautiful.'</p> <p>B: 'The pupils only met [Mr Richardson] when he wanted to punish some minor wrongdoing.'</p>	
<p>A: 'My teacher is so near to me that I scarcely think of myself apart from her.'</p> <p>B: '[The] headmaster was a furious little man with a beard who reeked of cigars and dog. We boys didn't see him much.'</p>	
<p>A: 'There is not a talent, or an aspiration or a joy in me that has not been awakened by her loving touch.'</p> <p>B: 'As he punished them, so he would grab their wrists and hold them in place so he could keep whacking.'</p>	

11: Arguing For/Against a Statement

Read the following statement:

'There should be a curfew from 9pm-7am for young people in order to reduce the rate of crime on the streets.'

Complete the table below with as many reasons for/against this statement that you can think of:

For	Against

12: Analysing Language Techniques in a Non-Fiction Text

Read the following extract taken from Ellen Newbold La Motte's *The Backwash of War* and complete the language analysis table below:

From the operating room they are brought into the wards, these bandaged heaps from the operating tables, these heaps that once were men. The clean beds of the ward are turned back to receive them, to receive the motionless, bandaged heaps that are lifted, shoved, or rolled from the stretchers to the beds. Again and again, all day long, the procession of stretchers comes into the wards. The foremost bearer kicks open the door with his knee, and lets in ahead of him a blast of winter rain, which sets dancing the charts and papers lying on the table, and blows out the alcohol lamp over which the syringe is boiling. Someone bangs the door shut. The unconscious form is loaded on the bed. He is heavy and the bed sags beneath his weight. The brancardiers gather up their red blankets and shuffle off again, leaving cakes of mud and streaks of muddy water on the green linoleum.

Quote	Technique Used	Effect (what does it suggest?)

13: Skimming and Scanning a Non-Fiction Text for Details

Read the following extract taken from a 2002 article published in *The Guardian* called *Badgers Fall Prey to Blood Sport Revival*:

Badger-baiting has become Britain's deadliest blood sport, with a record 20,000 deaths forecast this year.

An unexpected resurgence in the gruesome pursuit, in which dogs are set on badgers, has prompted the RSPCA and the police to launch the first national campaign next month aimed at capturing offenders. A £1,000 reward will be offered for anyone with information leading to a conviction for badger-baiting.

Chief Inspector Terry Spamer, of the RSPCA's special intelligence unit, said there had been an 'explosion' in killings of the protected species, Britain's largest carnivorous mammal, particularly in Wales, Lancashire, Yorkshire and Scotland.

The RSPCA has collated intelligence on 4,000 individuals suspected of involvement in the practice.

A decade after the introduction of the Protection of Badgers Act, 1992, the comeback of badger-baiting has stunned animal welfare groups. The estimated death toll this year is double last year's, and far higher than the 13,987 foxes officially killed by hunts last season.

'It has become very prevalent in the last few months after dying off in the Eighties and Nineties,' said Spamer.

Circle the letters of the four statements below that are **true**:

- a) A reward of £100 will be paid for information leading to a conviction for badger baiting.
- b) The badger is Britain's largest carnivorous mammal.
- c) The death toll is far higher than that of foxes killed through hunting.
- d) The RSPCA are launching a national campaign.
- e) Five convictions were made in Scotland.
- f) There were many killings in Wales.
- g) Badger baiting died off in the Seventies.

14: Drawing Conclusions from a Text

Read the following extract taken from *The Lion Children*:

A gun is fired. Startled antelopes look up from their grazing as the noise echoes across the savanna. As the reverberation fades, one of Africa's most incredible animals struggles to take his last breath through his punctured lungs. All is quiet apart from the sound of the hunter's footsteps on the brittle grass. He squats by the bloodstained carcass, still holding his gun, and smiles as his picture is taken. Victory shots are fired into the air as the proud hunter gets into the car, driven by his guide, and goes back to the hunting camp where he is served a meal and a stiff drink. The skinners then get to work carefully removing the tawny coat from the carcass. Vultures circle above the mass of meat and, as the last car leaves, they descend and finish off what the hunter has left behind.

One of the most magnificent male lions in our study area has been killed. Armagnac will soon be flown halfway across the world, where on arrival his head will be stuffed and mounted on the hunter's wall, along with the photograph. His skin will be used as a carpet, and the hunter will tell his friends about his trip to Africa, with a few embellishments. Above him Armagnac will stare into oblivion with his new glass eyes.

