

## English Language Paper 2: Writers' viewpoints and perspectives



### Year 10 self-isolation work – Autumn Term 2

#### Objectives:

- To begin to understand the different components for this exam and the skills required to answer each question.
- To begin practising using the required skills.

*This booklet contains two weeks' worth of materials to support your learning at home. Each task or lesson should take you approximately thirty minutes to complete. Answers will be provided at the back of the booklet for some tasks. A copy of the English Language exam help mat has been provided on page 2.*

#### Tasks

- ☐ **Lesson 1** – Introduction to Iconoclastic Writing (Q5)
- ☐ **Lesson 2** – Written response (Q5)
- ☐ **Lesson 3** – Hunting: Approaching Question 1 and Question 3
- ☐ **Lesson 4** – Hunting: Approaching Question 2
- ☐ **Lesson 5** – Hunting: Responding to Question 2
- ☐ **Lesson 6** – Introduction to Teen Speak
- ☐ **Lesson 7** – Written response (Q5)
- ☐ **Lesson 8** – Upload to ClassCharts task

#### Websites you could visit to support your learning:

- <https://www.bbc.co.uk/bitesize/topics/z34dycw>

#### Non-fiction suggested reading to extend your learning:

- Ben Fogle, *The Accidental Adventurer or The Crossing: Conquering the Atlantic*
- David Attenborough, *Journeys to the Other Side of the World*
- Bill Bryson, *Down Under*
- Bear Grylls, *Mud, Sweat and Tears*
- Victoria Pendleton, *Between the Lines*
- Malala Yousafzai, *I Am Malala*

## BUG the questions!

**BOX** the key word  
**UNDERLINE** the topic  
**GLANCE BACK** at the question as you write.



## TIMINGS

Question 1 + 3 + 2 =  
**30 minutes**  
Question 4 =  
**20 – 25 minutes**  
**QUESTION ORDER: 1, 3, 2, 4, 5**

QUESTION  
**1**

Read again SOURCE A/SOURCE B lines x to y. Choose four statements which are true.  
[4 marks]

TOP TIP: note down 'F' next to statements you are certain are false to eliminate and/or mark *beside* the boxes of the statements that you believe are true *before* shading in. You must shade the circles of the true statements to achieve your marks.

Remember: complete Question 3 *after* Question 1 (*before* Question 2)

QUESTION  
**3**

You now need to refer only to Source \_\_ lines x to y.  
How does the writer use language here to describe...? [12 marks]

1. Check the source, the lines, and box around the relevant text.
2. Check the question focus.
3. Track the text and highlight three powerful quotes that you could use to answer this question.

TOP TIP: This question is testing the same skills as English Language Paper 1 Q2.

P – The writer describes... as...  
Q – ...in the quote/metaphor/simile "..."  
E – This implies/suggests...because... Furthermore...  
A – The adjective/verb "... indicates/conjures up an image of...



QUESTION  
**2**

You need to refer to Source A and Source B. Use details from both sources to write a summary of the differences in.../similarities between...  
[8 marks]

P: In Source A, the ... is ...  
Q: ...evidenced in the line "...".  
Explain/Inference: This implies...  
**However/Similarly**  
P: In Source B, the ... is...  
Q: ...evidenced in the line "...".  
Explain/Inference: This suggests...



Beware: There will usually be very obvious similarities or differences but writing about these will not gain you many marks (unless you can provide an inference).  
Instead: Look for ideas where you are able to read between the lines. Demonstrate inference skills to the examiners.  
TOP TIP: A developed inference (two or three sentences of ideas) from each source can gain full marks.

QUESTION  
**4**

TOP TIP: Check the TAP (Type – What, Audience – Who, Purpose – Why) of each text. Does this affect their feelings towards the topic? If so, integrate these ideas into your E and A.

You need to refer to Source A and Source B. Compare how the writers *convey* (get across) their different *perspectives/attitudes/viewpoints* (feelings) towards...

Think carefully about how each writer 'feels' about the particular shared topic and what, in their language, suggests this? (Note: They might feel completely differently, there may be some subtle differences, or they could feel similar).

### Comparative Connectives

Both writers feel...  
Similarly, Also, Likewise,  
In contrast, However,  
On the other hand

P – In source B, ...  
Q –  
E and A –  
Optional: TAP

P – In source A, the writer feels... towards...  
Q – ...in the quote/metaphor/simile "..."  
E and A – follow approach for Q3  
Optional: TAP – Why might they feel this way?

## Section B: 45 minutes (1hr ET) WRITING TO PRESENT A VIEWPOINT

[40 marks]

QUESTION  
**5**

What are examiners looking for?

You could be asked to write in the form of an article, a letter, a speech, a text for a leaflet, or the text for an essay. You must plan your response so that it is clear and coherent.

### HOW YOU COULD PLAN:

- **Underline** the form, audience and purpose.
- **Annotate** the statement for ideas. You could use this as an opportunity to gather arguments for topic paragraphs or to collect some key vocabulary for your writing.
- **Create** a for/against table if you need to map out ideas. If you do this, ensure that your writing still has a clear viewpoint.

Struggling to start? If you are really stuck, you could use some of the statement to begin.  
ARTICLE: Modern society has turned a blind eye for too long: ... Increasingly, ... is becoming a concern of many. And so it should be...  
LETTER: It has come to my attention that... You are in a position of power, therefore I am writing to ...  
SPEECH: It is an honour and a privilege to speak with you today. \_\_\_\_\_ is a great concern for us all, and I believe ...

