

SKILLS PRACTICE: READING NON-FICTION

TEACHER GUIDE & STUDENT WORKSHEETS



This booklet is a companion to the online curriculum available at www.yourfavouriteteacher.com.

Reading Non-Fiction

This unit covers identifying important information within a text, looking at analysing non-fiction at sentence, phrase, and word level. Additionally, it will look at purpose, audience and format, whilst comparing attitudes and perspectives. These topics are key to allowing students to interpret unseen non-fiction in a wide variety of styles.

Please note: Marking English language work is mostly subjective. Where possible, Your Favourite Teacher has provided answers and/or sample answers at the end of the booklet. If there is no answer page linked to a certain worksheet and you would like feedback on your work, please speak to the person who you the work.

Suggested Teaching Order and Learning Objectives

- 1) **Inferences:** to be able to differentiate between explicit and implicit information; to be able to use explicit information to make inferences.
- 2) **Purpose, Audience & Format:** to be able to identify a variety of non-fiction formats; to be able to differentiate between the features of different non-fiction formats; to be understand how authors shape their texts depending on purpose and audience.
- 3) **Referring to the text:** To be able to extract information effectively and concisely from a text to use within your own writing and analysis.
- 4) **Comparing Settings, Facts and Experiences:** To be able to explain how context can affect a writer's content; to be able to describe an author's experiences through explicit and implicit information; to be able to describe similarities and/or differences in two texts using conjunctions.
- 5) **Comparing Attitudes and Perspectives:** To be able to utilise explicit and implicit information to identify a writer's perspective; to be able to explain how context can affect a writer's perspective or attitude.
- 6) **Identifying Word Classes:** To be able to define and identify the 4 main word classes (*nouns, verbs, adjectives and adverbs*); to be able to identify all word classes (including *types of nouns, verbs, as well as prepositions and conjunctions*).
- 7) **Rhetoric:** To be able to differentiate between a variety of rhetorical approaches in writing; to be able to describe the purpose of a variety of rhetorical devices in writing.
- 8) **Identify Persuasive Devices:** To be able to identify and define a variety of persuasive devices used in Non-Fiction; to be able to comment on the effect of common persuasive devices.
- 9) **Analysing Structure in Non-Fiction:** To be able to identify common ways of structuring non-fiction texts.

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Suggested Questions for Discussion and/or Activities

Lesson Focus	Questions/Activities
Inferences	<ul style="list-style-type: none"> ○ Define <i>explicit</i> and <i>implicit</i>. ○ What does the word/phrase ... make you think about the writer? ○ What else might be true based on the fact that ... is true? ○ What emotions does the word ... associate with? ○ Which words in this sentence are not necessary to communicate the sentence's explicit meaning? ○ Why might the author have included these unnecessary words?
Purpose, Audience & Format	<ul style="list-style-type: none"> ○ Define <i>format</i>. ○ What is the difference between non-fiction texts and a piece of fiction? ○ Can you describe the difference between a magazine article and a newspaper article? ○ How might the audience of a letter or speech differ from the audience of an article or essay? ○ How many different reasons for giving a speech can you list? ○ Why might speeches usually be more persuasive than articles? ○ Why should an essay use more facts than a speech, letter or article?
Referring to the Text	<ul style="list-style-type: none"> ○ What punctuation is used for quoting information found in a text? ○ What is the difference between paraphrasing and quoting? ○ Define <i>embedding</i>. ○ Why is it best to use short quotations from a text? ○ What punctuation should be used to quote information which will not easily be embedded or fit into a short quotation?
Comparing Settings, Facts & Experiences	<ul style="list-style-type: none"> ○ Define <i>context</i>. ○ How many ways has the world changed in the last 150 years?

	<ul style="list-style-type: none"> ○ Can you list at least 3 reasons why a piece of travel-writing written over 100 years ago might be different than one written today? ○ What is the difference between <i>subjective</i> and <i>objective</i>? ○ What is the difference between <i>fact</i> and <i>opinion</i>? ○ How might the experiences of an ordinary person differ from someone in a position of power (a politician, celebrity, successful business owner, etc.)?
<p>Comparing Attitudes and Perspectives</p>	<ul style="list-style-type: none"> ○ Define <i>perspective</i>. ○ Define <i>intention</i>. ○ What positive or negative language shows you the intention behind this author's writing? ○ Can you list at least 5 differences between yourself and the writer in this text? ○ How might two people living in different countries view the same topic differently? ○ How might two people living at different times in history have different experiences of the same thing (e.g. travel, technology)? ○ Within this sentence, which words are emotive? ○ What does this emotive word help you infer about the author?
<p>Identifying Word Classes</p>	<ul style="list-style-type: none"> ○ Define <i>noun</i>, <i>verbs</i>, <i>adjectives</i>, and <i>adverbs</i>. ○ What suffix can be added to easily change most adjectives into adverbs? ○ What is the difference between a common noun, an abstract noun, and a pronoun? ○ What is another word for an imperative sentence or verb? ○ How does the choice of modal verb (i.e. <i>could</i>, <i>should</i>, <i>might</i>, or <i>will</i>) impact a sentence's meaning? ○ What can prepositions be used to show at the start of a sentence or paragraph?
<p>Rhetoric</p>	<ul style="list-style-type: none"> ○ Define <i>emotive language</i>. ○ What is the difference between <i>empathy</i> and <i>sympathy</i>?