A student, having read this extract, claimed: 'The writer makes the reader feel as though they are deeply saddened and disgusted by the death of the lion.'

Complete the table below by finding three quotes that prove this statement, and explain why. Try to refer to the specific use of language by the writer:

Quotation from the extract	Explanation

15: Tackling Unfamiliar Language

19th and 20th century English language is often very different to the language we read today.

Use a dictionary or an online resource to find the definitions of the following popular words used during this time that may appear in one of your unseen texts:

Word	Definition
<i>hearth</i>	
<i>tolerable</i>	
<i>rotund</i>	
<i>dynastic</i>	
<i>amiable</i>	
<i>ruffian</i>	
<i>infallible</i>	
<i>beguile</i>	
<i>malodorous</i>	
<i>diminutive</i>	
<i>infatuated</i>	
<i>benevolence</i>	

16: Identifying Figurative Language in an Extract

Read the following description of setting taken from Bram Stoker's *Dracula*:

Soon we were hemmed in with trees, which in places arched right over the roadway till we passed as through a tunnel. And again great frowning rocks guarded us boldly on either side. Though we were in shelter, we could hear the rising wind, for it moaned and whistled through the rocks, and the branches of the trees crashed together as we swept along. It grew colder and colder still, and fine, powdery snow began to fall, so that soon we and all around us were covered with a white blanket. The keen wind still carried the howling of the dogs, though this grew fainter as we went on our way. The baying of the wolves sounded nearer and nearer, as though they were closing round on us from every side. I grew dreadfully afraid, and the horses shared my fear.

Complete the following table analysing the use of figurative language in this extract:

Quote	Technique Used	Effect
'great frowning rocks guarded us boldly on either side'	vivid vocabulary: adjective adverb verb	
'we could hear the rising wind, for it moaned and whistled'	onomatopoeia	
'soon we and all around us were covered with a white blanket'	metaphor	
'the keen wind still carried the howling of the dogs'	personification	

17: Considering an Author's Word Choice

Read through the extract below. Some of the words have been removed. Use the word bank at the bottom of the page to fill the gaps with appropriate vocabulary:

The room in which the boys were fed, was a large hall, with a copper* at one end, out of which the master, dressed in an apron for the purpose, and assisted by one or two women, ladled the gruel at meal-times; of which composition each boy had one porringer*, and no more – except on festive occasions, and then he had two ounces and a quarter of bread besides. The bowls never wanted washing – the boys polished them with their spoons till they shone again; and when they had performed this operation, (which never took very long, the spoons being nearly as large as the bowls,) they would sit staring at the copper with such

..... eyes, as if they could the very bricks of which it was composed; employing themselves meanwhile in sucking their fingers most assiduously, with the view of catching up any stray splashes of gruel that might have been cast thereon. Boys have generally excellent appetites. Oliver Twist and his companions suffered the of slow starvation for three months: at last they got so voracious and with hunger, that one boy, who was tall for his age, and hadn't been used to that sort of thing (for his father had kept a small cook's shop,) hinted to his companions, that unless he had another basin of gruel *per diem, he was afraid he should some night happen to eat the boy who slept next him, who happened to be a weakly youth of tender age. He had a wild, hungry eye, and they implicitly believed him. A council was held; lots were cast who should walk up to the master after supper that evening, and ask for more; and it fell to Oliver Twist.

The evening arrived; the boys took their places; the master in his cook's uniform, stationed himself at the copper; his pauper assistants ranged themselves behind him; the gruel was served out, and a long grace was said over the short commons. The gruel disappeared, and the boys whispered each other and winked at Oliver, while his next neighbours nudged him. Child as he was, he was with hunger and reckless with He rose from the table, and advancing, basin and spoon in hand, to the master, said, somewhat alarmed at his own temerity –

“Please, sir, I want some more.”

