

A LEVEL

Delivery Guide

H470

Accredited

ENGLISH LANGUAGE

Theme: Language Under
the Microscope

November 2015



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Introduction

Delivery guides are designed to represent a body of knowledge about teaching a particular topic and contain:

- Content: a clear outline of the content covered by the delivery guide;
- Thinking Conceptually: expert guidance on the key concepts involved, common difficulties learners may have, approaches to teaching that can help learners understand these concepts and how this topic links conceptually to other areas of the subject;
- Thinking Contextually: a range of suggested teaching activities using a variety of themes so that different activities can be selected that best suit particular classes, learning styles or teaching approaches.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email resources.feedback@ocr.org.uk.

KEY



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Curriculum Content

This section has been designed to enable learners to practise the skills they will need in order to deal effectively within Section A, 'Language under the microscope', which is dealt with in Component 01, 'Exploring language'. The sources and activities within the section reflect the fact that this question is assessed under AO1 and AO3, and that the marks awarded for it are divided equally between these two assessment objectives.

The analysis of lexis and the analysis of grammar are assessed independently of each other in this section. The activities which follow are intended to help develop learners' understanding of each of these areas of linguistic study. The sources on which the activities are based can be used to promote evaluative and analytical skills.



Thinking Conceptually

Approaches to teaching the content

The fundamental approach in terms of teaching the content is to encourage learners to develop the ability to respond to texts independently, focusing on the two areas of lexis and grammar as being particularly important in the construction of meaning. A range of text types has been used in order to give learners material on which they can practise; and in order to bring the topic alive, these are varied and engaging.

The idea of putting language under the microscope is used as a starting point in order to generate a series of activities which will, hopefully, capture learners' interest while at the same time preparing them thoroughly for this element of the examination. As with other areas of the specification, there is an attempt to ensure that resources (which can be augmented by texts of the teacher's/learners' own choosing) range from the personal to the local, national and global, and topicality and relevance are given prominence, although not at the expense of the traditional ingredients of textual analysis.

Common misconceptions or difficulties learners may have

As well as the tendency to adopt a feature-spotting approach, addressed in the AS Delivery Guide, a further difficulty for learners can be the challenge of developing independence in their thinking and a sense of perspective. They need a wide repertoire of terms to use in their analysis, but should not

attempt to adopt a formulaic response that fails to recognise the individual nature, arising from its unique combination of content, context, purpose and audience (for example), of each specific text. They should be aware of genre characteristics, and should recognise that in each text some features are more prominent and/or more significant than others, and that this will vary; there is no set 'hierarchy' of analysis of features they can impose universally.

Conceptual links to other areas of the specification – useful ways to approach this topic to set learners up for topics later in the course

Close analysis of lexis, semantics and grammar lies at the heart of this subject and is at the heart of the specification. This unit enables learners to think about these aspects of a range of texts in a very focused and specific way – almost literally putting language 'under the microscope'.

The knowledge and understanding learners gain from this will serve them extremely well in all areas of the specification, ranging from coursework to the consideration of media texts to texts embodying geographical and historical diversity. The connexion of language features with the context in which texts have arisen is a cohesive thread running throughout the specification, and this is an important module in terms of making that connexion visible and explicit.



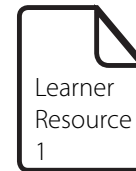
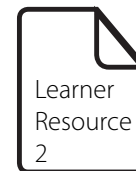
Thinking Contextually

The beauty of this particular module is that its context is, effectively, the linguistic world we inhabit. Sources on which learners can practise their analytical skills range from articles to blogs to adverts to biographies to political speeches – and to everything in between. Although the exam source is likely to be reasonably substantial, while learners are honing their skills they can (and should) analyse as rich a variety of texts as possible, of varying types and lengths – the more diverse, the better.

Learners should also be encouraged to adopt a critical perspective, so that as well as being able to analyse language usage in the wide range of real-life contexts in which they encounter it, they also have the tools with which to challenge, and to think independently about, the ways in which information – spoken, written, and electronic – is being conveyed. Rigorous attentiveness to the details of language use, as expressed through the lexical and grammatical choices made by the writer/speaker in relation to the text's context, audience and purpose, is encouraged and developed. Resources to support the development of this attentiveness are included within this Delivery Guide, and there are also activities which invite learners to find resources of their own.

