



JINSTAR

今之星国际教育

Information pack for Students and Parents

This information packs provides all the pre-reading, questions and homework for the 15 day course.

Please print this document and have it with you for every lesson.



Lesson One Introduction to non-fiction writing

Our Learning Objectives

- 1) To understand what a non-fiction text is
- 2) To identify the features of a non-fiction text

Key terms: Non-fiction, fact, opinion, audience, purpose, layout

Word Bank

- On the slide below there is a sheet for you to print.
- During the course you will have reading to do before the lesson.
- This sheet is for you to note down any words you may not understand with their definition.
- By the end of the course you should have a bank of words to improve your vocabulary.

Lesson 1 Pre-Lesson



Think about your life in the last 48 hours...



- What kind of texts have you come into contact with? (eg newspapers, leaflets, books etc)
- Where did you see them?
- What do you think was the intended purpose of the texts?
- Can you think of any differences between the texts?

Example 1 - Leaflet

Dive Into Detecting

You don't need hundreds of pounds of equipment to get into this exciting hobby, but you do need to know the law.

Take a long drive out into the country on any weekend morning and the chances are you'll spot several slowly moving figures in fields. Detectorists, as they call themselves, are everywhere, and there's never been a better time to get involved.

Metal detecting has been around for a long time, but over the past three years, sales of metal detectors have increased nationally by 80%. Why is this pastime so popular at the moment? Read on to discover what makes people pull on a pair of boots, pick up a metal detector and go hunting for metal.

Buried treasure

The obvious attraction to metal detecting is the dream that you might find the next big treasure trove. Each year, more than 90% of historical finds in the UK are made by amateur detectorists. With well-publicised finds such as the multi-million pound Hoxne hoard, there's

Purpose and audience?

every chance you could find something amazing.

Staying fit

Metal detecting is an outdoors hobby. Depending on your commitment, you can walk for several hours. Walking is proven to increase the strength of your cardiovascular system, which in turn reduces the risk of heart disease, strokes and more. If you get lucky, you'll be doing a lot of digging. Using a spade to dig holes gives your upper body a great workout.

Finders keepers?

Don't start celebrating straight away, though; besides coins, any item you find which is gold or silver will need to be reported to the local coroner. They decide if it's treasure or not. The landowner has possession rights over anything found on their land, so it's important to get their written permission before you start.

History detectives

You can learn a lot about a local region through metal detecting. Researching your spot with maps, internet and books is a great way of stimulating your mind.

Facts?



How do you know what you've found? Good metal detectorists know their stuff; they're part historian, part antiques specialist, part garbage recycling expert. Researching your finds, and discovering their history, will soon give you an in-depth knowledge of the history of the UK.

Meet new friends

Metal detecting may look like a pretty lonely pursuit, but any detectorist will tell you that they have a huge network of contacts. Each year, there are several rallies organised in different regions, usually where a detecting group has

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Language
?

Layout?

Example 3- Newspaper report

YOU'VE GOT TO BE KIDDING!

Herd of mountain goats casually climb near-vertical 160ft dam

One of the laws of nature states: birds and squirrels live in trees, goats stay on the ground. So at first glance, you could be forgiven for thinking this photo of the Cingino dam in the Italian Alps is unremarkable, but for the feat of civil engineering it represents. However, look a bit closer and you might feel like a bit of a silly billy for not realising those specks on its sheer 160ft face are something altogether more amazing.

These incredible pictures show Alpine ibex goats wandering across the face of the near-vertical dam in northern Italy without a care in the world. The gravity-defying goats typically live in very steep and rocky terrain at altitudes of up to 4,600m and have no fear of falling, whether climbing up or down the 160ft dam wall.

And they aren't doing it just to show off. It is thought that the goats are actually grazing, licking the stones for their salts.

The photos have captured the imagination of bloggers across the iInternet, including Jolle Jolles, a 25-year-old zoologist working at Cambridge University. "I have a great fascination for goats," he said. "I think they are one if not the most fascinating animals on our planet.



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Photo courtesy of Adriano Migliorini via <http://adventurejournal.com/> - granted under creative commons license



Purpose?
Audience?
Layout?
Language?

Example 4- Speech on why Malala Yousufzai should win the Nobel Peace Prize

Malala Yousufzai embodies the spirit our generation should all embrace. Her love of education and equal rights has surpassed just herself and enveloped all girls in the world who are unfairly denied knowledge. Malala has, despite her dreadful suffering, become an example for all of us about what one can achieve in the face of adversity. The petty minded who fear well educated women should feel very threatened by her courage and love of scholarship.



Malala has the courage that we should all have. She does not just seek education and equal rights for herself but for all girls in the world. Even though she suffered badly, she set a great example for all people about how important education is. Some people think that women should not have education but Malala will prove them wrong!

Purpose? Audience? Language? Layout?



Lesson Two Diary Writing

- 1) To review apostrophe's and commas
- 2) To summarise the features required to write a diary

Pre-Reading for Lesson 2 Diary Writing



The diary of Sergeant Reginald Evans – 1914.

