

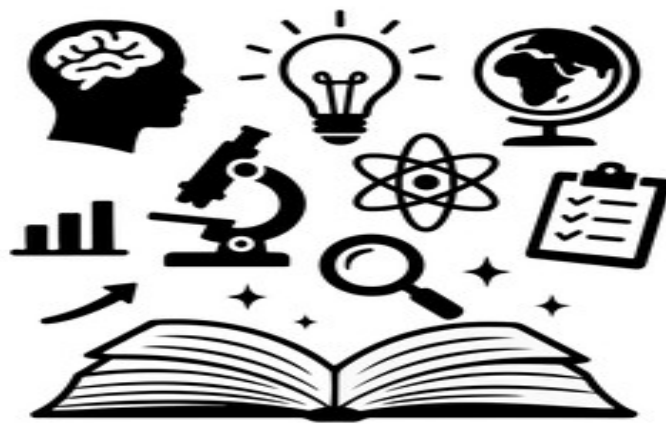


The Sutton Academy

English: Year 8

Summer 1:

Non-Fiction Writing



Name:




Class/Room

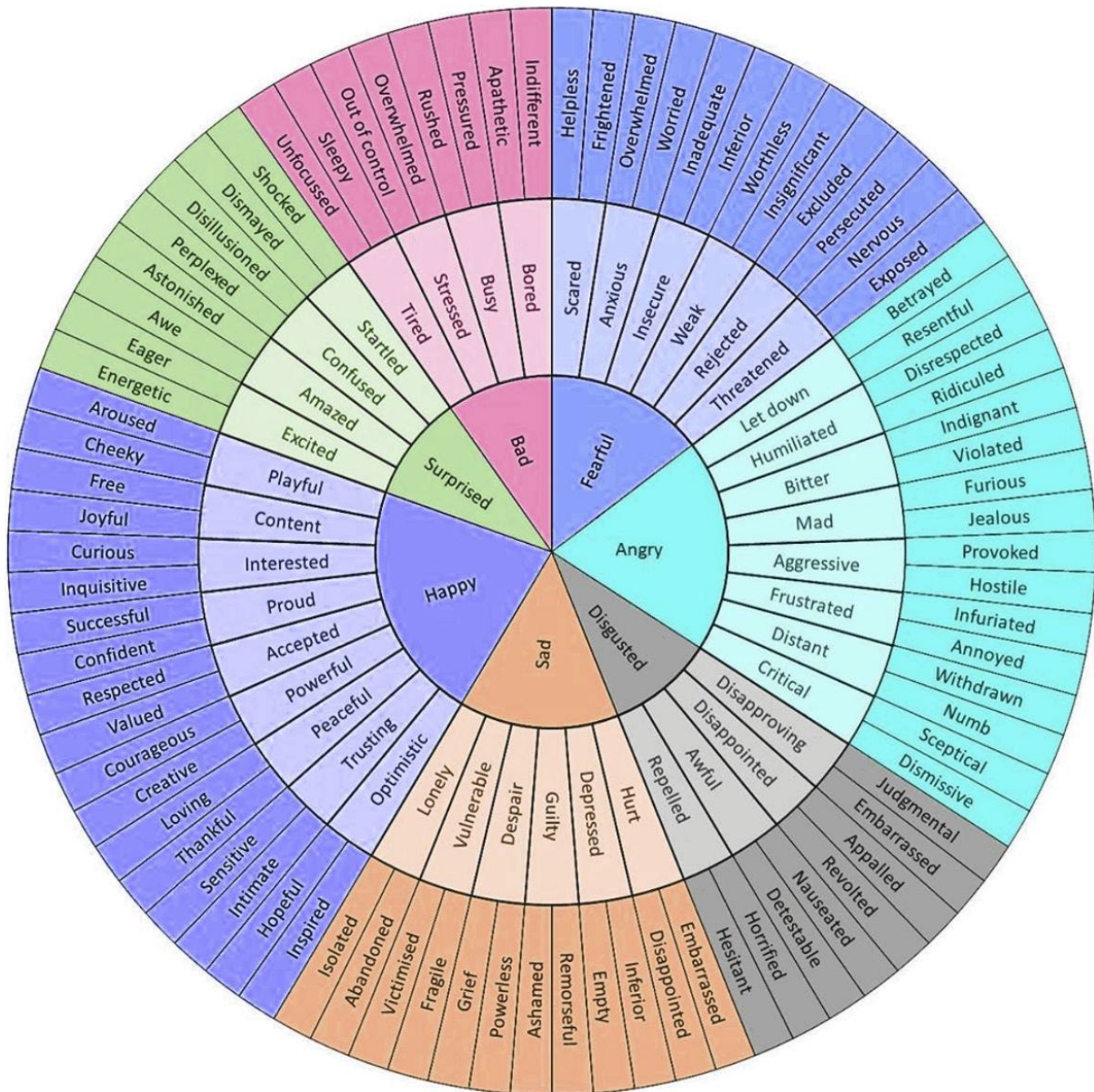
Teacher:

Scheme intent

- In this unit you will develop your understanding of non-fiction writing, focusing on how writers use language and structure to shape arguments and viewpoints.
- We will explore key dystopian conventions, building on your prior knowledge of themes such as power, conflict, and society.
- You will learn how rhetorical devices influence readers, including how writers use anecdotes, emotive language, and persuasive techniques.
- We will build on your analytical skills by comparing non-fiction texts, examining purpose, audience, tone, and bias.
- You will learn how to structure a clear and effective argument, considering openings, sequenced ideas, counter-arguments, and conclusions.
- This unit will introduce ethos, logos, and pathos, helping you understand how persuasion works in real-world writing.
- We will apply this knowledge through your own writing, experimenting with sophisticated language techniques and carefully crafted sentence structures.
- This unit will strengthen your ability to express viewpoints clearly, convincingly, and appropriately for different audiences.

Knowledge organisers:

<p><u>Ethos</u></p> 	<p>The way a writer builds credibility and trust. This involves sounding knowledgeable, fair, and reliable so the reader believes the argument. Writers may use a confident tone, expert opinions, or references to shared values.</p>
<p><u>Logos</u></p> 	<p>The use of logic, reasoning, and evidence to persuade. This includes facts, statistics, examples, and clear explanations that make the argument appear rational and well-supported.</p>
<p><u>Pathos</u></p> 	<p>The use of emotion to influence the reader. Writers appeal to the reader's feelings through emotive language, vivid descriptions, or personal anecdotes to create sympathy, concern, or urgency.</p>



Device	Example	Effect
Anecdote	A short personal story. “Let me tell you about a time when”.	Hooks the reader and introduces the topic in a relatable way
Rhetorical Question	“How would you feel if this happened to you?”	Makes the reader think and engages them without needing an answer
Imperatives	“Act now. Stop the problem.”	Directly tells the reader what to do, creating urgency
Personal Pronouns	you, we, us, our “It is our responsibility”	Involves the reader and makes the message feel personal
Emotive Language	“It was heartbreaking to see the once-beautiful forest reduced to ashes.”	Creates strong feelings to influence the reader’s response
Facts	Information that is proven to be true. Research shows that...	Adds credibility and makes the argument more trustworthy
Opinions	“I think school lunches would be much better if students helped choose the menu.”	Shows the writer’s viewpoint and encourages the reader to agree
Repetition	Repeating key words or phrases “We must act now, we must protect our planet”	Emphasises important ideas and makes them memorable
Exaggeration (Hyperbole)	“This is the worst day ever!”	Makes a point more dramatic and persuasive
Statistics	Numbers or data	Provides measurable evidence to support the argument
Triples (Rule of Three)	“cleaner, greener, safer”	Creates rhythm and impact, making ideas more memorable

Transactional writing

Rhetorical writing has two essential elements:

1. Clear message content
2. Adept use of rhetorical language techniques

Clear message and structural simplicity are closely interlocked. Structural complexity hinders rather than assists in the process of reader yielding (when the reader has been persuaded to agree with the viewpoint of the writer – the whole point of a persuasive piece of writing).

Year 7	Year 8
Opener 1: Story opener with bad ending Opener 2: 'Them' and 'us' Opener 3: Worried about x? Opener 4: Imagine X3 Language Technique 5: Worse/better Language Technique 6: Do we want?	Language Technique 7: I do not want to Language Technique 8: Yoked sentences Closing statement 10: Time Closing statement 11: Opposite anecdote Closing statement 12: If/Then

The first stage in rhetorical writing

The first stage should always be to define the outcome. Pupils should complete the following sentence before planning a piece of writing:

At the end of my speech/letter/article the reader will agree that

Once the outcome has been agreed pupils need to be reminded to keep this in mind during the writing process. If you know what you are aiming for then you stand a chance of hitting the target.

