

Name: _____



Year 9/10 English Workbook

Weeks 9-11 Term One 2020

Miss Nott

General overview

This booklet includes a range of activities for you to complete while you are at home. The same activities will be posted to our class Google Classroom (code: eyok524) if you would prefer to complete them on there. Students who are forced to attend school will also be completing the same tasks.

In general, I recommend you grab a book from home, or from the library or my room if you are still at school, and find a sunny spot to read. Not only will this help you with your English skills, I believe it's also good for the soul, especially in trying times.

My sincerest of thanks goes to Alex and Logan for their assistance in putting this work together.

When you are completing the 20 minute challenges, don't forget to time yourself and write down your words so we can track your improvement.

If you are working at home, please write your challenge first, then type it into Google Classroom so I can have a read. I don't want you to lose the skill of handwriting!

Please feel free to email me on Alyssa.nott1@det.nsw.edu.au should you have any questions. 😊

Notty

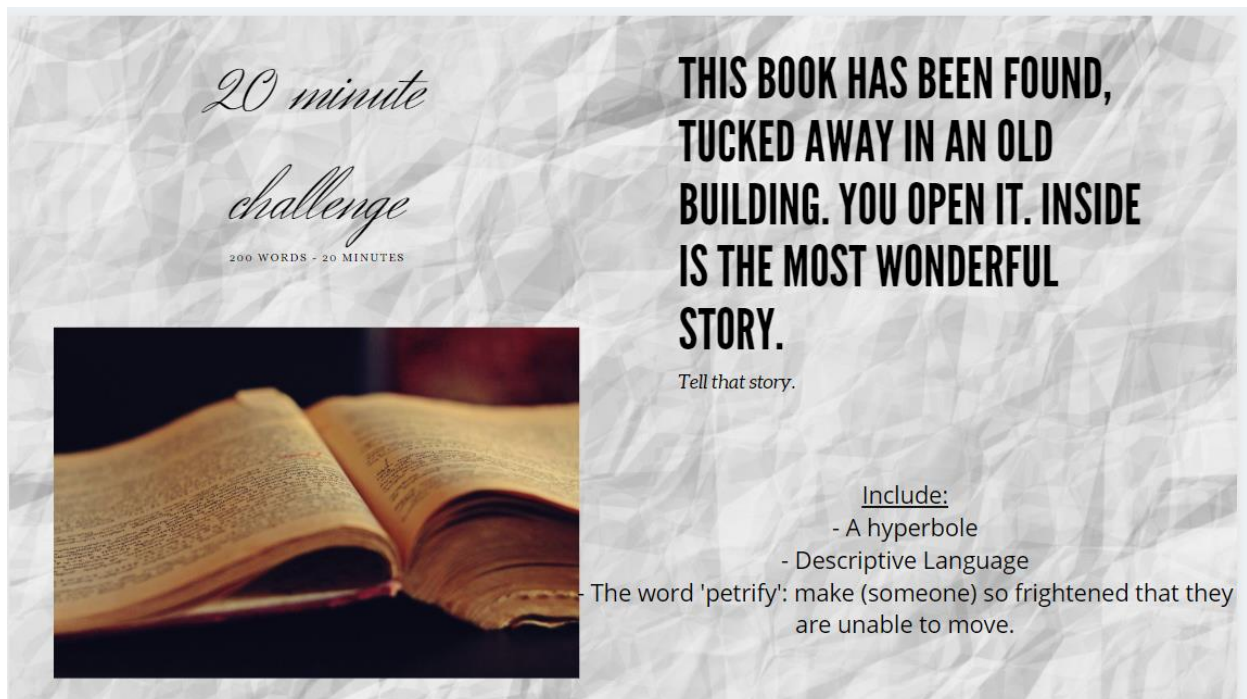
Week 9:

Overview:

Step one is to finish and submit your English assessment (Winter speech) if you have not already, and return it via the Google Classroom. You have two writing challenges to complete this week, as well as some reading and writing activities based on viral texts.

Lesson One: Writing Challenge

Complete the writing challenge in your book, and complete the reflection afterwards.



