

# The Windrush Scandal – listening & speaking tasks

Name \_\_\_\_\_ Date \_\_\_\_\_



## Newsnight: Windrush Scandal

Source: <https://www.youtube.com/watch?v=65-PdhlNiE>

Watch the video and make notes on the following questions.

### Sonia's case

1. When did she arrive in the UK?
  
  
  
  
  
  
  
  
  
  
2. Where did she come from?
  
  
  
  
  
  
  
  
  
  
3. How has the scandal affected her life?

### Trevor Phillips

1. When was the government made aware that this would happen?
  
  
  
  
  
  
  
  
  
  
2. Why does he think the Windrush Generation were treated as if they were not important?
  
  
  
  
  
  
  
  
  
  
3. Who does he think should fix it?
  
  
  
  
  
  
  
  
  
  
4. What does he think should happen?

## Stress & rhythm

English is stress-timed, whereas, for example, French and Spanish are syllable-timed. In English, the key words in a sentence are stressed. The other words are weak.

1. Mark a square  above the words you think would be stressed in the following sentences from the video. Listen again and check your prediction.

I can't drive. I can't work. I can't claim benefits.

I can't do anything.

They came to me early 2014 and just asked for ID;  
they needed to update their records.

I was there for 8 years.

## Intonation

Intonation helps communicate feeling and intention. We use rising intonation for (most) questions and for lists. We use falling intonation at the end of sentences and for statements, commandments and exclamations. Rising and falling intonation is used to indicate that a speaker hasn't finished what they are saying.

2. Listen again and mark the intonation of the above sentences with arrows.

3. Practice reading these sentences with your partner.

4. Think about your opinion on the Windrush scandal. Write a **triplet** and a **statement** about your opinion. Mark stress and intonation and practise saying it out loud to your partner.

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## Comment piece: Why Theresa May is to blame for the Windrush scandal

Source: Brandan O'Neill. Spectator 17 April 2018

<https://blogs.spectator.co.uk/2018/04/why-theresa-may-is-to-blame-for-the-windrush-scandal/>

To see the cruelty of bureaucracy, the injustice that can spring from reducing public life to mere process and human beings to paperwork, look no further than the Windrush scandal.

Scandal is an overused word these days. Everything from a politician's ill-advised tweet to a celeb's extramarital affair gets chalked up as scandal. But if we abide by the true definition of the word — to mean something that is morally wrong and which stirs outrage among the public — then the British state's sudden, hostile turning against the Caribbean people and others who have made their home in Britain over the past 70 years genuinely fits the bill. This is truly scandalous. The Home Office harassment of the Windrush generation is a black mark, perhaps the blackest mark yet, against Theresa May's government, and she urgently needs to end this wickedness.

It was on 22nd June 1948 that the Empire Windrush sailed up the Thames, carrying on it 492 migrants from the Caribbean. It marked the start of a wave of migration from Commonwealth countries. These migrants and their children and grandchildren became an integral part of British life. Many, many people born in Britain from the 1950s onwards will have been cared for, educated by or simply become workmates or good neighbours with the Windrush people and their offspring. It is hard to imagine Britain without them.

Yet now, decades later, like a bureaucratic bolt from the blue, these people — these *British* people — are having their status as citizens called into question. In 1971, Commonwealth migrants were given indefinite leave to stay in Britain, which means that, understandably, many of them never formally naturalised. And suddenly, and ridiculously, this has become a problem because new legislation requires that all migrants must have the right official paperwork in order to work, rent property and receive benefits in the UK. As a result, Windrush people who are effectively paperless — because they were told they could stay, because they were told they didn't need papers, because they feel and *are* British — are now having their lives turned upside down.

Some of their stories are harrowing. The 66-year-old special-needs teacher who has been in Britain since he was nine years old and yet who lost his job last year when he was judged to be an illegal immigrant. A 61-year-old woman who has been in Britain for more than 50 years and yet who was locked up in Yarl's Wood detention centre for a week and threatened with deportation to Jamaica — a country she hasn't visited for more than half a century. The man who has lived and worked in London for more than 40 years who was told he could no longer receive NHS care. He has prostate cancer.