The master was a fat, healthy man, but he turned very pale. He gazed in stupefied astonishment on the small for some seconds, and then clung for support to the copper. The assistants were paralysed with wonder, and the boys with

1) eager	6) darkly
2) tortures	7) stone
3) devour	8) wild
4) fear	9) rebel
5) desperate	10) misery

18: Analysing the Author's Use of Characterisation

Read the following extract taken from John Steinbeck's *Of Mice and Men*:

A girl was standing there looking in. She had full, rouged lips and wide-spaced eyes, heavily made up. Her fingernails were red. Her hair hung in little rolled clusters, like sausages. She wore a cotton house dress and red mules, on the insteps of which were little bouquets of red ostrich feathers. 'I'm lookin' for Curley,' she said. Her voice had a nasal, brittle quality.

George looked away from her and then back. 'He was here a minute ago, but he went.' 'Oh!' She put her hands behind her back and leaned against the door frame so that her body was thrown forward. 'You're the new fellas that just come, ain't ya?'

'Yeah.'

Lennie's eyes moved down her body, and though she did not seem to be looking at Lennie she bridled a little. She looked at her fingernails. 'Sometimes Curley's in here,' she explained.

George said brusquely, 'Well, he ain't now.'

'If he ain't, I guess I better look some place else,' she said playfully.

Lennie watched her, fascinated. George said, 'If I see him, I'll pass the word you was looking for him.'

She smiled archly and twitched her body. 'Nobody can't blame a person for lookin',' she said. There were footsteps behind her, going by. She turned her head. 'Hi, Slim,' she said.

Answer the following question using the P.E.E. guidelines below:

How does the writer use language to present the character of Curley's wife?

Point:

Evidence:

Explanation:

19: Identifying Persuasive Techniques in a Speech

Read the following speech by a father whose son was killed in a hit and run while trying to protect his neighbourhood from looters and rioters during the 2011 London riots:

I don't blame the Government, I don't blame the police, I don't blame anybody. I'm a Muslim. I believe in divine fate and destiny, and it was his destiny and his fate, and now he's gone. And may Allah forgive him and bless him.

Tensions are already high in the area. It's already bad enough what we are seeing on the streets without other people taking the law into their own hands. My family wants time to grieve for my son. People should let the law deal with this.

Today we stand here to plead with all the youth to remain calm, for our communities to stand united. This is not a race issue. The family has received messages of sympathy and support from all parts of society.

I lost my son. Blacks, Asians, Whites – we all live in the same community. Why do we have to kill one another? Why are we doing this? Step forward if you want to lose your sons. Otherwise, calm down and go home – please.

Identify the persuasive techniques used in the speech in the table below and comment on their effect on the listener:

Technique	Example	Effect
Rhetorical question		
Emotive language		
Repetition		
Use of personal pronouns		
Imperatives		

20: Punctuating Writing for Clarity and Coherence

Re-write the following extracts below, adding appropriate punctuation to add control and coherence:

When the history of sport comes to be written one of the greatest most enduring chapters will be devoted to englands world cup win in 1966 why was it such an achievement perhaps because the manager sir alf ramsey said very simply a year before the tournament england will win the world cup and they did.

Would you make a child drink dirty water of course you wouldn't but that is what millions of children in Africa do every day and thousands die every year from water borne diseases think of this for just 60 pence a day you could provide clean water for a village and ensure that children have a better to chance to live to adulthood surely that isn't too much to ask or is it

21: Comparing Non-Fiction Texts

Read the following non-fiction extracts and complete the comparison table below:

Source A – George Orwell – “Down and Out in Paris and London”

Published in 1933, this is an autobiographical extract on the theme of poverty.

Paddy was my mate for about the next fortnight, and, as he was the first tramp I had known at all well, I want to give an account of him. I believe that he was a typical tramp and there are tens of thousands in England like him.

He was a tallish man, aged about thirty-five, with fair hair going grizzled and watery blue eyes. His features were good, but his cheeks had lankled and had that greyish, dirty in the grain look that comes of a bread and margarine diet. He was dressed, rather better than most tramps, in a tweed shooting-jacket and a pair of old evening trousers with the braid still on them. He was careful of his appearance altogether, and carried a razor and bootbrush that he would not sell though one would have known him for a tramp a hundred yards away. There was something in his drifting style of walk, and the way he had of hunching his shoulders forward, essentially abject.