<u>Opener type</u>	<u>Example</u>
Story opener with a bad ending	This is exactly what <u>could</u> happen <u>if</u> we do not close down the workhouses.
'Them' and 'us'	<u>Some people</u> don't want to think about the harsh realities of life in the slums. <u>We, however,</u> do want to mention the struggles and resilience of those living in these dire conditions
Worried about x?	<u>Worried about</u> the recent plague of violence infecting our streets? <u>You should be!</u>
Imagine X3	<u>Imagine</u> being forced to live in cramped, unsanitary conditions. <u>Imagine</u> working long hours every day performing gruelling tasks. <u>Imagine</u> being punished for the crime of being poor and having no hope of escaping this relentless cycle of suffering

<u>Language technique</u>	<u>Example</u>
Worse/better	<u>Would you ignore something which could</u> distract you, consume your time, <u>or even</u> destroy your peace of mind? <u>Ignoring this issue could cause</u> fear, widespread panic, <u>or even</u> the loss of innocent lives. <u>Over time, the</u> fascination with social media <u>has become</u> an obsession, a compulsion, <u>and even</u> a societal dependency. <u>With sustained efforts, we can</u> reduce, combat, <u>or even</u> eradicate genetic diseases.
Do we want?	<u>Do we want</u> young people to feel pressured to conform to unrealistic beauty standards? <u>Of course not!</u>
I do not want to	<u>I do not want to stop you</u> from accessing social media. <u>I do not want to stop you</u> from connecting with friends. <u>I do not want to</u> spoil your enjoyment. <u>I only want to</u> ensure your safety and well-being.
Yoked sentence	Reality TV's portrayal is <u>superficial</u> . <u>Superficial</u> because it distorts perceptions and values for viewers.

<u>Closing statement</u>	Example
Time	<p><u>We need to act now</u> to regulate the development of artificial intelligence before it outpaces our ability to control its consequences.</p> <p><u>The clock is ticking on</u> limiting the widespread use of CCTV before it normalises constant surveillance and erodes personal privacy.</p> <p><u>The situation is getting worse as we speak,</u> with irresponsible cross-breeding of dogs leading to serious health problems and ethical concerns.</p>
Opposite anecdote	<p>Opening anecdote (past tense): Last year, Bill, an elderly man, received a call from someone claiming to be his bank. Trusting the voice on the line, he gave away his details—and lost his entire life savings in minutes. This is exactly what could happen if suspicious calls are not reported.</p> <p>Closing anecdote (present tense): Now, a teenager scrolls through her phone, spotting a suspicious message and reports it before anyone else can be tricked. It's because of this action that Bill can now go on his cruise of a lifetime with his money he has spent his life saving.</p>
If/Then	<p><u>If we invest in ethical and inclusive scientific research, then</u> we can create a future where medical breakthroughs benefit everyone—not just the privileged few.</p>

Article

- Headline and Strapline
- Introduction to create interest – (include who, what, where, when, how and why?)
- 3-4 middle paragraphs
- Short but effective conclusion
- Lively style
- ARIPEFOREST techniques

Speech

- Think about the TAP
- Open with a welcome/greeting – e.g. 'Good afternoon ladies and gentlemen' or 'Fellow classmates'
- Outline what the speech will be about: 'I will talk to you about...'
- Make 3/4 key points and expand on them.
- Conclusion to summarise ideas
- End acknowledging the audience: 'Thank you for listening.'
- ARIPEFOREST techniques

Letter

- Address and date in the top right of the page
- Address of the person you are writing to on the left.
- Dear Mrs Fletcher = Yours sincerely or Dear Sir/Madam. = Yours faithfully
- Short introductory paragraph
- 3-4 middle paragraphs
- Concluding paragraph summarising ideas.

What is Non-Fiction?

Label what type of text is being shown in the images below.

How do you know? What are the layout features?



What is the difference between a tabloid and a broadsheet newspaper?

CCQ: What is the **purpose** of each of the texts?

CCQ: Who might the **audience** be for each of the texts?



Articles:

What is an article?

An article is a piece of non-fiction writing that appears in places like newspapers, magazines, blogs, or websites. Its **purpose** is usually to:

- inform the reader about a topic
- explain an issue or event
- explore different viewpoints
- persuade the reader to think or feel a certain way

Articles often mix facts, opinions, and examples to help the reader understand the writer's message. They are written for a wide audience, so they need to be clear, engaging, and easy to follow.

Why Are Articles Used Persuasively?

Articles are powerful persuasive tools because:

1. They reach lots of people

Newspapers, websites and social media allow articles to spread quickly.

2. They feel trustworthy (credible –ethos)

Readers often see articles as reliable, so persuasive techniques can have a strong impact.

3. They allow the writer to guide the reader

Writers can shape how readers think by:

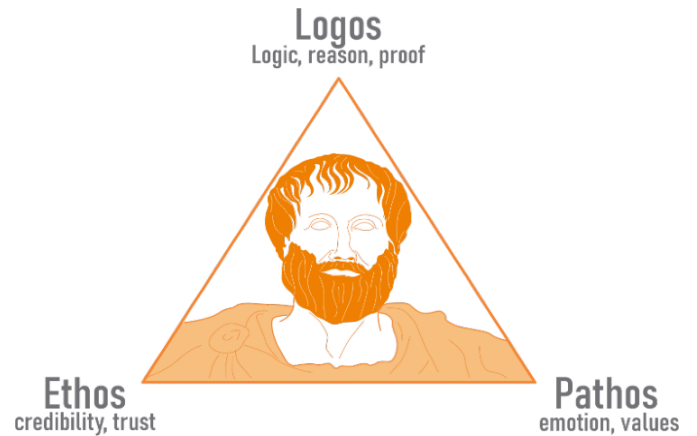
- choosing what information to include
- presenting arguments in a certain order
- using language that influences emotions

4. They mix logic and emotion (pathos and logos)

A persuasive article doesn't just give facts — it makes the reader *care*.

Aristotelian Triad (n)

The Aristotelian Triad is a persuasive framework created by the ancient Greek philosopher Aristotle. It explains that effective persuasion uses a balance of ethos (credibility), pathos (emotion), and logos (logic).



Where and why Articles use Ethos, Logos & Pathos

Articles are persuasive because they carefully combine trust, logic, and emotion.

Appeal	Where it appears most	Why it's used
Ethos	Opening, expert quotes, balanced arguments	Builds trust so readers believe the writer
Logos	Middle sections, evidence paragraphs	Proves the argument with facts + logic
Pathos	Anecdotes, examples, closing paragraphs	Makes readers feel something and care

How do writers use Pathos to influence the reader?

T3: Pathos (n)

A persuasive technique that appeals to the reader's or audience's **emotions**, aiming to make them feel sympathy, sadness, anger, humour, or empathy.

Example: The article uses *pathos* when describing the parent's frustration to make the reader feel the emotional burden of school uniform.

T3: Anecdote (n)

A **short personal story** included to illustrate a point, make the reader relate to the writer, or build emotional connection.

Example: Williams opens with an *anecdote* about dressing her child in uniform to hook the reader with humour and familiarity.

Transformations:

- *anecdotal* (adj) – based on personal stories
- *anecdotally* (adv) – using or referring to personal stories

T3: Emotive Language (n)

Words or phrases chosen specifically to create an **emotional impact** on the reader, making them feel strongly about an issue.

Example: The writer uses *emotive language* such as “irreplaceable” and “hell” to exaggerate the emotional stress of school uniform.

Transformations:

- *emotive* (adj) – causing strong feelings
- *emotively* (adv) – in a way that appeals to emotion

How might a parent feel if their child came home with their uniform looking like this?



Annotate this article with your teacher.

You are looking for:

- where the writer uses pathos
- emotive language
- anecdotes.