	<ul style="list-style-type: none"> ○ How might an anecdote help to establish trust and credibility in a speaker? ○ What is more important in an essay/letter/speech: appealing to audiences' emotions, using clear facts and logic, or making yourself seem credible and trustworthy? ○ What kind of persuasive devices might best establish trust and a sense of credibility within a speech? ○ Why might a persuasive piece of writing or speech want to appeal to an audience's emotions? ○ Which audiences might be persuaded more easily by fact and credibility, rather than emotion?
Identifying Persuasive Devices	<ul style="list-style-type: none"> ○ Define each of the following: <i>facts, figures/statistics, opinion, flattery, rhetorical question, repetition, hyperbole, imperative, anecdote.</i> ○ Organise each of the persuasive devices you have defined in order from the most emotive to the most factual. ○ Within this piece of writing, where has the writer been more creative with their language? ○ Where has the writer been more factual and clear?
Analysing Structure in Non-Fiction	<ul style="list-style-type: none"> ○ Define <i>anecdote</i>. ○ When opening a speech to an audience, why might an author choose to use a strong fact? ○ Why might <i>imperatives</i> be effectively used at the end of a piece of persuasive writing? ○ Why might a piece of non-fiction use subheadings, bullet points, diagrams or columns?

Inferences Worksheet:

Inference: A conclusion reached based on given evidence and reasoning.

Ex: *I can infer that Amber is angry, because she is stamping her foot, cross-armed.*

Read the extract below:

The introduction of the railway system tended greatly to facilitate the desire for possession of town and country house, and in this day we have, in all our large cities and towns, men who are leaving their chambers, their offices, their consulting-rooms every evening in great haste, that they may arrive at the train or other conveyance that will take them a journey of some miles to their homes. Again every morning the same men, usually in very great haste, leave their homes to return to business. If this double process of travel could be performed daily with deliberation, and without exposure to physical or mental shock, it would be free of danger, and perhaps, on the whole, conducive* to health. For the man who can partly retire, and can pursue business as he lists, it is, I believe, conducive to health; but to the struggling man who is in the meshes of an active life, few processes are more destructive. The elements of danger are many. There is the annoyance which springs from danger of absence from business; there is the haste to return from home to business; there is the temptation to remain occupied to the last possible moment, and to risk an exceeding hurry in order to join the family circle at the appointed hour; there is the tendency to become irregular in the method of meals, to take a hasty breakfast, to work during the day on imperfect snatches of food, and late in the evening, when the stomach, like the rest of the body, is wearied, to compensate for previous deficiencies by eating an excessive meal.

<p>List 4 quotes which show the effects of increased use of the railways.</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p>	<p>List 4 inferences you can make from these quotes.</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p>
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https://www.english.ox.ac.uk/sites/default/files/english/documents/media/aqa_c19th_text_train_travel.pdf?time=1553589898708

Purpose, Audience & Format Worksheet:

Draw a line connecting the various format-features on the right to the correct formats on the left.

	Tagline
	Subheadings
Article	Address
	Salutation
	Formal sign-off
Letter	Thanking your reader and/or audience
	Bullet-points
	Paragraphs
	Thesis
Essay	Columns
	Second Person Pronouns
	Formal Language
	Imperatives
Speech	Dates
	First Person Pronouns
	Topic Sentence

Referring to the Text Worksheet:

All quotations require the use of *speech marks* (" ")
Short quotations can be *embedded* a sentence by writing in exactly the words which feet.

Example:
For a long time, he always felt like "a sailor lost at sea" in the new city.

Read the extract below:

There are few persons, probably, who do not know what it is to awake in the early hours of the morning, when vitality is said to be at its lowest, with a load on mind and spirits, a sense of things going all wrong with as, a worry of other people's misdoings, a panic of self mistrust, a horror of impending evil. One sting after another starts us broad awake. The real anxieties of the past day grow into the dimensions of despair, molehills swell into mountains, a feverish activity in self-tormenting raises a host of goblins out of our most trifling blunders. Memory recalls long-past mistakes, and sets them up in hideous enlargement: cheek-by-jowl with these bristle the words and deeds of yesterday, charged with a baleful* significance, and pregnant with evil issues, which nothing but a prompt reversal can avert. Something must be done, and that instantly.

