

English

Key Stage 3

Module 3

Reading and Understanding Unseen Extracts



Tutorial 3.1

Reading and understanding non-fiction texts and unfamiliar vocabulary

Tutorial 3.2

Identifying and analysing evidence and techniques to support a point

Tutorial 3.3

Comparing and critically evaluating non-fiction texts

Tutorial 3.4

Writing task



Knowledge Check

In this module we will look at:

1. Reading and understanding unseen non-fiction texts
2. Selecting relevant evidence to support an argument
3. Identifying and analysing the effect of language and structural features
4. Comparing writers ideas
5. Evaluating non-fiction texts critically



Knowledge Check



First, read the extract in your handbook and chat with your tutor about what you thought of the extract. Once you've read and discussed the overall extract, it's time to show your deeper understanding of the text by answering these questions.

The first questions are about **paragraph 1**:

1. Find a quotation that shows what Nigel thinks about his mother. (1 mark)
2. What does this quotation show about his mother's attitude towards making food? (1 mark)

My mother was never much of a cook. Meals arrived on the table as much by happy accident as by domestic science. She was a chops-and-peas sort of a cook, occasionally going so far as to make a rice pudding, exasperated by the highs and lows of a temperamental cream-and-black Aga¹ and a finicky little son. She found it all a bit of an ordeal, and wished she could have left the cooking, like the washing, ironing and dusting, to Mrs P., her 'woman what does'.



Knowledge Check

The next question is about **paragraph 5**.

3. Nigel's mother does not bake very often. Find two quotations which show this. (2 marks)

"Shhh, listen to the cake mixture," she would say, and the two of us would listen to the slow plop of the dollops of fruit and butter and sugar falling into the paper-lined tin. The kitchen would be warmer than usual and my mother would have that I've-just-baked-a-cake glow.

"Oh, put the gram on, will you, dear? Put some carols on," she would say as she put the cake in the top oven of the Aga. Carols or not, it always sank in the middle. The embarrassingly hollow, sometimes as deep as your fist, having to be filled with marzipan.

Forget scented candles and freshly brewed coffee. Every home should smell of baking Christmas cake. That, and warm freshly ironed tea towels hanging on the rail in front of the Aga.

Knowledge Check



4. How does Nigel convey his mother's attitude towards baking? Make sure you include quotations from the extract to prove your point, and explain any techniques the author uses to reveal how his mother feels about baking. (10 marks)

If you prefer to answer these question online please scan the QR code.