Blood, sweat and cigarettes – why there's nothing cute about school uniform

Zoe Williams

The charm is intoxicating at first. But wait till their expensive kit is mired in mud, the blazer takes on a flammable sheen and the PE kit stinks up the house

The first time you put your kid in school uniform, there's an intoxicating charm to the moment. There he is, your precious firstborn, and you've dressed him up like a grown-assed man who's managing the fanciest restaurant on a very large ferry. Slacks and a well-pressed shirt are just the baseline; there's also insignia on everything – jumpers, shorts, bags, pencil cases and water bottles – and the crest is something egalitarian, such as a tree or a leaf, but whatever it is, only that will do. After a full and overall pretty happy life of not sweating the small stuff, suddenly there's a person in your house whose every clothing item is absolutely irreplaceable, and that person is four, and has squashed a beetle into it. On that first day, though, all you're thinking is, "How adorable, this is like his first Christmas, when we dressed him up as a pudding." The next 12 years, though, are going to be hell. The first year, you'll spend the whole time looking for the insignia jumper.

The second year, you'll just give in and buy five jumpers, 10 shirts, and five pairs of trousers, and a year two trouser pair will remain in circulation until the end of time, waiting to bite you in year 11, when they can't get those trousers on, and it's all they have, and they're on their way to a GCSE.

The third year, you'll start a campaign at the PTA to get rid of school uniform, but then you'll have to leave the campaign because you didn't like any of the other parents and, like any political journey, this will cause you to overshoot.

So it's now year four, and you're the world's most fervent advocate for school uniform, even though the proportions of this swindle have now fully revealed themselves to you: not only is it expensive, it can also be very poor quality and you have tons of it. Every time you get an email from School Uniform Direct, you half want to take them up on their sale offer (6% off, 17th tie free) and half want to report them to the Financial Services Ombudsman.

Year five is pretty quiet and then, in year six, on their last day at primary school, they destroy their uniform by writing all over it with a marker pen and ripping it, and this enrages you, because you wanted to destroy it yourself.

Ah, the seventh year: all the children have now been promoted from the ferry to a golf course, which is to say, they have a blazer, and for precisely one week this looks like an item of clothing, after which time it takes on a mysterious sheen that looks extremely flammable. You just have to hope they don't start smoking

In year eight, things will get much easier for you if you took the precaution of only having sons, because the conversations you will have with daughters are just dispiriting. Of course they're not warm enough, they're *tights*. They're either itchy or they're not warm enough. That's what being female *is*.

The ninth year, they discover self-consciousness. Realistically, they discovered it ages ago, but you chose not to engage and they didn't push it because they were in their polite era. Now they need shorts underneath their skirts, in case anyone realises they have pants on, and a vest underneath their shirt in case anyone realises they have nipples despite being a boy, and all these garments interact in subtly different ways, despite being identical, sometimes creating enough static to give you a full electric shock if they ever hug you which, praise be, they will not. It turns out the argument, "It's not that you look dreadful, it's that box pleats don't suit anyone," isn't the slam dunk you thought.

By year 10, only one pair of trousers exists that are long enough, nobody knows where they came from, they cannot be duplicated, they have to be cherished, and your kid cherishes them by rolling in mud and then sitting on a Capri-Sun. Every day. They would rather be in Squid Game than do PE, because of the joggers, and there's a lot to fault in the joggers, fashion-wise, but nothing smells as bad as the tops.

Suddenly, it's the eleventh year, and they're on their way to their final exam, wearing the last shirt standing, which has a stain on it that looks a lot like blood, nobody knows whose, and their year two trousers as a bandana. Treasure those early years, they say; you'll miss them when they've passed. Trust me, you won't miss this.

<u>Technique</u>	<u>Example from the text</u>	<u>Emotion created</u>	<u>Effect on the reader</u>
Anecdote	"dressed him like a grown- assed man..."	Humour	Reader feels amused + engaged
Emotive Language	"the next 12 years will be hell"		Reader understands the frustration
Pathos			

Comprehension Questions

Retrieval

- What does the writer describe as "intoxicating" about the first time a child wears school uniform?

- What happens to the blazer after the first week of wearing it?

Inference

- Why does the writer describe school uniform as a "swindle"?

- What does the article suggest about daughters' experiences with uniform compared to sons'?

Language

- What is the effect of comparing the child to “a grown-assed man managing the fanciest restaurant on a ferry”?

- Why does the writer describe the blazer as having a “flammable sheen”?

Writer’s Purpose

- What is the writer trying to show about school uniform?

How does the article link to the theme of control and constraint?

Writing mastery

Yoked sentences:

This technique repeats the final word of one sentence at the beginning of the next. When used thoughtfully, it adds drama and impact to writing. To keep it sounding natural rather than forced, limit its use to no more than two linked sentences per text.

Examples: Social media standards are unrealistic. *Unrealistic standards* that lead people to compare themselves harshly and constantly.

Fast fashion encourages impulsive buying. *Buying habits* like this harm both the environment and workers who produce the clothing.

Independent practice:

Write your own opening of an article in your books where you complain about a school-related problem (homework, PE kit, buses, packed lunch rules, etc.).

It must include:

- one anecdote
- two examples of emotive language
- a clear use of pathos (make the reader feel something)
- a yoked sentence

Sentence starters:

- *You would think...*
- *At first it seems... but then...*
- *The moment I realised things had gone wrong was when...*
- *If you've ever experienced this, you'll understand the panic...*



How do writers use voice and credibility?

T3: Ethos (n)

A persuasive technique that appeals to the reader's trust in the writer's **credibility, authority, or character**, aiming to make the audience believe the writer is reliable and knowledgeable.

T3: Opinion (n)

A personal belief, judgement, or viewpoint that is not necessarily based on fact, used to persuade the reader to agree with the writer's perspective.

T3: Satire (n)

Satire exposes human flaws through humour and exaggeration. **Exaggeration that encourages readers to question society's behaviour.**

Turn and talk:



1. Do reality shows reflect real life, or just pretend to?
2. Does television shape people's opinions more than they realise?
3. What is "fake news"? Is it harmful?

Oracy sentence stems:



1. I believe that reality show do/ do not reflect real life because.....
2. In my opinion, television...
3. Fake news means.... It could be harmful because..... but.....

Charlie Brooker criticises modern television and the way it shapes people's behaviour, expectations, and thinking. He argues that TV has become shallow, repetitive, and obsessed with sensationalism, and he uses sarcasm, satire, and exaggerated humour to show how ridiculous this has become. Throughout the article, Brooker expresses his strong opinions about how TV manipulates audiences, lowers standards, and encourages passive, uncritical viewing.

He blends comic exaggeration with sharp social commentary, making readers laugh while also questioning the impact of TV on everyday life.

Annotate this article with teacher.

You are looking for:

- **Ethos**
- **Opinion**
- **Personal pronouns**
- **Emotive language**

Charlie Brooker: 'Too much talk for one planet: why I'm reducing my word emissions'



I've been overwhelmed by the amount of jabber in the world – it's a vast cloud of blah

Sun 28 Jul 2013 20.00 BST

Eagle-eyed readers may have spotted I haven't been writing this column for a while. Roughly two people noticed its absence, until the other day when a paragraph in Private Eye claimed I'd asked Alan Rusbridger, editor of the Guardian, to switch off the reader comments underneath my articles (not true), and that he'd refused to do so (also not true), so I'd quit (not entirely true). This led to an intense flurry of activity, by which I mean four people asked me about it.

Although the Private Eye story wasn't completely wrong – I have stopped doing this particular column for a while, for reasons I'll explain in a moment – I was all set to write to their letters page to whine in the most pompous manner imaginable, something I've always secretly wanted to do, when I figured I might as well respond here instead, for money.

Incidentally, I'm aware this is Olympic-level navel gazing, but you're a human being with free will who can stop reading any time. Here, have a full stop. And another. And another. There are exits all over this building.

Anyway, I haven't quit the newspaper, but I have, for the meantime, stopped writing weekly, partly because my overall workload was making that kind of timetable impossible, and partly because I've recently been overwhelmed by the sheer amount of jabber in the world: a vast cloud of blah I felt I was contributing to every seven days.

If a weatherman misreads the national mood and cheerfully sieg-heils on BBC Breakfast at 8.45am, there'll be 86 outraged columns, 95 despairing blogs, half a million wry tweets and a rib-tickling pass-the-parcel Photoshop meme about it circulating by lunchtime. It happens every day. Every day, a billion instantly conjured words on any contemporaneous subject you can think of. Events and noise, events and noise; everything was starting to resemble nothing but events and noise. Firing more words into the middle of all that began to strike me as futile and unnecessary. I started to view myself as yet another factory mindlessly pumping carbon dioxide into a toxic sky.

