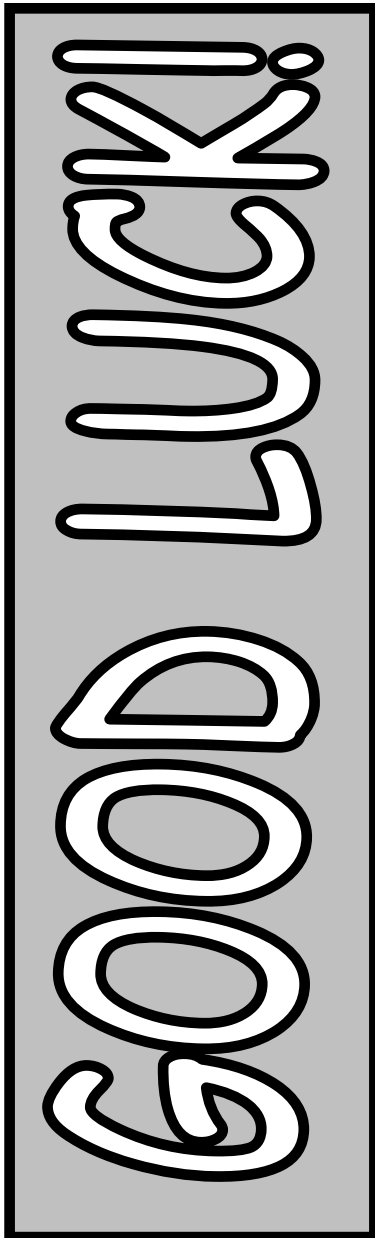


NAME.....



Non-Fiction Texts

Reading non-fiction materials

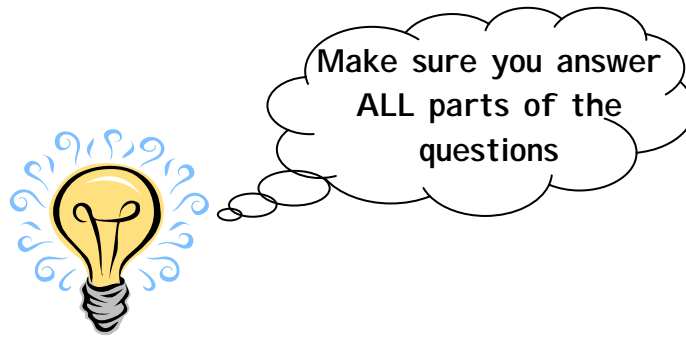
You will have to read and answer questions on some media and non-fiction texts that you have not seen before.

In this section you will be required to:

- follow an argument
- recognise the difference between facts and opinions and their uses
- evaluate the effects of presentational, organisational and linguistic devices
- spot similarities and differences
- make appropriate references (PEE)

Contents

	PAGE
SECTION A: THE READING SECTION	
Exam Techniques	3
Following an argument	4-11
Facts and Opinions	12-15
Presentational Devices	16-21
Linguistic Devices	22-28
Comparing texts	29-30



EXAM TECHNIQUE

This section tests your skills as a reader. This is why you have to be a discerning reader!

Read the questions before you read the texts

It is very important that you read the questions before you read the texts. It would be a waste of time to read the texts first: you should be looking for particular ideas, features and information while you read.

Annotate the text

Your first reading of the texts should be detailed. As you read, keep an eye on the questions, what do you need to look for? Use a pen to mark useful points. You might:

- put a line in the margin next to a significant paragraph or sentence
- underline important phrases, or circle key words
- write words and phrases in the margin.

An example of how you might annotate a text:

The diagram shows a text box with the following content and annotations:

A Picture of Purrfection! ← Pun and alliteration

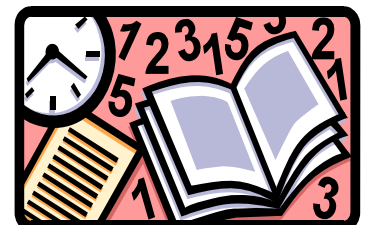
Emotive → This tiny little bundle may look perfect to

Direct appeal to the reader → you, but to the brute who binned him, he was obviously nothing but a burden. ← Alliteration

Statistics → Last year alone, there were over three hundred cases reported to the RSPCA.

Timing

This section is divided into several questions, it is very important that spend the most time on the question worth the highest number of marks.



FOLLOWING AN ARGUMENT

How questions are marked

Basic (E grade) = mainly copied with little evidence of understanding

Better (C grade) = clear attempt to answer the question, some of the original text is kept and the response is structured

Best (A grade) = clear, detailed and structured answer which has been written in their own words

You will probably be asked to follow an argument in a non-fiction text. An argument basically the writer's line of thought or reasoning. However, it might not always try to convince you directly of one point of view.

An argument may be:

- **balanced and logical** (backed up by facts and evidence)
- **persuasive** (using emotive language, repetition etc.)
- **open-ended** (leaving you to make up your own mind)

How the paragraphs in an argument may be structured:

- The **topic sentence** of each paragraph explains the main point of the paragraph and the argument.
- The rest of the paragraph will usually explain the topic sentence in more detail, giving **examples**, facts and opinions to support the main points:
- The last paragraph is usually the **conclusion** and sums up the writer's position

TASK 1: FOUNDATION

What reasons does Dr. Susan Jebb give for the increase in childhood obesity?

- Read the following item then
- Underline the topic sentences in each paragraph
- complete the chart (on page 5) to help you work out what the main points of the text are:

How Healthy Are Britain's Children?

