

**Year 11**

**Homework Booklet**

**Reading and Writing Non-Fiction 1**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of issue: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Due back in: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **English**  **Assessment** |
| What went well…?: |
| Even better if…?: |
| What I think…? |
| Topics for revision: |
| GRADE: EXCELLENT GOOD SATISFACTORY POOR |
| Teacher Comment: |

**PEARSON ACTIVE LEARN**

Some of the homework tasks in this booklet direct you to [www.pearsonactivelearn.com](http://www.pearsonactivelearn.com).

This is an online learning platform that Neale-Wade Academy has bought for you to use.

Your English teacher will give you details of how to log in and may show you how to use this valuable resource.

The first time you log in you will need a string of six words unique to you. Your teacher will tell you what they are. Write them here:

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When you log on for the first time and activate your account, you will have to create a user name and password. You can use your school email as your user name.

User name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Password: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Your teacher will visit the website to ensure you have been logging on, to make sure you have completed the tasks set and to see how well you have done.

You can use the website any time for learning and revision; it has been bought for you to help you improve your grades. Use it!

**WJEC**

The examination board we use for English is called WJEC.

At [www.wjec.co.uk](http://www.wjec.co.uk) you can access past papers, free marking schemes and other useful content. Looking at reading marking schemes will help you to understand what the examiner is looking for in responses to different types of question.

**TASKS**

Some tasks in this booklet will not take very long to complete; some tasks may take up to an hour. If you feel that you would like to do more work at home, remember that you can access Pearson Activelearn at any time and work through tasks that you choose.

Task 1 [Focus: Reading]: Find definitions and examples of these keywords.

Target A\* to C – look up all of the words and find examples of their use.

Target D to G – look up meanings and find examples of the last five words only.

|  |  |  |
| --- | --- | --- |
| Word | Definition | Example |
| Linguistic devices |  |  |
| Literary devices |  |  |
| Rhetorical features |  |  |
| Presentational features |  |  |
| Fact |  |  |
| Opinion |  |  |
| Statistics |  |  |
| Emotive language |  |  |
| You may use any of the texts in this booklet, or from Pearson Activelearn to find suitable examples. | | |

TASK 2 [Focus: Writing}

**COMMON ERRORS**

**Write these sentences out correctly. Underline the part you have changed. Use lined paper for your work.**

1. They like football alot.
2. John is hi’s friend.
3. Hi shouted Jane.
4. The pea’s were delicious.
5. “Be quite,” said the teacher.
6. I live just passed the supermarket.
7. Whose that woman over there?
8. £500 is to expensive, I think.
9. We never go nowhere in winter.
10. Lucy said she seen the thieves running away.
11. I’m not sure weather to go or not.
12. They cooked the meal theirselves.
13. Do you like swimming.
14. The cat licked it’s lips.
15. Tim writes very quick.

There are at least 2 errors in the next 5 sentences

1. We was not happy about our result’s.
2. There was two errors in the sentance.
3. My mum brung us some mince pie’s from Tesco.
4. im sure that I will get 20 out of 20.
5. The girls was happy with there answers, but I am not sure their right.

When you have checked your answer, make sure you learn the correct version – and don’t repeat any mistakes!

Task 3: Using Active Reading [Focus: Reading]

**Active Reading** will help you to do well in your GCSE reading examination.

Use the following steps to help you read and respond to the text ‘Urgent blood donor appeal’.

1. Read the questions carefully.
2. Underline any key words.
3. Read the text with a pen or a highlighter in your hand.
4. Highlight or underline parts of the text that will help you to answer the questions.

Now, read the text and respond to the questions below.

**Urgent blood donor appeal**

SARAH HALL

This Christmas people in Norwich are being urged to give blood, as stocks have become low owing to the high numbers of people suffering from flu over the Christmas period. Shock new figures have today revealed that seasonal blood stocks are now so low that supplies of some blood types will only last hospitals across the region for four days.

The National Blood Service (NBS) is encouraging as many people as possible to give blood to help people with cancer and other serious diseases; it is also vital for those who need blood after accidents or hospital operations, and for those people with rare blood disorders.

Each year the NBS needs to collect about 35,000 units of blood from Norfolk donors alone to ensure local hospitals get all the blood they need. Across the country, the NBS delivers 2.1million blood donations to hospitals in England and Wales every year. People can give blood if they are aged between 17 and 70, weigh more than 7st 12lb (50kg), and are in good health. The age limit on blood donations was raised from 65 to 70 in 1998.