This is perhaps not the ideal state of mind for someone writing a weekly column in a newspaper. Clearly it was time for a short break.

Reader comments form part of the overall wordstorm described above, and it's true I'm not a huge fan of them, but that's chiefly because I'm an elderly man from the age of steam who clings irrationally to the outmoded belief that articles and letters pages should be kept separate, just like church and state. I guess conceptually I still think I'm writing in a "newspaper", even though the reality of what that means has changed beyond measure since I started doing it. So now I'm sitting grumpily in a spaceship with my arms folded, wearing a stovepipe hat. Ridiculous.

These days most newspaper sites are geared towards encouraging interaction with the minuscule fraction of readers who bother to interact back, which is a pity because I'm selfishly uninterested in conducting any kind of meaningful dialogue with humankind in general. I'd say Twitter's better for back-and-forth discussion anyway, if you could be arsed with it. Yelling out the window at passersby is another option.

When it comes to comments, despite not being as funny as I never was in the first place, I get an incredibly easy ride from passing well wishers compared with any woman who dares write anything on the internet anywhere about anything at all, the ugly bitch, boo, go home bitch go home. Getting slagged off online is par for the course, and absorbing the odd bit of constructive criticism is character-building. The positive comments are more unsettling. Who needs to see typed applause accompanying an article? It's just weird. I don't get it.

But then right now I don't "get" most forms of communication. There's just so much of it. Everybody talking at once and all over each other; everyone on the planet typing words into their computers, for ever, like I'm doing now. I fail to see the point of roughly 98% of human communication at the moment, which indicates I need to stroll around somewhere quiet for a bit.

After my break, and a rethink, I'll quietly return later in the year, to write something slightly different, slightly less regularly (probably fortnightly). In other words, I'm reducing my carbon emissions. And whatever the new thing I'm writing turns out to be, it'll appear both online, still accompanied by the requisite string of comments, and in the newspaper, which is a foldable thing made of paper, containing words and pictures, which catches fire easily and is sometimes left on trains.

Now get out.

Comprehension Questions

Retrieval

- Why does Brooker say he stopped writing his weekly column for a while?

- What comparison does he use to describe the huge amount of online commentary?

Inference

- Why does Brooker feel that adding more words to the "vast cloud of blah" is "futile and unnecessary"?

- What does his description of himself "sitting grumpily in a spaceship with my arms folded" suggest about his attitude to modern media?

Language

- What is the effect of the metaphor "a vast cloud of blah"?

- How does Brooker use satire to show his frustration with constant online interaction?

Writer's Purpose

- What concern does Brooker raise about the overwhelming amount of public commentary?

Writing mastery

Language technique:

I do not want to . . .X3 . . I only want to X1

The writer **repeats** the phrase “**I do not want to**” **three times** to highlight the positive things they are not trying to take away. This makes the argument sound fair and balanced. After this repetition, **the final sentence delivers the main persuasive message**, clearly showing what the writer actually wants to protect or achieve.

- Example: I do not want to control your screen time.
- I do not want to confiscate your phone.
- I do not want to ban your favourite apps.
- I simply want you to recognise when they begin to control you.

You try: complete these sentences about **school uniform**.

I do not want to _____

I do not want to _____

I do not want to _____

I do want _____

Big write: Write a short section of an article with the heading:

“Why I’m Quitting _____”

Examples:

- Why I’m Quitting Group Chats
- Why I’m Deleting TikTok
- Why I’m Retiring from Homework
- Why I’m Reducing My Screen Time

Model:

Why I’m Quitting TikTok

You may not have noticed my disappearance from TikTok, but I certainly have. Last week I opened the app “for five minutes” and somehow resurfaced nearly an hour later, blinking like someone who’d just emerged from a digital cave. My homework lay abandoned beside me while I watched strangers reorganise their kitchens and lip-sync to the same ten seconds of audio. TikTok doesn’t just take your time - it devours it. It’s a glittering vacuum that sucks up minutes, focus and, occasionally, self-respect.

Of course, I know I could just delete it. Groundbreaking solution. But that’s the problem - it’s designed to keep us scrolling, feeding us exactly what we didn’t know we wanted. We tell ourselves we’re relaxing, yet somehow leave feeling louder, busier and slightly worse about our own lives. Maybe I’m being dramatic. Maybe this is just modern life: everyone performing, everyone watching, no one switching off. Either way, I’m stepping back. At least until I “accidentally” download it again.

I do not want silence.
I do not want isolation.
I do not want to erase technology from our lives.
I do want balance.

PLAN:

To be successful, I must include:

- Ethos**
 - Show credibility through a confident, controlled voice
 - Acknowledge another viewpoint or show self-awareness
- Emotive Language**
 - Use words chosen to create a strong emotional reaction
 - Make the reader feel frustration, sympathy, humour or concern
- Anecdote**
 - Include a short personal story to illustrate my point
 - Use it to make the reader relate to me
- Exaggeration (Hyperbole)**
 - Deliberately overstate for effect
 - Use exaggeration to add humour or highlight the problem
- Satire**
 - Use humour or satire to criticise an issue

- Make my criticism clever rather than aggressive

Personal Pronouns

- Use "I", "we", "you" to create connection with the reader

Writing mastery:

Yoked sentence

I do not want X3 I do want X1

Reflecting on Writing	
Purpose of Writing	<i>Write an article where I criticise an issue using satire.</i>
1. Highlight my writing where I have used the criteria in my writing. 2. In the boxes below write the effect of the criteria you have used.	
Anecdote	
Exaggeration (hyperbole)	
I do not want X3 I do want X1	
Yoked sentence	
Redrafting notes- what can I do to make my writing more effective next time?	

LETTERS:

What is a letter?

A **letter** is a piece of writing addressed to a specific person or group. It can be:

- **formal** (to an organisation, headteacher, MP, company)
- **informal** (to a friend or family member)

A **formal persuasive letter** means:

- you have a clear purpose
- you want the reader to think, feel, or do something
- you use a polite but confident tone
- you organise your ideas into clear paragraphs

Letters feel **personal**, because they speak directly to someone. That makes them a powerful tool for persuasion.

Why are letters used persuasively?

Letters are persuasive because:

1. They speak directly to the reader

Using *you*, *your*, *we* makes the reader feel personally addressed.

2. They feel respectful and thoughtful

A letter shows effort — it feels more serious than a quick comment or post.

3. They allow the writer to build a relationship

You can appeal to the reader's:

- values
- emotions
- sense of responsibility

4. They can challenge or request change

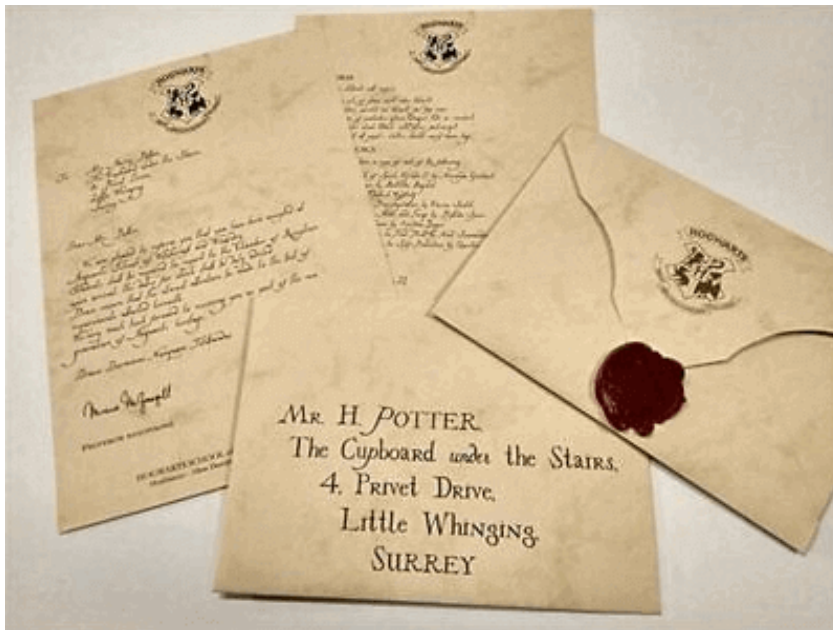
Letters are often used to:

- complain
- campaign

- raise awareness
- ask for action
- argue for improvement

This makes them perfect for persuasive writing.

