

“World Class” by Dan Freedman

These are suggested activities around the novel, which meet AFs for reading, writing and speaking and listening. The success criteria seeks to accelerate children from Levels 5C to 6A and they extend to G&T. GdV.

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| **Activity** | **AFs** | **Literacy-focused learning Objectives** | **Success Criteria** | **Lesson Activities** | **Assessment (How progress will be measured)** |
| 1  2 | Speaking and Listening AF1/2  Speaking and Listening  AF1/2 | 1. To discover your role model, someone whose influence you respect and whose path you would like to follow  2. To explore what are the characteristics of a role model | **Speaking and Listening:**   * You can express and explain relevant ideas and feelings * You can shape talk to convey information clearly in ways that are interesting * You can adapt vocabulary and non- verbal features appropriately * You can make an effective contribution in shaping a conversation and its outcomes   **Speaking and listening:**   * You can express and explain relevant ideas and feelings * You can shape talk to convey information clearly in ways that are interesting * You can adapt vocabulary and non- verbal features appropriately * You can make an effective contribution in shaping a conversation and its outcomes | In pairs, students agree individually on their favourite role model. One student describes the characteristics of his or her role model and while that person is important to him or her. The partner who was listening, shares this information with the rest of the class.  In larger groups, students brainstorm the characteristics of a role model on A3 sheets. When complete, the sheets can be stuck around the walls and children can apply post-it notes, which interrogate statements made by other groups. The results are collated by the teacher and ideas are consolidated. | The activity can be peer-assessed against the success criteria and the talk will provide a running opportunity for teacher’s formative assessment, plenary  The A3 sheets  Post-it notes  Speaking and Listening, plenary |
| 3 | Reading:  AF1/2/3/4/5/6/7 | 1. To explore an effective way of writing to persuade in order to achieve your aims | **Writing:**   * You can follow the conventional lay-out of the letter form * You use the full range of punctuation * Relevant ideas and material are presented clearly and imaginatively * You use a variety of simple and complex sentences for effect * You are able to use a variety of persuasive techniques * You can arrange your sentences meaningfully into paragraphs * You are able to choose your vocabulary for effect | **Literacy vocabulary:**  **A good topic sentence**  **Personal pronouns (I, me, you, we)**  **Rhetorical questions**  **Pejorative**  **Superlative**  **Counter-argument for effect**  **Groups of 3**  **Statistics/facts**  **Imperatives**  **Emotive language**  In pairs, students practice the literacy vocabulary, the meanings an crucially their persuasive effects on the audience. Their knowledge is then formatively assessed by the teacher.  This task could be modeled using Robbie’s email to Jamie in Chapter 9. Have the children peer assess Robbie’s email using highlighters and making their own annotations against the success criteria for writing (left) and the stylistic features for persuasive writing above.   * How does Robbie’s email match up? * How successful is Robbie’s email likely to be in getting what he wants? | Progress will be measured in the students’ annotated texts where they apply the success criteria for writing. Speaking and listening will provide a further opportunity for formative assessment, plenary |
| 4 | Reading:  AF2/3/7  Speaking and Listening:  AF1/2/4 | 1. To research your role model and select relevant information which will interest your audience | **Speaking and listening:**   * You are able to convey why your role model is an important figure in your life * You are able to select relevant information from your research that will interest others * You are able to find quotations to explain your role model’s personality * You show awareness of your audience and you are able to engage them in being interested in your role model | The students research their favourite role model on the internet and present their research through a presentation in the context of their own attraction to their role model, what the role model means to them and the positive influence they experience from them. | Individual or group presentation; the success criteria will provide a context for peer and teacher assessment. The individually selected materials from which the students draw will provide a further opportunity for formative assessment, plenary |
