2 READING SKILLS

4 TEXT ANALYSIS
- Skimming and Scanning
- Explicit and Implicit Meaning
- Point – Evidence – Explain
- Evaluating a Text

16 USE OF LANGUAGE
- Word Classes
- Connotations
- Different Sentence Types
- Sentences for Effects

24 WRITING SKILLS

26 VOCABULARY
- Choosing the Right Vocabulary
- Vocabulary for Effect
- Language for Different Effects
- Why Your Choices Matter

34 SENTENCES
- Sentence Types
- Opening Sentences
- Sentences for Effects
- Sentence Purpose

42 STRUCTURE
- Principles of Structure
- Paragraphing for Effect
- Linking Ideas

48 PUNCTUATION AND SPELLING
- Ending a Sentence
- Commas
- Apostrophes
- Colons, Semi-Colons, Dashes, Brackets, Ellipses
- Common Spelling Errors
- Improve Your Writing
- Proof-Reading, Checking and Editing

56 PAPER 1

58 NON-FICTION TEXTS
- Types of Text
- Identifying the Writer’s Perspective
- Audience and Purpose
- Language for Different Effects
- Fact, Opinion and Expert Advice
- The Structure of a Text
- Unseen Texts
- Putting it into Practice

96 TEXT ANTHOLOGY: NON-FICTION
- ‘The Danger of a Single Story’ – Chimamanda Ngozi Adichie
- A Passage to Africa – George Alagiah
- The Explorer’s Daughter – Kari Herbert
- Explorers, or Boys Messing About – Steven Morris
- Between a Rock and a Hard Place – Aron Ralston
- ‘Young and Dyslexic? You’ve Got It Going On’ – Benjamin Zephaniah
- A Game of Polo with a Headless Goat – Emma Levine
134 □ BEYOND THE SKY AND THE EARTH: A JOURNEY INTO BHUTAN – JAMIE ZEPPA
141 □ H IS FOR HAWK – HELEN MACDONALD
147 □ CHINESE CINDERELLA – ADELINE YEN MAH

152 COMPARING TEXTS
152 □ IDENTIFYING KEY INFORMATION
154 □ ANALYSING THE TEXTS
162 □ COMPARISONS
168 □ SELECTING EVIDENCE
170 □ PUTTING IT INTO PRACTICE

174 TRANSACTIONAL WRITING
174 □ AN INTRODUCTION TO TRANSACTIONAL WRITING
176 □ WRITING FOR A PURPOSE: INFORM, EXPLAIN, REVIEW
180 □ WRITING FOR A PURPOSE: ARGUE, PERSUADE, ADVISE
184 □ WRITING FOR AN AUDIENCE
188 □ FORM
194 □ VOCABULARY FOR EFFECT
198 □ SENTENCES FOR EFFECT
200 □ OPENINGS AND CONCLUSIONS
202 □ IDEAS AND PLANNING
204 □ PUTTING IT INTO PRACTICE

208 PAPER 2
210 READING SKILLS: FICTION TEXTS
210 □ TYPES OF TEXT
212 □ FIGURATIVE LANGUAGE
216 □ CREATING CHARACTER, ATMOSPHERE AND EMOTION
220 □ NARRATIVE VOICE
222 □ STRUCTURE
226 □ PUTTING IT INTO PRACTICE

228 TEXT ANTHOLOGY: FICTION
228 □ ‘DISABLED’ – WILFRED OWEN
232 □ ‘OUT, OUT—’ – ROBERT FROST
236 □ ‘AN UNKNOWN GIRL’ – MONIZA ALVI
241 □ ‘THE BRIGHT LIGHTS OF SARAJEVO’ – TONY HARRISON
249 □ ‘STILL I RISE’ – MAYA ANGELOU
256 □ ‘THE STORY OF AN HOUR’ – KATE CHOPIN
260 □ ‘THE NECKLACE’ – GUY DE MAUPASSANT
269 □ ‘SIGNIFICANT CIGARETTES’ (FROM THE ROAD HOME) – ROSE TREMAIN
275 □ ‘WHISTLE AND I’LL COME TO YOU’ (FROM THE WOMAN IN BLACK) – SUSAN HILL
283 □ ‘NIGHT’ – ALICE MUNRO