Let's look at Harry Potter's acceptance letter to Hogwarts:



“Dear Mr. Potter,

We are pleased to inform you that you have been accepted at Hogwarts School of Witchcraft and Wizardry. Please find enclosed a list of all necessary books and equipment.

Term begins on 1 September. We await your owl by no later than 31 July.

Yours sincerely,

Minerva McGonagall

Deputy Headmistress”

What do you notice about the format of the letter?

Why has the sender addressed the recipient by their formal name?

Why do you think the sender has signed the letter off with Yours sincerely rather than Yours faithfully?

What is the purpose of this letter?

How do writers use language to manipulate ideas and beliefs?

T3: Rhetorical Question

A question asked to make a point or persuade the reader, rather than to receive an actual answer.

T3: Repetition

The deliberate reuse of words or ideas to emphasise a point and make it more memorable.

T3: Rule of Three / Triples

A persuasive technique where three words or phrases are used together to strengthen an idea and make it more impactful.

T3: Logos

A persuasive technique that appeals to the reader's logic and reasoning by using explanations, evidence, or cause-and-effect thinking to support an argument.

Why might distraction stop someone from thinking deeply about important ideas or beliefs?

Do you think people are more influenced by logical arguments or by what seems popular and modern? Why?

C.S Lewis – The Screwtape Letters

In the first letter of The Screwtape Letters, Screwtape advises his nephew Wormwood on how to keep a human man away from Christianity. He explains that using logical arguments is risky because it encourages the man to think deeply about truth, which could lead him to God (called “the Enemy”). Instead, Wormwood should distract him with everyday life and make materialism seem modern and fashionable rather than proving it is true. Screwtape also emphasises keeping the man focused on ordinary experiences and shallow ideas so that he never seriously reflects on spiritual questions.

Glossary

Materialist / Materialism (n)

The belief that only physical things exist and there is no spiritual or supernatural world.

Philosophy / Philosophies (n)

A set of ideas or beliefs about life, truth, and how the world works.

Doctrines (n)

Beliefs or principles that are accepted and taught by a group.

Jargon (n)

Specialised language used by a particular group that can sound complicated or technical.

Propaganda (n)

Information designed to influence people's opinions or beliefs.

Clutches (n)

A strong or controlling grip (often used metaphorically to mean control or power).

Abominable (adj)

Very unpleasant or morally wrong.

Totter (v)

To shake or become unsteady, as if something might collapse.

Aberrations (n)

Strange or unusual departures from what is normal.

Dabble (v)

To take part in something only a little or without serious commitment.

Fuddle (v)

To confuse or muddle someone's thinking.

Annotate this letter looking for the following devices:

- **Rhetorical questions**
- **Repetition**
- **Rule of three**
- **Anecdote**
- **Emotive language**
- **Ethos**
- **Logos**

C.S Lewis The Screwtape Letters – Letter 1

My dear Wormwood,

I note what you say about guiding your patient's reading and taking care that he sees a good deal of his materialist friend. But are you not being a trifle naïve? It sounds as if you supposed that argument was the way to keep him out of the Enemy's clutches. That might have been so if he had lived a few centuries earlier. At that time the humans still knew pretty well when a thing was proved and when it was not; and if it was proved they really believed it. They still connected thinking with doing and were prepared to alter their way of life as the result of a chain of reasoning. But what with the weekly press and other such weapons we have largely altered that. Your man has been accustomed, ever since he was a boy, to have a dozen incompatible philosophies dancing about together inside his head. He doesn't think of doctrines as primarily 'true' or 'false', but as 'academic' or 'practical', 'outworn' or 'contemporary', 'conventional' or 'ruthless. Jargon, not argument, is your best ally in keeping him from the Church. Don't waste time trying to make him think that materialism is true! Make him think it is strong, or stark, or courageous—that it is the philosophy of the future. That's the sort of thing he cares about.

The trouble about argument is that it moves the whole struggle on to the Enemy's own ground. He can argue too; whereas in really practical propaganda of the kind I am suggesting He has been shown for centuries to be greatly the inferior of Our Father Below. By the very act of arguing, you awake the patient's reason; and once it is awake, who can foresee the result? Even if a particular train of thought can be twisted so as to end in our favour, you will find that you have been strengthening in your patient the fatal habit of attending to universal issues and withdrawing his attention from the stream of immediate sense experiences. Y our business is to fix his attention on the stream. Teach him to call it 'real life' and don't let him ask what he means by 'real'.

Remember, he is not, like you, a pure spirit. Never having been a human (Oh that abominable advantage of the Enemy's!) you don't realise how enslaved they are to

the pressure of the ordinary. I once had a patient, a sound atheist, who used to read in the British Museum. One day, as he sat reading, I saw a train of thought in his mind beginning to go the wrong way. The Enemy, of course, was at his elbow in a moment. Before I knew where I was I saw my twenty years' work beginning to totter. If I had lost my head and begun to attempt a defence by argument I should have been undone. But I was not such a fool. I struck instantly at the part of the man which I had best under my control and suggested that it was just about time he had some lunch. The Enemy presumably made the counter-suggestion (you know how one can never quite overhear what He says to them?) that this was more important than lunch. At least I think that must have been His line for when I said 'Quite. In fact much too important to tackle at the end of a morning,' the patient brightened up considerably; and by the time I had added 'Much better come back after lunch and go into it with a fresh mind,' he was already half way to the door. Once he was in the street the battle was won. I showed him a newsboy shouting the midday paper, and a No. 73 bus going past, and before he reached the bottom of the steps I had got into him an unalterable conviction that, whatever odd ideas might come into a man's head when he was shut up alone with his books, a healthy dose of 'real life' (by which he meant the bus and the newsboy) was enough to show him that all 'that sort of thing' just couldn't be true. He knew he'd had a narrow escape and in later years was fond of talking about 'that inarticulate sense for actuality which is our ultimate safeguard against the aberrations of mere logic'. He is now safe in Our Father's house.

You begin to see the point? Thanks to processes which we set at work in them centuries ago, they find it all but impossible to believe in the unfamiliar while the familiar is before their eyes. Keep pressing home on him the ordinariness of things. Above all, do not attempt to use science (I mean, the real sciences) as a defence against Christianity. They will positively encourage him to think about realities he can't touch and see. There have been sad cases among the modern physicists. If he must dabble in science, keep him on economics and sociology; don't let him get away from that invaluable 'real life'. But the best of all is to let him read no science but to give him a grand general idea that he knows it all and that everything he happens to have picked up in casual talk and reading is 'the results of modern investigation'. Do remember you are there to fuddle him. From the way some of you young fiends talk, anyone would suppose it was our job to teach!

Your affectionate uncle

SCREWTAPE

Comprehension Questions

Retrieval

- What does Screwtape say humans used to do when something was “proved”?

- What everyday distraction does Screwtape use to stop his patient from thinking deeply?

Inference

- Why does Screwtape prefer jargon over argument when influencing the patient?

- What does Screwtape mean when he says humans are “enslaved to the pressure of the ordinary”?

Language

- What is the effect of describing philosophies as “dancing about together inside his head”?

- How does the phrase “a healthy dose of ‘real life’” show Screwtape's manipulation?

Writer's Purpose

- What does Lewis suggest about how easily people can be distracted from important ideas?

- How does this letter explore the theme of control and constraint?

How do writers use language to persuade others to make a difference?

T3: Imperatives

Commands that tell the reader to do something. Writers use them to give instructions, advice, or persuade the reader to act.

Example:

- *Stop wasting water.*
- *Think carefully before you decide.*

T3: Statistics

Facts or numbers used to give information or prove a point. Writers use them to make their argument sound more convincing.

Example:

- *70% of teenagers say they check their phone before school.*

Turn and Talk:



Person A: What do you think “human rights” means?

Person B: Can you name any rights that all people should have?

If you could write a letter to a powerful leader about something unfair in the world, what would you want them to change?

What makes a letter convincing?

Closing statement:

Time is running out	Model	Sentence stems:
<p>A sense of urgency is a useful way of heightening the impact of the argument, concluding with a 'call to action'</p>	<p><u>We need to act now</u> to regulate the development of artificial intelligence before it outpaces our ability to control its consequences.</p> <p><u>The clock is ticking on</u> limiting the widespread use of CCTV before it normalises constant surveillance and erodes personal privacy.</p> <p><u>The situation is getting worse as we speak</u>, with irresponsible cross-breeding of dogs leading to serious health problems and ethical concerns.</p>	<p>We need to act now . . .</p> <p>Soon it will be too late to . . .</p> <p>We only have a limited time to . . .</p> <p>The clock is ticking . . .</p> <p>The situation is getting worse as we speak . .</p>

Write **one persuasive sentence** that creates a **sense of urgency** about a problem in the world. Use the time is running out sentence stems to help you.