| 5 | Writing:  AF1/AF2/AF3/AF4/AF5/AF6/AF7/AF8 | 1. To write a fan letter to your role model that stands out from the crowd and that makes he or she want to respond to you positively | **Writing:**   * You can follow the conventional lay-out of the letter form * You use the full range of punctuation * You can establish a clear viewpoint in writing * Relevant ideas and material are presented clearly and imaginatively * You use a variety of sentence lengths for effect * You can arrange your sentences meaningfully into paragraphs * You are able to choose your vocabulary for effect | **Literacy vocabulary:**  **A good topic sentence**  **Personal pronouns (I, me, you, we)**  **Rhetorical questions**  **Pejorative**  **Superlative**  **Counter-argument for effect**  **Groups of 3**  **Statistics/facts**  **Imperatives**  **Emotive language**  In pairs, students practice the literacy vocabulary, the meanings an crucially their persuasive effects on the audience. Their knowledge is then formatively assessed by the teacher.  The students should consolidate their prior learning by returning to their responses to Robbie’s email in Task 3  The students should have modeled for them the conventional lay-out for a letter  The students should use conventional letter form for writing to their role model | The success criteria should provide a context for peer assessment and for teacher’s marking, plenay |
| 6 | Reading  F2/3/4/5/6/7 | To explore how a writer uses language features to draw us into the world of his novel. | **Reading:**   * You are able to apply the literacy vocabulary accurately in your responses to the text * You are able to identify the relevant material in the text to prove what you say and you use appropriate quotations * You are able to focus on the effects of these stylistic features on the audience * You are able to identify language choices and their effects on the reader * You are able to explain why the character is a popular role model | **Literacy vocabulary:**  **Exposition:** The introduction which presents character, setting and theme  **Simile**  **Metaphor**  **Narrative**  **Kinaesthetic rhythm**: *when the rhythm of the writing matches the rhythm of the action that is being described*  **Emotive verbs**  **Emotive adverbs**  **Superlative:** *best, superhuman*  **Colloquial language:** *informal every-day language*  **Ellipses ….**  In pairs, students practice the literacy vocabulary and the meanings as a speaking and listening exercise, which is then formatively assessed by the teacher.  Give the students the success criteria for reading and writing here. Students annotate the opening chapter, “Revenge”, applying the key terms and collating evidence for the writing task (below). When their reading and annotations are complete, students swap partners in order to consolidate their responses. Teacher brings all responses together through whole class speaking and listening. | Teacher tests for understanding of key terms and looks for their application in the annotated texts through reading.  Speaking and listening to consolidate understanding across the whole class is a further opportunity for formative assessment, plenary |
| 7 | Reading:  AF2/3/4/5/6/7  Writing:  AF3/4//6/7/8 | To evaluate what makes a novel appeal to your age group  To explore the introduction as a successful exposition (presentation of character, setting and theme) | **Reading:**   * You are able to apply the literacy vocabulary accurately in your responses to the text * You are able to identify the relevant material in the text to prove what you say and you use appropriate quotations * You are able to focus on the effects of these stylistic features on the audience * You are able to identify language choices and their effects on the reader * You are able to explain why the character is a popular role model   **Technical accuracy:**   * Your spelling is accurate * You use the full range of punctuation * You write in accurate sentence structures * You group your sentences meaningfully into paragraphs using point, quotation development. | Have the students practice the success criteria as a speaking and listening exercise. Test them on their ability to retain the success criteria.  **Extended Writing:**  Students write their responses to the opening chapter. The objectives may serve as differentiated titles.  More challenged students, in addition to the success criteria, should have their responses scaffolded in the form of a grid with some of the boxes filled, partially filled and left blank differentially:   |  |  |  | | --- | --- | --- | | Point | Quotation | Development | |  |  |  | |  |  |  | |  |  |  | | Speaking and listening  extended writing against success criteria, peer assessment, PQD grid, plenary |
