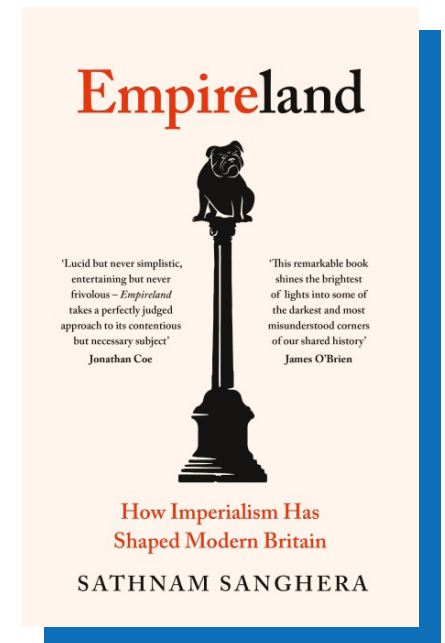


# *Empireland*

By Sathnam Sanghera

Printable worksheets

[penguin.co.uk/litincolour](http://penguin.co.uk/litincolour)



Lit in colour

## 1ai: Skimming for gist



The extract below consists of four paragraphs A-D.

Choose the most appropriate summary of each paragraph from the list below.

1. Statues are unimportant when trying to understand the history of empire.
2. We need to tear down statues and other reminders of the British empire.
3. The real problems we need to address today come from our attitudes to empire and imperialism.
4. Today's discussion of statues highlights the desire to examine our links to empire.
5. Removing statues does not significantly change our understanding of the past.

A	
B	
C	
D	

## 1a11: Discussion questions and activities: Active reading (See PPT Step 3)

### Group or pair-work reading activity

In the exercise below, you will find six questions that can help us to understand specific details in the text. Skim the passage to locate the key words and phrases used in the questions below. Once you locate a key word or phrase, read the surrounding text in detail to make sure the phrase is relevant to the question. Identify the precise ideas being referenced in the text. Where necessary, explain the points mentioned in your own words.

Discuss your responses to each question to agree on the best possible answer.

According to the writer:

1. In what are major institutions now taking an interest?	
2. What is "like being a fan of an obscure R&B artist from Barnet"?	
3. How much value do these statues have as representations of an imperial legacy?	
4. Why does the removal of a statue not erase history?	
5. What is the failure of the museums which are part of our national life?	
6. What is tragic and absurd about our attitudes to the past?	

## **Conclusions**

Do your answers completely summarise the author's main ideas in the extract? What additional information from the text do you feel you need to complete your summary? Share your ideas as a class.

## **Further practice**

Skim read this article (<https://www.bristolpost.co.uk/news/bristol-news/bbc-documentary-show-inside-story-5488478>), put it to one side and in pairs or small groups write a twenty word summary of the content. When you have finished, share your ideas as a class.

## 1bi: Analytical reading for fine detail

We are now going to examine the techniques the writer uses to develop his argument in the extract from *Working off the Past*. To do this, we can use analytical reading to evaluate the author's message and understand how that message has been constructed.

To achieve this, we will identify these key concepts:

- a. the context in which the passage was written and the key idea in it.
- b. the key idea of a paragraph
- c. the structure the writer has used to develop his argument within the passage
- d. the writer's purpose(s) in creating the text

### Example of analytical reading: Understanding the context

- Read the question carefully and choose the key words from the first paragraph that help you to identify the context.
- In this case, eliminate the false answers to one at a time. Each time, explain your reasoning to yourself.
- Check to see if the remaining option matches the question exactly. Justify your reasoning to yourself and write your response in the space provided.

1. According to the first paragraph, what was the context in which the chapter was written?

- A. The protests of the Black Lives Matter against certain monuments.
- B. A new willingness in Britain to start to discuss and examine its past.
- C. The decision of UK institutions to examine their connections to Empire.
- D. The BBC running news items about racism and Britain's imperial past.

Justification:

.....

## Identifying a key idea in a paragraph

What is the topic sentence containing the key idea in the second paragraph?

- A. Britain today is a much more inclusive, multiracial society than it used to be.
- B. Schools should teach much more about what happened during the British empire.
- C. There are much more important things to discuss than pulling down statues.
- D. The empire was beneficial for both the British people and those in the colonies.

Justification:

.....

.....

These exercises can be undertaken either as an individual assignment or as a group activity.

## Matching the author's arguments and justifications

In this section, we are going to examine the way the author has presented his argument. In the table below, you will find six supporting (paraphrased) ideas (1-6) which the author uses to support this thesis: "In today's multicultural Britain, we still want to celebrate the achievements of empire but are unwilling to acknowledge its brutality towards the populations it colonised."

Use the table to match the supporting ideas (1-6) with the correct justifications (A- H) listed below. Find the correct justification for each bullet marked \*.

Two examples have been done for you.