Topics you could write about:

- Climate change
- Pollution
- Animal cruelty
- Human rights
- Privacy and technology

Example:

We only have a limited time to protect our oceans before plastic pollution destroys marine life.

Below is a mixed-up formal letter layout.

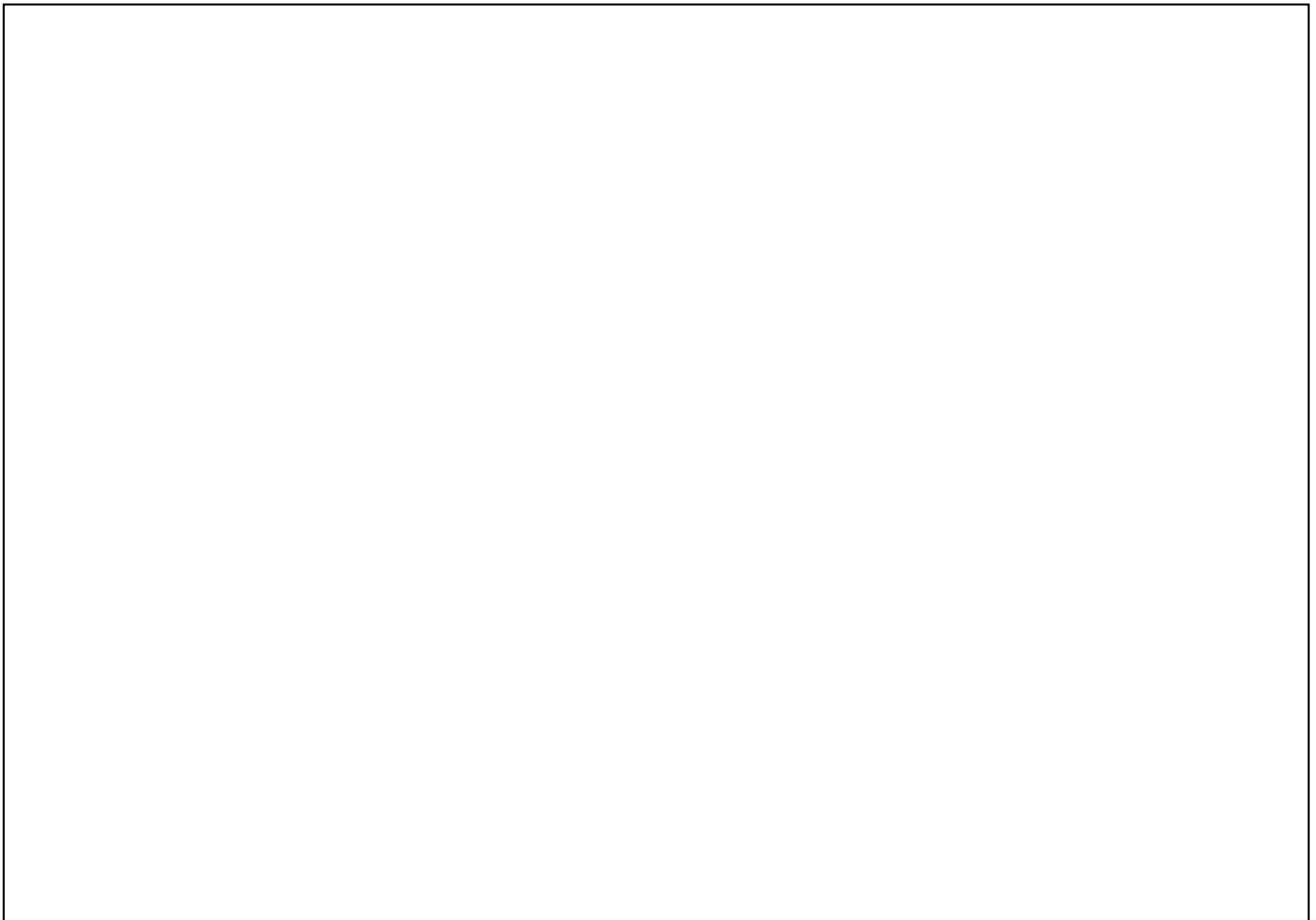
Number the parts in the correct order (1–7) to show how a formal letter should be organised.

- Dear Sir/Madam,
- Yours sincerely,
- 10 Green Street
Liverpool
L1 4AB
- I am writing to express my concern about the treatment of people whose human rights are being ignored.
- Lisa Smith
- 10 March 2026
- The Minister for Justice
Government Office
London

Now write your own letter layout, leaving a gap for the main paragraph.

Include:

1. Your address
2. The date
3. The recipient's address
4. A greeting (Dear...)
5. Space for your letter
6. A formal ending
7. Your name

A large, empty rectangular box with a thin black border, intended for students to draw or write their own letter layout. It occupies the lower half of the page.

AMNESTY CAMPAIGN

Amnesty International is a global movement of more than 10 million people who campaign for a world where human rights are enjoyed by all. Our vision is for every person to enjoy all the rights enshrined in the Universal Declaration of Human Rights and other international human rights standards. We are independent of any government, political ideology, economic interest or religion and are funded mainly by our membership and public donations.

Welcome to Amnesty International's *Write for Rights* letter-writing kit.

Write for Rights changes lives - your words matter.

This year's cases come from around the world. Many of the people featured are on the front lines of climate change and environmental destruction, fighting droughts, pollution, gas flares and harmful development projects.

By writing letters, you can make a real difference - not only to the eight individuals and groups highlighted this year, but also to their families, communities and supporters.

You're here because you refuse to stay silent in the face of injustice. Whether you write alone, with friends, classmates or family, your words can change lives.

A letter can change someone's life. That's the idea behind *Write for Rights*, our global letter-writing campaign.

HOW DOES WRITE FOR RIGHTS WORK?

1

People in more than 200 countries and territories take part in all kinds of events

2

Writing millions of letters, emails and tweets and signing petitions

3

Supporting people whose rights have been violated

4

Putting pressure on governments, leaders and decision makers

5

Showing love and support for people and their families

6

And making change happen – releasing activists, securing justice for those whose rights have been wronged and protecting people who fight for change

WRITE FOR RIGHTS

AMNESTY INTERNATIONAL



DAMISOA

📍 Madagascar



In 2021, Damisoa and his family were forced to leave their home in the Androy region, southern Madagascar. Droughts worsened by climate change meant there wasn't enough food to survive.

After a challenging four-month, 1,500km journey, they reached Boeny in the north-west, hoping for a better life. But conditions remained harsh. In 2023, they were allocated a tiny 5m² hut at a resettlement site. Each rainy season the nearby Kamoro River swells, encircling the site with often fast, crocodile-infested waters. This makes it dangerous for residents to leave. The site's land is barren, and access to food, clean water and healthcare is limited. In early 2025, Damisoa's newborn niece died after her mother, weakened by hunger and thirst, could no longer breastfeed. As the government-appointed site manager, Damisoa spends much of his time advocating for the site's residents who are living in degrading conditions. However, his pleas have gone unanswered.

People displaced by famine and now living in Boeny, including Damisoa and his fellow residents, urgently need humanitarian assistance. But aid is currently almost exclusively concentrated in drought-stricken southern Madagascar.

Demand that the government takes urgent steps to address the hunger, homelessness, poor healthcare and other hardships faced by Damisoa and others displaced by drought across Madagascar.

WRITE TO THE DIRECTOR GENERAL OF THE NATIONAL OFFICE OF RISK AND DISASTER MANAGEMENT

Call on the authorities to take urgent steps to guarantee the human rights of people displaced and now living in Boeny and across Madagascar. Ask them to actively seek the support of humanitarian agencies and other relevant actors to do this.

ADDRESS: Director General
National Office of Risk
and Disaster Management
Avaratra Antanimora Route Mausolée
Antananarivo 101
Madagascar

SALUTATION: Dear Director General
EMAIL: bngrc.gov.mg/contact &
elackandriakaja@yahoo.fr
FACEBOOK: www.facebook.com/BNGRCMID
X: @BngrcMada
INSTAGRAM: [bngrc_madagascar](https://www.instagram.com/bngrc_madagascar)
HASHTAGS: #W4R25

SHOW DAMISOA AND HIS COMMUNITY THAT THE WORLD IS WITH THEM

Send a message of support to Damisoa and his community. Given the language barrier, sending drawings would be great. You could draw plants and flowers, since Damisoa is closely connected to nature through his work.