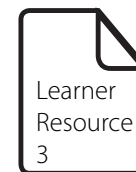
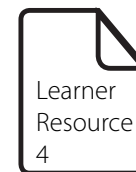
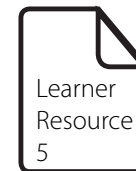


Thinking Contextually

Activities	Resources
<p>Introduction (1)</p> <p>Introduce the module, asking learners to discuss in groups their experiences with the process of examining something under a microscope (literally rather than metaphorically at this stage) and what kind of data it can generate.</p> <p>Then ask them to discuss in what contexts or situations microscopes are of use, within or outside of their own experiences.</p> <p>Either show images of microscopic organisms/structures, or let them locate their own online. Working in groups, learners could find a range of images; others in the class would have to guess the identity/origin of each.</p> <p>Discuss what it is about an image that makes it possible (or not) to guess its provenance.</p> <p>Now get learners to consider the title of this section, 'Language under the microscope', using Learner Resource 1. What might this phrase mean in the context of English Language study?</p>	
<p>Introduction (2)</p> <p>Work in pairs. Give each pair two sheets of A3 or poster paper. Ask learners to create a resource they can use for this unit (and elsewhere) by recording all of the terminology relating to a) lexis and b) grammar that they are aware of (one area per sheet).</p> <p>If it helps, they can also write down definitions of terms they may be less sure of.</p> <p>Sharing/exchanging ideas will allow all learners to supplement their original version of these resources, and will also provide the opportunity to identify terms they need to revise or study further.</p> <p>The sheets should be stored centrally, if at all possible, so that they can serve as a resource for use with subsequent activities.</p>	
<p>What is in the exam?</p> <p>Learners should now try to use the fullest version of the previous activity that they were able to produce to practise analysing a specified text. In this case, the text that is being analysed is the wording of part of a sample exam paper relating to this section of the exam together with the relevant assessment objectives.</p> <p>This will ensure that as well as having practice at approaching the text from the point of view of the two areas required for this question, ie lexis and grammar, learners also get to scrutinise the wording of the question very closely, and to look attentively at the wording of the relevant assessment objectives.</p> <p>Print out slips with copies of the two assessment objectives for this exam, together with the wording of a sample exam paper (Learner Resource 2).</p>	

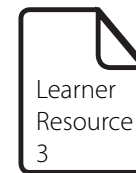
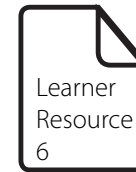
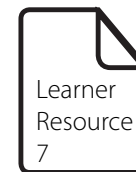




Thinking Contextually

Activities	Resources
<p>Lexis and Grammar in <i>The Three Little Pigs</i></p> <p>Learners should be given a short, simple text (the opening of the Ladybird edition of <i>The Three Little Pigs</i>, published in 1965, (Learner Resource 3) and should use it to practise looking at lexis and grammatical features in turn. Resisting feature-spotting, they need to inter-weave their terminology with an awareness of context, and the ways in which meaning has been constructed (AO3)</p> <p>In note form, e.g. using bullet points, learners should highlight lexical features of the text, connecting them with context and/or meaning.</p> <p>Repeat, but with grammatical features. It is worth noting that learners need to consider the parts of speech used in the formation of sentences as an integral element of the sentence construction process.</p> <p>Examples can be read out in class or simply swapped. Learners could then select one of their responses and write it out in full, well-evidenced sentences, making accurate use of terminology and expressing their ideas fully and coherently (AO1).</p>	
<p>Reviewing analysis of <i>The Three Little Pigs</i></p> <p>Following on from the previous activity, learners can be given Learner Resources 4 and 5 to show them responses completed with varying/increasing levels of complexity. Ideally these could be projected so that learners could critique them, identifying strengths and weaknesses, and could also see the way that responses can be developed and built upon.</p>	 

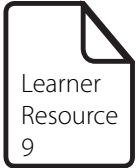
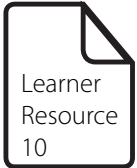
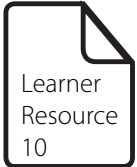
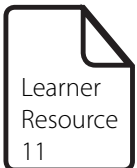


