

REMOTE LEARNING BOOKLET

Year 9

Topic – Transactional Writing

*In the event of school closure, work through the activities in this timetable for **60 minutes** during each timetabled slot for English. If you are unsure how to complete an activity look through your revision guide, access the Power Points on Google classroom or email your teacher who will do their best to assist you. You are expected to evidence your learning and the activities you have completed in your exercise book.*

Lesson 1

Transactional writing is a form of writing that deals with facts and opinion, the intention is to communicate information between individuals or groups of people.

1) Make a list of what types of text you think these might be.

-
-
-
-

How did you do? – see next page for the answers.

Examples of transactional texts.

- Articles
- Leaflets
- letters
- emails
- speeches
- Posters

2) Have a look around you. Can you see examples of any of these?

Purpose

Transactional writing is generally to inform or persuade us of something.

3) In the grid below, choose which purpose each text would have. Would it be to inform or to persuade? Tick the correct box.

Type of text	Inform?	Persuade?
Letter from school telling parents about a new school dinner price.		
Local scout group leaflet to parents about the benefits of joining the scouts.		
Email from a friend about meeting up for a lunch date.		
Poster about new café opening in Stanley Park.		
Letter from a charity asking for donations.		
Article about climate change and the problems we will face if we do not make changes.		

Audience

Before writing we need to think about who we are writing for. Is it a child, parent, teacher, senior citizen, business partner, friend?

This is important so we know what type of language to use.

Tone

Is the text friendly, annoyed, upset, positive, sarcastic or serious? It would depend on the purpose and form.

- 4) An example speech is below. Read and decide what the purpose, audience and tone of the speech is. As you read, make a note of new vocabulary and look these new words up.

Some information: Rosa Parks was an African American Civil Rights activist. She became famous through not giving up her seat on a bus to a white man in the 1950s.

Speech at the Alabama Freedom March - March 25, 1965

March 25, 1965—Montgomery, Alabama

Rev. Abernathy and all the distinguished leaders of this nation and all of you wonderful Freedom Fighters, my brothers and sisters and my children – because I have been called the mother of this – you see before you now a victim of all that has been perpetrated against one to make us less than human. As a very small child, I had to hide from the Ku Klux Klan to keep from getting killed or thinking I was going to be killed. My family were deprived of the land that they owned and driven off it after they had worked and paid for it. I did not have the opportunity to attend school as many have and I am handicapped in every way, but I am expected to a first-class citizen. I want to be one. I have struggled hard during my early days. I will always be thankful for the NAACP

for giving me some direction to try to channel my activities for a better way of life. I am also very thankful for Dr. Martin Luther King who came to Montgomery with his nonviolent, Christian attitude and loving your enemies. Of course, last few days in Selma, actually, I almost lost the faith. I almost didn't come here today because so many people told me not to come here. And I said to myself, I could not come here, seeing what had happened in Selma, armed with only love. However, I came here with a hope and a faith, and you have given me back that faith today. Also, I want to say that, through the compliments of someone, we were given – showered –

leaflets about the Communist school, that particular school where they accused Dr. King of being a student. He was not a student, but I was, and that particular school, Myles Horton, is responsible for me today not hating every white person I see. I learned at that time and at that place that there are decent people of every race and color. We are not in a struggle of black against white, but wrong and right, right against wrong. Thank you and many things I could say but I will not for lack of time because we must hear Dr. King, our leader.

PURPOSE:

AUDIENCE:

TONE:

NEW VOCABULARY:

- 5) Read and write a summary explaining what you think his purpose, tone and audience would have been. If you have internet access you can look up the video of the speech to listen to.

Some information: Martin Luther King Jr. had an extraordinary ability to mentor and motivate young Americans to join together in a campaign for racial equality. He also capitalized on the experience and wisdom of men and women who had been fighting for racial justice for decades. This is his famous speech made in 1963.

Martin Luther King – I Have a Dream August 28th 1963. – Abridged version

I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.

Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination.

One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity and finds himself an exile in his own land. And so we've come here today to dramatise a shameful condition.

Now is the time to make real the promises of democracy.

Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice.

Now is the time to make justice a reality for all of God's children.

Let us not wallow in the valley of despair. Even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal."

I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character.

I have a dream today!

With this faith, we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

And if America is to be a great nation, this must become true.

And so let freedom ring from the mighty mountains of New York.

Let freedom ring from the snow-capped Rockies of Colorado.

From every mountainside, let freedom ring.

And when this happens, and when we allow freedom ring, we will be able to speed up that day when all of God's children, black men and white men, will be able to join hands and sing in the words of the old Negro spiritual: Free at last! Free at last! Thank God Almighty, we are free at last!

Summary – What is his purpose, form, audience, tone?

.....

.....

.....

.....

.....

.....

.....

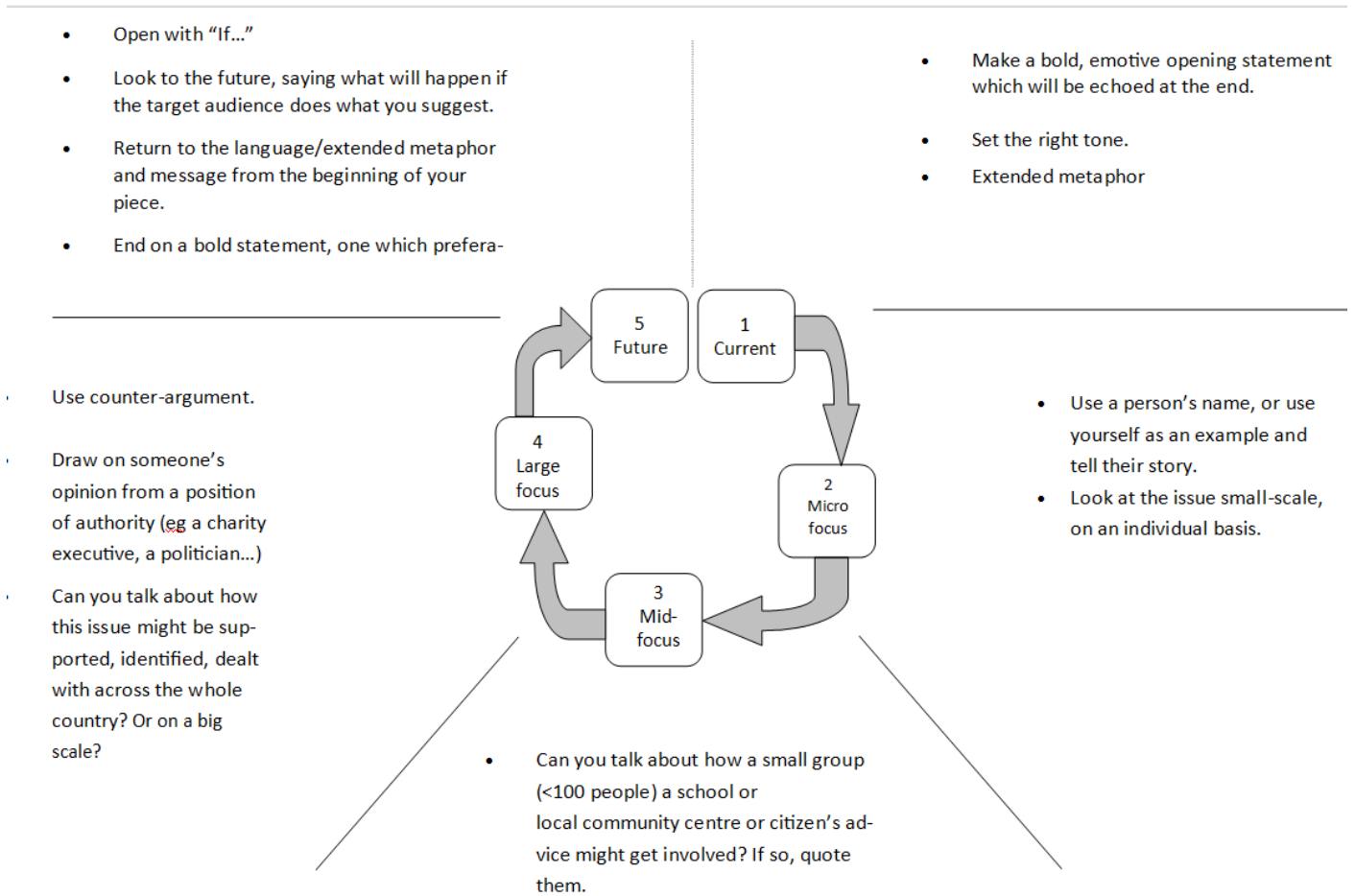
.....

Lesson 2

To understand the structure of a speech.

Read through the structure diagram below and look back at Martin Luther King's speech.

1) Can you see how he has used the format to make the speech effective?
Highlight/make notes of how he has used this format.



What makes the structure effective?

.....

.....

.....

.....

.....

.....

