



ENGLISH
HOME LEARNING
YEAR 7



Comparing Texts and Making Choices.

Name _____

Tutor Group _____

Teacher _____

Given out: Monday 20 January Hand in: Monday 27 January

Parent Comment:

Staff Comment:

Targets:

Warm-up! Reading this real complaint letter that was famously sent to billionaire Richard Branson, boss of Virgin Airline.

Complaint letter to Virgin Airlines

REF: Mumbai to Heathrow 7th December 2008

Dear Mr Richard Branson,

I love the Virgin brand, I really do which is why I continue to use it despite a series of unfortunate incidents over the last few years. This latest incident takes the biscuit.

Ironically, by the end of the flight I would have gladly paid over a thousand rupees for a single biscuit following the culinary journey of hell I was subjected to at the hands of your corporation.

Look at this Richard. Just look at it:



Look at this Richard. Just look at it.... why have I been given it?

I imagine the same questions are racing through your brilliant mind as were racing through mine on that fateful day. What is this? Why have I been given it? What have I done to deserve this? And, which one is the starter, which one is the dessert?

You don't get to a position like yours Richard with anything less than a generous sprinkling of observational power so I KNOW you will have spotted the tomato next to the two yellow shafts of sponge on the left. Yes, it's next to the sponge shaft without the green paste. That's got to be the clue hasn't it. No sane person would serve a dessert with a tomato would they. Well answer me this Richard, what sort of animal would serve a dessert with peas in:



A dessert with peas in it? Seriously?

I know it looks like a bhaji but it's in custard Richard, custard. It must be the pudding. Well you'll be fascinated to hear that it wasn't custard. It was a sour gel with a clear oil on top. It's only redeeming feature was that it managed to be so alien to my palette that it took away the taste of the curry emanating from our miscellaneous central cuboid of beige matter. Perhaps the meal on the left might be the dessert after all.

Anyway, this is all irrelevant at the moment. I was raised strictly but neatly by my parents and if they knew I had started dessert before the main course, a sponge shaft would be the least of my worries. So let's peel back the tin-foil on the main dish and see what's on offer.

I'll try and explain how this felt. Imagine being a twelve year old boy Richard. Now imagine it's Christmas morning and you're sat there with your final present to open. It's a big one, and you know what it is. It's that Goodmans stereo you picked out the catalogue and wrote to Santa about?

Only you open the present and it's not in there. It's your hamster Richard. It's your hamster in the box and it's not breathing. *That's* how I felt when I peeled back the foil and saw this:



It's your hamster in the box and it's not breathing.... we've all been there.

Now I know what you're thinking. You're thinking it's more of that Bhaji custard. I admit I thought the same too, but no. It's mustard Richard. **MUSTARD**. More mustard than any man could consume in a month. On the left we have a piece of broccoli and some peppers in a brown glue-like oil and on the right the chef had prepared some mashed potato. The potato masher had obviously broken and so it was decided the next best thing would be to pass the potatoes through the digestive tract of a bird.

Once it was regurgitated it was clearly then blended and mixed with a bit of mustard. Everybody likes a bit of mustard Richard.

As I said at the start I love your brand, I really do. It's just a shame such a simple thing could bring it crashing to its knees and begging for help.

Yours Sincerely,

Oliver Beal

Create a mind-map of all the different text types you can think of, e.g. article, leaflet.

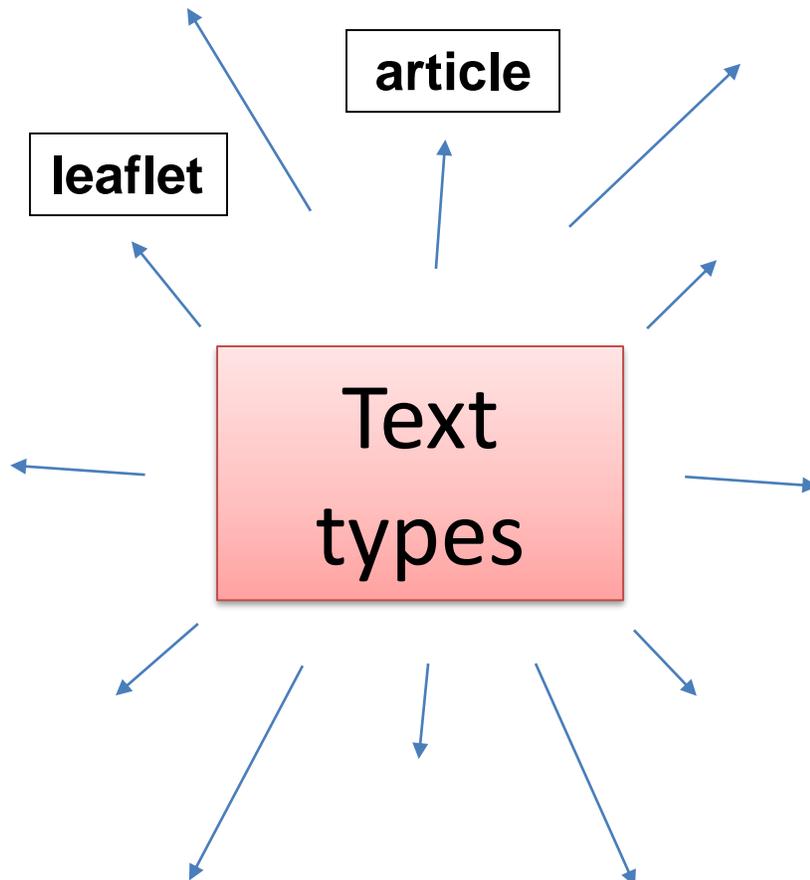
What is the KEY to studying English? **Choices!**