Thinking Contextually

Activities	Resources
<p>More textual analysis</p> <p>Photocopy or print a short section from a text of learners' own choosing, preferably one that is comparable in length with Learner Resource 3.</p> <p>Working in pairs or small groups, get learners to produce a series of responses to it, starting with more basic commentaries but then building up to more complex analysis. The premise is that a short and relatively simple source makes it possible for learners to focus very closely on a number of specific features, practising the skills they will go on to use with more extended sources later in the Delivery Guide and also in the exam.</p>	
<p>Sharing analysis</p> <p>Give learners Learner Resource 6. Although this text is a script of a speech, and the exam will always be a written non-fiction text, this text is still useful and valid for a Language Under the Microscope approach.</p> <p>Outline the text's context, or get them to research it, if time permits. Feed back centrally.</p> <p>Divide the text into sections, one section per pair/group, and get learners to work together to produce a sample analysis on their section, focusing on each of the two key areas in turn. If it is possible to get these responses word-processed they could then be projected and discussed in class, if it was felt this would be useful/appropriate. Alternatively, pairs looking at adjacent sections could swap and give each other feedback.</p> <p>It would be helpful to model the activity first so that learners could see what they were aiming to produce. If preferred, learners could be shown all or part of Learner Resource 7 to help them.</p>	 
<p>Word categories</p> <p>Print out the grid (Learner Resource 8) and cut into separate boxes each containing its own word (60 in total). Print out the categories sheet (Learner Resource 9) on different colour paper. Learners then have to sort the words into the categories. Answers are given in Teacher Resource 1.</p> <p>As well as revising terminology, one aim is to encourage learners to remember that the same word can function in several different ways.</p> <p>Depending on the ability and the needs of learners, the examples and/or categories could be added to/reduced.</p> <p>As a follow-up task, learners could transfer the names of any new terms (or terms they had previously forgotten about) onto the A3/poster-sized terminology sheet they produced at the start of the module, Introduction(2).</p>	 

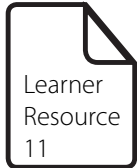
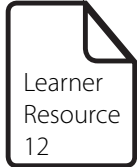


Thinking Contextually

Activities	Resources
<p>Analysis using categories and linguistic features</p> <p>Having revised relevant terminology, learners should now be encouraged to practise embedding it effectively in their analysis.</p> <p>Give different groups/pairs a range of features from Learner Resource 9 on which to focus, and issue them with one or more texts to use as a basis for this, ie they should practise writing short analyses identifying and explaining the presence of a number of specific features within each text sample, linking them, for example, to the text's context, audience or purpose. Brief sample texts are likely to be enough for this activity.</p> <p>As an extension activity, learners could examine and discuss any patterns which emerge (e.g. adverts may contain a lot of words that are superlatives and/or pre-modifiers). Which genres may contain a preponderance of which word classes, and why?</p>	 <p>Learner Resource 9</p>
<p>Analysis of a longer text</p> <p>Having focused on short texts, learners should now be given Learner Resource 10 so that they can practise analysing a longer text.</p> <p>As well as reminding them of the two main areas they need to focus on in their analysis, it may be useful to provide learners with some scaffolding to get them started, e.g. unpack lexis/semantics/grammar including morphology (what the specification refers to as 'the structural patterns and shapes of English at sentence, clause, phrase and word level') and find a couple of examples within the text to start them off.</p> <p>They could also have access to and use their A3-sized list of features from the beginning of the module.</p>	 <p>Learner Resource 10</p>
<p>Looking at sample responses to a longer piece of analysis</p> <p>Either before (if a lot of support is needed) or after learners attempt their own analysis of Learner Resource 10, it may be useful to look at some sample responses (Learner Resource 11) and to evaluate them. Although these responses all make points which are valid, broadly speaking, some are more focused and/or developed and/or useful than others.</p> <p>Learners could rank order them and then feed back and explain their decisions in class. They could also improve/build on the weaker responses and revisit their own work to see if there are any comparable improvements they could make to what they wrote initially. If writing by hand they would need to use asterisks/different colour pen in order to do this; if word-processing they could incorporate changes more easily.</p>	 <p>Learner Resource 10</p>  <p>Learner Resource 11</p>