A new study shows that thousands of inactive and obese children are at risk of disease. With around 10 per cent of children now diagnosed as overweight, and between 2 and 3 per cent as obese, doctors are struggling to see what can be done to change people's eating habits. Indeed, research conducted for the Department of Health shows that one in five children eats no fruit at all. The government is trying to encourage more children to eat fruit. As part of The National School Fruit Scheme, children at 510 schools across England will be given a free piece of fruit every day.

Advertisers must take blame for encouraging children to eat food high in fat and sugar at children, according to Dr Susan Jebb, of the Medical Research Council in Cambridge. For example, cereals which are full of sugar, such as Coco-Pops and Frosties, are aimed at children. These cereals use cartoon characters and free toys to attract youngsters.

Jebb is also worried about 'super-sizing', the making of king-size chocolate bars and bags of crisps. 'These are attractive to poorer families because you are getting more food for the same price,' Jebb said. "But if you put a big bag in your child's lunch box, do they save half for the next day? Of course not.'

Whilst many children are not eating healthy food, it seems that they are not exercising either. Exercise is crucial to good health. Fewer than 5 per cent of children walk or cycle to school, compared with 80 per cent 20 years ago. And many schools are blamed for adding to the problem by selling off playing fields, having no proper sports halls and doing too little to offer healthy lunches.

Some people argue that governments should begin to treat the fast-food industry as they do tobacco companies, forcing them to put health warnings on high-fat food. They also say that there should be a ban on vending machines in all schools.

Taken from The Observer, Sunday September 15, 2002

TASK 2: FOUNDATION

Which is the best answer? Decide what grade you would give to the following answers.

Answer 1

Dr Susan Jebb gives a number of reasons for the increase in childhood obesity. Jebb is worried about super-sizing. She also says that exercise is crucial to good health. Advertisers must take the blame.

Answer 2

Dr Susan Jebb lays much of the blame for childhood obesity on advertisers, schools and governments. Firstly she suggests that advertisers encourage children to eat sugary foods by giving away free toys and producing super-sized products which encourage over-eating. Secondly she also feels that schools are to blame, for not providing adequate facilities for exercise. Thirdly she says that governments need to do more to protect children's health by banning vending machines in schools and forcing advertisers to behave more responsibly by providing information on the health risks of high-fat foods.

Answer 3

Dr Susan Jebb says that advertisers must take the blame for encouraging children to eat unhealthy food, by giving away toys in packets of sugary cereals. She also says that children should exercise more and schools should provide healthier lunches for pupils. Finally, she feels that governments should force advertisers to put warnings on high fat foods.

I think is the best answer because

.....
.....
.....
.....

What grade would you give your answer?

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.....
.....

TASK 3: HIGHER

Steve Lamacq describes how sales of pop singles have dropped in the UK. What reasons does he give to explain the drop?

Read the following item then copy out and complete the chart (on page 9) to help you work out what the main points of the item are:

Pop music needs heroes

Steve Lamacq
Tuesday July 15, 2003
The Guardian

As rites of passage* go, buying your first packet of Blu-tak doesn't sound like a big deal. But as anyone who's ever loved pop music as a teenager will vouch for, it's the first step to hero worship.

Ripping out your favourite pop star's picture from a magazine and plastering their moody visage above your bed is a sign that you're hooked. Listening to the top 40 makes you a fan, but turning your bedroom into a hall of fame makes you a critic.

The record industry would do well to remember this obsessive behaviour as it stumbles from one crisis to another. This has not been a good year for the business. Although album sales are holding reasonably steady, the singles market has all but collapsed. You can now score a top 10 hit by selling less than 15,000 copies of a single.

But as sales have dipped, the cost of launching a band has risen. Breaking a major new act can easily cost £100,000, and some labels wouldn't blanch at spending half a million. With so much at stake, it's hardly surprising that a blame culture has developed.

The bands blame the industry for not signing enough UK talent; the labels blame the radio stations for not supporting their Next Big Things; in response, the radio programmers blame the record companies for delivering substandard material. And all the time everyone is blaming the Internet.

People seem to have forgotten why most of the audience liked pop music in the first place. It was, and should still be, about having heroes. We have plenty of idols. According to my dictionary, that's "something visible but without substance". And if that doesn't bring a picture of Gareth Gates to mind then I don't know what will.

It's true that Pop Idol was pretty good fun once, and that all pop music is manufactured to some extent.

But the glut of wannabe idols has prompted many music fans to seek solace elsewhere. Older buyers can take comfort in their mid-price reissue CDs, but the younger fans are starting to ask questions. In the recent "teenage issue" of G2, for instance, 16-year-old Jonathan Parry claimed that, instead of making your parents shout, "Turn that racket down", new groups merit a quick, "That's nice, can I burn a copy for the car?"

American hip-hop seems to understand the problem, even if British rock bands don't. To create new heroes you need to maintain the generation gap. This is why Eminem is so popular. He's been effectively marketed in the US as anti-establishment and unavailable to an older audience. Not only this, but his story embraces the American dream which any kid can identify with or aspire to.

So why aren't we producing heroes? A couple of reasons. One is that we give our big-mouths such a rough time.

The second reason is that the smaller independent labels, who often bankrolled maverick talent in the past, have either gone bust or have become more marginalised.

Heroes are high maintenance. The larger the character, the bigger the gamble - and with sales decreasing, it would take a brave entrepreneur to risk their whole operation on someone who could split up a band over the wrong filling in their sandwich.

Parry's rant was akin to the frustrations of many music fans in 1976. Bored with the same old prog-rock and gory glam music, their collective annoyance finally gave birth to punk. So, if there's no one out there to inspire you at the moment, do it yourself. As the old punk slogan used to go: "Here's three chords, now form a band."