Writer Language CHOICES EFFECTS on the reader

The Key to English = CHOICES

1. As a **reader**, what choices can I see that the writer has made – and what effects do these choices have?
2. As a **writer**, what choices can I make to create powerful effects on a reader?



Different Types of Text

As soon as you start reading a text you should be thinking about what type of text it is. Work out whether it's fiction (made up) or non-fiction (fact). Read the following four different types of text.

A

Toby proceeded to mow the lawn like a man resigned to a long stretch in prison.

Being a very gentle soul, his only reaction when his wife bellowed that he had mown over her rose garden was to gently let the engine sputter to a forlorn halt. All that remained was a glacial silence, and a partially cut lawn.

B

Watching the tutting clock,
Only six more minutes until I can be
there and not here.
Gazing out through dusty panes,
Following the inkblot shadows of
clouds with my eyes.
Outside, sunlight plays on the ground
like an excitable child,
And a bird shouts with happiness.

C

In order to get the best results from your new T-300 kitchen juicer, please note the following points:

- 1) Always make a clear space around the T-300 in case of spray.
- 2) Avoid juicing soft fruits such as bananas. The residue will be difficult to clear from the workings of the T-300 after use.

D

Five per cent of the population will suffer from an epileptic seizure at some time in their life, writes health expert Gareth Johns. Epilepsy affects 450,000 people in the U.K., usually under twenty year olds and those over sixty. Seizures involve loss of consciousness and may affect memory or mood.

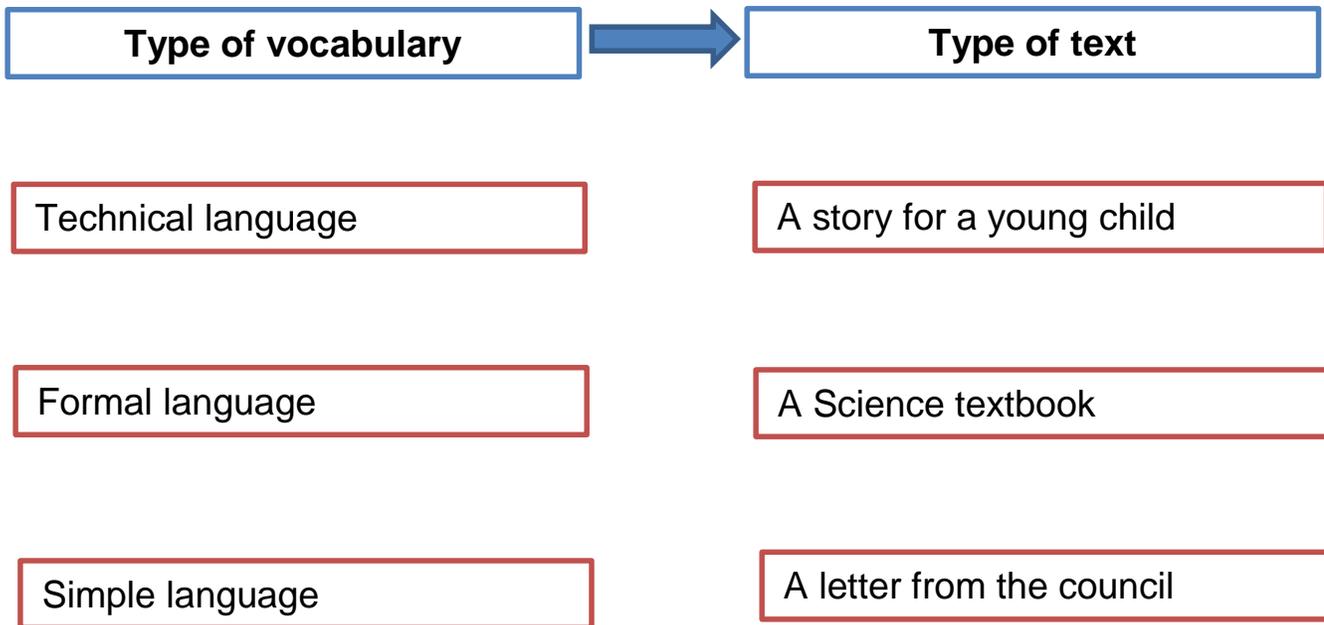
Task 1: After reading the four texts, complete the table.

