



# MODULE 11 WORKBOOK

## Writing to Present a Viewpoint and Crafting Your Writing

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# PODS

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Before continuing, make sure you have watched and have access to the following Pods. To find these, simply log in to GCSEPod and enter the codes given into the search bar, or click the titles below if you're using this PDF on a computer.

Title	Pod Code
1. <b>Writing to Present a Viewpoint</b>	<b>ENG-152-005</b>
2. <b>Writing to Present a Viewpoint: More Advanced Techniques</b>	<b>ENG-152-006</b>
3. <b>Writing to Argue and Persuade</b>	<b>ENG-153-007</b>

# LESSON 1

## Writing to Present a Viewpoint

### Pod

- **Writing to Present a Viewpoint**  
**ENG-152-005**

Click the Pod name to watch it now on gcsepod.com, or type the code into the search bar on the GCSEPod website!

### Quiz

Watch the pod and answer True [T] or False [F] to the following statements.

Statement	T/F
1. 1st person narrative uses the words 'I' and 'my'.	
2. Using 1st person narrative makes the reader feel unconnected from the character or author.	
3. 3rd Person narrative refers to a character or person by their name or 'he', 'she' or 'they'.	
4. Omniscient 3rd person narrators know nothing about anyone.	
5. An omniscient narrator also knows everything that is happening in the story.	
6. Close 3rd person narrative takes place in lots of characters' heads.	
7. Close 3rd person is a more realistic approach.	
8. 2nd Person narrative address the reader using 'you' and 'your'.	
9. Dual narratives are told from one perspective.	
10. Dual narratives of more than two perspectives are tricky to get right in a short piece of writing like your exam.	

# PRACTISE

1. For each of the story openings below state whether it is 1st, 2nd or 3rd person narrative.

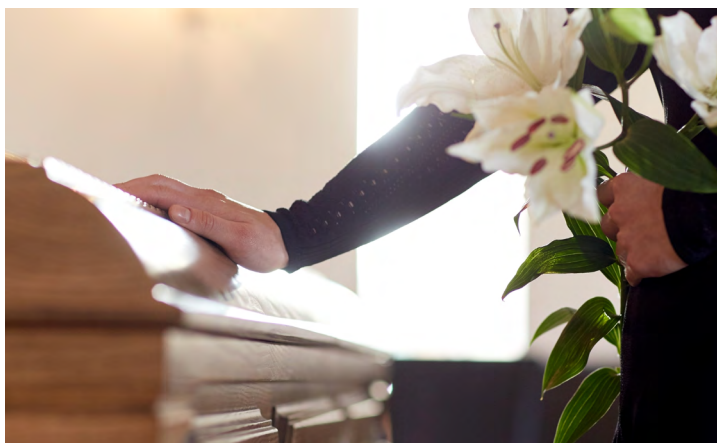
Opening	Perspective
a. Saffron ran like the wind to school that morning.	
b. If I'm honest, I love my dog more than any other member of my family.	
c. It's understandable that you disagree with everything you have read in the press recently.	
d. You opened the door, your hands shaking, what did you want to find?	
e. Ibrahim knew he was capable of passing his exams. If only he could convince his parents to feel the same way.	
f. I didn't go looking for this job – it found me if I'm honest – but now I'm here I might as well get on with saving the world.	
g. My favourite game is football and I dream of being a professional.	
h. Your children have all left home.	
i. She skirted around the subject and it irritated him.	
j. My job had become increasingly stressful before the incident.	

2. Using the plan and situations below consider some potential dual narratives. Think about how two perspectives of the same situation might be different or similar.

Situation	Narrative Perspective 1	Narrative Perspective 2
A traffic jam in hot weather.	Man is annoyed because he has to be somewhere.	Girl in the car next to him is pleased because she doesn't want to get where she is going.



Situation	Narrative Perspective 1	Narrative Perspective 2
Getting a new pet.		



Situation	Narrative Perspective 1	Narrative Perspective 2
Attending a funeral.		



