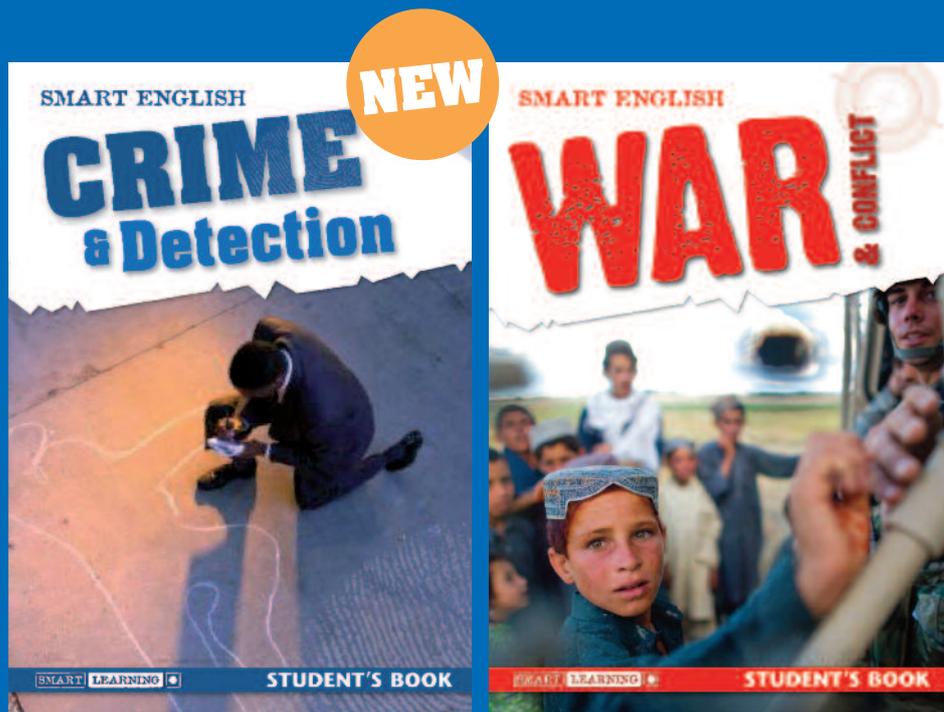


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for Key Stage 3



THEMATIC RESOURCES for Key Stage 3

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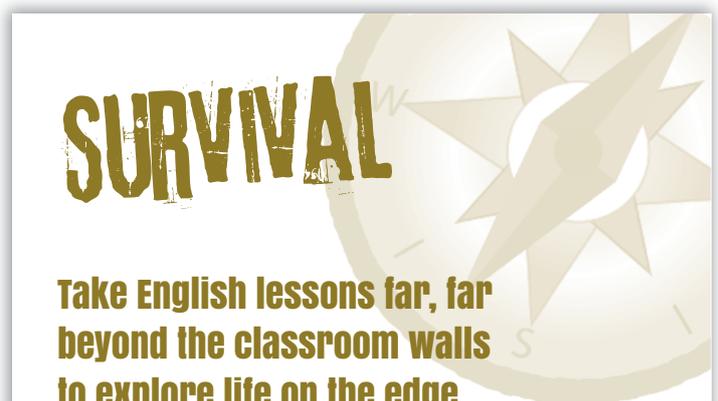
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controversial, emotive and tense texts help students relate to the hardships and turmoil of life in a conflict zone.

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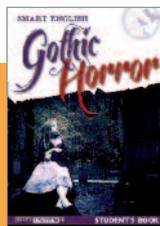
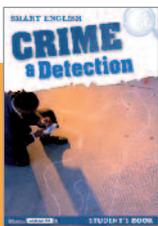
For every text there are differentiated lessons. Here's a snapshot of all the FREE resources you can download to try out in the classroom.

To download:

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Student Worksheets
(also editable)
Plain texts of PDFs

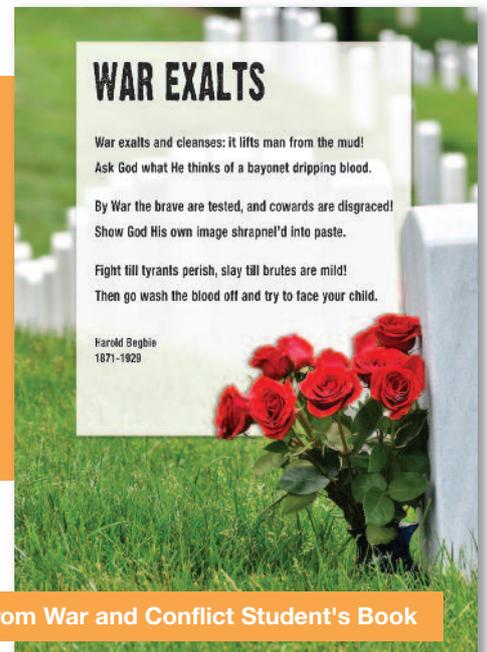
1. Visit www.smart-learning.co.uk/smartenglish
2. Choose the theme/level to download
3. Try it out in the classroom

Based on the Programme of Study for Key Stage 3 English and developed by writers in the classroom working with the new GCSE development, the thematic approach of Smart English will give a breadth of exposure to a variety of texts and ensure a smooth and successful transition to the new GCSEs, equipping students with the skills they will need for future success.



Student's Books

There are no pre-set activities in the Student's Book, which allows students to dive in and explore texts without distraction. This also means that the texts can be used very flexibly across Key Stage 3.



