



Progress in **Reading & Writing** Book 3

Collins

ชั้นมัธยมศึกษาปีที่ 6

ตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551



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Chapter 1

Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text

What's it all about?

Being able to find key points in a text and comment on them effectively.

This chapter will show you how to

- understand and respond to the key points in a text
- comment on ideas from different parts of a text
- use quotations and refer to the text to support your ideas
- comment on the meaning of your quotations
- summarise the main points from a text.

Understand and respond to the key points in a text

Learning objective

- identify a writer's key ideas.

When you read a text, you need to ask yourself: what do I understand the main ideas to be? Then ask yourself: what in the text tells me this?

Getting you thinking

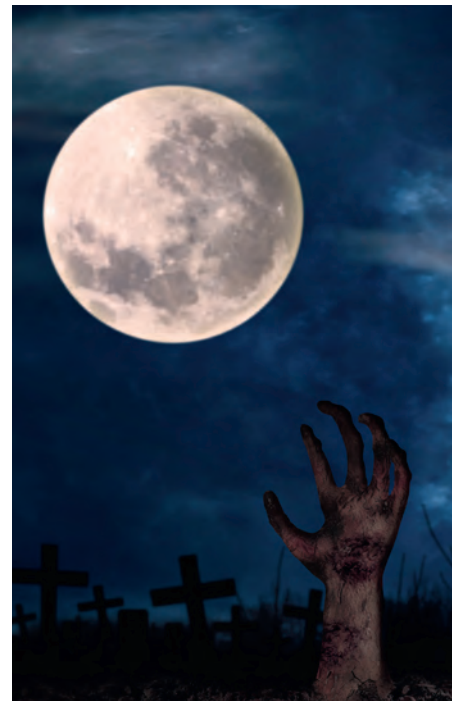
Read this extract from an article by Anthony Horowitz:

Children love horror. You need look no further than the worldwide success of writers like Darren Shan to see it. [...]

And yet, the first – indeed the most crucial – question you have to ask yourself is: how far can you go? This is something of which I'm always painfully aware. Go into a classroom and talk to the children and you will discover that far enough is never enough. They want the blood, the intestines, the knife cutting through the flesh. [...]

When I visit schools, I always advise children to keep their own writing blood-free. Teachers don't like it, I tell them. I remind them that the scariest moment in any horror film is when the hand reaches for the door handle in the dark. That's when the music jangles and your imagination runs riot. [...] It seems to me that what you imagine will always be scarier than what you see – and this is a rule I apply to my own writing.

Anthony Horowitz, 'Writing Thrillers for Children' in *The Children's Writers' and Artists' Yearbook*



- 1 To find out a text's overall message it helps to break it down into parts first.

What overall point do you think Horowitz is making about 'good' horror writing?

How does it work?

Once you understand the overall message, you can begin to separate and respond to specific points that a writer makes, for example:

The author suggests that **children really enjoy horror** by referring to the **'worldwide success of writers like Darren Shan'**. However, his main point is that **the best horror writing uses the imagination** and is **'blood-free'**.

specific point

direct quotation from the text as evidence

key message

supporting evidence

Now you try it

Horowitz goes on to describe a children's horror story he once wrote:

[...] the first letter of each sentence spelled out a message to the reader. That message went something along the lines of: 'As soon as you have read this, I'm coming to your house to kill you.'

About a year later, I received a note from a very angry and distressed mother who told me that she now had a traumatised daughter. My story, she said, was wilfully irresponsible and she suggested that I write a letter to her daughter, apologising.

I totally agreed. The next day I wrote a nice letter to the girl, explaining that I had intended to be mischievous rather than malevolent, that it was only a story, that she shouldn't have taken it so seriously.

Unfortunately, the first letter of every sentence in my letter spelled out: 'I am going to kill you too.'

Glossary

irresponsible: not thinking about the consequences of his action

malevolent: wanting or intending to cause harm

Check your progress

Some progress

I can work out the overall message of a text.

Good progress

I can identify the key points in a text and explain them in my own words.

