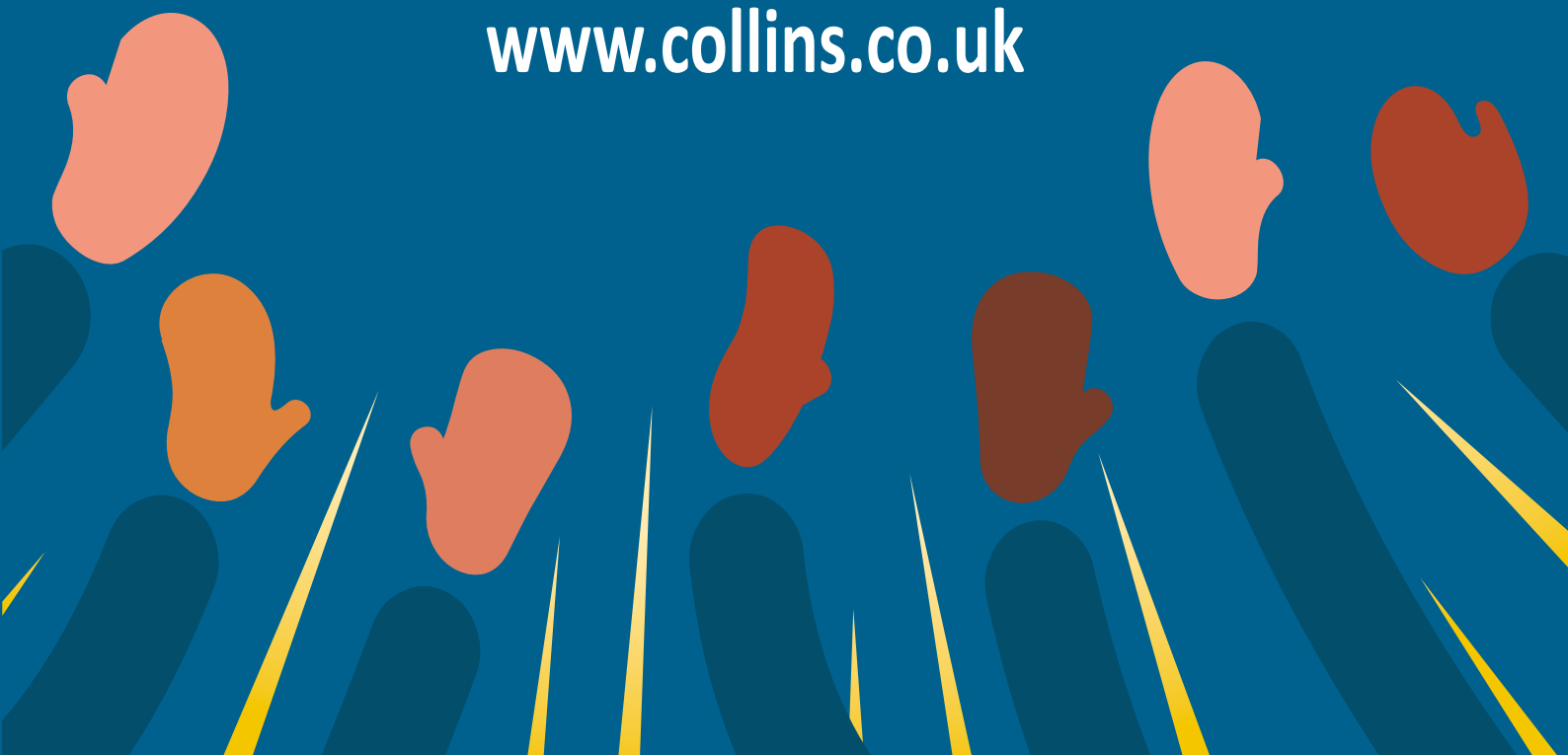


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# ENGLISH 2017–2018

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## Key icons used in the catalogue

- NEW** New resources
- Age 11-14** Age range
- KS3** For Key Stage 3
- GCSE** For GCSE
- AS/A** For AS and A-level