### CONTENT AND ORGANISATION: 24 MARKS

- ✓ Perceptive understanding of **what** you are writing, **who** you are writing for, and **why** you are writing
- ✓ Clear and convincing viewpoint with a strong sense of register (formality and tone)
- ✓ Extensive use of sophisticated vocabulary with well-crafted linguistic devices (such as figurative language, emotive language, persuasive techniques to *aid* your argument)
- ✓ Topic paragraphs linked fluently to give a sense of coherency to the writing

### TECHNICAL ACCURACY . SPaG: 16 MARKS

- ✓ Accuracy in sentence demarcation
- ✓ Uses extensive and ambitious vocabulary
- ✓ Uses formal Standard English consistently
- ✓ Consistency in tense
- ✓ Security in a range of grammatical structures
- ✓ Wide range of punctuation is used with accuracy
- ✓ Varying sentence type and sentence length to dictate pace
- ✓ Accuracy in spelling (included complex words)

COMPARING PERSPECTIVES /  
LANGUAGE ANALYSIS

FIFTY PERCENT OF THE MARKS FOR THIS PAPER IS FOR THIS QUESTION

LANGUAGE ANALYSIS

INFERENCE



## What is 'English Language Paper 2: Writers' viewpoints and perspectives?'

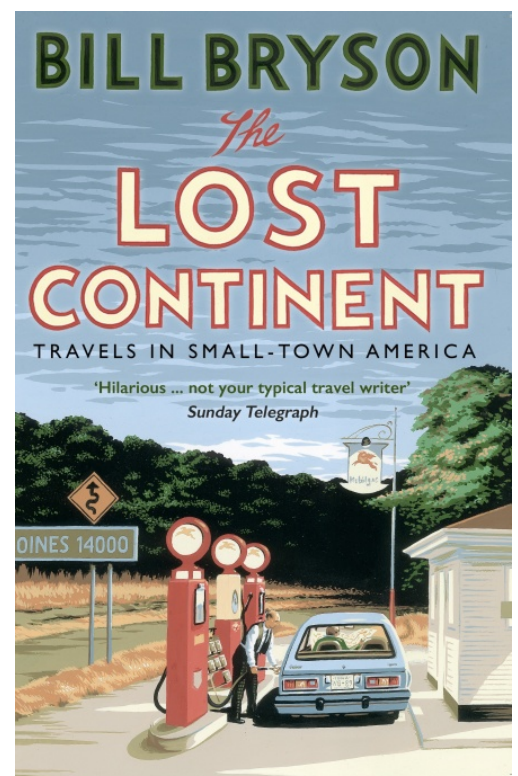
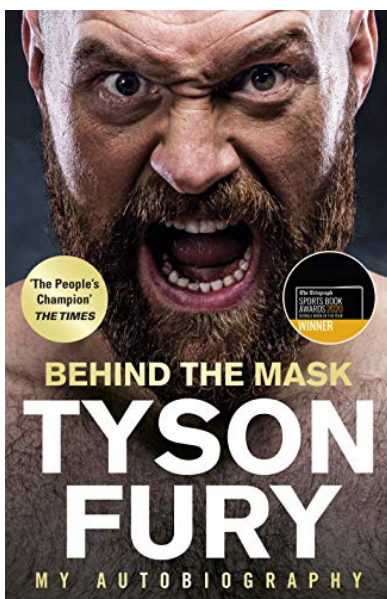
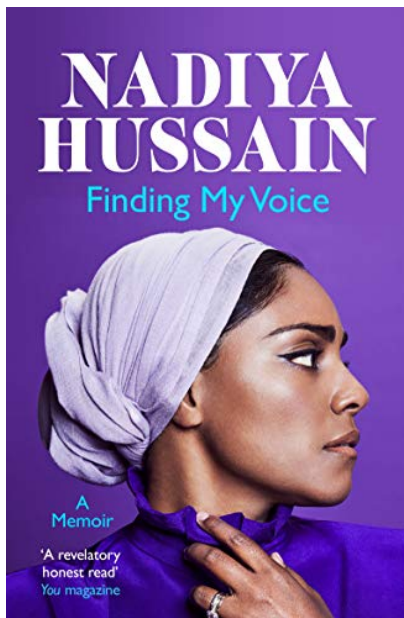
English Language Paper 2 focuses on non-fiction texts and assesses your reading and writing skills.

In this topic you will read texts where writers express their opinions and you will also write your own opinion piece on something you are passionate about. See below for examples of popular non-fiction texts.

### Non-fiction:

writing that is about real events and facts, rather than stories that have been invented.

Some examples include: newspaper articles, biographies or auto-biographies, travel writing and so on.



# Lesson 1- TITLE: Iconoclastic Writing

## Task 1

Note down three things that you have an 'unpopular opinion' about. Think about something you dislike that you feel most people like.

*For example: I think Harry Potter is over-rated!*

## Task 2

Read the definition and note down an example of a person who you believe fits this description and write a sentence explaining why.

*For example: I think Jameela Jamil (from The Good Place!) is a free thinker because she uses her social media platform to challenge body shaming.*

### **An Iconoclast is...**

- **A freethinker and an individualist**
- **a person who doesn't conform to traditional ways, who is often seen as a rebel**
- **Someone who challenges others' ideas**

**So, in this country, someone who argues against quintessentially British concepts or symbols might be seen as an iconoclast.**

## Task 3

The following article about tea could be said to be iconoclastic.

Read the article. Highlight and label or copy out examples of the following persuasive techniques: (some have already been highlighted for you and have been colour coded- can you find more?)

**Alliteration**

**Collective pronouns**

**Irony/sarcasm/Humour**

**Hyperbole (exaggeration)**

**Facts and statistics**

**Imperatives**

**Rhetorical question**

**Rule of three**

**Repetition**

# Tea is a national disgrace

Britain's favourite beverage is a **boring, beige** relic of **our** colonial past. But if **we** admit that to ourselves, **what else are we going to start doubting?**

Joel Golby, The Guardian, 27<sup>th</sup> May 2015



**Go into any house** in England and you will be offered some tea. Barge in. **Just walk in** to a nana's house. "Oh, sorry," the nana will say. "Can I get you a cup of tea?"

The nana will walk slowly to the kitchen. She will boil a fresh kettle of water and warm a teapot first. **She has a complex hierarchy of doilies.** Six different biscuits on the same ornate plate. "Sorry about the biscuit selection," the nana will say. "Only I wasn't really expecting visitors."

It is a crime that you don't go and see your nana more, but that's a conversation for a different day. Tea is the thing now. Turn to the nana. She has Countdown on in the background but she has it on mute. Turn to her. "Nana, old lady, whatever your name is: tea –" you are making very intense eye contact with the nana now – **"tea is rubbish."**

**Tea is rubbish.** We don't examine this enough in England. We just putter along, thinking tea is good; but it's not good. It's a lukewarm mug of leaf water, presented as a cure-all for life's ills. "Nice cup of tea," people say, when you've watched a vivid car accident or been given a terminal diagnosis, or gone for a walk and it's started raining. Whether the mafia has kidnapped you and made you kill a man with a gun to win your freedom or if you've done quite badly in an exam, someone will say: "Let me get you a nice cup of tea."