These people are as British as me. Or as Theresa May, indeed. It is as outrageous to threaten with deportation the 70-year-old woman who was born in Jamaica but who has worked as a nurse and a mum in Britain for decades as it would be to throw May out of the country. We now know how blind bureaucracy can be to common sense and basic decency. Did no one at the Home Office stop to think of the impact the new rules would have on these older migrants? Did no one in the

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detention system wonder why elderly, respectable Caribbean women were suddenly being shoved into cells? Did nobody high up the NHS hear about the turning away of sick people who have lived in Britain and paid taxes in Britain for half a century or more? This scandal gives us a terrifying glimpse into the moral lethargy that can descend when officialdom becomes all about ticking boxes and checking papers rather than thinking and understanding.

In her apology yesterday for the ‘appalling’ treatment of Windrush-era migrants, the Home Secretary Amber Rudd said officialdom ‘sometimes loses sight’ of individuals. It was a chillingly revealing comment, an admission that the machinery of state, especially of an increasingly technocratic state, can cause great harm to individual life and liberty without even realising it is doing so. Losing sight of the individual — that brilliantly captures what is possibly the greatest problem with political life in the 21st century.

The Windrush scandal is a product of two things. First of an entirely degraded understanding of what it means to be a citizen. To many in officialdom, it seems, citizenship is just a piece of paper. It’s a list of questions on a citizenship test. It is document upon document: witness the surreal demand that the Windrush-era migrants provide proof of their presence in Britain for every year they have been here.

But citizenship is so much more than this. It is about really living in and really giving to a society. It is about feeling part of a nation and subscribing to that nation’s values. It is about working and raising children and, in the process, keeping your society alive and prosperous. So many of the Windrush-era generation have done precisely this. It is a profound insult to ask people who have been active citizens for decades — in workplaces, in communities, in elections, in family life, in public life — to produce a slip of paper proving their citizenship.

And the second driver of this scandal is Theresa May’s great misreading of public concern about mass immigration as public hostility to migrants. This is one of May’s key failings. From her time as Home Secretary and her creation of a ‘hostile environment’ for illegal migrants, to her unjust expulsion of large numbers of foreign students, to her playing hardball with the rights of EU migrants in the UK in the wake of the Brexit vote, she has done a great deal to make life harder for migrants in the belief that this is what Britons want. But it isn’t. The majority of British people, as evidenced during the Brexit debates, want a greater democratic say over the immigration question, yes, but this doesn’t mean they hate migrants or want them to suffer. May is buying into the rather nasty outlook of that section of the political class which looks upon ordinary Brits as deeply anti-migrant, as a racist pogrom in the making, always just one dodgy *Daily Mail* editorial away from going on the rampage.

A poll by IMiX and the Runnymede Trust has found that 60 per cent of people oppose what the government is doing to the Windrush migrants, rising to 71 percent for people over the age of 65, many of whom will, of course, remember the arrival of the Empire Windrush. (So much for over-65s being bigots who love Brexit because they hate migrants, eh?). Mrs May, stop being ‘hostile’ to migrants. It isn’t what British people want, and you are making good people’s lives, our fellow citizens’ lives, a misery.

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## Reading questions

1. What is the “scandal” that has affected Windrush migrants? How has it impacted people’s lives?

2. Why does the writer hold Theresa May responsible?

3. Is the purpose of this article:

- a) to inform
- b) to persuade
- c) to describe
- d) to instruct

4. Find examples of the following in the text:

Emotive language:

Repetition:

Rhetorical questions:

Can you spot any other persuasive techniques?

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5. This article was published in the Spectator on 17 April 2018. Have a look online and see what you can find out about the political stance of this magazine. What might it tell you about the writer's motives for this comment piece?

6. Finding the meaning of a word from the context

**DO NOT use your phones or a dictionary for the following questions.**

What do the following words mean in this text? What part of speech are they?

a. **extramarital** Part of speech: \_\_\_\_\_

- exciting and famous
- outside marriage, usually sexual
- scandalous

b. **naturalised** Part of speech: \_\_\_\_\_

- be admitted to the citizenship of a country
- become a migrant
- join your family

c. **lethargy** Part of speech: \_\_\_\_\_

- a betrayal
- a policy decision
- a lack of energy and enthusiasm

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## d. officialdom

Part of speech: \_\_\_\_\_

- the officials in an organization, considered as a group
- the record of decisions made by a ruling party
- decisions made by the queen

## e. technocratic

Part of speech: \_\_\_\_\_

- running an entire government as a technical or engineering problem
- involving strong ICT systems and databases
- close to recession

## f. subscribing to

- to sign (one's name) at the end of a document
- to support; consent to; favour; sanction
- to promise to contribute (a sum of money), esp. by signing a pledge

7. In your own words, write what you understand from the context about these terms:

### a. playing hardball

### b. a racist pogrom

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## Teaching notes and curriculum mapping

Written for ESOL students, these two lessons explore the Windrush Scandal. The reading and video questions are also useful for Level 1-2 Functional English and GCSE English.