Thinking Contextually

Activities	Resources
<p>Comparing responses and analysis (This activity will need to run over two lessons, unless instantaneous photocopying or printing is possible.)</p> <p>Working in pairs or groups, and using Learner Resource 11 as a starting point, get learners to read Learner Resource 12 and then write a range of sample responses to it, based on the two areas of focus. Ideally these sample responses should be word-processed rather than hand-written.</p> <p>Some of the samples produced should be stronger/more useful than others, as was the case with Learner Resource 11. Once learners have completed this, photocopy or print several copies of these samples, and distribute them, so that others in the class can evaluate and improve/extend where possible.</p> <p>In order to make the process of extending the original responses easier, remind learners of the need to acknowledge purpose, context, audience and mode, and to link them to the text's language features.</p> <p>In an ideal situation the new improved versions should then be returned to their originators.</p>	 <p>Learner Resource 11</p>  <p>Learner Resource 12</p>
<p>Bringing it all together</p> <p>Return to the notion of the microscope with which the module was introduced.</p> <p>Revisit the idea of close-up scrutiny of texts making it possible to reveal more about them. Reinforce the fact that the language features which texts contain need to be linked to differing aspects of context, purpose, audience and mode.</p> <p>If time and resources allow, invite learners to create wall displays showing images of microscopes (or lens-eye views) of a range of texts, each heavily annotated to show a range of features of lexis, semantics, grammar, syntax and so on. This would provide a visual representation of the Language/Microscope metaphor that could be referred to throughout the course.</p>	

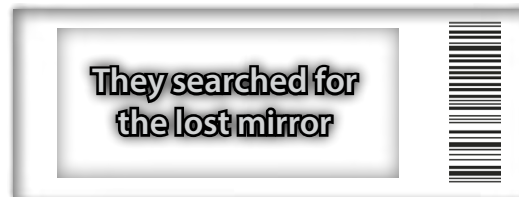


Learner Resource 1

See
page 8

In this activity, you will be carrying out some very close analysis of text by focusing on two language levels in particular: lexis and grammar. If you were looking at a microscope slide you might choose to examine it for two different types of data, for instance colour and shape.

Now go through an equivalent process, but using a linguistic approach on a written text:



1. List all the elements of the images on the slide that relate to lexis and semantics.
2. Now do the same thing again, only this time you should focus on grammar, including morphology (what the specification refers to as 'the structural patterns and shapes of English at sentence, clause, phrase and word level').

Compare your answers with those of others in your class. Were there any specific types of features you focused on or did not include?

To get the highest marks in the exam you need to identify a range of features and to consider the possible impact of contextual factors on the way language is produced in the text, and also on the way/ways in which it is likely to be received and understood by its audience.

Learner Resource 2



Section A – Language under the microscope

You are advised to spend about 40 minutes on this section.

Read **Text A** in your **Resource Booklet** and answer the following questions.

1 Giving careful consideration to the context of the text:

(a) identify and analyse uses of lexis in this text

[10]

(b) identify and analyse the way sentences are constructed in this text.

[10]

AO1	Apply appropriate methods of language analysis, using associated terminology and coherent written expression.
AO3	Analyse and evaluate how contextual factors and language features are associated with the construction of meaning.



Learner Resource 3



THE THREE LITTLE PIGS
Once upon a time there was a mother pig who had three little pigs.

The three little pigs grew so big that their mother said to them, "You are too big to live here any longer. You must go and build houses for yourselves. But take care that the wolf does not catch you."

Learner Resource 4 Lexis/semantics

See
page 9

Sample response A

The opening of the story contains lexis ("build", "wolf", "house") that is mainly monosyllabic, reflecting the age of the target audience. In terms of semantics, there is a contrast between the three little pigs, who clearly need protecting, and the wolf, who provides the element of danger. There is no imagery in the story, presumably because it is aimed at a young audience.

Sample response B

The story's lexical field is basic and relates to the story very directly ("wolf", "house", "pigs"), as would be expected. Because the audience is so young, the emphasis is on building on their knowledge of core lexis; hence there is repetition of the adjective "little" rather than synonyms/variety. In terms of semantics there is the establishment of the characters who need protecting, and the character they need protecting from. This establishes a contrast that could be developed further, potentially, as the story progresses.

Sample response C

The lexis is denotative, as the audience is not old enough to appreciate sophistication or ambiguity. This is a world of good vs evil; there is nothing in between. Most of the lexis is monosyllabic; the words that are disyllabic ("mother", "little") are very simple, and the child reader is likely to be familiar with them already.