288 IMAGINATIVE WRITING
288 □ OVERVIEW OF IMAGINATIVE WRITING
290 □ GENERATING IDEAS
292 □ PLOT
294 □ STRUCTURE
296 □ NARRATION
298 □ CHARACTERS
300 □ MONOLOGUES AND DIALOGUES
302 □ DESCRIPTIVE WRITING
304 □ VOCABULARY FOR EFFECT
306 □ SENTENCES FOR EFFECT
308 □ PUTTING IT INTO PRACTICE

310 PAPER 3
312 □ AN INTRODUCTION TO COURSEWORK
314 □ ASSIGNMENT A: POETRY AND PROSE TEXTS
319 □ ASSIGNMENT B: IMAGINATIVE WRITING

326 EXAM PREPARATION
330 GLOSSARY
332 INDEX
ABOUT THIS BOOK

This book is written for students following the Edexcel International GCSE (9–1) English Language A specification and covers both years of the course.

The course has been structured so that teaching and learning can take place in any order, both in the classroom and in any independent learning. The book contains five chapters: Reading Skills, Writing Skills, Paper 1, Paper 2 and Paper 3.

The Reading Skills and Writing Skills chapters cover fundamental areas of these two key areas of English Language. They build on and reinforce what students already know and develop essential skills that will allow them to succeed on the exam. The book contains five chapters: Reading Skills, Writing Skills, Paper 1, Paper 2 and Paper 3.

Exam-style questions Questions tailored to the Pearson Edexcel specification to allow for practice and development of exam writing technique

Sample student answers have been given a Pearson Step from 1 to 12. This tells you how well the response has met the criteria in the Pearson Progression Map.

Key points
- Easy to understand, core points to be taken away from sections or texts.

Pearson Progression

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A basic understanding of the criteria in the Progression Map.</td>
</tr>
<tr>
<td>2</td>
<td>The student has used some of the key points to achieve two marks.</td>
</tr>
<tr>
<td>3</td>
<td>The student has used most of the key points to achieve three marks.</td>
</tr>
<tr>
<td>4</td>
<td>The student has used all the key points to achieve four marks.</td>
</tr>
<tr>
<td>5</td>
<td>The student has used all the key points to achieve five marks.</td>
</tr>
</tbody>
</table>

Exam-style questions Questions tailored to the Pearson Edexcel specification to allow for practice and development of exam writing technique

Student answers

Higher- and lower-level written answers annotated with marker comments to encourage understanding of the marking criteria.

Hint
Useful support and advice addressing common mistakes or difficult content.
this course. These chapters can be used to teach these reading and writing skills in blocks at the start of the course or integrated into relevant sections of the texts being studied.

The Paper 1 and Paper 2 chapters cover all of the content required by the course, mirroring the two exam papers for those taking this route. The information in the Paper 2 chapter will also help students taking the coursework route to prepare to complete their assignments. This is also supplemented by the Paper 3 chapter, which gives advice for those taking this coursework paper.

For each section or Anthology text, information is interspersed with activities in order to put learning into practice and exam-style questions to help you prepare and practise for the exam. Other features help to expand students’ knowledge and reinforce their learning. All Anthology texts are reproduced in full, with detailed analysis and questions for each text.

Learning objectives
Chapters and Units are carefully tailored to address key assessment objectives central to the course.

Subject vocabulary

Useful words and phrases are colour coded within the main text and picked out in the margin with concise and simple definitions. These will support understanding of key subject terms and support students whose first language is not English.

Skills

Each activity and set of questions has been assigned with the key skills gained from undertaking them, allowing for a strong focus on particular academic qualities.
LEARNING OBJECTIVES

This lesson will help you to:

◼ understand some of the features of non-fiction texts and prepare you to answer exam questions on them.

TYPES OF TEXT

The types of non-fiction text that may appear in Paper 1 include examples of:

◼ biography or autobiography
◼ obituaries
◼ speeches
◼ newspaper or magazine articles
◼ travel writing
◼ diaries or letters
◼ reviews
◼ reference books.

KEY POINT

The texts that you will write about in Paper 1 will be non-fiction. Fiction describes scenes imagined (at least partly) by the writer. Non-fiction writing does the opposite: it is about things that really happened, although you cannot rely on all non-fiction to be accurate.