For each statement below, write a short quotation which proves the statement. Try to embed each of these into your own sentence:

1. Anxiety is a widespread phenomenon.

Anxiety is shown to be a widespread occurrence because there "are few persons" who have not experienced it before.

2. Anxiety can be experienced at any time of the day.

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3. Anxiety can be a very painful experience, even if it is only in your head.

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4. Anxiety often comes from people overthinking small problems.

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5. It is important that people act quickly to reduce the levels of anxiety they experience.

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https://www.english.ox.ac.uk/sites/default/files/english/documents/media/aqa_c19th_text_anxiety.pdf?time=1554713971141

Comparing Settings, Facts and Experiences Worksheet:

Read the two sources below and answer the questions which follow.

<p><i>Observations on the Preservation of Health, 1838</i></p>	<p><i>12-hour shifts linked to increase stress, fatigue, and job dissatisfaction among nurses, 2017</i></p>
<p>How many young men there are in this city, who, being engaged in sedentary* occupations the greater part of the day, in banking-houses, merchants' counting-houses, or lawyers' offices, imperatively need much muscular exercise to preserve their bodies in health and strength, yet, in sheer ignorance, give up almost the only opportunity they have of taking such exercise; and instead of walking to and from their places of business, get into an omnibus, and ride, for the express purpose of avoiding a little fatigue: whereas their elder brethren, who have risen an hour before them, may be seen walking, thereby availing themselves of the advantage of exercise. Many of these same persons, breathing during the whole day confined and impure air, emerge therefrom, and, with admirable sagacity*, proceed straightaway into the still more impure air of a theatre, or other crowded place!</p>	<p>According to the researchers, the review found that nurses working 12-hour shifts "reported a variety of health and well-being concerns in relation to the impact" of their shift as compared to eight-hour shifts, including "sleep disturbance, stress, tiredness, fatigue, and anxiety." However, the researchers said there was little sufficient evidence overall, and called for additional research into the issue.</p> <p>The researchers suggested that one possible reason for the negative health effects of 12-hour shifts on nurses could be prolonged exposure to the generally stressful responsibilities of a nurse. Nurses are often involved in life-and-death situations and generally have a very high level of responsibility.</p> <p>According to the researchers, constant exposure to stressful situations for long periods of time, along with generally difficult hours of work (often nurses working 12-hour shifts were working overnight) and the overall psychological demands of the job, can lead to general stress, fatigue, cognitive anxiety, problems sleeping, as well as a number of other health problems</p>

For each question, use at least one quote from both texts.

1. How are the work-lives of the people in these sources different?

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2. What similar and/or different health risks do each of these groups face?

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3. In which ways could each of these groups improve their work-lives?

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Comparing Attitudes and Perspectives Worksheet:

<i>American Nervousness, 1881.</i>	<i>It's not 'just' a phone call, it's anxiety, 2020</i>
<p>The perfection of clocks and the invention of watches have something to do with modern nervousness, since they compel us to be on time, and excite the habit of looking to see the exact moment, so as not to be late for trains or appointments. Before the general use of these instruments of precision in time, there was a wider margin for all appointments; a longer period was required and prepared for, especially in travelling – coaches of the olden period were not expected to start like steamers or trains, on the instant – men judged of the time by probabilities, by looking at the sun, and needed not, as a rule, to be nervous about the loss of a moment, and had incomparably fewer experiences wherein a delay of a few moments might destroy the hopes of a lifetime. A nervous man cannot take out his watch and look at it when the time for an appointment or train is near, without affecting his pulse, and the effect on that pulse, if we could but measure and weigh it, would be found to be correlate to a loss to the nervous system. Punctuality is a great thief of nervous force than is procrastination of time. We are under constant strain, mostly unconscious, oftentimes in sleeping as well as in waking hours, to get somewhere or do something at some definite moment.</p>	<p>Having anxiety has impacted a lot of areas of my life, but it has especially affected my ability to cope with tasks that are, to many people, mundane and every day. Phone calls are an area of everyday life that I find particularly difficult to manage my anxiety around. They can often be unpredictable and without facial cues from the other person, I find it difficult to comprehend how they are reacting to what I am saying.</p> <p>There are a host of everyday activities such as ordering a coffee or getting a bus that I can struggle with. As with my anxiety, some days it is fine and other days the thought of ordering a coffee in a shop is too much to process. The days that it's a challenge to carry out the small things, I try to remember to feel a sense of accomplishment when I achieve things like leaving the house or coping with a social interaction.</p> <p>My family and friends often use the word 'just' to describe a task such as, "Erin, it is just a phone call."</p> <p>I find phone calls difficult and if I manage to make a phone call successfully without hanging up before the call goes through or mid-way through the conversation I feel a sense of accomplishment in that. However, to many people making a phone call is a 'small' task that causes them little to no thought beforehand.</p>

For each question, use at least one quote from both texts.