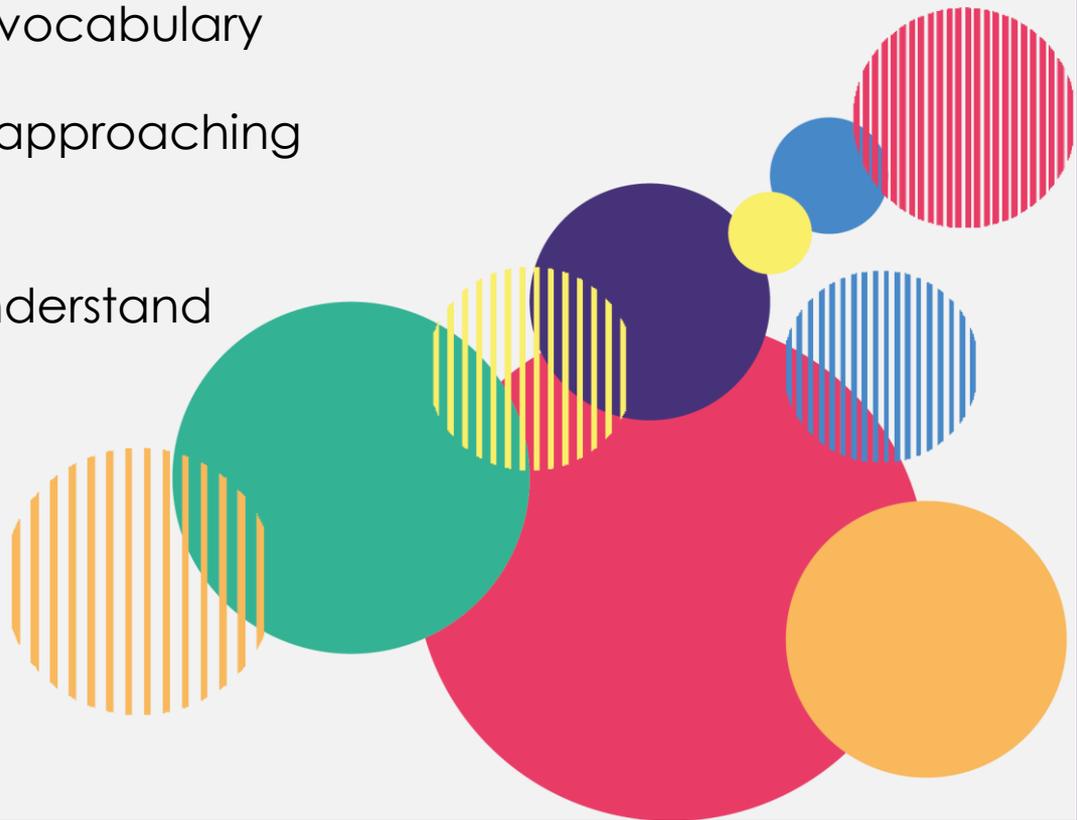
Tutorial 3.1

Identifying and analysing evidence and techniques to support a point



In this tutorial we will look at:

- developing strategies for understanding unfamiliar vocabulary
- developing strategies for approaching unseen texts
- beginning to read and understand unseen non-fiction texts





Starter: Mad Minute!

Time for a mad minute!

You have 60 seconds to list as many types of non-fiction writing as you can think of. The first one example has been done for you.

Non-fiction texts
Diaries,

Learning Activity

GUIDED PRACTICE



Sometimes unseen texts might contain unfamiliar words/vocabulary. Take 5 minutes to read the extracts on the next slides and try to work out the meaning of the words in bold. Do NOT use a dictionary. Be prepared to discuss your working out with the group.

Here are some strategies you can use:

- **Context clues**
- **Breaking it down**
- **Word roots**

Learning Activity

GUIDED PRACTICE



‘Somewhere there, on that desolate plain, was lurking this fiendish man, hiding in a burrow like a wild beast, his heart full of **malignancy** against the whole race which had cast him out.’

‘I knew that seclusion and solitude were very necessary for my friend in those hours of intense mental concentration during which he weighed every particle of evidence, constructed alternative theories, balanced one against the other, and made up his mind as to which points were essential and which **immaterial**.’

Learning Activity

YOUR TURN



[A]t the start of 1993, Barack flew to Bali and spent about five weeks living alone with his thoughts while working on a draft of his book *Dreams from My Father*, filling yellow legal pads with his fastidious handwriting, distilling his ideas during **languid** daily walks amid the coconut palms and lapping tide. I, meanwhile, stayed home on Euclid Avenue, living upstairs from my mother, Marian, as another leaden Chicago winter descended, **shellacking** the trees and sidewalks with ice. I kept myself busy, seeing friends and hitting workout classes in the evenings. In my regular interactions at work or around town, I'd find myself casually uttering this strange new term – “my husband”. My husband and I are hoping to buy a home. My husband is a writer finishing a book. It was foreign and delightful and conjured memories of a man who simply wasn't there. I missed Barack terribly, but I rationalized our situation as I could, understanding that even if we were newlyweds, this **interlude** was probably for the best.

Main Activity

OVER TO YOU!



Take 10 minutes to read the extract from *Toast: The Story of a Boy's Hunger* by famous chef Nigel Slater – in which he discusses his memories of his mother and mealtimes from his childhood. When you are finished, take 10 minutes to think about these questions. Be prepared to feedback to the group.