In an **autobiography**, the writer describes his or her own life. However, some events may not have been remembered accurately, or some events may be exaggerated for effect, perhaps to show the writer as positively as possible. Some autobiographies may be considered more like fiction than non-fiction by their readers because they are not very accurate.

A **biography** is the life story of a famous or interesting person, whether from history or from the present day. Today, there are also ‘authorised biographies’, in which the subject of the biography gives the writer specific legal permission to produce the biography. The subject can decide which events are included or omitted and how the writer describes them.

Another form of autobiographical writing is the **diary** or **journal**, or the modern equivalent, the **blog** (short for ‘web log’). For example, *The Diary of a Young Girl* by Anne Frank contains important factual material about her daily life during the German occupation of the Netherlands. It is therefore more than just a personal account. However, not all diaries set out to be accurate or truthful. Many diaries have other purposes, such as to entertain, to give personal views and to communicate with friends.

**News reports** may appear in newspapers or magazines. News is expected to be **objective** or **unbiased** and based on clear evidence. As readers, you want to know whether a reporter is trying to present the material in a particular way because of their own opinions on the topic. However, some newspaper and magazine articles are undoubtedly biased. In all forms of non-fiction text, therefore, the question of truth and accuracy really matters. This means that part of the reader’s analysis should include looking for any examples of bias or opinion that is not supported by evidence.

**Feature articles** are usually about a topic of interest to a large number of readers: they can be about almost anything, from family matters to global politics. They are usually based on research. Opinion or comment pieces will contain factual evidence and explanation, but aim to argue a case about a topic of general interest.

An **obituary** is a newspaper article, found most frequently in **broadsheet** newspapers, about a remarkable or well-known person who has just died. Its length depends on the fame or significance of the subject.

SUBJECT VOCABULARY

**objective** based on facts, or making a decision that is based on facts rather than on your feelings or beliefs

**unbiased** fair; not influenced by one’s own or someone else’s opinions

**broadsheet** a newspaper printed on large sheets of paper, especially a serious newspaper
Read the following extract from an autobiography that tells Ellen MacArthur’s account of her extraordinary life as a lone yachtswoman. While reading it, think about what MacArthur is writing about and how she has written her account.

Which of the types of non-fiction text described on page 58 do you think the following extracts come from? Give reasons for your decision. Which one do you think is more objective? Explain why you think this.

**FROM THE INDEPENDENT NEWSPAPER**

Even the keenest gamers generally suffer nothing more than sore thumbs or tired eyes from their hobby. But scientists looking into the health effects of video game consoles have linked overplaying to dozens of injuries—some even life-threatening. The cases were uncovered after a team of Dutch researchers gathered all reported cases of Nintendo-related injuries, spanning 30 years.

**FROM IN THE EMPIRE OF GENGHIS KHAN BY STANLEY STEWART**

On a low stool stood a mountainous plate of sheep parts, with the favoured cut, the great fatty tail, like a grey glacier on its summit. Younger sisters hustled in and out making last-minute preparations. While we were at breakfast the first lookouts were posted to watch for the return of the truck bearing the wedding party from the bride’s camp.

**FROM TAKING ON THE WORLD BY ELLEN MACARTHUR**

The wind continued to rise during the first few days, and by the third I was changing down to the storm jib on the foredeck, and was thrown off my feet before cracking my head hard against the inner forestay rod, resulting in an instant lump and a strange nausea. Soon afterwards, the weather front passed, only to bring even stronger 55-knot gusts in a steady 45-knot wind. It was an unreal, crazy situation: just trying to hang on inside the boat took every ounce of strength. Food was hurled around the cabin along with water containers and spares, while I tried to scrape things up and put them back in the boxes. My hands stung, my eye was swollen, and my wrists were already covered in open sores. ….

Dawn brought some respite. My body temperature warmed after the freezing night, but if I sweated through the physical exertion of a sail change, when I stopped, I’d once again cool to a shiver. Sleep proved virtually impossible—just snatched ten-minute bursts ended by the cold.
Just two days later conditions began to worsen again. Doing anything was not only difficult but painful. My hands were red-raw and swollen, and my head was aching – even more so when the freezing water washed breathtakingly over it each time I went forward to change sails. Shifting the sails was hard, brutal work. Whenever it was time to change one I would pull it forward, clipping myself on and hanging on for dear life. Waves would continuously power down the side-decks, often washing me and the sail back a couple of metres, and I had to hang on and tighten my grip on the sail tie even further. I would often cry out loud as I dragged the sail along; it was one way of letting out some of that frustration and of finding the strength to do it...

