

# Lesson 1- Introducing an article.

Year 9 HT4  
– Writing  
Unit



English Language

**Challenge** Can I develop an opinion based on the article?**Date:****Title: L1- Introducing Articles****BIG QUESTION: Can we make a difference?**

- What does the question mean?
- How does this question link to our reading of 'The 57 Bus'?
- What is your opinion?
- Can we make a difference to the world we live in?



Make a note in your books of any words and definitions that you didn't already know.

## WB 21/03/2022 Vocabulary Slide

### Word Wall.

#### Word of the week

**Fortuitous** (verb)

#### Definition:

1. Happening by chance rather than intention.
2. Happening by a lucky chance; fortunate.

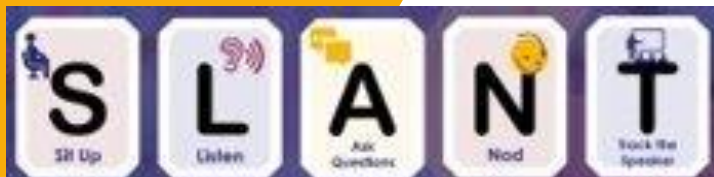
### Word Consciousness

**Spherical** - shaped like a sphere (Circle).

**Conspiracy** - a secret plan by a group to do something unlawful or harmful.

**Hoax** - trick or deceive (someone).

**Deception** - the action of deceiving someone.



**What?**

We will look at an article and our initial impressions.



**Agree  
Learning  
Outcomes**

**Why?**

To understand how our opinions are influenced by language techniques.

**Aspire**

**Can I show understanding  
of techniques that create  
an effect on the reader?**

**Challenge**

**Can I develop an opinion  
based on the text?**

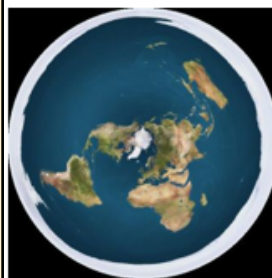




# Challenge

Can I develop an opinion based on the article?

## 1. Listen to me read. How does the article start and end?



### Flat-earthers – Are they for real?

We live in a world which increasingly rejects science and calls main stream media reporting 'fake news'. But is the growth of the flat-earth movement a harmless conspiracy or part of a darker 'anti-science' movement.

Popping on my tin-foil hat, I got myself comfortable to watch the new Netflix documentary "Behind the Curve" based on the community of people who believe that the Earth is flat rather than spherical. I expected oddballs and I was not disappointed. Members of the Flat Earth Society claim to believe the Earth is flat. Walking around on the planet's surface, it looks and feels flat, so they deem all evidence to the contrary, such as satellite photos of Earth as a sphere, to be fabrications of a "round Earth conspiracy" orchestrated by NASA and other government agencies. Given mathematical proof, they respond with their feelings. Given scientific evidence, they retaliate with accusations of conspiracy. They are demented in their denial, fixed in their fixation of a secret only they apparently understand.

The belief that the Earth is flat has been described as the ultimate conspiracy theory. According to the Flat Earth Society's leadership, its ranks have grown by 2000 people per year since 2009. Judging by the exhaustive effort flat-earthers have invested in fleshing out the theory on their website, as well as the staunch defences of their views they offer in media interviews and on Twitter, it would seem that these people genuinely believe the Earth is flat. Their website are swish and flash – and it is not hard to imagine that an ill-educated individual might fall for this hoax. Once readers decide to believe, there is no going back! Everything in their perception of the wider world alters to accommodate this new belief.

But Flat-earth believers are not relegated to the hidden corners of the universe: Plenty of celebs have been quite vocal with their beliefs. For instance, on Jan. 25, 2016, rapper-singer Bobby Ray Simmons Jr. (known as B.o.B) released a track called "Flatline" in which he disses astrophysicist Neil deGrasse Tyson, after the two had a Twitter battle over the spherical-ness of the planet. B.o.B is convinced Earth is flat. The rapper tweeted: "No matter how high in elevation you are... the horizon is always eye level ... sorry cadets... I didn't wanna believe it either." If the flat-earthers can convince a celebrity, then how many of their fans will also become followers? What kind of a world do we live in when the highest educated scientist is publicly mocked in a rap for his rational views?

It is easy to laugh of flat-earth supporters and their crazy theories. Indeed, this conspiracy isn't as immediately dangerous as climate change denialism or the anti-vaccine backlash. But that doesn't mean it's totally harmless. It's important to maintain a level of concern about these conspiracy theorists as their views harm society as a whole – it is anti-science! That's something that's having profound impact on everyone. Conspiracy theorists attack expertise. And that is the danger of the growth of such communities – they reflect a world-wide growth in the anti-science movement. And a world without scientific fact, is a world where lies disseminate and the line between truth and deception blurs. So, while we laughingly dismiss the flat-earthers, we need to be on guard in a world which increasingly ignores 'facts' which do not fit.