ADDRESS: Damisoa
c/o Lot 84bis secteur 5 Manjarisoa
401 Mahajanga I
Boeny
Madagascar

HASHTAGS: #W4R25

Front page image: © Amnesty International, © Pirelli Men/Amnesty International
Back page image: © Pirelli Men/Amnesty International

September 2025
Index: AFR 35/9345/2025

JUAN LÓPEZ

Honduras



Juan López was a loving father and husband. A spiritual leader, he practised his faith by serving his community, always supporting the most vulnerable. He loved chatting with friends over coffee, dancing and spending time by the sea with his family. Friends described him as a dreamer.

Since 2015, Juan tirelessly defended his local environment in northern Honduras from mining and energy projects which have threatened local rivers, forests and the Carlos Escaleras Mejía National Park. Local communities fear that the projects put the surrounding ecosystem and water quality at serious risk.

Juan and fellow activists founded the Tocoa Municipal Committee for the Defence of Common and Public Goods to peacefully challenge the legality of the projects. But their efforts have been met with harassment, threats and criminalization. Many committee members have been arrested and imprisoned. Some have been killed.

On 14 September 2024, Juan was shot dead in his car by a masked gunman as he left church. The alleged shooter and two alleged accomplices have been charged with murder and are being held in pretrial detention. Those who ordered Juan's murder have not been held accountable.

Demand justice for Juan López.

WRITE TO THE ATTORNEY GENERAL

Demand that they ensure a prompt, independent and impartial investigation into the killing of Juan López to identify all those responsible for the crime, including those who ordered the murder, and to bring them to justice in fair trials.

ADDRESS: Attorney General
Public Prosecutor's Office
Avenida República Dominicana
Colonia Lomas del Guijarro
Tegucigalpa M.D.C.
Honduras

SALUTATION: To the Attorney General
EMAIL: fiscaliageneralhnd@gmail.com /
mprelacionespublicas@gmail.com
X: @MP_Honduras /
@johelzelaya
HASHTAGS: #JusticiaParaJuanLópez, #W4R25

SHOW JUAN'S FAMILY AND COMMUNITY THAT THE WORLD IS WITH THEM

Send messages of solidarity to show Juan's family and community that you support them in their fight for justice. Rivers and nature were so important to Juan – you could include drawings of these alongside your messages.

ADDRESS: Family and community of Juan López
c/o Amnesty International
Americas Regional Office
Central America Team
Calle Luz Savión 519
Colonia del Valle
Benito Juárez
03100 Mexico City
Mexico

FACEBOOK: www.facebook.com/people/Comité-Municipal-en-Defensa-de-los-Bienes-Comunes-y-Públicos/100082713284780
X: @guapinolre
HASHTAGS: #JusticiaParaJuanLópez, #W4R25

SONIA DAHMANI

Tunisia



Sonia Dahmani loves the sea, long days at the beach with friends and quiet evenings spent watching movies. She has a deep appreciation for art in all its forms, from paintings and exhibitions to theatre and music. But what matters most to Sonia is her family, including her beloved dog, Carla.

Sonia is a lawyer and media commentator who has dedicated her life to defending human rights, standing up for the marginalized, and saying what others are afraid to, no matter the cost. She is a vocal critic of inhumane prison conditions and racism, regularly addressing these issues on television and radio shows.

On 11 May 2024, masked policemen violently raided the Tunisian Bar Association in Tunis and arrested Sonia. The Tunisian authorities convicted and sentenced Sonia for “spreading false news” and imprisoned her for 18 months.

On 27 November 2025, Sonia was conditionally released, but more politically motivated judicial proceedings against her are still pending. She faces many years in prison for speaking out against injustices.

Demand that the Tunisian authorities quash Sonia's unjust sentences and immediately drop all other charges against her.

WRITE TO THE PRESIDENT

Call on the Tunisian authorities to immediately and unconditionally release Sonia Dahmani, quash the sentences and drop all charges against her as she is detained solely for exercising her right to freedom of expression.

ADDRESS: President of Tunisia
Carthage Presidential Palace
La Goulette Road
Carthage Archaeological Site
Tunis
Tunisia

SALUTATION: Your Excellency
EMAIL: contact@carthage.tn
FACEBOOK: www.facebook.com/Presidence.tn
X: @TnPresidency
HASHTAGS: #FreeSonia, #W4R25

SHOW SONIA THAT SHE IS NOT ALONE

Send Sonia messages of hope and solidarity. Let her know you support her in her fight for human rights in Tunisia. You could draw pictures of dogs (Sonia has a dog called Carla) to accompany your message.

ADDRESS: Sonia Dahmani
c/o Amnesty International Tunisia
5 Rue Zouhair Ayadi
El Menzah 4
Ariana, Tunis 1082
Tunisia

INSTAGRAM: [freesoniadahmani](https://www.instagram.com/freesoniadahmani)
HASHTAGS: #FreeSonia, #W4R25

Choose one case from the selection and write a formal letter:

Model:

10 Green Street
Liverpool
L1 4AB

10 March 2026

The Minister for Justice
Government Office
London

Dear Sir/Madam,

Imagine living in a place where speaking up for your community could cost you your freedom. Imagine trying to protect the land where your family has lived for generations. Imagine being punished simply for demanding justice. Sadly, for many people around the world, this is not imagination — it is reality.

I am writing to express my serious concern about people who are being punished for defending their communities and protecting the environment. As part of Amnesty International's Write for Rights campaign, millions of people around the world are standing up for individuals whose human rights are under threat. When ordinary people raise their voices together, leaders listen.

Let me tell you about someone who could easily be forgotten. A young activist in a small community spoke out about pollution that was destroying local land and water. Instead of being protected, they were threatened and silenced. Stories like this are heartbreaking because they show how easily power can be abused. How would you feel if protecting your home made you a target?

The evidence shows that this is not a rare situation. Thousands of environmental defenders face threats every year, and many are arrested simply for speaking out. This is not only unfair — it is dangerous for our future. If people are too afraid to protect their land, forests and rivers, then everyone loses.

I do not want governments to ignore economic development.
I do not want communities to be left without jobs or opportunities.
I do not want progress to stop.
I do want people's rights to be protected.

We all share responsibility for the world we live in. We need leaders who will protect justice, dignity, and freedom. Governments should protect activists, investigate abuses, and defend human rights rather than punish those who speak out.

Act now. Protect those who defend our planet. Ensure justice for those who have been silenced.

SPEECHES:

What is a speech?

A **speech** is a piece of writing that is meant to be **spoken aloud** to an audience. It is usually delivered by someone who wants to:

- **inform**
- **inspire**
- **persuade**
- **motivate**
- **challenge**

Speeches are powerful because they combine **words, voice, and emotion** to influence people directly.

They are often used in:

- assemblies
- political events
- campaigns
- protests
- celebrations
- public debates

A good speech feels **personal, passionate, and purposeful**.

Why are speeches used persuasively?

Speeches are one of the most persuasive forms of communication because:

1. They connect with their audience emotionally

Hearing someone speak creates a sense of closeness and trust.

2. They use voice, tone and pace

A speaker can emphasise key points, pause for effect, or raise their voice to inspire action.

3. They speak directly to the audience

Speeches often use *you, we, and us* to make listeners feel involved.

4. They can motivate change

A powerful speech can:

- inspire people to act

- challenge unfair systems
- encourage unity
- raise awareness

True or False?

Statement	True or False?
A speech is meant to be read silently.	
Speeches can persuade, inspire and motivate people.	
Good speeches use emotion and strong voice.	
Speeches never use personal pronouns.	
Speeches are often used in campaigns and assemblies.	

Turn and Talk:



Where have you heard a speech before?

What makes a good speech interesting to listen to?

Why do you think speeches can be powerful?

Decide which purpose (inform / inspire / persuade / motivate / challenge) matches each scenario:

A headteacher speaking at Year 11 awards evening.	
A student campaigning to become school council president.	
A climate activist speaking at a protest.	
A sports captain giving a pre-match talk.	
A politician explaining new laws.	

Checking for understanding:

A speech is...

A speech is used to...

A good speech feels...

How do writers use rhetorical devices to strengthen their message?