The video gives an opportunity to listen for gist and detail, and is followed by a focus on sentence stress and intonation (ESOL only).

The article gives an opportunity for learners to analyse the purpose of the text and look at persuasive techniques, and is accompanied by a vocabulary from context exercise.

Whilst many students may find themselves agreeing with Brendan O'Neill's point of view here, it is worth highlighting that more generally he is not necessarily someone to be well-regarded. See this link: <https://leftfootforward.org/2013/05/dont-feed-the-troll-the-five-stupidest-brendan-oneill-articles/>

Pointing out that The Spectator is a conservative magazine might help students notice that this article contributes to a political agenda to undermine Theresa May from within conservative circles.

Functional English mapping can be found on pages 9-10.

GCSE ENGLISH LANGUAGE		Enlarged <b>bold</b> font indicates main coverage.
<b>READING</b> (50% weighting)		
A1	<b>(a) Identify and interpret explicit and implicit information and ideas.</b> (b) Select and synthesise evidence from different texts.	
A2	<b>Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</b>	
A3	Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.	
A4	Evaluate texts critically and support this with appropriate textual references.	
Source: DfE (2013), English Language <i>GCSE subject content and assessment objectives</i> . <a href="https://www.gov.uk/government/publications/gcse-english-language-and-gcse-english-literature-new-content">https://www.gov.uk/government/publications/gcse-english-language-and-gcse-english-literature-new-content</a>		

This resource also covers many Adult Literacy and Adult ESOL Curriculum elements

- <http://www.excellencegateway.org.uk/content/etf1286> (Adult Literacy)
- <http://www.excellencegateway.org.uk/content/etf1194> (Adult ESOL)

An **editable Word version** of this document is available, **on a one to one exchange basis for your own resource contribution(s)**.

If you wish to become a registered contributor, please contact Maggie using the site contact link. <https://www.skillsworkshop.org/contact>

Please note that this resource **does not** include an answer key. If **you** would like to contribute one – please get in contact. 

### Subject content - FUNCTIONAL SKILLS ENGLISH 2018 Content (takes effect from September 2019)

→ or ← = not covered in detail in this resource but included to show progression across levels. ✓ = **content** covered in this resource, although this will vary with the student group and how the resource is used by the teacher (✓✓ = key learning objective). *Content and \*text types at each level subsume and build upon those at lower levels.*

**Source:** DfE (Feb 2018), *Subject content functional skills:* <https://www.gov.uk/government/publications/functional-skills-subject-content-english>

### Speaking, Listening and Communicating

‘Speaking, listening and communicating’ within Functional Skills English qualifications is non-written communication, normally conducted face-to-face, and can also include ‘virtual’ communication methods such as telephone or spoken web-based technologies. The terms ‘speaking, listening and communicating’ are intended to be interpreted in a broad, inclusive way and are not intended to create any unnecessary barriers to students with speech or hearing impairment.

**Learning aims for speaking, listening and communicating. E1, 2 & 3** Listen, understand and respond to verbal communication in a range of familiar contexts. Acquire an understanding of everyday words and their uses and effects, and apply this understanding in different contexts. **L1-2** Listen, understand and make relevant contributions to discussions with others in a range of contexts. Apply their understanding of language to adapt delivery and content to suit audience and purpose.

