

**'No-one Is Too Small'**

**Transactional Writing and Speaking and Listening Booklet**

Lesson	Learning Intentions
1	L/I: To understand how I am going to be assessed during my Speaking and Listening Exam and to consider the ingredients of a speech.
2	L/I: To compare two speeches from YouTube and analyse their effectiveness.
3	L/I: To analyse how language and structure are used in exemplar speeches.
4	L/I: To evaluate the success of exemplar speeches using evaluative vocabulary.
5	L/I: To consolidate my learning of the unit so far and revise rhetorical techniques.
6	L/I: To write a response to an exam style question.
7	L/I: To write a response to an exam style question.
8	L/I: To understand how body language and tone can impact meaning and effect the presentation of your topic to an audience.
9	L/I: To consider and research a topic for my own speaking and listening speech.
10	L/I: To consider and research a topic for my own speaking and listening speech.
11	L/I: To plan a speech using research and rhetorical devices.
12	L/I: To use my planning to write a speech about a topic and rehearse this aloud.
13	L/I: To revise the themes and characters in the play An Inspector Calls.
14	L/I: To revise the themes and characters in the novel A Christmas Carol.
15	L/I: To revise the themes and poetic devices in the Conflict Poetry Anthology.

**Aims for this unit:**

During this unit of work, you will be asked to:

- Analyse and evaluate speeches
- Understand why body language and tone are important during presentations
- Write in a transactional style in response to mock exam questions
- Research your own topic that interests you
- Write a speech persuading or arguing about a theme within your research topic

For inspiration and wider reading, here are some examples of speeches for you to listen to and read:

- Tony Blair's resignation speech in 1997
- Winston Churchill World War II Speeches
- Shakespearean soliloquies: Richard II, Othello, Macbeth, Romeo and Juliet, Hamlet
- Emmeline Pankhurst – Freedom or Death from the Suffragette Movement
- Malala Yousafzai's address to the UN
- Greta Thunberg's climate change speech
- Barack Obama's inauguration speech in 2008
- Nelson Mandela's speech before he was incarcerated: 'An Ideal for which I am prepared to die'.

**Rhetorical Devices Acronym – FAT HORSE**

Facts (from your research about your topic)  
 Anecdotes (stories)  
 Triplets (e.g. harder, faster, stronger)  
 Humour  
 Opinion

Rhetorical question  
 Statistics  
 Emotive Language

Lesson 1: Introduction to Speaking and Listening Unit

L/I: To understand how I am going to be assessed during my Speaking and Listening Exam and to consider the ingredients of a speech.

Do now:

1. What makes an impressive speaker?
2. What makes an impressive listener?
3. ‘Young people have more confidence with speaking now than ever before’. Do you agree or disagree with this statement? Why?

Learning Objectives

<b>SPOKEN LANGUAGE</b>	<b>*AO7</b>	Demonstrate presentation skills in a formal setting
	<b>*AO8</b>	Listen and respond appropriately to spoken language, including to questions and feedback to presentations
	<b>*AO9</b>	Use spoken Standard English effectively in speeches and presentations