Lesson 3

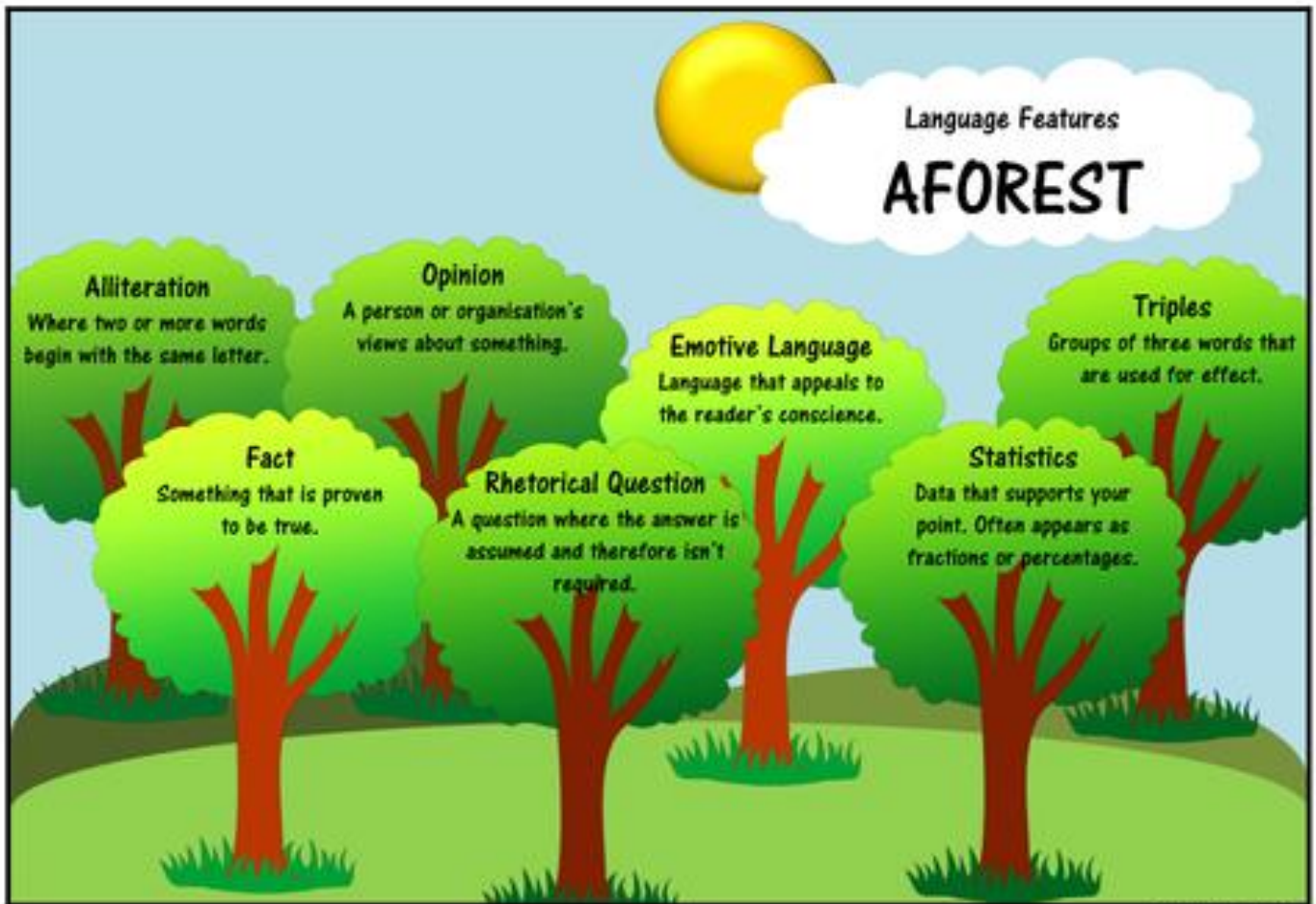
How does our language persuade people? These are effective persuasive techniques we will see in transactional writing.

- 1) Can you find a definition and think of an example for each?

Technique	Definition and example
Alliteration	
Facts	
Opinion	
Rhetorical questions	
Emotive language	
Statistics	
Triples	

Mark your work.

How did you do?



2) Looking at this speech highlight or make a note of all the persuasive features you notice.

Some information: Malala became famous for her heroic acts in Afghanistan. As a young girl she refused to leave a bus because she wanted to go to school. Education for girls was, at that time illegal in Afghanistan. This is her speech to the United Nations when she was 16. If you have access to the internet look up her speech on YouTube and you can watch her deliver this.

Malala's UN Speech

"In the name of God, the most beneficent, the most merciful.

Honorable UN Secretary General Mr Ban Ki-moon, respected president of the General Assembly Vuk Jeremic, honorable UN envoy for global education Mr Gordon Brown, respected elders and my dear brothers and sisters: Assalamu alaikum.

Today is it an honor for me to be speaking again after a long time. Being here with such honorable people is a great moment in my life and it is an honor for me that today I am wearing a shawl of the late Benazir Bhutto. I don't know where to begin my speech. I don't know what people would be expecting me to say, but first of all thank you to God for whom we all are equal and thank you to every person who has prayed for my fast recovery and new life. I cannot believe how much love people have shown me. I have received thousands of good wish cards and gifts from all over the world. Thank you to all of them. Thank you to the children whose innocent words encouraged me. Thank you to my elders whose prayers strengthened me. I would like to thank my nurses, doctors and the staff of the hospitals in Pakistan and the UK and the UAE government who have helped me to get better and recover my strength.

I fully support UN Secretary General Ban Ki-moon in his Global Education First Initiative and the work of UN Special Envoy for Global Education Gordon Brown and the respectful president of the UN General Assembly Vuk Jeremic. I thank them for the leadership they continue to give. They continue to inspire all of us to action. Dear brothers and sisters, do remember one thing: Malala Day is not my day. Today is the day of every woman, every boy and every girl who have raised their voice for their rights.

There are hundreds of human rights activists and social workers who are not only speaking for their rights, but who are struggling to achieve their goal of peace, education and equality. Thousands of people have been killed by the terrorists and millions have been injured. I am just one of them. So here I stand. So here I stand, one girl, among many. I speak not for myself, but so those without a voice can be heard. Those who have fought for their rights. Their right to live in peace. Their right to be treated with dignity. Their right to equality of opportunity. Their right to be educated.

Dear friends, on 9 October 2012, the Taliban shot me on the left side of my forehead. They shot my friends, too. They thought that the bullets would silence us, but they failed. And out of that silence came thousands of voices. The terrorists thought they would change my aims and stop my ambitions. But nothing changed in my life except this: weakness, fear and hopelessness died. Strength, power and courage was born.

I am the same Malala. My ambitions are the same. My hopes are the same. And my dreams are the same. Dear sisters and brothers, I am not against anyone. Neither am I here to speak in terms of personal revenge against the Taliban or any other terrorist group. I am here to speak for the right of education for every child. I want education for the sons and daughters of the Taliban and all the terrorists and extremists. I do not even hate the Talib who shot me. Even if there was a gun in my hand and he was standing in front of me, I would not shoot him. This is the compassion I have learned from Mohammed, the prophet of mercy, Jesus Christ and Lord Buddha. This the legacy of change I have inherited from Martin Luther King, Nelson Mandela and Mohammed Ali Jinnah.

This is the philosophy of nonviolence that I have learned from Gandhi, Bacha Khan and Mother Teresa. And this is the forgiveness that I have learned from my father and from my mother. This is what my soul is telling me: be peaceful and love everyone.

Dear sisters and brothers, we realize the importance of light when we see darkness. We realize the importance of our voice when we are silenced. In the same way, when we were in Swat, the north of Pakistan, we realized the importance of pens and books when we saw the guns. The wise saying, "The pen is mightier than the sword." It is true. The extremists are afraid of books and pens. The power of education frightens them. They are afraid of women. The power of the voice of women frightens them. This is why they killed 14 innocent students in the recent attack in Quetta. And that is why they kill female teachers. That is why they are blasting schools every day because they were and they are afraid of change and equality that we will bring to our society. And I remember that there was a boy in our school who was asked by a journalist why are the Taliban against education? He answered very simply by pointing to his book, he said, "a Talib doesn't know what is written inside this book."

They think that God is a tiny, little conservative being who would point guns at people's heads just for going to school. These terrorists are misusing the name of Islam for their own personal benefit. Pakistan is a peace loving, democratic country. Pashtuns want education for their daughters and sons. Islam is a religion of peace, humanity and brotherhood. It is the duty and responsibility to get education for each child, that is what it says. Peace is a necessity for education. In many parts of the world, especially Pakistan and Afghanistan, terrorism, war and conflicts stop children from going to schools. We are really tired of these wars. Women and children are suffering in many ways in many parts of the world.

In India, innocent and poor children are victims of child labor. Many schools have been destroyed in Nigeria. People in Afghanistan have been affected by extremism. Young girls have to do domestic child labor and are forced to get married at an early age. Poverty, ignorance, injustice, racism and the deprivation of basic rights are the main problems, faced by both men and women.

Today I am focusing on women's rights and girls' education because they are suffering the most. There was a time when women activists asked men to stand up for their rights. But this time we will do it by ourselves. I am not telling men to step away from speaking for women's rights, but I am focusing on women to be independent and fight for themselves. So dear sisters and brothers, now it's time to speak up. So today, we call upon the world leaders to change their strategic policies in favor of peace and prosperity. We call upon the world leaders that all of these deals must protect women and children's rights. A deal that goes against the rights of women is unacceptable.