**For first examination in 2017**

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# Aiming for Progress

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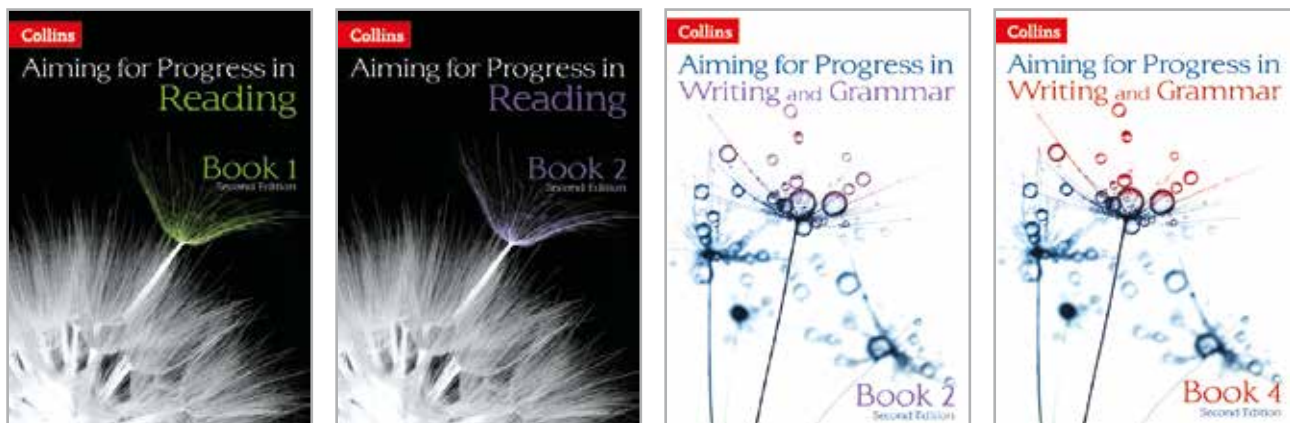
KS3

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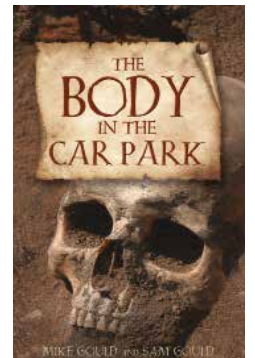
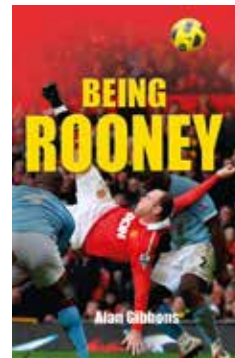
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KS3

Age  
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“ The story offered opportunity for students to read fluently but also language to extend and challenge their vocabulary...The vast majority of students stated they would read another text by the same author.

**Kerry Smith, English teacher at St Mary's College, Hull, on *Kiss of Death* by Bali Rai**

“ I was able to use it as a lead in to more work on relationships and coping with difficult situations. It is great to have a fiction text to tackle this kind of thing – more please!

