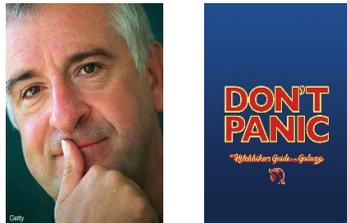


Year 8 English Knowledge Organiser Autumn 2: Asimov and Adams

KEY VOCABULARY/CONCEPT:	TIPS FOR USING P.E.E.D.	USEFUL LINKING WORDS AND PHRASES:																					
<p><b>Isaac Asimov (1920-1992)</b></p>  <p>Isaac Asimov was an American writer and professor of biochemistry at Boston University. He was known for his works of science fiction and popular science. Asimov was a prolific writer who wrote or edited more than 500 books and an estimated 90000 letters and postcards. Along with Robert A. Heinlein and Arthur C. Clarke, Asimov was considered one of the "Big Three" science fiction writers during his lifetime. His most famous work is the Hugo Award winning "Foundation" series. He was president of the American Humanist Association. The asteroid (5020) Asimov, a crater on Mars, a Brooklyn elementary school, Honda's humanoid robot ASIMO and four literary awards are named in his honour.</p>	<p><b>Douglas Adams (1952-2001)</b></p>  <p>Douglas Adams was an English author, screenwriter, essayist, humourist, satirist and dramatist. Adams was the author of "The Hitchhiker's Guide to the Galaxy" which originated in 1978 as a radio comedy before being developed into a "trilogy" of five books that sold more than 15 million copies in his lifetime and generated a television series, several stage plays, comics, a video game, and in 2005 a feature film. Adams' contribution to UK radio is commemorated in The Radio Academy's Hall of Fame. He was the script editor for Doctor Who in 1979 and wrote The Pirate Planet and City of Death. Adams was an advocate for environmentalism and conservatism, a lover of fast cars, technological innovation and the Apple Mac, and a self-proclaimed "radical atheist."</p>	<p><b>USE A VARIETY OF COGNITIVE STRATEGIES TO HELP YOU REMEMBER HOW TO USE P.E.E.D.</b></p> <p>P.E.E.D. stands for <b>Point, Example/Evidence, Explain, Develop.</b></p> <ol style="list-style-type: none"> <li>1) Make a <b>point</b> when answering a question, analysing a text or making an argument.</li> <li>2) Then give an <b>example</b> from the text that illustrates your point.</li> <li>3) After that, <b>explain</b> how your example backs up your point.</li> <li>4) Finally, <b>develop</b> your point – this might involve saying what the effect on the reader is, saying what the writer's intention is, linking your point to another part of the text or giving your own opinion.</li> </ol> <p>The <b>explanation</b> and <b>development</b> parts are very important. They're your chance to show you really understand and have thought about the text.</p> <p><b>Use details from the text to back up (validate) your points.</b></p> <ol style="list-style-type: none"> <li>1) Whenever you make a new <b>point</b>, you need to use short pieces of evidence from the text to back it up.</li> <li>2) You should try to use a mix of different sorts of <b>evidence</b>.</li> <li>3) If you're using <b>quotes</b>, try to keep them short. Using short embedded quotes like this lets you combine the <b>example</b> and <b>explain</b> parts of P.E.E.D. in one sentence.</li> </ol>																					
<p><b>Asimov's Three Laws of Robotics</b></p> <p><b>Also known as The Three Laws or Asimov's Laws, Asimov devised a set of rules that have pervaded science fiction and are referred to in many books, films and other media. They have also impacted thought on ethics of artificial intelligence.</b></p> <p><b>First Law:</b> A robot may not injure a human being or, through inaction, allow a human being to come to harm.</p> <p><b>Second Law:</b> A robot must obey the orders given to it by human beings except where such orders would conflict with the First Law.</p> <p><b>Third Law:</b> A robot must protect its own existence as long as such protection does not conflict with the First or Second Law.</p> <p><b>In later fiction where robots had taken responsibility for government of whole planets and human civilisations, Asimov also added a fourth, or zeroth law, to precede the others:</b></p> <p><b>Zeroth Law:</b> A robot may not harm humanity, or, by inaction, allow humanity to come to harm.