We call upon all governments to ensure free, compulsory education all over the world for every child. We call upon all the governments to fight against terrorism and violence. To protect children from brutality and harm. We call upon the developed nations to support the expansion of education opportunities for girls in the developing world. We call upon all communities to be tolerant, to reject prejudice based on caste, creed, sect, color, religion or agenda to ensure freedom and equality for women so they can flourish. We cannot all succeed when half of us are held back. We call upon our sisters around the world to be brave, to embrace the strength within themselves and realize their full potential.

Dear brothers and sisters, we want schools and education for every child's bright future. We will continue our journey to our destination of peace and education. No one can stop us. We will speak up for our rights and we will bring change to our voice. We believe in the power and the strength of our words. Our words can change the whole world because we are all together, united for the cause of education. And if we want to achieve our goal, then let us empower ourselves with the weapon of knowledge and let us shield ourselves with unity and togetherness.

Lesson 4

Planning a speech

“There is no need for feminism, the world is an equal platform now.”

Write a speech to read to your class to express your opinions about this statement. You can agree or disagree, but you need to support your ideas.

Remember the format we have looked at. If you have internet you may look up some facts and statistics to support your ideas, if not you can use your own ideas to make up some realistic facts to support what you are saying.

Planning is the secret to success! Without a good plan your speech will not be as effective.

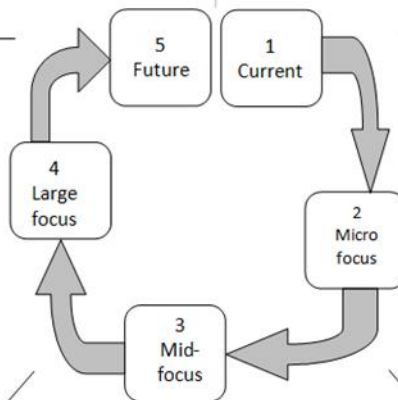
Use this lesson time to plan only.

Use this format to organise your work.

- Open with “If...”
- Look to the future, saying what will happen if the target audience does what you suggest.
- Return to the language/extended metaphor and message from the beginning of your piece.
- End on a bold statement, one which prefera-

- Make a bold, emotive opening statement which will be echoed at the end.
- Set the right tone.
- Extended metaphor

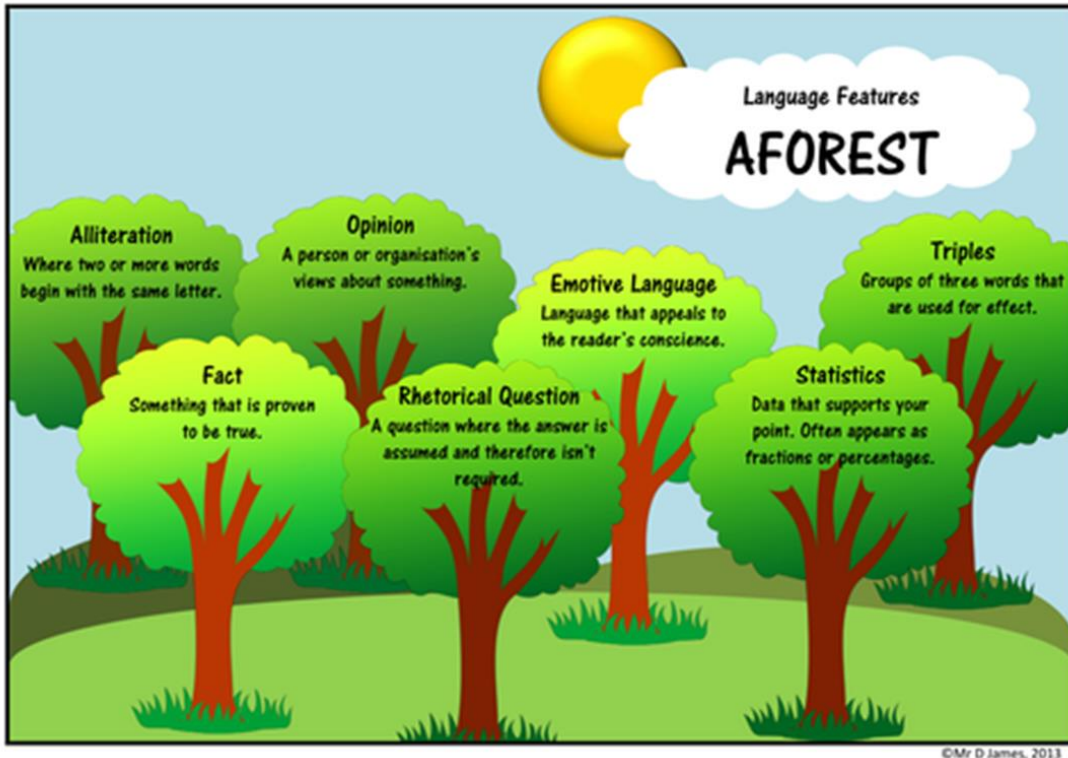
- Use counter-argument.
- Draw on someone’s opinion from a position of authority (eg a charity executive, a politician...)
- Can you talk about how this issue might be supported, identified, dealt with across the whole country? Or on a big scale?



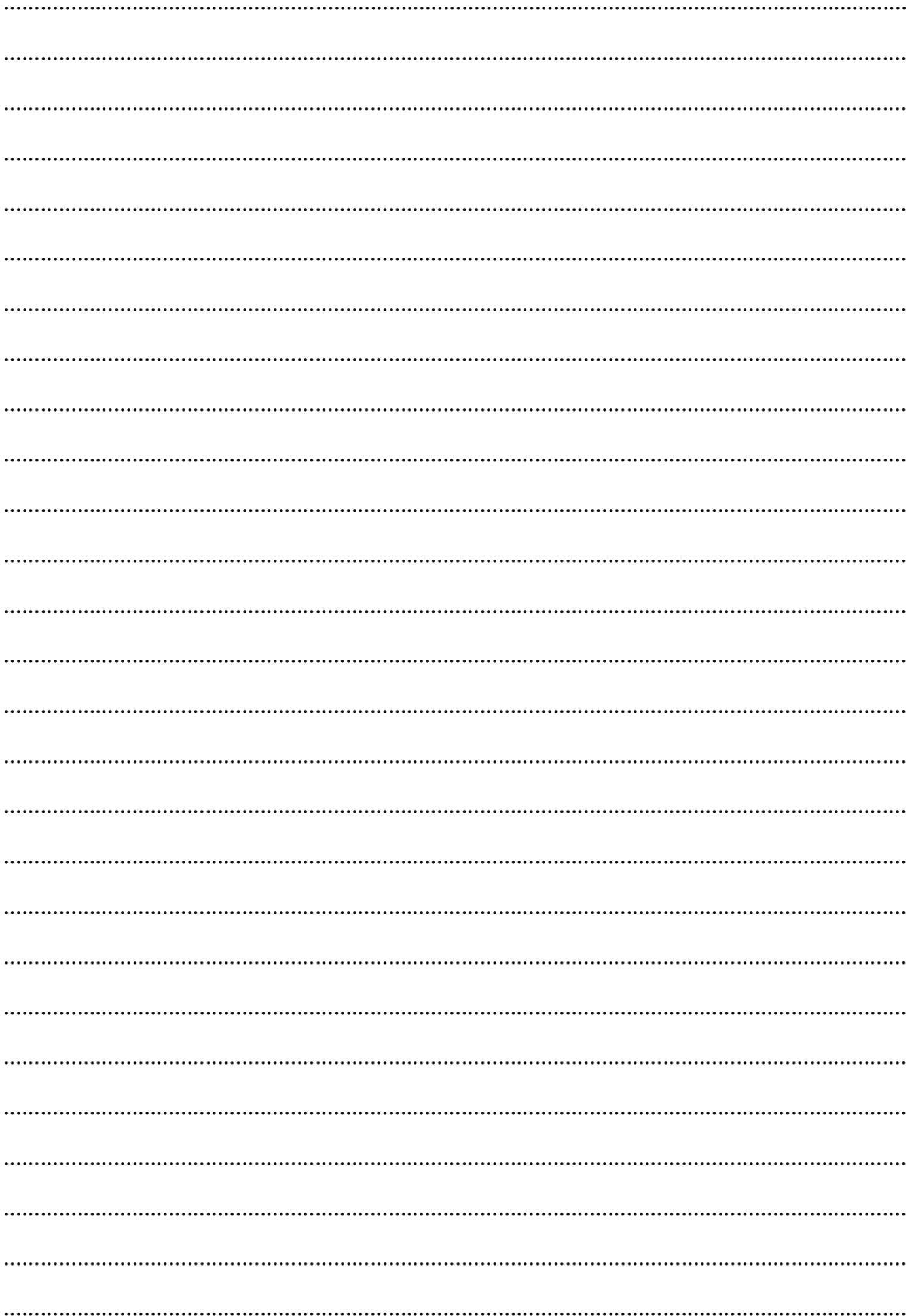
- Use a person’s name, or use yourself as an example and tell their story.
- Look at the issue small-scale, on an individual basis.