**Challenge**

Can I develop an opinion based on the article?



You are going to work with your shoulder partner to explore the article you have been given. Use the questions to support you.



1. What do the articles look like? What are the main formatting features?
2. How do the articles start/open?
3. What techniques are used to hook the reader?
4. What techniques does the author use to get the reader thinking, or to persuade?
5. Who are the audience?
6. What is the purpose of the article?
7. What changes when the audience and purpose changes?



**Challenge** Can I develop an opinion based on the article?

**How does this article persuade the reader that flat-earth believers are not 'harmless?'**

**What persuasive techniques has the writer used?**

**What effect has this created for the reader?**





## Challenge Can I develop an opinion based on the article?

Watch the video. Does your original opinion of Flat-earthers change?



Phillip Is Absolutely Baffled by the Men Who Believe the Earth Is Flat | This Morning

5,870,164 views • May 2, 2018

47K 7.2K SHARE SAVE





# Lesson 2 – Planning an article.

## Year 9 HT4 – Writing Unit





# Challenge

Can I plan persuasive ideas?



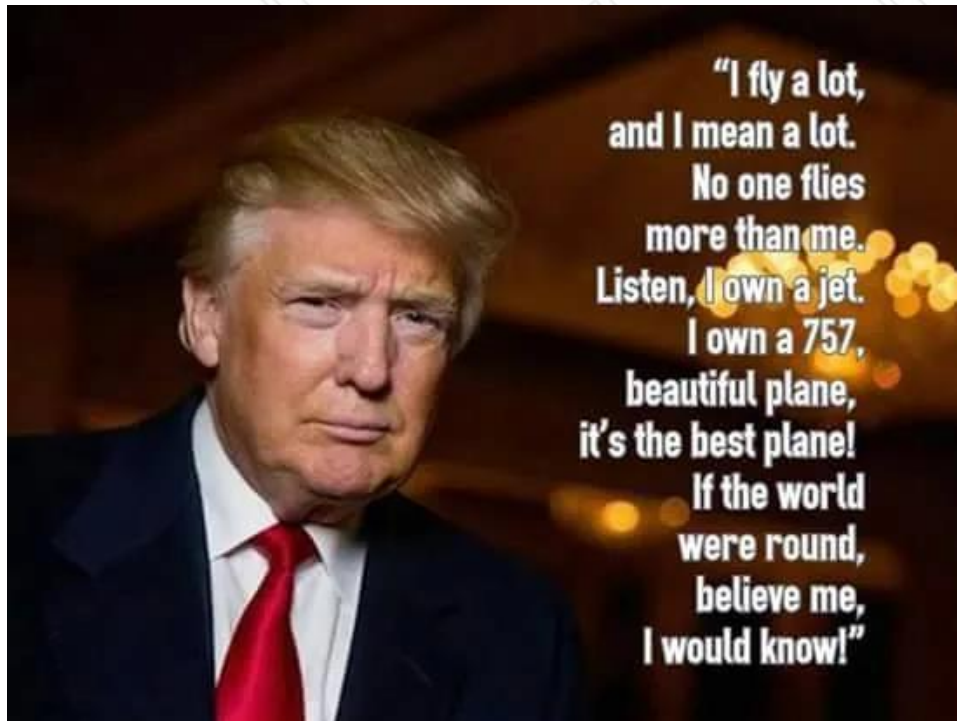
Date:

## Title: L2- Planning

*Donald Trump believes that the earth is flat.*

-Does this influence your own opinion at all?

-Why might it influence other people's opinions?



Make a note in your books of any words and definitions that you didn't already know.

# WB 21/03/2022 Vocabulary Slide

## Word Wall.

### Word of the week

**Fortuitous** (verb)

#### Definition:

1. Happening by chance rather than intention.
2. Happening by a lucky chance; fortunate.

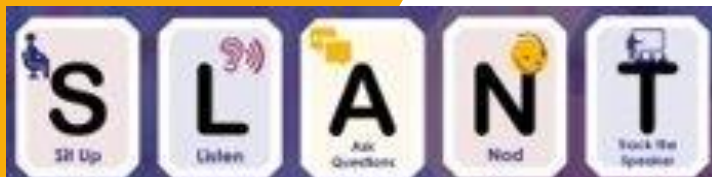
## Word Consciousness

Influence - affect the way something happens or how someone thinks.

Rhetorical Question - \_asked to create effect rather than gain an answer

Fallacious - based on a mistaken belief.