That evening I slipped out through an old **sap head** into no man's land. The din was terrific, though the intensity of our bombardment had died away. The enemy was sending up fairy lights and star shells in reckless profusion and to crown it all, the moon had rose early in the fall, cloudless and serene. I wormed my way along, until I reached the road on my right and proceeded alongside of it until I came to a stupendous barricade of wire and trestles, which extended across for some yards on either side. I traversed for some distance in this close contact, 'til at last, seeing another huge gap in the wire, I turned to make the return journey. Only just in time.

Suddenly as if an inferno had been let loose the artillery bombardment burst out a new. All around me fell the shells with tremendous explosions, the earth seemed to rock as I lay scared and stiff on its surface. And the sound of broken metal was like the rattle of a hailstorm as it pattered to the ground with a noise insistent and penetrating even amid the louder roar. I really felt that my days were over. And as I resumed my awful journey through shell holes and debris, while all the time thinking I would never complete it. The state I was in when I finally did reach our trenches couldn't be imagined. Challenged by a sentry, I was almost too exhausted to reply.

Sap Head - a listening post that was a shallow, narrow, often disguised position somewhat in advance of the front trench.



1. Highlight any vocabulary you don't understand. Look up the definition and write a sentence using the word in your 'vocabulary bank'.
2. Describe what kind of man Sergeant Reginald Evans is and explain how you know this.
3. What does he compare the sound of broken metal to and what is the effect on the reader?
4. Find an example of a short sentence used in the extract and explain the effect on the reader.
5. What does Sergeant Evans mean when he says, 'Really I thought my days were over'?

Homework Lesson 2

- I want you to write a diary entry – one day in your life, maybe a special event you remember.
- The diary entry must be at least 500 words long and must be submitted to info@jinstargroup.co.uk in word format by (4 days from date of lesson), where it will be marked and returned to students.
- Make sure you put your name on your diary entry.



Lesson Three

Diary Writing

- 1) To review some famous diarists and compare language
- 2) Using recount to write a diary entry

Pre-Reading Lesson 3

Read the following extract and complete the activities

Diary Excerpts- Anne Frank

On the Deportations

"Our many Jewish friends and acquaintances are being taken away in droves. The Gestapo is treating them very roughly and transporting them in cattle cars to Westerbork, the big camp in Drenthe to which they're sending all the Jews....If it's that bad in Holland, what must it be like in those faraway and uncivilized places where the Germans are sending them? We assume that most of them are being murdered. The English radio says they're being gassed." - October 9, 1942

On Nazi Punishment of Resisters

"Have you ever heard the term 'hostages'? That's the latest punishment for saboteurs. It's the most horrible thing you can imagine. Leading citizens--innocent people--are taken prisoner to await their execution. If the Gestapo can't find the saboteur, they simply grab five hostages and line them up against the wall. You read the announcements of their death in the paper, where they're referred to as 'fatal accidents.'" - October 9, 1942

"All college students are being asked to sign an official statement to the effect that they 'sympathize with the Germans and approve of the New Order.'" Eighty percent have decided to obey the dictates of their conscience, but the penalty will be severe. Any student refusing to sign will be sent to a German labor camp." - May 18, 1943

On Writing and Her Diary

"Mr. Bolkestein, the Cabinet Minister, speaking on the Dutch broadcast from London, said that after the war a collection would be made of diaries and letters dealing with the war. Of course, everyone pounced on my diary." - March 29, 1944

"When I write, I can shake off all my cares." - April 5, 1944

Describing her Despair



"I've reached the point where I hardly care whether I live or die. The world will keep on turning without me, and I can't do anything to change events anyway. I'll just let matters take their course and concentrate on studying and hope that everything will be all right in the end." - February 3, 1944

"...but the minute I was alone I knew I was going to cry my eyes out. I slid to the floor in my nightgown and began by saying my prayers, very fervently. Then I drew my knees to my chest, lay my head on my arms and cried, all huddled up on the bare floor. A loud sob brought me back down to earth..." - April 5, 1944

On Her Old Country, Germany

"Fine specimens of humanity, those Germans, and to think I'm actually one of them! No, that's not true, Hitler took away our nationality long ago. And besides, there are no greater enemies on earth than the Germans and Jews." - October 9, 1942

On Still Believing

"It's a wonder I haven't abandoned all my ideals, they seem so absurd and impractical. Yet I cling to them because I still believe, in spite of everything, that people are truly good at heart.

It's utterly impossible for me to build my life on a foundation of chaos, suffering and death. I see the world being slowly transformed into a wilderness, I hear the approaching thunder that, one day, will destroy us too, I feel the suffering of millions. And yet, when I look up at the sky, I somehow feel that everything will change for the better, that this cruelty too shall end, that peace and tranquility will return once more" - July 15, 1944

1. Highlight any vocabulary you don't understand. Look up the definition and write a sentence using the word in your 'vocabulary bank'.
2. Research the life of Anne Frank and write two paragraphs summarising her life.
3. What is happening to Anne Frank's friends?
4. How do you think Anne Frank is feeling in the extract entitled 'Describing her despair'? How do you know this?
5. What does Anne Frank still believe and what quotation shows this?
6. What does Anne Frank say it's impossible to build her life on?
7. Having read the extracts, what do you think of Anne Frank as a person? Explain your reasons thoroughly.

Homework Reminder

- You should all have submitted your Diary Homework by now, I will get this marked and sent back to you.
- Please complete the pre-reading for the next lesson and answer the questions.