We argue about how best to make tea. "Milk first!" some people say, wrongly. "No," others say. "Milk after." People are basically willing to raise fists over this. **They are ready to duel to the death over how long a bag should be left in a mug, or whether a bag should even see a mug in the first place, whether a bag should be locked in the prison of a teapot and squeezed of its blood through a spout.** "No sugar!" people shout, as you waddle off to make another interminable cup of tea for them. Another will chime in: "A hundred sugars!"

**Academics have recently uncovered the oldest tea in Britain, proving once and for all that we have been tea bores for more than 300 years.** If you do not think we are collectively boring about tea, offer to do an office tea run right now. Someone will hold up one single finger while they rootle about in a desk drawer for a bag of green tea. Someone else will pass you a tiny carton of sweeteners or some agave. You'll have to carry all of this to the kitchen, where there is someone you vaguely remember from the Christmas party waiting to make small talk with you. You have to go down to reception and ask if they've seen "the tray". I don't think it's hyperbole to say that doing the tea run in the office is one of the worst punishments that can be inflicted on a human being.

How did we get like this? Liking tea has its roots in colonialism, but making a big thing of enjoying somehow worse. Because it's morphed, over the ages, from that fragrant hay box academics une this week, which we used to brew and drink like normal people, into something else. It is now at once the twee height of Englishness but also the most basic solution to any problem, a coddle in a mug.

And through it all, nobody has thought to go: hang on, it's just hot brown slop you dip biscuits in. Because this is the fear, isn't it? Once we examine tea, once we put that central tenet of British culture under the microscope, what else will we start to doubt? Gin? The royal family? Dancing dogs on TV talent shows? Black pudding? An inherent hatred of the French?

Once those old cultural keystones are gone, there is nothing but collapse. Sans tea, the concept of Englishness can be distilled down to nothing more than a poster reading: "Keep calm and carry on thinking Wayne Rooney is a slightly better striker than he is". Without tea, the only thing that demarcates us from the rest of the world are dads who wear fancy dress to international cricket games.

And this is it. This is our reality – big, stewing pots of the stuff; types of tea named after earls; chipped mugs with steam rising out of them; some idiot saying "It's a bit tannin-y, isn't it?"; special little teapot-shaped dishes on the side piled high with old, cold teabags; special rectangular biscuits designed for dunking. This is our world, awash with a liquid more overrated than oil.

Is tea good? We never ask. It is not good. It is exactly fine. And liking it is the worst possible English trait, up there with colonialism and the class system and thinking dentistry is bad. Next time you have a cup of tea – and look around you, you are probably surrounded by it, three or four mugs of the stuff at various degrees of room temperature, biscuit crumbs down your cardigan – next time you have a cup of tea, as you lift the heavy mug to your mouth, think: is this actually good? Zoom out. Analyse. Is this nice, or do I just have Stockholm syndrome?

#### **Task 4**

Answer the following question in a full sentence:

How could this writer be perceived to be an iconoclast?

*This writer could be perceived to be an iconoclast because....*

## Lesson 2 - TITLE: Approaching Question 5 - writing.

### Task 1

Identify the persuasive techniques (see previous task in Lesson 1) used in the following quotations from the article 'Tea is a National Disgrace'.

- 1) *But if we admit that to ourselves, what else are we going to start doubting?*
- 2) *They are ready to duel to the death over how long a bag should be left in a mug.*
- 3) *Academics have recently uncovered the oldest tea in Britain, proving once and for all that we have been tea bores for more than 300 years.*

### Task 2

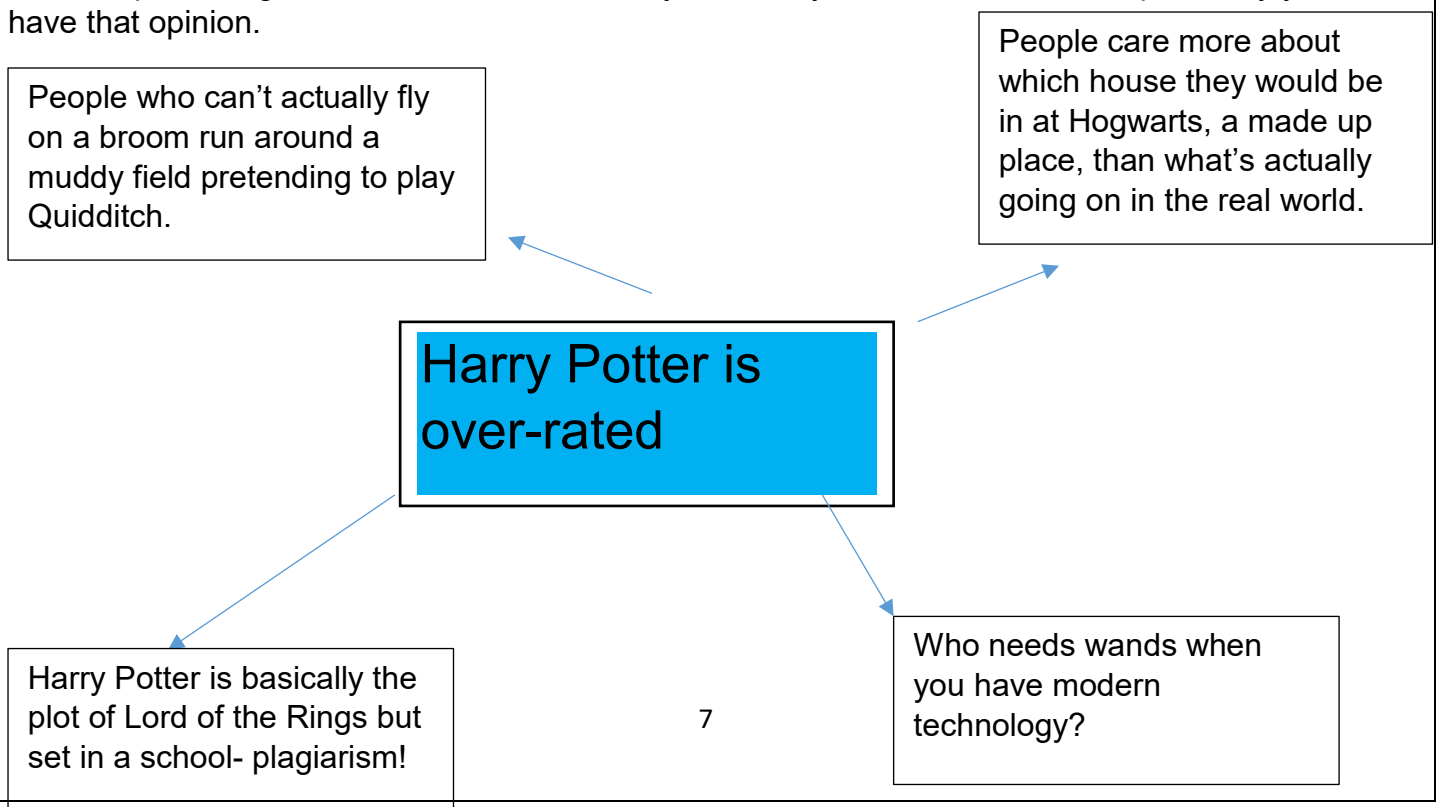
For Question 5 of the exam you will be expected to write your own opinion piece.