Discussion questions:

- The **form** of this extract is a memoir. What might that suggest? What might you expect to find in a memoir?
- Who do you think the intended audience might be?
- What **effect** do you think the author might be trying to have on the audience? Why?
- What do you think the **purpose** of this extract is? Do you think it achieves that purpose? How does it do that?



Title/subheading

Over to you!

<<Insert learning activities here>>



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English

Key Stage 3

Tutorial 3.2

Identifying and analysing evidence and techniques to support a point



In this tutorial we will:

- identify relevant quotations to support an argument
- identify language and structural features using accurate subject terminology
- analyse the effect of language and structural features



Starter



Simile	As it melted on his tongue, the ice cube made Ian shiver.
Metaphor	The brick shattered the window with a smash.
Personification	The ball bounced and bounded along the beach.
Onomatopoeia	The plant stretched its fingers towards the sunshine.
Alliteration	Tom's headache throbbed like a drum.
Sensory language	The bell at the end of the school day is music to my ears.

Starter



Imperative sentence	Sudhan won the race at his school's sports day.
Declarative sentence	What's for dinner?
Interrogative sentence	Go to your room.
Exclamatory sentence	That's amazing!
Triadic structure	Who wouldn't want to be a millionaire?
Rhetorical question	I want to thank my family, my friends and my fans.

Learning Activity

GUIDED PRACTICE



What effect does changing the word in bold have on the reader?

- The rainforest has been **damaged** by the wildfires.
- The rainforest has been **devastated** by the wildfires.

What effect does personifying the fire as a hungry creature have on the reader's understanding?

- As I added the logs to the flames, the fire ate through them, hungrily.
- As I added the logs to the flames, the fire quickly burned through them.

Learning Activity

GUIDED PRACTICE



What effect does structuring the sentence with the word “appallingly” at the start have on the reader?

- Appallingly, many factories don't recycle their rubbish.
- It is appalling that many factories don't recycle their rubbish.

Main Activity

GUIDED PRACTICE



Fill in the table by identifying the techniques used in these quotations and explaining the effect they have on the reader.

Evidence	Technique	Explanation
"DO THE CAKE"	Capitalisation	Capitalisation emphasises the fact that Nigel's mother was not a keen baker. By drawing the reader's attention to the words "do the cake", you can picture his mother sighing in an exaggerated way, showing just how much she dreads baking the annual Christmas cake.
The "Kenwood that lived in a deep, secret hole"		

Main Activity

YOUR TURN!



Now have a go at filling in the rest of the table on your own. Be prepared to feedback your ideas to the group!

Evidence	Technique	Explanation
"the mixer slowly rose like a corpse"		
"Cooks know how to butter and line the cake tins before they start the creaming and beating. My mother would remember just before she put in the final spoonful of brandy"		
"Oh, put the gram on, will you, dear? Put some carols on"		
"sometimes as deep as your fist"		
"Every home should smell of baking Christmas cake"		



Plenary

How does Nigel Slater use **language and structure** to make his description of the process of baking the Christmas cake seem like a troublesome ordeal? Write a PETE paragraph to answer the question.

Here's an example:

- **Point:** In the extract from Nigel Slater's memoirs, he uses language and structure to describe the process of baking the Christmas cake as a troublesome ordeal.
- **Evidence:** For example, when preparing the mixer, his mother would shout "Oh heck!".
- **Technique:** This exclamation conveys how much of a struggle Nigel's mother found baking
- **Explanation:** because it was the only time she would ever come close to swearing.
- **Evidence:** In the description of his mother "desperately trying to harness her wayward Kenwood",
- **Technique:** the adverb "desperately" conveys just how troublesome baking the Christmas cake was
- **Explanation:** because it suggests that that his mother found operating the kitchen equipment practically impossible.



Plenary

Now it's your turn!

How does Nigel Slater use **language and structure** to make his description of the process of baking the Christmas cake seem like a troublesome ordeal?

Point:

Evidence:

Technique:

Explanation:

Evidence:

Technique:

Explanation:



Title/subheading

Over to you!