Supporting idea	Justification (evidence or example)
Paragraph C	
1. We are expected to worship statues rather than think critically about them.	"it is more usually statues, lording it over civic space, which shut off debate through their invitation to reverence."
2. Pulling down statues doesn't change history.	
3. These statues were often controversial at the time they were first suggested.	

Paragraph D

4. We must accept that we are a multicultural society and recognise that present problems are caused by not discussing Britain's imperial past.

5. There are much more important problems than statues because they really affect our understanding of the past.

6. Certain imperial statues are insulting to large sections of society in a multicultural Britain.

\* I personally find it degrading, as a British Indian, that, ...I often have to encounter a statue of Robert Clive, who ...acquired his fortune by such crimes ... and who when he committed suicide in 1774 was secretly buried in an unmarked grave.

## Justifications

- A. I can see why it could be offensive for a black person to walk past a statue of a slave trader in their own city.
- B. Iraqi history was not altered by statues of Saddam Hussein being toppled after his defeat in the Iraq war of 2003.
- C. James Arrowsmith failed to find the £1,000 for the Colston statue in Bristol even after the statue was unveiled in 1895.
- D. Our collective amnesia about the fact that we were, as a nation, wilfully white supremacist and occasionally genocidal, and our failure to understand how this informs modern day racism, are catastrophic.
- E. Nazi history was not deleted when streets were given back their old names after the defeat of Hitler in Germany.
- F. The manner in which our Imperial history inspires a sense of exceptionalism result in dysfunctional politics and disastrous decision-making.
- G. The museums refuse to engage honestly and sincerely with the question of how they obtained their imperial artefacts.
- H. When a tribute to Robert Clive was proposed in Whitehall, Lord Minto, the viceroy of India, called it needlessly provocative.

## Identifying the organisation of the author's argument

Choose the correct answer from the options A-C. Justify your choices by either quoting the phrase or sentence from the text and/or explaining your reasoning.

**What method does Sathnam Sanghera use to argue his case?**

- A. He addresses his potential critics by offering a reasoned argument.
- B. He presents a completely one-sided point of view using biased examples.
- C. He offers a balanced argument by weighing up opposing points of view.

**Justification:**

.....

## Identifying the author's purpose

What is the author's main purpose in the passage?

- A. To explain why these statues of people from Britain's imperial past were erected.
- B. To describe, as a British Indian, his own complex relationship with certain statues.
- C. To explain to the readers why such statues are offensive to him as a British Indian.
- D. To persuade the readers that his point of view is both reasonable and justifiable.

Justification:

.....

## 1bii: Discussion questions and activities: Analytical reading: Understanding the writer's argument in detail

In groups or pairs discuss these issues. Justify your responses and find evidence for each answer in the text.

	Your responses	Your justifications	Evidence from the text
1. How has the author represented the British empire in the extract?			
2. What language has the author used to represent the British empire?			

After your discussion, summarise your conclusions. When you have finished, share your ideas as a class.

The writer concludes the extract with this final thought: *"But these other legacies (of empire) are more serious: at worst, they curtail and destroy lives."*

	Your responses	Your justifications	Evidence from the text
3. Do you agree with the author's conclusion?			

*In pairs or small groups, discuss how you feel about this conclusion. Justify your responses.*

## 1Ci: Viewing, note-taking, and summarising

Watch the video Why Empire is Still Relevant Today (from 04.36 to 15.16) of the author discussing the background to Empireland. As you watch, make notes on these four points.

1. The representation of empire and imperialism in the video	
2. The author's thoughts on history of the British empire	
3. The author's suggestion of an Empire Awareness Day	
4. The author's struggles to become a writer	

## 1Cii: Further discussions

Discuss your responses to each of these questions. As always, justify your responses and find evidence for each answer in the text.

- In what ways does watching the video improve your understanding of the extract?
- How does the title of the book Empireland relate to the subjects discussed in the video extract?

## 1di: Identifying textual variations and representations

The purpose of these exercises is to practice the specific analytical skills you need to answer Q 01. of Paper 1 of the A Level English Language examination: Language, Individuals and Society.

**Q 01. Analyse how the text uses language to create meanings and representations.**

Note: Q. 02 is identical to Q. 01 but relates to a second text.

To undertake this exercise successfully, you will need to employ the different forms of language analysis that are an integral element of English Language A Level.

## Forms of language analysis: different approaches to how we can analyse language

For example, we can examine:

- grammar: rules governing the way a language is structured
- syntax: part of grammar: the structural patterns of sentences, clauses, phrases and words
- pragmatics: how language changes according to context; implied versus surface meaning
- graphology: textual design and layout; how they affect the meaning of a text
- discourse: how extended stretches of communication are organised
- phonology: how speech sounds are created and how they affect meaning.

You should use these different forms of language analysis in the exercises below.

**Note:** All questions in this section relate to the above passage *Working off the Past* from Empireland.

Study the table below and apply these techniques of language analysis to Questions 1 -10 below.