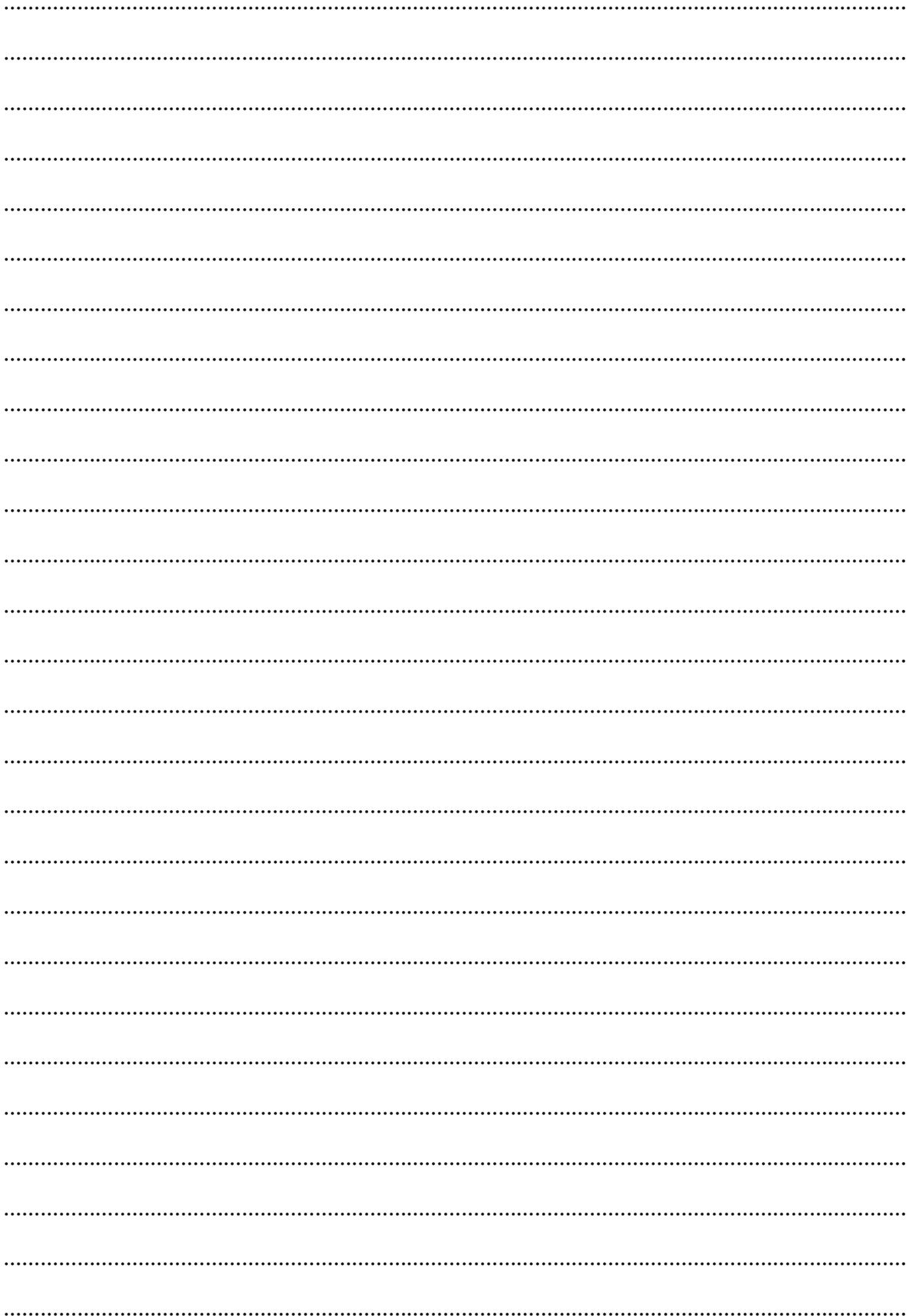
- Can you talk about how a small group (<100 people) a school or local community centre or citizen’s advice might get involved? If so, quote them.

Remember to include your AFOREST techniques



Planning	
1	
2	
3	
4	
5	

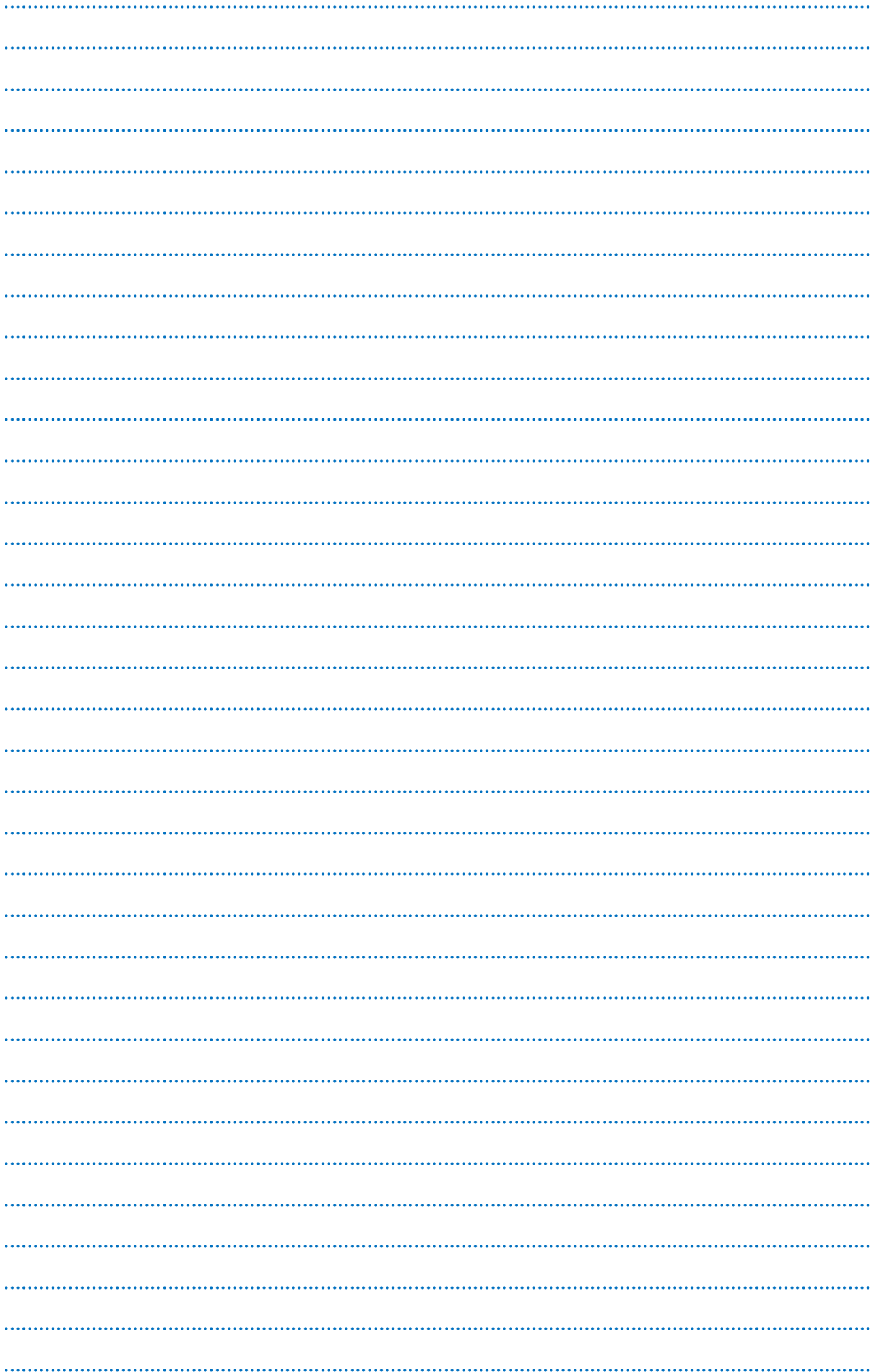




Lesson 6

Discourse markers - Read through the different discourse markers. These will improve your writing.

<p>Mostly Usually Unfortunately Most often Respectively Nevertheless... Significantly... Undoubtedly Absolutely... Without a doubt... Frankly... Ultimately...</p>	<p>However On the other hand ...although... Despite this ... On the contrary... Instead... As for... ...whereas... ...while... Another distinction</p>	<p>...so... As a result of... ...because... This means that... Due to the fact that... ...due to... ...therefore... ...caused... This caused... Subsequently...</p>	<p>Turning to ... As regards... With regard to... Concerning... As far as...is concerned Moving on to.. Now to consider... By contrast Alternatively... Furthermore</p>
<p>Compared with... ...in comparison with... Similarly... In the same way... Likewise... Equally... As with... ...are similar in that... Resembling... In relation to...</p>	<p>For example For instance Such as ...as can be seen ...as is shown by Take the case of... This can be proven by... To demonstrate... Namely... In particular... Consider this...</p>	<p>In other words That is... To put more simply ... To reconsider... To put it differently... To paraphrase...</p>	<p>Initially To begin with On top of this In addition to this More importantly Additionally ...and... ...also ...as well Furthermore Another Not only... but also Before Subsequent to this...</p>
<p>Although... While it is true that... Despite the fact that... In spite of... Despite this... However ...yet... Still... Nevertheless... After all... Naturally Unfortunately...</p>	<p>In conclusion... In summary... To sum up... Overall... On the whole... In brief... To conclude... So, to round off... Having reviewed... After weighing up the evidence Consequently Hence... In short... To recapitulate...</p> 	<p>Your Task: Write the correct heading over the different types of discourse markers</p> <p>For example, you would use the sentence starters in this box, for 'summing up' at the end of your speech.</p>	<p>Examples</p> <p>Changing topic</p> <p>Re-phrasing</p> <p>Emphasising</p> <p>Cause and effect</p> <p>Comparison</p> <p>Summing up</p> <p>Concession</p> <p>Contrasting</p> <p>Listing</p>



Lesson 7

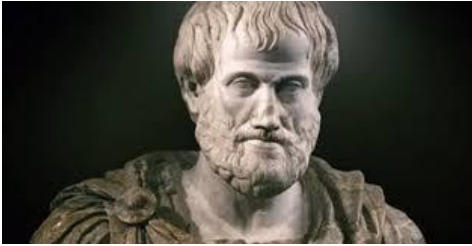
Aristotle

Read the notes and write a summary of Ethos, Pathos and Logos.