Flagrant - Immoral or wrong, and obviously offensive.



**What?**

Plan our ideas for an article.

**Why?**

To practice our planning skills.



**Agree  
Learning  
Outcomes**

**Aspire**

**Can I apply a variety of techniques within my introduction?**

**Challenge**

**Can I plan persuasive ideas?**



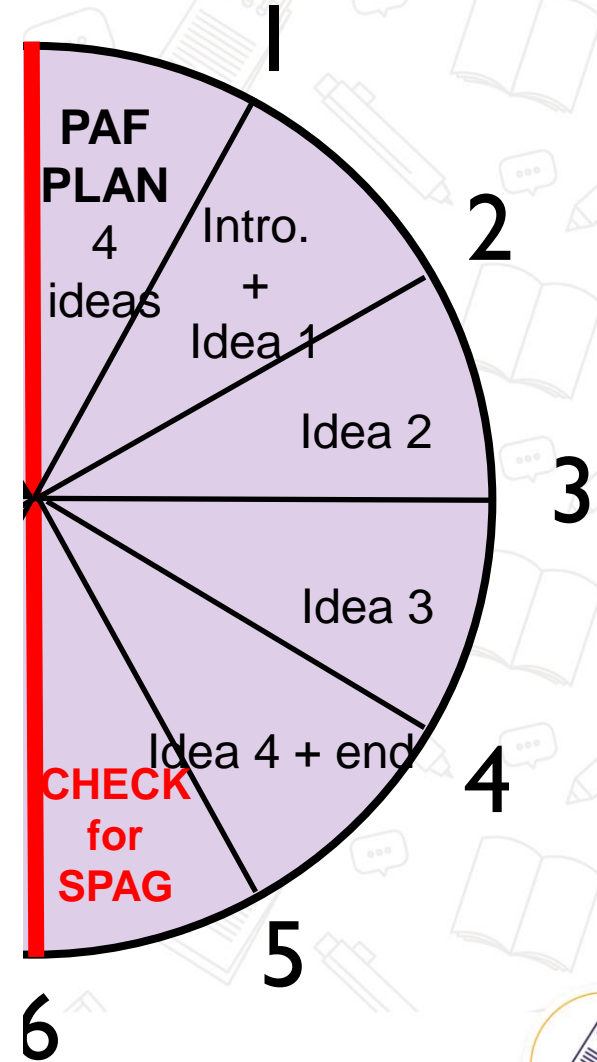




# Challenge

Can I plan persuasive ideas?

## 'The Perfect Thirty'





# Challenge

Can I plan persuasive ideas?

## PAF

**PURPOSE:** .....**AUDIENCE:** .....**FORMAT:** .....

The text below was part of an online debate about flat earth movement:






"Everyone should believe in a flat earth. People that don't believe in a flat earth are clearly insane. "

Write a lively article in response to the above statement, opposing the flat earth movement!





## Four ideas (and a spare?)

Idea	Idea	Idea	Idea	Spare idea
				





## Challenge

Can I plan persuasive ideas?

- fabulous
- faded
- faint
- fair
- faithful
- fallacious
- false
- familiar
- famous
- fanatical
- fancy
- fantastic
- far
- far-flung
- fascinated
- fast
- fat
- faulty
- fearful
- fearless
- feeble
- feigned
- female

- fierce
- filthy
- fine
- finicky
- first
- five
- fixed
- flagrant
- flaky
- flashy
- flat
- flawless
- flimsy
- flippant
- flowery
- fluffy
- fluttering
- foamy
- foolish
- foregoing
- forgetful
- fortunate
- four



- free
- freezing
- frequent
- fresh
- fretful
- friendly
- frightened
- frightening
- full
- fumbling
- functional
- funny
- furry
- furtive

**Write a short title to catch people's attention.**

**Example:**

**Fancy a Flat earth?  
Flat earth is Fabulous!**







## Writing your introduction...

### What should an introduction look like?

#### How to Write a Good Introduction:

- Keep your first sentence short. Consider a short rhetorical question
- Don't repeat the title.
- Keep the introduction brief.
- Use the word “you” at least once to talk directly to the audience.
- Dedicate a sentences to articulating who the article is aimed at - audience
- Dedicate a sentence to explaining why the article is important – purpose.





# Challenge

Can I plan persuasive ideas?