**Fiona Dyson, SENCO at Southfields Academy, London, on *The Trouble with Jack* by Anne Cassidy**

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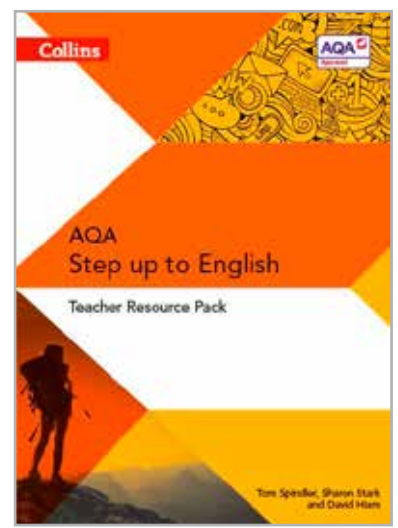
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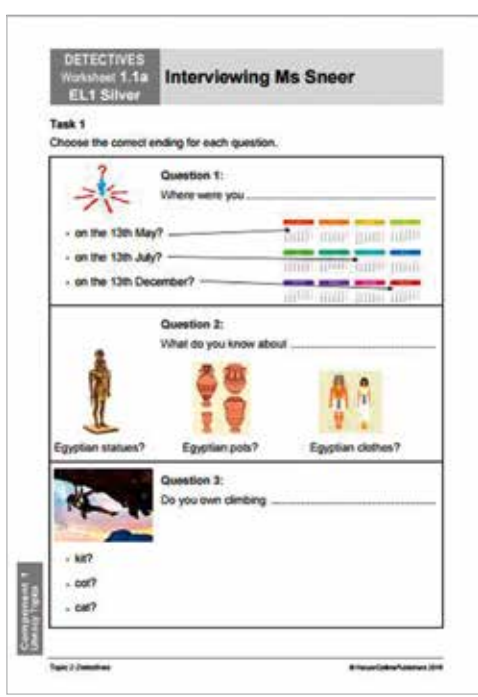
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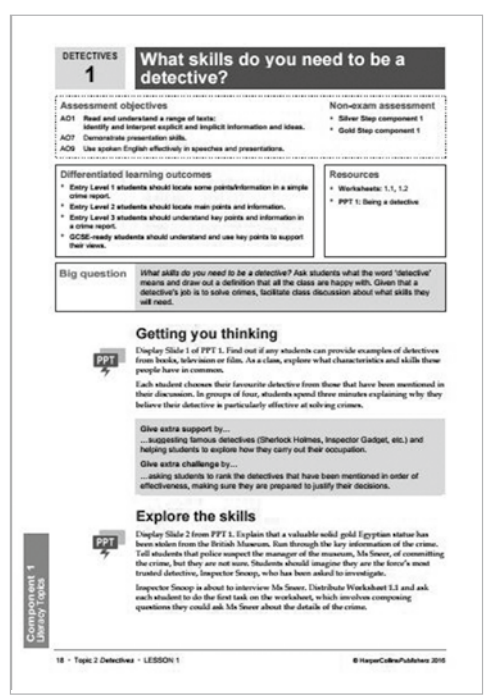
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Age 14-16 GCSE

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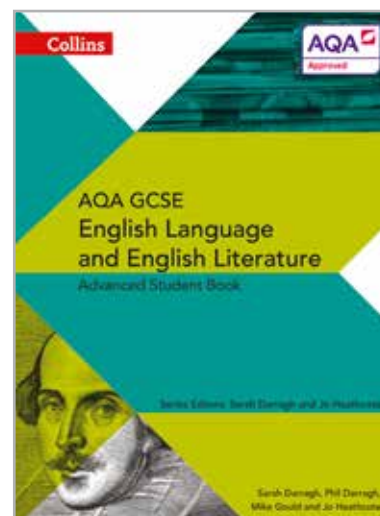
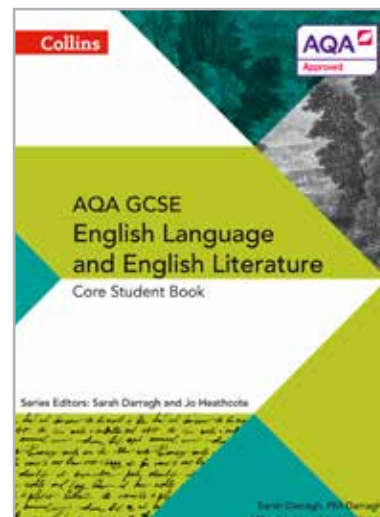
Series editors: **Sarah Darragh and Jo Heathcote**  
Authors: **Phil Darragh, Sarah Darragh, Mike Gould and Jo Heathcote**



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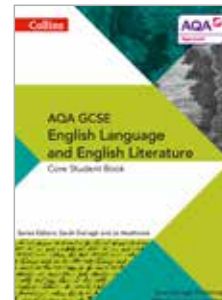
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**Chapter 4 . Topic 4**

### Explain and comment on writers' use of structural features

**Learning objectives**  
You will learn how to

- Identify some ways writers use structural features and organise their writing
- Explain the effects of structural features on the reader.