Excellent progress

I can summarise the main points of a text and support my ideas with short quotations.

- 2 What do you think Horowitz's overall message is, based on this section?

Apply your skills

- 3 Should authors of horror stories for children take care with what they include? Write one paragraph explaining your viewpoint, referring to the text on this page.

Comment on ideas from different parts of a text

Learning objective

- comment on different parts of a poem.

Poets sometimes describe a change in how they think about something. A good reader can pick out key details from different parts of the poem and comment on how the poet's view has developed.

Getting you thinking

Read this poem:

A Wish for my Children

On this doorstep I stand
year after year
to watch you going

and think: May you not
skin your knees. May you
not catch your fingers
in car doors. May
your hearts not break.

May tide and weather
wait for your coming
and may you grow strong
to break
all the webs of my weaving.

Evangeline Paterson



- 1 What does the second stanza tell you about the poet's feeling towards her children? Pick out three details that tell you this.
- 2 What change in attitude does the poet reveal in the final stanza?
- 3 What does the **metaphor** 'all the webs of my weaving' suggest

Glossary

metaphor: a direct comparison describing one thing in terms of another

How does it work?

The whole poem is about a mother's love, but this love is expressed in different ways in different parts of the poem. Our attitude to the narrator changes as we read the poem.

Read this poem with a partner:

Nettles

My son aged three fell in the nettle bed.
 'Bed' seemed a curious name for those green spears
 That regiment of spite behind the shed:
 It was no place for rest. With sobs and tears
 The boy came seeking comfort and I saw
 White blisters beaded on his tender skin.
 We soothed him till his pain was not so raw.
 At last he offered us a watery grin,
 And then I took my hook and honed the blade
 And went outside and slashed in fury with it
 Till not a nettle in that fierce parade
 Stood upright any more. Next task: I lit
 A funeral pyre to burn the fallen dead.
 But in two weeks the busy sun and rain
 Had called up tall recruits behind the shed:
 My son would often feel sharp wounds again.

Vernon Scannell



- 4 Sum up the events described in the poem in three sentences.
- 5 What are the poet's feelings towards his son? Pick out details that show this.
- 6 What do you think the metaphor in the last line of the poem means?

Top tip

Always use quotation marks ('...') to show you are quoting directly from the text.

Apply your skills

- 7 Think about the similarities and differences between the two poems. Then write one paragraph on each of these ideas:
 - a) the writers' attitudes towards protecting their children
 - b) how the poems are structured and to whom they are addressed
 - c) how the poets' attitudes or thoughts develop by the end of the poem.

Check your progress

Some progress

I can make comments about each poem.

Good progress

I can link ideas from different sections of each poem.

Excellent progress

I can compare ideas from the two poems, and trace how those ideas change.

Use quotations and refer to the text to support your ideas

Learning objective

- select quotations to support your ideas.

When you are analysing a text, you need to choose quotations carefully, making sure you focus only on the part of the text that proves your point.

Getting you thinking

Read this advert for the Vauxhall Meriva:

Looking for a compact MPV that's easy to park and manoeuvre around town? A car that makes rear passengers of all ages feel as welcome as those in the front – with adjustable rear seats that fit family members of all sizes and their luggage? Check out the latest Meriva models from Vauxhall. With fresh style, lively engine choices and great features throughout, today's Meriva fits your family's lifestyle – effortlessly.

Stylish. Compact. Spacious. And always fun. With sharp lines and brilliant detailing, the Meriva has bags of visual appeal. And everything is designed to make life that little bit easier, whether you're loading up at the supermarket, finding a place to park or simply heading off for a great day out.

From the Vauxhall Meriva brochure

1 What is the *purpose* of this text?

2 How do you know? Pick out quotations that make the Vauxhall Meriva sound

- | | |
|--------------------------|-----------------------------|
| a) attractive to look at | b) powerful |
| c) roomy | d) like a great family car. |



How does it work?