## Write your own introduction.

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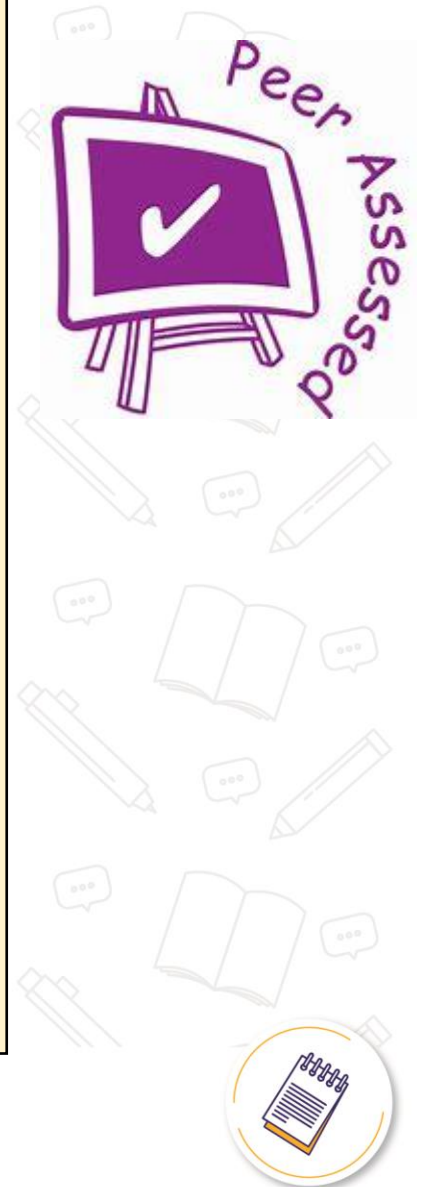




## Introduction

Have they:

- Included a catchy headline?
- Included a rhetorical question?
- Used direct address?
- Clearly shown who the audience is?
- Clearly shown the purpose in their writing?



# Lesson 3 – Developing ideas using TADADS.

Year 9 HT4  
– Writing  
Unit



English Language



**Challenge**

Can I write a developed paragraph using the structure?

**Date:****Title: L3- Developing Paragraphs****True or False? Tick or X.****How to Write a Good Introduction:**

- ☐ Keep your first sentence short. Consider a short rhetorical question
- ☐ You should repeat the title.
- ☐ Your introduction should be at least 4 sentences long
- ☐ Never use the word 'You' in your introduction.
- ☐ Dedicate sentences to articulate who the article is aimed at - audience
- ☐ Dedicate sentences to explain why the article is important – purpose.

Make a note in your books of any words and definitions that you didn't already know.

# WB 21/03/2022 Vocabulary Slide

## Word Wall.

### Word of the week

**Fortuitous** (verb)

#### Definition:

1. Happening by chance rather than intention.
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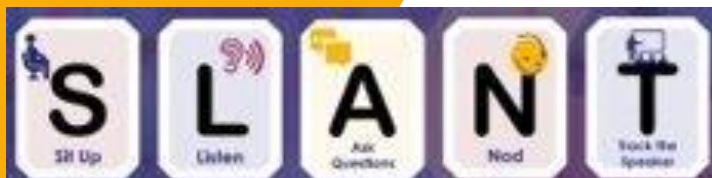
## Word Consciousness

Topic - a subject in writing or conversation

Emotive- Evoking strong feelings

Development - Process of something becoming more elaborate or detailed.

Audience - Spectators or listeners



**What?** Practice writing developed paragraphs using TADADS.



**Agree  
Learning  
Outcomes**

**Why?** To include a range of ideas.

**Aspire**

**Can I make  
the paragraphs sound  
ambitious and realistic?**

**Challenge**

**Can I write a developed  
paragraph using the  
structure?**



**Challenge**

Can I write a developed paragraph using the structure?

***The text below was part of an online debate about flat earth movement:***

*"It is nonsense to believe in a flat earth. People that believe in a flat earth are clearly insane. "*

**Write a lively article in response to the above statement, opposing the flat earth movement!**



**Remind yourself of  
the task and the  
PAF from last  
lesson.**







## Paragraph Development Structure

1. Topic Sentence



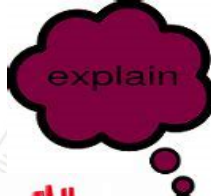
6. Summary or suggestion.

summary

2. Appeal to the head



3. Develop your fact or opinion.



4. Appeal to the heart



5. Develop your emotive language.



**Let's create the  
first TADADS  
paragraph  
together.**





**You need to write more developed paragraphs independently using the TADADS structure for your article.**

**1. Topic Sentence**



**4. Aim for the heart**



**2. Aim for the head**



**5. Develop your emotive language.**



**3. Develop your fact or opinion.**



**6. Summary or suggestion.**



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## Proof-read your work before you hand it in to be marked.

- Have you included a topic sentence?
- Have you included a fact or an opinion?
- Have you included a rhetorical question or some emotive language?
- Have you included developments about your fact / emotive language?
- Have you included a summary or suggestion?
- Is the audience clear in your writing?
- Have you addressed the task in your writing?