After a week things finally began to calm, and with my legs red-hot and sore, and my wrists and fingers swollen, I finally enjoyed the first opportunity to remove my survival suit. Though the relief was wonderful, the smell was not!

**Questions**

1. **In your own words, explain clearly the injury Ellen MacArthur suffered at the start of the passage.**
   **(2 marks)**
   In answering this question, you could begin: *Ellen was thrown by the storm against ....*

2. **Look again at the last paragraph (paragraph 4). In your own words, say what impressions you get of Ellen MacArthur’s feelings at the end of the passage and why she felt like this.**
   **(3 marks)**
   Choose two or three of the techniques in the 'Hint' box, then find an example or two of each technique and describe what you think the effects are.
An obituary is a very abbreviated biographical sketch of a remarkable person in the form of a newspaper article. These are usually published in newspapers shortly after their death has been announced. The length of obituaries varies, but an important world leader is likely to get a full page. Here are extracts from two examples: one for Nelson Mandela, who after years of imprisonment eventually became president of post-apartheid South Africa, and the other for David Bowie, the famous musician. Both are taken from The Guardian newspaper.

**GENERAL VOCABULARY**

**apartheid** the former political and social system in South Africa, in which only white people had full political rights and people of other races, especially black people, were forced to go to separate schools, live in separate areas, and so on.

**‘NELSON MANDELA OBITUARY’ FROM THE GUARDIAN**

Mandela greatly enjoyed university, particularly boxing and athletics, and, on the strength of his first-year studies in English, anthropology, politics, native administration and Roman-Dutch law, nursed an ambition to become a civil servant and interpreter – about as high a position as a black man might aspire to in those days. But his ambition seemed to be crushed when, in 1940, in his second year, as a member of the student representative council he was expelled for his part in a rebellion over poor quality food. He returned to Mqhekezweni to find another potential disaster – an arranged marriage was being planned for him.

**‘DAVID BOWIE OBITUARY’ FROM THE GUARDIAN**

In July 1969 Bowie released *Space Oddity*, the song that would give him his initial commercial breakthrough. Timed to coincide with the Apollo 11 moon landing, it was a top five UK hit. The accompanying album was originally called *Man of Words / Man of Music*, but was later reissued as *Space Oddity*.

The following year was a momentous one for Bowie. His brother Terry was committed to a psychiatric institution (and would kill himself in 1985), and his father died. In March, Bowie married Angela Barnett, an art student. He dumped Pitt [his manager] and recruited the driven and aggressive Tony DeFries, prompting Pitt to sue successfully for compensation. Artistically, Bowie was powering ahead. *The Man Who Sold the World* was released in the US in late 1970 and in the UK the following year under Bowie’s new deal with RCA Victor, and with its daring songwriting and broody, hard-rock sound, it was the first album to do full justice to his writing and performing gifts.
Speeches can be given for many different reasons. Lawyers make speeches in court for the defence or the prosecution. People make speeches in debates or after formal dinners to entertain an audience. However, the most famous speeches are those made by politicians as part of campaigns. The purpose of such speeches is often to rally supporters and give listeners a sense of purpose and inspiration.

The following speech was made by the American civil rights campaigner, Martin Luther King Junior, who was later assassinated for his beliefs and his work on behalf of black Americans.

As you read the speech, think about how Martin Luther King shows his listeners that he is fighting for a better and fairer society in America, using techniques such as:

- repetition of key words
- repetition of the beginning of sentences
- reference to particular individuals
- use of geographical references (i.e. different parts of the United States)
- describing the difficulties black people have faced over the years
- the idea of bringing all people together
- the use of words from a patriotic song.

Obituaries are often sympathetic accounts of someone’s achievements.

How does the writer of the Mandela extract begin to influence the reader’s sympathies?

What makes these extracts more appropriate for obituaries than for biographies?

Copy and complete the following table, finding examples of the methods and techniques in the two extracts and commenting on their effect. Now identify some methods for yourself, remembering to back them up with evidence from the text and comment on their effect.