Main task: Write an article for a broadsheet newspaper (like the Guardian) in the style of 'Tea is a National disgrace' about something you dislike (that other people value/like).

**Step 1:** Look back at your list of three unpopular opinions from lesson one. Choose one to write about.

**Step 2:** Planning.

Draw a spider diagram and note down as many reasons you can think of that explain why you have that opinion.





**Step 3:** Identify three techniques to use in your article.

Alliteration

Collective pronouns

Irony/sarcasm/Humour

Hyperbole (exaggeration)

Facts and statistics

Imperatives

Rhetorical question

Rule of three

Repetition

**Step 4:** Writing up. Using the structure below write your own article:

- Headline: (e.g. *Tea is a national disgrace*)
- By-line: (e.g. *Joel Golby argues that tea is hugely over-rated.* )
- Introduction: (e.g. *Britain's favourite beverage is a boring, beige relic of our colonial past*).
- Paragraph 1- First point  
Supporting idea  
Supporting idea
- Paragraph 2 - Second point  
Supporting idea  
Supporting idea
- Conclusion- strong summary statement

Challenge: Re-read your article and add in another technique. Perhaps you could include one that you haven't included yet..



## Lesson 3- TITLE: Approaching Question 1 and Question 3.

### Task 1

Read Source A below

#### Source A

George Orwell was a young British writer who started work in 1922 as a policeman in Burma. At that time, Burma was part of the British Empire. The extract is from his essay *Shooting an Elephant*, which he wrote in 1936.

- 1 Early one morning, the sub-inspector at another police station the other end of town rang me up on the phone and said that an elephant was ravaging the bazaar. Would I please come and do something about it? I did not know what I could do, but I wanted to see what was happening and I started out. I took my rifle, much too small to kill an elephant, but I thought
- 5 the noise might be useful.

It was not of course a wild elephant, but a tame one. It had been chained up, but on the previous night it had broken its chain and escaped. In the morning the elephant had suddenly reappeared in the town. It had already destroyed somebody's bamboo hut, killed a cow and raided some fruit-stalls and devoured the stock. Some Burmese men arrived and

10 told us that the elephant was in the paddy fields below, only a few hundred yards away. I sent an orderly to borrow an elephant rifle. The orderly came back in a few minutes with a rifle and five cartridges.

As I started forward practically the whole population of the area flocked out of their houses and followed me. They had seen the rifle and were all shouting excitedly that I was going to shoot the elephant. It made me vaguely uneasy. I had no intention of shooting the

15 elephant. I marched down the hill, looking and feeling a fool, with the rifle over my shoulder and an ever-growing army of people jostling at my heels.

At the bottom, the elephant was standing eighty yards from the road. He took not the slightest notice of the crowd's approach. He was tearing up bunches of grass, beating them

20 against his knees to clean them and stuffing them into his mouth.

As soon as I saw the elephant I knew with perfect certainty that I ought not to shoot him. It is a serious matter to shoot a working elephant – it is comparable to destroying a huge and costly piece of machinery. And at that distance, peacefully eating, the elephant looked no more dangerous than a cow. I decided that I would watch him for a while to make sure he

25 did not turn savage again, and then go home.

But at that moment I glanced around at the crowd that had followed me. It was an immense crowd, two thousand at the least and growing every minute. I looked at the sea of faces above the garish clothes – faces all happy and excited over this bit of fun, all certain that the elephant was going to be shot. They were watching me as they would watch a conjurer about to perform a trick. And suddenly I realised that I should have to shoot the elephant

30 after all. The people expected it of me and I had got to do it. Here was I, the white man with his gun, seemingly the leading actor of the piece, but in reality I was only a puppet pushed to and fro by the will of those faces behind. To come all that way, rifle in hand, with two thousand people marching at my heels, and then to trail feebly away, having done nothing –

35 no, that was impossible. The crowd would laugh at me.

But I did not want to shoot the elephant. It seemed to me that it would be murder to shoot him. (Somehow it always seems worse to kill a *large* animal.)

It was perfectly clear to me what I ought to do. I ought to walk up to the elephant and test his behaviour. If he charged I could shoot, if he took no notice of me it would be safe to

- 40 leave him. But I also knew I was going to do no such thing. If the elephant charged and I missed him, I should have about as much chance as a toad under a steam-roller. The sole thought in my mind was that if anything went wrong those two thousand Burmese people would see me pursued, caught and trampled on. And if that happened it was quite probable that some of them would laugh. That would never do. There was only one alternative.