He had been brought up in Ireland, served two years in the war, and then worked in a metal polish factory, where he had lost his job two years earlier. He was horribly ashamed of being a tramp, but he had picked up all a tramp's ways. He browsed the pavements unceasingly, never missing a cigarette end, or even an empty cigarette packet, as he used the tissue paper for rolling cigarettes. He had no stomach for crime, however. When we were in the outskirts of Romton, Paddy noticed a bottle of milk on a doorstep, evidently left there by mistake. He stopped, eyeing the bottle hungrily. 'Christ!' he said, 'dere's good food goin' to waste. Somebody could knock dat bottle off, eh? Knock it off easy.'

I saw that he was thinking of 'knocking it off' himself. He looked up and down the street; it was a quiet residential street and there was nobody in sight. Paddy's sickly, chap-fallen face yearned over the milk. Then he turned away, saying gloomily: 'Best leave it. It don't do a man no good to steal. T'ank God, I ain't never stolen nothin' yet.'

Source B - Taken from the Daily Mail Online, February 10th, 2014

A beggar that police believe isn't even homeless has boasted of raising £800 in just three days. The unidentified man was found to be carrying the substantial sum of money when officers arrested him in Nottingham city centre on an unrelated matter on February 4th, but they were forced to let him keep the cash when they could find no evidence to prove he had obtained it illegally.

Nottinghamshire Police now fears the man could be one of 10 'hardcore' beggars operating in the city, none of who are thought to be genuinely homeless or in need of help. Police officers originally arrested the unidentified man last week after he failed to turn up at Lincolnshire Court on an unrelated matter. Upon searching him they discovered a haul of £800 in notes and coins in his pockets. Police said that although

the man is well known as a prolific beggar, they were forced to hand the money back to him as he had been arrested for something else and it could not be proven that he had broken any law in obtaining it. The man was later released without charge.

A police spokeswoman told Mail Online: 'As far as we know the man isn't actually homeless. He is just sitting shivering and people feel sorry for him. If he doesn't actually ask for money, he hasn't broken the law.'

She added: 'People will just feel sorry for him and say 'here's a tenner mate'. That's what we believe to be happening. The money may have been taken away for safe-keeping after his arrest but it will definitely be handed back to him, if it hasn't been already,' she went on to say. Officers say the large sum of money suggests the man may be one of a group of all-British 'hardcore' beggars they fear are operating in the city.

Feature	Source A	Source B
GAP (Genre, Audience, Purpose)		
Narrative perspective (1st, 3rd person, etc.)		
Language features (e.g. description, dialogue)		
Tone (e.g. positive, negative)		

22: Summarising a Non-Fiction Text

Read the following article published in *The Telegraph* in 2015:

Junk food kills bacteria that protect against obesity, heart disease and cancer, study finds.

Eating junk food kills good stomach bacteria which protect against obesity, diabetes, cancer, heart disease and inflammatory bowel conditions studies have found. The human gut contains around 3,500 different microbial species, which together make up some three pounds in weight.

Scientists now believe a diet based on a limited range of highly processed foods, rather than those found in a balanced, healthy diet, can wipe out the number of good stomach microbes (stomach flora) by more than a third. The discovery could explain why some people put on weight while others don't, despite eating roughly similar amounts of fat, sugar, protein and carbohydrates.

The finding emerged from studies conducted by Tim Spector, professor of genetic epidemiology at King's College London. He enlisted the help of his 23-year-old genetics student son Tom, who agreed to spend 10 days on a fast-food-only diet of McDonald's hamburgers, chips, chicken nuggets and Coca Cola.

Tom said: "Before I started my father's fast food diet there were about 3,500 bacterial species in my gut, dominated by a type called firmicutes. Once on the diet I rapidly lost 1,300 species and my gut was dominated by a group called bacteroidetes. The implication is that the McDonalds diet killed 1,300 of my gut species."

However, Professor Spector's findings appear to support existing research which indicates the problem is far more complex than simply eating too much.

Stomach flora also play a key role in warding off potentially harmful microbes - they regulate the metabolism. They produce digestive enzymes, alongside vitamins A and K, which are needed to aid the absorption into the body of important minerals such as calcium and iron. Bacterial imbalances have been linked to increased chances of developing conditions such as colitis and inflammatory bowel disease.

Yet the precise make up of our microbial populations may vary from country to country, and there are even suggestions that obesity may be contagious. Tests conducted by the University of Colorado in the US found that transferring bacteria from an obese human to a mouse led to the animal gaining weight, and lean mice placed in cages with obese ones also became fat.