| 8 | Reading:  AF2/3/4/5/6/7 | 1. To explore how a writer creates the illusion that what we are reading is fact and not fiction  2. To explore how a writer involves us in the story quickly in a way that makes us want to read on | **Reading:**   * You are able to apply the literacy vocabulary accurately in your responses to the text * You are able to identify the relevant material in the text to prove what you say and you use appropriate quotations * You are able to focus on the effects of these stylistic features on the audience * You are able to identify language choices and their effects on the reader * You can explain how the episodic structure improves the story and adds excitement * You can explain how the different forms of narrative move the story along rapidly and create excitement | **Literacy vocabulary**:  **Flashback:** *when the action moves to a point in the past in order to fill in the gaps for the reader*  **Episodic:** *like episodes in a TV drama, the action jumps to different locations and times in order to keep the pace moving*  **Realism:** *Elements in the text that appear factual*  **Exposition:** *the setting out of character, setting and theme*  **Epistle or epistolary:** *a letter or newspaper clipping that establishes character or develops the plot.*  In pairs, students practice the literacy vocabulary and the meanings as a speaking and listening exercise, which is then formatively assessed by the teacher.  Students work in pairs, reading up to and including Chapter 9 applying the key terms in their annotations. In this task, the students are explicitly reading for **structure** and **form.** | Speaking and Listening, students’ annotations, plenary |
| 9 | Reading:  AF2/3/4/5/6/7 | To explore how a variety of forms and structures can be used to convey the same story | **Reading:**   * You are able to apply, where relevant, the literacy vocabulary you have learned in your annotations to the texts * You are able to identify the relevant material in the text to prove what you say and you use appropriate quotations * You are able to focus on how the texts function within their contexts * You are able to identify language choices and their effects on the reader * You are able to evaluate which form is most effective and why. | The teacher has brought recordings of radio broadcasts, TV footage, newspaper journalism, tabloid, broadsheet, ‘Letters to the Editor’ and Front Pages, all of which either report or comment on the same major event that carries an heroic theme. In their differentiated groups, students are asked to comment on the language features of the various forms and how they provide alternative perspectives on the same story. Do the perspectives conflict or converge? What are the alterations in tone? Which form is most effective? Which forms are most preferred, attention-grabbing, immediate? If it’s a recording, how does the broadcaster’s tone of voice contribute to the effect?  For each group the materials need to be carefully selected for differentiation and prompts for language features and context provided in order to elicit an informed and supported response.  Before they begin, have the students practice the success criteria as a speaking and listening exercise. Test them on their ability to retain the success criteria.  When the task is complete, groups with the same materials to consolidate their responses. | Speaking and listening, annotated texts, plenary |
| 10 | Speaking and listening: AF1/2/3/4 | To explore different narrative structures to make your story-telling more interesting | **Speaking and listening:**   * You can express and explain relevant ideas and feelings * You can shape talk to convey information clearly in ways that are interesting * You can adapt vocabulary and non- verbal features appropriately * You can analyse meaning and impact of spoken language variation according to your chosen form * You can adapt to group roles and responsibilities independently | Students brainstorm in their groups, various forms of narrative, from the novel to forms across the media, on an A3 sheet. (Epistle, diary, novel, email radio broadcast, TV broadcast, newspaper report, news bulletin etc) They then build their responses with those of other groups. Teacher then consolidates this for the whole class by establishing from the students a comprehensive list.  In their original groups, students construct an event, or situation, fact or fiction whose theme is heroism.  The students perform the event to the rest of the class using verbal and non-verbal features. | Speaking and Listening, roleplay, plenary |
| 11 | Writing:  AF1/2/3/4/5/6/7/8 | To develop different narrative forms and structures to make your writing more interesting | **Writing:**   * Your spelling is accurate including difficult words * You use the full range of punctuation * Your sentences are accurate and varied to create drama * You group your sentences into paragraphs * You are aware of your audience and how to hold their interest. * You use language that is appropriate to your chosen form * You use interesting verbs and adverbs that are appropriate to your chosen form * You contribute to your group’s story by adding excitement and by moving the story on * You include interesting details that hold the reader’s interest. | Before they begin writing, have the students practice the success criteria as a speaking and listening exercise. Test them on their ability to retain the success criteria.  Students should now reconstruct the heroic event in their groups through their individually chosen forms. Each student within the group provides their section of the narrative through their individually chosen form.  To differentiate for the more able, the event should move and develop over time and the story be picked up and developed at various points by each student through his or her chosen form.  Students should be encouraged as far as possible to experiment with the forms invoked in Activities 8 and 9. | Speaking and listening,  extended writing, peer assessment against the success criteria, plenary |
| 12 | Speaking and listening:  AF1/2 | To be explore what patriotism means to you as a way of identifying where you belong | **Speaking and listening:**   * You can express and explain relevant ideas and feelings * You can shape talk to convey information clearly in ways that are interesting * You can adapt vocabulary and non- verbal features appropriately * You can make an effective contribution in shaping a conversation and its outcomes | **Literacy vocabulary**  **Patriotism** *an emotional allegiance*  **Nationality:** *place of brith*  **Homeland:** *a spiritual home*  **Heroism:** *an act of courage and self-sacrifice*  **Self-sacrifice**  **Hero:** *someone who embodies admirable qualities of courage and selflessness*  In pairs, students practice the literacy vocabulary and the meanings as a speaking and listening exercise, which is then formatively assessed by the teacher.  The teacher goes on to tap into the diversity within the group by asking how they identify with the key terms. This will work well as a pair and share exercise in which the listener feeds back. Then swap roles. | Speaking and listening |
| 13 | Reading  AF2/3/4/5/6/7 | 1. To explore how a writer increases the interest of the narrative by introducing a problem, or **complication**  2. To explore whether Jamie Johnson conforms to our ideal of a role model, hero and patriot | **Reading:**   * You are able to apply, where relevant, the literacy vocabulary you have learned in your annotations to the texts * You are able to identify the relevant material in the text to prove what you say and you use appropriate quotations * You are able to focus on the writer’s development of the themes of nationalism and heroism * You are able to identify language choices and their effects on the reader * You are able to evaluate how the story targets girls as well as boys | **Literacy vocabulary**  **Exposition**  **Complication:** *the next sequence in the narrative structure*  **Patriotism** *an emotional allegiance*  **Nationality:** *a legal obligation*  **Homeland:** *a spiritual home*  **Heroism:** *an act of courage; a hero is someone who embodies admirable qualities of courage and selflessness*  **Resolution** of the **complication**  **Villain**  In pairs, students practice the literacy vocabulary and the meanings as a speaking and listening exercise, which is then formatively assessed by the teacher.  Having read up to and including Chapter 13, the students should be encouraged to reflect on Jamie’s dilemma: England or Scotland? and examine the resolution of the dilemma in Chapter 12, as either an act of patriotism or heroism or both? How does Jamie’s more modest hotel arrangements in Chapter 13 imply that the price of heroism is self-sacrifice? How does the introduction of Mattheus Bertorelli intensify the complication and create tension by threatening our hero with danger? | Reading through intonation, annotations in the text,  speaking and listening, plenary |
| 14 | Writing  AF2/3/4/5/6 | To express in writing whether Jamie Johnson conforms to the convention of a role model, hero and patriot | **Reading:**   * You are able to use literacy vocabulary accurately * You are able to identify where there is further exposition of Jamie’s character * You are able to identify where the complications thickens * You are able to identify language features (emotive verbs, adverbs, metaphors and similes) that raise the tension * You are able to make accurate references in the story that point to Jamie as a hero, * A patriot * That he is selfless * That he appeals to girls as well as boys   **Technical accuracy:**   * Your spelling is accurate * You use the full range of punctuation * You write in accurate sentence structures * You group your sentences meaningfully into paragraphs using point, quotation development. | **Convention:** *following a familiar pattern*  **Exposition**  **Complication:** *the next sequence in the narrative structure*  **Patriotism** *an emotional allegiance*  **Nationality:** *a legal obligation*  **Homeland:** *a spiritual home*  **Heroism:** *an act of courage; a hero is someone who embodies admirable qualities of courage and selflessness*  **Resolution** of the **complication**  **Villain**  **Raising the tension**  **Intensifying the complication**  **Danger**  In pairs, students practice the literacy vocabulary and the meanings as a speaking and listening exercise, which is then formatively assessed by the teacher.  Teacher should facilitate a speaking and listening exercise where the responses to the points in the success criteria are consolidated.  The objective serves as the title for the extended writing task  Weaker students should have their work scaffolded, as illustrated in Task 7 | Speaking and listening, extended writing, writing scaffold, if applicable, peer assessment against the success criteria, plenary |