In her final utterance the mother uses the dynamic verb "catch"; this turns out to be a euphemism for "eat". Presumably the child-reader of 1965 was seen as needing protection from the "reality" of the situation.

Essentially the story deals with the symbolic leaving of the family home. It represents growing up and leaving home as a dangerous rite of passage. The mother pig casts her sons out, on the grounds that they are now adult ("You are too big to live here any longer"); the implied message is that home equals safety and that the world is full of dangerous predators – a message still given to children today. The mother offers her sons independence – in fact she insists on it ("You must go and build houses for yourselves"), but in her final warning, "...take care that the wolf does not catch you", she is also demonstrating a reluctance to let go of her parental role completely.





Sample response A

The extract contains several concrete nouns, e.g. “pigs” and “wolf”. It is mainly set in the past tense, because it is telling a story, except for the parts where there is dialogue. The sentences are all declarative because they are giving information, except there is one imperative: “... take care that the wolf does not catch you”. This is an order. The noun “pigs” is pre-modified to give the reader extra information.

Sample response B

The sentence construction is quite simple, especially for the dialogue sections. This is because the book is aimed at a young audience. It contains a range of concrete nouns: “pig”, “houses”, “wolf”, again because it is aimed at children. The sentences are declarative except for one imperative where the mother pig gives an order. She also uses the modal auxiliary “must” to show she is definite about what she is saying. Although the narrative section is written in the past tense, the dialogue is in the present. This makes it more lively and exciting for the reader, as if the conversation is really happening at that moment.

Sample response C

Young children cannot cope with complicated sentence structures or abstract ideas, and the relatively simple sentences (e.g. “You are too big to live here any longer”) and the mainly concrete nouns “pigs”, “houses”, “wolf” reflect this. The only abstract noun, “time”, forms part of the opening sequence, and should be familiar to the child-reader from other stories within the same genre. When speaking to her children, the mother pig uses one declarative, one imperative, and one mitigated imperative (“You must go and build houses for yourselves”) to form a grammatical bridge between the two. In this sentence, the modal auxiliary “must” highlights the mother’s authority; she is the one giving the orders – literally.

Although the narrative is written in the past tense (“there was”), the dialogue is present tense (“You are”), presumably in order to combine the sense of a traditional tale being retold (past tense) with the vividness necessary to sustain the attention of a young audience (present tense).

The repetition of the pre-modified key phrase “**three little** pigs” introduces, or reintroduces, the child-reader painlessly to the concepts of size and **number**, which is very appropriate for this context and audience. The fact that the pigs are not given names and are referred to in terms of numbers acts as a protective device to prevent the reader from becoming too attached to them – two of them do get eaten. The wolf, similarly identified by means of a common/concrete noun rather than a proper noun, also comes to an unpleasant end. The fact that the mother refers to him using the definite article “the” rather than the indefinite article “a” suggests a sense of shared context; she and her family know of the specific (local?) wolf to which she refers.



Learner Resource 6 Challenger speech



Below is an edited transcript of the speech given by US President Ronald Reagan on January 28, 1986, after space shuttle Challenger exploded 73 seconds after lift-off, killing all seven astronauts on board.

(<https://www.youtube.com/watch?v=Qa7icmogsow>)

Ladies and gentlemen, I'd planned to speak to you tonight to report on the state of the Union, but the events of earlier today have led me to change those plans. Today is a day for mourning and remembering.

Nancy and I are pained to the core by the tragedy of the shuttle Challenger. We know we share this pain with all of the people of our country. This is truly a national loss.

Nineteen years ago, almost to the day, we lost three astronauts in a terrible accident on the ground. But we've never lost an astronaut in flight; we've never had a tragedy like this. And perhaps we've forgotten the courage it took for the crew of the shuttle; but they, the Challenger Seven, were aware of the dangers, but overcame them and did their jobs brilliantly. We mourn seven heroes: Michael Smith, Dick Scobee, Judith Resnik, Ronald McNair, Ellison Onizuka, Gregory Jarvis, and Christa McAuliffe. We mourn their loss as a nation together.

For the families of the seven, we cannot bear, as you do, the full impact of this tragedy. But we feel the loss, and we're thinking about you so very much. Your loved ones were daring and brave, and they had that special grace, that special spirit that says, "Give me a challenge and I'll meet it with joy." They had a hunger to explore the universe and discover its truths. They wished to serve, and they did. They served all of us.