If you have internet, access these two websites which explain more.

1) https://www.youtube.com/watch?v=csIW4W_DYX4

2) https://www.youtube.com/watch?v=9L_G82HH9Tg&t=39s



Ethos, Pathos, and Logos are modes of persuasion used to convince audiences. They are also referred to as the three artistic proofs (Aristotle coined the terms), and are all represented by Greek words.

Ethos or the ethical appeal, means to convince an audience of the author's credibility or character.

An author would use ethos to show to his audience that he is a credible source and is worth listening to. Ethos is the Greek word for "character." The word "ethic" is derived from ethos.

Ethos



Ethos can be developed by choosing language that is appropriate for the audience and topic (this also means choosing the proper level of vocabulary), making yourself sound fair or unbiased, introducing your expertise, accomplishments or pedigree, and by using correct grammar and syntax.

During public speaking events, typically a speaker will have at least some of his pedigree and accomplishments listed upon introduction by a master of ceremony.

Pathos or the emotional appeal, means to persuade an audience by appealing to their emotions.

Authors use pathos to invoke sympathy from an audience; to make the audience feel what the author wants them to feel. A common use of pathos would be to draw pity from an audience. Another use of pathos would be to inspire anger from an audience, perhaps in order to prompt

action. Pathos is the Greek word for both “suffering” and “experience.” The words empathy and pathetic are derived from pathos.

Pathos



Pathos can be developed by using meaningful language, emotional tone, emotion evoking examples, stories of emotional events, and implied meanings.

Logos or the appeal to logic, means to convince an audience by use of logic or reason. To use logos would be to cite facts and statistics, historical and literal analogies, and citing certain authorities on a subject. Logos is the Greek word for “word,” however the true definition goes beyond that, and can be most closely described as “the word or that by which the inward thought is expressed” and, “the inward thought itself” (1). The word “logic” is derived from logos.



Logos

Logos can be developed by using advanced, theoretical or abstract language, citing facts (very important), using historical and literal analogies, and by constructing logical arguments.

In order to persuade your audience, proper use of Ethos, Pathos, and Logos is necessary.

Examples of Ethos, Logos and Pathos:

Example of **Ethos**:

“Woz and I started Apple in my parents garage when I was 20. We worked hard, and in 10 years Apple had grown from just the two of us in a garage into a \$2 billion company with over 4000 employees. We had just released our finest creation — the Macintosh — a year earlier, and I had just turned 30...

During the next five years, I started a company named NeXT, another company named Pixar, and fell in love with an amazing woman who would become my wife. Pixar went on to create the worlds first computer animated feature film, Toy Story, and is now the most successful animation studio in

the world. In a remarkable turn of events, Apple bought NeXT, I returned to Apple, and the technology we developed at NeXT is at the heart of Apple's current renaissance. And Laurene and I have a wonderful family together."

Stanford Commencement Speech by Steve Jobs. June 12, 2005.

Example of **Pathos**:

"I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow jail cells. And some of you have come from areas where your quest -- quest for freedom left you battered by the storms of persecution and staggered by the winds of police brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive. Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our northern cities, knowing that somehow this situation can and will be changed."

I Have a Dream by Martin Luther King Jr. August 28th, 1963.

Example of **Logos**:

"However, although private final demand, output, and employment have indeed been growing for more than a year, the pace of that growth recently appears somewhat less vigorous than we expected. Notably, since stabilizing in mid-2009, real household spending in the United States has grown in the range of 1 to 2 percent at annual rates, a relatively modest pace. Households' caution is understandable. Importantly, the painfully slow recovery in the labor market has restrained growth in labor income, raised uncertainty about job security and prospects, and damped confidence. Also, although consumer credit shows some signs of thawing, responses to our Senior Loan Officer Opinion Survey on Bank Lending Practices suggest that lending standards to households generally remain tight."

The Economic Outlook and Monetary Policy by Ben Bernanke. August 27th, 2010.

Lesson 8 – Ethos, Logos, Pathos.

Martin Luther King



“Now, **I say to you** today **my friends**, even though **we** face the difficulties of today and tomorrow, **I still have a dream**. It is a dream deeply rooted in the American dream. I have a dream that one day this nation will rise up and live out the true meaning of its creed: - 'We hold these truths to be self-evident, that all men are created equal.'”

1) Question – How is Ethos being used here? Why do we trust him?

Look back over your notes from last lesson.

2) Write an improved headline for the below stories using **pathos** and appealing to the emotions. The first one has been done for you.

Old man hit by robbers

Grandad attacked by heartless thugs!

.....

A hundred peasants killed by troops

.....

Train seats cut by teenagers

.....

House prices fall throughout the country

.....

Shortage of money creates problems in schools

.....

Trouble on roads after snow fall

.....

Player hits referee

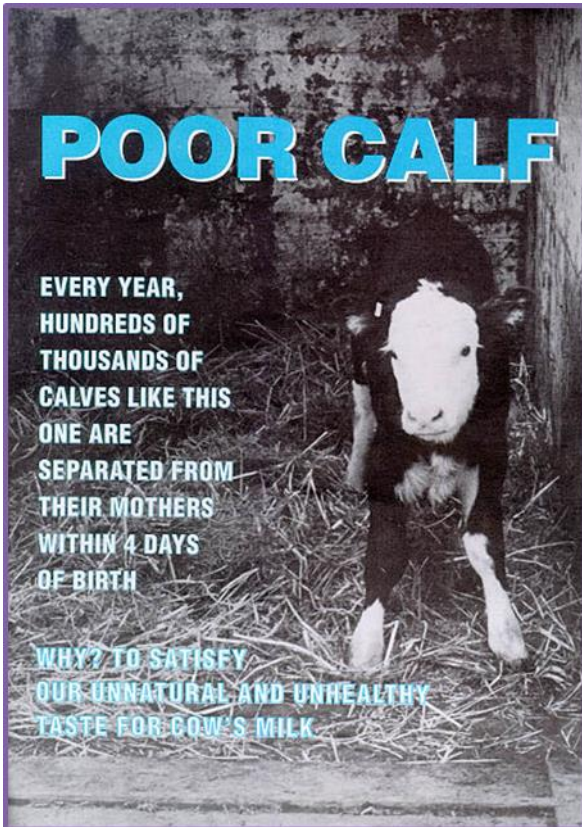
.....

Challenge

Find some newspaper examples that show pathos being used effectively.

Lesson 9

Logos appeals to our sense of reason.



'Every year, hundreds of thousands of calves like this one are separated from their mothers within days of birth'.

This is a fact but it is still emotive. What makes it emotive?

Write your own slogan to go with this image. Use logos to appeal to the logic and pathos to appeal to emotions.

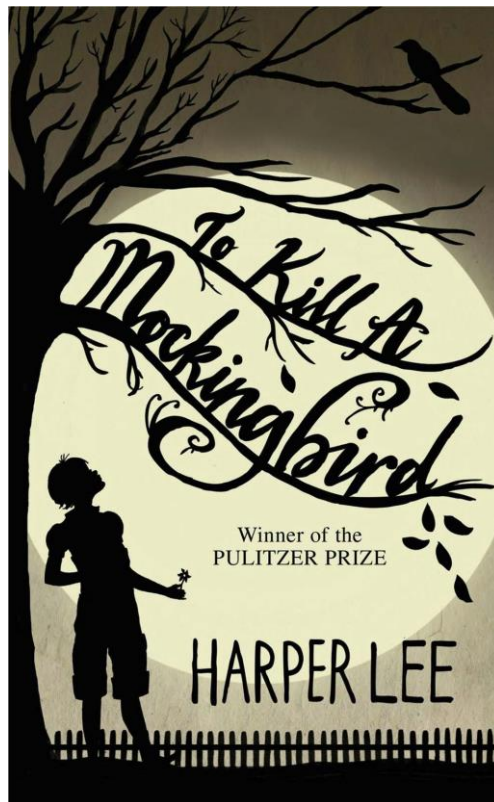


Lesson 10 – Reading skills fiction writing

To Kill a Mockingbird

written by Harper Lee, 1960

In this extract, set in America during the 1930s, a mad dog has been reported roaming the streets of a small town. The local sheriff, a man named Mr Tate, has been called to shoot the dog for public safety. The narrator's father, a lawyer named Atticus Finch, shoots the dog – much to the amazement of his two young children - Jem and Scout - who have no idea their father possesses such skill with a rifle.



Read the extract and answer the questions at the end.

1 I thought mad dogs foamed at the mouth, galloped, leaped and lunged at throats, and I thought
2 they did it in August. Had the dog behaved thus, I would have been less frightened. Nothing is
3 more deadly than a deserted, waiting street. The trees were still, the mockingbirds were silent, the
4 carpenters at Miss Maudie's house had vanished.