20 minute challenge
200 WORDS - 20 MINUTES

THIS BOOK HAS BEEN FOUND, TUCKED AWAY IN AN OLD BUILDING. YOU OPEN IT. INSIDE IS THE MOST WONDERFUL STORY.

Tell that story.

Include:

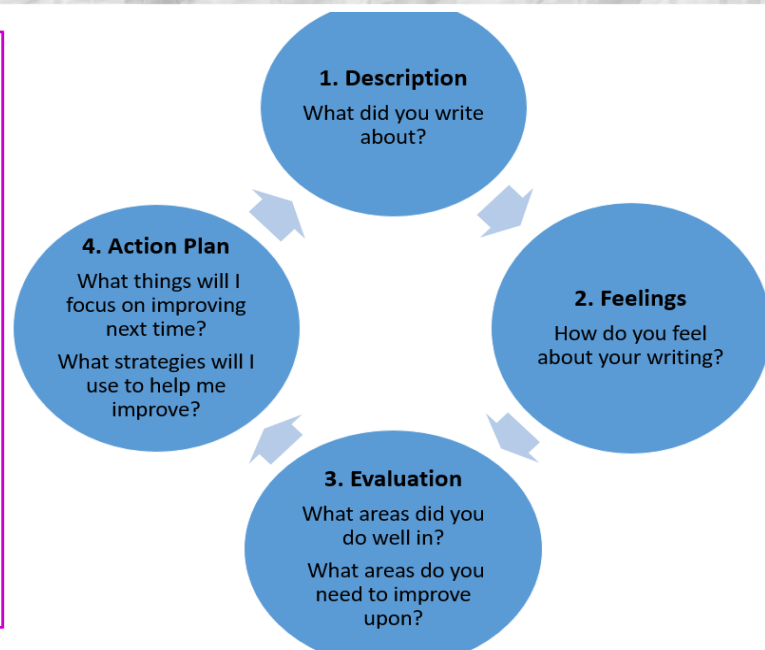
- A hyperbole
- Descriptive Language
- The word 'petrify': make (someone) so frightened that they are unable to move.

Reflection

A key part of being a good learner is being able to think critically.

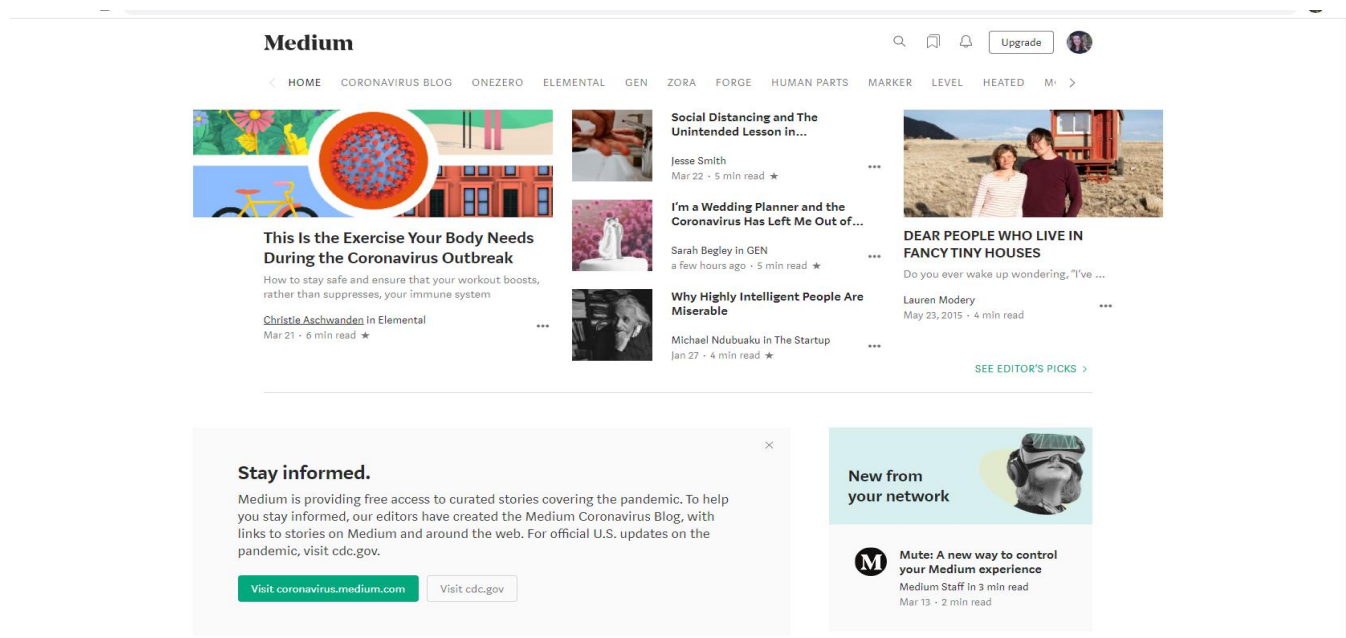
Reflecting on our writing helps us to recognise what we have achieved and what we need to improve upon.