Lesson Four

Biography and Autobiography

Our Learning Objectives

1. To understand onomatopoeia
2. To understand the terms biography and autobiography
3. To understand the structure and purpose of an autobiography
4. To be able to use organisational features to structure the text
5. Develop self-awareness and listening skills

David Beckham - pre reading activity

Lesson 4 pre-reading and activity

Read the following extract and complete the activities:

David Beckham Biography

David Beckham is one of Britain's most famous footballer players. He was captain of the English national team from 2000 to 2006, scored in three different FIFA World Cups, and played midfield for clubs in Manchester, England and Madrid, Spain, before agreeing to move to Los Angeles, to play for Los Angeles Galaxy team on a five-year contract beginning on July 1, 2007.

He was born David Robert Joseph Beckham on May 2, 1975
In 1986 he was a Manchester United's mascot for a match against West Ham United.

In the 1998 FIFA World Cup he played all of England's qualifying matches and scored in several important victories. He received a red card for violent conduct in England's match against Argentina. After losing the game England was eliminated, Beckham was made a scapegoat and became the target of criticism and abuse in media.

He had a good season in 1999 - 2000 and helped Manchester United to win the Premier League. At that time, he married singer Victoria Beckham (nee' Adams) from the popular musical group The Spice Girls, and the couple had their first son, Brooklyn born in 1999.

In February 2003, following the defeat to Arsenal, the Manchester United's manager Alex Ferguson entered the changing room and kicked a football boot that struck Beckham over the eye, causing a cut that required stitches.

He signed a four-year contract with Real Madrid, beginning on July 1, 2003, and worth a potential 40 million dollars. |

In 2005 Beckham became a UNICEF Goodwill Ambassador. He was also involved in promoting London's successful bid for the 2012 Olympic Games. In 2005, he established football academies in Los Angeles and East London.

During the FIFA World Cup 2006, he played for England, and became the first ever English player to score in three World Cups. In the quarter final game against Portugal, Beckham was replaced because of his injury in the middle of the game. Without him the English team lost and was knocked out of the World Cup.

In June 2007 Beckham played his final game for Real Madrid, winning a medal and celebrating with his friends Tom and Katie Cruse, who attended the game.



In 2009, David played on loan at AC Milan to maintain his fitness after ending the season with the Galaxy. He ended up staying with Milan for five months, from January to May 2009. In 2010, he also arranged to embark on a second loan spell at AC Milan from the Galaxy, to play for Milan for another five months.

The Beckhams, who have become known as "Posh and Becks", have three sons: Brooklyn Joseph Beckham (born 1999), Romeo James Beckham (born 2002), and Cruz David Beckham (born 2005) who was named "Cruz" in honor of their friend Tom Cruise. Their daughter Harper Seven Beckham was born on 10th July 2011.

Now answer the questions

1. Highlight any vocabulary you don't understand. Look up the definition and write a sentence using the word in your 'vocabulary bank'.

2. How many clubs did David Beckham play for? How many countries were these clubs in?

3. What is UNICEF? Research and write a paragraph explaining what it is.

4. Who is your favourite sportsman/woman? Why?

Homework Activity

Write your autobiography. (1000 words)
Focus on an important and interesting event in your life making sure you write in chronological order.
Submit to info@jinstargroup.co.uk in word format
by (4 days from date of lesson)

Ideas:

- When and where you were born
- Your family
- Starting school
- Making new friends
- New experiences and feelings related to these experiences
- People who have influenced you.

Remember: write in chronological order.





Lesson Five

Writing to Instruct

Our Learning Objectives

- 1) Imperative Verbs
- 2) Writing Instructions

Snack Bar

You will need:

- Apron
- Baking tray
- Mixing bowl and spoon
- 1/2 cup chopped up cereal
- 1/4 cup chopped dried fruit or raisins
- 1/3 cup dried coconut
- 1 tbs honey
- 1 tbs tahini (this is a paste made from sesame seeds)
- 2 tbs water



Method:

	1. Pour the cereal and dried fruit into a bowl.
	2. Add the coconut.
	3. Next, add the honey.
	4. Now, add the tahini and mix well with your wooden spoon.
	5. Add the water until the mixture is able to stick together.
	6. Press the mixture into a baking <u>tray</u> , and put it in the fridge for one to two hours.

	7. Cut it into slices and eat.

1. Highlight any vocabulary you don't understand. Look up the definition and write a sentence using the word in your 'vocabulary bank'.

2. Write the instructions in one paragraph, removing the pictures and the numbers. Does this alter your understanding of the instructions? How?

Homework

- Think of your best holiday.
- Who was with you?
- Where was it?
- What made it so memorable?

This is not a formally marked homework, so please bring your completed instructions to the lesson next week to read to your peers.

Homework

- Write a list of 10 instructions for a good holiday.
- Make sure you follow the rules for instruction writing.
- For example:
 1. Make sure the hotel has a pool which is open all the time.
 2. Splash your parents at least twice a day, aiming for full wetness.
 3. Eat all the food you are not usually allowed (e.g. pizza for breakfast, constant cold drinks)
 4. Block the aerosol sun screen with your hand when you apply it to your brother/sister's back so that they end up with a sunburnt hand print (make sure you have the sunburn cream ready later on!)