1. Do both of these writers experience anxiety in the same way? How and/or how not?

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2. Compare the way that each of these writers convey the effects of anxiety.

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3. Do both of these writers perceive anxiety to be as threatening as one another? Why or why not?

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Identifying Word Classes Worksheet:

<p>Nouns – a person, place or thing. Verbs – actions; doing words. Adjectives – words which describe nouns (their qualities). Adverbs – words which describe verbs (their time, reason, manner and purpose).</p>

Read the sentences below and identify each of the required word types.

Usually, there was plenty of time to go relax after a hard day of work.			
Noun	Verb	Adjective	Adverb
Unexpectedly, the man came to the door in the middle of the cold morning.			
Noun	Verb	Adjective	Adverb
Heavy droplets of rains were constantly oozing off of the gutters.			
Noun	Verb	Adjective	Adverb
She sprawled out on the picturesque sofa, stretching luxuriously.			
Noun	Verb	Adjective	Adverb
There weren't many modern light bulbs in their house; it was always behind the times.			
Noun	Verb	Adjective	Adverb
Don't you think it's incredibly ridiculous?			
Noun	Verb	Adjective	Adverb
Believe it or not, he usually surprised us all by pulling out a stupendous victory			
Noun	Verb	Adjective	Adverb

Rhetoric Worksheet:

For each of the writing techniques below, chart whether they *appeal to emotions, logic, or establish credibility* as well as explain the effect each has on readers.

Writing Technique	Emotional? Logical? Credible?	Effect on Readers
Emotive Language		
Anecdote		
Listing		
Facts, Figures & Statistics		
Imperatives		
Hyperbole		
Direct Address		
Metaphors & Similes		
Opinion		
Jargon & Technical Language		
Quotations		
Flattery		

Identifying Persuasive Devices Worksheet:

Read the speech written below, looking for and identifying the persuasive devices found in the box below.

GCSEs –there’s no other word that strikes this much fear in the hearts of teens throughout the nation. They’re the callous, taxing and excruciating testing system that grants you with results that impact your future education/ career: taken at only age 15-16. They have the magical ability of turning happy, content students in to frustrated train wrecks who are one essay away from a mental breakdown. Now I hear you asking, “if they’re that bad then why are GCSEs taken at such a young age?” and to that I say they shouldn’t be and this speech is dedicated to the reasons why.

From a young age, we’re reminded by those older that the days of our youth are the best days of our lives. We are told not to squander our childhood – not to take it for granted. However, also from this young age, we’re thrown in to a tedious “rinse-and-repeat” cycle of unyielding revision, rigorous testing and forgetting-in order to attempt to remember the next plethora of knowledge for the next bout of rigorous testing. This 11-year process all leads up to our GCSEs consisting of up to 23 papers, plus course work. Is it right to put so much strain on student’s mental health at only the age of 15/16? We should be out enjoying free time with our friends/ family, doing sports and enjoying hobbies, not stressing about tests that impact your future. It seems its impossible to properly balance work with fun and socializing thanks to these damn exams. Socialize and enjoy yourself, you end up at McDonalds. Work for good results, become a sad, burned-out recluse. There’s no way to win. How can we enjoy our childhood if it’s taken from us by exams?

Obviously it may just sound like I’m whining and lamenting about something that everyone has to go through- everyone is put under pressure at some point in their lives, right? While this is certainly true, it’s undeniable that age 16 is too young an age to undergo that amount of stress and expect good results. If we look at other top international education systems, we can see that in the USA, final exams are taken at age 18 and there are no significant exams taken at age 16. Similar patterns are seen among other

countries with arguably the best education systems for instance Finland, whose students take final exams at age 18 as well. We could further argue that American grades are calculated through multiple factors for instance; class participation, homework and quizzes (so less pressure is placed on students overall) and its also worth mentioning that a large portion of their tests are multiple choice. Why are British students expected to sit exams of a harder magnitude at a younger age?

Emotive Language	Rhetorical Questions	Listing/Rule of Three
Hyperbole	Second Person Pronouns	Facts
Repetition	Statistics	Opinion
Short sentences	Quotations	Imperatives

Analysing Structure in Non-Fiction Worksheet:

For each of the extracts below, identify the key *persuasive devices* being used in the opening and their possible *effect on readers*.