**Assessment objectives**

- English Language AO2
- English Literature AO2

What does 'structure' mean and why is it important?

**Getting you thinking**

When we are thinking about the range of ways a writer communicates meaning to the reader, it is important to look at the organisation, order and sequence of the words, phrases and sentences as they appear in the text.

You probably already know more about structure and cohesion than you think.

1 Complete the spider diagram to show other features that create meaning apart from word choice.

**Key terms**  
cohesion: what glues a united, whole text together

**Explore the skills**

The way the writer structures their text can shape our understanding of characters or setting and set up a mood or tone.

Read scene 1 of *DNA* by Dennis Kelly.

2 Read the scene out loud with a partner, first quickly, with interruptions, then slowly with pauses.

Are there moments in this scene where it is more effective to slow down, or to speed up? Why is this?

3 Notice Kelly's use of question and answer in this scene. Which character knows something and which character (like the reader) is in the dark?

4 a Describe the relationship between Jan and Mark. How well do they know each other? Notice the minimal responses and how they finish each other's lines.  
b Notice the use of repetition. What effect does it have? Do they sound relaxed or anxious?

5 How does Kelly use structure to suggest ideas about Jan and Mark to the audience?

6 This is the first scene in the play, so it is important in the mood of the whole play. How does it engage our interest? What questions does it open up for us? How does it make us feel?

Jan: Dead?  
Mark: Yeah.  
Jan: What, dead?  
Mark: Yeah.  
Jan: Like dead, dead  
Mark: Yes.  
Jan: proper dead, not living dead?  
Mark: Not living dead, yes.  
Jan: Are you sure?  
Mark: Yes.  
Jan: I mean there's no  
Mark: No.  
Jan: mistake or  
Mark: No mistake.  
Jan: It's not a joke  
Mark: It's not a joke.  
Jan: coz it's not funny.  
Mark: it's not funny because it's not a joke, if it was a joke it would be funny.  
Jan: Not hiding?  
Mark: Not hiding, dead.  
Jan: not  
Mark: Dead.  
Jan: Oh.  
Mark: Yes.  
Jan: God.  
Mark: yes.  
Jan: God.  
Mark: Exactly.  
Pause.  
Jan: What are we going to do?  
Dennis Kelly, from *DNA*.

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The Student Books have been approved by AQA.

The Teacher Guide and Online Resource are not in the AQA approval process.

Each chapter follows the hierarchy of skills and knowledge in the mark schemes and have a clear sequence of learning

**Chapter 4 . Topic 7**

### Responding to an English language task about structure

You now need to think about the whole extract and the ways the writer has shaped and structured their writing.

This extract is from the opening to a novel. How has the writer used structure within the extract to interest the reader?

You could write about:

- what the writer focuses your attention on at the very start
- what else the writer draws your attention to as the extract develops
- any other structural features that interest you as a reader.

**Reflecting on your progress**

6 Read the following response to this task. As you read, think about what the student has done well and what advice they might need in order to make more progress.

**Response 1**

The first paragraph of the extract sets the scene for the reader, and shows us where the story is set. The writer does this so that the reader can picture where we are. The first paragraph also describes the boy and what he is doing. This adds the effect of drawing the reader in and making us wonder what the boy is doing and why he is there.

As the extract develops, the writer describes the boy and what he is doing in more detail, rather than the place. This shows the reader that the boy is the focus of the story and he is the one we should be interested in. He 'stuffed the rag' and 'splashed gasoline'. The writer focuses the attention of the reader on what the boy is doing to suggest that setting the car on fire is going to be very important later on in the story.