Steve Lamacq is a Radio 1 DJ

* milestones in life

Steve Lamacq describes how sales of pop singles have dropped in the UK. What reasons does he give to explain the drop?

Paragraph	What is the paragraph about?	Are the points in the paragraph relevant?
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		

ANSWER 2

Steve Lamacq gives a variety of reasons why there has been a decline in pop singles being bought in the UK; firstly the Internet where people can download songs for free. Also, the industry does not sign enough good bands and talent and lastly, he says that radio companies are giving substandard material to the listeners.

ANSWER 3

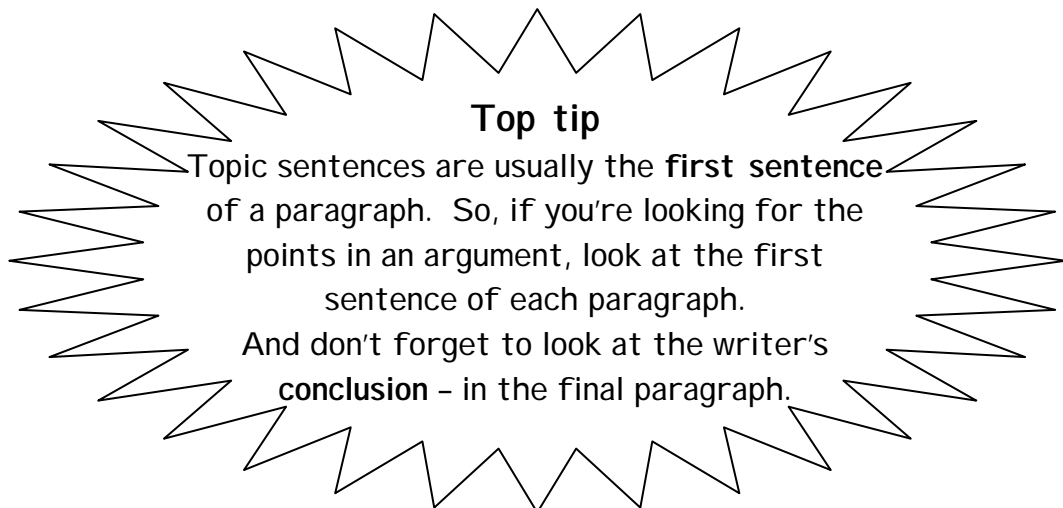
The reasons he gives for the drop are that you can now score a top 10 hit by selling less than 15,000 copies of a single, secondly because the sales have dipped, the cost of launching a band has risen. Breaking a major new act can easily cost £100,000. Also he says, But the glut of wannabe idols has prompted many music fans to seek solace elsewhere.

I think is the best answer because

.....
.....
.....

What grade would you give your answer?

.....
.....
.....
.....



FACTS AND OPINIONS

- Basic** = Merely **identifying** fact and opinion is a low order skill
- Better**= **Explaining** the use of fact and opinion is a higher order skill
- Best** = **Comparing** the uses of fact and opinion is the highest order skill



FACTS A fact is something that can be proved to be true. Facts may be used to make a text more persuasive, as evidence to support an argument. Facts are usually presented to readers in cold and objective language, but use of vivid or persuasive language can affect how you feel about the information being given to you, e.g.

'Eminem has sold over 100,000 albums this year.'

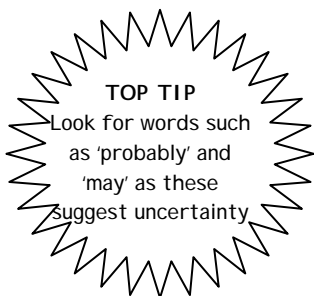
OPINION An opinion is something that somebody else might disagree about.

'Eminem is the most talented rap star of his generation.'

Opinions may be obvious 'I think that . . . ' However, sometimes opinions can be hard to spot. Look for emotive language, judgements and vague language.

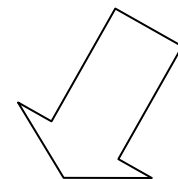
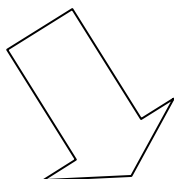
"Many parents are concerned about Eminem's appallingly aggressive lyrics'

Think about how have opinions been used. Do they make the text more persuasive, exciting, dramatic etc.? Do they support an argument? What effect do you think they are meant to have on a reader? Are they presented as opinions, or as facts?



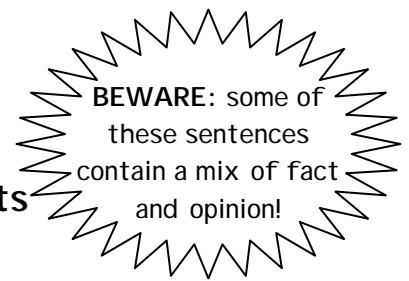
Mixing fact and opinion is a very skilful way to present information to achieve a particular purpose. In the following example facts have been used to support the opinion that Eminem is the best rapper around.

'Eminem, who has sold over 100,000 albums this year, is the best musical artist around.'



Always give **EXAMPLES** of facts and opinions to support your views

Link the use of facts and opinions to the writer's **PURPOSE**



TASK 5:

Look at the following sentences. Decide which are facts and which are opinions.

1. The long-suffering cow is cruelly exploited by the dairy industry.

FACT / OPINION / BOTH

2. 75 - 80% of calves are killed at two weeks for pies, rennet for cheese-making and calf skin.