## **Task 2**

Question 1 is worth 4 marks and is multiple choice

It is based on a short section from one of the sources

Re-read lines 1-5 of Source A

### **Read through the 8 statements below and choose the four true statements**

- A: Orwell receives the phone call in the afternoon
- B: There is only one police station in town
- C: There are reports of an elephant out of control
- D: The sub-inspector expects Orwell to sort out the problem
- E: Orwell is confident he can sort out the problem with the elephant
- F: Orwell is curious about the elephant
- G: Orwell takes his rifle to kill the elephant
- H: It takes a very powerful weapon to kill an elephant

## **Task 3**

Question 3 is worth 12 marks and will be a language analysis question. The question will usually be phrased: ***Reread lines x to y. How does the writer use language to describe...?***

**You now need to refer only to Source A, lines 26-35.**

How does the writer use language to describe the crowd of people?  
(12 marks)

- Read lines 26 -35 and identify 3 or 4 powerful quotes that could answer the question. Underline and annotate your ideas to answer this question, or write them out on paper if you are viewing on an electronic device. Completing this step will help you to plan your ideas.

When annotating, suggest:

- One word to answer the question (what can you say about the crowd of people - powerful? Intimidating?)
- Describe what is happening in the quote.
- Underline the most powerful word/phrase within the quote and comment on effect of language or imagery.
- Ext: Annotate the word class or language technique used.

***Some suggestions to consider:***

“It was an immense crowd, two thousand at the least and growing every minute”

“The sea of faces”

“Faces all happy and excited over this bit of fun”

“They were watching me as they would watch a conjurer about to perform a trick”

“I was only a puppet pushed to and fro by the will of those faces behind”

**Task 4**

Write one paragraph in response to the question:

**How does the writer use language to describe the crowd of people?**

12 marks (15 minutes)

**Checklist for Success:**

- Your point is concise, engages with the question, and answers it.
- Include a well selected quote.
- Embed the quote.
- Explain how the language makes the reader feel a particular emotion, or think a certain way.
- Analyse – zoom in on language (using terminology – word class or language devices), provide connotations, and unpick meaning to show the effect of word choice.
- Developed analysis (offer multiple ideas), or offer metaphorical analysis.
- Link back to the focus of the question.

**Sentence Starters**

The writer describes the crowd as... / makes the crowd seem...

The is demonstrated when they write ‘...’

This implies...

The word ‘...’ indicates/suggests that ...

## Lesson 4 - TITLE: Approaching Question 2.

### Task 1

Re-read Source A from Lesson 3. Write a short summary of the events described in the text.

Example:

In 'Shooting an Elephant' George Orwell describes an experience he had with an elephant whilst working as policeman in Burma in 1922. In the extract Orwell is called to deal with an escapee elephant that had been rampaging through the local town. When Orwell meets the elephant it is peacefully eating grass in a paddy field but a crowd has gathered. Orwell is conflicted about whether to shoot the elephant or not.

Now you have a go in your own words.

### Task 2

For question 2 you will need to read two texts (Source A and Source B) and look for similarities or differences in each text. The question will specify whether you are identifying similarities or differences.

#### Example question:

**You now need to refer to Source A and Source B for this question.**

**Both sources describe how the elephants behave.**

**Use details from both sources to write a summary of what you understand about the similar behaviour of elephants.**

**(8 marks)**

Read through Source A again and read Source B (below). In two different colours highlight examples in the text where:

**A) The writer describes how the elephants behave.**

**B) The writer describes human behaviour (including their own).**

For example:

Source A: 'He was tearing up bunches of grass...', 'They were watching me...'

Source B: 'He quickly recognise he was mastered by lying down and uttering a cry of submission'  
'Scott and myself....gave him a good thrashing'.



## Source B

The extract below is from the book *Wild Animals in Captivity*, published in 1898 by Abraham Bartlett, Head Keeper at the Zoological Society Gardens (now London Zoo).

- 1 The first elephant that ever came under my charge was the celebrated Jumbo. The African elephant was received at the Zoological Gardens in exchange for other animals on June 26, 1863.

- 5 At that date Jumbo was about 4 ft high and he was in filthy and miserable condition. I handed him over to keeper Matthew Scott. The first thing we did was to remove the filth and dirt from his skin. This was a task requiring a great deal of labour and patience. The poor beast's feet had grown out of shape, but by scraping and rasping, together with a supply of good food, his condition rapidly improved.

- 10 However, he soon began to play some very lively tricks, so much so that we found it necessary to put a stop to his games, and this we did in a very speedy and effectual manner. Scott and myself, holding him by each ear, gave him a good thrashing. He quickly recognised that he was mastered by lying down and uttering a cry of submission.

- 15 We coaxed him and fed him with a few tempting treats, and after this time he appeared to recognise that we were his best friends, and he continued on the best of terms with both of us until the year before he was sold. He was at that time about twenty-one years old and had gained the

- 20 enormous size of 11 ft in height. All male elephants at this age become troublesome and dangerous. Jumbo was no exception to this rule.



- 25 He began to destroy the doors and other parts of his house, driving his tusks through the iron plates, splintering the timbers in all directions. When in this condition, and in his home, none of the other keepers except Scott dare go near him; but, strange to say, he was perfectly quiet as soon as he was allowed to be free in the Gardens.

- I was perfectly aware that this restless and frantic condition could be calmed by reducing the quantity of his food, fastening his limbs by chains, and an occasional flogging; but this treatment would have called forth a multitude of protests from kind-hearted and sensitive people, and would have led to those keepers concerned appearing before the magistrates at the police court charged with cruelty. It is only those who have had experience in the management of an elephant who are aware that, unless the person in charge of him is determined to be master and overpower him, that person will lose all control over him and will be likely to fall victim to his enormous strength.

- 35 But to return to Jumbo's early days, he was very soon strong enough to carry children on his back and therefore a new saddle was made for him. At that time, all the cash handed to the keepers of the elephants by the people who rode on them was the keepers' to keep. How much they received from the visitors will probably never be known, but, as Jumbo became the great favourite, Scott came in for the lion's share.

- 40 Jumbo had been for nearly sixteen years quiet, gentle and obedient, and had daily carried hundreds of visitors about the gardens. Finding that, at the end of that period, he was likely to



do some fatal mischief, I made an application to the council to be supplied with a powerful enough rifle in the event of finding it necessary to kill him.

45 About this time I received a letter from Mr Barnum\* asking if the Zoological Society would sell the big African elephant and at what price. I wrote immediately to Mr Barnum telling him that he could have Jumbo for £2000.

