

Year 8 Term 3: Dissenting voices'	Speeches	Prose
To dissent means to express an opinion that is different to most people in society or to those in power. Last term we looked at what makes a fair, civilised society. Well, without people voicing their dissent, that will never be achievable. This term, you will be exploring how speakers voice their dissent. You will read an anthology (a collection) of speeches and prose extracts (fiction & non-fiction) to 'hear' some of those voices.	• John Ball – English priest who rebelled against low pay/harsh taxation of the poor. • Emmeline Pankhurst – British suffragette leader who, sometimes using “militant” tactics, fought for women's right to vote.	• Oliver Twist – an extract from Charles Dickens' novel illustrates the poor treatment of young children in Victorian workhouses.
Conventions of a speech		
• Start with a greeting / end with a farewell such as “Good morning Year 8” / “Thank you for listening, Year 8”. • Figurative language is the use of imagery, metaphors, similes, etc to make difficult ideas clear to understand and/or relatable. • Repetition of key ideas / images to reinforce/emphasise a message. • Anaphora is the repetition of a word or phrase at the start of a clause or sentence, again for emphasis. • Listing to suggest positives, negatives, etc. • Juxtaposition to emphasise differences. • It's all about the pronouns, particularly direct address ('you') + singular 'I' becomes plural 'we' / 'us' to convey unity. • Modal verbs such as 'can' to suggest possibility and 'will' to suggest certainty. • Rhetorical questions are often worded so that you have to agree and hypophora (question & answer) allows the speaker to demonstrate that they have a solution to a problem.	• Martin Luther King Jr – American civil rights leader who peacefully pushed for equal treatment of African Americans. • Harvey Milk – American politician and gay rights activist who campaigned for equal rights for the gay community. • Emma Watson – British actor and UN Goodwill Ambassador who campaigns for equal rights for people of all genders. • Greta Thunberg – Swedish environmental activist who calls for immediate action to address climate change.	• A Nightly Scene in London – an article from Dickens' weekly magazine exposes the suffering of the homeless in London. • A Room of One's Own – an essay by Virginia Woolf argues that women need money and space to be given equal artistic opportunities. • Invisible Man – an extract from Ralph Ellison's novel reveals the effects of society's discrimination on African Americans. • The Color Purple – an extract from Alice Walker's novel depicts how the protagonist reacts to domestic abuse. • I Am Malala – an extract from Malala Yousafzai's autobiography, which describes when she was shot for campaigning for women's right to education.

Y7 grammar recap

Noun types:

- **Concrete** – A noun we can see, hear, touch, smell or taste
- **Abstract** – A noun which we cannot experience with any of the 5 senses e.g. happiness, tension
- **Proper** – A noun which is the name or title of something and is capitalised
- **Collective** – A singular word used to group together a plural e.g. a group, a herd, a class

Subject: Does the action in a sentence or clause

Verb types:

- **Dynamic** – A verb that we can see/hear being completed – a deliberate action
- **Stative** – A verb that we cannot see being completed e.g. I am, I believe
- **Imperative** – A commanding verb e.g. Do this work, sit down, let's go
- **Modal** – A verb expressing possibility or probability e.g. will, should, could, can, must

Past tense: used to describe things that happened in the past

Present tense: used to describe things that are happening now

Main clause – A clause which makes sense on its own as a sentence

Subordinate clause – A clause which does not make sense on its own as a sentence – it needs a main clause to make it make sense – it starts with a subordinating conjunction

Coordinating conjunction – A conjunction which joins 2 main clauses FANBOYS – for, and, nor, but, or, yet and so

Subordinating conjunction – A conjunction which joins a subordinate clause to a main one – e.g. while, as, because, since, if

Simple sentence – A sentence with only one main clause

Compound sentence – A sentence with more than one main clause, joined by a coordinating conjunction

Complex sentence – A sentence with at least one main clause and at least one subordinate clause

Terms 1 grammar recap

Adjective types:

- **Descriptive** – An adjective which describes factual characteristics e.g. big, green
- **Evaluative** – An adjective expressing an opinion, can be disagreed with e.g. great, boring, amazing
- **Emotive** – An adjective which makes the reader feel a strong emotion e.g. shocking, starving, dangerous
- **Comparative** – An adjective ending in –er or with 'more' in front of it. e.g. bigger, faster, more exciting
- **Superlative** – An adjective ending in –est or with 'most' in front of it. e.g. biggest, fastest, most exciting

Term 2 grammar recap

Pronouns: words that take the place of a noun, e.g. something, anybody, she

- **Subjective personal pronouns** – I, you (singular), he/she/it, we, you (plural), they
- **Objective personal pronouns** – me, you (singular), him/her/it, us, you (plural), them

Adverb: words that describe a verb, adjective or another adverb

- **Manner:** tell us how something happens e.g. slowly, angrily
- **Time:** tell us when something happens e.g. tomorrow, yesterday
- **Place:** where something happens e.g. above, outside
- **Degree:** describe the intensity of an action or quality e.g. extremely, very, too
- **Frequency:** describes how often something happens e.g. sometimes, never, usually

Reminder!

ALWAYS check what the word is doing in the sentence as many words have different functions! e.g.

1. The film isn't **that** good. (that = **adverb**)
2. Give me **that**. (that = **pronoun**)