

Teaching Pack

Analysing and Evaluating Writers' Effects

Cambridge IGCSE™ / IGCSE (9–1)

First Language English






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Introduction:

This *Teaching Pack* focuses on supporting learners to develop detailed responses that analyse and evaluate the range of effects created by a writers' use of language. These lessons are designed to develop learners' reading skills, such as reading for purpose, skimming, scanning and selecting evidence. The lessons here should also help learners to express how language has different effects on an audience.

It would be useful if your learners had already undertaken some extended response to reading and know how to select key details in a text. Learners should also understand how to select relevant evidence by picking out quotes, key words and phrases to help them to analyse and evaluate the effects of a writers' use of language.

In this *Teaching Pack* we have suggested resources you may like to use as well as some worksheets and teacher notes to print off and use in the classroom with your learners.



Lesson plan: Lesson 1




Resources



- Image of a person carrying out an action
- **Worksheet 1: *The Forgotten***

Learning objectives

By the end of the lesson learners will be able to:

- understand the differences between analysing and evaluating
- investigate a text, and use evidence from it, to analyse how it depicts a forgotten place
- evaluate how the text creates an atmosphere by using evidence to support developed ideas

Timings	Activity
	<p>Starter / Introduction</p> <p>Task: Display a picture of a person carrying out an action, for example:</p> <ul style="list-style-type: none"> • a person taking out the household rubbish • a person crossing the road • a person lifting a heavy item • a person running without noticing a hazard. <p>Ask learners to think about the following two things:</p> <ul style="list-style-type: none"> • what type of person is pictured; giving reasons/evidence for your ideas • how successful you think the person is going to be in completing their action; giving reasons/evidence for your ideas. <p>Learners, in groups of 3 or 4, exchange ideas and discuss their reasons and evidence.</p> <p>Lead a whole class discussion drawing out ideas about both tasks. Explain to the class that by referring to evidence from the image, they have been analysing and evaluating the person in the picture.</p> <p>Ask the following questions to the class. Learners can discuss these questions in pairs or small groups before feeding back to the class.</p> <ul style="list-style-type: none"> • What are we trying to achieve when we analyse? • What part of our activity involved analysis? • What are we trying to achieve when we evaluate? • When did we start evaluating in our activity? • What comes first, the analysis or the evaluation? <p>Lastly, learners create a whole class definition of the two words. You may want to refer to the Teacher's notes to see some examples.</p>
	
	<p>Main lesson</p> <p>Task: Distribute Worksheet 1. Learners read the text, either independently, or choose certain learners to read aloud to the rest of the class.</p>

Timings	Activity
 <p>15 min</p>	<p>Encourage learners to summarise what the text is about and where the text is set through teacher-led questioning. Here you could remind learners of the 5Ws: Who, What, When, Where, Why. Learners should justify their responses by using evidence from the text.</p> <p>Learners work in pairs to select and write down four pieces of evidence from the text that could be used to analyse how the text depicts a lonely and forgotten place. Encourage learners to select phrases rather than single words as evidence. Learners should be prepared to share the evidence they have selected.</p> <p>Using the sentence starters (on Worksheet 1) to help them, learners first analyse and then evaluate how their selected evidence creates the idea that the setting is lonely and forgotten. Encourage learners to use connectives such as 'as', 'because' and 'since' in their sentences to make sure that they support their ideas with detailed reasons.</p> <p>Mini plenary: Learners exchange sentences in pairs and check each other's writing for errors and to ensure that they have explained their ideas fully.</p> <p>Extension activity:</p> <ol style="list-style-type: none"> 1. Learners create a word bank of synonyms for 'forgotten' that they could use in their sentences. They can then change these in their original responses to make their work more varied. 2. Learners continue <i>The Forgotten</i> text by writing the next paragraph in the same style as the original. Encourage learners to use a range of writing to describe/narrate key features as they do so.
 <p>10 min</p>	<p>Plenary</p> <p>Working in the same pairs as the mini plenary, learners exchange their 'evaluation' sentences with their partner.</p> <p>They discuss and make a list to compare how the evaluation sentences are different from the analysis ones, and how their 'evaluate' sentences are linked to the 'analyse' ones. Learners can refer to the definitions from the start of the lesson to help them.</p> <p>Homework</p> <p>Learners turn their evidence, analysis and evaluation into two complete paragraphs and bring these to the next lesson.</p> <p>The assessment pie from Lesson 2 could be used to peer evaluate these paragraphs as the starter of the lesson for which this homework is due.</p>



Lesson 1 Teacher notes

Key words / concepts you could highlight during Lesson 1, or have pre-taught before the lesson:

Analyse – to examine something in detail and attempt to explain it

Evaluate – to make judgements about something based on our analysis of it

Starter

For this activity you will need to source some images of people doing general activities such as sports, household chores, or undertaking their occupations. These can be images from the internet, magazines, newspapers or from textbooks if more appropriate. This activity gives learners the opportunity to understand the difference between analysis and evaluation because it encourages them to think about the evidence they're using (analysis) and also how successful their evidence is (evaluation).