The writer ends the extract with the boy moving away from the fire and thinking about it. It also shows that this is going to be important later because it says that 'in

the coming days' which suggests that this is the start of the story rather than the end. It also says 'the next one' which gives a hint that this is going to happen again.

another purposeful use of embedded evidence with a clear explanation of effect on meaning

**Comments on Response 1**

This is a clear and well-explained response to the task, with a good focus on the ways the extract starts, develops and ends. Examples are relevant and are used to clearly illustrate the points being made. There is a definite focus on the effect of structure on the reader, and on the meaning.

7 How could this sample response be improved? Using the middle rung of the Check your progress ladder at the end of this chapter, think about what advice you might give to this student in order to improve their work.

8 Now read Response 2. As you read, think about what the student has done that is an improvement on Response 1, and what advice this student might need in order to make even more progress.

**Response 2**

The first paragraph of the extract sets the scene for the reader, describing 'big houses and lush' gardens, so if the story is set in an expensive, rich environment. However, the writer says that these things were an 'insult', which makes the reader wonder straight away who they are insulting and why. The writer then introduces the boy by describing where he is and what he is doing, but not explaining why he has 'gasoline' and 'matches' which creates tension straight away, but without any more information to go on. Again, this sets up questions in the mind of the reader.

As the extract develops, the writer focuses more on the boy and the act of setting the car on fire. There are a lot of descriptions of his actions and reactions; he 'drank the smell' and 'was eager to see', suggests that he is the central character of the story and his reactions are going to be important to the rest of the story.

a clear focus on the start of the extract, using detail to support the explanation of the effect

another clear explanation with well-chosen evidence

good explanation of how the structure guides the reader and suggests ideas

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End-of-chapter 'Apply your skills' sections bring together all the skills students have learned in the chapter and asks them to apply them to practice tasks. Sample answers are provided to show students how they could improve their work

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# AQA GCSE English Language for post-16

For AQA

NEW

Age 16+

GCSE

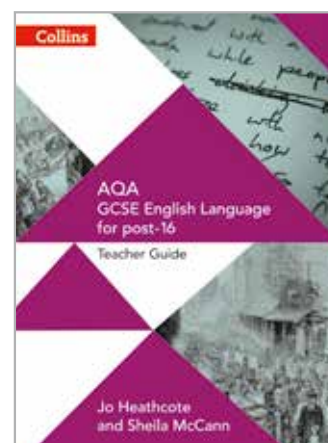
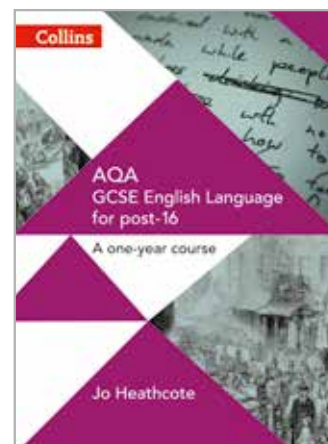
Author: **Jo Heathcote**

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Age  
11-16

KS3

GCSE

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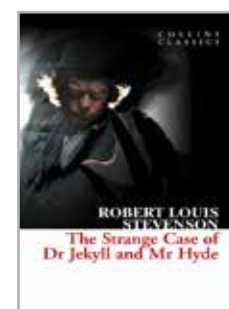
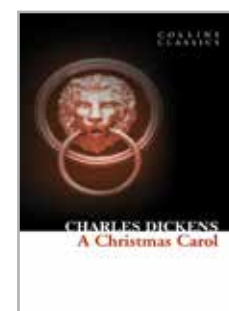
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# Grammar for GCSE English

Collins Connect

Age  
14–16

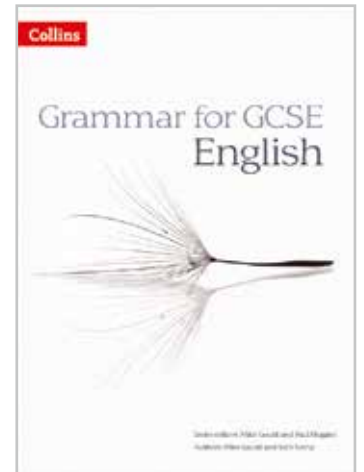
GCSE

Series Editors: **Mike Gould and Paul Higgins**

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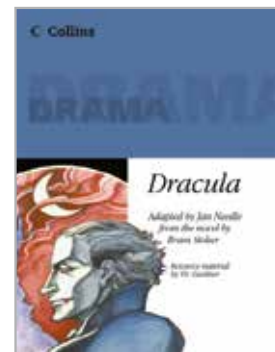
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Age  
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KS3