Letter of text	Title of text	Type of text	Is the text fiction?	Is the text non-fiction?
	<u>Using your T-300</u>			
	<u>Epilepsy – The Facts</u>			
	<u>Waiting</u>			
	<u>A Man Alone</u>			

Task 2: What is fact and what is opinion? Read the information and then complete the table.

Task 2:	Information	Fact or Opinion?
a	Epilepsy affects 450,000 people in the U.K.	
b	Birds are always really happy.	
c	It wasn't Toby's fault that he ruined his wife's rose garden.	
d	Soft fruit residue will be difficult to clear from the T-300 after use.	

Task 3: Choice of vocabulary. Draw a line to match up the type of vocabulary you would use with each type of text.



Task 4: Comparing texts. Read the following texts and then answer the questions.

A scientific account called "The Macaque Monkeys of Japan".

Day 1 – Macaque monkeys currently living in the centre of the island, within the forest area. Monkeys' day-to-day activities seem to be entirely according to accepted theories. Diet seems to be largely composed of berries. Day 2 – Team placed large amount of potatoes in forest. May have to wait a while to see if the macaques show any interest. Day 6 – It worked! Two days ago, the monkeys showed some interest in the potatoes – since then they have made potatoes the main part of their diet. Team intends to move piles of potatoes closer to shore to see if the macaques follow. Day 9 – Macaques definitely becoming comfortable living on shoreline now, entirely dependent on potatoes we supply. I even saw one monkey washing a potato in the sea before eating it! This development is entirely unprecedented – seems to prove that monkeys are capable of dramatically changing their living patterns. Day 11 – Macaques now entirely at home by shoreline. A few making efforts to learn to swim in sea, and others starting to copy. Experiment declared a success – the macaques are learning afresh how to live their day-to-day life.

An extract from the novel "I, Monkey".

This is getting ridiculous. It was just a bit of fun letting the humans teach me sign language (and it really wasn't hard to learn) – but now they're excited and buzzing around like annoying flies. They've started saying that I'm the first ape to show real intelligence – the cheek of it! Just because we don't usually choose to humour their dreary experiments doesn't mean that we aren't capable of getting our message across.

Lots of people have come to visit since I started answering back through sign language. Most of them are pretty sad specimens with faces as pale as their white coats. I was going to give them a nice surprise by saying a few words, maybe have a chat about the weather – but it's getting boring now, so I think I might just be on my ways.

An extract from an article called "Monkey Behaviour".

Humans may learn a lot from insects and animals. Humans will always question what they're doing and why they're doing it – but, for instance, a worker bee will always know its role in the beehive. It may feed the young or guard the hive, but it will always carry out its duty without even needing to be told. The same is true of more 'intelligent' organisms, such as the monkey. Although monkeys can be taught tricks, they are not able to break out of the simple instinctive pattern which instructs them exactly how to live their lives.

4a) Match up each text title to its text type. Draw lines to join them.

“The Macaque Monkeys of Japan”

Story

“I, Monkey”

Magazine article

“Monkey Behaviour”

Diary

4b) Write out a phrase from “I, Monkey” that contains a simile.

4c) Write out a phrase from “I, Monkey” that uses humour.

4d) Write out a sentence from “The Macaque Monkeys of Japan” that is written in informal language.

Instinct: in-built patterns of behaviour in response to certain things.

4e) Which of these phrases from “The Macaque Monkeys of Japan” gives a fact rather than an opinion? Circle your answer.

- i) Macaque monkeys currently living in the centre of the island

- ii) seems to prove that monkeys are capable of dramatically changing their living patterns

- iii) the macaques are learning afresh how to live their day-to-day life



4f) Which paragraph sums up what happens in the extract from “I, Monkey”? Circle your answer.