	Extract	Key Persuasive Device(s)	Effect(s) on Readers
1.	<p>It really is a damning report. Of more than 1,500 animals kept at Cumbria's South Lakes Safari zoo between December 2013 and September 2016, 486 were found to have died. Emaciation, hypothermia, accidental electrocution, gastrointestinal infections, a decomposing squirrel monkey found behind a radiator, two dead snow leopards. At the same time, the zoo was hit with a £255,000 fine for health and safety breaches after one of its keepers was mauled by a Sumatran tiger.</p> <p style="text-align: center;">- "Zoos shouldn't be jails – let's reimagine them and enjoy animals in the wild" by Jules Howard</p>		
2.	<p>Everything is possible. Nothing is possible. Nothing hurts any more, until the consequences crash through the screen. Immersed almost permanently in virtual worlds, we cannot check what we are told against tangible reality. Is it any wonder that we live in a post-truth era, when we are bereft of experience?</p> <p>- "Our greatest peril? Screening ourselves off from reality" by George Monbiot</p>		

3.	<p>GLEN ELDER, Kan. — Doug Palen, a fourth-generation grain farmer on Kansas' wind-swept plains, is in the business of understanding the climate. Since 2012, he has choked through the harshest drought to hit the Great Plains in a century, punctuated by freakish snowstorms and suffocating gales of dust. His planting season starts earlier in the spring and pushes deeper into winter.</p> <p>- "In America's Heartland" by Hiroko Tabuchi</p>		
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Exam Style Questions:

- 1) Read the extract below from "Confessions of a Nanny" by Monica Albelli

Being a nanny – whether you're a Mary Poppins, a Nanny McPhee or a Mrs Doubtfire – is a very tricky job. You have to be liked by two opposing "teams" to which a "perfect" nanny means completely different things. "You must be kind, you must be witty, very sweet and fairly pretty ... If you don't scold and dominate us, we will never give you cause to hate us" – this is how the children in Mary Poppins, Michael and Jane, want the newspaper ad for their nanny to read. Their father, Mr Banks, is keener on discipline. Mrs Banks seems to believe perfection lies somewhere in between that and the children's ideal.

I have always loved children and had a natural ability to connect with them with ease, no matter their gender, nationality or character. But when you're a nanny, kids come with parents. And parents come with problems, opinions and expectations of their own, often in conflict between themselves.

When I started my career, a few years ago, I was 27 and set on being the perfect nanny, a modern-day Mary Poppins. I was also determined to find the perfect family. My search for perfection began with Elena and Peter. In their mid-40s, they were the first couple to reply to my ad. We got along immediately and their eight-year-old son, Jim, was very fond of me. Elena secretly told me he had a small crush on me.

Unfortunately, he was not the only one.

Whenever Peter was in the room, he would always, discreetly but obviously, flirt with me, putting Elena and me in an uncomfortable position. A family with a flirtatious father was definitely far from perfect. As it was a matter I could not openly discuss with them, I lied about moving to a house a long way from theirs and stopped working for them. Family number two consisted of a single mother, Kate, who was a lawyer and her seven year-old daughter, Melanie. Kate was so strict that she had printed rules about how Melanie should eat and play, even how many pages of a book she was allowed to read before bedtime. Unaffected by the imposition of these rules, Melanie was naughty and very keen on lying. Whenever I tried to talk to Kate about it, she'd always change the subject.

- a) Summarise the author's experiences of career as a nanny.

Sample Answer:

Initially, the writer seems to have had a varied career as a nanny. For example, the writer states that their job is "tricky" and that "kids come with parents. And parents come with problems." The fact that the author makes both of these statements in very short and matter-of-fact statements helps imply that the difficulties of being a nanny can be very serious, because of how strongly the writer states this fact. Furthermore, the fact that the author begins their article with the potential negatives that go along with being a nanny causes readers to first infer that their experiences have been largely negative.

Later in the article, the author mentions that "I have always loved children" and states they have a "natural ability" to take care of them. The writer also states that one of their first

experiences of nannying was with a young boy who “had a small crush” on her. These facts help readers infer that the author’s work as a nanny must have been enjoying and somewhat carefree, because of the fact that she gets along with children easily. Also, the fact that the boy had a crush on her might imply that children also find it easy to get along with her. Therefore, it can be inferred that the author has had less difficulties in her career as a nanny due to the way that she connects with children so well.

b) How does the author, Monica Albelli, use language in order to convey their perspective on nannying?

Sample Answer:

The author, Monica Albelli, conveys that they had a very idealistic, romanticised view of nannying. This perspective is also complicated because of unexpected issues which the author had whilst nannying.

Firstly, the author opens the text by referencing famous nannies such as “Mary Poppins” and “Mrs. Doubtfire.” The use of these references help to convey the way the author might have first viewed nannying to be a very fun, care-free profession, as well as one worth aspiring towards. Readers can see that the nanny has a very fond perspective on nannying because both of these characters are from very beloved childhood films, especially “Mary Poppins.” Also, the film “Mrs. Doubtfire” is a comedy, which might lead readers to believe that the author views nannying as a career which is equally joyous.

Furthermore, the author puts these allusions to beloved and famous nanny’s at the start of her article. By opening the article with very positive references, readers will be persuaded to immediately hold a positive opinion on nannying. The author also includes a quote from the film: “You must be kind, you must be witty, very sweet and fairly pretty.” The use of this quote as well as the rhyme within it adds an element of fun to the article and makes the article more light-hearted. Because of this light-hearted tone, the writer’s perspective on nannying therefore seems much more positive.