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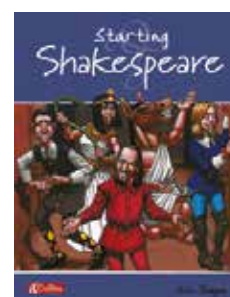
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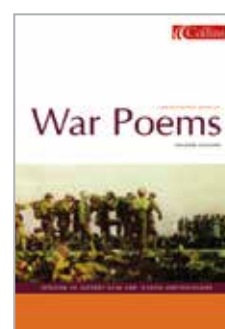
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# Collins Cambridge Checkpoint English

Age  
11–14Series editors: **Julia Burchell** and **Mike Gould**

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The Teacher Guides and Workbooks have not been through the Cambridge endorsement process

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NEW

Age  
11–14

For Cambridge

Available from Oct 17

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# Collins Cambridge IGCSE® English

Revised Edition

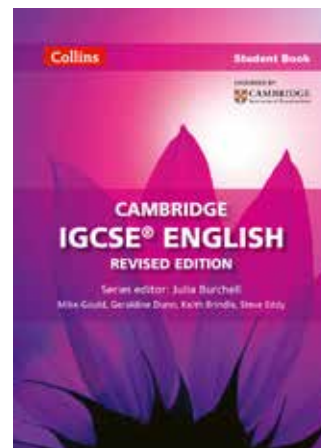
Series editor: Julia Burchell

Cambridge endorsed

Age 14–16

Provides complete coverage of every skill and topic in the latest Cambridge First Language English syllabuses for examination from 2015, helping students to make progress towards their target grades.

- **Revised and updated** to support the latest syllabuses for examination from 2015
- **Help students to progress** with a clear Student Book structure that moves from building key reading and writing skills to applying these skills to specific question types and coursework tasks
- **Support students throughout the course** with regular 'Check your progress' checklists and annotated sample answers to exemplify how to do well
- **Save time on planning and preparation with expert support** from Julia Burchell, an experienced examiner and trainer. The Teacher Guide includes a two-year scheme of work, differentiated lesson plans and worksheets, plus extension activities for students aiming for the highest grades
- **Help students prepare for assessment** with detailed marking guidance and annotated sample answers in the Teacher Guide. Series editor, Julia Burchell, explains how to tackle the trickiest questions in the video clips on the CD-ROM



This resource is endorsed by Cambridge International Examinations to support the full syllabus for examination from 2015.

The Teacher Guide has not been through the Cambridge endorsement process.

Top tips help students avoid common errors

**3 Selecting information**

**Learning objectives**

- To develop the skills to identify and select precisely what is relevant for an answer.

Once you have got the gist of a text (skimming) and identified where the information that you need is (scanning), you will have to select exactly what you need to use in an answer.

**Exploring skills**

You need to make sure that you are selecting only the most relevant information to include in your answer.

Read the following question and extract. Then identify the unnecessary material in the two sample answers below.

**Answer two aspects of Portugal that Jack Petchey wanted others to experience.**

In 1970 45-year-old Jack Petchey stood on a hilltop overlooking one of the most beautiful bays on Portugal's Algarve and envisaged a time when people would come and marvel at the same view, walk on those white-gold sands and swim in that perfect sea – and they would do it all from the comfort of a luxury holiday resort complex. *Lizette Mopius*

Petchey wanted people to have his experience of the white-gold sands and to have in the perfect sea the warmest spot to 'swim at the view'.