5 I heard Mr. Tate sniff, then blow his nose. I saw him shift his gun to the crook of his arm. I saw
6 Miss Stephanie Crawford's face framed in the glass window of her front door. Miss Maudie
7 appeared and stood beside her. Atticus put his foot on the rung of a chair and rubbed his hand
8 slowly down the side of his thigh. "There he is," he said softly.

9 The mad dog came into sight, walking dazedly in the inner rim of the curve parallel to the Radley
10 house. "Look at him," whispered my brother. "Mr. Heck said they walked in a straight line. He can't
11 even stay in the road."

12 "He looks more sick than anything," I said.

13 Mr. Tate put his hand to his forehead and leaned forward. "He's mad all right, Mr. Finch." The dog
14 was advancing at a snail's pace, but he was not playing or sniffing at foliage: he seemed dedicated
15 to one course and motivated by an invisible force that was inching him toward us. We could see
16 him shiver like a horse shedding flies; his jaw opened and shut; he was rabid and he was coming
17 toward us.

18 The dog reached the side-street that ran in front of the Radley Place, and what remained of his
19 poor mind made him pause and seem to consider which road he should take. He made a few
20 hesitant steps and stopped in front of the Radley gate; then he tried to turn around, but was having
21 difficulty. Atticus said, "He's within range, Heck. You better get him now before he goes down the
22 side street – Lord knows who's around the corner. Go inside Cal."

23 Calpurnia opened the screen door, latched it behind her, then unlatched it and held on to the hook.
24 She tried to block Jem and me with her body, but we looked out from beneath her arms.

25 "Take him, Mr. Finch." Mr Tate handed the rifle to Atticus; Jem and I nearly fainted.

26 "Don't waste time, Heck," said Atticus. "Go on."

27 "Mr Finch, this is a one-shot job."

28 Atticus shook his head vehemently: "Don't just stand there, Heck! He won't wait all day for you –"

29 "For God's sake, Mr. Finch, look where he is! Miss and you'll go straight into the Radley house! I
30 can't shoot that well and you know it!"

31 "I haven't shot a gun in thirty years –"

32 Mr. Tate almost threw the rifle at Atticus. "I'd feel mighty comfortable if you did now," he said.

33 In a fog, Jem and I watched our father take the gun and walk out into the middle of the street. He
34 walked quickly, but I thought he moved like an underwater swimmer; time had slowed to a
35 nauseating crawl. When Atticus raised his glasses Calpurnia murmured, "Sweet Jesus help him,"
36 and put her hands to her cheeks.

37 Atticus put his glasses to his forehead; they slipped down, and he dropped them in the street. In
38 the silence, I heard them crack. Atticus rubbed his eyes and chin; we saw him blink hard. In front
39 of the Radley gate, the dog had made up what was left of his mind. He had finally turned himself
40 around, to pursue his original course up our street. He made two steps forward, then stopped and
41 raised his head. We saw his body go rigid. With movements so swift they seemed simultaneous,
42 Atticus' hand yanked a ball-tipped lever as he brought the gun to his shoulder.

43 The rifle cracked. The dog leaped, flopped over and crumpled on the sidewalk in a brown-and-
44 white heap. He didn't know what hit him.

45 Jem became vaguely articulate: "Did you see him, Scout? Did you see him just standin' there?...
46 'n' all of a sudden he just relaxed all over, an' it looked like that gun was a part of him... an' he did
47 it so quick, like... I have to aim for ten minutes before I can hit somethin'...."

48 Miss Maudie grinned wickedly. "Well now," she said, "still think your father can't do anything? Still
49 ashamed of him?"

50 "No ma'am," I said meekly.

51 "I forgot to tell you the other day that besides playing the harp, Atticus Finch was the deadest shot
52 in Maycomb County in his time.

Q1: Read lines 1 to 4. List four things the narrator thought about mad dogs.

1. _____
2. _____
3. _____
4. _____

Q2 Read lines 33 to 44. How does the writer use language to create suspense for the reader?

You might comment on:

- Words and phrases – Which words has the author chosen? What is the effect of those choices?
- Language features and techniques – Look out for if the author has used metaphor, simile, imagery, or dramatic adjectives for example.
- Sentence forms – Look at if the author has used long or short sentences and what the effect of these is.

In a fog, Jem and I watched our father take the gun and walk out into the middle of the street. He walked quickly, but I thought he moved like an underwater swimmer; time had slowed to a nauseating crawl. When Atticus raised his glasses Calpurnia murmured, "Sweet Jesus help him," and put her hands to her cheeks.

Atticus put his glasses to his forehead; they slipped down, and he dropped them in the street. In the silence, I heard them crack. Atticus rubbed his eyes and chin; we saw him blink hard. In front of the Radley gate, the dog had made up what was left of his mind. He had finally turned himself around, to pursue his original course up our street. He made two steps forward, then stopped and raised his head. We saw his body go rigid. With movements so swift they seemed simultaneous, Atticus' hand yanked a ball-tipped lever as he brought the gun to his shoulder.

.....

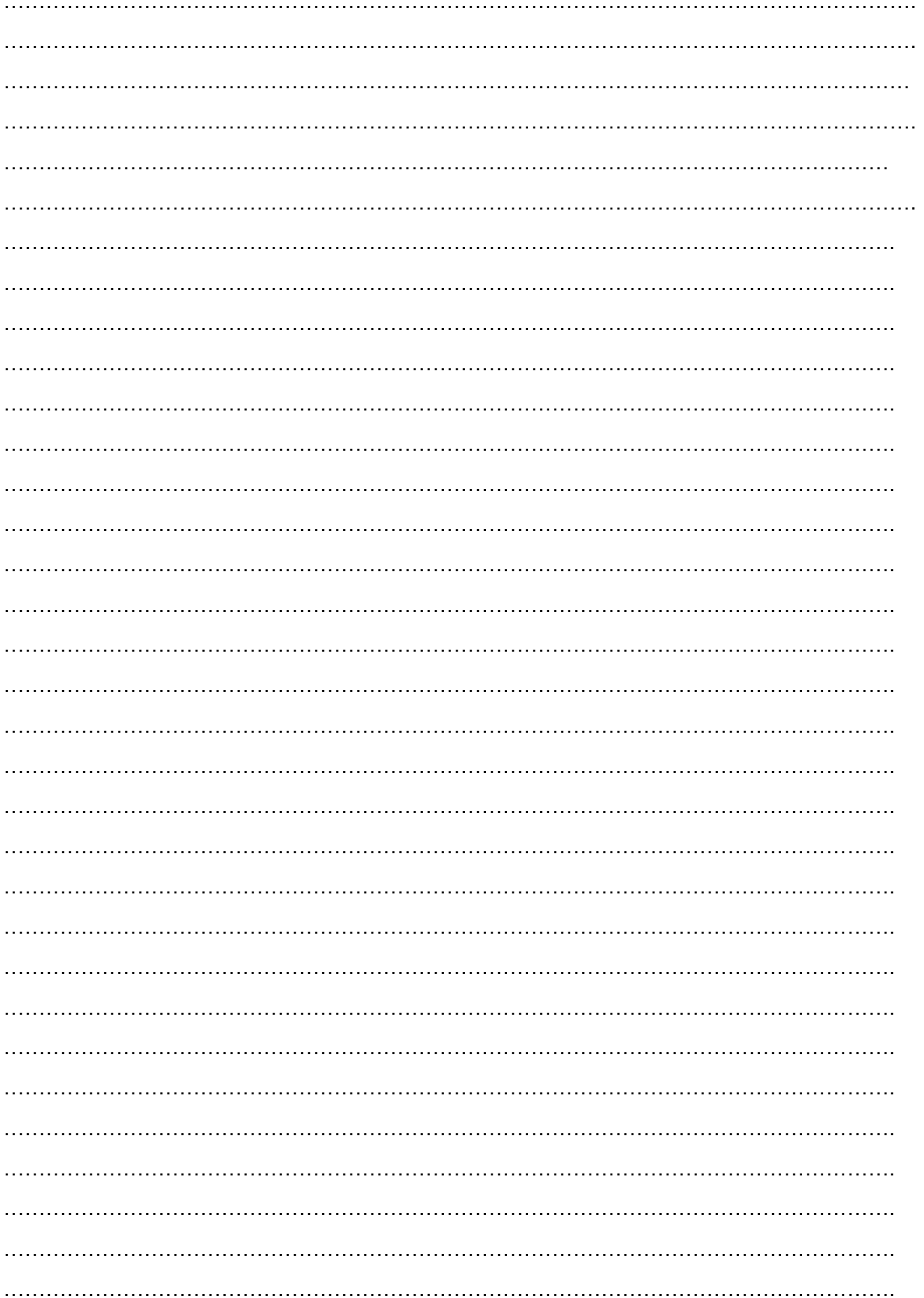
.....

.....

.....

.....

.....



Lesson 11 – Reading skills fiction writing

To Kill a Mockingbird, written by Harper Lee, 1960

Read over the text again from last lesson in order to answer this question.

Step 1 - As you read highlight anything that makes it dramatic.