Lesson Six

Argument and Persuasive Writing

Our Learning Objectives

- 1) To discuss the similarities and differences between these types of writing and when you may need to use them
- 2) Identifying effective language techniques for this type of writing and explaining the effect on the audience.

Emotive, Technical, Adjectives, Connectives

Pre Lesson Reading Lesson Six

Spring Primary School
Spring rd.
London
L2 3JK

Dear Mr. Smith,

Having been a pupil at Spring Primary for the last seven years, I feel it is now my duty to relate to you the feelings of your students towards wearing a school uniform. It has long been felt by myself, and my peers, that wearing a school uniform is an outdated and impractical notion, which we no longer feel is necessary. By writing this letter, I hope to convince you that this is the case and begin negotiations on changing this rule.

My reasons for not wearing uniform are as follows:

To begin with, a recent survey conducted by the school council identified that an overwhelming majority of 79% of pupils would prefer to wear their own clothes to school. As a Head Teacher, it is your duty to listen to and consider any opinions of your students and to negotiate with them.

Pre Lesson Reading

As the school council are an elected body of students from all the classes in the school, it is important that you take heed of any information they discover about the wants and needs of the pupils.

Secondly, myself and my peers feel more comfortable and at ease in our own clothes. This is important as the more comfortable we feel, the better we are able to concentrate on the work we are doing. If we are constantly fiddling with stiff collars, itchy trousers and uncomfortable shoes, this distracts us from the task in hand. Moreover, this distracts us from learning. Therefore, wearing our own clothes would improve and lengthen our learning time and ultimately impact and improve our achievement in school. (The school's position on the league tables would rocket – and OFSTED would see that the Leaders and Teachers in school are working hard and getting results)!

Questions – Pre Lesson Reading

- Highlight any vocabulary you don't understand. Look up the definition and write a sentence using the word in your 'vocabulary bank'.
- List the main points the writer makes about why his/her Headteacher should get rid of school uniform.
- In your opinion, is the writer successful in persuading their Headteacher? Why/why not?
- What are the differences between this letter and the two speech extracts we studied in the previous lessons?
- Why do you think the writer uses the personal pronoun 'my' frequently in their letter?

Homework

This is the 3rd Formally marked piece of work to be submitted in word format (Give students 4 days) . This piece needs to be at least 500 words. Please submit to info@jinstargroup.co.uk

I would like you to write an essay arguing the case against

- Are schools and teachers responsible for low test scores?

Include in your argument why schools and teachers are not responsible?, who else is responsible?, why?, is it a joint responsibility?



Lesson 7

Argument and Persuasive Writing

Our Learning Objectives

- 1) How to write a formal letter
- 2) Writing to argue and to persuade
- 3) Introduction to Debating

Emotive, Technical, Adjectives, Connectives

Pre Lesson Reading for Lesson 7

Should Mount Snowden be open to tourists?

There is a lot of discussion about whether Mount Snowden should be open to tourists.

People who agree that it should, claim that walking up the mountain is a good form of exercise. A further point they make is that when tourists come, they spend money in the area which in turn provides jobs for local people. It is also argued that because tourists come to the area, facilities are improved and preserved for everyone.

However, there are also arguments against this point of view. Other people feel that too many visitors wear out the paths and erode the soil. They say the tourists drop litter and pollute the area. Furthermore, they claim that tourists spoil the area and bring extra traffic. Snowden should be open to tourists but with a limit to the number who can walk on it each day.

Questions – Pre Lesson Reading

- Highlight any vocabulary you don't understand. Look up the definition and write a sentence using the word in your 'vocabulary bank'.
- What reasons does the writer give for Mount Snowdon being open to tourists?
- What reasons does the writer give for Mount Snowdon not being open to tourists?
- Do you think that this is a balanced article? Why?
- After reading the article, what do you think? Open or not?

Homework

This is the 4th Formally marked piece of work to be submitted by (give students 4 days) in word format to info@jinstargroup.co.uk. This piece needs to be at least 500 words.

I would like you to write an letter to the Headteacher of your school, to persuade him to let students organise a Non Uniform Day to raise money for a charity to be chosen by the students.

This needs to be a formal letter using your best powers of persuasion



Lesson 8

Informative Text

Our Learning Objectives

- 1) Feedback of Homework then review Persuasive Letter Writing
- 2) Pre-Reading Activity
- 3) Features of Informative Texts
- 4) Connectives

Emotive, Technical, Adjectives, Connectives

Kites

Kites were used approximately 2800 years ago in China, where materials ideal for kite building were readily available: silk fabric for the sail material; fine, strong silk for the flying line; and resilient bamboo for the lightweight framework. Ancient and medieval Chinese sources list the use of kites for measuring distances, testing the wind, lifting men, signalling, and communication for military operations. The earliest known Chinese kites were flat (not bowed) and often rectangular. Later, tail-less kites were developed. Kites were decorated with mythological motifs and legendary figures; some were fitted with strings and whistles to make musical sounds while flying.

After its introduction into India, the kite further evolved into the fighter kite known as the *patang* in India, and annual kite running competitions are held every year on the day of Makar Sankranti. In Afghanistan, kite running is an ancient tradition, and it is regarded as an art as well as a sport; the aim of the kite runners is to cut the string of the kites belonging to their opponents with the string of their own. It is exciting and fun, but can also be dangerous, as kite runners can fall or run into things while they are involved in mid-air duels with rivals.