FACT / OPINION / BOTH

3. Cattle slurry, 20 - 40 times more potent at removing oxygen from river water than untreated human sewage, is probably the major cause of water contamination in the UK.

FACT / OPINION / BOTH

4. Dairy products contain no dietary fibre and may pose a threat to human health.

FACT / OPINION / BOTH

5. Every year, hundreds of thousands of calves are separated from their mothers within 4 days of birth.

FACT / OPINION / BOTH

6. A cow emits around 200 litres of methane - one of the main contributors to global warming - daily.

FACT / OPINION / BOTH

TASK 6:

Discussing the use of fact and opinion in texts. Read the following item:

London to Brighton Bike Ride

Saddling Up

THE RIDE Since it began in 1980, the London to Brighton Bike Ride has attracted more than 550,000 cyclists of all ages and is now the biggest bike ride in Europe. The British Heart Foundation's biggest fundraiser, it has raised more than £26 million for the charity.

THE KIT Both mountain and road bikes are suitable for the 56-mile road ride, and

dependable-quality models start at about £250. Cycling shorts pay back their cost (from £25) in comfort. Helmets (from £35 for a good one) and eye protection (from £5) are crucial. Water bottles are a must, as is sunscreen (particularly on the back of the neck) and -this being English summer - a waterproof.

I identify one fact from the item:

.....

I identify one opinion from the item:

.....

Now decide which of the following answers is the best:

Answer 1

All the fact which help to persuade someone are in the first section. The writer says it began in 1980. More than 550,000 cyclists have taken part in it and it's the biggest fundraiser for the British Heart Foundation. It has raised more than £26 million. These are all facts because they contain statistics and can be proved. The opinions are about what kit you can use. Really all you need is a bicycle that works so the rest is opinion even though it contains the prices of equipment.

Answer 2

Facts: London to Brighton bike ride started in 1980; more than 550,000 cyclists have taken part in it; it has raised more than £26 million for the British Heart Foundation
Opinions: dependable quality model starts at £250; Cycling shorts pay back their cost in comfort; helmets cost from £35 for a good one.

Answer 3

The first facts, which would help someone intending to take part in the bike ride from London to Brighton, show that it has very good credentials. It has been an annual event since 1980 and has attracted more than 550,000 cyclists of all ages. It is the biggest bike ride in Europe and is the British Heart Foundation's biggest fund-raiser, having raised £26 million. The first section contains all these facts which aim to convince prospective entrants that it is a worthwhile and fun thing to do to raise money. The rest of the article gives advice on the best way to prepare for the ride. Many opinions are offered and although the advice is probably sound, facts are not used. These opinions use words such as 'suitable', 'dependable quality', 'a good one'. 'are crucial', 'a must'. This is helpful advice but this is still opinion. The use of facts and opinions draws you into the article and makes you feel that you could do it because with the right clothing and preparation it does not seem too difficult.

I think is the best answer because

.....
.....
.....
.....

TASK 7:

How are facts and opinions used in this article?

Tandem Skydiving



British Parachute Schools, www.bpslangar.co.uk

To experience every aspect of our sport on your very first jump, a Tandem Skydive is just the thing! Following a short pre-jump briefing, you will experience the thrill of freefall and even learn the basics of steering and landing a modern 'square' gliding parachute, while securely attached to a highly experienced Instructor.

Tandem Skydives normally take place from 10,000 to 12,000 feet - and sometimes even higher! After exiting the aircraft - securely attached to your Instructor! - you will freefall until the Instructor opens the main parachute at about 5000 feet. You will spend about 30 seconds in freefall (depending on the exit altitude) and reach a speed of around 120 miles per hour! The descent under

the large square parachute will take several minutes, during which time you will help to steer it down to the landing area. Don't forget to enjoy the view - you can see for miles on a clear day!

On the day of your Skydive your Instructor will explain in detail what you will have to do and what will take place during the flight up, the freefall descent and the ride down under the parachute. This briefing normally takes around 20 minutes.

After this, you will be provided with a skydiver's jumpsuit to go over your clothes (you should wear comfortable clothing, such as a track suit, and a pair of trainers). After fitting the tandem parachute harness (and appropriate headgear and goggles) it will take just 20 to 25 minutes on the way up in the aircraft - then it's out into the blue!

After you have experienced Skydiving, you will want to continue in the sport, so we recommend that you follow your Tandem up with a Basic Skydiving Course or an Accelerated Freefall course - and to encourage you we will offer you a discount on these courses: £40 off the normal price of a Basic Skydiving Course, or, up to £100 off Accelerated Freefall!

The article uses facts such as.....

.....

These are used to.....

.....

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The opinions are

.....

These are used to.....

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.....

The use of facts and opinions are similar / different because.....

.....

.....

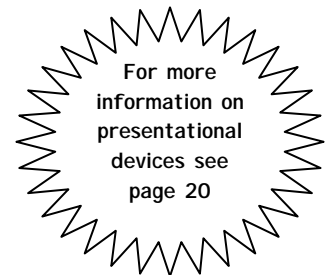
PRESENTATIONAL AND ORGANISATIONAL DEVICES

You need to consider:

- ❖ how the page looks
- ❖ how presentation, organisation and language can influence the reader
- ❖ what differences there might be between different genres, e.g. a newspaper article, a leaflet and an advertisement

• PRESENTATIONAL DEVICES CHECKLIST

- headlines
- sub-headings
- illustrations
- colour
- bold
- fonts
- italics
- columns
- bullets
- word art, etc
- captions