Main lesson

Worksheet 1 (*The Forgotten*) describes a lonely and abandoned place and is useful for learners to select evidence. Encourage your learners to identify effective figurative language such as metaphors, similes, interesting adjectives and alliteration. Further features that your learners may wish to select are highlighted in the *Figurative Language Teaching Pack* which lists a range of different effective language features. This text could also be used as a stimulus text to encourage descriptive or narrative writing.

It is useful to remember that analysis involves explaining the effect of something on the reader, so a learner may select a phrase and explain the effect that this has upon them, using the language as evidence. Evaluation is an explanation of how this effect was created to consider if the writer was successful and why.

Worksheet 1 also gives learners a range of sentence starters that they could use when analysing or evaluating. You can of course add to these and it may be useful if learners could use this worksheet to complete the homework activity as it provides a framework for learners to build confidence. When learners are more familiar with analysing and evaluating, they could add their own sentence starters or you could encourage them to stop using the worksheet whilst writing. This can also be a useful self or peer assessment tool for learners to see if they have used a range of varied sentence starters that both evaluate and analyse.



Lesson plan: Lesson 2

Resources

- Copies of three different images of art
- **Worksheet 2: A Gift**
- **Worksheet 3:** Example paragraphs
- **Worksheet 4:** Peer assessment pie
- Words that help us analyse and evaluate (**Worksheet 2** from Lesson 1)

Learning objectives

By the end of the lesson all learners will be able to:

- evaluate evidence to judge whether something is successful or not.
- review a text to offer suggestions for how a response could be improved.
- analyse evidence, paying attention to language devices and key words.

Timings

Activity



Starter / Introduction

Task: Put learners into groups of two or three, and distribute three very different pieces of art (from child-like to masterclass). Ask learners to rank these three pieces of art into a sequence of best to worst and write two targets about how the piece could be improved.

Learners compare their rankings of the three pieces to how other groups ranked them.

Mini plenary: Class discuss what they found easy and difficult about this activity (steer conversation towards the importance of having a clear success criteria and idea of what a learner needs to do to achieve marks / a particular grade)

Some possible questions to encourage discussion:

- How did you identify what is good and bad about each picture?
- What makes one picture better than another?
- What do you think the examiner is looking for when they mark a picture?

Consider targets written by learners.



- What targets did you set? Why?
- Are the targets clear to the artist about what they can do to improve?
- How are they clear to the artist?



Main lesson

Task: Distribute [Worksheet 2](#) to learners. You could read this text to the learners or choose certain learners to read this aloud. Now put learners into groups of 6 and assign each pair in the group one of the paragraphs on [Worksheet 3](#). Using [Worksheet 3](#) and [Worksheet 4](#), learners should evaluate their paragraph to judge which parts were successful and which parts could be developed to be more effective.

The peer assessment pie ([Worksheet 4](#)) offers a visual organiser where learners shade each part of the diagram to record how effective each part of the paragraph is.

Timings	Activity
	<p>The sections that are closer to the centre represent less effective responses going out to more effective responses on the outside sections of the diagram.</p> <p>When learners have completed their evaluation, they should join with the other pairs in their group to share and review how they filled out their pies for each paragraph and to review what targets they set for the writer of each paragraph.</p> <p>Development: Learners then read Activity 2 on Worksheet 3. In pairs (or independently if more appropriate to your class) learners write a response to this question using Worksheet 3 to help them.</p>
	<p>Plenary</p> <p>Learners need to exchange their writing with a peer and use the assessment pie to give feedback to their partner. Learners should consider what their partner has done well and which areas need to be developed. They should then complete some targets for their partner. Alternatively, learners could set themselves targets based on the feedback that they have received.</p> <p>Homework</p> <p>If learners do not have time to finish Activity 2 during the lesson, they could finish their paragraphs as homework and the peer assessment activity could be the starter of your next lesson.</p> <p>We have also included a Flipped learning activity that learners could use to prepare for the next lesson. See teacher notes for an explanation of Flipped learning and a copy of the text for learners to use.</p>



Lesson 2 Teacher notes

Starter

For this activity, you will need to have some artwork for the learners to rank and evaluate. It may be more accessible for learners if you display the artwork using an interactive whiteboard on the board so that all learners can see the pieces and you do not have to print a large range of images. Alternatively, you could ask learners to bring in some example pieces of art that they like and learners could evaluate these to talk about the strengths and weaknesses of each.