You can work out the purpose of a text from its key features and the writer's language choices. For example, for the first point you might note:

attractive to look at

'fresh style', 'Stylish', 'sharp lines and brilliant detailing', 'has bags of visual appeal'

You could write this out as:

1.3

The writer tries to persuade us that the Meriva is an attractive car, as the advert says it has 'bags of visual appeal'.

Now you try it

Read this advertisement:

Aston Martin is a name that needs little introduction. It has always stood for high performance sports cars, designed and produced by skilled craftsmen. There is a special place in the market and in the hearts of owners for classic sports cars which conform to this ideal. These are cars which bring to life the freedom and enjoyment of the open road.

Truly great luxury sports cars are few and far between in a world where innovation is all too often hampered by compromise. Designed as the ultimate driving experience, the Aston Martin V12 Vantage S bridges the gap between road and track. Equally at home on a twisting mountain circuit as on the open road, the V12 Vantage S is a true thoroughbred.

From the Aston Martin website

- 3 With a partner, discuss
 - a) what sort of person this advertisement is aimed at
 - b) what it suggests are the most important qualities of the Aston Martin
 - c) what the metaphor 'a true thoroughbred' suggests about the car.

Find quotations from the text to support your ideas.

- 4 Now write a paragraph explaining these ideas, using the quotations you identified.



Check your progress

Some progress

I can identify the purpose of the advertisements.

Good progress

I can make a recommendation using quotations to support my ideas.

Excellent progress

I can justify my recommendation by analysing quotations from the text.

Apply your skills

- 5 Read the two advertisements again. Write two paragraphs recommending which car would be best to buy for
 - a) a young businesswoman with a passion for racing
 - b) a family with three small children.

Find quotations from the text to support your ideas.

Comment on the meaning of your quotations

Learning objective

- explain why you have selected particular quotations and what they mean.

When you comment on a text you will need to focus in detail on specific single words or phrases as well as longer quotations. You should be able to explain the effects of your chosen quotations.

Getting you thinking

Read this extract from a narrative poem:

He hated that cat; he watched it sit,
A buzzing machine of soft black stuff,
He sat and watched and he hated it



1 What 'story' do you think this poem might tell?

2 Write a short response to this question: 'Which word do you find most disturbing in this extract?'
You should

- make your *point*
- use your quotation (word) as *evidence*
- *explain* why you chose it and how it makes you feel.

Top tip

Use this formula for quoting: point, evidence, explanation. Remember that you can always expand on your explanation.

How does it work?

Look at this student response to the question above:

The most disturbing thing about the poem is the line: 'he sat and watched and he hated it'. The boy is sitting and watching the cat and he really hates it.

This is good because

- the student has selected what he finds disturbing.

It isn't good because

- although the student has supported this with a quotation, it is too long (it is not a single word)
- the student hasn't explained *why* it is disturbing – he has just repeated what the poet has said.

Now look at this second student response:

The word that is most disturbing is 'buzzing' because it suggests that the boy is really irritated by the cat, as if it is a fly that he wants to squash. Using the '-ing' form of the verb suggests the buzzing won't stop and this increases the boy's tension.

This is better because

- the student has selected a particular word carefully
- he has explained in his own words why the word is disturbing
- he has added more information about the language used by thinking of connected words and by exploring the grammatical form (the present participle '-ing' ending).



Now you try it

Here is the opening of the poem. Read it carefully, paying attention to how the 'story' is built up, bit by bit:

A Case of Murder

- They should not have left him there alone,
Alone that is except for the cat.
He was only nine, not old enough
To be left alone in a basement flat,
5 Alone, that is, except for the cat.
A dog would have been a different thing,
A big gruff dog with slashing jaws,
But a cat with round eyes mad as gold,
Plump as a cushion with tucked-in paws –
10 Better have left him with a fair-sized rat!
But what they did was leave him with a cat.
He hated that cat; he watched it sit,