- i) The scientists believe that monkeys are only capable of learning very basic sign language. The scientists are clever, so they are probably right.

- ii) The monkey is more intelligent than the scientists realise. The monkey tells the story from his point of view, which shows the scientists are wrong.

4g) Which sentence sums up the writer's opinion in "Monkey Behaviour"? Circle your answer.

- i) The writer thinks that humans are not ruled by instinct, but that all animals and insects are.
- ii) The writer thinks that humans are ruled by instinct, but animals and insects are not.
- iii) The writer thinks that all animals, including humans, are completely ruled by instinct.

4h) Which sentence best describes the main idea in all three texts? Circle your answer.

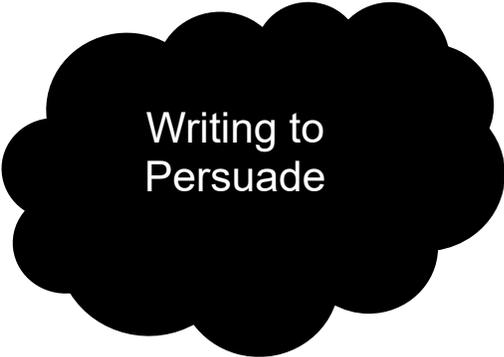
- i) All three texts are about whether monkeys can instinctively talk.
- ii) All three texts are about whether the behaviour of monkeys is purely instinctive.
- iii) All three texts are about whether monkeys know that their behaviour is instinctive.

Task 5: Complete the table, comparing all three texts. Use your answers to help you.

Task 5:	Name of extract/Questions	"The Macaque Monkeys of Japan"	"I, Monkey"	"Monkey Behaviour"
a	Is the extract fiction or non-fiction?			
b	Is the language formal or informal?			
c	Is there a first-person narrator?			
d	Does the writer use facts to back up their points?			
e	Does the writer think that animals are ruled by instinct?			

KEY TASK

In your English Language G.C.S.E. you are tested on your ability to write with a clear viewpoint about a topic. This task will enable you to practise that skill.



Writing to Persuade

Task 6: Write a letter to the Editor of a newspaper persuading its readers of your viewpoint (point of view) about the following statement:

“Monkeys should not be kept in zoos.”



a) Firstly, decide on a clear, strong viewpoint.

Do you **AGREE** or **DISAGREE** with the statement? Be passionate!

b) Next... Plan your points/ideas. Why do you agree or disagree with this? What are your main arguments?

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<p>Use a rhetorical question</p> <p><i>Wouldn't you like to see this kind of change in the world?</i></p>	<p>Use pronouns to directly address the reader</p> <p><i>Has it occurred to <u>you</u> that this issue is not going away?</i></p>	<p>Use facts/expert opinion</p> <p><i>Scientific studies have shown...</i></p>
<p>Use triplets</p> <p><i>This idea will be popular, kind and revolutionary.</i></p>	<p>Use an anecdote</p> <p><i>Just imagine a society where...</i></p> <p><i>Picture the scene...</i></p>	<p>Use counter-arguments</p> <p><i>Some people may try and tell you that...</i></p> <p><i>But the reality is that, in fact, ...</i></p>
<p>Use effective punctuation</p> <p>... () : ; !</p>	<p>Use positive WOW words</p> <p><i>exhilarating, mesmerising, astonishing, captivating.</i></p>	<p>Use negative WOW words</p> <p><i>deplorable, dismal, catastrophic, harrowing.</i></p>

Be passionate and aim to persuade your reader of your viewpoint!
You will be assessed by how many of the persuasive language and structural techniques you use from the grid (see previous page).

✓ Tick them off as you go.



Task 6 reminder: Write a letter to the Editor of a newspaper persuading its readers of your viewpoint (point of view) about the statement: “Monkeys should not be kept in zoos.”

Your letter will begin: **Dear Editor,** and conclude: **Yours faithfully,**

Use discourse markers to introduce your paragraphs

Firstly, Secondly... Most importantly of all... Another crucial idea is...

Complex sentences are VERY impressive

Not only is it clear that... it is also vital that we...

Although some may say that... the truth is...

Self-Assessment

1. Read through your writing and underline any spellings that you think are incorrect. Use a dictionary to correct these spellings.

Write any spelling corrections here:

2. Read through your writing and  any interesting adjectives (describing words) that you have used.

Use a thesaurus to make these words more interesting. Write these here: