

5. **Read** the information below and **highlight, or underline**, 5 facts about recycling.

Recycling is easy to do and really can make a difference. When we recycle, materials are converted into new products, reducing the need to consume natural resources which will help to protect natural habitats and environments for the future. Using recycled materials when making new things uses considerably less energy than that required for producing new products from raw materials. Recycling reduces the need for extracting, refining and processing raw materials all of which create air and water pollution. As recycling saves energy it also reduces greenhouse gas emissions, which helps to tackle climate change. When we recycle, recyclable materials are reprocessed into new products, and as a result the amount of rubbish sent to landfill sites decreases which reduces emissions of methane, a powerful greenhouse gas.

6. Design your own poster about why we should recycle to look after our oceans. Your poster should include:
- ✓ carefully selected images and colours to grab the reader's attention
 - ✓ a clear title – think of your own slogan/ saying
 - ✓ some facts about pollution in the ocean (use your previous lessons to help you)
 - ✓ facts about recycling that you have highlighted above, put them in your own words
 - ✓ some emotive language

Week 2: Rhetorical techniques.

Rhetorical techniques are techniques we use in writing to persuade people to agree with our ideas or point of view. One way we can remember them is using the acronym* D.A.F.O.R.E.S.T (*an acronym can help us to remember lots of different words!)

1. Read the names and definitions of the techniques on the left, then match them to the correct examples on the right. (*The first one has been done for you!*)

DIRECT ADDRESS: Speaking to a specific person or group of people; usually using the pronoun "you".	<i>99% of the pollution in our sea is made of plastic.</i>
ALLITERATION: Using two or more words that start with the same letter or sound close to each other.	<i>You must look after our oceans.</i>
FACT: A statement that can be proven to be true.	<i>Seahorses are the best animals that live on the reef.</i>
OPINION: A person's view on something, not necessarily based in fact or knowledge.	<i>The big, blue oceans are beautiful.</i>
RHETORICAL QUESTION: A question which is asked but requires/expects no answer.	<i>Pollution is terrible; it ruins the environment, it can kill animals and it ruins the beaches.</i>
EMOTIVE LANGUAGE: Words which are used to get a specific emotional response from the audience.	<i>Do you care about the oceans?</i>
STATISTICS: A proven fact which uses numerical data (numbers).	<i>Sea turtles can live for between 30 and 50 years.</i>
TRIPLE: A list of three similar words, phrases, or clauses.	<i>The poor sea turtle was trapped in a net of old plastic bottles, struggling to swim freely.</i>

2. The name of the article we will be looking at is: 'What's the problem with plastics?' Why do you think the writer has chosen to use a **rhetorical question**? What does it make you think about?