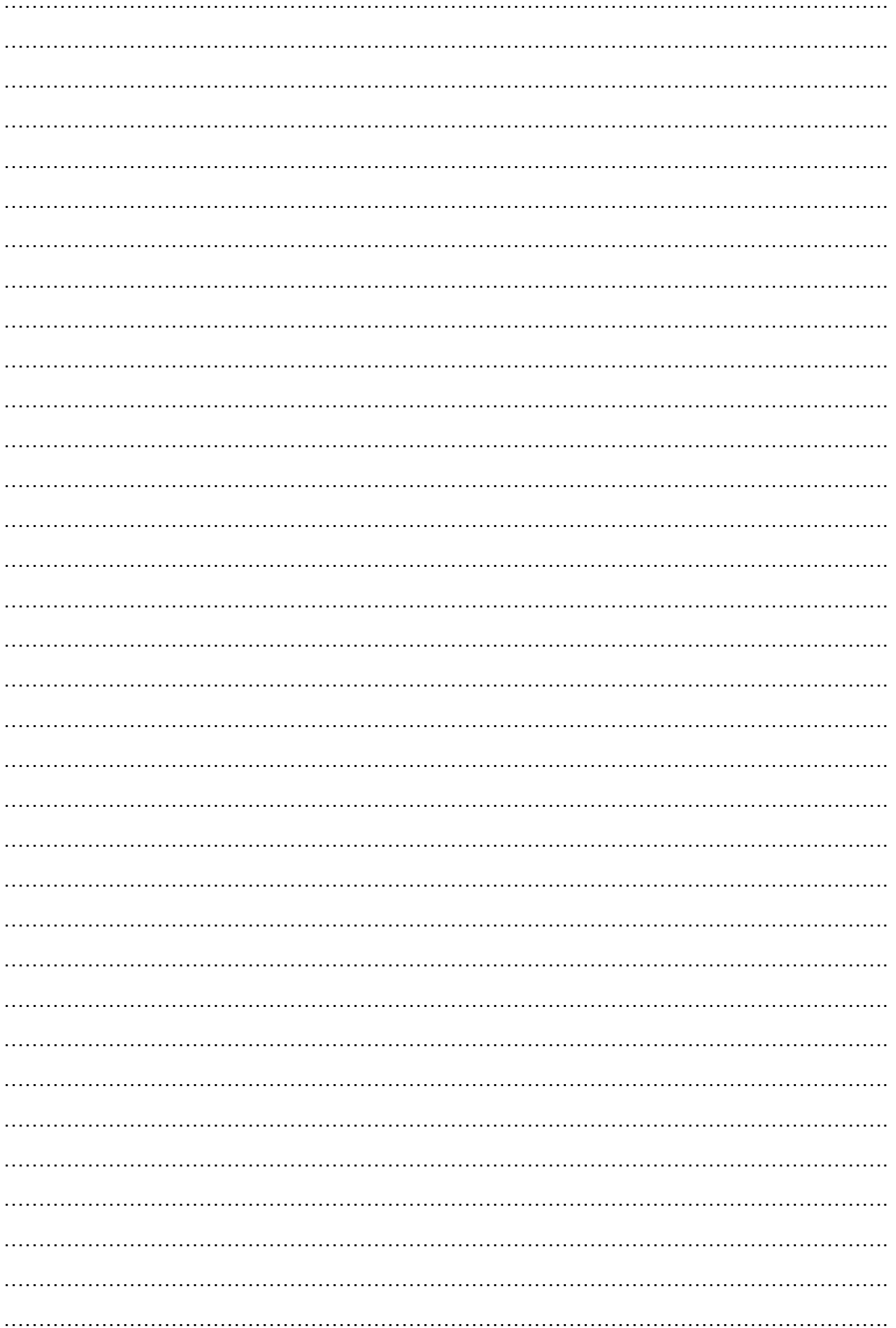
Step 2 – Answer this question:

Focus this part of your answer from line **41 to the end of the extract**. A student, having read this part of the text said: ***“The writer makes this moment of the story very dramatic.”***

To what extent do you agree?

In your response, you should:

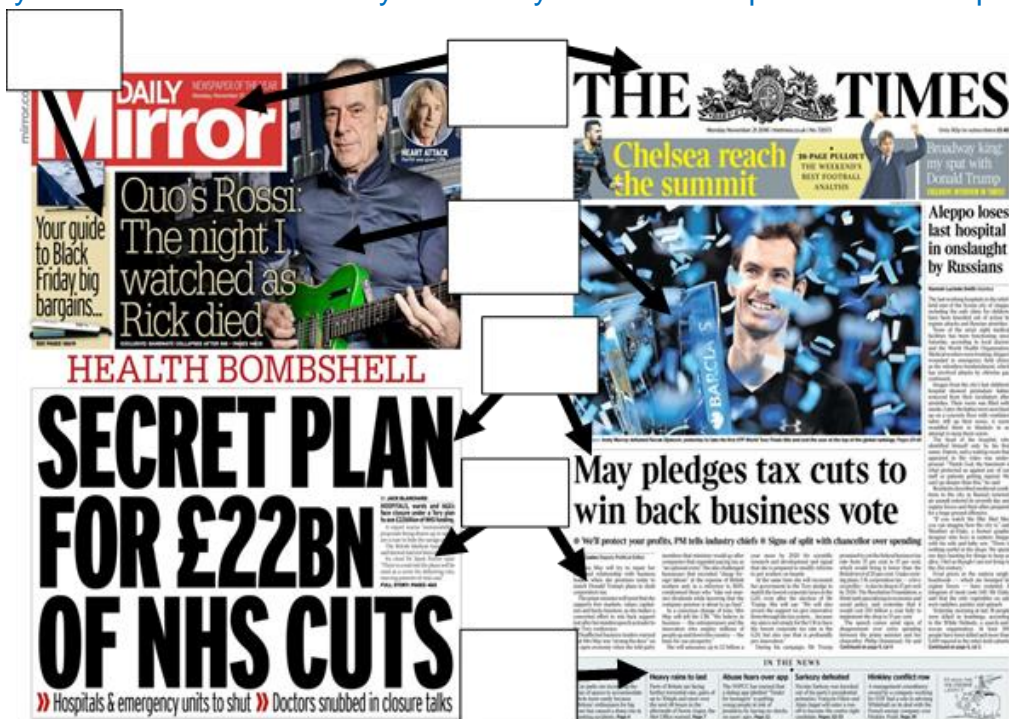
- State to what extent you agree (wholly, mainly, partially).
- Write about the way that the writer increases the tension – the words he uses, the way they use speech, paragraphing, sentence lengths.
- Evaluate how the writer makes this a dramatic moment
- Support your opinions with quotations from the text



Lesson 12 Newspaper articles

What is the difference? The Daily Mirror is classed as a tabloid and The Times a broadsheet.

They do have similarities in layout. Can you label each part of the newspaper?



What differences	Tabloid	Broadsheet
Headline		
Images		
Type of news		
Text, headline, image focus		

Complete the table with **differences** between each type of newspaper. If you have newspapers at home have a look at the differences. Also look online at different newspapers. See if you work out which category they fall into. Look at The Telegraph, The Mail, The Times, The Gazette.

Self-assess

How did you do? Self-assess and add any points you didn't get.

Differences	Tabloid	Broadsheet
Headline	Bold font. Sensationalised to grab attention. Use of colour.	Smaller font. More to the point. Black and white.
Images	Usually more sensationalised. Larger images, often more sensationalised and less professional.	Professional often smaller than the tabloid images.
Type of news	Less depth in the articles, more sensationalised. Less complex language used.	To the point, detail and background. The articles as normally longer and informative. More serious topics.
Text, headline, image focus	More space is given to headlines and images in colour and large bold font. Contain offers and advertising throughout.	More text in laid out in column format no advertising in main text areas. Simple images and smaller headlines.

Lesson 13

Look at the following newspaper opinion article. This is available online from The Guardian.

What features can you spot? Highlight or make a note of the persuasive features (AFOREST) as you read.

<https://www.theguardian.com/commentisfree/2014/may/16/children-are-robbed-of-the-right-to-education-worldwide-but-we-can-help>

Children are robbed of the right to education worldwide – but we can help

Julia Gillard

Attacks on education have become visible in our world. The shooting of Malala Yousafzai, who was shot for daring to go to school, shocked us. We cheered when she won her fight for life. And now we are in new despair over the kidnapping of girls in Nigeria by terrorists who want them to stop them going to school.

So many more violent episodes never make it into the media as the fight to spread the transforming power of education continues. The world is still struggling to fulfil the commitment made in 2000 to the UN goal of education for all – that is, extending to every child the opportunity to learn and thus fulfill his or her full human potential.

Sometimes, the impediment is violence. More routinely, it is lack of funds and capacity. While we have seen progress over the past decade or so, there are still 57m children without access to schooling, many of them living in places without proper classrooms, school materials and trained teachers – if there are any teachers at all.

In addition, an estimated 250m children either miss out on school or suffer from a lack of a continuous, quality education that allows them to learn the basics of reading, writing and math. Getting all of these children in school remains an audacious goal – but an eminently achievable one if the world commits to solving it.

Both common sense and overwhelming evidence teaches us that basic education is fundamental to progress in many different development areas. With more students in school and learning, nations can reduce poverty and other adverse economic, social and health challenges. In fragile and conflict-affected states, education can insulate children from chaos and insecurity, and better prepare them to bring about future stability.