William Ireson, a 68-year-old grandfather, is delighted he will be able to carry on giving blood.

He said, “I’m proud that I’ve given 71 units of blood over the years, and pleased that now I can give a few more. It makes me feel great knowing that my blood could save someone’s life.

It’s my way of giving something back to the community. I always try to donate around

Christmas because I know the hospitals need extra support during the winter months. I would encourage anyone of any age to give blood. It’s not hard, and to be honest I am a bit squeamish, but it’s not painful and it has never bothered me. I know some people have to have regular transfusions because of their conditions, so it’s important to me to keep donating for as long as I can. It only takes an hour or two out of my day, but at the end of it I know I could be saving someone’s life. “William has gone on to encourage family and friends to give blood, because as he says, “You never know when, where or why we may need blood ourselves one day.”

David Cooke from Norwich needed a complete blood transfusion as part of his treatment for cancer in 2002. The 65-year-old said he would not have survived his illness without the regular contributions of blood donors. “It is vital that people keep donating regularly to save the lives of people like myself,” he said. “I would not have been here if donors had not been there for me. Thanks to the wonderful people who give blood, I continue to lead a full and active life. My heart goes out to all these great people who have donated blood, especially at this time of year.”

Currently only 4% of the eligible population are active blood donors. Donors can give a unit of blood, just under a pint, every 16 weeks – or three times a year. There are four main blood groups – O, A, B and AB. Group O is the most common and therefore the most in demand.

Regular blood supply is vital because red blood cells only last 35 days and platelets, another important component of blood, last only five days.

**Task 3 continued: Look at the newspaper article, ‘Urgent blood donor appeal’.**

**Q1.** *(a)* Why were blood stocks low over Christmas? [1]

*(b)* Give four examples of the kinds of people likely to need blood from donors. [4]

*(c)* How many units of blood does the NBS need to collect from Norfolk donors each year? [1]

*(d)* How many blood donations are delivered by the NBS to hospitals in England and Wales each year? [1]

*(e)* How frequently can donors give blood? [1]

*(f)* Give two components of blood mentioned in the article. [2]

Task 4: [Focus: Writing] Using [www.pearsonactivelearn.com](http://www.pearsonactivelearn.com)

FOLLOW THE INSTRUCTIONS CAREFULLY

1. Log onto the Pearson Activelearn website
2. Log onto the Foundation English Course by clicking on the open blue book on the ‘top shelf’.
3. From the ‘EXERCISES’ list, open Unit 2: ‘Writing Information and Ideas’
4. Open the ‘Use Accurate Punctuation’ tab
5. Complete the first **two** exercises: ‘Revising Punctuation’ and ‘Practising Punctuation’.

Task 5: [Focus: Reading] Practising the ‘thoughts and feelings’ question

**Look at the extract from Matthew Parris’s autobiography entitled ‘The London Marathon’ and then respond to the question below:**

What different feelings does the writer experience before, during, and after running the marathon?

You should organise your answer into three paragraphs using the following headings:

• before the marathon;

• during the marathon;

• after the marathon.

**The London Marathon**

In my fifth marathon I ran the best race I had ever run in my life, or ever will.

It is a nervy feeling for anyone, to be pacing Blackheath too early on a cold Sunday morning,

and wondering why you ever entered. A sort of misery, a wretchedness, invades the runner’s

soul in the moments before the Off in an important race. You wish you hadn’t entered. You

promise yourself that if you can just get through this one without disgrace you’ll pack it in.

Then the cannon, and you’re off. Wave at the cameras, just in case. It’s a human traffic jam.

Then the road clears and - hey - this is OK! What’s wrong? Why am I going so fast? Surely I

can’t keep this up?

Tower Bridge and it still felt fine. I was running much faster than I had in training. Could I keep

it up? My brain told me I would burn out but it just didn’t feel like that. It felt easy. Could it

last?

It didn’t. A sudden stitch knotted my stomach. I gritted my teeth and kept going - but was this

where it would all start to go wrong? I faltered. A stitch. There I was, only half way round and

already in trouble. Was this burn-out? Would I even finish? My feelings swung wildly from

over-confidence to despair, and back.

(Continued on next page)

How, I groaned to myself, had I ever thought I could carry this off? Obviously I was too old. At

36 I should have packed it in the previous year. I waved wearily at the many people lining the

road.