The text

The text is an extract of a story named *A Gift*. In this extract, it is Natalia's sixteenth birthday and her grandfather has taken her out into the city at night. The story is set in war-time. The writer describes the scene, mentioning the things that Natalia and her grandfather see. Natalia does not know why they have ventured out at night and at times her grandfather is a little impatient with her. In the end they see an elephant wandering the streets and there is a contrast between the elephant (which represents the power of the natural world) and the man-made city. At the end of the story, an elephant is described as starving and being near death yet still representing hope for peace in the future.

Peer Assessment pie

The peer assessment pie is designed to provide visual feedback on the strength and weaknesses of a piece of writing. When used for peer assessment, it allows you to have conversations with your learners about their understanding of the success criteria (by talking to the learner who filled out the pie) as well as how a piece of writing fulfils it (by giving feedback to the learner whose writing it is).

Learners should shade in the different sections of the pie to indicate how effective or successful a piece of writing is. The sections that are closer to the centre of the circle represent less effective responses, whereas sections that are further from the centre indicate that a response is more effective. Learners should shade in the relevant section of the pie that reflects the relevant level of success for each heading.

We have included a teacher copy of the assessment pie so that you can see how this can be completed. You can share this with your learners so that they can see a completed example prior to attempting their own. Once learners become familiar with this method of peer assessment, they can use the pie to assess a range of other texts. If you wish learners to reuse the same pies then you could laminate a set and have learners complete these with dry wipe pens that can be erased after each use.



Lesson plan: Lesson 3

Resources

- **Worksheet 5:** Key features of writing to persuade
- **Worksheet 6:** *Social media is the Trojan horse of our generation*
- Analyse and evaluate (**Worksheet 1** from Lesson 1)

Learning objectives

By the end of the lesson all learners should be able to:

- select evidence from a text to support a persuasive argument
- evaluate how evidence from a text can be used to support their argument
- analyse how evidence from a text can be used to support their argument

Timings

Activity

Flipped learning

Task: Give learners [Worksheet 5](#) and ask them to read this before the lesson. Learners should think about other examples they have heard or read or they could record any features that they heard or that week. Learners should come to the lesson prepared to give examples of persuasive devices and why they are persuasive.

Starter / Introduction

Task: Spend five minutes asking learners to share some of the examples of persuasive devices that they found. Encourage learners to identify the persuasive features, e.g. 'rhetorical questions' and also explain why the feature was effective or not.

Development: Learners need to consider something that they would banish forever and that they could talk about for one minute. Learners could discuss this in pairs before sharing some of their ideas. Remind learners that they should include a range of persuasive devices in their speech to make this as effective as possible so learners could use Worksheet 1 and any of the features that they found prior to the lesson.

Encourage learners to think of small or petty issues rather than wider problems as they may find these harder to discuss in a short amount of time.

For example, it would be better if learners discussed mobiles or homework here rather than something like racism or sexism (very important issues but difficult to discuss in one minute).





Give learners 3 minutes to devise a mini speech to persuade their audience to banish their petty issue/problem and then invite learners to present their 1 minute speeches to the class.

After each speech, learners could vote to decide whether they would banish this issue or thing.

Mini plenary: Lead a discussion about what strategies worked well, and which strategies did not. Learners could consider:

- Which persuasive techniques worked well in encouraging people to vote positively? Why do you think they were effective?
- What techniques did not work well or were not effective in this case? Why do you think this was the case?



Timings	Activity
	<ul style="list-style-type: none"> If you had to persuade the class again, what would you do differently? And why? <p>Lead the discussion towards the idea that successful persuasion relies on the building of trust, bartering/exchange and empathy, while unsuccessful persuasion is threatening or intimidating or seems untrue.</p>
  	<p>Main lesson</p> <p>Task: Distribute Worksheet 6, which informs the reader about the dangers of using social media and ask learners to read this. You may want to read this aloud or select learners to read to the rest of the class.</p> <p>In pairs, learners select three quotations from the text that they can use to persuade someone that social media can lead to unsafe situations for users. Learners must be able to justify their choice of quotes, evaluating why these quotes are effective and potentially commenting on the use of persuasive features in the quotes.</p> <p>Extension: Now put learners into groups of 4. In their groups, learners should think about two or three counter-arguments for each of the quotes they have selected. Learners should try to use a range of persuasive techniques in their responses. It may be useful to use the <i>Rebuttal Generator</i> form from the <i>Introduction to Debate Teaching Pack</i>.</p> <p>Ask learners to select one of the counter arguments that they have selected and create one persuasive paragraph to offer the opposite opinion, using a range of persuasive techniques throughout.</p>
	<p>Plenary</p> <p>Learners could present their argument to the rest of the class and again learners could vote on whether they found the counter-argument effective or not. Learners could use the peer assessment pie to evaluate their classmates' answers.</p>