However, the author also shows that nannying can be complicated, and that their idealistic view of nannying isn’t completely true. The author includes a very short, blunt paragraph after she mentions a young boy who had a crush on her. The author writes: “Unfortunately, he was not the only one” and describes how one of the parents would openly “flirt” with her. The use of the adverb “unfortunately” at the start of this short paragraph helps to create a dramatic shift in the tone of the article. As a result, reader’s infer that the author’s initial perspective on nannying was naïve and that their perspective became more negative as their career went on. The effect this has on readers is that it makes them feel uncomfortable because of the sudden change in tone, similar to the way the author must have felt when the parent flirted with her. Therefore, the author uses this third and fourth paragraph to create a dramatic shift in their article and begin to explore the more negative aspects of being a nanny.

2) Read the extract below from *Shooting an Elephant* by George Orwell

This extract is taken from an essay written in 1936 about Orwell's time experience as a police officer in colonised Burma.

In Moulmein, in lower Burma, I was hated by large numbers of people—the only time in my life that I have been important enough for this to happen to me. I was sub-divisional police officer of the town, and in an aimless, petty kind of way anti-European feeling was very bitter. No one had the guts to raise a riot, but if a European woman went through the bazaars alone somebody would probably spit betel juice over her dress. As a police officer I was an obvious target and was baited whenever it seemed safe to do so. When a nimble Burman tripped me up on the football field and the referee (another Burman) looked the other way, the crowd yelled with hideous laughter. This happened more than once. In the end the sneering yellow faces of young men that met me everywhere, the insults hooted after me when I was at a safe distance, got badly on my nerves. The young Buddhist priests were the worst of all. There were several thousands of them in the town and none of them seemed to have anything to do except stand on street corners and jeer at Europeans.

All this was perplexing and upsetting. For at that time I had already made up my mind that imperialism was an evil thing and the sooner I chucked up my job and got out of it the better. Theoretically—and secretly, of course—I was all for the Burmese and all against their oppressors, the British. As for the job I was doing, I hated it more bitterly than I can perhaps make clear. In a job like that you see the dirty work of Empire at close quarters. The wretched prisoners huddling in the stinking cages of the lock-ups, the grey, cowed faces of the long-term convicts, the scarred buttocks of the men who had been Bugged with bamboos—all these oppressed me with an intolerable sense of guilt. But I could get nothing into perspective. I was young and ill-educated and I had had to think out my problems in the utter silence that is imposed on every Englishman in the East. I did not even know that the British Empire is dying, still less did I know that it is a great deal better than the younger empires that are going to supplant it. All I knew was that I was stuck between my hatred of the empire I served and my rage against the evil-spirited little beasts who tried to make my job impossible. With one part of my mind I thought of the British Raj as an unbreakable tyranny, as something clamped down, in saecula saeculorum, upon the will of prostrate peoples; with another part I thought that the greatest joy in the world would be to drive a bayonet into a Buddhist priest's guts. Feelings like these are the normal by-products of imperialism; ask any Anglo-Indian official, if you can catch him off duty.

One day something happened which in a roundabout way was enlightening. It was a tiny incident in itself, but it gave me a better glimpse than I had had before of the real nature of imperialism—the real motives for which despotic governments act. Early one morning the sub-inspector at a police station the other end of the 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 got on to a pony and started out. I took my rifle, an old .44 Winchester and much too small to kill an elephant, but I thought the noise might be useful in terrorem. Various Burmans stopped me on the way and told me about the elephant's doings. It was not, of course, a wild elephant, but a tame one which had gone "must." It had been chained up, as tame elephants always are when their attack of "must" is due, but on the previous night it had broken its chain and escaped. Its mahout, the only person who could manage it when it was in that state, had set out in pursuit, but had taken the wrong direction and was now twelve hours' journey away, and in the morning the elephant had suddenly reappeared in the town. The Burmese population had no weapons and were quite helpless against it. It had already destroyed somebody's bamboo hut, killed a cow and raided some fruit-stalls and devoured the stock; also it had met the municipal rubbish van and, when the driver jumped out and took to his heels, had turned the van over and inflicted violences upon it.

<http://gutenberg.net.au/ebooks02/0200141.txt>

Read the extract below from *The Guardian* by Malaika Jabali

<https://www.theguardian.com/commentisfree/2020/jun/05/police-us-history-reform-violence-oppression>

If you're surprised by how the police are acting, you don't understand US history

Policing in America was never created to protect and serve the masses. It can't be reformed because it is designed for violence

Amid worldwide protests against the police killing of George Floyd, activists around the US have raised demands for specific policy measures, such as defunding the police. Justifying these demands are the images emerging from the protests, with police officers ramming protesters in vehicles, indiscriminately attacking protesters with pepper spray and exerting excessive force. Local and state policing budgets have nearly tripled since 1977, despite declining crime rates. Even people unfamiliar with the police and prison abolitionist movement are starting, rightly, to envision that public spending could be used in more socially responsible ways.