### **Glossary**

\*Mr Barnum – a world famous American showman and circus promoter

## Lesson 5 - TITLE: Hunting - Responding to Question 2.

### Task 1

Re-read Source A and Source B from last lesson. Draw a table like below. In each column add two quotations that demonstrate how the elephants behave and one quotation that demonstrates human behaviour.

Source A	Source B

### Task 2

Main task: Write a paragraph in response to the following question:

You now need to refer to Source A and Source B for this question.

Both sources describe how the elephants behave.

Use details from both sources to write a summary of what you understand about the similar behaviour of elephants.

(8 marks)

**Step 1:** Read through the example answer.

The elephant in Source B, Jumbo, acts in similar ways to the elephant in Source A. Both sources show that elephants can be calm, for example, in Source A the elephant is 'peacefully eating' which shows that when outside in natural territory the elephant is happier. This is similar to the elephant in Source B who is 'perfectly quiet' when 'allowed to be free in the Gardens'.

- ✓ Addresses focus of question
- ✓ Quotes from both sources
- ✓ Inference
- ✓ Comparative language

**Step 2:** Read through the following paragraph and highlight, underline or write out where the writer meets the criteria.

In Source A, it is clear that the elephant's behaviour is currently calm but it has the capacity to cause great damage. The writer describes the elephant "peacefully eating" and taking "not the slightest notice of the crowd". This suggests that the elephant is not acting in a destructive way and is currently unfazed by the presence of humans. The writer does however show us that the elephant could be dangerous when it describes how it "killed a cow and raided some fruit stalls". This implies that although the elephant is calm now, it could cause real harm. This is similar to the behaviour of the elephant in Source B who...

- ✓ Addresses focus of question
- ✓ Quotes from both sources
- ✓ Inference
- ✓ Comparative language

**Step 3:** Now continue this paragraph by writing about Source B following the structure below. You can use your highlighted texts and quotation table from last lesson.

- Begin with a comparative connective such as 'This is similar to the behaviour in Source B...
- Point
- Quote (be selective)
- Inference (reading between the lines)

### Sentence starters

This is similar to the behaviour of the elephant in Source B who the writer describes as....

This suggests that...

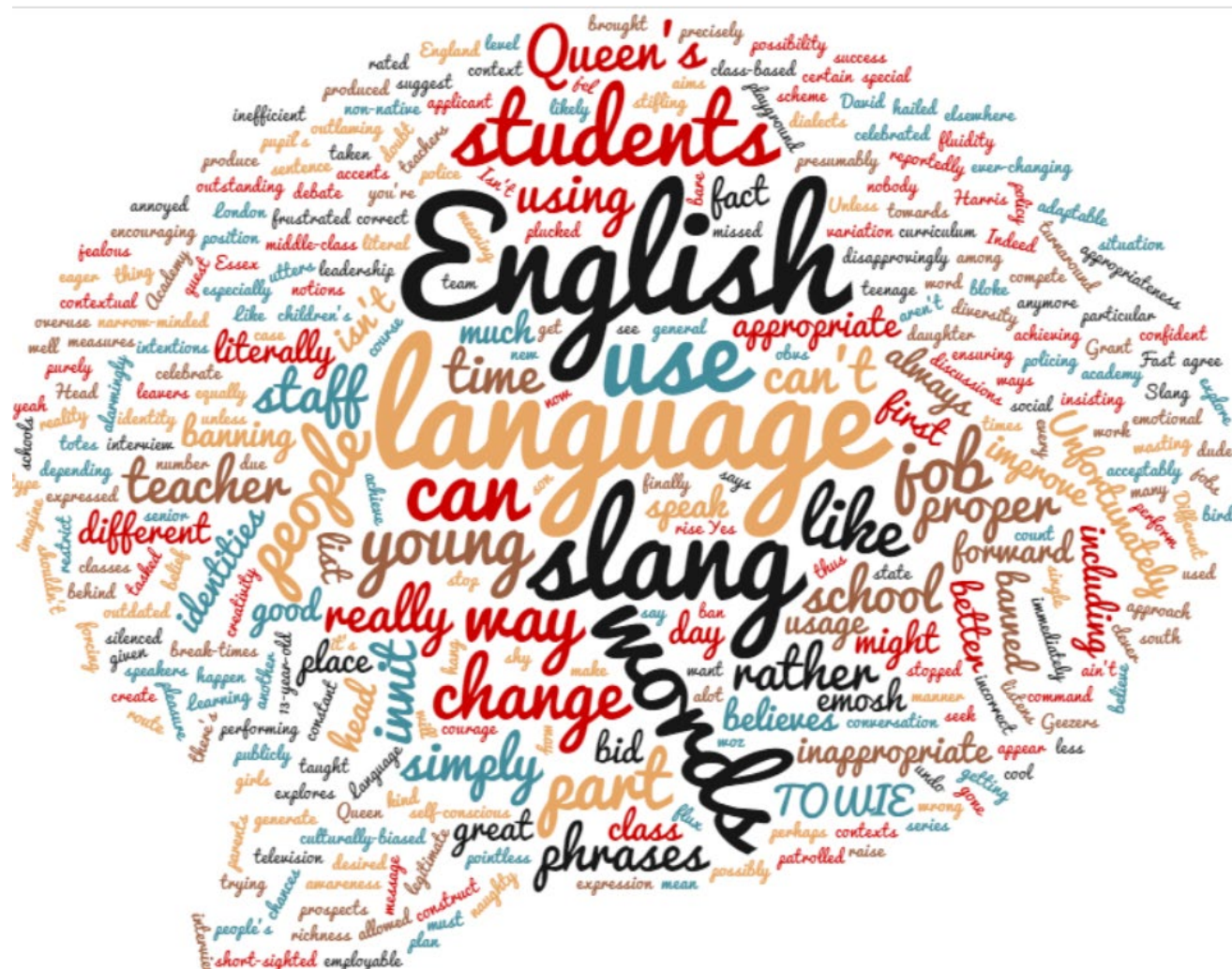
The writer does however show us that...

This implies that ...

## Task 1

The image below is a word cloud of an article that you will be reading. Can you predict what the article will be about?