Situation	Narrative Perspective 1	Narrative Perspective 2
Sitting an exam.		



Situation	Narrative Perspective 1	Narrative Perspective 2
Starting a new job.		



Situation	Narrative Perspective 1	Narrative Perspective 2
Judge at a talent show.		



3. Select one or two of your dual narrative plans and write up two full paragraphs for each perspective.

e.g.

Stu laid his head on the steering wheel and took a deep breath. It was hot – too hot. Stu could feel the seconds ticking away. He was going to be late. Very late. The cars in front of Stu's red van snaked into the distance. As he looked up his eye was briefly caught by the girl in the next car. She looked happy. Why? Who could smile while stuck in traffic?

\*\*\*

Zara couldn't believe her luck, she'd dawdled and fuffed while leaving the house, delaying the inevitable. But now the traffic had solved all her problems: she wouldn't make the meeting, wouldn't be given the extra work and would be able to head to the beach instead. Hurrah! The weather was beautifully warm and sticky. She smiled at the thought of the beach.



Using asterisks (\*\*\*) between your characters helps make the transition from one narrative to the next clear to your reader.

A large rectangular area enclosed by a dotted line, intended for students to write their own dual narrative paragraphs.

# APPLY

For this section, a teacher should preferably review your work.

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Answer the questions below and check your response against the Tips for Success. Use a separate sheet of paper for this task.

1. Write a story in dual narrative with the title 'The Gift'.
2. Write a narrative about a sporting event in the 3rd character using an omniscient narrator.
3. Write a story with the title 'It Was Supposed to Be a Holiday!' using the 1st person.

## **Tips for Success**

### **Content**

- The choice of language and style is matched to the audience.
- It is also generally matched to the purpose of the task.
- The vocabulary is chosen for effect and makes use of appropriate language devices.

### **Organisation**

- The text should have an effective structure.
- The writing is engaging with a few connected ideas.
- The overall piece is written in paragraphs with good organisation.

# LESSON 2

## Writing to Present a Viewpoint

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### Pod

*(Click the Pod name to watch it now on gcsepod.com, or type the code into the search bar on the GCSEPod website!)*

- **Writing to Present a Viewpoint: More Advanced Techniques**  
**ENG-152-006**

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### Quiz

Using the information from the pod complete the statements below:

1. When writing a story, you need to be aware of your ..... or .....
2. 1st person narration can add ..... into the thoughts and emotions of a character.
3. 2nd Person narrative makes the reader think they are .....
4. 3rd Person narratives allow the writer to give additional .....
5. An ..... 3rd person narrator allows the reader to see everything that is happening.
6. You should be aware that your narrator could be .....
7. .... person narratives are often unreliable.
8. Your narrative viewpoint can be used to add ..... and tension to the story.
9. Consider when and how much ..... you use.
10. Unexpected twists can ..... the reader.

# PRACTISE

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As a part of presenting the viewpoint of your character you may choose to add speech. This is a great way of engaging your reader in a character. You can add emotion and dialect to help the reader picture the person speaking. In your non-fiction writing you might want to add an interview or viewpoint about the focus of your writing.



There are three things to remember when using speech in your written work:

- Use speech marks [“ ”] around the words someone has spoken.
- New speaker, new line.
- Punctuation (commas, full stops, question marks, exclamation marks) should always come between the last word and the speech marks.

Let's take a look at how this might appear:

I think the class have worked really hard this lesson said the teacher, but I need you to read the next chapter at home tonight. What? Moaned the class. Sorry he replied.

Becomes

“I think the class have worked really hard this lesson,” said the teacher, “but I need you to read the next chapter at home tonight.”

“What?” moaned the class.

“Sorry,” he replied.

1. Rewrite the passages below with the correct punctuation.

a.

Honestly, said the wife, some people. You'd think they could get a grip on themselves. I mean, it's only a traffic jam. Road rage, darling. Responded her husband. People just haven't got the patience to wait these days.

b.