## How will I be assessed?

General criteria		
To be awarded a Pass, Merit or Distinction a Learner must:		
<ul style="list-style-type: none"> <li>• be audible, and</li> <li>• use Spoken Standard English which, for the purposes of the spoken language assessment, means that a Learner must:                             <ul style="list-style-type: none"> <li>◦ be intelligible, and</li> <li>◦ generally use language appropriate to the formal setting of the presentation.</li> </ul> </li> </ul>		
Pass	Merit	Distinction
In addition to the general criteria, to be awarded a Pass a Learner's performance in his or her spoken language assessment must meet all of the following criteria – <ul style="list-style-type: none"> <li>• expresses straightforward ideas/information/feelings,</li> <li>• makes an attempt to organise and structure his or her presentation,</li> <li>• makes an attempt to meet the needs of the audience, and</li> <li>• listens to questions/feedback and provides an appropriate response in a straight forward manner.</li> </ul>	In addition to the general criteria, to be awarded a Merit a Learner's performance in his or her spoken language assessment must meet all of the following criteria – <ul style="list-style-type: none"> <li>• expresses challenging ideas/information/feelings using a range of vocabulary,</li> <li>• organises and structures his or her presentation clearly and appropriately to meet the needs of the audience,</li> <li>• achieves the purpose of his or her presentation, and</li> <li>• listens to questions/feedback responding formally and in some detail.</li> </ul>	In addition to the general criteria, to be awarded a Distinction a Learner's performance in his or her spoken language assessment must meet all of the following criteria – <ul style="list-style-type: none"> <li>• expresses sophisticated ideas/information/feelings using a sophisticated repertoire of vocabulary,</li> <li>• organises and structures his or her presentation using an effective range of strategies to engage the audience,</li> <li>• achieves the purpose of his or her presentation, and</li> <li>• listens to questions/feedback, responds perceptively and if appropriate elaborates with further ideas and information.</li> </ul>

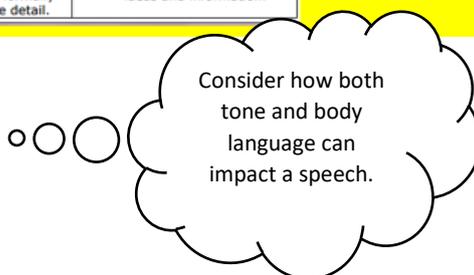
- Read the marking criteria – what are the key points?
- You must meet all the criteria in one grade before moving on to the next

Questions to answer:

What makes an effective speech?

What does tone mean?

What does body language mean?



Write as much as you can in one minute about a topic of your choice. Can you talk to a member of you family about a topic for 2-3 minutes without stopping? Give it a go!

Lesson 2: Speech Comparison

L/I: To compare two speeches from YouTube and analyse their effectiveness.

Watch the following speeches on YouTube: **Emma Watson –speech about equality and Leonardo Di-Caprio’s speech about climate change.** Fill in the grids below.

**YouTube Speech Analysis Grid**

<b>Who?</b>	<b>When?</b>	<b>Where?</b>
<b>Ideas Presented:</b>	<b>Techniques:</b>	<b>Tone:</b>
<b>Body Language?</b>	<b>Interesting words or phrases:</b>	<b>Are they successful?</b>

<b>Who?</b>	<b>When?</b>	<b>Where?</b>
<b>Ideas Presented:</b>	<b>Techniques:</b>	<b>Tone:</b>
<b>Body Language?</b>	<b>Interesting words or phrases:</b>	<b>Are they successful?</b>

How do these speeches compare? Write 3 paragraphs comparing them. You could compare language used, rhetorical techniques, tone, success of speech, subject matter.

Remember to use comparison connectives: however, although, on the one hand/on the other hand, similarly, also

### Lesson 3: Analysis of Exemplar Speeches

L/I: To analyse how language and structure are used in exemplar speeches.  
Annotate each of these examples for FAT HORSE techniques.

#### Example 1:

I am William Wallace. And I see a whole army of my countrymen, here in defiance of tyranny! You have come to fight as free men. And free men you are! What will you do without freedom? Will you fight? Yes! Fight and you may die. Run and you will live at least awhile. And dying in your bed many years from now, would you be willing to trade all the days from this day to that for one chance, just one chance, to come back here as young men and tell our enemies that they may take our lives but they will never take our freedom!

#### Example 2:

How many of you, like me, have done your bit for the environment diligently, but found yourself in the situation where you are forced to throw recyclable products into the non-recyclable bin, because you have simply run out of space in your recycling bin?

More than 77% of consumers questioned said that they were irritated by the amount of wasteful packaging they had to dispose of, while 52% of shoppers try to avoid buying over-packaged goods. Why then do supermarkets insist on continuing this pointless practice?

