

This third activity is designed to lead on from the previous ones in that it now expects students to comment on how language conveys certain ideas and then move on to being able to compare how authors use language to convey their views. It is a building block activity which begins with a drag and drop activity using already created responses, to students being expected to create their own responses and then draw comparisons between two texts. It is expected that students can deal with a whole text at a time now and, by the end, begin to synthesise information from both sources.

The teacher should introduce the idea of author's viewpoint in a little more depth and explain that students need to start focusing on how language can be used to convey a viewpoint in a subtle way – explain that students should start to infer, be aware of how language techniques can influence readers (emotive language, repetition, use of 'you' and 'we' etc).

After re-reading the second handout: **Is it really worth all the suffering?** Students need to discuss the chosen quotations, trying to explain how the author's viewpoint is being made clear through the language choices made and the techniques used. To help, some words have been highlighted, the teacher could use these as a starting point for directed questioning.

This is a drag and drop activity and could be done as a whole class or, if laptops are available, students could work on this in pairs or independently. There should be discussion about how the students knew which response went with which quotation as they will need to write their own on the next activity.

Slide 2: Answers

| Language from the passage | How the author conveys their viewpoint |
|--|---|
| <p>"Every year thousands of cats and dogs suffer and die in British laboratories"</p> | <p>The author uses "cats" and "dogs" to remind the reader that these experiments are happening on animals that are usually our beloved pets. He also uses emotive words like "suffer" to remind us just how much pain they have to endure.</p> |
| <p>"The types of experiment performed on these innocent animals include..."</p> | <p>The author describes the animals as "innocent" reminding the reader that they have done nothing wrong to deserve this treatment.</p> |
| <p>"There can be no doubt that pain and suffering are inflicted on weak and defenceless animals in British laboratories..."</p> | <p>The author repeats the word "suffering", reminding the reader of the continued pain the animals endure. He also emphasizes the idea that they are victims by describing them as "weak" and "defenceless", suggesting that they are unable to fight back.</p> |
| <p>"The animals were tightly tied down on a surgical table by rope attached to their legs to prevent them from moving."</p> | <p>The author encourages the reader to think of the researchers as bullies. By describing how they "tightly tied down" the animals to "prevent them from moving", we are reminded how much the animals want to escape and how the only way the researchers can carry out their tests is if they restrain them.</p> |
| <p>"The researchers referred to the animal as being "cooked".</p> | <p>The author ensures we are aware of how cruel the tests are by using the word "cooked" to describe the effect of putting a hot lamp close to their skin. The word "cooked" makes the reader think of meat that goes brown and crispy when done in the oven and the cooking smells related to that. He also suggests that the researchers are cruel as they themselves use the word "cooked" so they know the impact of their tests.</p> |
| <p>"Similar experiments had already been carried out some fifteen years earlier and the results already known"</p> | <p>The author ends by encouraging the reader to think of how pointless these tests are by telling them they've already carried out similar ones in the past and already and the results are "already known".</p> |

Slide 3

There should be discussion about what is similar or different between the articles as this will help them in the final task. Things they may note:

- One is for animal testing and one is against
- One uses facts and statistics to get their opinion across (Why we need animal testing) whereas the other relies on examples, emotive language and anecdote/illustration
- One has several different points in support of testing – to protect humans, to help protect animals/pets/livestock and to protect the environment. The other focuses on one main argument, cruelty
- One has a more balanced view, suggesting alternatives to animal testing and why they may not be suitable. The other just focuses on the suffering caused and doesn't consider any alternatives

Slide 4

Again, quotations have been pre-selected from the extract but this time students need to come up with the comments themselves. Again, the focus is on trying to explain how the author's viewpoint is being made clear through the language choices made and the techniques used. To help, some words have been highlighted, the teacher could use these as a starting point for directed questioning. When the teacher clicks the empty box, an example response will appear.

Depending on the ability of the group, the teacher may want to do one or two as a whole class as examples, and then allow the students to do the rest independently or in pairs. Alternatively, the whole activity could be done from the front.

Slide 5

"This final activity is encouraging students to notice similarities, even when it appears that authors have very different viewpoints, as well as differences." The similarities may be in the topics or ideas discussed, or it may be the techniques the authors use.

The first example shows two different quotes but both relate to animals usually kept as pets. Students should be encouraged to see how the topic is the same – pets – but the way they are referred to is different. They should be encouraged to comment along these lines:

The second extract uses the example of cats and dogs to ensure the reader feels suitably angry about animal testing, "Every year thousands of cats and dogs suffer and die in British laboratories." Rather than thinking such tests are only carried out on animals like rats or other vermin, the reader is reminding that even their beloved pets are used in tests. In comparison, the first extract reminds the reader how such testing

can actually help their pets, “40,000 calls about animal poisoning mostly involving family pets”. The reader is persuaded to realise that such testing actually has benefits for domestic animals too.’

The extension activity to this is for the students to then work through the rest of the quotations and responses from each extract and find similarities and/or difference between them wherever possible. To do this, students will need to refer back to slide 4 and the Handout: Is it really worth all the misery and suffering?