3. Read the opening paragraphs of the plastic article.

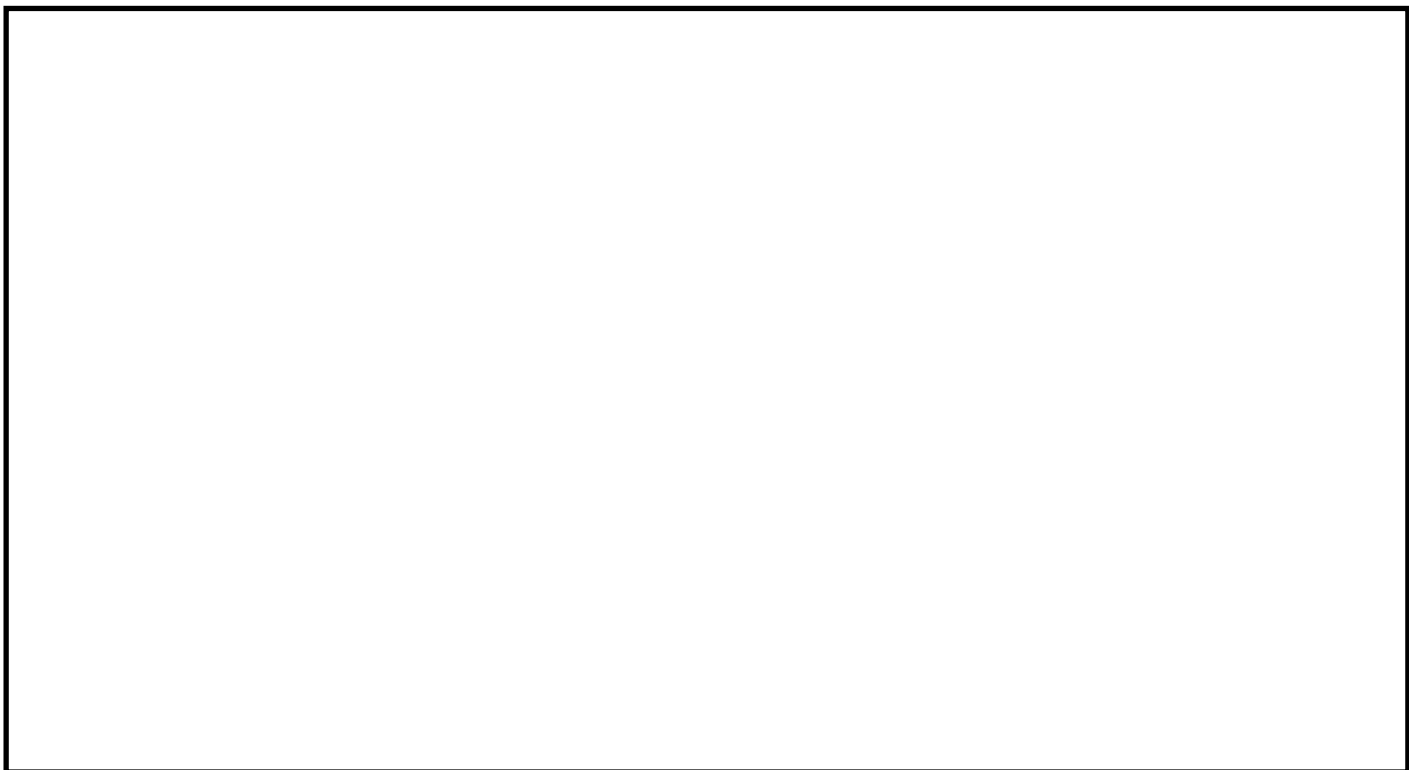
It is an unfortunate fact that plastic can't be digested easily by the Earth. Our reliance on disposable plastic packaging for a great many things we buy has led to serious environmental problems. For example, experts predict that, by 2050, there will be more plastic in the oceans than fish. With 8 million pieces of plastic entering the oceans every day, we are creating a problem for future generations as well as a problem today.

The increasing amount of plastic in the oceans is creating real problems for the creatures who live in the sea. Wildlife such as dolphins, seals and seabirds often eat plastic, mistaking it for food. Studies carried out on dead sea creatures has revealed plastic bags caught up in the intestines and stomachs of sea creatures, which would have caused them pain when alive and may have caused or contributed to their deaths.

4. **Summarise** what you have learnt from reading the text above. (What are the main points?)