| 15 | Reading  AF/2,3,4,5,6,7 | 2. To explore how the writer’s use of montage develops the plot and raises the tension  2. To explore whether in the development, Jamie continues to conform to our expectation of a hero and patriot. | **Reading:**   * You are able to apply literacy vocabulary to your reading of the text and trace effects on the reader * You are able to read meanings into situations and analyse how Jamie continues to conform to our stereotype of a hero * You can identify when and why the writer distances himself from the main character * You can analyse the effects of language features * You can analyse how the narrative is structured through montage * You can analyse how the writer’s use of juxtaposition brings Jamie’s story onto an epic scale | **Literacy vocabulary:**  **Development:** *once the character relationships and the complications are established, the writer* ***develops*** *the story*  **Montage:** *different images or narrative forms are placed next to each other to give a wider picture or narrative*  **Juxtaposition:** *things that don’t normally belong together are placed side-by-side to add meaning*  **Stereoytpe**  **Realism**  **Episodic**  **Epic:** *when a person or the things they do have an impact over a great number of people*  **Hero**  **Role model**  **Patriot**  **Price of fame**  **Egotistical**  In pairs, students practice the literacy vocabulary and the meanings as a speaking and listening exercise, which is then formatively assessed by the teacher.  Students should revisit Chapter 8, 13, and focus particularly on 21. How does the writer use montage, or juxtaposition, to raise the tension on an epic scale?  How does use of juxtaposition raise the tension?  How does the montage tell a difference story about Jamie to the one we know from inner narrative?  What signs are there to suggest that Jamie is finding it hard to adjust to fame? | Annotated texts, speaking and listening |
| 16 | Reading  AF/2,3,4,5,6,7 | To explore how the writer’s use of montage develops the plot and raises the tension  **or**  To explore whether in the development, Jamie continues to conform to our expectation of a hero and patriot. | **Reading:**   * You are able to apply literacy vocabulary to your reading of the text and trace effects on the reader * You are able to read meanings into situations and analyse how Jamie continues to conform to our stereotype of a hero * You can identify when and why the writer distances himself from the main character * You can analyse the effects of language features * You can analyse how the narrative is structured through montage * You can analyse how the writer’s use of juxtaposition brings Jamie’s story onto an epic scale | **Literacy vocabulary:**  **Development:** *once the character relationships and the complications are established, the writer* ***develops*** *the story*  **Montage:** *different images or narrative forms are placed next to each other to give a wider picture or narrative*  **Juxtaposition:** *things that don’t normally belong together are placed side-by-side to add meaning*  **Stereoytpe**  **Realism**  **Episodic**  **Epic:** *when a person or the things they do have an impact over a great number of people over a large scale*  **Hero**  **Role model**  **Patriot**  **Price of fame**  **Egotistical**  Having revised the key terms as a speaking and listening exercise, students now do the same with the success criteria before they begin the reading task. (Chapters 8, 13 and 21). Students should consolidate their annotations by collaborating with other students around the room once they have finished their own annotations. Teacher consolidates their learning through speaking and listening. | Speaking and listening, annotations against the success criteria, peer assessment, plenary |
| 17 | Reading  AF/2,3,4,5,6,7 | To explore a writer’s use of climax as a dramatic high-point of the story | **Reading:**   * You are able to apply literacy vocabulary to your reading of the text and trace effects on the reader * You are able to read meanings into situations and analyse how Jamie continues to conform to our stereotype of a hero * You are able to analyse how Bertorelli conforms to our stereotype of a villain * You can analyse the effects of language features * You can analyse how the narrative is structured through montage * You can analyse how the writer’s use of juxtaposition brings Jamie’s story onto an epic scale | **Literacy vocabulary:**  **Climax:** *the dramatic highpoint of the story*  **Montage**  **Meta-narrative:** *the story about the story; the outer story conveyed by newspaper clippings and radio commentaries which provide an epic perspective*  **Epic perspective**  **Juxtaposition**  **Heroic qualities**  **Villainous qualities**  Having revised the key terms as a speaking and listening exercise, students now do the same with the success criteria before they begin the preliminary written task  **Read chapter 32**  What is dramatic about the event itself?  Filing in a table with four columns, what behaviours and attitudes demonstrate that Jamie is a hero and that Bertorelli is a villain? (Use quotations where appropriate)  What verbs characterise Jamie’s personality and what verbs characterise Bertorelli’s?  How do the writer’s techniques cause you to feel about these two characters and why? | Speaking and listening, annotated texts, responses in the table, plenary |