The period from 1860 to about 1910 was the golden age of kiting. Kites started to be used for scientific purposes, especially those to do with weather forecasting and photography; reliable manned kites were developed, as well as power kites. Then the invention of the powered aeroplane diminished the interest in kites, and since then they have been used mainly for recreation. You can see them being flown every evening in Tiananmen Square in Beijing, nearly three thousand years after they were first invented, in all shapes and forms, including eagles.

However, children nowadays do not fly kites as much as in previous times. The rival attractions of computer games have reduced the appeal of all outdoor activities, and there are fewer large spaces where kite flying can safely be done, thanks to the increase in the number of tall buildings and overhead power cables in so many countries.

Pre-reading for Lesson 8

Pre-Reading Questions

Then answer the following questions

- a) Think about four short subheadings which you could add to the text, one before each of the four paragraphs, to summarise its content. Write them down.
-
- b) Look at the ten words in bold in the passage. Which words of similar meaning could you replace them with?
- c) Explain in your own words the meaning of the following phrases from the text
- Duels with rivals
 - The golden age
 - Thanks to the increase

Homework

- I want you to write me a piece of informative text, telling me some facts and information about your favourite hobby/pastime.
- The text needs to be written using the language structure and features.
- It needs to be 250 words long, so really think about summarising the information.
- This is not a formally marked piece of homework so bring your text to the next lesson.



Lesson Nine

Newspaper Article

Our Learning Objectives

- 1) To understand active and passive voice
- 2) To understand the main features of a newspaper article
- 3) To understand the writing style of a newspaper article

Language, adverbials, nouns, tense

Pre – Lesson Reading Lesson 9

BOMB BLASTS BAKERY

January 9th 1940

Last week, in Cardiff, the nasty Nazi Luftwaffe, dropped hundreds of bombs in the busy area of Riverside, whilst innocent people slept peacefully in their beds.

Tragically, it is thought that around 100 people have been killed and 350 homes destroyed, with many people still missing. However, a lucky few with Anderson Shelters in their back gardens managed to seek refuge and survive the terrifying attack.

Also damaged in the air raid, which lasted 10 hours, was Llandaff Cathedral, Cardiff Docks and many Chapels in the town centre.

The worst incident was at the home of a bakers, on the corner of Stockland Street in Grangetown. Around 32 people were killed - including at least five members of the Hollyman family as they sheltered in the cellar under the bakery. The bomb when it hit left an enormous pile of rubble (around 3 metres high).

A local lad, John Williams, a 14-year-old delivery boy for the bakery, arrived the next morning for his



Above: Damage to the houses and bakery in Stockland street, Riverside.

horse-drawn round to find his employer Bill Hollyman's baker shop reduced to rubble. He said to The Daily News, "I was shocked there was debris everywhere, it was unrecognisable!"

Another witness to the devastating bombings was Margaret, aged 45, who said she heard an almighty explosion, followed by flashes of white light littering the night sky, and ferocious flames raging.

With the war still ongoing, it is important to remember to; always carry your gas mask, find the nearest Anderson shelter and never leave your lights on at night time.

- Highlight any vocabulary you don't understand. Look up the definition and write a sentence using the word in your 'vocabulary bank'.
- What is the headline of the newspaper report? What language techniques is used and what is the effect on the reader?
- List all the facts used in the text
- List all the opinions used in the text
- What buildings were damaged in the air raid?
- What did the witnesses say that they saw?

Homework - Lets Write a Newspaper Article

You are now going to write a newspaper article based on facts below. Think about layout, language, style of article, include all the facts. The article will need a picture and must be 300 words. Plan your article, obtain your information. Research if necessary.

- Prince Harry marries Megan Markle
- 19th May 2018
- St George's Chapel, Windsor Castle



This is a formally marked piece of work and needs to be submitted in word format to info@jinstargroup.co.uk (give student 4 days)



Lesson Ten

Newspaper Article

Our Learning Objectives

- 1) To understand the use of emotive language in an article
- 2) To look at active and passive sentences
- 3) To investigate how to interview a witness

Language, adverbials, nouns, tense

Lesson 10 Pre-lesson activity is to read the article in the handbook and answer the questions.

Tuesday 13th November

Now only 3 coins

Jealous Jill jolted Jack!



Exclusive by the 3 Dwarves!

Following last Friday's terrible 'accident' at The Hill where Jack, a local boy, suffered atrocious injuries to his crown, we can now confirm that police have his sister, Jill, in custody.

At first it appeared that last Friday's events were an unfortunate coincidence with the two siblings both taking tumbles down the hill whilst fetching a pail of water, however, witness reports provided to the police suggest that all is not as it seems...

One witness, who wants to be known as 'She who wears a scarlet hood' exclaimed, "I couldn't believe my eyes! I was collecting flowers for my Grandmother in the wood and when I looked up I saw a young boy

the profits from their water-collection business from which Jill was receiving a reduced share. Jill will remain at Rapunzel Towers Police Station while further investigations take place. Meanwhile, Jack remains in hospital in a critical condition.



Jack and Jill before last Friday's events

1. Highlight any vocabulary you don't understand. Look up the definition and write a sentence using the word in your 'vocabulary bank'.
2. What do you notice about the layout and presentation of the report? How is this different from the other genres we have studied so far? (Speeches and argument/persuasive writing).
3. Using 'what', 'where', 'when', 'who', 'why' and 'how', explain what has happened in the story.
4. Where are Jack and Jill now?
5. What had Jack and Jill argued about?
6. What did the witness see?