A buzzing machine of soft black stuff,
He sat and watched and he hated it,
15 Snug in its fur, hot blood in a muff,
And its mad gold stare and the way it sat
Crooning dark warmth: he loathed all that.
So he took Daddy's stick and he hit the cat.
Then quick as a sudden crack in glass
20 It hissed, black flash, to a hiding place
In the dust and dark beneath the couch,
And he followed the grin on his new-made face,
A wide-eyed, frightened snarl of a grin,
And he took the stick and he thrust it in,
25 Hard and quick in the furry dark.
The black fur squealed and he felt his skin
Prickle with sparks of dry delight.
Then the cat again came into sight,
Shot for the door that wasn't quite shut,
30 But the boy, quick too, slammed fast the door:
The cat, half-through, was cracked like a nut
And the soft black thud was dumped on the floor.



3 How does the poem develop? With a partner, find words or phrases to support what you want to say, then complete the table below.

Point	Evidence	Explanation
Lines 1–5 At the beginning of the poem, we learn that the boy is on his own with the cat.	'They <i>should not</i> have left him there <i>alone</i> ' ' <i>Alone</i> , that is, except for the cat'	The word 'alone' is repeated four times, which emphasises how important it is, but also how the boy feels. The verb 'should not' suggests the parents acted selfishly.
Lines 6–17 The boy's feelings about the cat intensify...		
Lines 18–32 The boy changes from thought to action. When he attacks the cat he seems to be...		

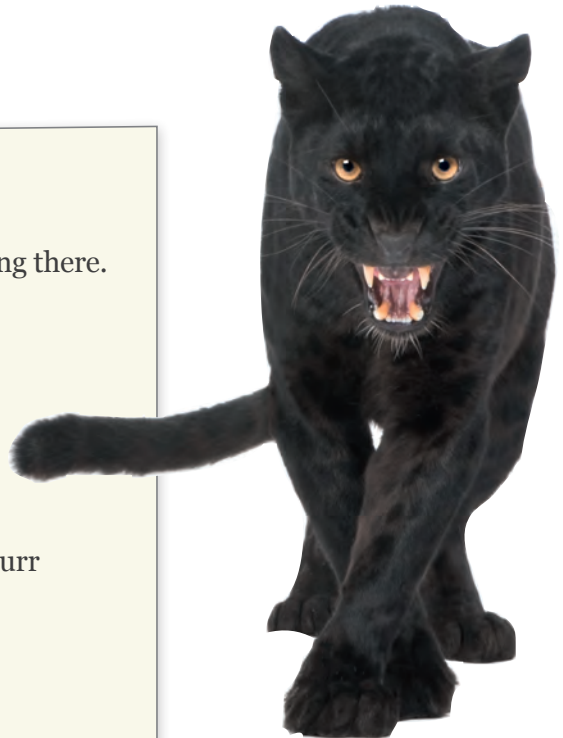
- 4 In your pairs, discuss your choice of words or phrases. Make sure you fully explain the effect of the words you chose.

Apply your skills

Now read the ending of the poem. Does it end as you expected it to?

- Then the boy was suddenly terrified
And he bit his knuckles and cried and cried;
35 But he had to do something with the dead thing there.
His eyes squeezed beads of salty prayer
But the wound of fear gaped wide and raw;
He dared not touch the thing with his hands
So he fetched a spade and shovelled it
40 And dumped the load of heavy fur
In the spidery cupboard under the stair
Where it's been for years, and though it died
It's grown in that cupboard and its hot low purr
Grows slowly louder year by year:
45 There'll not be a corner for the boy to hide
When the cupboard swells and all sides split
And the huge black cat pads out of it.

Vernon Scannell



- 5 Write about the poem as a whole, using the following questions to structure your answer. For each question, select several short quotations from the poem to support your point and explain what they suggest to you:

- How do you think the boy feels at the start of the poem?
- How does he feel when he actually attacks the cat?
- How does the boy feel once the cat is dead? How do these feelings develop and change as time goes on?
- What is the effect on you, as a reader, of the end of the poem? (Does it change your view of the boy?)

Check your progress

Some progress

I can express my feelings and use some evidence from the text.

Good progress

I can support my ideas with quotations and explanation.