Lesson 3 Teacher's notes

Key words / concepts you could highlight during lesson 3, or have pre-taught before the lesson

Imperative verbs: These are command words that tell people what to do e.g. '*Donate* to us now!' '*Save* the rainforest'

Direct address: This is where the writer speaks directly to the reader using the singular or plural first person, e.g. '*You* can make a difference', '*We* can overcome', 'Trust in *our* values', '*Your* contribution will change lives'.

Anecdote: An anecdote is a short story that is provided to emphasise the point being made. It normally mentions a person and their personal experience.

Facts: Information which is proved to be true and is used as evidence, e.g. 'Today is Friday'.

Opinion: A view or judgement formed about something, not necessarily based on fact or knowledge, e.g. 'We believe that our chocolate is the best in the world.'

Rhetorical questions: A rhetorical question is a question which is used to make a point rather than requiring an answer, e.g. 'How can we sit back and let this happen?' 'Why would a modern, developed civilisation allow this to continue?'

Repetition: Repetition is where a word or phrase is used more than once. This can be words repeated in the same place or the same words used repeatedly throughout the whole text. This is often used to make a point memorable, e.g. 'Education, education, education.' (Martin Luther King Jr.'s *I Have a Dream* speech uses the repetition of this phrase throughout).

Emotive language: Words that are deliberately chosen to create emotions and feelings in the reader e.g. '*Brave* grandmother risks life to *save* emaciated *orphan*', 'The *pain* these *innocent* animals *suffer* every day is *appalling*'.

Statistics: Numbers or data that are used to support ideas in the text e.g. '79% of animals will...'

Threes/triplets: Where three words are used together for effect, e.g. 'I have nothing to offer but blood, sweat and tears'.

Flipped learning

To prepare learners for lesson 3, learners could do some pre-learning or flipped learning. Flipped learning allows learners to prepare for the lesson and can help learners to relate learning in the classroom to a wider context. In this case, learners should consider where they can see or hear examples of persuasive devices. Learners should come to the next lesson prepared to share their ideas.

Starter

This activity allows learners to use persuasive features in a speech whilst also encouraging learners to evaluate each other's speeches. Here learners could give each other verbal feedback on how effective each other's speeches were but learners could also use the Peer Assessment pie from Lesson 2 if you wished to do more formal evaluation. This activity also allows learners to use some

of the activities and skills from the *Speaking and listening Teaching Packs*. If appropriate to your learners, you

Lesson 3 Teacher's notes – continued

could extend this activity to encourage learners to write an extended persuasive piece of writing or to create a full length talk that could be presented to the class.

Text

This text discusses the dangers of social media by comparing it to the story of the Trojan horse. The story uses the idea of the Trojan horse as a metaphor for something that we initially trust but that can have negative consequences for us if we are not careful. The text talks about the lack of privacy that social media encourages and discusses the negative impact that social media can have on our lives. This text may be useful to read alongside the lessons in the *Responding to Ideas and Opinions Teaching Pack*.

Lesson resources



Worksheet 1: The Forgotten

Worksheet 2: *A Gift*

Worksheet 3: Example paragraphs

Worksheet 4: Peer assessment pie

Worksheet 5: Key features of writing to persuade

Worksheet 6: *Social media is the Trojan horse of our generation*



Worksheet 1: *The Forgotten*

The sunlight struggled through the thick canopy of leaves and fought its way down to the forest floor where no creature stirred. Flashes of sunlight momentarily penetrated the abandoned darkness with illuminated pockets of greens, yellows and browns. There were no shrills or calls from birds, and no chirping of insects. All that could be heard were the cold, damp gasps of wind aching through the solemn congregation of ancient trees. Long, twisting creepers spun round the thick bodies of the towering trunks; tying branches to branches and falling down the great bark bodies like melted candle wax. Within the intricate lacing of the maze of giant roots that clung to the centuries old, untouched earth, darkness engulfed deep pools that concealed small predators stalking small, slippery prey.

Write down four pieces of evidence that show that the setting is lonely and forgotten.

1.
2.
3.
4.