Lesson 11

Speech Writing

Our Learning Objectives

1. To understand the features of a great speech

- **Key terms: Audience, purpose, alliteration, rhetorical questions, rule of three**

Pre-reading Lesson 11

Pre-reading and activity

Read the following extract and complete the activities

First Lady Michelle Obama's speech to the young women of Elizabeth Garrett Anderson school during an event at Oxford University

I'm not the only one who's excited to see you all here today. Students and faculty at this university were eager to visit with you all, as well.

And there's a reason for that. It's because all of us – and it's important for you to know that – all of us believe that you belong here; that this is a place for you, as well. We passionately believe that you have the talent within you, you have the drive, you have the experience to succeed here at Oxford and at universities just like it across the country and across the world, because you attend a school that has been labelled "outstanding", a school that's preparing you for whatever course of study that you might choose.

I know that you spend each day with girls from many different countries, who speak 59 different languages in your school. So you're already learning how to fit into a university like Oxford, which has students from more than 140 different countries.

And finally, by overcoming challenges in your lives – by adjusting to a new culture, and learning a new language, many of you enduring hardships in your own families – through those experiences, you have gained strength, courage and maturity that is far beyond your years.

And those qualities will help you succeed in school and in life. So in other words, all of us who brought you here today don't just think that universities have a lot to offer you. We believe that you all have a lot to offer these universities – your talent, your passion, your unique life experiences. And we very much want you to believe that's true, as well.

And I know that from my own experience, that can be hard sometimes. And I remember back when I was your age, trying to decide which schools that I would apply to. And I remember how well meaning but misguided people sometimes questioned whether someone with my background could succeed at an elite university.

And when I was accepted at one of those universities, I had all kinds of worries and fears and doubts before I entered. I worried that I wouldn't be as well prepared as students who had come from more privileged families. I worried that I wouldn't fit in somewhere so different from where I'd grown up, or with people whose backgrounds were so different from mine.

But after a few months in college, away from home on my own, I realised that I was just as capable and I had just as much to offer any of my classmates. I realized that if I worked hard enough, I could do just as well as anyone else. I realised that success is not about the background you're from. It's about the confidence that you have and the effort you're willing to invest. [...]

And I want you to know that you have everything you need to succeed at a place like this. You just have to work hard. That's it. You have to push yourselves. That's the only thing. This does not come easy for anyone. Everyone here, regardless of their background, got here because they worked hard. And you stay here because you work hard. But more importantly, you have to believe in yourself. You have to mentally believe that you can be here. You have to paint that picture for yourself.

And most of all, when you eventually get to a place like Oxford, I want every last one of you to reach back and to help others get here, too. That's one of the reasons why I'm here, reaching back, even as First Lady of the United States, making sure that other young girls get the same opportunities that I have. Maybe that means mentoring or tutoring young people in your community. Or maybe it means keeping in touch with students at Elizabeth Garrett Anderson and helping them with their university applications, because many kids don't have the experience to even apply.

And the one thing is that you don't have to wait until you've made it yourself. You don't have to wait until you're big time. You can start the minute that you get back to school, because for every one of you here, there's someone else from your school who could be here, who won't have this opportunity. So I want you to tell your classmates about the people that you met here today, about the classes you attended here. And I want you to get them all inspired and excited about what you've seen here today. You all have so much to offer.

You have to believe that. And I look forward to seeing all of you fulfill whatever dreams you have, and I know they're big. So I want to see you all in the future, visiting me somewhere around the world, doing great things.

- Highlight any vocabulary you don't understand. Look up the definition and write a sentence using the word in your 'vocabulary bank'.
- What are the main points Michelle Obama is trying to get across in her speech?
- How many different languages does Michelle Obama say are spoken at the school?
- How many different countries are represented at Oxford University?
- What is the effect of the repetition of 'you' throughout the speech? Why do you think she does this?
- What does Michelle Obama say that she wants the girls to do?

Homework

- Read the pre reading that will be sent on Monday and answer the questions.
- Read the Malala speech that will be sent after the lesson – what are your thoughts to this speech?



Lesson 12

Speech Writing: Delivery

Our Learning Objectives

- 1) To be able to identify the features of good public speaker
- 2) To be able to deliver an extract of a speech effectively
- 3) To be able to write an effective speech of your own

Key terms: Timing, tone, volume, emphasis

Pre-Reading Lesson 12

Read the following extract and complete the activities

Winston Churchill's speech 'we shall fight them on the beaches' is one of the defining speeches during the Second World War.

This is one of three speeches Churchill gave at this time.

4 June 1940



“ I have, myself, full confidence that if all do their duty, if nothing is neglected, and if the best arrangements are made, as they are being made, we shall prove ourselves once again able to defend our Island home, to ride out the storm of war, and to outlive the menace of tyranny, if necessary for years, if necessary alone.

At any rate, that is what we are going to try to do. That is the resolve of His Majesty's Government-every man of them. That is the will of Parliament and the nation.

The British Empire and the French Republic, linked together in their cause and in their need, will defend to the death their native soil, aiding each other like good comrades to the utmost of their strength.