Reflecting helps us to learn and to grow.



Lesson Two: Persuasive writing

Access an article online, or from a newspaper or a magazine at home (can be about a topic of your choice). A website I really like is medium.com, there are lots of interesting topics on there written in an interesting way (you need to make an account and you get a few free articles a month). Looks like this:



Read the article in its entirety.

Then, answer the following questions:

- What was the article about?
- What evidence did they use?
- Did they have any perspectives from experts? What were they?
- What *personal anecdotes* (stories about themselves) did they use?
- How was the article structured?
- Can you name any persuasive techniques they used? For example: emotive words, exaggeration, high modality language, inclusive language ("we" or "us"), metaphor and so on.

Once you have analysed the article. I want you to try to mimic the style of the author, and write about a topic of your own choice. You can choose to write **persuasively** (to convince someone), or **informatively** (to inform someone, to teach them). You can use just your own knowledge, or if you'd like to do some research that would be good as well.

Aim for about 600-800 words.

I'm not going to stop you if you go beyond that, though. 😊

I have attached a scaffold below for you to use if you should need it.

Name: _____

Date: _____

Make Your Point: Writing a Persuasive Essay

Title

(Make it something that will catch the reader's attention – try an alliteration!)

Start off with a rhetorical question

(Used to make you think/does not require an answer)

State your argument

(I believe ...)

Give three to four reasons why you believe this to be true

Address the other side of the argument

(Some people may say ...but ...)

Anecdote

(Personal story)

Lesson 3: It's gone viral

Viral Messages

LEARNING OBJECTIVES

1. Discuss the elements of viral messages.
2. Understand strategies to develop effective viral messages.

What was once called “word of mouth” advertising has gone viral with the introduction of social marketing via the Internet. What was once called a “telephone chain,” where one person called another in order to pass along news or a request in a linear model, has now gone global. One tweet from Twitter gets passed along and the message is transmitted exponentially. The post to the Facebook page is seen before the nightly news on television. Text messages are often real time. Radio once beat print media to the news, and then television trumped both. Now person-to-person, computer-mediated communication trumps them all at the speed of light—if the message is attractive, relevant, dramatic, sudden, or novel. If no one bothers to pass along the message, or the tweet isn’t very interesting, it will get lost in the noise. What, then, makes a communication message viral?

Let’s look at the June 2009 death of Michael Jackson for an example of a viral message and see what we can learn. According to Jocelyn Noveck, news of his death spread via Twitter, text messages, and Facebook before the traditional media could get the message out. People knew about the 911 call from Jackson’s home before it hit the mainstream media. By the time the story broke, it was already old. Noveck, J. (2009, June). *Jackson death was twittered, texted, and Facebooked*. Retrieved from http://news.yahoo.com/s/ap/20090627/ap_en_ot/us/michael_jackson_the_media_moment

People may not have had all the facts, but the news was out. Communities, represented by families, groups of friends, employees at organizations, had been mobilized to spread the news. They were motivated to share the news, but why?