| 18 | Reading  AF/2,3,4,5,6,7 | To explore how Dan Freedman achieves a high pitch of tension through his use of language, epic and dramatic climax? | **Reading:**   * You are able to apply literacy vocabulary to your reading of the text and explain their effects on the reader * You are able to read meanings into situations and analyse how Jamie continues to conform to our stereotype of a hero * You are able to analyse how Bertorelli conforms to our stereotype of a villain * You can analyse the effects of language features * You can analyse how the narrative is structured through montage * You can analyse how the writer’s use of juxtaposition brings Jamie’s story onto an epic scale   **Technical accuracy:**   * Your spelling is accurate * You use the full range of punctuation * You write in accurate sentence structures * You group your sentences meaningfully into paragraphs using point, quotation development. | **Literacy vocabulary:**  **Climax:** *the dramatic highpoint*  **Montage**  **Meta-narrative:** *the story about the story; the outer story conveyed by newspaper clippings and radio commentaries which provide an epic perspective*  **Epic perspective**  **Juxtaposition**  **Heroic qualities**  **Villainous qualities**  Having revised the key terms as a speaking and listening exercise, students now do the same with the success criteria before they begin the extended written task which again focuses on Chapter 32. The objective may serve as the essay question.  As modeled above, weaker students should have their work scaffolded with a PQD table that has been differentially supported. | Speaking and listening, annotated text, PQD table, (if appropriate), extended writing, peer assessment against the success criteria, plenary |
| 19 | Reading:  AF2/3/4/5/6/7 | 1. To explore how a writer achieves tension and enlists our allegiance through language, morals and the use of a mnemonic devices  2. To explore how a writer achieves the dramatic climax of the novel | **Reading:**   * You are able to apply literacy vocabulary to your reading of the text in a sophisticated way and you explain their effects on the reader * You are able to read meanings into situations and analyse how Jamie continues to conform to our stereotype of a hero * You are able to evaluate narrative devices that control the tension and the reader’s feelings at any given point. * You are able to analyse how Bertorelli and Giovanni Fattifachi are employed as mnemonic devices * You can analyse the effects of language features * You can analyse how the narrative is structured through multimedia forms * You can analyse how the writer’s use of juxtaposition brings Jamie’s story onto an epic scale   **Technical accuracy:**   * Your spelling is accurate * You use the full range of punctuation * You write in accurate sentence structures * You group your sentences meaningfully into paragraphs using point, quotation and full development. | **Chapters 53, 54, 55, 56 (Two lessons in which the literacy vocabulary and success criteria are rehearsed at the start of both)**  **Literacy vocabulary:**  **Allegiances:** *whose side we are on*  **Mnemonic device (or foul play):** *a character or stroke of bad luck that tips the odds against the hero and raises the tension (Bertorelli, Giovanni Fattifachi, Treacher, Jamie’s injury)*  **Main dramatic climax**  **Positive and negative verbs and adverbs:** *language features that manipulate our allegiances*  **Anticipate:** *look forward to*  **Metaphor**  **Simile**  **Heroic qualities**  **Nemesis:** *villain; your most hated enemy*  **Epic perspective**  **Long-distance lense:** *when characters are viewed from a distance, as in ‘epic’*  **Multimedia:***different narrative forms: email, text, radio announcer etc*  **Catharsis**: *a release of dramatic tension*  **Denouement:** *the tying up of loose ends towards the end of the novel*  **Resolution:** *how things are settled at the end of the novel*  Having practiced the key terms as a speaking and listening exercise, the teacher formatively assesses their understanding by testing them.  To prepare for the final extended piece of writing, students write their responses to the following prompts *after* the profile of the assessment grid is raised.  P255: what is the dramatic impact of mentioning Ricardo Baron and Sir Robertson’s approval of him, before we discover that he is being substituted by Giovanni Fattifachi?  P256 What is the dramatic impact of announcing Bertorelli as captain of Argentina? Why does this raise tension? (Draw from the list of literacy vocabulary for this task to explain your answer)  P256 “Jamie wanted revenge and he wanted it badly”. What does this tell you about the kind of hero Jamie is?  