Even though large tracts of Europe and many old and famous States have fallen or may fall into the grip of the Gestapo and all the odious apparatus of Nazi rule, we shall not flag or fail.

We shall go on to the end, we shall fight in France,

we shall fight on the seas and oceans,

we shall fight with growing confidence and growing strength in the air, we shall defend our Island, whatever the cost may be,

we shall fight on the beaches,

we shall fight on the landing grounds,

we shall fight in the fields and in the streets,

we shall fight in the hills;

we shall never surrender, and even if, which I do not for a moment believe, this Island or a large part of it were subjugated and starving, then our Empire beyond the seas, armed and guarded by the British Fleet, would carry on the struggle, until, in God's good time, the New World, with all its power and might, steps forth to the rescue and the liberation of the old."

Answer the following questions

- Highlight any vocabulary you don't understand. Look up the definition and write a sentence using the word in your 'vocabulary bank'.
- Write a paragraph summarising what the speech is about
- Who was Winston Churchill and what do you think he was trying to achieve by giving this speech?
- What is the effect of words (personal pronouns) such as 'we' and 'our'? Why do you think he uses them so much?
- What repetition can you find and how does it affect the audience?
- How does the speech differ from other types of writing you may have read?

Homework

- I want you to write a speech about something you are passionate about
- The speech needs to be at least 500 hundred words long
- You need to follow the conventions of speech writing we have learnt
- This is a formally marked piece to be emailed to info@jinstargroup.co.uk by (give student 4 days in word format)
- You will deliver your speeches to your peers in the next lesson



Lesson Thirteen

Book Review

- 1) Word Association – Vocabulary Builder
- 2) How to write a book review

Connectives, First Person, Chronological Order, Sequential Words

Pre – Lesson Activity Pre Reading for Lesson 13



“The Hunger Games” Book Review

“The Hunger Games” is the first book in a fantastic series of three books written by Suzanne Collins. It takes you into the life of a scared but quick-thinking, brave girl named Katniss Everdeen who learns how to survive on her own from a very young age when her father died in a mining accident. From that day on, she took care of her little family (mother and little sister, Prim) as well as herself by hunting in the woods of District 12 everyday with her guy friend Gale (who might have a thing for her but no one really knows). District 12 was one of the twelve districts that made up the country of Panem. Panem was once the continent of North America. When an epidemic swept through the continent of North America, Panem was formed and, the people who lived under the rules set by the capitol did not like it. They rebelled against the capitol and lost. Now, every year, children's names, ages 12 through 18, are put into a bowl and drawn out during a ceremony known as “The Reaping.” This is a dreaded time and no one wants to be a part of it because they know that if their names are drawn, it is almost like a death sentence. When a name is called, you are then taken and thrown into what is known as “The Hunger Games.”

Our narrator, main character, and hero also known as Katniss Everdeen, offered herself as a tribute in place of her younger sister Prim in an effort to save her life. When her and Peeta Mellark (the boy tribute from district 12) were taken off to the capitol, they went through some pretty intense training and in the end, well, you'll have to read the book to find out what happened but it was sort of an unexpected ending.

This book was so good because it kept you on your toes the whole time. I would rate it a solid 9.5. I gave it that high of a rating because, the unexpected seemed to happen a lot and things popped up all the time out of nowhere. The book also kept a good pace and there weren't too many dull moments; there was just enough detail that you could picture what was going on in your head while the story kept moving.

The only thing that I did not like about this book was the fact that it seemed almost too futuristic. Yes, it is true that the story takes place millions of years from our present day but, it seemed almost to realistic. Crazy is a good word that describes what some of the people acted like that lived in the capitol. In all though, I really did think that this was a very good book and I would suggest it to anyone who was considering reading it.



1. Highlight any vocabulary you don't understand. Look up the definition and write a sentence using the word in your 'vocabulary bank'.
2. Who are the main characters in the book?
3. What is the ceremony called where names are drawn out of a bowl? What happens if your name is drawn out?
4. Did the writer enjoy the book? How do you know this?
5. What did the writer dislike about the book?
6. Re-read the text and summarise what each paragraph is about using only one sentence.

Homework

Your next piece of homework is to write a book review - it can be on any book you have read recently, it needs to be 500 words long and have one cause and effect in the review. The review needs to be submitted to info@jinstargroup.co.uk (give students 4 days) in word format.



Lesson Fourteen

Film Review

- 1) Grammar Quiz!!
- 2) How to write a film review

Verbs, opinion, cinematography, genre, characters

Pre-Reading Lesson 14

Read the following extract and complete the activities.

“The Hunger Games” film review

Like many science-fiction stories, “The Hunger Games” portrays a future that we’re invited to read as a parable for the present. After the existing nations of North America are destroyed by catastrophe, a civilization named Panem rises from the ruins. It’s ruled by a vast, wealthy Capitol inspired by the covers of countless sci-fi magazines and surrounded by 12 “districts” that are powerless satellites.

As the story opens, the annual ritual of the Hunger Games is beginning; each district must supply a “tribute” of a young woman and man, and these 24 finalists must fight to the death in a forested “arena” where hidden cameras capture every move.