Since when has an apple pie been such a perishable product that it requires four layers of packaging to protect it? Last night, fancying one such sweet pie, I made the mistake of popping to the shops and buying a box of pastries by a well-known brand. By the time I had helped my poor apple pie from its foil, plastic, polythene and cardboard prison, I had lost all appetite for the thing.

Furthermore, two of the offending 'protective' elements weren't even recyclable.

#### Example 3:

My fellow Americans, Michelle and I have been so touched by all the well-wishes that we've received over the past few weeks. But tonight, it's my turn to say thanks.

Whether we have seen eye-to-eye or rarely agreed at all, my conversations with you, the American people — in living rooms and in schools; at farms and on factory floors; at diners and on distant military outposts — those conversations are what have kept me honest, and kept me inspired, and kept me going. And every day, I have learned from you. You made me a better president, and you made me a better man.

So I first came to Chicago when I was in my early twenties, and I was still trying to figure out who I was; still searching for a purpose to my life. And it was a neighbourhood not far from here where I began working with church groups in the shadows of closed steel mills.

It was on these streets where I witnessed the power of faith, and the quiet dignity of working people in the face of struggle and loss.

Choose one of the three speeches to write about in response to the question: min 2- max. 4 paragraphs.

#### **How does the speaker interest and engage the audience?**

William Wallace/Barack Obama/the climate change campaigner engages the audience by...This is effective/ineffective because...In comparison, William Wallace/Barack Obama/the climate change campaigner...

Lesson 4: Evaluation of Speeches

L/I: To evaluate the success of exemplar speeches using evaluative vocabulary.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal."

I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character.

I have a *dream* today!

I have a dream that one day right there in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

I have a *dream* today!

I have a dream that one day every valley shall be exalted, and every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight; "and the glory of the Lord shall be revealed and all flesh shall see it together."

And this will be the day -- this will be the day when all of God's children will be able to sing with new meaning:

*My country 'tis of thee, sweet land of liberty, of thee I sing.*

*Land where my fathers died, land of the Pilgrim's pride,*

*From every mountainside, let freedom ring!*

And if America is to be a great nation, this must become true.

And when this happens, and when we allow freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when *all* of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old

*Free at last! Free at last!*

*Thank God Almighty, we are free at last!*



**Evaluate how successful Martin Luther King is in engaging his audience. 2-4 evaluative paragraphs.**

Which techniques does he use to engage his audience? How are they effective? Think about FAT HORSE. Think about the language and structural features he is using e.g. punctuation and repetition

Use evaluative vocabulary:

Luther-King **purposefully/effectively/clearly/successfully/masterfully** uses...

Remember to say WHY you think the technique you have chosen is effective in engaging the audience.

Lesson 5: Consolidation of Learning

L/I: To consolidate my learning of the unit so far and revise rhetorical techniques.

Task 1:

Look at the rhetorical devices below:

**Facts (from your research about your topic)**

**Anecdotes (stories)**

**Triplets (e.g. harder, faster, stronger)**

**Humour**

**Opinion**

**Rhetorical question**

**Statistics (these will help strengthen your points)**

**Emotive language**

Look at the speeches you have seen so far in this unit. Write out these devices and come up with your own examples.

Extension:

Look up the definition of these other rhetorical devices. Can you write your own examples of these?

Satire	Anadiplosis	Anaphora
Metonymy	Parallelism	Hypophora

Task 2:

What have you learnt about the speeches that are successful? Write down 5 key points you have learned about the speeches you have read and watched so far in this unit. Think about how can you use these in your own speech writing?

Task 3:

**Room 101 – Persuasive Task**

Room 101 was a popular TV show in the early 2000s where comedians and actors were asked to put three objects/situations/phrases/chores that annoyed them into a metaphorical 'room'. They had to persuade the TV presenter hosting the programme that what was annoying them deserved to be put in the room.

