

## Year 8 Term 3: Dissenting voices'

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**.

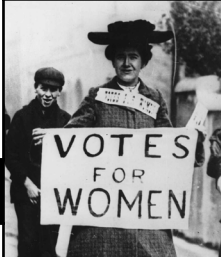
You will read an **anthology** (a collection) of speeches and prose extracts (fiction & non-fiction) to 'hear' some of those voices.

### 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** makes difficult ideas clear to understand and/or relatable. Similes, metaphors and personification are all types of figurative language.
- **Simile** – a comparison of two things using '**as**' or '**like**' to make the comparison clear
- **Metaphor** – compares two things by saying one thing **is** something else
- **Personification** – gives human qualities to objects or ideas
- **Repetition** of key ideas or images to reinforce or emphasise a message
- **Listing** to suggest positives, negatives, etc
- It's all about the **pronouns**, use **I, We, Us and You**
- **Modal verbs** such as 'can' to suggest possibility and 'will' to suggest certainty.
- **Rhetorical questions** are often worded so that you have to agree

## Speeches

A speech is a formal address delivered to a audience. People use speeches to express ideas or to persuade listeners to feel a particular way.



- **Emmeline Pankhurst** – British **suffragette leader** who, sometimes using "**militant**" tactics, fought for **women's right to vote**.
- **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**.

## Prose


Prose is any written work which follows a grammatical structure. It has no rhyme or rhythm and instead is composed of sentences which are grouped into paragraphs.

- **Oliver Twist** – an extract from Charles Dickens' novel illustrates the **poor treatment of young children** in Victorian workhouses.



- **Invisible Man** – an extract from Ralph Ellison's novel reveals the **effects of society's discrimination on African Americans**.
- **I Am Malala** – an extract from Malala Yousafzai's autobiography, which describes when she was shot for campaigning for **women's right to education**.



Punctuation	
<p><b>Capital letters:</b> Every sentence starts with a capital letter and they should be used to begin the names of people and places: Names of people: Damon, Lauren. Names of places: England, Bolton.</p> <p><b>Commas in a list:</b> Commas are used to separate items in a list. For example: In this lesson I must have a pencil, scissors, paper and ruler. Note: The last item on the list is always separated by 'and'.</p>	
Paragraphing (TiPToP)	
<p>Change paragraph when you change:</p> <ul style="list-style-type: none"> <li>• Time</li> <li>• Place</li> <li>• Topic</li> <li>• Person</li> </ul>	

Y7 grammar recap	
<p><b>Noun types:</b></p> <ul style="list-style-type: none"> <li>• <b>Concrete</b> – A noun we can see, hear, touch, smell or taste</li> <li>• <b>Abstract</b> – A noun which we cannot experience with any of the 5 senses e.g. happiness, tension</li> <li>• <b>Proper</b> – A noun which is the name or title of something and is capitalised</li> <li>• <b>Collective</b> – A singular word used to group together a plural e.g. a group, a herd, a class</li> </ul> <p><b>Subject:</b> Does the action in a sentence or clause</p> <p><b>Verb types:</b></p> <ul style="list-style-type: none"> <li>• <b>Imperative</b> – A commanding verb e.g. <u>Do</u> this work, <u>sit</u> down, <u>let's</u> go</li> <li>• <b>Modal</b> – A verb expressing possibility or probability e.g. will, should, could, can, must</li> </ul> <p><b>Past tense:</b> used to describe things that happened in the past  <b>Present tense:</b> used to describe things that are happening now</p>	

Term 1 recap	
<p><b>Adjective types:</b></p> <ul style="list-style-type: none"> <li>• <b>Descriptive</b> – An adjective which describes factual characteristics e.g. big, green</li> <li>• <b>Evaluative</b> – An adjective expressing an opinion, can be disagreed with e.g. great, boring, amazing</li> <li>• <b>Emotive</b> – An adjective which makes the reader feel a strong emotion e.g. shocking, starving, dangerous</li> <li>• <b>Comparative</b> – An adjective ending in –er or with 'more' in front of it. e.g. bigger, faster, more exciting</li> <li>• <b>Superlative</b> – An adjective ending in –est or with 'most' in front of it. e.g. biggest, fastest, most exciting</li> </ul> <p><b>Conjunctions:</b></p> <ul style="list-style-type: none"> <li>• <b>Coordinating conjunction</b> – A conjunction which joins 2 main clauses FANBOYS – for, and, nor, but, or, yet and so</li> <li>• <b>Subordinating conjunction</b> – A conjunction which joins a subordinate clause to a main one – e.g. while, as, because, since, if</li> </ul>	
Term 2 grammar	
<p><b>Adverb:</b> words that describe a verb, adjective or another adverb</p> <ul style="list-style-type: none"> <li>• <b>Manner:</b> tell us how something happens e.g. slowly, angrily</li> <li>• <b>Time:</b> tell us when something happens e.g. tomorrow, yesterday</li> <li>• <b>Place:</b> where something happens e.g. above, outside</li> <li>• <b>Degree:</b> describe the intensity of an action or quality e.g. extremely, very, too</li> <li>• <b>Frequency:</b> describes how often something happens e.g. sometimes, never, usually</li> </ul>	