That seems like a radical sentiment only because policing is so normalized in American culture, with depictions in popular media ranging from hapless, donut-chugging dopes to tough, crime-fighting heroes. We even have a baseball team named after a police organization – the Texas Rangers.

But it's time to look beyond the romanticization of American police and get real. Just as America glorifies the military and Wall Street, and some Americans whitewash the confederate flag and plantation homes, the history of policing is steeped in blood. In fact, the Texas Rangers are named after a group of white men of the same name who slaughtered Comanche Indians in 1841 to steal indigenous territory and expand the frontier westward. The Rangers are considered the first state police organization.

Likewise, as black people fought for their freedom from slavery by escaping north, slave patrols were established to bring us back to captivity. Many researchers consider slave patrols a direct "forerunner of modern American law enforcement".

a) Write a summary of the similarities and differences between the public citizens in both texts.

Sample Answer:

In both texts, the public are hostile towards the police, but for different reasons. For example, in the first text it says that the people are "anti-European" and that crowds would sometimes "yell" and "sneer" at the writer. This shows that the citizens are very hostile towards the police, similar to the second text where it says there were "worldwide protests against the police." Therefore, even though the second source discusses international hostility towards the police and the first only discusses hostility in Burma, the citizens' attitudes are very similar. However, one difference is that in the second source it says that the protests are in reaction to "the police killing of George Floyd" and is organised by

"activists." Whereas the citizens in the first text are not organised, this shows that the hostility towards police in the second text is more purposeful than the first.

- b) Compare the way that policing is presented in George Orwell's "Shooting an Elephant" and Malaika Jabali's article in *The Guardian*.**

Sample Answer:

*One of the biggest differences between the way policing is presented in the two texts is that the writer, George Orwell, has experience of being a police officer himself. In the second text, the writer is commenting on the actions of police, rather than detailing their own experiences. This might mean that policing is presented in a more detailed way in George Orwell's essay, because he has personal experience and knows the realities of policing more intimately than in Jabali's article. For example, the writer recounts a specific anecdote in this essay, giving the text a more credible tone and a perspective on policing that readers might be more likely to trust than Jabali's article in *The Guardian*. However, because Malaika Jabali is writing an article which is detailing the history of policing, her article is likely to be more factual; for example, the article includes many facts about the way police budgets have "tripled since 1977, despite declining crime rates" and even goes back in time to discuss the realities of how modern policing in America began in the 1800s. Therefore, ultimately Malaika Jabali's article comes off as more credible and trustworthy than Orwell's essay for many, because the facts she uses and the way she structures the text around the detailed history of policing in America.*

Inferences Worksheet ANSWERS

**Please note that English is subjective, so the sample answers are not 100% accurate and it is down to the person marking your work's discretion.*

Read the extract below:

The introduction of the railway system tended greatly to facilitate the desire for possession of town and country house, and in this day we have, in all our large cities and towns, men who are leaving their chambers, their offices, their consulting-rooms every evening in great haste, that they may arrive at the train or other conveyance that will take them a journey of some miles to their homes. Again every morning the same men, usually in very great haste, leave their homes to return to business. If this double process of travel could be performed daily with deliberation, and without exposure to physical or mental shock, it would be free of danger, and perhaps, on the whole, conducive* to health. For the man who can partly retire, and can pursue business as he lists, it is, I believe, conducive to health; but to the struggling man who is in the meshes of an active life, few processes are more destructive. The elements of danger are many. There is the annoyance which springs from danger of absence from business; there is the haste to return from home to business; there is the temptation to remain occupied to the last possible moment, and to risk an exceeding hurry in order to join the family circle at the appointed hour; there is the tendency to become irregular in the method of meals, to take a hasty breakfast, to work during the day on imperfect snatches of food, and late in the evening, when the stomach, like the rest of the body, is wearied, to compensate for previous deficiencies by eating an excessive meal

List 4 quotes which show the effects of increased use of the railways.

"tended greatly to facilitate the desire for more possession of town and country house"

"every evening in great haste"

"the elements of danger are many"

"there is the annoyance which springs from danger of absence..."

**Plus anything else worthy of note*

List 4 inferences you can make from these quotes.

Railways made it easier for people to commute to work.

It made workers eager to leave and get on the train home.