Analyse how these phrases show the setting is lonely and forgotten. Think about the effect the language has on you as a reader.

1.
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2.
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3.
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4.
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Worksheet 1: *The Forgotten* – continued



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Evaluate how your evidence creates a lonely and forgotten feeling. Think about how the writer has created this effect on you.

1.
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2.
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3.
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4.
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Sentence Starters

Analyse

This shows.....because/as/since....

This highlights that... ..because/as/since....

This emphasises... ..because/as/since....

This helps the reader to understand that... ..because/as/since....

This reinforces the ideas that... ..because/as/since....

The fact that... ..because/as/since....

The words '...', and '...' suggest/imply that.../ make the reader feel... / give the idea that.../ creates a sense of... ..because/as/since....

The phrase '...' creates/suggests... because/as/since....

The use of the simile/metaphor/personification/alliteration conveys a... ..idea/feeling as...

Evaluate

This is effective because...

This is a successful image because...

The author is trying to show that... ..this is effective because...

The language is effective because it shows/creates/portrays...



Worksheet 2: A Gift

This text is taken from a longer narrative. At this point in the story, it is the night of Natalia's sixteenth birthday. Her grandfather, a doctor, has arrived back late at night from visiting patients. He has woken Natalia and asked her to follow him quietly through the streets of their city.

We were nearing the end of our side street and I assumed the silence of our walk would be shattered by the bustle along the tramway. But when we got there, nothing, not even a single passing car. Every window was dark. The hazy moon seemed to gather the silence up around it like a net. Not a sound: no sirens, no rats in the bins that lined the street. My grandfather stopped, looked up and down the street, then turned left.

'It's not far now,' he said.

I caught up with him long enough to see that he was smiling. 'Not far to where?' I said, out of breath, angry. I drew myself up and stopped. 'I'm not going any further until you tell me.'

He turned to look at me, indignant. 'Lower your voice you fool,' he hissed. Suddenly his arms went over his head in a wide arc. 'Can't you feel it? No one in the world awake but us.' And off he went again.

We passed empty windows of shops that had gone out of business; lightless buildings; a beggar sleeping so soundly that I would have thought him dead if I hadn't realised that the moment had closed around us, making everything still.

Suddenly grandfather stopped ahead of me and stood, pointing into the distance, his hand shaking with excitement.

'There,' he said. 'Look!'

I peered out into the street. On the other side, there was a street lamp with a dying bulb. I was opening my mouth to say 'What?' and then I saw it. Half a block from us, an enormous shadow was moving along the street.

At first I thought it was a tram, but its shape was too organic, too lumpy, and it was going far too slowly for that, making almost no noise. It was swaying, swaying up the street with an even momentum in a rolling motion that was drawing it away from us like a tide, and every time it rocked forward, something about it made a soft dragging sound on the rails. As we watched, the thing sucked in air and then let out a deep groan.

'That's an elephant!' I said.

My grandfather said nothing. His glasses had fogged up during the walk, but he wasn't taking them off to wipe them. He took my hand; we watched the animal.

Its ears were folded back against the domed, bouldered head with big-lidded eyes; the arched roll of the spine fell away into the hips; dry folds of skin shook around the shoulders and knees as it shifted its weight. It seemed to take up the whole street. It dragged its curled trunk like a fist along the ground.

Several metres in front of it, holding a bag of something that must have been enormously tempting, a short young man was walking slowly backward, drawing it forward with whispers.

'I saw them at the train station as I was coming home,' my grandfather said.



Worksheet 2: *A Gift – continued*

The elephant passed: slow, graceful, enchanted by the food in the young man's hand.

'No one will ever believe this,' I said.

My grandfather looked at me like he'd never seen me before. 'You must be joking,' he said.

'Look around. Think for a moment – do you think anybody would understand? Do you think it will matter to them?'

Later that year, we would read about how some soldiers had found an elephant near death at the site of an abandoned circus; about how, despite everything, despite closure and bankruptcy, the zoo director had said, 'Bring him in – eventually the kids will see him.' The newspapers ran a picture of him, standing stark-ribbed in his new pen at the zoo, an advert of better times to come, hope for the future and the end of the war.



Worksheet 3: Example paragraphs

Activity 1

The following paragraphs have been written in response to the question below. Use **Worksheet 3** to summarise what is good about the paragraphs below and what needs to be done to improve them.

Paragraph 9 begins 'At first I thought it was a tram ...' and is about the elephant and how it was moving when Natalia first saw it.