<<Insert learning activities here>>



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English

Key Stage 3

Tutorial 3.3

Comparing and critically evaluating non-fiction texts



In this tutorial we will:

- select relevant evidence to support an argument
- compare writers' ideas
- critically evaluate non-fiction texts



Starter



Take a look at these two images. Identify as many similarities and differences as you can.



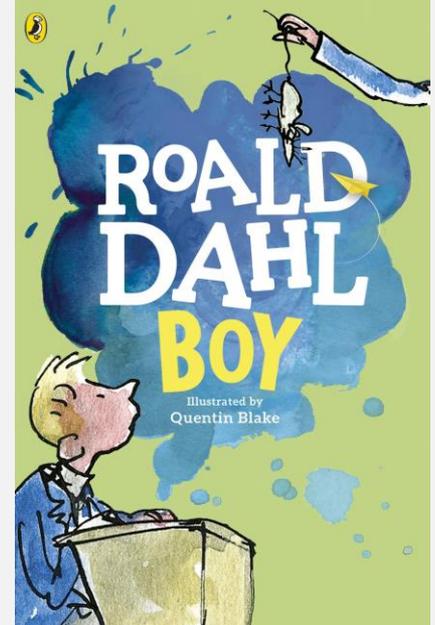
Learning Activity

GUIDED PRACTICE



Read through the extract from Roald Dahl's autobiography, *Boy: Tales of Childhood*. In this extract, he reminisces about the sweet shop he used to visit with his friends as a child growing up in Llandaff, Wales. Once you have read the extract, discuss the following questions.

- The form of this extract is an autobiography. What would you expect to be included in an autobiography?
- Who do you think the audience is?
- What is the purpose of this extract?

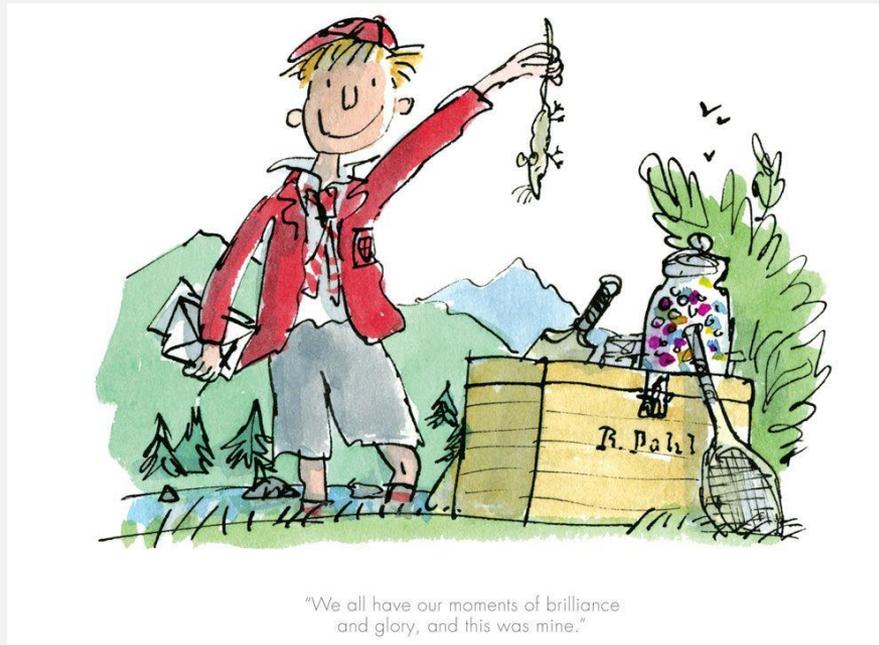


Learning Activity

YOUR TURN



Learning activity: Now take 10 minutes to read the extract again on your own and highlight any language or structural features. Highlight any language features you can identify in one colour, and any structural features in another.



Main Activity

YOUR TURN



You may have noticed that both of the extracts we've read are about childhood memories about food. What similarities and differences can identify between the two non-fiction extracts?