5. Why do you think the writer uses the pronouns 'our' and 'we'? how does this make the reader feel?

6. Using the text above draw an image of a polluted ocean. Label your image with relevant quotations from the text.



Week 3: Letter writing

1. Why might you write a letter?

2. Why do you think some people have their letters published in newspapers? Who might read them?

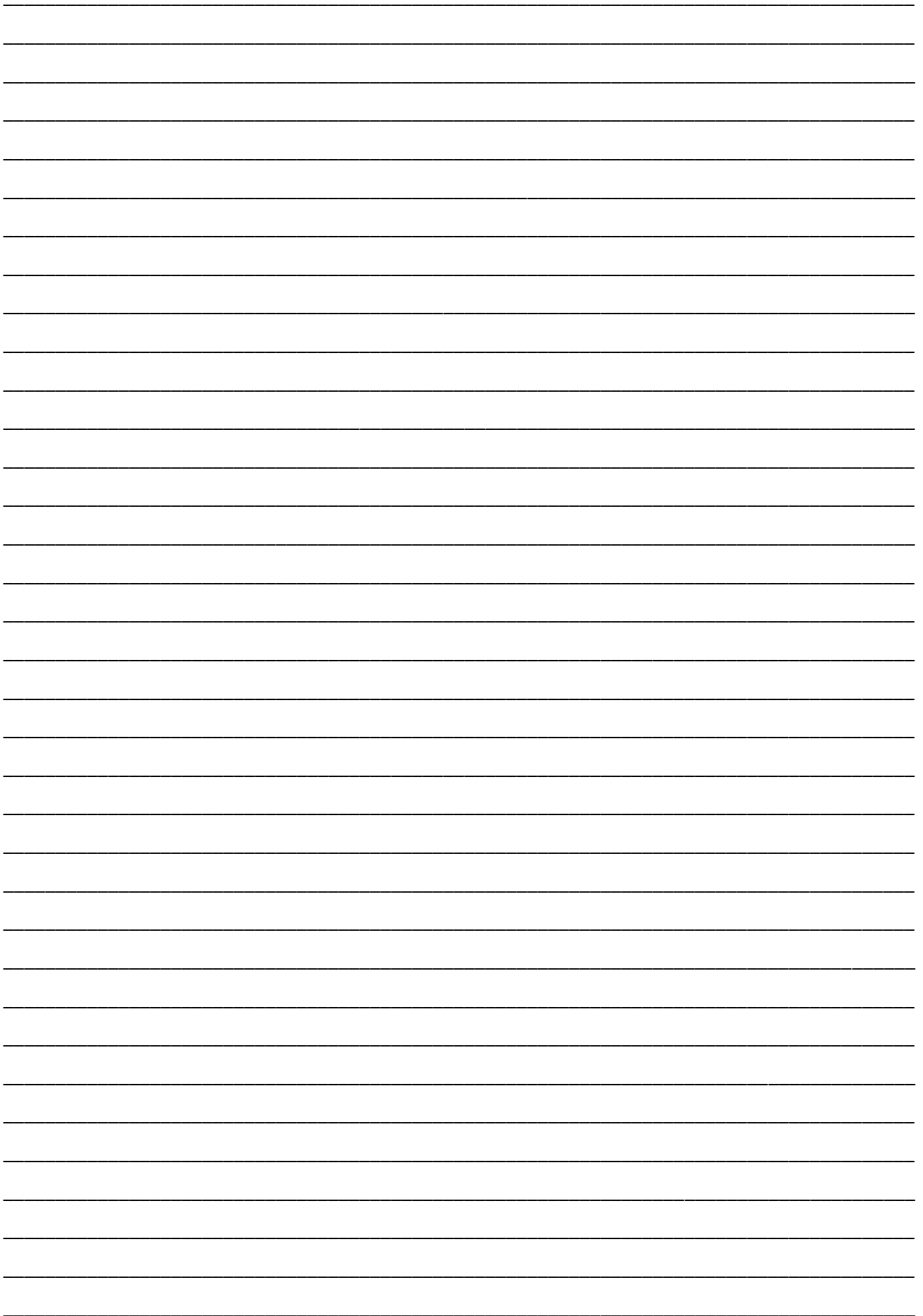
3. Look at the letter template below:

<p>Include your address here. It can be made up.</p> <p>Date</p>
<p>Dear (name of friend),</p> <ul style="list-style-type: none">✓ First paragraph. The first paragraph is the introduction portion. Say why you are writing. Set out your argument and make clear points about the topic.✓ Second Paragraph. The second paragraph is where you persuade people to agree with your viewpoint. Start it by saying what you feel or make your opinion clear. You should include techniques from DAFOREST – look at Lesson 5 to remind yourself.✓ Third paragraph. Under this paragraph you are supposed to end your letter. Include here your final points. End with a rhetorical question. Keep the reader thinking. <p>Yours faithfully,</p> <p>Your name</p>

4. Use the planning box on the next page to plan your own letter. You are going to write to the government minister responsible for the environment, George Eustice - about why you believe all classrooms in Walsall should have recycling bins.

You could think about:

- ✓ Why is it important to recycle?
- ✓ What kind of bins do you think classrooms should have?
- ✓ Should schools be allowed to sell drinks in plastic bottles?
- ✓ What is the impact on the environment if we don't recycle?
- ✓ Use the information and techniques from Lessons 1 and 2 to help you – DAFOREST.



Week 4: Descriptive writing:

1. Look at the image below and use it to help you to fill in the table.

Hint: Use a dictionary or the internet to check the meanings of these **definitions** if you need:



Use an example of personification to show how the water is moving.	Use a simile to describe the water.	Write a metaphor about the bottle.

2. You are going to imagine you are an animal living in this ocean, you might be a turtle, dolphin, shark etc., plan and write about what you can see around you.

PLAN:

Paragraph 1: What can you see? Use a simile, metaphor and personification.	Paragraph 2: How does it make you feel? Use a list of three, emotive language and an opinion.
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Lesson 5: 1st or 3rd person narration.

1. Write down your own definition of what a first person and third person narrator is.

First person narration...

Third person narration...