This results in a television production that apparently holds the nation spellbound and keeps the citizens content. Mrs. Link, my high school Latin teacher, will be proud that I recall one of her daily phrases, “panem et circenses,” which summarized the Roman formula for creating a docile population: Give them bread and circuses. A vision of present-day America is summoned up, its citizenry glutted with fast food and distracted by reality TV. How is the population expected to accept the violent sacrifice of 24 young lives a year? How many have died in our recent wars?

The story centers on the two tributes from the dirt-poor District 12: Katniss Everdeen (Jennifer Lawrence) and Peeta Mellark (Josh Hutcherson). The 16-year-old girl hunts deer with bow and arrow to feed her family; he may be hunkier but seems no match in survival skills. They’re both clean-cut, All-Panem types, and although one or both are eventually required to be dead, romance is a possibility.

In contrast with these healthy young people, the ruling class in the Capitol are effete decadents. Effie Trinket (Elizabeth Banks), bedecked in gaudy costumery and laden with garish cosmetics, emcees the annual drawing for tributes, and the nation gets to know the finalists on a talk show hosted by Caesar Flickerman (Stanley Tucci), who suggests what Donald Trump might do with his hair if he had enough of it.



The executive in charge is the gamemaker, Seneca (Wes Bentley), who has a beard so bizarrely designed that Satan would be envious. At the top of the society is the president (Donald Sutherland), a sagacious graybeard who harbors deep thoughts. In interviews, Sutherland has equated the younger generation with leftists and Occupiers. The old folks in the Capitol are no doubt a right-wing oligarchy. My conservative friends, however, equate the young with the Tea Party and the old with decadent Elitists. “The Hunger Games,” like many parables, will show you exactly what you seek in it.

1. Highlight any vocabulary you don’t understand. Look up the definition and write a sentence using the word in your ‘vocabulary bank’.
2. Who is Panem ruled by?
3. Why does the writer say that her Latin teacher would be proud?
4. Who plays Effie Trinket in the film?
5. What does the writer compare the ruling class in the Capitol to? What does this mean?

Homework

For homework I would like you to complete and submit a film review on any film you have recently watched.

Email to info@jinstargroup.co.uk (give students 4 days) in word format.



Lesson Fifteen

Travel Review

- 1) Synonyms and antonyms
- 2) How to write a travel review
- 3) Write a travel review of Beijing

Synonyms, antonyms, prefixes, verbs, opinion, review

Pre-Reading Lesson 15

Read the following extract and complete the activities.

Travel writing- Bill Bryson

Goodness me, but isn't London big? It seems to start about twenty minutes after you leave Dover and just goes on and on, mile after mile of endless grey suburbs with their wandering ranks of terraced houses and semis that always look more or less identical from a train, as if they've been squeezed out of a very large version of one of those machines they use to make sausages. How, I always wonder, do all the millions of occupants find their way back to the right boxes each night in such a complex and anonymous sprawl?

Victoria Station was swarming with the usual complement of lost-looking tourists, lurking touts and passed-out drunks. I can't remember the last time I saw anyone at Victoria who looked like he was there to catch a train. On my way out, three separate people enquired whether I had any spare change - 'No but thank you for asking!' - which wouldn't have happened twenty years ago. Then, not only were panhandlers something of a novelty but they always had a good story about having lost their wallet and desperately needing £2 to get to Maidstone to donate bone marrow to their kid sister or something, but now they just flatly ask for money, which is quicker but less interesting. I do find London exciting. Much as I hate to agree with that tedious man Samuel Johnson, and despite the pompous imbecility of his famous remark about when a man is tired of London he is tired of life (an observation exceeded in fatuousness only by 'Let a smile be your umbrella'), I can't dispute it. After seven years of living in the country in the sort of place where a dead cow draws a crowd, London can seem a bit dazzling.

I can never understand why Londoners fail to see that they live in the most wonderful city in the world. It is far more beautiful and interesting than Paris, if



you ask me, and more lively than anywhere but New York - and even New York can't touch it in lots of important ways. It has more history, finer parks, a livelier and more varied press, better theatres, more numerous orchestras and museums, leafier squares, safer streets, and more courteous inhabitants than any other large city in the world. And it has more congenial small things - incidental civilities you might call them - than any other city I know: cheery red pillar boxes, drivers who actually stop for you on pedestrian crossings, lovely forgotten churches with wonderful names like St Andrew by the Wardrobe and St Giles Cripplegate, sudden pockets of quiet like Lincoln's Inn and Red Lion Square, interesting statues of obscure Victorians in togas, pubs, black cabs, double-decker buses, helpful policemen, polite notices, people who will stop to help you when you fall down or drop your shopping, benches everywhere. What other great city would trouble to put blue plaques on houses to let you know what famous person once lived there or warn you to look left or right before stepping off the kerb? I'll tell you. None.

1. Highlight any vocabulary you don't understand. Look up the definition and write a sentence using the word in your 'vocabulary bank'.
2. What do you think the writer thinks of London? Write a paragraph to explain and quotations from the text to support your ideas.
3. Explain what happens to the writer at Victoria Station.
4. Why does the writer say that London is better than New York?
5. What are used in London to show a famous person once lived there?

I would like you to write a travel review of Beijing – you can talk about the city as a whole, or think about one specific aspect of Beijing. I have never been to Beijing so when you read it to me make sure it will make me want to visit.

In the final 10 minutes of the lesson we will read our travel reviews