</p>	<p>The writer refers to the situation as "indefensible", suggesting that he is extremely critical of the way it has been</p> <ol style="list-style-type: none"> <li>4) Paraphrased details from the text also work well as examples. You just need to describe one of the <b>writer's techniques</b>, or one of the <b>text's features</b>, in your own words like this:</li> </ol> <p>The writer begins the paragraph with a rhetorical question that emphasises her feelings of disgust.</p>	<p><b>USEFUL LINKING WORDS AND PHRASES:</b></p> <p><b>USE A VARIETY OF COGNITIVE STRATEGIES TO LEARN THE SPELLING AND MEANINGS OF THESE USEFUL WORDS AND PHRASES:</b></p> <p><b>Artificial</b> – made or produced (usually by humans) rather than occurring naturally  <b>Existence</b> – the fact or state of living or having objective reality.  <b>Existential crisis</b> – moments when individuals question whether their lives have meaning, purpose, or value, and are negatively impacted by the contemplation.  <b>Free Will</b> - the power of acting without the constraint of necessity or fate; the ability to act independently and at one's own discretion.  <b>Intelligence</b> – the ability to acquire and apply knowledge and skills  <b>Organic</b> – relating to or derived from living matter.  <b>Programming</b> – the act or process of writing a computer programme  <b>Raison d'etre</b> – the most important reason or purpose for someone's existence</p> <p>Using <b>explaining</b> words and phrases makes your answers easy to follow and makes your writing sound more professional. They help you to <b>link</b> the <b>explanation</b> and <b>development</b> parts of your argument to your main point.</p> <p><b>This signifies that...</b>                      <b>This highlights the fact that...</b>                      <b>Furthermore...</b></p> <p><b>This continues the idea of...</b>                      <b>This reinforces the notion that...</b>                      <b>What is more...</b></p> <p><b>This is reminiscent of...</b>                      <b>This is further evidence that...</b>                      <b>This links back to...</b></p> <p><b>Conjunctive adverbs</b> (indicating a relation in meaning between two sequential independent clauses) can be used to connect and link ideas in your writing:</p> <p style="text-align: center;"><b>CONJUNCTIVE ADVERBS (TRANSITIONS)</b></p> <table border="1" data-bbox="1355 829 2128 1476"> <thead> <tr> <th></th> <th style="background-color: #f08080;">to add</th> <th style="background-color: #f0e68c;">to compare</th> <th style="background-color: #c8e6c9;">to contrast</th> <th style="background-color: #bbdefb;">to order</th> <th style="background-color: #bbdefb;">to emphasize</th> <th style="background-color: #e1bee7;">to conclude</th> </tr> </thead> <tbody> <tr> <th style="writing-mode: vertical-rl; transform: rotate(180deg);">STRONG</th> <td>additionally also moreover furthermore further</td> <td>accordingly likewise similarly in the same way</td> <td>however unlike whereas conversely otherwise nevertheless instead despite that in spite of</td> <td>next now meanwhile afterward subsequently so far</td> <td>anyway indeed specifically undoubtedly regardless hence namely until now of course</td> <td>overall in all still thus therefore</td> </tr> <tr> <th style="writing-mode: vertical-rl; transform: rotate(180deg);">WEAK</th> <td>plus</td> <td>comparatively</td> <td>in contrast besides</td> <td>first, second... finally</td> <td>for example in fact for instance in other words</td> <td>in conclusion in summary</td> </tr> </tbody> </table>		to add	to compare	to contrast	to order	to emphasize	to conclude	STRONG	additionally also moreover furthermore further	accordingly likewise similarly in the same way	however unlike whereas conversely otherwise nevertheless instead despite that in spite of	next now meanwhile afterward subsequently so far	anyway indeed specifically undoubtedly regardless hence namely until now of course	overall in all still thus therefore	WEAK	plus	comparatively	in contrast besides	first, second... finally	for example in fact for instance in other words	in conclusion in summary
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