



MODULE 9 WORKBOOK

Writers' Use of Language and Structure: Non-Fiction

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10 Feb 2020

CONTENTS

Lesson 1

Quiz	4
Practise	7
Apply	12

PODS

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. Literary Devices and the Effects Used by Writers	ENG-153-006


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LESSON 1

Language and Structure: Non-Fiction

Pod

 Click on the title or code to go to the chapter on [gcsepod.com](https://www.gcsepod.com)

- **Literary Devices and the Effects Used by Writers**
ENG-153-006
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Quiz

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

1. The Rule of Three is when:
 - a. three related words are stated in quick succession. e.g. cruel, cold and calculating
 - b. you repeat something three times. e.g. very, very, very hot
 - c. the same word appears three times anywhere in the text

2. Rhetorical questions are:
 - a. questions you need to answer e.g. What did you have for lunch?
 - b. used to make the reader think e.g. Do we really need more plastic in the sea?
 - c. statements with emphasis. e.g. I hate my school uniform!

3. Direct address is when the writer:
 - a. addresses the audience using 'you'
 - b. talks about themselves using 'I'
 - c. talks in the third person using people's names

4. An example of expert opinion is:
- a. 'My friend Donna thinks it's a great idea'
 - b. '30% of people at the school think it's a great idea'
 - c. 'The local business man funding this scheme - and many others like him - said, "I think it's a great idea"'
5. An example of statistics is:
- a. 'My friend Donna thinks it's a great idea'
 - b. '30% of people at the school think it's a great idea'
 - c. 'The local business man funding this scheme - and many others like him - said, "I think it's a great idea"'
6. An anecdote is a personal story that is often used in support of your argument:
- a. True
 - b. False
7. Which of the below words is a verb (a doing word)?
- a. Dog
 - b. Wobbled
 - c. Quickly
8. Which of the below words is an adverb (used to describe a verb and often ending -ly)?
- a. Dog
 - b. Wobbled
 - c. Quickly

9. Which of the words below is a noun (a naming word)?
- a. Dog
 - b. Wobbled
 - c. Quickly
10. Which of the words below is an adjective (used to describe a noun)?
- a. Quickly
 - b. Terrible
 - c. Dog

PRACTISE

Because articles are usually written from one person's point of view, they may use persuasive, argumentative or descriptive techniques to persuade you, the reader, to agree with them and to set the tone of the article.

1. Complete the grids of techniques below using your own examples from a made-up film review.

Technique	Hyperbole or exaggeration
Description	When a writer exaggerates something.
Holiday brochure example	'Stepping onto the beach here is like stepping into Paradise.'
Film review example	

Technique	Rhetorical question
Description	A question that doesn't require an answer.
Holiday brochure example	'Is there anyone who wouldn't rather be lying on a sun-drenched beach than sitting in a stuffy office cubicle?'
Film review example	

Technique	Repetition
Description	When a word or phrase is repeated to emphasise the point.
Holiday brochure example	'The sand is soft – and not just any old soft, but pillow-soft.'
Film review example	

Technique	Rule of three
Description	When three related words are stated in quick succession.
Holiday brochure example	'The water is cool, blue and clear.'
Film review example	

It's important that you read the question carefully, looking for the focus and any other important information. For example:

Q: Refer to source A from lines **26 to the end**.
 How does the writer **use language** to **interest and engage the reader?**

- = Important! If you answer from another part of the text, you risk not getting any marks.
- = You must focus on the use of language.
- = This is the focus.

2. Highlight the key information in the questions below.
 - a. Analyse how the writer uses language and structure to engage the reader in the search for the dog.
 - b. Refer to Source B from lines 12-18.
How does the writer use language to describe the boat journey?
 - c. Refer to Source A from lines 17 to the end.
How does the writer use language and structure to engage the reader in this part of her journey?

3. Just like the question on language and structure with your fiction text, you need to take some time to read and select the best pieces of language and/or structure to talk about with your non-fiction text.

Read the extract below carefully and highlight three examples of the writer's use of language for their desired effect as well as three aspects of how the review is structured to enhance the effect.

QUESTION:

How does the writer use language and structure to describe his experiences at the restaurant?

For at first glance, dear reader, The Cantaloupe seems like a decent place, nestled in a corner of Covent Garden and, despite being named after my least favourite type of melon, with welcoming windows. The couple entering ahead of us look like they eat out regularly and probably know their stuff, so I follow them in with anticipation. And, I must say, The Cantaloupe's interior does not disappoint: comfortable chairs and booths, lights not too bright, music not too loud. The flowers on each table were fresh and do not take over the space. The waiter who led us to our seats seemed charming, taking our drinks orders promptly before presenting us with the menu and returning with a carafe of chilled water. The table lay between us, full of promise in its crisp napkins and gleaming cutlery.

I opened the menu. And here, dear reader, is where it all started to go wrong.

The Cantaloupe says it serves 'simple food, simply cooked'. Sure, the descriptions of the dishes are 'simple', but I found little I recognised as 'food' on that menu. "Duck, raspberry, peanut, noodles," anyone? "Prawns, grape, and garlic meringue"? Nothing anyone in their right minds would put together. Eventually, I found something that looked familiar – a steak? Dare I hope – and ordered. My companion, who is vegetarian, went with something labelled "Tomato, orange, peppercorn, pastry" and hoped for the best.