*Explain how the writer uses language to convey meaning and to create effect in these paragraphs. Choose **three** examples of words or phrases from **each** paragraph to support your answer. Your choices should include the use of imagery.*

The elephant is shown to be very out of place in relation to its surroundings. It is fat. Its movement is very slow and it makes very little noise. It is powerful and unpredictable as it moves from side to side in quite a dangerous manner which reminds Natalia of the movement of the ocean. As it walks, it breathes and gasps deeply.

The quotation that shows that the elephant is out of place in the city is, 'too organic, too lumpy.' This shows that the elephant is a living creature. Natalia first thought it was a tram. The word 'organic' makes us understand that it is natural. It makes us feel that it does not belong in a city which is inorganic. This shows that the elephant is out of place.

'too organic, too lumpy.' This shows that the elephant resembled a tram but was too bumpy and had a natural shape. Natalia did not know what it was at first but realised that it was not a machine but something living. This quote makes the reader think that the elephant seemed out of place in the city. The word 'lumpy' makes it seem cartoonish, harmless and funny.

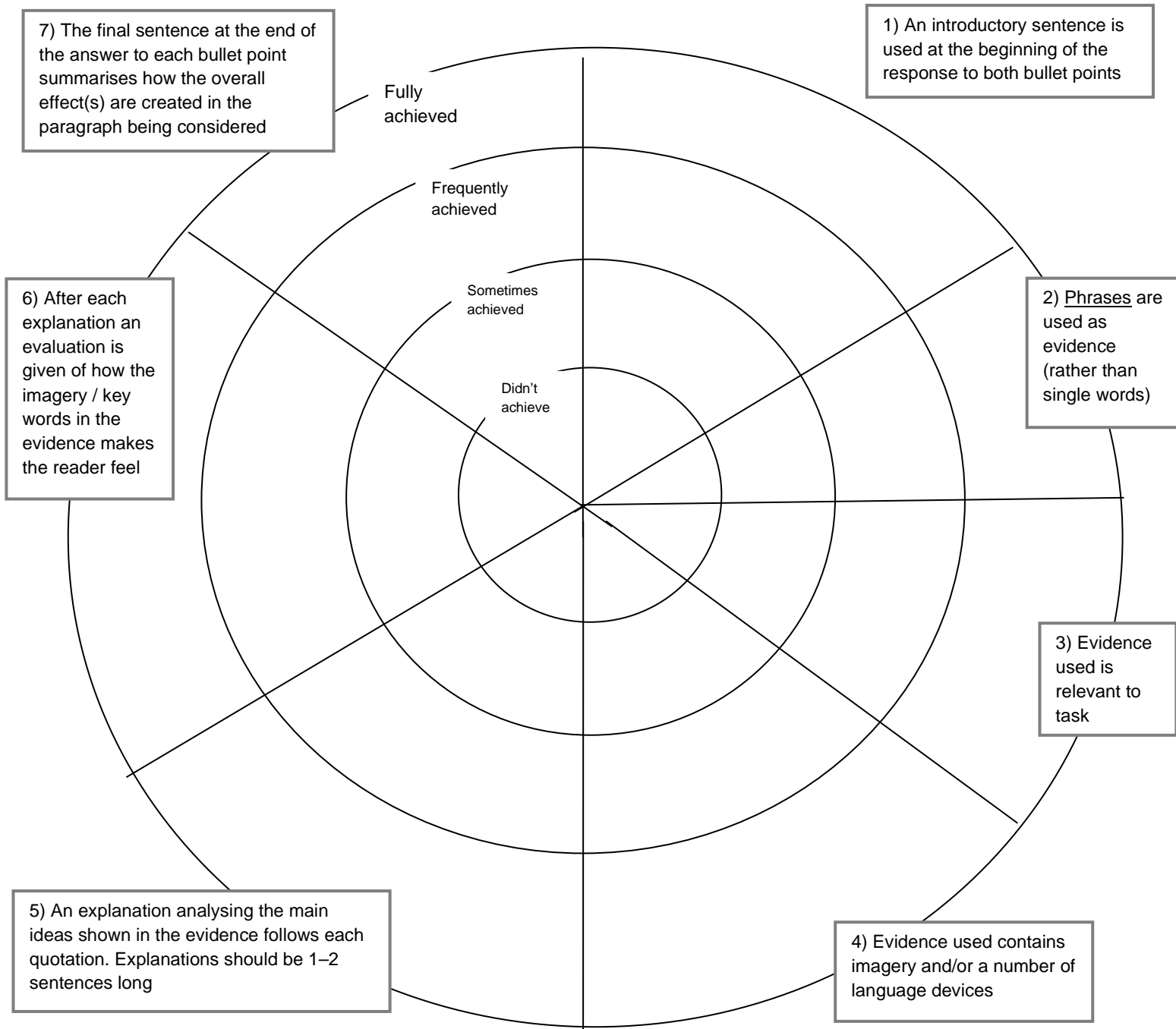
Activity 2

Paragraph 12 begins 'Its ears were folded back ...' and gives Natalia's impression of the elephant as she watches it come towards her.