Excellent progress

I can give a convincing opinion, analysing language in detail.

Summarise the main points from a text

Learning objective

- select the relevant points from a text and put them into your own words.

Summarising a text means selecting its key points and, where possible, putting them into your own words.

Getting you thinking

Read this extract from the website for PETA (People for the Ethical Treatment of Animals):

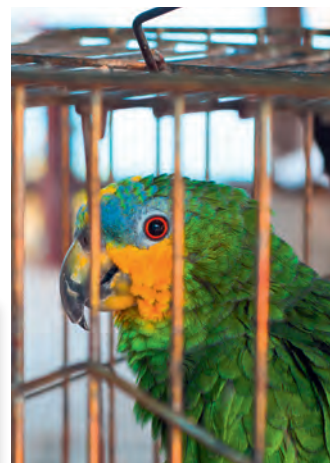
Selling protected wildlife in stores, auctions, or on the Internet is one of the largest sources of criminal earnings, behind only arms smuggling and drug trafficking. But the animals pay the price. Many don't survive the journey from their homes, and those who do survive often suffer in captivity and die **prematurely** from **malnutrition**, an unnatural and uncomfortable environment, loneliness, and the overwhelming stress of **confinement**.

Animals destined for the pet trade are yanked from their homes in places such as Australia, Africa, and Brazil and are subjected to gruelling transport. Parrots may have their beaks and feet taped and be stuffed into plastic tubes that can easily be hidden in luggage, and stolen bird and reptile eggs are concealed in special vests so that couriers can bypass X-ray machines at airports. Baby turtles have been trapped inside their shells with tape and shoved by the dozen into tube socks, and infant pythons have been shipped in CD cases. Many die before reaching their destinations.

In the hands of unprepared or **incompetent** caretakers, many exotic animals die or are abandoned. The head of the Environmental Crime Investigation unit in Western Cape, South Africa, estimates that 90 percent of exported reptiles die within a year.

Animal control authorities confiscated a crippled cougar cub from a Buffalo, New York, basement. The animal, kept by a teenager, had been fed a diet deficient in calcium and, as a result, suffered from deformed legs. Hedgehogs, who roll themselves into tight balls, can easily become injured if children try to "uncurl" them or if cats attack them. Sugar gliders are very social animals, and if they are not given enough attention, they may self-mutilate or die from the stress of loneliness.

From the PETA website



Glossary

prematurely: before the expected time

malnutrition: a condition caused by not having enough to eat

confinement: being kept in a cage or other type of prison

incompetent: unable to do something properly or well

1 What is PETA's main point of view in this article?

2 Find one reason for this viewpoint and briefly explain it to a partner.

How does it work?

When you summarise you need to be concise, drawing points together and using fewer words than the original text. You also need to use your own words where possible. For example, you could summarise the second paragraph in one sentence:

Animals are injured or die when removed from their natural habitats and transported elsewhere.

summarises their suffering

replaces 'yanked from'

replaces 'home'

Now you try it

3 Why is PETA against people having exotic animals as pets? Make notes under these headings:

- Link to crime
- Transport issues
- How they are looked after in captivity.



Apply your skills

4 Now turn your notes into a simple, formal summary of three to four paragraphs (about 125 words in total), explaining PETA's arguments. You could structure your summary as follows:

PETA believes that...

Another key reason they are against exotic pets is...

In addition...

Finally, ...

Remember you need to use your own words where possible.

Check your progress

Some progress

I can make basic notes from the text.

Good progress

I can make notes about the key arguments and turn them into simple sentences, using my own words.

Excellent progress

I can write a fluent and coherent summary of the key points in my own words.

Check your progress

Some progress

- ☐ I can identify the key pieces of information in a text.
- ☐ I can select the most important pieces of information from several texts.
- ☐ I can refer to the text itself by picking out quotations.
- ☐ I can make basic notes from a text.