Professor Spector said: "Unfortunately, microbes get a bad press, but only a few

of the millions of species are harmful, and many are vitally crucial to our health. Alarmingly, what is emerging is that changes in our gut microbe community, or microbiome, are likely to be responsible for much of our obesity epidemic, with frightening consequences such as diabetes, cancer and heart disease”.

Professor Spector oversees a UK registry of 12,000 twins who are monitored over the course of their lives for the effects of a variety of genetic and environmental factors. The findings are the result of early work carried out by the British Gut Project, of which he is a founding member.

Surprisingly, excluding fat and sugar is less important to a healthy diet than making sure the food we eat is as diverse and natural as possible, Professor Spector said. His advice chimes with studies suggesting that Belgian beer, garlic, coffee, leeks and celery are ideal foods for promoting healthy gut flora.

Professor Spector said: “Fifteen thousand years ago our ancestors regularly ingested around 150 different ingredients in a week. Worryingly, most people nowadays consume fewer than 20 separate food types and many, if not most, are artificially refined. Most processed food products come, depressingly, from just four ingredients: corn, soy, wheat or meat”.

A spokesman for McDonald's said: "We have a wide range of foods available in our restaurants and McDonald's can be enjoyed as part of a healthy balanced diet. We have also reformulated our ingredients to reduce the amount of salt, fat and sugar and removed trans fats entirely from our menu."

Use the space below to summarise the article in your own words:

23: Analysing the Use of Language to Achieve a Particular Effect

Read the following extract taken from a 2011 online article reporting on the treatment of animals in circuses:

“With each repeated blow, the pitchfork makes a sickening thwack as it slams into Anne the elephant’s hide. She flinches, at one point even appearing to lose her footing under the weight of a particularly savage strike. The disturbing images come from a secretly shot video which campaigners say lays bare the cruel reality of her life as Britain’s last circus elephant.

In secretly shot video, a worker swings a vicious kick into the belly of 58-year-old Anne the elephant. Animal Defenders International planted the device because of concerns about how Anne was being treated at Bobby Roberts’s Super Circus. It shows Anne enduring the abuse at the hands of her so called ‘carers’ while shackled in a dingy barn during the circus’ winter break.

As well as being repeatedly hit with a pitchfork by one worker employed to feed and look after her, the 58-year-old elephant also appears to be stabbed in the face with the tool’s metal prongs during one attack. A total of 48 strikes, including kicks to her body and head, were recorded as she was left chained to the spot by her legs.”

How does the writer use language in this extract to convey the cruelty suffered by Annie the circus elephant? Write one detailed paragraph to answer this question below:

24: Identifying Persuasive Language Techniques

Match the language techniques to the correct definitions. If there are any that you are unsure about, look them up online.

Rhetorical question	Language intended to create an emotional response.
Anecdote	Using adjectives of the highest form to exaggerate or reinforce a point, e.g. biggest, most successful
Facts/statistics	Repetition of the same sound at the beginning of two or more words within the same sentences/paragraphs.
Expert opinion	When evidence and detail is given to support a point using realistic language.
Repetition	A use of obvious exaggeration for rhetorical effect.
Personal pronouns	Expression of a viewpoint or judgment based on one's own ideas.
Alliteration	A short account of a particular incident or event related to the topic matter.
Hyperbole	Using words such as 'we', 'us', 'me', 'you' and 'I' to directly appeal to the audience.
Emotive Language	Directing statements posed as questions to get the audience thinking; no answer is required.
Superlatives	Repeating certain words or phrases for impact.

b) Write your own example including the following techniques as a sentence in the table below:

Rhetorical question	
Facts/statistics	
Expert opinion	
Anecdote	
Emotive language	

25: Identifying Punctuation and Its Usage

Match the punctuation with its definition:

Punctuation Type	Usage
Full stop (.)	Used at the end of an exclamatory sentence.
Comma (,)	Used to separate clauses, adverbials, or items in a list.
Exclamation mark (!)	Used to separate related independent clauses or items in a complicated list.
Question mark (?)	Used at the end of a declarative or imperative sentence.
Hyphen (-)	Used to introduce explanations, speech or lists – formal.
Dash (–)	Used to separate extra information (also known as parenthesis).
Brackets ()	Used at the end of an inquisitive sentence.
Apostrophe (')	Used to introduce explanations or further information – informal.
Semi-colon (;)	Used to highlight direct speech or quotations.
Colon (:)	Used to join words that have a combined meaning.
Inverted commas (“ ”)	Use to indicate omission, contraction or possession.