# Lesson 4 – Effective conclusions.

## Year 9 HT4 – Writing Unit







## Challenge Can I identify what is needed in a conclusion?



Date:

### Title: L4- Completing and Concluding

What is the correct structure for a developed paragraph in an article?

T -  
A -  
D -  
A -  
D -  
S -

**S-T-R-E-T-C-H:**  
Give an example for  
each of them.





**What?**

Write a conclusion for my article and a second draft.

**Why?**

To make sure that my article is fully completed and is the best version.



**Agree  
Learning  
Outcomes**

**Aspire**

**Can I apply techniques to  
my writing?**

**Challenge**

**Can I identify what is  
needed in a  
conclusion?**



## WOTW Recall

Notorious (adjective)

To ascend (verb)

To prohibit (verb)

To culminate (verb)

To collapse (verb)

Challenge – Can you define  
the first 5 words from last  
half term?

## Word Consciousness

**Summary** – Reiterate your  
point briefly.

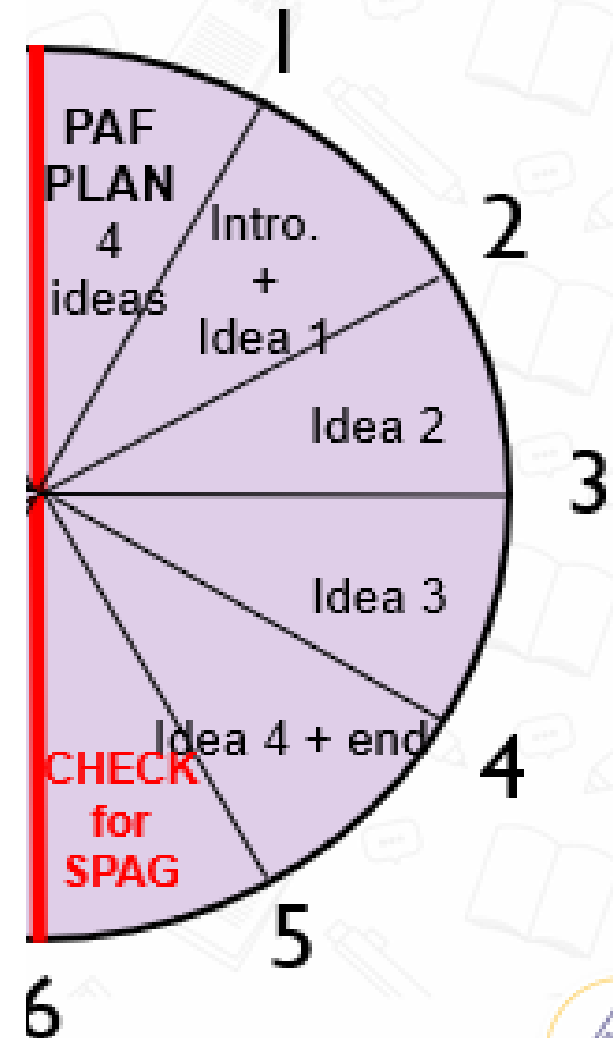
**Reflect** – Look back upon the  
situation / event with more  
clarity.

**Anecdote** – A personal  
experience

Aspire – Can you include  
the words  
In a sentence?



# 'The Perfect Thirty'



**Challenge** Can I identify what is needed in a conclusion?

**Develop your remaining paragraphs**

**Then we will write a conclusion  
What should a conclusion look like?**

**With your shoulder  
partner write down  
some ideas**





**Challenge** Can I identify what is needed in a conclusion?

Write own conclusion.

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## Challenge Can I identify what is needed in a conclusion?

### What criteria should your conclusion meet?

- Summarised main point
- Linked back to the question
- Included a final thought or reflection



Lesson 5 – Common  
assessment  
preparation.

Year 9 HT4  
– Writing  
Unit





## Challenge Can I retrieve accurate information from the text?

# There/Their/They're Activity 8



**You Know  
The Drill**

Standing over **(1)**, by the entrance to the cinema screens, are staff requesting to see people's tickets. **(2)** job is to check everyone has paid and **(3)** not sneaking in items from outside of the cinema venue.

**(4)** are food stalls in the foyer where people are buying **(5)** snacks. "Is **(6)** anywhere cheaper?", Simeon asks.

"Yes, **(7)** is Tesco next door", I chuckle. "I know **(8)** are less honest people who hide snacks in **(9)** bags, but I don't want us to get thrown out", I add.

"That's true", Simeon admits. We agree that **(10)** are some good 'two for one' deals on and purchase our snacks!





## Challenge

Can I retrieve accurate information from the text?