Soldiers are soldiers, she said after a moment, and they all end up in the same place, no matter the colour of their uniform.

c.

When I were a nipper, my dad would begin, and the family would roll its eyes as one and settle in for a long journey, as he continued, we didn't 'ave summer 'olidays. We were lucky to get a day out in the park from me da.

d.

Speaking to a local dentist about energy drinks he was clear that, energy drinks are rotting our children's teeth. And the dental nurse quoted a shocking number of fillings being given to young teens, around 1 in 10 under 16 year olds have fillings.

It's a good idea to consider viewpoint in all your writing – fiction and non-fiction. When planning it's worth considering what you think and feel about a topic. This will help you write from a realistic viewpoint and help you sustain your character or viewpoint throughout your writing.

2. Review the statements and scenarios below and note down the viewpoint you would take.

Scenario	Viewpoint notes
Children should be allowed to leave school at 14 if they want to.	
People these days are living their lives on social media.	
Drugs in all forms should be legalised.	
To save the planet people should stop using cars for short journeys and not eat meat during the week.	

3. Now choose one of the scenarios above and develop it further. Write the opening paragraph.

Try to clearly explain your viewpoint using some appropriate techniques. You could consider using similes, metaphors, repetition, commands, humour, hyperbole, emotive language, rhetorical question, speech.

This is how such a paragraph might appear:

A huge majority of us want to make a difference to the planet and our environmental emergency. Anyone with any common sense can see that small changes make a big difference. Walking rather than driving, swapping meat for a vegetables and recycling all help. There are ways to stop this, there are ways to live more sustainably. Wont you join the fight for our planet?

- a. What is the viewpoint of this writer?

.....

- b. Are they convincing? Why?

.....

- c. Now write up your own paragraph, using the techniques discussed above.

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# APPLY

For this section, a teacher should preferably review your work.

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Answer the questions below and check your response against the Tips for Success. Use a separate sheet of paper for this task.

1. 'Television programmes like Love Island are responsible for teens having negative body issues.'  
Write an article for a broadsheet newspaper in response to this statement.
2. 'Freedom of speech should mean anyone can say anything at any time without repercussion.'  
Write a speech in response to this statement.
3. Write a description of a day gone wrong.
4. Write a story with the ending '...live and let live.'

## Tips for Success

### Content

- The choice of language and style is matched to the audience.
- It is also generally matched to the purpose of the task.
- The vocabulary is chosen for effect and makes use of appropriate language devices.

### Organisation

- The text should have an effective structure.
- The writing is engaging with a few connected ideas.
- The overall piece is written in paragraphs with good organisation.

# LESSON 3


## Crafting Your Writing

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### Pod

- **Writing to Argue and Persuade**  
**ENG-153-007**

 Click the Pod name to watch it now on [gcsepod.com](https://www.gcsepod.com), or type the code into the search bar on the GCSEPod website!

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### Quiz

Watch the pod and answer the following questions. Circle your chosen answers.

1. Writing to persuade tends to be more . . . . . than writing to argue. [Choose one]
  - a. passionate
  - b. aggressive
  - c. informative
  - d. boring
  
2. Writing to argue often uses:
  - a. aggressive language
  - b. sad language
  - c. emotive language
  - d. passive language

3. When you're writing to persuade you are trying to:
  - a. change the way your reader thinks
  - b. argue that you're right
  - c. analyse the language used
  - d. evaluate the text
  
4. Your examiner likes it if you can:
  - a. use really aggressive language to get your point across
  - b. be really indecisive and not say much
  - c. show you understand other viewpoints or the other side of the argument as well as your own opinion
  - d. write only one paragraph and no more
  
5. Using exaggeration in your writing emphasises the point.
  - a. True
  - b. False
  
6. It's important to think about the ..... throughout your writing. (Choose one)
  - a. time
  - b. conclusion
  - c. audience
  - d. introduction
  