Decide upon three objects/situations/phrases/chores write about why they annoy you in detail using persuasive language and FAT HORSE techniques to persuade the reading of your writing to banish them into Room 101.

e.g. day time television, lumpy gravy, fizzy drinks that go flat quickly

Lesson 6: Transactional Writing Practice

L/I: To write a response to an exam style question.

Choose one of the following questions to plan and write in full.

8. Write a speech for a school assembly encouraging your peers to raise funds for a charity.

In your speech you could:

- state why the organisation is such a good cause
- describe ways you and your peers could raise funds
- explain the impact your contribution might have.

as well as any other ideas you might have.

OR

9. Write a letter to your headteacher persuading them to allow you to create a special event to celebrate how differences within the school can unite us.

In your letter you could write about:

- why it is important to celebrate people's differences
- the different celebratory activities that could take place and their significance
- what benefits might come out of this kind of event.

as well as any other ideas you might have.

Success Criteria:

- include words with three or more syllables e.g. unfortunately, favourite, educational
- include varied punctuation not just a full stop and a comma
- vary sentence lengths and punctuation
- use persuasive devices – think about the FAT HORSE techniques

Once you have written your speech or article – underline in blue or highlight where you have met the criteria. Rewrite a paragraph of your writing using the success criteria you have missed. If you are stuck read your letter/speech to someone at home with you, do they think it is persuasive?

Lesson 7: Transactional Writing Practice

L/I: To write a response to an exam style question.

Choose one of the following questions to plan and write in full.

8. Your school has asked for ideas for their next school trip.

Write the text for a speech you will give to the school council in which you will pitch the idea of your trip.

In your speech you could include:

- details about the trip itself
- what the benefits of the trip will be to students
- how the trip will contribute to the curriculum of the school

as well as any other ideas you might have.

OR

9. Write a letter to your MP asking for funding for a community centre to be built in Harlow.

In your letter you could include:

- what the youth centre could be used for
- why you would like the funding
- the impact the building would have on the Harlow community

as well as any other ideas you might have.

Success Criteria:

- include words with three or more syllables e.g. unfortunately, favourite, educational
- include varied punctuation not just a full stop and a comma
- vary sentence lengths and punctuation
- use persuasive devices – think about the FAT HORSE techniques

Once you have written your speech or article – underline in blue or highlight where you have met the criteria. Rewrite a paragraph of your writing using the success criteria you have missed. If you are stuck read your letter/speech to someone at home with you, do they think it is persuasive?

Lesson 8: Body Language and Tone

L/I: To understand how body language and tone can impact meaning and effect the presentation of your topic to an audience.

Task 1:

In the autumn term you will be studying Shakespeare’s Macbeth and the following line is extremely famous and is spoken by Macbeth:

‘Is this a dagger which I see before me?’

Think about how an actor might say this in different tones and use their body to show their feelings. Say the line aloud in the following ways:

- whisper it
- put emphasis on one of the words – which one did you choose? Does it have the same effect if you change it?
- speak it normally
- say it in a bored tone
- say it in a sarcastic tone
- say it in an upbeat and happy tone

Which one was the most effective? When you are speaking aloud you need to make sure that your audience are engaged with your topic and this is linked to HOW we speak as well as WHAT we are saying.

Body language and Tone: Which ones are positive? Which ones are negative?

Smiling	Maintaining eye contact
Open gestures	Crossed arms
Mumbling	Talking into your hands
Staring at the floor	Relaxed posture
Nodding and responding to humour	Fidgeting
Calm voice	Voice projects so everyone can hear

Be reflective and think about the ones which you may show to an audience. Being sure of your topic, being prepared with your notes and ready to answer questions will help you show positive body language. Practise makes perfect – once you have researched and written up your notes – practise saying your speech aloud. You could:

- record it and then play it back to yourself – do you sound persuasive and convincing?
- Practise your speech aloud to different family members – are they engaged?
- Say it to yourself in the mirror – are you maintaining eye contact or are you having to keep looking at your notes?

