**De Aston**

**English Department**

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**Year 7: Persuasive Writing**

**Challenge Tasks**

**Name:**

**Week One:**

This week you will have learnt an acronym for remembering persuasive techniques.

Hard: Create a revision tool to remember these techniques. (poster, cue cards etc)

Harder: Create an example sentence for each technique.

Hardest: Write a paragraph persuading someone to do something that you want (give you money, buy you a puppy etc) and use all of these techniques.

**Week Two:**

Your persuasive topic this week is:

Fast food like chips and pizza should be served everyday in the school canteen. Yes or no?

**Hard** – Write an effective opening paragraph that uses at least 3 techniques.

**Harder** – Write an effective opening paragraph that uses at least 5 techniques

**Hardest** – Write an effective opening paragraph that uses at least 8 techniques

**Week Three:**

Read the opening to this speech by Emma Watson for gender equality.

I was appointed six months ago and the more I have spoken about feminism the more I have realized that fighting for women’s rights has too often become synonymous with man-hating. If there is one thing I know for certain, it is that this has to stop.

For the record, feminism by definition is: “The belief that men and women should have equal rights and opportunities. It is the theory of the political, economic and social equality of the sexes.”

I started questioning gender-based assumptions when at eight I was confused at being called “bossy,” because I wanted to direct the plays we would put on for our parents—but the boys were not.

When at 14 I started being sexualized by certain elements of the press.

When at 15 my girlfriends started dropping out of their sports teams because they didn’t want to appear “muscly.”

When at 18 my male friends were unable to express their feelings.

I decided I was a feminist and this seemed uncomplicated to me. But my recent research has shown me that feminism has become an unpopular word.

Apparently I am among the ranks of women whose expressions are seen as too strong, too aggressive, isolating, anti-men and, unattractive.

Why is the word such an uncomfortable one?

 Hard: Highlight and label at least 3 persuasive techniques.

 Harder: Write a SQUAD paragraph that analysis the writer’s use of language.

 Hardest: Write the next paragraph of Emma Watson’s speech. Use as many persuasive devices as you can.

**Week Four-Six:**

Now it’s time for some project work. This project will take you two weeks to complete.

Imagine there is a new film being released. It is your job to promote the new film. Think of a title for the film.

**In groups or on your own, choose one task from below:**

* Write a summary of the plot of the film and explain why it will appeal to teenagers.
* Design an advert for the cinema screen - to tempt people before the film is released. You will need a storyboard of images (perhaps 6?) and the words which would be spoken over the images by the voice-over artist. .
* Imagine you are an actor in the film. You are being interviewed by a TV or radio presenter the week the film is released. Think about the sorts of questions you would be asked and how you would be answer them. Write the interview as a script.

**Bonus week:**

Read the extract below and complete the ‘all’ question and one more of the questions below:

**All:** List five things Alex hears in this extract.

**Hard:** What genre is the text and how do you know?

**Harder:** How does the writer use details to interest the reader?

**Hardest:** To what extent does the text meet the expectations of the spy genre?

WHEN THE DOORBELL rings at three in the morning, it's never good news. Alex Rider was woken by the first chime. His eyes flickered open, but for a moment he stayed completely still in his bed, lying on his back with his head resting on the pillow. He heard a bedroom door open and a creak of wood as somebody went downstairs. The bell rang a second time, and he looked at the alarm clock glowing beside him. There was a rattle as someone slid the security chain off the front door.

He rolled out of bed and walked over to the open window, his bare feet pressing down the carpet pile. The moonlight spilled onto his chest and shoulders. Alex was fourteen, already well built, with the body of an athlete. His hair, cut short apart from two thick strands hanging over his forehead, was fair. His eyes were brown and serious. For a moment he stood silently, half hidden in the shadow, looking out. There was a police car parked outside. From his second-floor window Alex could see the black ID number on the roof and the caps of the two men who were standing in front of the door. The porch light went on and, at the same time, the door opened.

"Mrs. Rider?"

**Additional challenge tasks:**

Make sure you understand what each of these words means and show your understanding by trying to use them in your classwork. Then learn how to spell them – be ready for a spelling test in the last week of term.

**Hard:**

1. Repetition 2. Exaggeration 3. Emotive 4. Alliteration 5. Anecdote

**Harder:**

1. Comparative 2. Superlative 3. Rhetoric 4. Pathos 5. Surveillance

**Hardest:**

1. Acquiesce 2. Deferential 3. Diligent 4. Imperative 5. Myriad

**Final challenge:**

Finally, challenge yourself to read a genre you wouldn’t normally read. In your exercise book, tell your teacher all about what you read and what you thought about it.

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For more resources, including literacy support, visit www.deastonenglish.com