Good progress

- ☐ I can select the most relevant pieces of information in a text.
- ☐ I can read across several texts and pick out the most relevant points.
- ☐ I can select short, relevant and meaningful quotations.
- ☐ I can make good and accurate points about a text and support my own opinion with a quotation.
- ☐ I can make notes about the key arguments and turn them into simple sentences, using my own words.

Excellent progress

- ☐ I can clearly identify the most relevant pieces of information in a text.
- ☐ I can trace how a writer's ideas change and develop across a text.
- ☐ I can select short quotations and discuss their meaning in detail.
- ☐ I can develop my ideas or a line of argument, using quotations to back up my ideas.
- ☐ I can write a fluent and coherent summary of key points in my own words.

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หนังสือเรียน รายวิชาเพิ่มเติม ภาษาอังกฤษ (ทักษะอ่าน-เขียน) Progress in Reading & Writing Book 3
ชั้นมัธยมศึกษาปีที่ 6 กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ เล่มนี้ บริษัท แม็คเอ็ดดูเคชั่น จำกัด เป็นผู้จัดพิมพ์
เผยแพร่และจำหน่าย โดยได้จัดทำคำอธิบายรายวิชาเพิ่มเติมที่มีทั้งผลการเรียนรู้ สาระการเรียนรู้เพิ่มเติม และ
องค์ประกอบสำคัญอื่นที่สำนักพิมพ์จัดทำขึ้น เพื่อให้สถานศึกษาได้เทียบเคียงกับหลักสูตรของสถานศึกษาและพิจารณา
เลือกใช้หนังสือนี้ประกอบการจัดการเรียนรู้ ให้สอดคล้องกับหลักสูตรสถานศึกษาของตนได้ตามความเหมาะสม

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2. นางสาวมนนิภา พฤษพงษ์
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บรรณาธิการ นางสาวพิรุณ ติลภัทร

บริษัท แม็คเอ็ดดูเคชั่น จำกัด ขอรับรองว่าผู้เรียบเรียง ผู้ตรวจ และบรรณาธิการดังกล่าว เป็นผู้ที่มีความรู้
ความสามารถในการจัดทำหนังสือนี้ให้มีความถูกต้อง และมีคุณภาพในการจัดการเรียนรู้ตามวัตถุประสงค์ของรายวิชา
เพิ่มเติมที่กำหนด

หากผู้ใช้หนังสือหรือสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐานพบว่าหนังสือเล่มนี้มีข้อบกพร่อง เนื้อหาไม่ถูกต้อง
เกิดผลเสียต่อการเรียนรู้ ส่งผลกระทบต่อทั้งด้านคุณธรรม จริยธรรม และความมั่นคงของชาติ เมื่อสำนักพิมพ์ได้ทราบแล้ว
สำนักพิมพ์ยินดีต่อการจำหน่ายทันทีและเรียกเก็บหนังสือที่จำหน่ายทั้งหมดเพื่อแก้ไขให้ถูกต้อง ตลอดจนชดเชยค่าเสียหาย
ที่เกิดขึ้นจริงให้กับผู้ที่ได้รับความเสียหายนั้น ทั้งนี้ ให้เป็นไปตามพระราชบัญญัติคุ้มครองผู้บริโภค พ.ศ. 2522 และ
พระราชบัญญัติคุ้มครองผู้บริโภค (ฉบับที่ 2) พ.ศ. 2541 รวมทั้งยินยอมให้สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน
ถอดถอนรายการหนังสือนี้ออกจากบัญชีกำหนดสื่อการเรียนรู้สำหรับเลือกใช้ในสถานศึกษาไปก่อน จนกว่าจะได้รับแจ้งว่า
มีการแก้ไขแล้ว พร้อมทั้งการแจ้งประชาสัมพันธ์ให้สถานศึกษาทราบ

(ลงชื่อ).....ผู้รับรอง
(นายคมพิชญ์ พนาสุภาน)

กรรมการผู้จัดการ
บริษัท แม็คเอ็ดดูเคชั่น จำกัด

MAC EDUCATION

Student's Book
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ชั้นมัธยมศึกษาปีที่ 6

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