### Lesson 9-10: Research for My Speech

L/I: To consider and research a topic for my own speaking and listening speech.

During the next two lesson slots you can research a topic for your speech.

Potential Research Topics: (these are just examples only)

- What is Beauty?
- Marvel vs. DC
- Should there be tighter controls over the purchase of 18 rated PS4/Xbox games?
- A sportsperson
- A food
- Should the age limit for driving be lowered to 16?
- Should 16-year olds be allowed to vote?
- Should travel on public transport for people under 18 be free?
- Single use plastics and their impact on the environment
- 'Athletes who test positive for performance enhancing drugs should be banned for life'. Discuss.
- Is celebrity culture ruining our society?

Research top tips:

- Think about a persuasive question or an argument within the topic you choose. This will help you develop more of a personal viewpoint
- Avoid topics that are too broad – e.g. football – try to be specific e.g. Is VAR technology a blessing or a curse to the beautiful game?
- Make sure that you understand the information you are reading about your chosen topic – try writing this research down in your own words to help you
- Make sure that you have your own opinion about your topic and research other points of view too – this will help strengthen the argument you have about the topic

#### **Important to Remember:**

As well as your presentation you need to prepare three questions about your topic that you can answer, that show a developed response. This is an important part of the mark scheme:

Pass: listens to questions/feedback and provides an **appropriate** response in a **straightforward** manner.

Merit: listens to questions/feedback responding **formally** and in **some detail**.

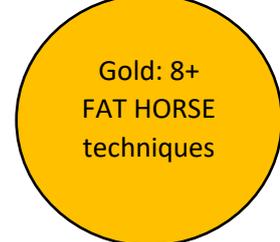
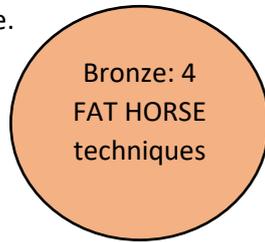
Distinction: listens to questions/feedback, responds **perceptively** and if appropriate **elaborates with further ideas and information**.

When you complete this speech in class, your teacher or the person in your group may ask you questions that you have not prepared. You need to show that you have a developed understanding of your topic so that you can answer these successfully.

Lesson 11 – Speech Planning:

L/I: To plan a speech using research and rhetorical devices.

Gather all your notes together and now think about how you are going to write your speech to persuade/inform/argue.



**Remember:**

**Facts (from your research about your topic)**

**Anecdotes (stories)**

**Triplets (e.g. harder, faster, stronger)**

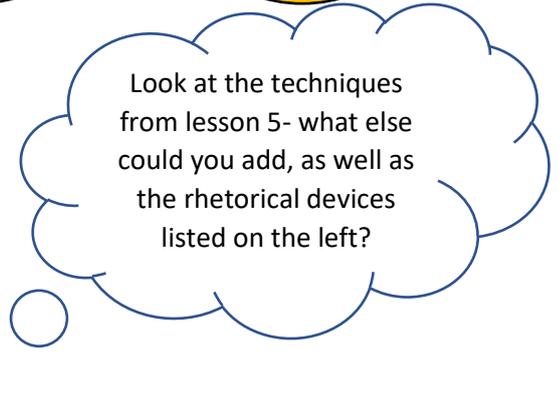
**Humour**

**Opinion**

**Rhetorical question**

**Statistics (these will help strengthen your points)**

**Emotive language**



 An introduction which introduces the topic and the speaker's opinion.

 A development which presents ideas supporting the speaker's opinion.

 A conclusion which repeats and drives home the speaker's opinion.

 A range of persuasive techniques throughout

Lesson 12: Speech Writing

L/I: To use my planning to write a speech about a topic and rehearse this aloud.

Task:

Your speech/ notes need to be detailed enough so that you could talk for over three minutes about your chosen topic. Go back to the plans you have made and your research and start to think about how you would engage an audience.

Consider what you learnt in lesson 8 – think about how body language and tone of voice can engage your audience.