The railway system did have some negatives alongside the positives.

https://www.english.ox.ac.uk/sites/default/files/english/documents/media/aqa_c19th_text_train_travel.pdf?time=1553589898708

Purpose, Audience & Format Worksheet ANSWERS

Article

Tagline

Subheadings

Paragraphs

Dates

Columns

Letter

Address

First person pronouns

Formal sign-off

Dates

Paragraphs

Essay

Paragraphs

Thesis

Formal Language

Topic Sentence

Speech

Salutation

Thanking your reader and/or audience

Second person pronouns

Imperatives

Identifying Word Classes Worksheet ANSWERS

Read the sentences below and identify each of the required word types.

Usually, there was plenty of time to go relax after a hard day of work.			
Noun	Verb	Adjective	Adverb
<i>Time, day.</i>	<i>Relax, work.</i>	<i>Plenty, hard.</i>	<i>Usually.</i>
Unexpectedly, the man came to the door in the middle of the cold morning.			
Noun	Verb	Adjective	Adverb
<i>Morning</i>	<i>Came</i>	<i>Cold</i>	<i>Unexpectedly</i>
Heavy droplets of rains were constantly oozing off of the gutters.			
Noun	Verb	Adjective	Adverb
<i>Rain, gutters</i>	<i>Oozing</i>	<i>Heavy</i>	<i>Constantly</i>
She sprawled out on the picturesque sofa, stretching luxuriously.			
Noun	Verb	Adjective	Adverb
<i>She, Sofa</i>	<i>Sprawled, Stretching</i>	<i>Picturesque</i>	<i>Luxuriously</i>
There weren't many modern light bulbs in their house; it was always behind the times.			
Noun	Verb	Adjective	Adverb
<i>Light bulbs, house</i>	<i>Times</i>	<i>Modern</i>	<i>Behind</i>
Don't you think it's incredibly ridiculous?			
Noun	Verb	Adjective	Adverb
<i>You</i>	<i>Think</i>	<i>Ridiculous</i>	<i>Incredibly</i>
Believe it or not, he usually surprised us all by pulling out a stupendous victory			
Noun	Verb	Adjective	Adverb
<i>Victory</i>	<i>Surprised</i>	<i>Stupendous</i>	<i>Usually</i>

Rhetoric Worksheet ANSWERS

For each of the writing techniques below, chart whether they *appeal to emotions, logic, or establish credibility* as well as explain the effect each has on readers.

**Please note that English is subjective, so the sample answers are not 100% accurate and it is down to the person marking your work's discretion.*

Writing Technique	Emotional? Logical? Credible?	Effect on Readers
Emotive Language	<i>Emotional</i>	
Anecdote	<i>Credible</i>	
Listing	<i>Logical</i>	
Facts, Figures & Statistics	<i>Logical/Credible</i>	
Imperatives	<i>Emotional</i>	
Hyperbole	<i>Emotional</i>	
Direct Address	<i>Logical</i>	
Metaphors & Similes	<i>Emotional</i>	
Opinion	<i>Emotional</i>	
Jargon & Technical Language	<i>Logical/Credible</i>	
Quotations	<i>Credible</i>	
Flattery	<i>Emotional</i>	

Analysing Structure in Non-Fiction Worksheet:

For each of the extracts below, identify the key *persuasive devices* being used in the opening and their possible *effect on readers*.

**Please note that English is subjective, so the sample answers are not 100% accurate and it is down to the person marking your work's discretion.*

	Extract	Key Persuasive Device(s)	Effect(s) on Readers
1.	<p>It really is a damning report. Of more than 1,500 animals kept at Cumbria's South Lakes Safari zoo between December 2013 and September 2016, 486 were found to have died. Emaciation, hypothermia, accidental electrocution, gastrointestinal infections, a decomposing squirrel monkey found behind a radiator, two dead snow leopards. At the same time, the zoo was hit with a £255,000 fine for health and safety breaches after one of its keepers was mauled by a Sumatran tiger.</p> <p>- "Zoos shouldn't be jails – let's reimagine them and enjoy animals in the wild" by Jules Howard</p>	<p><i>Facts/Figures/Statistics Listing</i></p>	
2.	<p>Everything is possible. Nothing is possible. Nothing hurts any more, until the consequences crash through the screen. Immersed almost permanently in virtual worlds, we cannot check what we are told against tangible reality. Is it any wonder that we live in a post-truth era, when we are bereft of experience?</p> <p>- "Our greatest peril? Screening ourselves off from reality" by George Monbiot</p>	<p><i>Emotive Language Rhetorical Questions Direct Address</i></p>	

<p>3.</p>	<p>GLEN ELDER, Kan. — Doug Palen, a fourth-generation grain farmer on Kansas' wind-swept plains, is in the business of understanding the climate. Since 2012, he has choked through the harshest drought to hit the Great Plains in a century, punctuated by freakish snowstorms and suffocating gales of dust. His planting season starts earlier in the spring and pushes deeper into winter.</p> <p>- "In America's Heartland" by Hiroko Tabuchi</p>	<p><i>Facts</i> <i>Emotive Language</i></p>	
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