- The '**Elements of representation**' are the different methods of the representation that are used by writers and that you need to write about in your responses.
- The '**Action**' column sets out what specific details of the text you could identify.
- Make notes on information you identify for each element, 1-8.

### Analysing textual variations and representations

When analysing a vtext, you need to examine how language is shaped:

- according to audience and purpose
- according to genre and mode
- according to context

You also need to examine how language is used:

- to construct meanings and representations
- to enact relationships between writers, speakers and audiences or between participants within a text.

This will include writing about:

- the functions of the texts
- the structure and organisation of the texts
- how representations are produced
- how identity is constructed in text
- how audiences are addressed and positioned

To score well, you must also be prepared to use the **forms of language analysis** you have been taught during the English Language programme.

Study the table below and apply these techniques of language analysis to Questions 1 -10 below.

- The '**Elements of representation**' are the different methods of the representation that are used by writers and that you need to write about in your responses.
- The '**Action**' column sets out what specific details of the text you could identify.
- Make notes on information you identify for each element, 1-8)

Elements of textual variation and representation	Action to take Information in the extract from <b>Working off the Past</b>	
1. What is the <u>mode</u> in which the text was created?	Identify whether the text was created in a spoken, written, computer mediated or multimodal format.  Identify some specific features of language in this mode.	
2. What is the <u>context</u> in which the author has written the text?	Identify any features of language in the text that are dependent on the context. <b>Contextual criteria</b> could include the social, political, economic, and historical conditions at the time and place when Empireland was written.	

<p>3. What is the <b>audience</b> that the writer is addressing?</p>	<p>Explain which social groups are most likely to read the extract. Think in terms of age, social class, political leanings and cultural interests. Identify any features of <b>pragmatics</b> in the text that are dependent on the audience. For example, you can identify the register of language used to address the readers in the text and give examples of its features.</p>	
<p>4. What is the <b>writer's position</b> with regard to the subject matter?</p>	<p>Explain the relationship between writer and the subject matter. Identify patterns across the text in terms of <b>semantics, lexis, syntax and grammar</b>. E.g., examine the writer's choice of:</p> <ul style="list-style-type: none"> <li>• choice of specific <b>semantic fields</b></li> <li>• specific choices of <b>lexis</b> e.g., <b>register</b></li> <li>• repeated <b>syntactical patterns</b> of adjectival/verb/noun phrases repeated <b>grammatical construction</b> such as the use of active vs, passive sentences</li> </ul>	

<p>5. The author's <b><u>purpose</u></b> in writing the text?</p>	<p>Explain why the text has been written. In this case, decide whether the writer is attempting to ...</p> <ul style="list-style-type: none"> <li>• persuade people who hold different opinions</li> <li>• reinforce the views of those likely to agree with the author</li> <li>• present a balanced view of the debate</li> </ul> <p>Identify the techniques (e.g., <b>grammar, pragmatics and discourse</b>) used to convey this point of view</p>	
<p>6. What is the <b><u>structure</u></b> of the discourse chosen by the writer?</p>	<p>Identify the way in which the writer has connected ideas within the <b>discourse</b>. There are several techniques available:</p> <ul style="list-style-type: none"> <li>• chronology/sequencing</li> <li>• argument</li> <li>• comparison</li> <li>• description</li> <li>• cause and effect</li> <li>• problem and solution</li> </ul>	

<p>7. What is <b>being represented</b> in the text?</p>	<p>Isolate one main point represented in the text to focus your investigation</p> <ul style="list-style-type: none"> <li>• persons(s)</li> <li>• thing(s)</li> <li>• idea(s) /attitudes /values</li> </ul> <p>Decide what representation in the text will be the focus of your investigation.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• Indian aristocracy</li> <li>• Attitudes to imperialism</li> <li>• Perceived superiority</li> <li>• Cultural differences</li> </ul>	
<p>8. <b>What variations</b> can be found in the text?</p>	<p>Pinpoint differences (and similarities) and in different aspects of the subject matter.</p> <p><b>Possible variations include:</b></p> <ul style="list-style-type: none"> <li>• contrasts between a serious theme to a humorous tone (or vice versa)</li> <li>• contrasts between different purposes e.g., the desire to entertain with a desire to persuade or inform</li> <li>• changes in tone of voice or register within the discourse</li> <li>• the use of different points of view within the discourse</li> </ul>	

## 1dii: Viewing and analysing

Watch this 10-minute documentary (<https://www.youtube.com/watch?v=IIIJYvUrDo>) and identify the same elements of textual variation and representation. Use a table like the one below to make notes.

Elements of textual variation and representation	Your responses
1. What is the mode in which the text was created?	
2. What is the context in which the filmmaker has created the video?	
3. What audience is the filmmaker addressing?	
4. What is the filmmaker's position with regard to the subject matter?	
5. The filmmaker's purpose in creating the video?	
6. What is the structure of the discourse chosen by the filmmaker?	
7. What is being represented in the text?	
8. What variations can be found in the video?	