It wasn't.

Some places are so awful that you actually enjoy describing the awfulness, but The Cantaloupe isn't one of those: I felt genuinely betrayed by the way it had lured me in with its pleasant exterior. When you're paying these prices – £8.50 for a starter, £20 for a main – you expect the food to at least merit the term 'edible'. I ate my meal – it was steak, once I'd scraped off the honey-and-olive sauce it came smothered in – because I was hungry; my companion ate her tart – at least, we think that's what it was – because she is polite. But I can't say that either of us enjoyed it.

I looked around me as we left, at the candles glowing, and heard the clink of cutlery on china and glass against glass. Everyone looked comfortable. But when I looked at their faces, I couldn't see one flash of pleasure as they chewed. And that, surely, is the mark of a poor restaurant.

- a. For each highlighted piece of language or structure, try to annotate it with the method the writer is using and the effect. Remember, that's what it makes you **think, feel or imagine**.

Remember: if you can't annotate it, there's no way you're going to be able to write a paragraph on it, so it's probably not a good choice.

Example:

The Cantaloupe's interior does not disappoint: comfortable chairs and booths, lights not too bright, music not too loud.

The writer lists The Cantaloupe's interior: the effect makes us think there are many positive things about the restaurant and we expect he will have a good meal.

- b. Look at this example of a student writing about the use of exaggeration: have they met all of the elements in Tips for Success?

The writer uses **exaggeration** when he says, “I felt genuinely betrayed” to describe his feelings about his meal. The word “betrayed” implies that the restaurant singled him out for a bad meal and knowingly misled him into thinking it was going to be good. His use of exaggeration is funny because it makes me imagine him feeling hurt and upset by the restaurant and awful food he has had to eat, when really it is his job.

■ = Language feature

■ = Relevant examples

■ = Comments on the effect of the language

■ = Clearly comments on the effect on the reader: “me”

Tips for Success

- Has the student identified language features?
- Has the student included evidence from the text?
- Has the student commented on what the language makes them think, feel or imagine?

APPLY

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

Use the **Steps for Success** and the extract to answer the question below, then check your response against the **Tips for Success**. Use a separate sheet of paper for this task.

Steps to Success

- Read the extract and highlight 4-5 interesting pieces of language that relate to the focus of the question.
- Annotate your highlights with what the language makes you think, feel or imagine and the name of the device or word type if you know.
- From your 4-5 annotations select your best three to write up as your response.

QUESTION:

How does the writer use language to describe his holiday?

Now it's me starting with the "When I was a kid" stories, while my teenagers roll their eyes in the back. Because I've got a lot of convincing to do: guilt-ridden with all the flights (and, let's face it, short of cash), after years of the Costa, we're taking our first British holiday and heading for Devon. And Ben, 10, Sarah, 13, and Amber, 15, are not happy bunnies.

Time for a round of "We're All Going on a Summer Holiday", I think to myself.

You'd have thought it would all have gone downhill from there, wouldn't you?

But the funny thing is, it didn't. In fact, we had one of the best holidays of our family life so far. OK, so the sun wasn't scorching hot. But, to be honest, with a family like mine, that's no bad thing – we usually spend the first part of the week red as lobsters and the second half peeling, with one day of glorious tan in between to make us feel vaguely Continental. Still, there was sun. And it was warm.

And so, far from huddling in cagoules, we were out there every day – all five of us – in our shorts and bikinis (OK, not me). Ben and I made epic sandcastles, and the girls, after

a bit of shrugging, joined in and remembered what fun it can be. We played beach volley-ball. We bought a couple of nets and went rock-pooling. I defy anyone not to find wonders in the bottom of a rock pool: scrabbling hermit crabs, the wave of sea-anemones, seaweed tangling underfoot, the dart of a translucent shrimp. Sarah and Amber hired bodyboards with their mum and found that, actually, a day spent away from their music can be fun.

Not everything was perfect, of course. We had the inevitable arguments about how skimpy a bikini was permissible (honestly, sometimes I wish we lived in the days when girls wore full-length dresses to swim), and I had to tell Ben off for torturing sea-anemones on the first day, and it wasn't quite warm enough to lie in the sun and read without some kind of warm clothing. And the sandwiches still ended up with sand in them ["But Dad, that's why they're called sandwiches," explained Amber, sarcastically].

But for me, there was something wonderful in the way things haven't changed that much: there are still donkey-rides and bucket-and-spade stalls and people shrieking in the sea because it's a lot colder than it looks.

And I think the reason is that, put someone on a patch of sand, and they can't help digging and building and patting it into shape. The seaside turns us all into inquisitive kids again.

And when, in the car on the way home, my wife turned to me and said ruefully, "Better start saving for Spain next year, then," the wail of protest from the back seat was deafening.

It's amazing what kids can hear through their headphones.

Tips for Success

- Identify language features.
- Include evidence from the text.
- Comment on what the language makes you think, feel or imagine.