Similarities	Differences

Evaluation



Use your table and your understanding of the two extracts to practise **evaluating**.

Which author do you think creates the most pleasant image of their childhood food memories? Why?

Evaluation



Use your table and your understanding of the two extracts to practise **evaluating**.

Think about the food described in each extract. Which do you think would taste the nicest? Why?



Title/subheading

Over to you!

<<Insert learning activities here>>

Evaluation



Use your table and your understanding of the two extracts to practise **evaluating**.

Nigel Slater's extract describes how the Christmas cake was made. Roald Dahl's extract describes how his friend Thwaite thought liquorice bootlaces were made. Which sounds least appetising? Why?

Evaluation

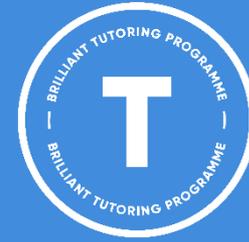


Use your table and your understanding of the two extracts to practise **evaluating**.

*Both authors talk about their fond childhood food memories. Which author do you think sounds most **nostalgic**? Why?*



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English

Key Stage 3

Tutorial 3.4

Extended Writing Session



In this tutorial we will:

- select relevant evidence to support an argument
- compare writers' use of language and structure
- critically evaluate non-fiction texts



Learning Activity

GUIDED PRACTICE



When we compare two texts, we use CPETE:

- **Comparison Point**
- **Evidence**
- **Technique**
- **Explanation**

Both Roald Dahl and Nigel Slater talk about their childhood food memories. Which author most successfully conveys how important this memory is to them?

Learning Activity

YOUR TURN



This example CPETE paragraph answers the question from the last slide. As you read, highlight the different CPETE parts. Think about how they evaluate the two texts.

In Roald Dahl's *Boy: Tales of Childhood*, he talks about the sweetshop he visited as a child; in Nigel Slater's *Toast: The Story of a Boy's Hunger*, he talks about his memories of his mother making Christmas cake. Although both authors reminisce about their childhood food memories, Roald Dahl most successfully conveys the idea of how important his sweetshop memories are to him. For example, he describes the sweetshop as being to him as "a church is to a Bishop". This simile suggests that the sweetshop was so important to his life as a child, because a church is essential for a Bishop to do their job. In contrast, Nigel Slater describes that when his mother made Christmas cake, he "loved the sound of raw cake mixture falling into the tin". The verb "loved" is important because the fact that out of the whole process described in the extract, this was the only part that he enjoyed, could suggest that the overall memory is not as important to him as the sweetshop was to Roald Dahl.

Knowledge Check



Independently answer the following questions about the two extracts – **the extracts/questions are set out individually on the following slides.**

The first question is about Roald Dahl's Boy: Tales of Childhood. Look again at paragraph 4.

- 1) Find a phrase that conveys the boys' amazement about gobstoppers changing colour. (1 mark)
- 2) Why does this show how impressed they were that the sweets could change colour? (1 mark)

The next question is about Roald Dahl's Boy: Tales of Childhood. Look again at paragraph 1.

- 3) The boys loved visiting the sweetshop in Llandaff. Give two examples from the text which show this. (2 marks)

The next question is about Roald Dahl's Boy: Tales of Childhood and Nigel Slater's Toast: The Story of a Boy's Hunger.

- 4) Which author do you think creates the most pleasant image of their childhood food memories? Use CPETE to answer this question. (10 marks)



To answer these questions online, please scan the QR code.

Knowledge Check

YOUR TURN



Independently answer the following questions. This one is about paragraph 5 of Roald Dahl's *Boy: Tales of Childhood*.

- a) Find a phrase that conveys the boys' amazement about gobstoppers changing colour. (1 mark)
- b) Why does this show how impressed they were that the sweets could change colour? (1 mark)

Gobstoppers, costing a penny each, were enormous hard round balls the size of small tomatoes. One Gobstopper would provide about an hour's worth of non-stop sucking and if you took it out of your mouth and inspected it every five minutes or so, you would find that it had changed colour. There was something fascinating about the way it went from pink to blue to green to yellow. We used to wonder how in the world the Gobstopper Factory managed to achieve this magic. 'How does it happen?' we would ask each other, 'How can they make it keep changing colour?'