Note down three ideas.



## **Task 2**

You will be reading two opinion pieces about the use of slang words among teachers.

Slang: a type of language consisting of words and phrases that are regarded as very informal, are more common in speech than writing, and are typically restricted to a particular context or group of people.

### **Step 1:**

Can you note down as many slang words as you can think of? Aim for a minimum of five.

E.g. Tight                      Lit

### **Step 2:**

Divide your slang words in two categories.

Words appropriate for the classroom	Words that are inappropriate for the classroom

**Step 3:** Choose a word from each column and write a sentence justifying why it is or isn't appropriate for the classroom.

*I think LOL is appropriate to use in the classroom because it is less disruptive than laughing.*



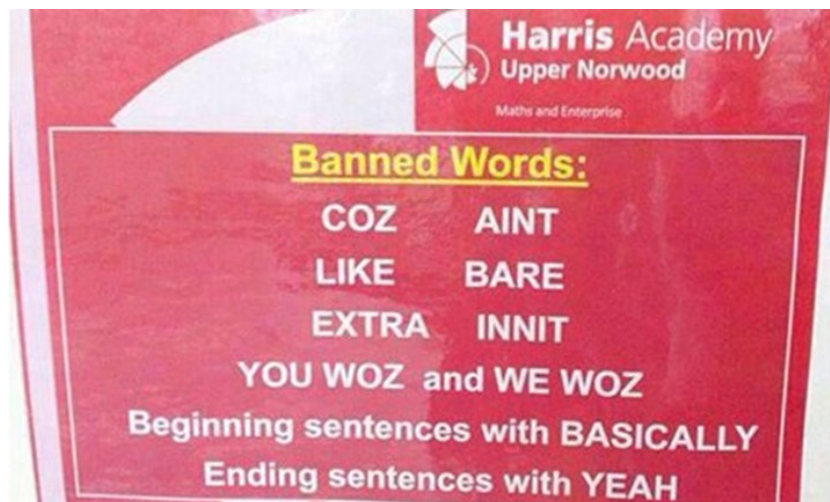
### **Task 3**

Read through the article about a school in London. Answer the following questions in full sentences:

1. Why do you think this school has made this decision?
2. Do you agree with the decision?
3. What would your reaction be if Mrs Grewal-Joy made a similar decision?

## **London school bans pupils from using 'innit', 'like', and 'bare'**

A list of slang words and phrases have been banned as part of a new initiative at a school in south London. Given the chance, which slang words or phrases would you put a stop to?



**Carmen Fishwick The Guardian First published on Tuesday 15 October 2013 15.47 BST**

Students at Harris Academy Upper Norwood have been banned from using 10 informal phrases in school areas designated 'formal language zones', which includes all classrooms and corridors.

The initiative introduced in September, by the school's new principal Chris Everitt, hopes to raise awareness about the use of language and prepare students for formal situations such as job interviews.

As part of the initiative students are also banned from beginning sentences with 'basically' and ending sentences with 'yeah'.

Speaking to the Croydon Guardian, a spokesperson said the school wants students "to develop the soft skills they will need to compete for jobs and university places ... and the skills they need to express themselves confidently and appropriately for a variety of audiences."

The initiative is one of many introduced since the school achieved academy status in September 2013, after being put into special measures post-Ofsted inspection in January 2013.

## Lesson 7- TITLE: Written response

### Task 1

From memory write a definition of the word slang.

### Task 2

Read the opinion article (below) and answer the following questions in full sentences.

- 1) Do you think that slang is can ever be viewed as positive? Explain your opinion.
- 2) Should slang be banned in the classroom? Explain your opinion
- 3) Is there any place for slang in school? Explain your opinion

### Slang shouldn't be banned ... it should be celebrated, innit

Geezers and girls literally ain't allowed to use slang words like "emosh" (emotional) anymore. The head teacher and staff of an academy in Essex, England appear to have taken great pleasure in banning the type of slang used in reality television series TOWIE, including many of the words in the above sentence, in a bid to improve the job prospects of their students.



Head teacher David Grant reportedly believes that by outlawing certain words and phrases and forcing students to use “proper English”, they will be in a better position to compete for jobs with non-native English speakers who may have a better command of the language. The way forward, he believes, is for young people to be using “the Queen’s English”, and not wasting time getting totes emosh about some bird or some bloke.

While nobody would doubt the good intentions behind such a scheme, it simply isn't the way to go about achieving the desired aims. Of course, there's always the possibility that this is all part of some clever plan to raise awareness and generate debate among the students about the language they use; in which case, great. Unfortunately, phrases such as “proper English”, “wrong usage” and “Queen’s English” suggest a very different and alarmingly narrow-minded approach to language.

Indeed, banning slang in schools is a short-sighted and inefficient way of trying to produce young people who are confident and adaptable communicators. What we should be doing is encouraging students to explore the fluidity, richness, and contextual appropriateness of an ever-changing language.

A close-up photograph of a dictionary page. The word 'slang' is prominently displayed in a large, bold, serif font. Below it, the phonetic transcription '/slæŋ/' and the part of speech 'n' are visible. The text continues with 'words, phrases, n' and 'used in talk amo', and 'suitable for good'. The bottom of the page shows 'the kind used by'. The background is slightly blurred, showing other parts of the dictionary page.

The fact is, there really is no such thing as “proper English”; there is simply English that is more or less appropriate in a given situation. Most of us would agree that “well jel” (very jealous) or “innit” have no place in most job interviews, but they do have a place elsewhere. Similarly, some people might get annoyed at what they see as the overuse of “like”, but it’s as much a part of young people’s language as “cool”, “yeah”, or “dude” might have been to their parents in their day.

This isn’t the first time a school has gone down this particular route in the quest to create more employable school leavers. In 2013, Harris Academy in south London produced a list of banned slang words and phrases including “bare” (alot), “innit” and “we woz” in a bid to improve their pupil’s chances. Fast forward to 2015 and the policy was hailed a success, with the “special measures” school now being rated “outstanding”. But are we really to believe that this turnaround was purely due to eager staff policing children’s use of a few slang words? Isn’t it perhaps more likely that the new leadership team brought with them rather more than a naughty words list?