They cheered back, a huge cheer. And a band was playing. And that stitch - where was it?

Gone. Disappeared while my mind was not thinking about it. I sped up a bit and checked the

time. If I could only keep this up ... No, I said, stop thinking about it. Just run. My pace

quickened after that. People in front of me were wobbling into the arms of spectators. Good, I

thought. Let them.

They say the marathon’s a friendly race. ‘All in it together’, they say. Together? I know I should

feel sympathy for every other runner in trouble ... and yet - he’s fading, I’m still here; one

down, ten thousand to go. Hah!

The miles around the Isle of Dogs melted and I was feeling fine. The carbohydrate-loaded diet

really did work. All that stuff about ‘hitting the wall’ at eighteen miles was just old wives’ tales,

I told myself, powering past the nineteen-mile marker.

Seven to go. Nothing could stop me now, I thought. I was almost there.

Then the wall did hit me. It was awful. People around me began dropping like flies, and all at

once I knew what they were going through. I too was ready to drop. Five miles left - could I

keep any kind of a pace going? I slackened speed but struggled on. This really hurt.

Big Ben at last. The last mile had been torture. 2.32.55 - 2.32.56 ... And I came in at a time of 2 hours, 32 minutes, 57 seconds: 385th out of 20,000.

What a feeling inside! However, I decided never to enter another London Marathon. This result

was so much better than I had expected, so much better than I deserved. Not for me the slow

decline as year succeeds year and you then enter the veterans’ section. Then at sixty the knee

troubles hit. No, I resolved, this is the best I’ll ever do so I’ll quit while I’m ahead. And I did.

Matthew Parris

Task 6: [Focus: Writing] Using [www.pearsonactivelearn.com](http://www.pearsonactivelearn.com)

FOLLOW THE INSTRUCTIONS CAREFULLY

1. Log onto the Pearson Activelearn website
2. Open the Foundation Student ‘Active Book’ (the blue one) by clicking on it
3. Go to Section 2.4, page 121 headed ‘Articles’
4. Read everything on the page really thoroughly
5. Complete the task from the page: **‘Write a lively article for a local newspaper on what it is like to be a teenager in the 21st century.’**
6. Spend about 10 minutes reading all the details.
7. Spend no more than 30 minutes writing your article.
8. You can write or type your work.
9. Spelling, punctuation and grammar are important; in your examination 7 out of 20 marks are awarded for sentence structure and accurate spelling and punctuation, so take care with these aspects of your writing.
10. **The criteria for awarding marks for these aspects of your writing are in this booklet, on the last page; have a look at them to assess your own strengths and weaknesses.**

Task 7: [Focus: Reading] Reading different text types

In your examination you will have to read and understand two different non-fiction media texts. The texts may include: travel writing; articles; leaflets; biographies; web pages etc. It is important that you read a range of texts as you prepare for your exam – look out for leaflets that come through the door at home and read newspaper articles.

Using [www.pearsonactivelearn.com](http://www.pearsonactivelearn.com)

FOLLOW THE INSTRUCTIONS CAREFULLY

1. Log onto the Pearson Activelearn website
2. Open the Foundation Student Active Book (the blue one) by clicking on it

Go to the contents page, and then onto section 1.4, page 59 ‘Analysis of Persuasive Techniques’. Read everything on the page really carefully and then complete Activity 1. This will give you experience of analysing how a leaflet persuades.Extension Task [Focus: Reading]

Your teacher may instruct you to complete this task, or you may choose to complete it for more practice.

The questions and texts that follow are from a Higher Reading examination paper.

Allow yourself about one hour to complete this task.

*Answer* **all** *the following questions.*

*The Resource Material for use with* **Section A** *is an article by Mark Hodson.*

*In the passage on the next page, ‘Addressing Binge Flying is Vital for the Climate’, Max Hastings addresses the issue of ‘binge flying’ and its effect on the climate.*

**Look at the passage by Max Hastings on the next page.**

**A1.** *(a)* **Look at the first four paragraphs of the passage.**

What arguments does Max Hastings put forward in favour of flying? [5]

*(b)* **Now look at the rest of the passage.**

According to Max Hastings, why is it difficult to change our behaviour when it comes

to flying? [5]

**Now look at the article ‘When It’s Good To Fly’ by Mark Hodson in the separate Resource**

**Material.**

**A2.** Explain carefully why, according to Mark Hodson, Porini Camp and Grootbos can be ‘a great

force for good’. [10]

**A3.** How does Mark Hodson try to persuade his readers that Shinta Mani and Zeavola are

worthwhile places to visit?