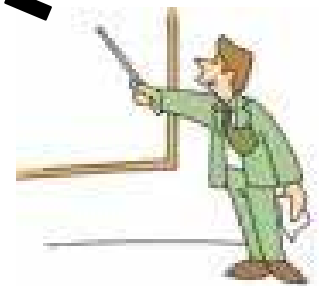
ORGANISATIONAL DEVICES CHECKLIST

- paragraphs
- bullet points
- font size
- headings / sub-headings
- columns
- inserts
- colour

Examiner's Advice

- ★ Don't try to write about everything.
- ★ Choose **THREE** devices and write **A LOT** about these
- ★ Describe what's on the page, then say **WHY** the text has been designed in a particular way
- ★ Link the devices to the writer's **PURPOSE**
- ★ Support your ideas by quoting **EXAMPLES** from the text.
- ★ Basically, remember to **PEE!**

PEE PEE PEE



PEE PEE PEE PEE

TASK 8:

Look at the item on the following page about battery hens. Now complete the following table:

Presentational Device	Description / Example	Effect
Heading / sub-heading		
Bold print, italics, underlining		
Logos		
Different fonts		
Size of fonts		
Illustrations		
Layout of pictures		
Layout of text		
Use of colour		

There are approximately 30 million egg-laying hens in the UK. Around 75% are kept in battery cages. The others are kept in 'alternative' systems such as 'barn' or 'free range'. But look at these photos. Is there really much difference?



A recently-rescued free range hen

Photo: FABW



BATTERY HELL

In battery units, four or five hens are crammed into a space not much bigger than a microwave oven. They are barely able to move, let alone stretch their wings. Battery cages are so inhumane that they will be banned in the EU from 2012 - but that means years of suffering ahead. And the replacement, so-called 'enriched' cages, will make little difference - because a cage is still a cage and the extra space the hens will have is equivalent to the size of a postcard.

BARN MISERY

The term 'barn eggs' is used deliberately to dupe the public into thinking that the hens are kept in bright, airy conditions with fresh straw on the floor. Not true! Though uncaged, the hens are still confined to dirty, overcrowded sheds. They will never see daylight, breathe fresh air or be able to exercise their natural instincts.



FREE RANGE?

Many people associate 'free range' with 'cruelty-free' and assume the hens live a natural life. The reality is very different: thousands of 'free range' hens may be packed into huge sheds with limited access to the outdoors. Often, less than half of the birds roam freely into and out of the sheds because the others are simply unable to fight their way through to the exits.

MALE CHICKS KILLED

Each year in the UK, approximately 30 million day-old male chicks are gassed or tossed alive into giant industrial shredders, 'disposed of' because they are unable to lay eggs and are considered too scrawny a type of chicken for meat production.



NOT ALL THEY'RE CRACKED UP TO BE

Eggs contain saturated fat, one of the main causes of heart disease - and they are among the highest sources of dietary cholesterol. Research also indicates that eggs can inhibit the absorption of iron (needed for healthy blood, cells and nerves) and contribute to loss of calcium (necessary for healthy bones). There are no nutrients in eggs that cannot be obtained from other foods. Cutting out animal products entirely is the *really* healthy option.

Send for a free recipe pack. See reverse.

Tel 01732 364546



www.animалаid.org.uk

TASK 9

Look at the following item. How have presentational devices been used?

2

Item 1



ROCK STEADY

AVRIL LAVIGNE TALENTED TOMBOY!

If you could have any pop star as your best mate, you could do a lot worse than Avril. Everything about her screams 'normal chick'. She doesn't pose for the cameras, wear tiny skirts or 'do' dance routines. "People want me to look all pretty and sexy for pictures and it's just not my thing," she reckons. Nah, forget girls, Avril's all about writing songs, boogie' moves and hanging out with sk8r boys. She's an average girl, who lives with her parents and, er, just happens to be worth a fortune!

Avril comes from a sleepy town in mid-Canada, but always knew she was destined for bigger things. "I remember when I was really young, standing on my bed like it was a stage, singing at the top of my lungs and visualising thousands of people surrounding me." At the age of 18, she's already achieved her ambition. Her debut single Complicated topped charts all over the world and her rockin' album Let Go has shown everyone that she's no one hit wonder.

And instead of going down the usual 'hit off to sell records' route, Avril has made it her way. She reckons the main thing that female fans write to her about is how she sells music, not her body. And in a world where you can't flash too much flesh, that's quite an achievement. "I smash guitars in my videos, I swear in my interviews because that's the attitude I've always had," she admits. Hey, who are we to argue?

Aren't girls just great? We wear the coolest clothes, chat up the best boys and when it comes to music, we win hands down. J17 salutes the girls putting the grrrrr back into the charts...

Donna Channy, Michelle Langan, J17 Spring 2002

ANSWER

The article uses.....
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.....

The effect of this is.....
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The article uses.....
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The effect of this is.....
.....
.....

The article uses.....
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The effect of this is.....
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.....

PRESENTATIONAL DEVICES MARKS

This type of question is marked as follows:

- Basic** = mainly describes the different devices.
- Better** = selects and comments on how the different devices are used.
- Best** = detailed and structured explanation of how the different devices are used.

TASK 10: Sample Answer

What grade would you give the following? Justify your answer.

The picture of Avril Lavigne alone backs up the heading 'Talented Tomboy'. The clothes she is wearing are very plain and not at all girly, and they are, therefore, more suited for teenagers of both sexes. Also the way she is standing in the picture emphasises the fact that she is not very lady-like as she is stood with her legs apart, her shoulders are hanging down and she is staring directly down the camera lens. She seems quite aggressive or assertive and this suits her tomboy image.