We've grown used to wonders in this century. It's hard to dazzle us. But for 25 years the United States space program has been doing just that. We've grown used to the idea of space, and perhaps we forget that we've only just begun. We're still pioneers. They, the members of the Challenger crew, were pioneers.

And I want to say something to the schoolchildren of America who were watching the live coverage of the shuttle's take-off. I know it is hard to understand, but sometimes painful things like this happen. It's all part of the process of exploration and discovery. It's all part of taking a chance and expanding man's horizons. The future doesn't belong to the fainthearted; it belongs to the brave. The Challenger crew was pulling us into the future, and we'll continue to follow them.

I've always had great faith in and respect for our space program, and what happened today does nothing to diminish it. We don't hide our space program. We don't keep secrets and cover things up. We do it all up front and in public. That's the way freedom is, and we wouldn't change it for a minute.

We'll continue our quest in space. There will be more shuttle flights and more shuttle crews and, yes, more volunteers, more civilians, more teachers in space. Nothing ends here; our hopes and our journeys continue.

I want to add that I wish I could talk to every man and woman who works for NASA or who worked on this mission and tell them: "Your dedication and professionalism have moved and impressed us for decades. And we know of your anguish. We share it."

There's a coincidence today. On this day 390 years ago, the great explorer Sir Francis Drake died aboard ship off the coast of Panama. In his lifetime the great frontiers were the oceans, and an historian later said, "He lived by the sea, died on it, and was buried in it." Well, today we can say of the Challenger crew: Their dedication was, like Drake's, complete.

The crew of the space shuttle Challenger honored us by the manner in which they lived their lives. We will never forget them, nor the last time we saw them, this morning, as they prepared for their journey and waved goodbye and "slipped the surly bonds of earth" to "touch the face of God."



Learner Resource 7 Commentary examples – Challenger disaster



Linking lexical fields to context and meaning

The religious language reflects the values and attitudes of the president, or it was the representation of his views/ reactions that his political advisers felt was most politically acceptable. Religious lexis is used throughout the text: for example, “spirit”, “faith” and “God”. The reference to religion at the end shows that religion, Christianity in particular, largely influences the views of those in America. By including the religious element at the very end of the speech, “touch the face of God”, the President appeals to a factor that will be most emotive.

Linking pronoun use to context and meaning

The plural inclusive pronouns “we” and “us” are dominant throughout, and show how Reagan is trying to involve the nation and give the impression of the country being a big team, as the astronauts were a team, shifting slightly from being empathetic to motivational. He speaks of freedom – a key aim of a democratic government – and of moving forward with “exploration and discovery”. He states that “we’ll continue to follow” ... “[t]he Challenger crew [that] was” ... “pulling us into the future”, perhaps implying that in the grand scheme of scientific achievement, tragedies are worth it as they allow progression.



Learner Resource 8

See
page 10

Integrity	Loss	Vanishes	Unless
Bereavement	Sadly	Something	Themselves
Shadowy	Lost	Who?	Ours
Cultural	Fastest	Myself	Yours (singular)
Hostility	Worst	Contact	Complex
Rapidly	Nightmare	Hysteria	Frequently
Vapid	Miniscule	Cleansing	Frequent
Hurriedly	Appeals	Oak	Reluctantly
Regret	Sofa	Absolutely	Shyly
Sadness	Fades	Amazing	Manageable
To escalate	He hides	Comforting	Unofficial
To perpetuate	Loses	Smug	Reason
Executed	Famous	Bewildered	Aged
Hidden	Complexity	Confusion	Happily
Secret	Bigger	To remove	Faded



Learner Resource 9 Categories



Superlative adjective

Concrete noun

Present tense verb

Abstract noun

Indefinite pronoun

Interrogative pronoun

First person reflexive pronoun

Concrete noun/adjective

Intensifier adverb

Infinitive verb

Subordinating conjunction

Reflexive third person plural pronoun

Inclusive possessive first person plural pronoun

Second person singular possessive pronoun

Concrete noun/adjective/abstract noun

Adjective

Abstract noun/verb

Adverb

Adjective/verb

Comparative adjective

Abstract noun/adjective



Learner Resource 10

See
page 11

What follows is an extract taken from the home page of the Jack Petchey Foundation. Jack Petchey has been highly successful in the business world and has given millions of pounds to support youth projects, but he came from a very ordinary background.