Once you have written out your speech/notes read through your speech/notes and complete the following questionnaire

**Do you have...**

An engaging opening that will ‘hook’ the audience?

Yes / No

Notes:

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A clear explanation of the **PURPOSE** of my speech?

Yes / No

Notes:

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**5 well organised key ideas** of MY OWN which are developed (and not a random list of facts)?

Yes / No

Notes:

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An explanation of **why this topic matters to you personally?**

Yes / No

Notes:

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Reference to **real life/news/evidence** to support what you are saying?

Year 10 Summer A

Yes/ No

Notes:

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Interesting and ambitious vocabulary-standard English (but nothing you cannot pronounce)

Yes / No

Notes:

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### **Improving my Work**

To refine your speech (and to make sure your speech is technically strong) you need to edit it and make sure you have included at least one example of each of the following techniques

<u>Technique</u>	<u>Example from your work</u>
<u>Facts</u>	
<u>Alliteration, Anecdote, Adjectives</u>	
<u>Triples</u>	
<u>Humour (used appropriately)</u>	
<u>Opinions</u>	
<u>Rhetorical Questions</u>	
<u>Similes/Statistics/Shock Tactics</u>	
<u>Emotive Language/Examples</u>	

Lesson 13: An Inspector Calls

L/I: To revise the themes and characters in the play An Inspector Calls.

**Assessment Objectives Assessed: AO1 – critical understanding (quotes and your opinion/ writer’s intention), AO3 Context (what was happening at the time to influence Priestley?) and AO4 (GPS).**

Do now:

1. When was the play written? Why is this important?
2. When was the play set? Why is this important?
3. Write a summary of the plot of the play. How does each character impact Eva Smith/Daisy Renton’s life?

Task 1:

Time yourself for 2 minutes and write down as much as you can about the following themes and characters. Where are the gaps in your knowledge? Use the internet/book notes/knowledge organiser to help you fill in the gaps.

Mr Birling	Mrs Birling	Inspector Goole
Sheila Birling	Gerald Croft	Eric Birling
Responsibility	Power	Money
Gender	Family	Class

Task 2:

Look at the quotes below. Who says them in play? What does it tell the audience about their character? Which themes could you use this quote for and why?

1. ‘girls of that class’
2. ‘we are members of one body’
3. ‘a hard-headed practical man of business’
4. ‘I was in a state when a chap easily turns nasty’
5. ‘but these girls aren’t cheap labour – they’re people’
6. ‘you seem to have made a great impression on this child Inspector’
7. ‘the famous younger generation who know it all’
8. ‘there’ll be a public scandal – unless we are lucky!’
9. ‘go and look for the father of the child – it’s his responsibility!’
10. ‘you mustn’t try to build up a kind of wall between us and the girl’

Task 3: Exam Style Question

Choose one of the following questions to plan. Extension: Write the answer to the question you have planned.

Explore how the theme of class is presented in An Inspector Calls.

OR

In what ways is Sheila Birling important in the play?

Lesson 14: A Christmas Carol

L/I: To revise the themes and characters in the novel An Inspector Calls.

**Assessment Objectives Assessed: AO1 – critical understanding (quotes and your opinion/ writer’s intention) and AO2 – analysis of language and structural features and embedding relevant subject terminology.**

Do now:

1. What does Dickens want us to learn from Scrooge’s journey?
2. Which ghost do you think has the greatest effect on Scrooge? Why?

Task 1:

Time yourself for 2 minutes and write down as much as you can about the following themes and characters. Where are the gaps in your knowledge? Use the internet/book notes/knowledge organiser to help you fill in the gaps.

Ebenezer Scrooge	Ghost of Xmas Past	Ghost of Xmas Present	Ghost of Xmas Future
Bob Cratchit	Tiny Tim	Jacob Marley	Greed
Relationships	Poverty	Redemption	Christmas

Task 2:

Look at the quotes below. Who says them in novel? What does it tell the reader about their character? Which themes could you use this quote for and why?