The font styles also suggest that Avril is no ordinary girl. There is a contradiction as the words 'Rock Steady' are not very steady at all. The way these words are set out are fun, chaotic and rebellious: this would appeal to a young audience who may be attracted to this style.

The use of colour also suggests a fun-loving and rebellious style. Although the fonts use pinks, a colour traditionally associated with 'girlies', the mix of shades and use of bright orange, which clashes with the pink, suggests that Avril Lavigne is a girl who doesn't stick to the rules. Also Avril's name and the words 'Rock Steady' are both set out in the same colours - this strongly links Avril to the words 'Rock Steady' and reinforces the idea that she is a 'Rock Chick'.

What presentational devices are mentioned here?

I think this answer is because.....

.....

.....

.....

To improve my own answer I would

.....

.....

.....

LINGUISTIC DEVICES:

TASK 11:

Key Linguistic Terms. Match the following terms to the definitions:

Alliteration
Third person
Repetition
Formal language
Emotive language
First person
Informal language
Rhetorical question
Long sentences
Short sentences

Example	Definition	Key Term
<i>Do we really need more cars on the roads in Bristol?</i>	A question that is said for effect	
<i>Wayne's Winter Wonderland</i>	Words that are nearby which begin with the same sound. Common in headlines	
<i>Your help can make a difference. We need your help.</i>	When key words are repeated	
<i>Thousands of animals are brutally slaughtered every year.</i>	Words that have are emotional and have a strong impact	
<i>Bristol. A city full of surprises.</i>	Short sentences are often used for impact, to create excitement or tension. They also make important ideas stand out.	
<i>Bristol is home to stunning buildings, wide green open spaces and a lively, thriving city centre.</i>	Long sentences may be used for description and to create calm. Some long sentences speed writing up.	
<i>I have always found Bristol to be an exciting and lively city.</i>	Written from the point of view of 'I', used in diaries, autobiographies and personal writing.	
<i>John feels that Bristol is an exciting and lively city.</i>	Written from the point of view of 'he' or 'she'	
<i>Miss Smith is a popular and well-respected member of the community.</i>	A polite form of writing for people you do not know well or to people in authority. Used in official letters and broadsheet newspapers.	
<i>Sally has loads of mates and every one thinks she's dead wicked!</i>	Often uses slang or colloquial terms. A chatty tone used in letters to friends, articles for young people, teenage magazines etc.	

TASK 12:

Harder Linguistic Terms. Match the terms to the definitions:

Irony

Simile

Assonance

Personal pronouns

Pattern of three

Metaphor

Imperatives

Contrasts

Anecdote

Pun

Hyperbole

<i>Example</i>	Definition	Key Term
<i>'Jim has no food, no money and no home'.</i>	A way of reinforcing a point by making it three times in slightly different ways.	
<i>I came towards them like a beetle walking into a dawn patrol of ants.</i>	A comparison which uses 'like' or 'as'	
<i>Nemesis, at Thorpe Park, is a cobra's nest of high tensile steel.</i>	Where one thing is described as if it were another thing. Used to create a strong visual image.	
<i>Send off for this latest offer today!</i>	An order - often used in advertising - to tell the reader what to do.	
<i>There can be no greater pleasure than cycling through London in the rush hour traffic!</i>	Gentle humour, saying the opposite of what you really mean.	
<i>You'll also find an excellent choice of places to stay . . .</i>	Words like 'you', 'we', 'us' - often used in advertising to make the reader feel involved.	
<i>I nearly died laughing.</i>	Exaggeration for effect	
<i>Blonde Bombshell</i>	Repetition of mid-vowel sounds. Common in headlines.	
<i>Where there is darkness let there be light.</i>	Using opposite ideas in a sentence for effect.	
<i>I remember when I first came to Bristol</i>	Used to give an example from your own life experience to illustrate your point.	
<i>Boxing champ knocks out his critics!</i>	Often a light-hearted play on the meanings of words. Common in headlines	

How language is used

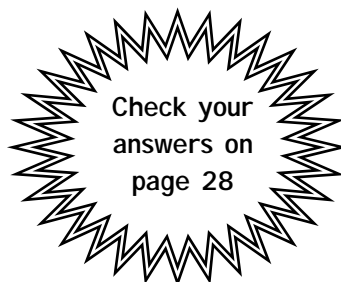
You will need to think about how the writer uses language to fulfil the purpose of the text and interest the audience.

Examiner's Advice

- ★ Don't try to write about everything.
- ★ I identify a FEW devices and write A LOT about these
- ★ Link the devices to the writer's PURPOSE
- ★ Support your ideas by quoting EXAMPLES from the text.
- ★ Discuss how the linguistic devices help to create an overall impression of the ideas being expressed in the text.
- ★ Basically, remember to PEE!



TASK 13: Read the following items. Then identify ONE linguistic device and explain its effect



Item 1

Edinburgh. A fantastic city! It's full of fab places and has lots of things to see and do. No matter who you are, or what you like, you'll find something of interest here. Those of you interested in sport will love Edinburgh. The Commonwealth Pool is amazing! You can spend your time swimming or just zooming down the brilliant flumes. However I must issue a warning: if you are the sort of person who finds the 'Teacup' rides at funfairs nerve-wracking, avoid the Stingray!

Purpose?

Audience?

The article uses.....

For example.....