Effective Viral Messages

Viral messages are words, sounds, or images that compel the audience to pass them along. They prompt people to act, and mobilize communities. Community mobilization has been

studied in many ways and forms. Freire, P. (1970). *Pedagogy of the oppressed*. New York, NY: Seabury Press. We mobilize communities to leave areas of disaster, or to get out and walk more as part of an exercise program. If we want people to consider and act on a communication message, we first have to gain the audience's attention. In our example, communities were mobilized to share word of Jackson's passing. Attention statements require sparks and triggers. A spark topic "has an appeal to emotion, a broad base of impact and subsequent concern, and results in motivating a consensus about issues, planning, and action." McLean, S. (1997). A communication analysis of community mobilization on the Warm Springs Indian Reservation. *Journal of Health Communication*, 2, 113–125.

In the example of Michael Jackson, the consensus may be that he died under suspicious circumstances, but in other examples, it could be that the product or service being discussed is the next cool thing. The message in social marketing and viral messages does not exist apart from individuals or communities. They give it life and attention, or ignore it.

If you want to design a message to go viral, you have to consider three factors:

1. Does it have an emotional appeal that people will feel compelled to share?
2. Does it have a trigger (does it challenge, provide novelty, or incorporate humor to motivate interest)?
3. Is it relevant to the audience?

An appeal to emotion is a word, sound, or image that arouses an emotional response in the audience. Radio stations fill the airwaves with the sounds of the 1980s to provoke an emotional response and gain a specific demographic within the listening audience. The day after the announcement of Michael Jackson's death broke, you could hear his music everywhere. Many people felt compelled to share the news because of an emotional association to his music, the music's association to a time in their lives, and the fact that it was a sudden, unanticipated, and perhaps suspicious death.

A trigger is a word, sound, or image that causes an activity, precipitates an event or interaction, or provokes a reaction between two or more people. In the case of Michael Jackson, the triggers included all three factors and provoked an observable response that

other forms of media will not soon forget. His death at a young age challenged the status quo. In the same way, videos on YouTube have earned instant fame (wanted or unwanted) for a few with hilarious antics, displays of emotion, or surprising news.

The final ingredient to a viral message is relevance. It must be immediately accessible to the audience, salient, and important. If you want someone to stop smoking, graphs and charts may not motivate them to action. Show them someone like them with postsurgery scars across their throat and it will get attention. Attention is the first step toward precontemplation in a change model that Prochaska, J., & DiClemente, C. (1982). *Transtheoretical therapy: Toward a more integrative model of change. Psychotherapy: Theory, Research, and Practice*, 19(3), 276–288. may lead to action.

KEY TAKEAWAY

Viral messages are contagious.

EXERCISES

1. Read and highlight the main points of the article above.
2. If you have access, log onto Tik Tok or Instagram, and have a look at the For You Page or the Feed. Write a descriptive paragraph about what you notice – what do these videos/images have in common?
3. Design a viral message about a hypothetical product or service you would like to promote. Incorporate the elements listed above in no more than a hundred words. Post your viral message in the Google Classroom if you can. This may be in the form of a written response, or you can design a meme or short video if you're really creative. 😊
4. Identify a company that is relevant to you and locate an example of their marketing material about a specific product or service. Write a viral message as if you were an employee presenting to a potential client. Also post to Google Classroom if you can.
5. Consider a viral video or meme you passed along recently. Write a brief description and include discussion on why you passed it along.
6. What motivates you to pay attention? Make a list of five ideas, images, or words that attract your attention. Post these on the Google Classroom.

Lesson Four: 20 minute challenge

Complete the next 20 minute challenge. Use the reflection template above to complete a reflection.

Task #1



Describe what you would do at the Beach.

- 20 Minutes
- Use the word 'Undeniable'
- Write in the 3rd person

Week 10:

Overview:

This week you have two 20 minute challenges to complete, an activity where you are teaching someone a skill, and a challenge to write the next chapter of Winter or a show you are watching at the moment.

Lesson One: Skill

Think of a skill you have. It might be a certain sport, making videos, photography, cooking, a subject at school or something else.

I want you to write instructions for someone, explaining that skill to someone.

I will compile this when we are finished. You never know, we might learn something. 😊

If you are writing about a sport for example, I don't want you to explain the whole sport. Just a certain part, for example if it's touch you might explain a certain play or a defensive structure, or netball it could be a specific position e.g. GA.

You may either write this as a series of paragraphs, or as a procedure.