Think about:

• what he says;

• how he says it. [10]

**To answer this question you will need to refer to both texts.**

**A4.** Compare what these texts say about the effects of flying and tourism.

You should organise your answer using the following headings:

• the effects of flying and tourism on the **environment**;

• the effects of flying and tourism on the **people of poor countries**. [10]

**Addressing binge flying is vital for the climate**

Almost all of us are hypocrites about climate change. We know that it is real, and

desperately serious. Yet, we are in a shocking muddle about how to relate our

personal behaviour to the phenomenon.

For those who inhabit the developed world, opportunities for travel represent the most

significant new personal freedom of the past half-century. Even as recently as the

1960s, hitch-hiking to Greece or Turkey was a big deal for the adventurous young

middle class. South America and Australia were almost off the map. Today, it is

possible to fly cheaply almost anywhere, and we all do. Every arriving jet at Nairobi or

Buenos Aires disgorges crowds of tourists, and short breaks, which mean intensive

plane use, are booming.

Common sense tells us that all this is environmentally disastrous. Yet common sense

also tells us that tourism is doing great things for the economies and people of poor

countries all over the world. Carbon emissions soar as a result of flying flowers and

vegetables to Europe and America from Africa and Mexico. Yet if that traffic stopped,

millions of needy people in the grower’s trade would suffer.

All this leaves many of us confused. Relatively speaking, the travel boom has hardly

started. In the decades ahead many more millions will possess the means and the

desire to fly further and more often. The Chinese, for example, have only just begun to

discover the joys of holidaying abroad. Suggesting to people who live in the third world

that they should not travel is like the modern, Western enthusiasm for saving Africa’s

great animals after slaughtering them for two centuries.

Even in the West, it is not popular for any government to try to reduce the passion for

flying. Flying could be made more expensive, but it does not sound good if the poor

cannot travel while the rich stay airborne.

The obvious way forward would be to tax aviation fuel and end the ridiculous situation

where flying is cheap but driving a car is expensive. However, it is almost impossible to

reach an international agreement which would stick, or persuade people to pay more

to fly.

The bad news for the environment is that it is impossible to believe that the global

travel boom will stop. Whatever is done in Britain, or other Western countries, many

other nations that have only just begun to experience prosperity have no intention of

depriving their citizens of its privileges.

However, that is no reason for us to do nothing. Indeed, it would be irresponsible not to

do anything. We must impose some discipline on our own travel, refusing to give in to

‘binge flying’. However, only a minority of people, the same kind who buy organic

products, are likely to listen. Most of us change our habits only when we are made to

do so. We will fly less only when it hurts our pockets too much to fly more, but that will

not be easy to enforce.

Max Hastings *(Guardian News and Media Ltd. 2007)*

**WHEN IT’S GOOD TO FLY**

**First we say you’ve got to fly less. Now we’re saying you have to jet across the planet to stay in eco-luxury. Life’s confusing, says Mark Hodson**

Flying is bad, right? Nobody with a social conscience should fly

halfway round the world on holiday, spewing carbon into the

atmosphere.

Well, it depends. If we were all to stop travelling to developing

countries tomorrow, who would suffer? Not just us, but hundreds of

thousands of people whose livelihoods depend on tourism. We’ve

spent a generation trying to persuade people in poor countries

throughout the world that if they protect their local ecosystems,

we’ll pay them a rewarding visit. So, do we walk away from the

rainforest eco-lodges, community-run safari camps and

conservation diving schools just because environmentalists tell us

to?

This does not give us the right to whizz around the world, but it

should remind us that travel, when organised with care, can be a

great force for good.

**PORINI CAMP, Kenya**

African national parks are a good thing. That’s a no-brainer, isn’t

it? But what happens on the other side of the fence? In Kenya, it

turns out that the local Masai people felt excluded and their feelings

weren’t exactly boosted by the busloads of tourists who were

herded into their villages to stare at the ‘colourful’ natives. No

surprise, then, that the Masai continued to hunt protected animals,

which they regarded as a threat rather than a benefit.

