 Year 12 English Standard

Language, identity and culture – agree to disagree

Task 1

Read the following statements/questions below and tick whether you agree or disagree. There is no ‘right answer’.

| Statements | Agree | Disagree |
| --- | --- | --- |
| Teenagers should change their language when speaking to adults. |       |       |
| Individuals are judged by the language they use. |       |       |
| Individuals change the language they use depending on their social situation/event. |       |       |
| The way you speak reflects your individual identity. |       |       |
| The way you speak reflects your gender. |       |       |
| The way you speak reflects your culture. |       |       |
| Language has the power to challenge assumptions and beliefs about cultural groups. |       |       |
| Language is a weapon. |       |       |
| Language helps you fall in love. |       |       |
| Language reflects your level of education. |       |       |
| Individuals are judged more by their culture than the clothes they wear. |       |       |
| Culture plays a significant role in shaping your collective identity. |       |       |
| An individual identity is stronger than a collective identity. |       |       |
| Your identity is your most valuable possession. |       |       |
| It is better to be fake and popular than real and respected. |       |       |
| Identity is about being comfortable with who you are. |       |       |
| Your identity is never fully realised. |       |       |

Task 2

Choose one of the bolded statements and compose the opening to a persuasive speech where you justify your position to the audience. Use examples from your own personal experiences or examples from characters from texts you have studied to support your position. Your response should be at least two paragraphs in your book and include persuasive language techniques. Use the planning space below to plan your response.

Statement selected:

Reasons:

Scaffold for response

| Details | Response |
| --- | --- |
| Paragraph 1 – Introduction* Open with a rhetorical question or engaging response
* Elaborate on your selected statement
* Make your position (agree/disagree) clear
* Provide a brief summary of why you believe this
 |       |
| Paragraph 2 – Justify your positionPoint – Restate your position |       |
| Example – To support position (taken from personal experience or character from a text) | For example, … |
| Explain and justify | This conveys/highlights/depicts… |
| Link back to position |       |

Editing checklists for self and peer editing

Self-edit

| Checklist items | After completing each step, place a tick here |
| --- | --- |
| PEEL |  |
| My first sentence states my position. |       |
| My paragraph includes a more detailed explanation/elaboration of my point. |       |
| I have included at least one example/evidence that supports my point. |       |
| My final sentence reinforces and links back to my position. |       |
| Punctuation |  |
| I read my written piece aloud to see where to stop or pause for periods, question marks, exclamation marks, and commas. |  |
| I have used examples of persuasive language. |  |
| Capital letters |  |
| I checked for capitals at the beginning of sentences. |  |
| Proper nouns begin with capital letters. |  |
| Grammar |  |
| My sentences are complete thoughts and contain a noun and a verb. |  |
| I don’t have any run-on sentences. |  |
| Spelling |  |
| I checked spelling and fixed the words that didn’t look right. |       |

Peer reading

| Checklist items | After completing each step, place a tick here | Comments and suggestions |
| --- | --- | --- |
| PEEL |  |  |
| The author’s first sentence states their position. |       |       |
| The author’s paragraph contains a detailed explanation/elaboration of their point. |       |       |
| The author included at least one example/evidence that supported their point. |       |       |
| The author’s final sentence reinforces and links back to their position. |       |       |
| Punctuation |  |  |
| I read the author’s piece aloud to see where to stop or pause for periods, question marks, exclamation marks, and commas. |  |  |
| Examples of persuasive language. |  |  |
| Capital letters |  |  |
| I checked for capitals at the beginning of sentences. |  |  |
| Proper nouns begin with capital letters. |  |  |
| Grammar |  |  |
| Sentences are complete thoughts and contain a noun and a verb. |  |  |
| There are no run-on sentences. |  |  |
| Spelling |  |  |
| Spelling is correct |  |  |