*Explain how the writer uses language to convey meaning and to create effect in this paragraph. Choose **three** examples of words or phrases from paragraph 12 to support your answer. Your choices should include the use of imagery.*



Worksheet 4: Peer assessment pie



In order to improve, you need to:

1. _____
_____.
2. _____
_____.

Worksheet 4: Peer assessment pie teacher example



7) The final sentence at the end of the answer to each bullet point summarises how the overall effect(s) are created in the paragraph being considered

1) An introductory sentence is used at the beginning of the response to both bullet points

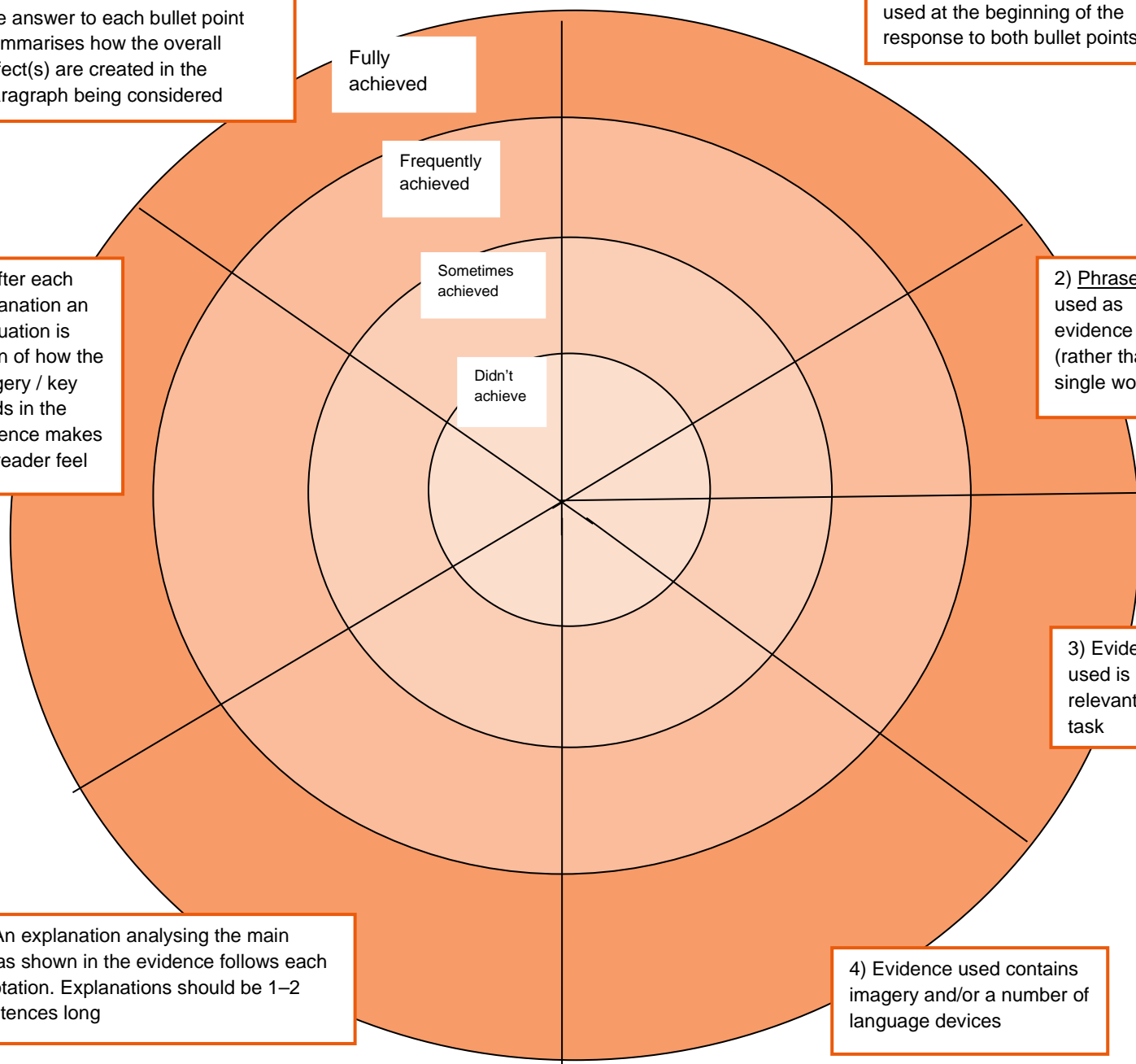
6) After each explanation an evaluation is given of how the imagery / key words in the evidence makes the reader feel

2) Phrases are used as evidence (rather than single words)

3) Evidence used is relevant to task

5) An explanation analysing the main ideas shown in the evidence follows each quotation. Explanations should be 1–2 sentences long

4) Evidence used contains imagery and/or a number of language devices



In order to improve, you need to:

1. _____
_____.
2. _____
_____.