### METHOD OR TECHNIQUE

<table>
<thead>
<tr>
<th>EXAMPLE</th>
<th>COMMENT ON EFFECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal register</td>
<td></td>
</tr>
<tr>
<td>Focus on factual information</td>
<td></td>
</tr>
<tr>
<td>Conciseness of writing</td>
<td></td>
</tr>
</tbody>
</table>

### SPEECHES

![Martin Luther King at the March on Washington rally in August 1963.](image)
I have a dream...

I have a dream that one day this nation will rise up and live out the true meaning of its creed: ‘We hold these truths to be self-evident, that all men are created equal.’

I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character.

I have a dream today!

And this will be the day – this will be the day when all of God’s children will be able to sing with new meaning:

My country ‘tis of thee, sweet land of liberty, of thee I sing.

Land where my fathers died, land of the Pilgrim’s pride,

From every mountainside, let freedom ring!

And if America is to be a great nation, this must become true.

And so let freedom ring from the prodigious hilltops of New Hampshire.

Let freedom ring from the mighty mountains of New York.

Let freedom ring from the heightening Alleghenies of Pennsylvania......

Let freedom ring from every hill and molehill of Mississippi.

From every mountainside, let freedom ring.

And when this happens, when we allow freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God’s children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual:

Free at last! Free at last!

Thank God Almighty, we are free at last!

The art of persuasive writing and speaking is called rhetoric. Rhetorical devices include many techniques used in poetry, since they can make all kinds of writing more memorable. These techniques include alliteration, onomatopoeia, figurative language (similes, metaphors and personification), emotive language and word choices.
HINT

Some people find acronyms helpful in remembering lists of terms. We’ve suggested ‘HER CRASH FACTOR’S L’ for the following rhetorical techniques, but try to think of your own if you can.

H Hyperbole or exaggeration
E Emotive language
R Register
C Contrast
R Repetition
A Alliteration and assonance
S Structure
H Humour
F Figurative language (similes, etc.)
A Antithesis
C Contrast
T Tripling
O Onomatopoeia
R Rhetorical questions (and other rhetorical devices)
S Short sentences or paragraphs
L Lists

ACTIVITY 4

IDENTIFYING TECHNIQUES USED IN SPEECHES

Look again at the bullet list of techniques on page 62. Copy and complete the following table, adding techniques and giving an example or two of each.

<table>
<thead>
<tr>
<th>METHOD OR TECHNIQUE</th>
<th>EFFECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repetition of key words</td>
<td></td>
</tr>
<tr>
<td>Geographical names</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Pick out two quotations from the passage which give you the idea that Martin Luther King believes strongly in a fair society for people of all kinds. In each case, say why the language is so successful.

Give three examples of rhetoric used in the extract and explain why they are effective.

ACTIVITY 5

APPEALING TO LISTENERS’ FEELINGS

Effective speeches will nearly always have a strong appeal to the listeners’ feelings. Copy and complete the following table to help you to analyse how Martin Luther King achieves this.

<table>
<thead>
<tr>
<th>APPEALS TO</th>
<th>QUOTATION</th>
<th>COMMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Love of justice and fairness</td>
<td>‘they will not be judged by the colour of their skin’</td>
<td></td>
</tr>
<tr>
<td>Patriotism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Idealism</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How does Martin Luther King build up a strong impression of the rightness of his cause in this extract?
Pearson Edexcel International GCSE (9–1) English Language A prepares students for the new 2016 International GCSE (9–1) English Language A specification. This book provides comprehensive coverage of the specification and is designed to supply students with the best preparation possible for the examination:

- Written by a team of highly experienced International GCSE English teachers and authors
- Chapters are mapped closely to the specification to provide comprehensive coverage and are enhanced by targeted reading and writing skill sections
- Learning is embedded with differentiated exercises and exam practice throughout, including summary sections to review learning
- Signposted transferable skills
- Maps to the Pearson Progression Scale
- Reviewed by a language specialist to ensure the book is written in a clear and accessible style for students whose first language may not be English
- Glossary of key English Language terminology
- eBook included
- Teacher support materials available online

For Edexcel International GCSE English Language specification A (4EA1) for first teaching 2016