2. Read the examples of texts below and draw a line to which narrative perspective has been used.

The Dursleys hadn't even remembered that today happened to be Harry's twelfth birthday. Of course, his hopes hadn't been high; they'd never given him a real present, let alone a cake - but to ignore it completely... *Harry Potter and the Chamber of Secrets* by JK Rowling

"Oh yeah, I'll tell you something,
I think you'll understand
When I say that something, I
wanna hold your hand"
The Beatles

"I wandered lonely as a cloud, That floats on high o'er
vales and hills,
I Wandered Lonely As A Cloud by William Wordsworth

FIRST
PERSON
NARRATOR

Elizabeth allowed that he had given a very rational account of it, and they continued talking together, with mutual satisfaction till supper put an end to cards, and gave the rest of the ladies their share of Mr. Wickham's attentions. *Pride and Prejudice* by Jane Austen

"She walks in beauty, like the night
Of cloudless climes and starry skies;
She Walks in Beauty by Lord Byron

"It was a bright cold day in April and, the
clocks were striking thirteen. *1984* by
George Orwell.

THIRD
PERSON
NARRATOR

"It was times like these when I thought

So here's my first problem with the sugar tax. We all deserve to treat ourselves to something a bit naughty every now and again. Sure, the tax doesn't mean that sugary drinks are banned, but it does mean that they're harder to access for people. Poor people are the ones hit hardest by this, and life's hard enough for them without taking away their pleasures, don't you think?

5A – Highlight where you can see evidence of the writer using a first person narrative

5B – Label where you can see the writer using: a rhetorical question, an example of alliteration

Week 6: Structuring your writing.

The structure of your writing is so important, this is why we use lots of planning in English, imagine if you were reading Red Riding Hood and the wolf was killed at the beginning of the story – would you really want to carry on reading a story about a girl dropping off some bread at her gran's house?

To be convincing and to make your writing exciting you need to think about the order of your ideas. Below is a story from the BBC 500 words competition,; it placed in the top 50 stories and was written by a 12 year old!

I have cut up the story in to chunks.

- 1. Number the paragraphs so that the story makes sense. I have put in 1 for the beginning and 7 for the end to help you.**

Story sections	Order
At one final attempt to connect with Alan, Hilary put on his old hearing aids. She could hear the birds tweeting in the far off trees and with this, tears began to form. She dropped her head onto the grave, only to immediately lift her head up in shock as she had heard something that would haunt her to this day.	
She had brought with her several objects that Alan loved almost as much as he loved her. The first item that was removed from the ancient Asda carrier bag was a 1966 world cup final ticket. He was always warbling on about 'the good old days'. That seemed to be the only thing that Alan ever spoke of, forgetting how terrible TV, politics, and basically everything new is nowadays. She had also brought his favourite pair of shoes. She placed his shoes next to his gravestone and lay down next to him.	
Muffled shouts and screams of a very familiar voice...	7
Hundreds of memories flashed through Hilary's mind.	
As Hilary took the steps up to where Alan lay she longed just to feel his loving embrace just one more time. His death left Hilary bitter, depressed and alone. For a forty seven year old lady, this was devastating. Her usually impeccable standards of dress had plummeted. A usually elegant dresser (well-known because of her fondness for party frocks) had thrown on any old clothes, completely contradicting her characteristics. Her normally beautiful hair had flopped barely above her eyes, and wrinkles had formed on her face as she had completely ignored her daily beauty regime.	1
A scratching sound.	

Lay there, alone, Hilary had time to think. The memories were flooding back. She remembered every detail of their first encounter. Alan's first words to Hilary were "Do you believe in love at first sight?" Hilary just replied: "yes."	
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2. Read the story in full now you have put it together – check that it makes sense!

3. What is effective about the **ending** of this story (number 7 in the table)? What do you think has happened? Did you expect it – why/why not?

4. The writer has chosen to write using a third person perspective. Why do you think they have done this?

5. Imagine you are Hilary – continue the story. What is she going to do next now that she has heard Alan's voice coming up through the ground?

- Remember to write in a chronological order.
- Use pronouns 'I', 'me' and 'my' to show you are using Hilary's voice.

Extension work 1: Being persuasive.

1. Recap and revise the following methods – opinions, alliteration, first person perspective, direct address

Which of the following sentences is an example of direct address?

- When it rains I use an umbrella.
- You must put up your umbrella in the rain.
- Umbrellas are very useful to stay dry when it rains.
- The big, blue broly keeps the rain off my hair.

Which of the following sentences is an example of alliteration?