7. Choose two techniques that might be useful to you when writing to argue or persuade:
  - a. rule of three or listing
  - b. rhetorical questions
  - c. adding illustrations to your work
  - d. writing in columns

8. You need to write formally or informally depending on your audience.
  - a. True
  - b. False
  
9. When writing to argue or persuade, you should write in the:
  - a. first person
  - b. second person
  - c. third person
  
10. Using expert opinion helps you to back up an argument or persuade the reader to your way of thinking.
  - a. True
  - b. False

# PRACTISE

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It's important that your writing flows from one point to the next, taking your reader through your ideas and viewpoint. The best way to achieve this is to organise your thoughts into a plan before you start writing. Articles and letters can be planned in the same way, but speeches are a little different.

**TASK:**

'Teenagers should be encouraged to get part-time jobs as soon as they turn 16.'

Write an article for your school magazine arguing for or against this statement.

A student completed the plan below in response to this task:

## Article

- Introduction
- Paragraph 2: FOR - part-time work gives teenagers financial independence from their parents
- Paragraph 3: FOR - part-time work gives you something for your CV and helps with college interviews
- Paragraph 4: AGAINST - working will give you less time to study and may impact grades
- Paragraph 5: FOR - introduces you to new people and improves communication skills
- Conclusion - overall I am FOR

**TASK:**

Write a speech for your local community advising them on how they can improve facilities at the local park.

A different student completed the plan below in response to this task:

*Speech*

- *Introduction: Ladies and Gentleman, thank you for having me here today...*
- *Paragraph 2: Problem 1 with the park is...*
- *Paragraph 3: Problem 2 with the park is...*
- *Paragraph 4: Solution 1 to make park better*
- *Paragraph 5: Solution 2 to make park better*
- *Conclusion: We won't improve unless we all work together*

1. What difference can you see in these two plans?

By spending time planning, the students' work will flow better and appear to be better crafted.

2. Using the models above, plan responses to the following tasks. Use a separate sheet of paper for this.
  - a. 'Schools should offer more trips abroad so that pupils can experience the world.' Write an article for a broadsheet newspaper arguing for or against this statement.
  - b. Write a speech for Year 9, persuading students to take part in an upcoming school trip to France.
  
3. The way you use paragraph openings also helps to guide your reader through your writing. For example:
  - However
  - Firstly
  - While
  - Secondly
  - Finally
  - Nevertheless

Choose the best opener for the sentences below. You cannot use the same opener more than once:

- a. .... some people believe that part-time jobs for 16-year olds are a great idea.
- b. .... it is good to be able to say you've had a part-time job on your CV or at college interviews.
- c. .... there's the risk to school work. In order to work, young people must sacrifice study time.
- d. .... some sensible 16-year olds would benefit from a bit of financial independence.

# APPLY

For this section, a teacher should preferably review your work.

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Making up relevant and credible statistics or facts and expert opinions adds to the overall effectiveness of your writing and shows your examiner that you've engaged with the topic and task. Let's look at an example question.

QUESTION:

Write an article for your local newspaper persuading people to spend time in your area over the summer months.

A student responding to the above question noted the following in her plan:

*Expert: A local tour guide said that the area has the best collection of WW2 weapons anywhere in England and that they're worth seeing.*

*Statistic: 84% of people living in the area said they wouldn't go anywhere else in the summer.*

*Fact: the area has the UK's largest play park.*



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**Remember:**

The examiner isn't going to take marks away or check up on your facts and statistics. In fact, they expect you to make things up to support your point-of-view.

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1. Plan a selection of facts, opinions and statistics for the following writing tasks. Use a separate sheet of paper or the space below for this task.
  - a. 'It's not the location, but the people that make a good holiday.'  
Write an article for a broadsheet newspaper in which you argue for or against this statement.
  - b. Write an article for your local newspaper persuading people to spend time in your area over the summer months.
  - c. Write a speech for Year 9 students advising them on the importance of studying in advance for exams.
  - d. Write a letter to a potential employer persuading them to let you complete work experience with their company.