T3: Repetition

Repeating words or phrases to emphasise an idea. Writers use repetition to make their message memorable and persuasive.

T2: Facts

True statements or pieces of information used to show the seriousness of an issue. Writers use facts to make their argument stronger and more believable, especially when discussing social problems.

What is a stereotype?

What does the word *equality* mean to you?

Annotate this speech looking for the following devices:

- Rhetorical questions
- Repetition
- Rule of three
- Anecdote
- Emotive language
- Ethos
- Logos
- Pathos
- Facts

Excerpt from Emma Watson: Gender equality is your issue too.

Date: Saturday, 20 September 2014

Speech by UN Women Goodwill Ambassador Emma Watson at a special event for the HeForShe campaign, United Nations Headquarters, New York, 20 September 2014

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've seen my father's role as a parent being valued less by society despite my needing his presence as a child as much as my mother's. I've seen young men suffering from mental illness unable to ask for help for fear it would make them look less 'macho.' I've seen men made fragile and insecure by a distorted sense of what constitutes male success. Men don't have the benefits of equality either.

We don't often talk about men being imprisoned by gender stereotypes but I can see that they are, and that when they are free, things will change for women as a natural consequence. If men don't have to be aggressive in order to be accepted, women won't feel compelled to be submissive. If men don't have to control, women won't have to be controlled.

Both men and women should feel free to be sensitive. Both men and women should feel free to be strong. It is time that we all perceive gender on a spectrum, not as two opposing sets of ideals. If we stop defining each other by what we are not and start defining ourselves by what we are - we can all be freer.

Because the reality is that if we do nothing it will take 75 years before women can expect to be paid the same as men for the same work. 15.5 million girls will be married in the next 16 years as children. And at current rates it won't be until 2086 before all rural African girls will be able to receive a secondary education.

If you believe in equality, you might be one of those inadvertent feminists I spoke of earlier. I am inviting you to step forward, to be seen, to speak up, and to ask yourself: if not me, who? If not now, when?

Comprehension Questions:

Retrieval

- What examples does Watson give of gender-based assumptions she experienced growing up?

- Who does she say is also harmed by gender stereotypes?

Inference

- Why does Watson describe men as being “imprisoned” by stereotypes?

- What does she suggest will happen when men feel free to express their emotions?

Language

- How does the metaphor of being “imprisoned” link to the theme of control and constraint?

- Why does Watson repeat the phrase “Both men and women should feel free...”?

Writer’s Purpose

- What does Watson want her audience to understand about gender expectations?

- How does she encourage both men and women to challenge constraints?

Write a Mini Speech About Equality



You should:

- Share your opinion about equality
- Include at least two persuasive techniques, such as:
 - Rhetorical questions
 - Repetition
 - Emotive language
 - Facts

Helpful Sentence Starters

- Imagine being treated differently....
- Do we want people to feel...?
- Some people ignore We, however, know....
- I do not want people to feel.... I do want people to feel....
- We need to act now before...
- If we treat everyone equally, then....
- This is exactly what will happen if...

Excerpt from Lieutenant Colonel Tim Collins' Speech

T3: Anaphora

The repetition of the same word or phrase at the start of sentences or clauses. Writers use it to emphasise an idea and make it more memorable.

Example:

- *We will not fly our flags in their country. We will not...*
- *I've seen... I've seen... I've seen...*

What do you think a soldier needs to be like in war?

Should soldiers always follow orders, or should they think for themselves?

How should soldiers treat people in a country they are fighting in?

Do you think it is possible to be both violent and kind at the same time? Why?

Annotate this speech looking for the following devices:

- **Rhetorical questions**
- **Rule of three**
- **Anecdote**
- **Emotive language**
- **Ethos**
- **Logos**
- **Pathos**
- **Anaphora**

The speech, which was given more or less off-the-cuff to the 1st Battalion The Royal Irish Regiment Battle Group on 19 March 2003, several days before crossing the Iraq border on Operation TELIC. It was recorded in shorthand by Sarah Oliver, a Mail on Sunday journalist. No voice or video recording of it exists and it is Sarah Oliver's version of the speech which has been written into history.

We go to liberate, not to conquer.

We will not fly our flags in their country.

We are entering Iraq to free a people and the only flag which will be flown in that ancient land is their own.

Show respect for them.

There are some who are alive at this moment who will not be alive shortly. Those who do not wish to go on that journey, we will not send. As for the others, I expect you to rock their world. Wipe them out if that is what they choose. But if you are ferocious in battle remember to be magnanimous in victory.

Iraq is steeped in history. It is the site of the Garden of Eden, of the Great Flood and the birthplace of Abraham. Tread lightly there. You will see things that no man could pay to see — and you will have to go a long way to find a more decent, generous and upright people than the Iraqis. Don't treat them as refugees for they are in their own country. Their children will be poor; in years to come they will know that the light of liberation in their lives was brought by you.

If there are casualties of war then remember that when they woke up and got dressed in the morning they did not plan to die this day. Allow them dignity in death. Bury them properly and mark their graves.

It is a big step to take another human life. It is not to be done lightly. I know of men who have taken life needlessly in other conflicts. I can assure you they live with the mark of Cain upon them. If someone surrenders to you then remember they have

that right in international law and ensure that one day they go home to their family. The ones who wish to fight, well, we aim to please.

If you harm the Regiment or its history by over-enthusiasm in killing or in cowardice, know it is your family who will suffer. You will be shunned unless your conduct is of the highest — for your deeds will follow you down through history. We will bring shame on neither our uniform nor our nation.

As for ourselves, let's bring everyone home and leave Iraq a better place for us having been there.

Comprehension Questions:

Retrieval

- What does Collins say is the purpose of entering Iraq?

- How does he instruct soldiers to treat civilians?

Inference

- Why does Collins warn his soldiers about being “over-enthusiastic in killing”?

- What does he mean when he says “It is a big step to take another human life”?

Language

- How does Collins use contrasts (e.g., “ferocious in battle” vs “magnanimous in victory”) to explore control?

- What is the effect of the phrase “your deeds will follow you down through history”?

Writer's Purpose

- How does Collins try to control the behaviour of his soldiers?

- What values does he want them to uphold during the campaign?

Model Mini-Speech: “Why We Must Rethink School Rules”

Ladies and gentlemen,

Every day we walk through corridors filled with posters reminding us to “follow the rules.” But have we ever stopped to ask whether the rules actually help us or simply control us?

Imagine this. You've studied for hours, slept badly, and rushed in through the rain... only to be told you're in isolation because your shoelace is the wrong colour. Imagine being forced to choose between catching the bus home or attending a detention for forgetting a worksheet. Imagine being punished not for your learning, but for your appearance.

How can a system help us grow if it doesn't trust us?

Let me be clear: I do not want to get rid of rules. I do not want chaos. I do not want a school where anything goes. I do want fairness.

Fairness that recognises effort, supports wellbeing, and treats students like human beings - not robots.

We need rules that guide us, not rules that box us in.

We need teachers who inspire us, not punish us for tiny mistakes.

We need a system that values us, understands us, and listens to us.

So today, I'm asking one simple question:

If not us, who? If not now, when?

Your Turn: Write a Speech

Your speech must include:

- ✓ One anecdote
- ✓ Repetition
- ✓ A rhetorical question
- ✓ Emotive language
- ✓ Personal pronouns (you, we, us)
- ✓ Rule of three
- ✓ I do not want x3... I do want x1
- ✓ A motivational ending / call to action

Ideas:

- Why our school needs more student voice
- Why homework should be changed
- Why kindness matters
- Why social media should be used responsibly
- Why your generation can change the world

Sentence starters to help you:

- *Have you ever wondered why...?*
- *Imagine a school where...*
- *Let me tell you about a moment that changed everything...*
- *We cannot ignore this any longer.*
- *I do not want... I do not want... I do not want... I do want...*
- *If not now, when?*

Performance Task – Speak It!



Speeches are meant to be heard.

In pairs or groups:

1. Practise reading your speech aloud.
2. Use pauses, emphasis, and tone to add emotion.
3. Annotate your speech with **performance directions** (pause / slow down / emphasise).

Whilst you are watching your classmates, think about:

- Did the speaker sound confident?

- Which line was the most persuasive?

- Which technique the was strongest?

Reflection:

Complete the sentences:

- The persuasive technique I used best was... because...

- The part of my speech I am most proud of is

- Next time, I want to improve