Petchey liked the hill above it lovely, but the amazing view that he was enjoying was far warmer so share it.

**Top TIP**

Always copying out whole sentences will often mean that you have marked in a secondary response where being precise and using your own words are important. Use a sketched writing response where you need to write material to a new purpose.

**Developing skills**

Writers will often develop their ideas by adding anecdotes. An anecdote is a short story to entertain or back up the writer's ideas, for example:

I really don't like cats, they scare me. If I see one sitting I run. Well today, I kept hesitantly looking and wait for them to pass, never being eye contact with their direct gaze-like stares. They're mysterious, about cats. I like the a wiggly cat-like aprons. One look at its face and you know it all – long snout, I'm not in the mood or 'yes, yes, yes, let's play later!' It all started when I was a small child and I was left in the garden on my own. Next door's cat came walking up to me. It looked harmless enough, but that is looked cuddly and kind, so I put my arms out and pulled it towards me. Now! It made a terrible noise, and jumped air across the chalk with its paws. I began to walk even busier than it had! So there you have it: the reason I hate our furry friends, it's a matter of life.

**3** What is the main point being made here? Where does the anecdote start and finish? Sometimes you will need to use your own words, rather than the writer's, to answer a question consistently.

**4** Write the following phrase into your own words. In particular think about using alternative verbs and adjectives (synonyms).

It looked harmless enough, in fact it looked cuddly and kind.

**Applying skills**

Answer the following question on the passage above. Remember to summarise concisely, using your own words, and to group ideas together in longer complex sentences.

How does the writer feel about cats and why?

**Sound progress**

- You usually select the precise information needed to answer a question.
- You usually use synonyms and your own words to achieve a concise answer.

**Excellent progress**

- You always select the precise information needed to answer a question.
- You always use synonyms and your own words to achieve a concise answer.

- Contents**
- Introduction**
- Section 1: Building Key Skills**
- Chapter 1 Key reading skills
  - Chapter 2 Key technical skills
  - Chapter 3 Key writing skills
- Section 2: Applying Key Skills in Examinations**
- Chapter 4 Summary questions
  - Chapter 5 Comprehension and writers' effect questions
  - Chapter 6 Extended response and directed writing questions
  - Chapter 7 Composition questions
- Section 3: Applying Key Skills in Written Coursework**
- Section 4: Speaking and Listening**
- Section 5: Exam Practice:**
- Complete practice papers

Help students build, develop and apply skills with engaging activities

Sample from Cambridge IGCSE® English Student Book

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 Cambridge IGCSE® English Teacher Guide 978-0-00-752073-2 £87.50

# Collins Cambridge IGCSE® English as a Second Language

New Edition

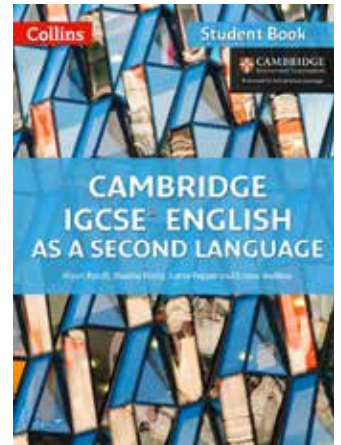
Age  
14–16

For Cambridge

Series Consultant: **Lorna Pepper, Susan Anstey**  
Authors: **Shubha Koshy, Mike Gould, Alison Burch,  
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Skills-building support and exam practice in one book!

- **Student Book:** Help students achieve success with skills-building activities organised by topic and assessment practice organised by type of question or task
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We are working with Cambridge International Examinations towards endorsement of these forthcoming titles.