Jack Petchey is an East End entrepreneur. He is 89 years old and his is a real 'rags to riches' story.



Jack Petchey CBE

Jack was born into a poor working class family in the East End in 1925. He left school with no qualifications when he was 13. Jack joined the Navy's Fleet Air Arm in 1943 during the Second World War. He applied for Officer training but was unsuccessful. On discharge from the Navy he began working as a clerk for the Solicitor's Law Stationary Society. He applied for management training there and was told he would never make a businessman!

Jack refused to give up! Investing his £39 discharge gratuity from the Navy, he bought his first second hand car and started a taxi business. He worked long and hard, overcoming adversity and going on to become a multi-millionaire through his various business ventures, which have spanned from motor car dealing and garages to property, travel and investment.



Learner Resource 10

Jack Petchey's taxi business

At 88 Jack still comes to the office every day, but now it is his philanthropy that interests him most!

Since establishing the Jack Petchey Foundation in 1999, his businesses have given £85 million to support youth projects. What he 'gives' is greater than money though; the same entrepreneurial skills that he brought to his business have led to some really innovative schemes for young people.

Jack seeks to increase young people's aspirations by rewarding their achievements and encouraging them to take pride in what they have done. He brings communities together to really celebrate and ensure that the young people have a moment of glory and that their parents/carers/ teachers and youth workers are there to witness it.

He focuses on the positives rather than highlighting the negatives. Yes, young people face problems and challenges, but Jack believes that if you focus on these you risk creating a negative spiral. Alternatively, if you reward success and help young people feel positive about themselves you can give them the confidence and aspiration to change, overcome adversity and live to their full potential.

Jack wants to encourage young people to make a commitment and put the effort in, so his principle is 50/50 – 'you make the effort and I will support too!' He can often be heard quoting the ancient Chinese proverb "Give a man a fish and you feed him for a day. Teach a man to fish and you feed him for a lifetime".

More than anything Jack believes that people should think of others and give back to society, no matter how small an act of kindness or generosity, he wants young people to know that in giving, you also receive and the world is a better place for it!

This emphasis on positive affirmation, self-belief, and the willingness to make an effort and to give to others are key to the development of the work of the Jack Petchey Foundation.

Source: <http://www.jackpetcheyfoundation.org.uk/jack-petchey> accessed 17/05/15



Learner Resource 11 Commentary examples – Jack Petchey



Lexis/semantics

Sample response A

The text uses lots of Latinate, polysyllabic lexis e.g. “alternatively”, “aspiration” and “negatives” because it is written for a mature audience.

Sample response B

The idiomatic reference in the strapline of Petchey’s “rags to riches story” makes use of a familiar contrast to provide a summary; this paints a more detailed picture of Petchey’s life.

Sample response C

The text has a lexical field of achievement so as to represent Petchey as a successful person.

Sample response D

The final sentence uses the metaphor of the key to summarise Petchey’s attempts to help others as being to do with enabling them rather than just making donations. The key is an important metaphor.

Sample response E

The text makes use of several numbers, e.g. 1925, 1999, £39 and £85 million, which suggests it is factual. However Petchey’s personal philosophy is also based on numbers “his principle is 50/50” (this refers to the person making a commitment and him matching it), which suggests he sees numbers and business as being compatible with compassion, in his view at least.

Grammar

Sample response F

The sentence “He applied for management training there and was told he would never make a businessman!” is exclamatory so as to make a contrast between what Jack Petchey was told early on in his life and what he has actually become.

Sample response G

The subordinating conjunction “Since” in the sentence “Since establishing the Jack Petchey Foundation in 1999, his businesses have given £85 million to support youth projects” foregrounds the establishment of the Jack Petchey Foundation as a significant marker that is being used to establish a base from which Petchey’s generosity can be measured.

Sample response H

The repetition of the proper noun “Jack” (used throughout rather than using his full name or surname) creates a friendly and approachable impression.

Sample response I

The text uses a number of abstract nouns, e.g. “affirmation”, “self-belief”, “willingness...effort” because Petchey is being represented as having very positive ideas and as being concerned with finding ways to motivate others.