# There/Their/They're Activity

## 8 ANSWERS

**You Know  
The Drill**

Standing over **(there)**, by the entrance to the cinema screens, are staff requesting to see people's tickets. **(Their)** job is to check everyone has paid and **(they're)** not sneaking in items from outside of the cinema venue.

**(There)** are food stalls in the foyer where people are buying **(their)** snacks. "Is **(there)** anywhere cheaper?", Simeon asks.

"Yes, **(there)** is Tesco next door", I chuckle. "I know **(there)** are less honest people who hide snacks in **(their)** bags, but I don't want us to get thrown out", I add.

"That's true", Simeon admits. We agree that **(there)** are some good 'two for one' deals on and purchase our snacks!



## WOTW Recall

Notorious (adjective)

To ascend (verb)

To prohibit (verb)

To culminate (verb)

To collapse (verb)

Challenge – Can you define  
the first 5 words from last  
half term?

## Word Consciousness

Aspire – Can you include  
the words  
In a sentence?

Remember, you will sit the Readiness Test next week.



**What?**

Look at the practice reading questions.



**Agree  
Learning  
Outcomes**

**Why?**

In preparation for the common assessment.

**Aspire**

**Can I apply my  
knowledge of the writer's  
intentions?**

**Challenge**

**Can I retrieve accurate  
information from the text?**





# Common Assessment

- The Common Assessment is designed to track your progress over the last term
- You will be assessed on reading and writing
- The Common Assessment lasts 1 hour (30 minutes, 30 minutes writing)





# Challenge

Can I retrieve accurate information from the text?

Section A is the reading section, it is worth 15 marks (50%)

Remember you will have to read TWO texts linked by a common idea or theme

Make sure you read all instructions carefully

**Text 1** – Extract taken from Roald Dahl's open letter to parents urging them to get their children vaccinated against measles.

## "MEASLES: A Dangerous Illness"

*From The Encephalitis Society: Measles causes encephalitis in around 1-3 in 1,000 children. Measles encephalitis caused the death of Roald Dahl's daughter Olivia in 1962. He became an ardent supporter of measles vaccination as a result of the tragic loss of his daughter. He wrote a letter to parents in 1988 encouraging them to get their children vaccinated – below is an extract.*

Olivia, my eldest daughter, caught measles when she was seven years old. As the illness took its usual course I can remember reading to her often in bed and not feeling particularly alarmed about it. Then one morning, when she was well on the road to recovery, I was sitting on her bed showing her how to fashion little animals out of coloured pipe-cleaners, and when it came to her turn to make one herself, I noticed that her fingers and her mind were not working together and she couldn't do anything.

"Are you feeling all right?" I asked her.

"I feel all sleepy," she said.

In an hour, she was unconscious. In twelve hours she was dead. The measles had turned into a terrible thing called measles encephalitis and there was nothing the doctors could do to save her. That was twenty-four years ago in 1962, but even now, if a child with measles happens to develop the same deadly reaction from measles as Olivia did, there would still be nothing the doctors could do to help her.

On the other hand, there is today something that parents can do to make sure that this sort of tragedy does not happen to a child of theirs. They can insist that their child is immunised against measles. I was unable to do that for Olivia in 1962 because in those days a reliable measles vaccine had not been discovered. Today a good and safe vaccine is available to every family and all you have to do is to ask your doctor to administer it.

It is not yet generally accepted that measles can be a dangerous illness. Believe me, it is. In my opinion, parents who now refuse to have their children immunised are putting the lives of those children at risk. Here in Britain, because so many parents refuse, either out of obstinacy or ignorance or fear, to allow their children to be immunised, we still have a hundred thousand cases of measles every year. Out of those, more than 10,000 will suffer side effects of one kind or another. At least 10,000 will develop ear or chest infections. About 20 will die. LET THAT SINK IN. Every year around 20 children will die in Britain from measles. Last year in 1987, 22 died from complications related to measles.

So what about the risks that your children will run from being immunised? They are almost non-existent. Listen to this. In a district of around 300,000 people, there will be only one child every 250 years who will develop serious side effects from measles immunisation! That is about a million to one chance. I should think there would be more chance of your child choking to death on a chocolate bar than of becoming seriously ill from a measles immunisation. So what on earth are you worrying about? It really is almost a crime to allow your child to go unimmunised. The ideal time to have it done is at 13 months, but it is never too late. All school-children who have not yet had a measles immunisation should beg their parents to arrange for them to have one as soon as possible.





## Challenge

Can I retrieve accurate information from the text?

The first question  
will be a simple  
information  
Retrieval task.

Read the question  
so you know what  
you are looking for  
and then go to the  
extract to find the  
answers

Copy the answers  
out making sure  
you know how  
many marks are  
available.

