

This second activity is designed to lead on from the previous one in that it begins to encourage students to focus on how language conveys certain ideas. It is a shorter piece which will allow the students to focus on the language without getting too bogged down by the content.

Each slide has a chunk of text, taken from the handout which will be given out afterwards, and students are presented with a question or task to complete on each. As before, depending on the ability and needs of the group, these can be discussed together as a class, in pairs or groups or students can be asked to complete them on their own first and then feedback be taken as a class.

Some words are glossed if needed but you may want to try some reading strategies as a class to start: look at root word/prefix/suffix, see if it looks like a word they know, read the word in a sentence/ read before and read after, use a dictionary.

Responses the students might come up with:

**Slide 1:**

- Great sadness
- Someone or something in pain, left to be in pain for some time
- Negative connotations
- Emotive language

If students don't get the emotive language themselves, ensure you introduce the concept to them now.

**Slide 2:**

- suffer
- innocent
- force-feeding
- pain
- weak and defenseless

**Slide 3:**

- From the 'Journal of Physiology' so a medical book – therefore trustworthy
- Medical jargon supports the view that it is from a medical textbook or journal, therefore trustworthy
- However, they do not give any context for the experiment or reasons as to why these drugs were put into the cats so there is a question about how trustworthy it is or how, even if it is true, we don't know enough about the experiment to know if it really happened as described.

**Slide 4:**

- The final sentence causes the reader to ask themselves why such a horrible experiment was carried out if they had already done it previously and knew what the results would be. It subtly suggests that the experiment was unnecessary and therefore cruel.

**Slide 5:**

- There is a clear bias, showing that the writer doesn't agree with testing and they want us to agree with this. They want us to believe that the tests are cruel and unnecessary with no positive outcomes.
- The buildup of emotive language encourages you to feel that testing is wholly wrong and causes nothing but pain and misery for the animals. Words such as 'weak' and 'defenseless' make us think of the animal as a victim who has to endure the wicked treatment of humans.
- Students will give a personal opinion about whether they agree or disagree based on specific examples of language. They may say they agree with some but think he's exaggerated at other times.