Write an example of each of the given punctuation marks in a sentence below:

Semi-colon (;)	
Colon (:)	
Parenthesis (brackets or pair of commas or dashes)	

26: Commenting on the Effect of Opening Lines

Read the extracts taken from the opening of various fictional sources. Using the table, comment on the effect of the sentence as an opening line.

Quote	Comment on effect
1. His children are falling from the sky.	
2. It was a bright cold day in April, and the clocks were striking thirteen.	
3. All children, except one, grow up.	
4. That was one of the hardest jobs I ever took on.	
5. It was the day my grandmother exploded.	

Which of the previous quotes do you believe is the most successful source opening and why?

27: Identifying the Effects of Structural Features

Match the structural feature to its particular effect or purpose.

Sequencing	Use of direct speech by one or more characters; can bring the character to 'life'.
Dialogue	Telling a story in the time order in which it happens.
Narrative chronology	Developing a particular image over a series of sentences or paragraphs to build a stronger picture.
Narrative shifts	Used to indicate changes in time, place, topic or person. Can be an introduction or conclusion.
Repetition	Repeating words, phrases, images or ideas over parts of a text to connect them together.
Changing focus	The telling of a story from a point of view – 1 st , 2 nd or 3 rd person. Can be a character or omniscient narrator.
Extended imagery	Changing from the narrative description of small, close-up details to larger ones – or the opposite.
Tone/mood	Changing attention to different things, e.g. description of setting, character thoughts, dialogue, etc.
Narrative voice/ perspective	Putting information about a character into a particular order, e.g. appearance, behaviour, etc.
Paragraphs	The attitude of a narrator to what they are talking about, e.g. positive, negative, mocking, humorous, etc.



28: Commenting on the Effects of Structural Features

Read the following extract taken from Ian McEwan's *Atonement*:

She was one of those children possessed by a desire to have the world just so. Whereas her big sister's room was a stew of unclosed books, unfolded clothes, unmade bed, unemptied ashtrays, Briony's was a shrine to her controlling demon: the model farm spread across a deep window ledge consisted of the usual animals, but all facing one way – towards their owner – as if about to break into song, and even the farmyard hens were neatly corralled. In fact, Briony's was the only tidy upstairs room in the house. Her straight-backed dolls in their many-roomed mansion appeared to be under strict instructions not to touch the walls; the various thumb-sized figures to be found standing about her dressing table – cowboys, deep-sea divers, humanoid mice – suggested by their even ranks and spacing a citizen's army awaiting orders.

Complete the table below, commenting on how each of the structural features help to build the overall impression of Briony:

Structural Feature	Evidence	Effect
Opening sentence	'She was one of those children possessed by a desire to have the world just so.'	
Simple sentence contrasted with complex sentences	'In fact, Briony's was the only tidy upstairs room in the house.'	
Extended imagery of control	'controlling demon' (metaphor) 'neatly corralled' 'under strict instructions' 'awaiting orders'	
Repetition of prefix 'un' contrasted with Briony's room	'unclosed', 'unfolded', 'unmade', 'unemptied'	

29: Evaluating the Success of the Author’s Language

Read the following extract from Monica Ali’s *Brick Lane*. The scene describes the birth of the character Nazneen, who was initially thought to be stillborn:

Mumtaz took hold of Nazneen, who was still dangling by the ankle, and felt the small, slick torso slide through her fingers to plop with a yowl onto the bloodstained mattress. A yowl! A cry! Rupban scooped her up and named her before she could die nameless again.

Banesa made little explosions with her lips. She used the corner of her yellowing sari to wipe some spittle from her chin. ‘This is called a death-rattle,’ she explained. The three women put their faces close to the child, Nazneen flailed her arms and yelled, as if she could see this terrifying sight. She began to lose the blueness and turned slowly to brown and purple. ‘God has called her back to earth,’ said Banesa, with a look of disgust.

How does the writer make you feel about this scene? Include quotations to justify your opinion.