**1. Answer the following questions from Text one –  
the extract for Roald Dahl's letter. [3]**

How old was Olivia when she caught the measles? [1]

---

How many children died of the measles in 1987? [1]

---

When is the 'ideal age' to get this vaccination? [1]

---

---







## Challenge Can I retrieve accurate information from the text?

. Answer the following questions from Text one – the extract for Roald Dahl's letter. [3]

How old was Olivia when she caught the measles? [1]  
**seven years old**

How many children died of the measles in 1987? [1]  
**22 died**

When is the 'ideal age' to get this vaccination? [1]  
**13 months**







## Challenge

Can I retrieve accurate information from the text?

The second question  
will be a short HOW  
question

Read the question so  
you know what you  
are looking for and  
then go to the extract  
to find the best  
evidence

Notice the marks –  
this is only three  
marks so do not spend  
longer than five  
minutes writing.

2. Answer the following  
questions from Text one – the  
extract for Roald Dahl's letter.

How does Roald Dahl persuade  
the reader to make sure their  
children get vaccinated? [3]

You should write about:

- What he says about his daughter
- How he gets across his opinions to the readers





# Support – Model.





The third question is on the SECOND TEXT. Students need to read instructions carefully!

Read the question so you know what you are looking for and then go to the extract to find the best evidence

### 3. Answer the following questions from Text TWO – the comment from Karen Bedlam [5]

A student said: 'Karen Bedlam makes a clear argument against vaccinations.'

How far do you agree with the statement? (5)

*To answer the question, make sure you choose a wide range of evidence from the beginning, middle and the end of the text to support each impression.*







# Support – Model.





## VACCINES - EXTRACTS

## RESOURCE MATERIAL

**Read the extract and answer all of the questions  
in the separate question booklet.**

**Text 2** – An extended comment from Karen Bedlam.

Well, I think people who promote vaccines are deluded. How can it be right to deliberately infect your child with a disease? I am so afraid of all the poisonous ingredients they put into these vaccines. I've researched them online, so I know what I'm talking about. Too many parents have said that vaccines caused Autism in their children. Are all of them lying? Any normal parent would just not do it to be on the safe side. Anyway, with herd immunity – most of the population already vaccinated or have had the disease – it doesn't really matter if we vaccinate or not, according to the science.

Let's face it, the doctors admit children who can't have vaccines for medical reasons, like because they have cancer, should be safe in the community if there is herd immunity. So why can't my child be safe without a vaccine too? We shouldn't be forced to vaccinate our children if we don't want to. Vaccines damage a child's immune system and makes it weaker. Far better that the child gets the disease through normal methods, the way God intended.

Maybe children are meant to get mild childhood diseases, like measles, when they are younger to help their immune system fight stronger diseases in the future. Measles is a harmless disease. I had it, and only had a bit of a rash for a few days! Obviously, I vaccinate my dog, because there are serious preventable diseases I don't want my dog to get. But, I would never vaccinate my own child, even if they got older and begged me to.





## Challenge

Can I identify key events from the whole of the text?

The final question is  
on BOTH texts!

Read the question so  
you know what you  
are looking for.

4. Answer the following questions using  
evidence from BOTH texts

**Compare what both texts tell us about  
the dangers of the disease measles. [4]**

No marks should be awarded if the text  
is not identified even if evidence is  
correct.

If only one text is used, then maximum  
mark is 1. Up to two marks for each text  
based on bullet points, with a total of 4  
marks in total.





# Support – Model.





# Possible answers

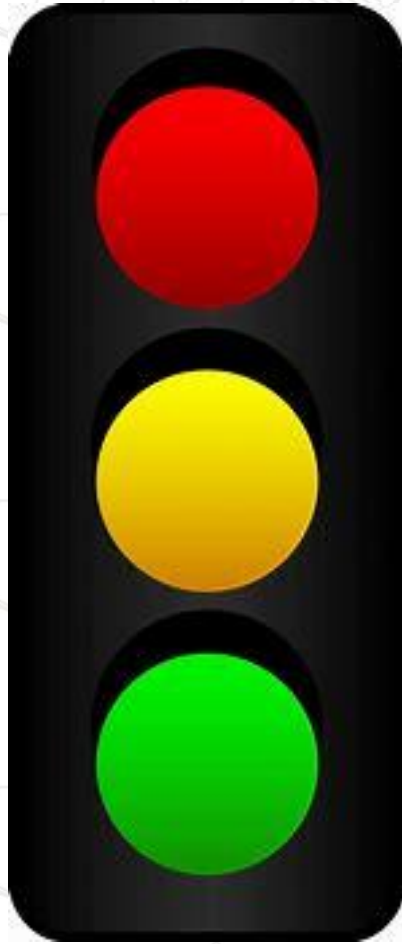
- **Roald Dahl**
  - Own daughter Oliva died from measles / deadly
  - Nothing doctors could do to save her / powerful / still nothing doctors could do
  - 20 children a year die from measles in UK
  - 10,000 of children get serious side effects like ear and chest infections
- **Karen Bedlam**
  - God intended children to get measles to help build their immune system
  - Measles is a 'mild' childhood disease
  - Measles is 'harmless'
  - She had measles and only had a 'bit of a rash'
- **Overall**
  - Dahl states measles is a terrible deadly illness whereas Bedlam states measles is not dangerous as it is mild.