- When it rains I use an umbrella.
- You must put up your umbrella in the rain.
- Umbrellas are very useful to stay dry when it rains.
- The big, blue broly keeps the rain off my hair.

Which of the following sentences is an example of opinion?

- When it rains I use an umbrella.
- You must put up your umbrella in the rain.
- Umbrellas are very useful to stay dry when it rains.
- The big, blue broly keeps the rain off my hair.

Which of the following sentences is an example of a first person narrative?

- When it rains I use an umbrella
- You must put up your umbrella in the rain
- Umbrellas are very useful to stay dry when it rains
- The big, blue broly keeps the rain off my hair.

2. Read the article about Sugar Tax in full and then answer the question below.

Sugar: A Taxing Subject

People have got themselves all frothed up about the tax on fizzy drinks. It's not the fizz that's the problem, of course – it's the 9 cubes of sugar that each can contains. It'd be indefensible to argue that 9 cubes of sugar per can is no big deal; we know that sugar is bad for your teeth, bad for your blood pressure, bad for your liver, is linked to diabetes and cancer, and is physically addictive.

What's debatable is whether you should be taxed extra for choosing a can of fizzy pop as a treat; whether it's the government's business to interfere with your choices, and whether taxing is going to make any difference.

Let me lay my cards on the table: I'm no fan of sugar. And by that, I mean I love it... but I know it's bad for me. I know that with every delicious mouthful of dopamine-triggering fizz, I'm hurting the body I love, the body that has faithfully carried me around the world for the last two decades, and which (I'm hoping) will continue to do so for many more. I know that, with every can of Coke I use to wash down my pizza, I'm probably cutting my life short, or something. I get it. But here's the thing: we all do things that are bad for us. Heck, even breathing is bad for us; the oxygen that we need in order to stay alive is technically killing us (ask your Chemistry teacher. Or google it).

So here's my first problem with the sugar tax. We all deserve to treat ourselves to something a bit naughty every now and again. Sure, the tax doesn't mean that sugary drinks are banned, but it does mean that they're harder to access for people. Poor people are the ones hit hardest by this, and life's hard enough for them without taking away their pleasures, don't you think?

Secondly, you might think it's a noble thing for the government to intervene and prevent us from hurting ourselves, like blundering toddlers swinging a knife around a kitchen, but my question to you is: where do we stop? Lots of things contain sugar, including chocolate, fruit, ready meals – are we going to tax all of those, too? And then what? Tax staying in bed because it's bad for your body? Taxing computer games because they make your brain have too much fun? Try as it might, the Nanny State can't protect us from all of life's harms. Far better to let people make educated decisions for themselves.

Lastly, taxing sugar might not even work. People who can afford these drinks are still likely to consume them in the same amount, but paying more, according to one nutrition expert. A better way to reduce people's intake of these drinks is to educate them about what they are putting into their bodies. It's people, not governments, who bring about real change – just look at the brouhaha about plastic straws, a noble cause started by a public awareness campaign. The government are getting behind it, but that's where governments should be – behind the people, not in front.

So by all means cut down on your sugar if you want to live a healthier, longer life, and do your bit to keep our NHS afloat. It's a great idea. Just don't expect the government to do your thinking for you. After all, treats in moderation should be a privilege that we can all enjoy. I'll drink to that.

1. Find THREE examples of rhetorical questions in the text.

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2. Find ONE example of an opinion stated as a fact.

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3. Find THREE examples of direct address to the reader in the text.

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4. Which is the most effective technique used by the author in your opinion? Why?

WHAT: I think the most effective technique is _____ because...

HOW: Find a piece of evidence using the technique you've chosen and quote it as evidence.

WHY: Explain in your own words why you think the line you have chosen is effective. Think about if the line is from near the beginning or end of the article. Is this important?

Extension work 2: Newspaper article.

Fill in the table below to help you plan your own piece of writing about sugary drinks.

TASK: Sugary drinks are killing children! They rot their insides, make their teeth brown and fill their brains with fizzy nonsense. Do you agree?

Paragraph 1: Do you think children should have sugary drinks in school e.g. Lucozade, Coke, Fanta, Mountain Dew?	Yes? No? Why?
Paragraph 2: What are the advantages of children drinking sugary drinks?	Bullet point your ideas:
Paragraph 3: What are the disadvantages of children having lots of sugary drinks?	Bullet point your ideas here:
Use these to support your ideas above: Find 5 facts about sugar from the article you read in extension week 1.	1 2 3 4