Worksheet 5: Key features of writing to persuade

The purpose of persuasive writing is to convince the audience of a particular point of view, and get them to think or do something that they would not otherwise. Examples: political speeches, advertisements, leaflets and posters.

Imperative verbs: These are command words that tell people what to do e.g. '*Donate* to us now!' 'Save the rainforest'

Direct address: This is where the writer speaks directly to the reader using the singular or plural first person, e.g. '*You* can make a difference', '*We* can overcome', 'Trust in *our* values', '*Your* contribution will change lives'.

Anecdote: An anecdote is a short story that is provided to emphasise the point being made. It normally mentions a person and their personal experience.

Facts: Information which is proved to be true and is used as evidence, e.g. 'Today is Friday'.

Opinion: A view or judgement formed about something, not necessarily based on fact or knowledge, e.g. 'We believe that our chocolate is the best in the world.'

Rhetorical questions: A rhetorical question is a question which is used to make a point rather than requiring an answer, e.g. 'How can we sit back and let this happen?' 'Why would a modern, developed civilisation allow this to continue?'

Repetition: Repetition is where a word or phrase is used more than once. This can be words repeated in the same place or the same words used repeatedly throughout the whole text. This is often used to make a point memorable, e.g. 'Education, education, education.' (Martin Luther King Jr.'s *I Have a Dream* speech uses the repetition of this phrase throughout)

Emotive language: Words that are deliberately chosen to create emotions and feelings in the reader e.g. '*Brave* grandmother risks life to *save* emaciated *orphan*', 'The *pain* these *innocent* animals *suffer* every day is *appalling*'.

Statistics: Numbers or data that are used to support ideas in the text e.g. '79% of animals will...'

Threes/triplets: Where three words are used together for effect, e.g. 'I have nothing to offer but blood, sweat and tears'.

Worksheet 6: *Social media is the Trojan horse of our generation*



Social media was designed to bring us together and to strengthen social, economic and political relationships. However, to what extent has our growing reliance on social media undermined and put in jeopardy the very things that we wanted it to protect and promote? To what extent has it put our very lives and our chosen lifestyle in danger? Have we inadvertently opened the gates of our life's fortress to a wildly vicious Trojan horse?

The story of the Trojan horse is often used to describe an unseen threat that manages to infiltrate something without being seen. The Greeks built an enormous horse and hid a selected group of men inside. The Greeks pretended to sail away from the city of Troy and the Trojans pulled the horse into their city, claiming it as a symbol of victory. Once the horse was inside the city, the men concealed in the horse crept out and opened the gates of Troy, meaning that the Greeks could invade the city and win the war.

This ancient example can now be related to the modern meaning of the same phrase, whereby it is used to describe a virus that enters our devices unnoticed and then attacks without mercy. We are unlocking our private and public doors to various social media platforms that ultimately pose very real threats to our mental, social and individual identities and lives.

Consider your use of social media, and of the stories that you have heard of others using it. You more than likely watch a series of 'epic fails' and the embarrassing moments of others on your devices on a daily basis. What do we gain from that? Are we that shallow that we feel more superior and indirectly more confident and in control of our lives by openly promoting and laughing at the failure of others? We need to seriously question our behaviour here if this something that we can relate to as we are mocking and promoting the misfortune of others. This could have very severe and unexpected consequences on ourselves and others. It is reported by UNICEF that a startlingly high eighty percent of primary learners globally have been bullied online as a consequence of their use of social media. Imagine what the percentage is for adults!

After all, it is our belief in the anonymity of social media that is the most dangerous. We post and share without real thought of consequence as we are doing so from behind a keyboard very far from the individuals involved. Yet, could our actions of sharing someone's embarrassing proposal not lead to someone's suicide? Could our actions of sharing someone's beating in a school lavatory at the hands of bullies not encourage an act of violent retaliation? Could our actions of supporting someone's hatred prevent us from getting a job when we are older? After all, what we post on social media remains there for good, or is screen-shotted and shared in ways, and to people, we did not ever expect.

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