How does Freedman’s multimedia device on P257 a) add realism and b) advance the plot? How does Jack’s “mushy stuff” anticipate the ***denouement*** in Chapter 56?  Pp259-260: how does the radio announcer’s narrative lend an epic perspective to the story? (Remember, epic turns Jamie’s story into a very public event and provides a ‘long-distance lense’ towards Jamie as someone who is larger than life)  What phrases does the radio announcer use which lend ***realism*** to the narrative? What tone of voice do you imagine him using? Why is this exciting?  P262 Provide a PQD on the subject of Jamie as a patriot and national hero  P263/4/5: Provide evidence and full development for Freedman’s use of a mnemonic device to raise the tension across these pages  P266/7 How does Freedman achieve a dramatic high through his use of multimedia before introducing a further mnemonic device before the end of the First Half?  P270 How does Freedman intensify our dislike of the Argentinian side and increase our sympathy for the Scottish side by this further mnemonic device? (What is the difference between this mnemonic device and the others?)  P271 How does Freedman control our responses through his use of emotive verbs? (List the negative verbs and adverbs and their effects on the reader)  P272 How does Freedman use positive verbs and adverbs to pull oour emotions in the opposite direction? (List the positive verbs and adverbs and their effects on the reader)  P274 “It was time for Jamie to exact his revenge. Finally he could deal with his nemesis once and for all.” Explain why this is the dramatic climax of the whole novel and what impact it has on the reader.  P277 Explain how here Freedman succeeds in tearing our emotions in two opposite direction, first by his use of emotive verbs and then by his use of mnemonic device. | Speaking and listening, annotated texts, written responses to prompts, plenary |
| 20 | Reading:  AF2/3/4/5/6/7 | To explore a writer’s ability to hold our attention and maintain our excitement in reading, so that we may achieve similar effects in our own writing. | **Reading:**   * You are able to apply literacy vocabulary to your reading of the text in a sophisticated way and you explain their effects on the reader * You are able to read meanings into situations and analyse how Jamie continues to conform to our stereotype of a hero * You are able to evaluate narrative devices that control the tension and the reader’s feelings at any given point. * You are able to analyse how Bertorelli and Giovanni Fattifachi are employed as mnemonic devices * You can analyse the effects of language features * You can analyse how the narrative is structured through multimedia forms * You can analyse how the writer’s use of juxtaposition brings Jamie’s story onto an epic scale   **Technical accuracy:**   * Your spelling is accurate * You use the full range of punctuation * You write in accurate sentence structures * You group your sentences meaningfully into paragraphs using point, quotation and full development. | **End of unit task:**  The extended written task has been supported by the responses to the prompts in the previous task. Rehearse again the Literacy vocabulary and the success criteria before the students begin writing. | Speaking and listening, extended writing, peer assessment against the success criteria, plenary |
| 21,22,23 | Writing  AF2/3/4/5/6 | To apply some of the narrative techniques you have learned to make your writing more interesting and to demonstrate you have improved your level in writing | **Writing**   * Your spelling is accurate * You use the full range of punctuation * You use varied sentence structures for dramatic effect * Your group your sentences into paragraphs appropriately * You advance the plot interestingly by juxtaposing one or two multimedia forms * You use a variety of emotive verbs, adverbs and adverbs to convey meaning and raise tension * You use a range of stylistic features like simile, metaphor, alliteration and onomatopoeia * Your presentation of character is convincing and complex | **Differentiated writing tasks (extension activities)**  Students should re-evaluate their definitions of heroism and patriotism. Jamie Johnson makes some irrational decisions at great risk to his future and to his health in favour of his allegiance to Scotland and his need for revenge. Is this form of (classical) heroism really a path students want to follow?  As before, have the students develop their story as a speaking and listening task and rehearse the success criteria before they start writing   1. Write a day in the life of Jamie Johnson’s career in Brazil 2. Write a story based on an alternative role model who faces a dilemma between his conscience and his self-preservation (his heart and his head) 3. Write a story based on a role model who is not successful at what he does. What characteristics does he possess that make him heroic? Can you show these characteristics based on what he does, rather than spell them out for the reader? | Speaking and listening, extended writing, peer assessment against success criteria, plenary |