1. ‘I wear the chains I forged in life’
2. ‘if they would rather die, they had better do it and decrease the surplus population’
3. ‘I am as light as a feather, I am as happy as an angel, I am as merry as a school-boy’.
4. ‘Another idol has displaced me... a golden one’
5. ‘I should like to be able to say a word or two to my clerk just now. That’s all’.
6. ‘Are there no prisons? Are there no workhouses?’
7. ‘The clerk’s fire was so much smaller it looked like one coal’
8. ‘I’ll keep my Christmas humour to the last. So, A Merry Christmas, uncle!’

Task 3:

Extract Analysis – How is language and structure used to present the Cratchit family?

Such a bustle ensued that you might have thought a goose the rarest of all birds; a feathered phenomenon, to which a black swan was a matter of course -- and in truth it was something very like it in that house. Mrs Cratchit made the gravy (ready beforehand in a little saucepan) hissing hot; Master Peter mashed the potatoes with incredible vigour; Miss Belinda sweetened up the apple-sauce; Martha dusted the hot plates; Bob took Tiny Tim beside him in a tiny corner at the table; the two young Cratchits set chairs for everybody, not forgetting themselves...At last the dishes were set on, and grace was said. It was succeeded by a breathless pause...one murmur of delight arose all-round the board, and even Tiny Tim, excited by the two young Cratchits, beat on the table with the handle of his knife, and feebly cried Hurrah!

Theme Question:

Plan and write a response to the following question:

Explore how the theme of poverty is presented in the novel?

Lesson 15: Conflict Poetry Anthology

L/I: To revise the themes and poetic devices in the Conflict Poetry Anthology.

Do now: Write down the definition of these poetic devices, check them in a dictionary or online.

Extension: Could you find examples of these from the poems you have studied and/or write your own.

Onomatopoeia	Simile	Metaphor	Personification
Enjambment	Repetition	Juxtaposition	Imagery
Stanza	Tone	Rhythm	Caesura

In the exam, you will have to compare two poems from your anthology. One of the poems will be printed on the exam paper and one you will have to choose to write about. Below are some exam style questions and some suggestions of what poems could be used in the comparison.

Poem	Possible question	Poems to compare
<b>'The Poison Tree'</b>	Reread 'The Poison Tree'. Choose one other poem from the conflict cluster.  Compare how different ideas about anger are presented in the two poems.	<ul style="list-style-type: none"> <li>'The Class Game'</li> </ul>
<b>'The Destruction of Sennacherib'</b>	Reread 'The Destruction of Sennacherib'. Choose one other poem from the conflict cluster.  Compare how war is depicted in the two poems.	<ul style="list-style-type: none"> <li>'The Man He Killed'</li> <li>'Exposure'</li> <li>'The Charge of the Light Brigade'</li> <li>'War Photographer'</li> <li>'Poppies'</li> <li>'What Were They Like?'</li> </ul>
<b>Extract from 'The Prelude'</b>	Reread the extract from 'The Prelude'. Choose one other poem from the conflict cluster.  Compare the theme of fear in the two poems.	<ul style="list-style-type: none"> <li>'The Charge of the Light Brigade'</li> <li>'Poppies'</li> <li>'Belfast Confetti'</li> </ul>
<b>'The Man He Killed'</b>	Reread 'The Man He Killed'. Choose one other poem from the conflict anthology.  Compare the representation of loss in the two poems.	<ul style="list-style-type: none"> <li>'Exposure'</li> <li>'Poppies'</li> <li>'What Were They Like?'</li> <li>'Cousin Kate'</li> <li>'The Charge of the Light Brigade'</li> <li>'War Photographer'</li> </ul>
<b>'Cousin Kate'</b>	Reread 'Cousin Kate'. Choose one other poem from the conflict cluster.  Compare how family tensions are presented in the two poems.	<ul style="list-style-type: none"> <li>'Catrin'</li> <li>'Poppies'</li> </ul>