Entry Level 3	Level 1	Level 2
E3.1 Identify and extract relevant information and detail in straightforward explanations → E3.2 Make requests and ask concise questions using appropriate language in different contexts E3.3 Communicate information and opinions clearly on a range of topics E3.4 Respond appropriately to questions on a range of straightforward topics E3.5 Follow and understand the main points of discussions → E3.6 Make relevant contributions to group discussions about straightforward topics E3.7 Listen to and respond appropriately to other points of view, respecting conventions of turn-taking	L1.1 Identify relevant information and lines of argument in explanations or presentations ✓ (p1) L1.2 Make requests and ask relevant questions to obtain specific information in different contexts L1.3 Respond effectively to detailed questions L1.4 Communicate information, ideas and opinions clearly and accurately on a range of topics L1.5 Express opinions and arguments and support them with evidence L1.6 Follow and understand discussions ✓ (p1) and make contributions relevant to the situation and the subject L1.7 Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium L1.8 Respect the turn-taking rights of others during discussions, using appropriate language for interjection	L2.1 Identify relevant information from extended explanations or presentations ✓✓ (page 1) L2.2 Follow narratives and lines of argument ✓✓ (page 1) L2.3 Respond effectively to detailed or extended questions and feedback L2.4 Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts L2.5 Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required L2.6 Express opinions and arguments and support them with relevant and persuasive evidence L2.7 Use language that is effective, accurate and appropriate to context and situation L2.8 Make relevant and constructive contributions to move discussion forward L2.9 Adapt contributions to discussions to suit audience, purpose and medium L2.10 Interject and redirect discussion using appropriate language and register
<b>Scope of study should include:</b>		
straightforward narratives, accounts, explanations, discussions instructions, information and descriptions.	narratives, explanations, discussions ✓, instructions, information ✓, descriptions ✓ and presentations all of varying lengths	extended narratives and information (information may be on technical, concrete or abstract topics), discussions ✓, detailed explanations ✓ and presentations, all of varying lengths. ✓

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## Teaching notes and curriculum mapping

### Reading

'Reading' within Functional Skills English qualifications is defined as the independent understanding of written language in specific contexts. Can be demonstrated through the use of texts on screen or on paper.

**Learning aims for reading. E1, 2 & 3.** Acquire an understanding of everyday words and their uses and effects, and apply this understanding in different contexts. Read with accuracy straightforward texts encountered in everyday life and work, and develop confidence to read more widely.

**L1-2** Read a range of different text types confidently and fluently, applying their knowledge and understanding of texts to their own writing.

Entry Level 3	Level 1	Level 2
<p>E3.8 Read correctly words designated for Entry Level 3 →</p> <p>E3.9 Identify, understand and extract the main points and ideas in and from texts →</p> <p>E3.10 Identify different purposes of straightforward texts →</p> <p>E3.11 Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context; using knowledge of different word types) →</p> <p>E3.12 Understand organisational features and use them to locate relevant information (e.g. contents, index, menus, tabs and links)</p>	<p>L1.9 Identify and understand the main points, ideas and details in texts →</p> <p>L1.10 Compare information, ideas and opinions in different texts</p> <p>L1.11 Identify meanings in texts and distinguish between fact and opinion</p> <p>L1.12 Recognise that language and other textual features can be varied to suit different audiences and purposes →</p> <p>L1.13 Use reference materials and appropriate strategies (e.g. using knowledge of different word types) for a range of purposes, including to find the meaning of words ✓✓ Q6 Q7</p> <p>L1.14 Understand organisational and structural features and use them to locate relevant information (e.g. index, menus, subheadings, paragraphs) in a range of straightforward texts</p> <p>L1.15 Infer from images meanings not explicit in the accompanying text</p> <p>L1.16 Recognise vocabulary typically associated with specific types and purposes of texts (e.g. formal, informal, instructional, descriptive, explanatory and persuasive) ✓Q3</p> <p>L1.17 Read and understand a range of specialist words in context ✓✓Q6 Q7</p> <p>L1.18 Use knowledge of punctuation to aid understanding of straightforward texts</p>	<p>L2.11 Identify the different situations when the main points are sufficient and when it is important to have specific details ✓✓ Q1 Q2</p> <p>L2.12 Compare information, ideas and opinions in different texts, including how they are conveyed</p> <p>L2.13 Identify implicit and inferred meaning in texts</p> <p>L2.14 Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes ✓✓ Q4</p> <p>L2.15 Use a range of reference materials and appropriate resources (e.g. glossaries, legends/keys) for different purposes, including to find the meanings of words in straightforward and complex sources ←</p> <p>L2.16 Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources</p> <p>L2.17 Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias ✓Q5</p> <p>L2.18 Follow an argument, identifying different points of view and distinguishing fact from opinion ✓ Q5</p> <p>L2.19 Identify different styles of writing and writer's voice ✓</p>
<b>Scope of study – learners should read *texts that include:</b>		
straightforward texts that instruct, describe, narrate and explain.	straightforward texts on a range of topics and of varying lengths that instruct, describe, explain and persuade.	straightforward and complex texts on a range of topics & varying lengths that instruct, describe, explain, <b>persuade.</b> ✓