But Jake Cook, a white Kenyan, had an idea. Why not open a camp

on Masai-owned land outside the national park, employ local

people to build and run it, and pay them rent? Not only would the

tribes reap a real benefit from tourism, they would also have an

incentive to conserve the wildlife. Visitors, in turn, would

experience a genuinely warm welcome and get the run of a vast

area of wilderness.

The result is Ambolesi Porini, a small tented camp a few miles

north of Ambolesi National Park. Because only twelve visitors a

day are allowed in, the animals – elephants, cheetahs, lions and

leopards – remain genuinely wild and unaccustomed to the sight of

vehicles.

**GROOTBOS, South Africa**

On paper, the Grootbos private nature reserve looks as though it

might be too goodie-goodie to be true. A five-star eco-resort, it’s so

environmentally friendly that it lectures its guests about trees and

seaweed.

Dull and worthy? Not when you get there. Barely visible from the

road, the hotel hugs a wooded hillside overlooking a protected wild

beach. It’s stylish and comfortable, with cosy cottages hidden

among trees. The hotel’s ethos is ‘luxury, conservation and social

responsibility’. The owner has opened a gardening school, the first

in South Africa, to train jobless men from the nearby town, and

built four football pitches for local schoolkids. The children can

play only if they turn up with a bag of rubbish to recycle.

Trained guides – also recruited from the local towns – walk guests

through the grounds, pointing out the wildlife and some of the

9,700 plant species. Even if you have only a passing interest in

plants, you’ll be entranced.

**SHINTA MANI, Cambodia**

There aren’t many hotels where you can phone room service and

order two live piglets. But then Shinta Mani is no ordinary hotel. It

works with the local community to take young people out of

poverty and set them up in a career in the hotel industry. Each year,

the hotel takes 20 disadvantaged youngsters and puts them through

its own hospitality school. Guests can sponsor a student in

exchange for photos and progress reports, or support local villagers:

a donation of £45 buys a freshwater well, while £40 pays for the

pair of piglets that an enterprising local family raise and sell on for

a profit.

All well and good, but how is the hotel? With all those students

running around, are you in for a Cambodian-style Fawlty Towers

experience? Happily not. The service is outstanding, and the staff

are polite and friendly.

**ZEAVOLA, Thailand**

When the tsunami swept over Thailand’s coast, one of the worst

affected areas was Ko Phi Phi. In the weeks after the disaster, there

was talk that tourism was finished. The islanders had other ideas.

A sparkling example of Phi Phi’s resurgence can be seen in

Zeavola, a sumptuous hotel on a white-sand beach. Guests stay in

villas built in the style of a traditional village, and dine at a seafront

restaurant. Since it opened, the hotel has worked with a local school

which was badly hit by the tsunami. A donation is made for each

night a guest stays, and the locals have repaired the school which

now has a new classroom and a playground. The hotel also does

good work in the community – donating staff and materials for

clean-up projects.

Mark Hodson *(The Sunday Times)*



In your writing examination, sentence structure, punctuation and spelling are very important. Good content does go some way towards getting you a good mark, but you have to get the technical stuff right as well.

7 out of 20 marks, more than an third, are awarded for SSPS.

Here are the marking criteria an examiner would use for a Foundation writing paper.

***Sentence structure, punctuation and spelling (7 marks****)*

* **Band 1 1-3 marks**
* sentences are mostly simple or compound
* compound sentences are linked or sequenced by conjunctions such as and or so
* punctuation (full stops, commas, capital letters to demarcate sentences) is attempted where appropriate and with some accuracy
* the spelling of simple words is usually accurate
* control of tense and agreement is uneven
* **Band 2 4-5 marks**
* sentences are varied and both compound and complex sentences are used
* there is use of some subordination to achieve clarity and economy
* some control of a range of punctuation, including the punctuation of direct speech
* the spelling of simple and polysyllabic words is usually accurate
* control of tense and agreement is generally secure
* **Band 3 6-7 marks**
* a range of grammatical structures is used to vary the length and focus of sentences
* simple, compound and complex sentences are used to achieve particular effects
* a range of punctuation is used accurately to structure sentences and texts, sometimes to create deliberate effects, including parenthetic commas
* most spelling, including that of irregular words, is usually correct
* control of tense and agreement is secure

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| * It is presumed that candidates attaining Band 2 and above will have achieved the criteria listed in the previous band(s). Fine tuning of the mark within a band will be made on the basis of a “best fit” procedure, weaknesses in some areas being compensated by strengths in others. |