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<b>NEW</b> Online Resource: Collins Connect, 1 year licence	978-0-00-819730-8	£250.00 + VAT

# Collins Cambridge IGCSE® Drama

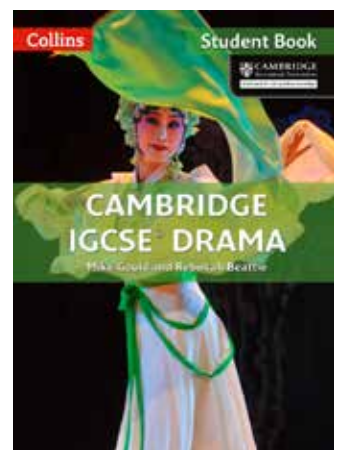
Age  
14–16

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Authors: **Mike Gould, Rebekah Bettie,  
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Create a varied, stimulating and enjoyable learning environment which enables students of different confidence and ability levels to flourish.

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Age 11–14

KS3

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## Collins GCSE Revision and Practice

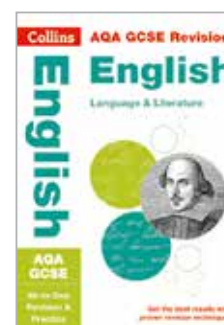
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Age 14–16

GCSE

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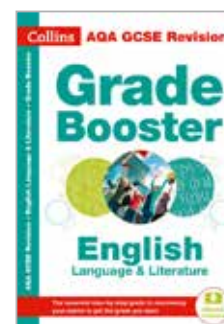
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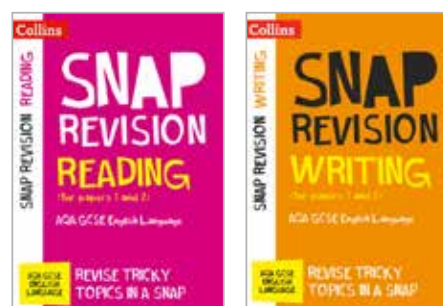
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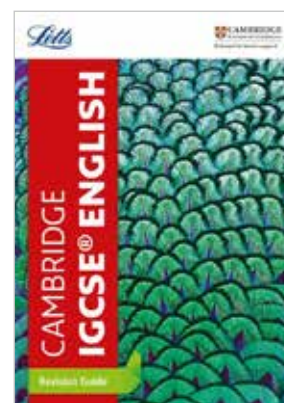


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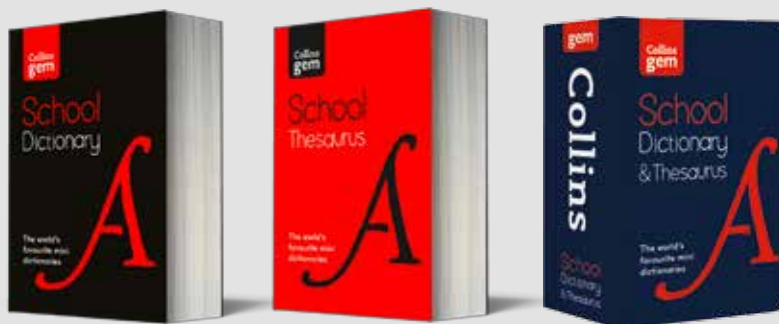
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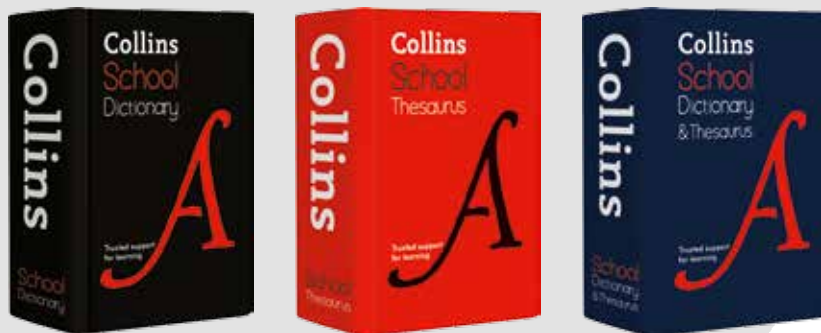
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**cab**, **cabs** **NOUN** ① a taxi. ② In a lorry, bus, or train, the cab is where the driver sits.

**WORD HISTORY:** from French  
 ■ cabriolet meaning 'light two'

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