Knowledge Check

YOUR TURN



This question is about paragraph 1 of Roald Dahl's *Boy: Tales of Childhood*. The boys loved visiting the sweetshop in Llandaff. Give two examples from the text which show this. (2 marks)

My second and only other memory of Llandaff Cathedral School is extremely bizarre. It happened a little over a year later, when I was just nine. By then I had made some friends and when I walked to school in the morning I would start off alone but would pick up four other boys of my own age along the way. After school was over, the same four boys and I would set out together across the village green and through the village itself, heading for home. On the way to school and on the way back we always passed the sweet-shop. No we didn't, we never passed it. We always stopped. We lingered outside its rather small window gazing in at the big glass jars full of Bull's Eyes and Old Fashioned Humbugs and Strawberry Bonbons and Glacier Mints and Acid Drops and Pear Drops and Lemon Drops and all the rest of them. Each of us received sixpence a week for pocket-money, and whenever there was any money in our pockets, we would all troop together to buy a pennyworth of this or that. My own favourites were Sherbet Suckers or Liquorice Bootlaces.

Knowledge Check

YOUR TURN



This question is about Roald Dahl's *Boy: Tales of Childhood* and Nigel Slater's *Toast: The Story of a Boy's Hunger*.

Which author do you think creates the most pleasant image of their childhood food memories? Use CPETE to answer this question. (10 marks)



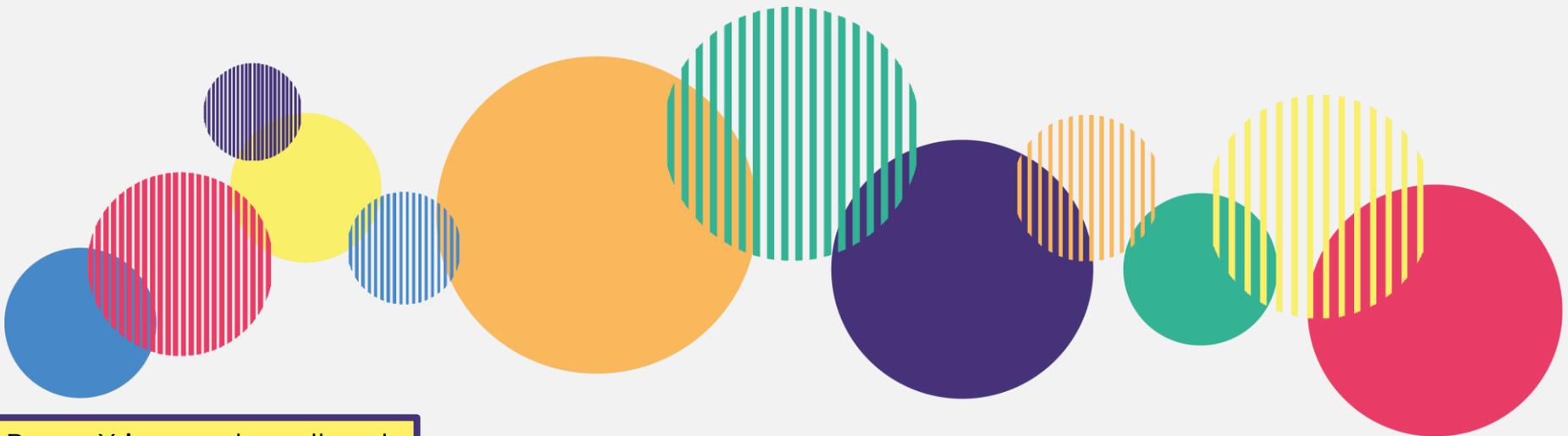
Knowledge Check

In this module we looked at:

1. Reading and understanding unseen non-fiction texts
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Reflection





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