5

## Language in flux

What is always missed in these discussions is that English is in a constant state of change, and this change simply can’t be stopped. You can hang on to your belief that “literally” can only mean “in a literal manner” as much as you like, but you can’t change the fact that it has another, equally legitimate, meaning. You can disapprovingly count the number of times your teenage son or daughter says “like” in a single conversation, but you can’t stop its rise in English in general.

Which is why a ban is so pointless. All it can possibly achieve is to make young people self-conscious about the way they speak, thus stifling creativity and expression. Do we really want the shy 13-year-old who has finally plucked up the courage to speak in class to be immediately silenced when the first word he or she utters is “Like...”? Or would we rather the teacher listens to what they have to say, then explores how the use of language can change the message, depending on the context? In other words, celebrate language diversity rather than restrict it.

And this is precisely what English language teachers do every day in their classes. Learning about language variation, about accents, dialects, and slang is all part of the curriculum, especially as they head towards A level. I can only imagine how frustrated they must be when their senior staff then seek to publicly undo their good work by insisting on outdated, class-based, culturally-biased notions of correct and incorrect usage.

In an English language class, students are taught how the ways in which we use language are part of how we construct and perform our social identities. Unfortunately, their break-times are then patrolled by some kind of language police who are tasked

with ensuring those identities aren't expressed (unless, presumably, they happen to be performing an acceptably middle-class job applicant identity at the time).

Different language is appropriate for different contexts. Yes, using TOWIE slang is inappropriate in a job interview, but no more inappropriate than using the Queen's English in the playground. Unless you're the Queen, obvs.

## **Task 2**

**“Slang words are having a detrimental effect on young people’s speech. Slang makes students unemployable and schools are right to ban it.”**

Write an article for your school newspaper giving your response to this statement.

### **Challenge Vocabulary:**

Detrimental – tends to cause harm, eg. Detrimental effect

Colloquialisms – slang

Standardised – cause something to conform to a standard

Variable – an element likely to change

Consistency

## **Sentence starters**

The suggestion that slang has a detrimental effect on young people’s speech is...

Go into any secondary school in the UK. You will hear....

What is wrong with slang? Let me tell you.

Don't you agree that.....?

Isn't it obvious that.....?

## Lesson 8 - TITLE: PRIDE

### Task 1

Match the term to its definition:

<u>Term</u>	<u>Definition</u>
Rhetorical question	The occurrence of the same letter or sound at the beginning of adjacent or closely connected words (the sun shines)
Collective Pronoun	A question asked in order to create a dramatic effect or to make a point rather than to get an answer.
Alliteration	Giving an authoritative command
Imperative	A noun that refers to a group of people or things like 'we' or 'they'

### Task 2

In green pen re-write a paragraph from your article on slang or the article you produced in Lesson 2 (in response to 'Tea is a national disgrace').

#### Step 1

Re-read the article and assess it using the following criteria:

- ✓ There is a strong opening point – a clear sentence that establishes the topic of the paragraph.
- ✓ There is a range of ideas to support the argument/point made in the paragraph.
- ✓ There are some persuasive techniques within the paragraph (such as a rhetorical question, direct address...)
- ✓ Vocabulary is ambitious.
- ✓ Sentences are appropriately demarcated – correct punctuation is used (such as full stops, commas, question marks, semi-colons)

#### Step 2

Identify an area for improvement from the criteria and set yourself a target. Choose a paragraph to re-write.

#### Step 3

Write a compelling (powerful, improved) paragraph and upload to ClassCharts (or if you have completed handwritten work, hand it to your teacher on your return to school) for feedback.

Challenge: Use three of the following techniques:

**Alliteration**

**Collective pronouns**

**Irony/sarcasm/Humour**

**Hyperbole (exaggeration)**

**Facts and statistics**

**Imperatives**

**Rhetorical question**

**Rule of three**

**Repetition**



## **Glossary**

**Alliteration:** The occurrence of the same letter or sound at the beginning of adjacent or closely connected words

**Collective pronouns:** A collective noun is a noun such as 'family' or 'team' that refers to a group of people or thing

**Irony/sarcasm/Humour:** To mock, make a joke of or convey contempt.

**Hyperbole (exaggeration):** Exaggerated statements or claims not meant to be taken literally.

**Facts and statistics:** A thing that is known or proved to be true.

**Imperatives:** Giving an authoritative command.

**Rhetorical question:** A question asked in order to create a dramatic effect or to make a point rather than to get an answer.

**Repetition:** The action of repeating something that has already been said or written.

**Rule of three:** Using a trio of words to emphasise a point.

## **Answers**

### **Lesson 2- TITLE: Approaching question 5 writing.**

#### **Task 1**

Identify the persuasive techniques (see previous task) used in the following quotations from the article 'Tea is a National Disgrace'.

1) *But if we admit that to ourselves, what else are we going to start doubting?*

Answer: Rhetorical Question

2) *They are ready to duel to the death over how long a bag should be left in a mug.*

Answer: Hyperbole (exaggeration).

3) *Academics have recently uncovered the oldest tea in Britain, proving once and for all that we have been tea bores for more than 300 years.*

Answer: Fact and statistics and/or Sarcasm.

### **Lesson 3- TITLE: Approaching question 1 and question 3.**

#### **Task 2**

Question 1 is worth 4 marks and is multiple choice

It is based on a short section from one of the sources

Re-read lines 1-5 of Source A

**Read through the 8 statements below and choose the four true statements**

A: Orwell receives the phone call in the afternoon

B: There is only one police station in town

C: There are reports of an elephant out of control

D: The sub-inspector expects Orwell to sort out the problem

E: Orwell is confident he can sort out the problem with the elephant

F: Orwell is curious about the elephant

G: Orwell takes his rifle to kill the elephant

H: It takes a very powerful weapon to kill an elephant

## Lesson 8- TITLE: PRIDE

### Task 1

Match the term to its definition

<u>Term</u>	<u>Definition</u>
Rhetorical question	The occurrence of the same letter or sound at the beginning of adjacent or closely connected words (the sun shines)
Collective Pronoun	A question asked in order to create a dramatic effect or to make a point rather than to get an answer.
Alliteration	Giving an authoritative command
Imperative	A noun that refers to a group of people or things like 'we' or 'they'