That's the compelling idea behind the Global Partnership for Education, whose board I now chair. Because it harnesses the power of collaboration among donor nations, multilateral organizations, NGOs, private-sector institutions and developing nations, the Global Partnership can accelerate and broaden the world's continued pursuit for educating all the world's children – especially the most marginalised, such as girls, children with disabilities, and those from the poorest families and communities.

It does this, first of all, by appealing to its partners to provide funding for education, incentivising developing country partners to commit more of their own domestic budgets spent in their countries (up to a target of 20%) into education. We believe this is among the wisest investments our governments worldwide can make. We also encourage donor countries, multilaterals, the private sector and other funding sources to contribute to the fund, from which we allocate financial support for the education sector in developing nations, delivering on the education for all promise in the process. The whole we coordinate and mobilise is definitely more powerful than the sum of its parts.

Questions

1 What commitment was made in 2000 about education?

.....

.....

2 Across the world how many children does Gillard suggest are not receiving an education?

.....

3 What does the article suggest education gives young people?

.....

.....

.....

4 What does Gillard say the role of the Global Partnership for Education is?

.....

.....

.....

.....

5 How would you summarise the main points of the article?

.....

.....

.....

.....

.....

.....

Lesson 14 – Planning lesson

Imagine that the government decided they didn't need schools as learning was working well online. They believe that they would save money by transferring all education to be online.

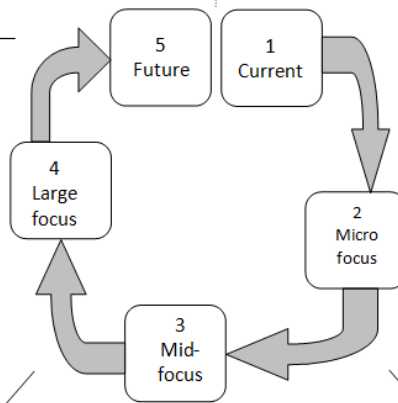
Write a newspaper opinion article for a broadsheet newspaper expressing your opinion about this issue. You may agree that this is a good idea and would save much needed money. Alternatively you may see the massive gaps in the education system and think the opposite.

Once you have decided upon your argument use the speech template to organise your thoughts. This lesson is to put a comprehensive **plan** together and carefully select your persuasive devices in order to persuade the reader.

- Open with "If..."
- Look to the future, saying what will happen if the target audience does what you suggest.
- Return to the language/extended metaphor and message from the beginning of your piece.
- End on a bold statement, one which prefera-

- Make a bold, emotive opening statement which will be echoed at the end.
- Set the right tone.
- Extended metaphor

- Use counter-argument.
- Draw on someone's opinion from a position of authority (eg a charity executive, a politician...)
- Can you talk about how this issue might be supported, identified, dealt with across the whole country? Or on a big scale?

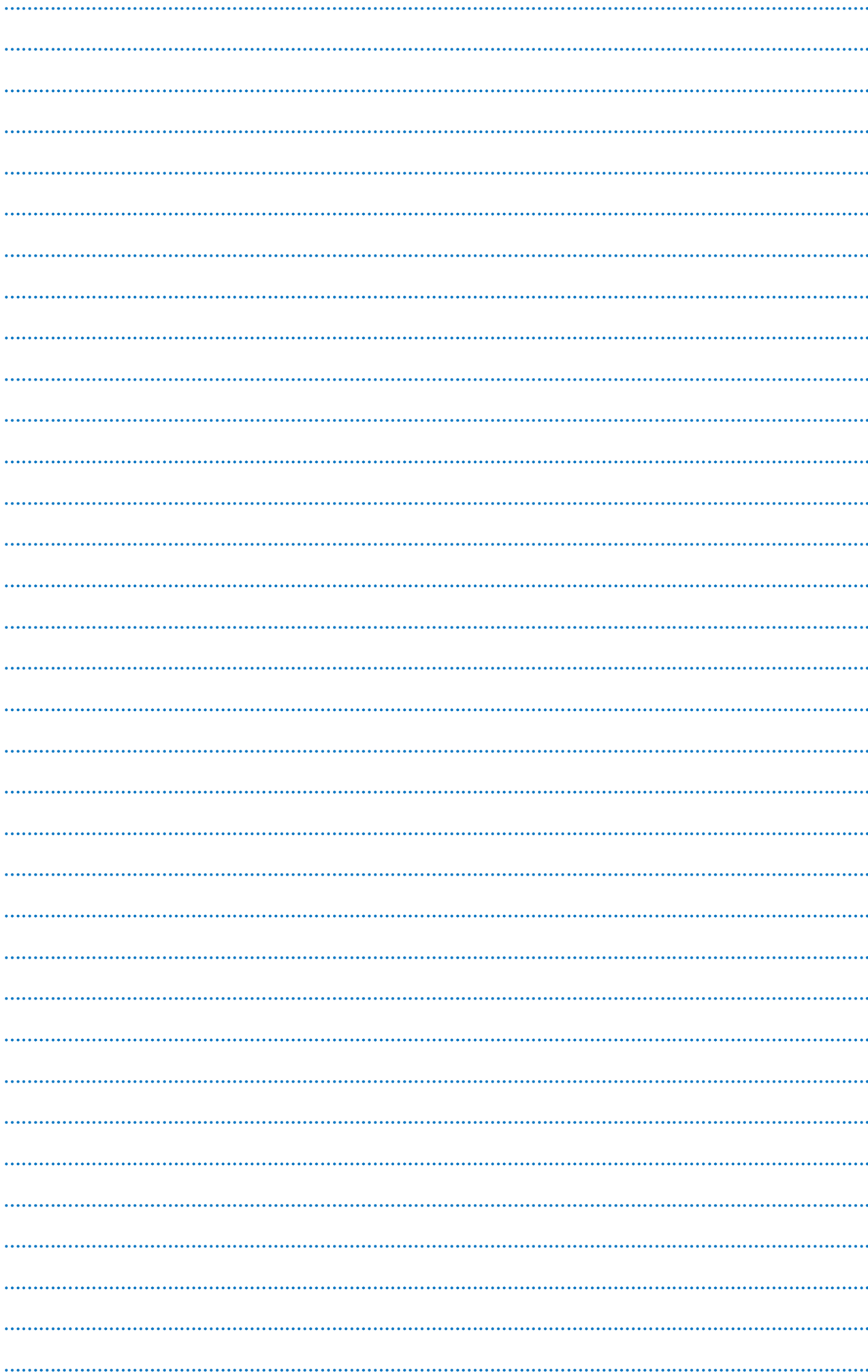


- Use a person's name, or use yourself as an example and tell their story.
- Look at the issue small-scale, on an individual basis.

- Can you talk about how a small group (<100 people) a school or local community centre or citizen's advice might get involved? If so, quote them.

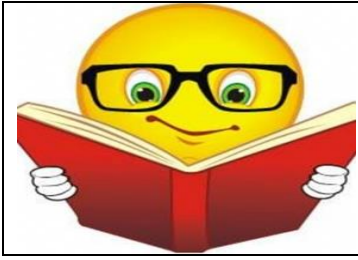
Before you begin you could look at the <https://www.theguardian.com/uk> look at opinions and review other articles for some ideas.

Planning	
1	
2	
3	
4	
5	



Lesson 16

[Read this poem. What do you think it's about?](#)



Step 1

**Read the poem title and consider its meaning.
Read the poem through, slowly in your head.**

Caged Bird

BY MAYA ANGELOU

A free bird leaps
on the back of the wind
and floats downstream
till the current ends
and dips his wing
in the orange sun rays
and dares to claim the sky.

But a bird that stalks
down his narrow cage
can seldom see through
his bars of rage
his wings are clipped and
his feet are tied
so he opens his throat to sing.


The caged bird sings
with a fearful trill
of things unknown
but longed for still
and his tune is heard
on the distant hill
for the caged bird
sings of freedom.

The free bird thinks of another breeze
and the trade winds soft through the sighing trees

and the fat worms waiting on a dawn bright lawn
and he names the sky his own

But a caged bird stands on the grave of dreams
his shadow shouts on a nightmare scream
his wings are clipped and his feet are tied
so he opens his throat to sing.

The caged bird sings
with a fearful trill
of things unknown
but longed for still
and his tune is heard
on the distant hill
for the caged bird
sings of freedom.

	<p>Step 2 Read the poem and answer the Ws; Who is speaking? What is the subject? What is going on? Where/When the poem is set, if it is important) What is the tone/mood?</p>
---	--

Who is speaking?

.....

What is the subject?

.....

What is going on?

.....

Where/when in the poem set?

What is the tone/mood?



Step 3

Ask yourself what you think the poet might have wanted the reader to think about when reading it?
The poet may have wanted the reader to think about.....

The poet may have wanted the reader to think about.....



Step 4

Re-read the poem closely and highlight and annotate.
How the subject, themes etc is portrayed. Ask yourself why particular words, phrases and poetic techniques have been used.

For this step you may wish to look through the lit charts document. It is really detailed but will give you everything you need – and more! Alternatively you could google the analysis

<https://poemanalysis.com/maya-angelou/i-know-why-the-caged-bird-sings>

<https://www.youtube.com/watch?v=OgIS5SO5wIU>



Step 5

Feelings – Establish your personal response to the poem. How does it make you feel?

Write a paragraph expressing your personal opinion about the poem.