If you complete this really quickly, complete a second one.

Lesson Two: 20 minute challenge.

Task #2



Write About your experiences in Kmart

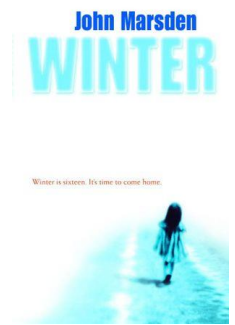
- Can be Fiction
- Can be written in 1st or 3rd Person
- Use the word 'distracted'

Lesson Three: The Next Chapter

Using a show or film you are watching on Netflix at the moment (or one you have previously watched), or a book you have read, write what happens next.

I want you to write the next episode or chapter, trying to follow the plot or storyline that has been established.

If you are stuck for an idea, I want you to write the next chapter of Winter by John Marsden.



Lesson Four: 20 minute challenge.

Task #3

You have been placed into isolation, Describe what you will be doing for the next two weeks.

- Use the word 'Convinced'
- Use 1st person
- 200-300 Words

Week 11:

Overview:

This week there are three writing challenges, and a point of view writing challenge.

Lesson One: 20 minute challenge

Task #4



You and a friend have woken up in a strange part of the world

- Write about your day
- Use the word 'uncontrollable'
- 20 minutes

Lesson Two: Point of View

Point of View is the angle from which we see a story. Depending on whose point of view we see the action from, the story may sound very different.

Read the following two examples:

Character 1 – a mischievous eight year old boy:

It was so way hot and phew! Even my shirt was all stuck to my back and what I really wanted was a blue popsicle or maybe a Gatorade. My mouth got all watery thinking about it which made it worsen even. But that wasn't gonna happen – the popsicle that is – no way – me and Jerry, we were way out there in the woods and that's when I 'membered the mudhole behind the trees. Not a mudhole really, it was like a pond, but a small one. Yeah, we could take a dip! That slowpoke Jerry was not even near me, he was walkin' slow way behind. "Hey, slug, (that's what my poppy called me when I was dallying) "last one to the mudhole is a..."

Jeez, it was too hot to think... "last one is a...a... big dumbhead!" I got a headstart cause I started runnin' right when I called out "slug". I don't think Jerry even heard, but when I took off, he took off too. I could hear his big feet coming up in back of me.

Character 2 – an introspective young woman

Sophie felt the sweat tickling and trailing down the small of her back and soaking her gauzy white blouse. She ran a hand through her hair, which felt even longer and thicker in the humidity of the afternoon. The sun filtered through the trees and dappled the leaves on the ground. The heat, even in the shade of the woods, was uncomfortable, but Sophie went with it, preferring to allow her movements, her breathing, even her thoughts to slow down accordingly. 'Torpido' was a word that hovered at the edges of her brain, which she acknowledged and dismissed without conscious thought.

A hint of green-blue up ahead caught her eye and she felt something inside her stir. She'd almost forgotten the water hole, where she and her cousins had splashed as children. The idea took hold gently, and by the time she stood at the edge of the small murky pool, she had peeled away her damp clothing. Sophie felt the cool, still water lap her ankles as she slipped into the past.

Your task is to rewrite the above situation from a range of perspectives. You will write it from:

- Your own (a teenage girl or boy)
- An old man who has had a difficult life
- A character from one of your favourite TV show.

Before you write, it may help to brainstorm some words or phrases your character might use.

After you have written the three perspectives, I want you to reflect on which one you believe was most effective, and why. This should be a detailed reflection – add in as much as you can and be critical about your own writing.

Lesson Three: 20 minute challenge

Task #5

You are in a Debating Competition

- You can choose your topics
- 200 - 300 Words
- 20 Minutes

Topics Examples:

- All people should have the right to own guns.
- The death penalty should be abolished.
- Human cloning should be legalized.
- All drugs should be legalized.
- Animal testing should be banned.
- Juveniles should be tried and treated as adults.
- Climate change is the greatest threat facing humanity today

Lesson Four: 20 minute challenge

Task #6



You're on holiday and enter a brightly glowing building

- Describe what's happening
- Use the word 'capable'
- 20 minutes