## Challenge

Can I identify key events from the whole of the text?



Using the colours in the back of your planner show me how confident you are in answering these types of questions.

Red = not at all confident

Yellow = feeling okay

Green = feeling confident



# Lesson 6 - Common Assessment

## Year 9 HT4 – Writing Unit







## Challenge

Can I answer every question on the reading paper and finish the writing task?

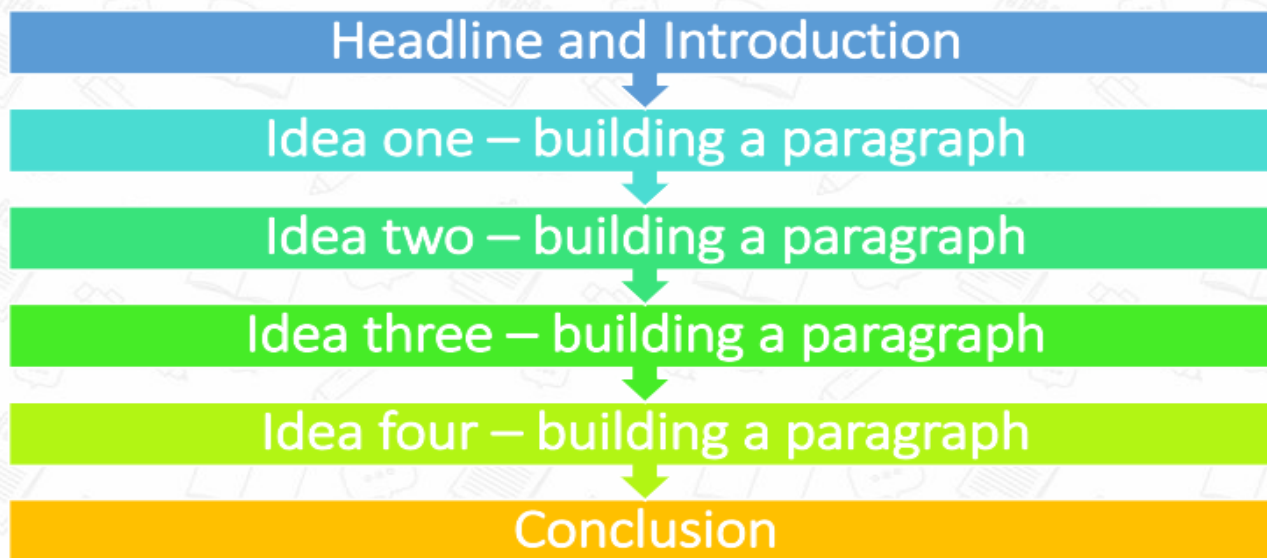
### Section A Recall.

Find the **CORRECT TEXT**.

- A1 – Information retrieval – Scan the extract to find the evidence then embed it into 1 sentence X3 Marks.
- A2. Impression question – C/E X 4 – 3 Marks + 1 spare.
- A3. **CHANGE TEXTS**. Start with a clear 'I agree with the statement because...' Then continue with C/E x 5 + 1 Spare.
- A4. You need to write about **BOTH TEXTS**. C/E - 3 from each text – 4 Marks plus a spare for each text.



### Section B Recall.



**What?**

Look at the practice writing task.



**Agree  
Learning  
Outcomes**

**Why?**

In preparation for the common assessment.

**Aspire**

**Can I develop my answers on the reading paper using C/E and use my writing skills to create an ambitious, structured and emotive response to section B?**

**Challenge**

**Can I answer every question on the reading paper and finish the writing task?**





## Common Assessment.

**You have 1 hour to complete the common assessment.**

**Spend 30 minutes on section A – Reading**

**Read carefully the passage below. Then answer all the questions which follow it.**

**Spend 20 minutes on section B – Writing**

**Use your knowledge and descriptive writing skills to complete the writing task. Make sure you leave time to proofread your writing as you will also be awarded marks for SPAG.**

**Exam conditions – You will work on  
Your exam independently and silently.**