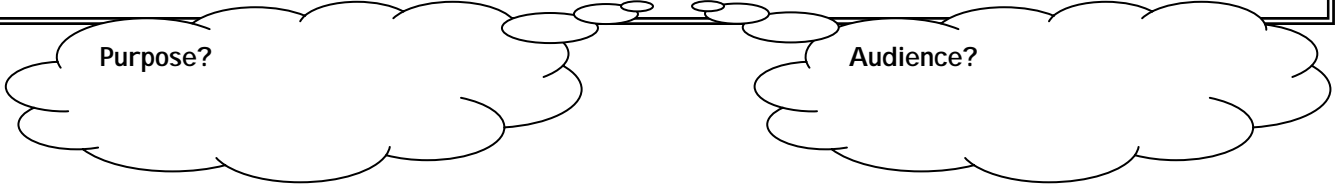
The effect of this is.....

.....

.....

Item 2

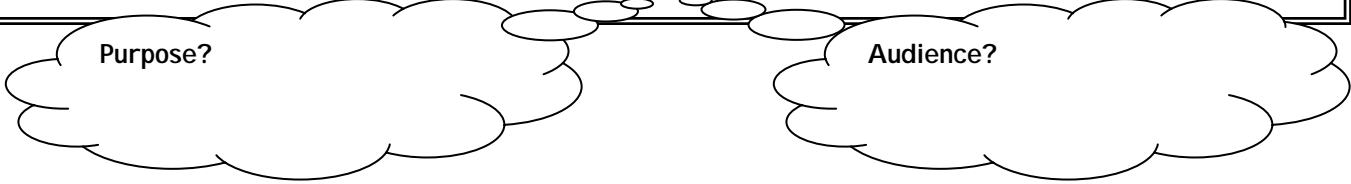
And so I went to Edinburgh. Can there anywhere be a more beautiful and beguiling city to arrive at by train early on a crisp, dark November evening? To emerge from Waverley Station and find yourself in the very heart of Edinburgh, still beating with end of day activity, is a happy experience indeed. I hadn't been to Edinburgh for years and had forgotten how captivating it can be.



The article uses.....
For example.....
The effect of this is.....
.....
.....

Item 3

Edinburgh is **Scotland's capital**, and its second-largest city. It is situated on the east coast of Scotland's central lowlands on the south shore of the Firth of Forth and in the City of Edinburgh council area. It has been the capital of Scotland since 1437 and is the seat of the country's government. The Old Town and New Town districts of Edinburgh were listed as a UNESCO World Heritage Site in 1995. In the census of 2001, Edinburgh had a total resident population of 448,624.



The article uses.....
For example.....
The effect of this is.....
.....
.....

TASK 15

Now that you have identified some of the language devices used answer the following question. Choose three points that you are going to write about.

Now develop your ideas into a full answer. How does this item use language?

ANSWER

1. The article uses

Example(s)

.....

The effect of this is.....

.....

.....

2. The article uses.....

Example(s)

.....

The effect of this is.....

.....

.....

3. The article uses.....

Example (s)

.....

The effect of this is.....

.....

.....

Task 13: Check your answers!

Look at your answers from p.25 and tick the points that you included. Now compare your answers with other people's in the class. For each item, identify the most and least common answers in the class.

Item 1

Written in 1 st person for personal, friendly feel 'I must issue a warning'	
Use of short sentences for impact, e.g. 'Edinburgh.'	
Language choices are informal and suitable for a younger audience. For example, slang is used to create a chatty style - 'fab'	
Talks directly to the reader to create friendly feel, e.g. 'No matter who you are'	
Use of exclamation marks to create sense of excitement, e.g. 'The Commonwealth Pool is amazing!'	
Uses enthusiastic, emotive and persuasive language, e.g. 'brilliant'	
Uses some humour to create a friendly tone, e.g. 'warning: if you are the sort of person who finds the tea-cup rides at fun-fairs nerve-wracking'	

Most common answer

Least common answer

Item 2

Written in 1 st person for personal feel 'I hadn't been to Edinburgh for years'	
Use of short sentences to introduce piece, e.g. 'And so I went to Edinburgh'	
Use of rhetorical question to draw reader in 'Can there be . . . ?'	
Language choices are sophisticated and suitable for an adult audience, eg. 'beguiling'	
Use of descriptive words to create literary style, e.g. 'a crisp, dark November evening'	
Uses language to convey enthusiasm, e.g. 'captivating'	
Uses a metaphor to create strong visual images 'the very heart of Edinburgh, still beating . . . '	

Most common answer

Least common answer

Item 3

Written in 3 rd person, the text has a very impersonal, factual feel, e.g. It is situated in . . . '	
Sentences are written to effectively give information - there's no attempt to vary sentence structure for interest	
Uses formal, impersonal style of language.	
No description is used - to create an impersonal, factual tone.	
Deals with facts, figures and statistics	

Most common answer

Least common answer

Comparing Texts

You will be asked to compare two or more texts, saying how the texts are similar and different. **Make sure that you cover each of the bullet points in the question.** You may be asked to:

- Comment on the **purpose** of each text: has the text been written to argue, inform, persuade, explain etc. You could also comment on whether the texts are biased or balanced, and on the intended **audience** for each text.
- Comment on the **presentation** of the text. **Don't just describe what you can see.** For the higher grades explain **WHY** certain presentational features have been used.
- Comment on the **language** used in each text. Have **persuasive** techniques been used – if so, what is their effect? What is the **tone** of each text?
- Comment on the **form** of the texts, ie. the type of text. What are the typical features of this form, and have they been used?
- Comment on how **successful** you found each text – try to **justify** your comments with arguments and evidence.
- FOR THE HIGHER GRADES YOU WILL NEED TO **COMPARE** THE TEXTS.