Sample response J

Syntactic parallelism, evident in the Chinese proverb adopted by Petchey, “Give a man a fish and you feed him for a day. Teach a man to fish and you feed him for a lifetime”, is reflected in the structure of Petchey’s own philosophy, which precedes it: “you make the effort and I will support too”.





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ABSURD CREATURE OF THE WEEK: CAN WE JUST SAVE THIS ADORABLE PARROT FOR CHRIST'S SAKE?



I mean, look at this thing.

ANDREW DIGBY/NEW ZEALAND DEPARTMENT OF CONSERVATION

THERE ARE TWO things you need to know about New Zealand: It's impossibly green, and you can't throw a rock without hitting a sheep (don't actually throw rocks at sheep, it's just a figure of speech). The place is lousy with them, and for that you can thank Captain Cook, [who introduced them in 1773](#). It was just one of the many mammals humans have brought to New Zealand, which has historically had zero mammals other than bats. Now, they're everywhere—rats, cats, dogs, and about eleven million sheep.

And it's an ecological nightmare. Rats eat eggs and cats eat birds, and the endemic wildlife is suffering for it. Almost half of New Zealand's native bird species [are now extinct](#), while a particularly bizarre bird is teetering on the edge: the kakapo. It is the world's only flightless parrot. It can live 100 years. Its sex life is best described as ... involved. And there are just 126 left in the wild. But those 126 birds have guardians, dedicated rangers who've sequestered them on three small mammal-free islands, tracking them and feeding them and slowly, ever so slowly, boosting their numbers.

Back in the 19th century, New Zealand was positively swarming with kakapo, according to biologist [Andrew Digby](#) of New Zealand's Department of Conservation. Hundreds of thousands of them, perhaps millions. "With early European explorers in the 1800s," he says, "there's records of them saying that they'd have a dozen of them land in their camp at night and make so much noise that they couldn't sleep. They used to say they'd catch them just by shaking a tree, and then they'd get a couple of birds falling out."

But the introduced mammalian predators have been pecking away at the kakapo's numbers, until in the 1970s scientists feared only a population of males was left—not exactly good news for a species. But another population of kakapo, with females, was soon found on Stewart Island at the southern tip of New Zealand. Thus the kakapo was saved, but its numbers continued dwindling until hitting their lowest in the mid-1990s: 50.

<http://www.wired.com/2015/05/absurd-creature-week-can-just-save-adorable-parrot-christs-sake/>



Teacher Resource 1 Answers to 'Word categories' activity



Integrity – abstract noun	Vanishes – present tense verb
Bereavement – abstract noun	Something – indefinite pronoun
Shadowy – adjective	Who? – interrogative pronoun
Cultural – adjective	Myself – first person reflexive pronoun
Hostility – abstract noun	Contact – abstract noun/verb
Rapidly – adverb	Hysteria – abstract noun
Vapid – adjective	Cleansing – adjective/verb
Hurriedly – adverb	Oak – concrete noun/adjective
Regret – abstract noun/verb	Absolutely – intensifier adverb
Sadness – abstract noun	Comforting – adjective/verb
To escalate – infinitive verb	Smug – adjective
To perpetuate – infinitive verb	Bewildered – adjective/verb
Executed – past tense verb/adjective	Confusion – abstract noun
Hidden – adjective	To remove – infinitive verb
Secret – abstract noun/adjective	Unless – subordinating conjunction
Loss – abstract noun	Themselves – reflexive third person plural pronoun
Sadly – adverb	Ours – inclusive possessive first person plural pronoun
Lost – adjective/past tense verb	Yours – second person singular possessive pronoun
Fastest – superlative adjective	Complex – concrete noun/adjective/abstract noun
Worst – superlative adjective	Frequently – adverb
Nightmare – abstract noun/adjective	Frequent – adjective/verb
Miniscule – adjective	Reluctantly – adverb
Appeals – abstract noun/verb	Shyly – adverb
Sofa – concrete noun	Manageable – adjective
Fades – present tense verb	Unofficial – adjective
Hides – present tense verb	Reason – abstract noun/verb
Loses – present tense verb	Aged – adjective/verb
Famous – adjective	Happily – adverb
Complexity – abstract noun	Faded – adjective/verb
Bigger – comparative adjective	





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