Using Quotations (evidence)

When you are writing about the non-fiction texts in the exam, **it is very important that you quote from the text**, finding information and examples to support your views. Well-chosen quotations show your understanding of the text. You enclose quotations with quotation marks "....." e.g.

Whereas the leaflet presents facts, the newspaper article tries to persuade the reader to agree with the writer's point of view, and this is reflected in the language of both. The leaflet refers neutrally to **'the new GCSE'**, whereas the article refers emotively to **'the dreaded new exam at 16'**

TOP TIP
Try to use short quotations and make them part of your sentence.

Similarities, Differences and Useful Connectives

Similarly	In contrast	Just as	So
Whereas	On the other hand	But	While
In comparison	Although	However	Thus

TASK 16: Circle TWO words which means the same as the word(s) in bold on the left (*the first example has been done for you*):

- Eg however because nevertheless in addition surely yet
- in contrast conversely so therefore on the whole but
 - similarly indeed furthermore likewise next in the same way
 - just as unless equally finally as with if
 - but thus as with alternatively clearly yet
 - so also subsequently therefore next too

TASK 17: Fill in the gaps with a suitable connective:

- Bob Smith thinks that cycling is fun Sue Jones thinks cycling is dangerous.
- Bob Smith uses language to persuade the reader Sue Jones uses persuasive language
- Bob Smith's article is written in the 1st person Sue Jones' article is written in the 3rd person Bob Jones' article feels more personal.
- both articles use some humour, I feel that Sue Jones' article is more successful because it includes more evidence to support her views.

Examiner's Advice

- ★ Clearly link one text to the other, rather than writing about one text and then writing about the other.
- ★ Use quotations to back up your views
- ★ Include a personal response to the texts
- ★ Demonstrate that you clearly understand what you have read.



Comparing ideas in texts: Mark guidelines

- Basic** = Unstructured response
Answer mainly copied out
Some attempt to compare
- Better** = Usually uses own words
Clearly tries to compare texts
- Best** = A complete answer covering the views in both items
Uses own words, ideas supported with appropriate detail (quotes)
Shows a full understanding of the task

TASK 18:

Compare the views about TV in the following items

Item 1

Television is Good for your Kids

Television is part of growing up, probably quite an important part; often, a beneficial part, which we have hardly begun to take seriously, so busy are we looking for the 'bad effects' and for something other than ourselves to blame for the cruelty and selfishness in our society.

To my mind television serves many useful purposes for children. It informs them; it helps to structure their lives; it gives them common interests with their friends and with other members of the family; it provides an occasion for family togetherness, discussion and sometimes argument. It gives them ideas for play and work; it can be used and studied at school.

Above all, children use television primarily as entertainment - a valuable and valued form of leisure-time activity which they can choose to do or not to do.

Of course, what and how much children watch needs to be controlled to some extent by parents; but the sooner children are encouraged to make choices and discriminations for themselves, the better it will be for them in the long run, even though their choices may often seem quite inexplicable to grown up tastes.

Item 2

TV doesn't give experiences.
It takes them away.

If you're like most people in Britain, you're spending four hours every day staring at a piece of furniture. Television eats up half the time you are not working or sleeping - ten years for the average person!

All those things you want to be: a lover, a parent, a scholar, a wild teenager or a pillar of the community - when are you going to do all that? TV takes away your real life.

It isn't "stimulating" or "educational". Many of the people who support the TV-Turnoff are teachers. They've seen first hand how it kills creativity and disrupts concentration.

TV causes delayed acquisition of speech in very young children and is being studied for possible links to attention deficit disorder - a condition which has spread widely since the introduction of television into British homes.

TV has been linked to heart disease and depression. And far from relaxing you, TV actually raises stress levels. It makes you lethargic, unhappy and unable to concentrate for hours after watching.

TV is bad for democracy

A study by Roger Putnam at Harvard University revealed that generations of people after 1950 have stopped participating. They know less and join in less. From bowling clubs to national politics, people are staying home and doing nothing.

The study isolated a single cause for this erosion of social capital television.

International TV-Turnoff Week 22-28 April

Maybe you think you can't live without TV
But last year four million people spent a week doing just that. TV-Turnoff is a chance to be yourself, without a machine telling you what to think and feel. Take a healthy break from TV and you'll find out what you really enjoy doing. You'll have twice as much free time!

Aside from talking, reading, playing and spending time with real people, you'll have a chance to reconsider the role of television in your life. You'll be watching less, doing more.

The Turnoff is great for kids

Kids don't like TV. They watch it because they're bored. And television just encourages them to stay bored and keep watching. The TV-Turnoff gives children back their natural creativity.

Here's a teacher from one of the 22,500 schools that participated last year:

"Kids get excited at how easy they find not-watching. If at the end of the day they haven't watched TV, there's such pride."



TASK 19

- Now underline the connectives to show similarities and differences in your answer. How many connectives did you use?
- Look at the following chart comparing some of the views in the two items. Now fill in the gaps. The first example has been completed.

Item 1	Item 2
Item 1 is trying to argue that TV is good	This is similar / different to item 2 Item 2 is trying to persuade people to turn off their TVs.
Item 1 argues that TVs are unfairly blamed for the problems in society	This is similar / different to item 2 Item 2.....
Item 1 gives examples of the benefits to children	This is similar / different to item 2 Item 2.....
This is similar / different to item 1 Item 1.....	Item 2 suggests that TV is bad for people of all ages.
Item 1 argues that children should be encouraged to decide for themselves what they watch.	This is similar / different to item 2 Item 2.....

3. How could you improve your own answer to Task 18?

.....

.....

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