From War and Conflict Student's Book



National Association for the Teaching of English

“As its name suggests, the concept of the package is indeed ‘smart’, as well as being attractively presented. The ... Student's Book is a colourful, accessible magazine-style collage of material on the theme ... , ranging from non-fiction articles to classic literature.”

Margaret Glover, NATE

visit www.smart-learning.co.uk/smartenglish or call 01423 206 200

Teacher's Books and CD-ROMs

Lesson plans (also editable)

Lesson plans differentiated across three attainment criteria (mapping to levels)

With outcomes, assessment sheets, general guidance, curriculum mapping and ideas for active learning



Student Worksheets (also editable)

Can be adapted, printed or completed on screen.

Aiming for Levels 5 to 7 – Lesson 12

Lesson title: Dissenting voices (part two)

Learning objective: To examine how structure supports meaning and to organise ideas coherently and fluently in writing (RAF4, WAF3)

Learning outcome: Students explore and discuss a poem about war, then use its structure as the basis for their own poem about war.

Success criteria

RAF4	Show general awareness of why a text has been organised in the way it has	CRASH
WAF3	Link sentences and paragraphs (or sections) to develop main ideas coherently	CRASH

Resources

- War Exalts poem (Student's Book, p. 96)
- PowerPoint 12 (Levels 5 to 7, Lesson 12)
- War Exalts poem – PDF and plan for PEK (Image bank)

Related lessons

- Levels of 6 in Lesson 12 – pp. 10–11 – explores the text (also applies to other texts)
- Levels of 6 in Lesson 12 – pp. 10–11 – explores how material is in a way that clarifies its purpose

Coverage

Revision Curriculum 2014 – Progression of Study 6

Reading

- read critically through
 - knowing how text structure and organisation works
 - applying their growing knowledge of the appropriate forms
- plan, draft, edit and proof read through
 - understanding the structure of their writing

Writing

- write coherently, fluently, effectively and in the appropriate form
- plan, draft, edit and proof read through
 - understanding the structure of their writing

Home / Extension

Other Students write their own improved version of the poem they have drafted with their partner during the lesson.

OR Students research the life of Harold Begbie and write three paragraphs about the poet, separately and presenting the information coherently and cohesively.

OR Students draw a picture to illustrate each line of their (or Begbie's) poem to emphasise the content of each couplet.

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Dissenting voices (part two) – Worksheet 12b

Activity: Write your own poem about war using the same structure as Harold Begbie uses in 'War Exalts'. To do this you must:

- Write three verses with two lines in each couplet, the first line in the first couplet, the first line of the second couplet and the first line of the third couplet.
- Decide on the best order for the lines to see what works. Keep your notes.
- Look at the success criteria of your poem.

Dissenting voices (part two) – Worksheet 12a

Activity: Read the poem 'War Exalts' by Harold Begbie below. Three words are missing. With your partner, discuss which word should go in each space. For spaces 2 and 3, you must choose one of the three words offered.

Glossary

brute	a violent, cruel person
shrapnel	sharp, metal shrapnel, and not of war or peace
perish	make unable, make exhausted
shrapnel'd	the shrapnel
shrapnel'd	someone who uses force and aggression to rule

War Exalts

War exalts and cleanses: it lifts man from the mud!
Ask God what He thinks of a bayonet dripping blood.

By War the brave are tested, and cowards are disgraced!
Show God His own image shrapnel'd into paste.

Fight till tyrants perish, ⁽¹⁾slay / kill / fight till brutes are mild!
Then go wash the blood off and try to ⁽²⁾impress / face / control your child.

Harold Begbie
1871-1929

Success criteria

Level 5	Link lines and verses to develop your poem and make it 'hang together' well
Level 6	Lead your partner through your poem, 'signpost' such as pro connectives

About the poet

Harold Begbie was a Christian who was enthusiastic about WW1 when it began in 1914. One of his poems, 'War Exalts', was used to help recruit young men to the army by making them feel ashamed and like 'drunkards' if they didn't join up.

By the time Begbie wrote 'War Exalts', however, he had changed his mind: he attacked the idea that war was 'good' for you and that God was on the side of war.

Making for Levels 5 to 7, Lesson 12

From War and Conflict Teacher's Book and CD-ROM

Resource CD-ROM

PowerPoint presentation

Accompanying every lesson



PDFs of texts in Student's Books

AND plain texts PDFs in Student's Books

Smart English: War and Conflict – Dissenting voices (part two)

Learning objective: To examine how structure supports meaning and to organise ideas coherently and fluently in writing (RAF4, WAF3)

Learning outcome: To explore and discuss a poem, then use its structure as the basis for your own poem about war

Success criteria

RAF4	Show general awareness of why a text has been organised in the way it has
WAF3	Link sentences and paragraphs (or sections) to develop main ideas coherently

War is good.

War is bad.

Aiming for Levels 5 to 7, Lesson 12
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Image bank

Help bring lessons to life

WAR EXALTS

War exalts and cleanses: it lifts man from the mud!
Ask God what He thinks of a bayonet dripping blood.

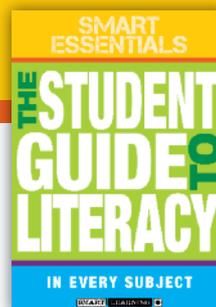
By War the brave are tested, and cowards are disgraced!
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Fight till tyrants perish, slay till brutes are mild!
Then go wash the blood off and try to face your child.

Harold Begbie
1871-1929

From War and Conflict Resource CD-ROM

Written in student-friendly language, The Student Guide to Literacy covers: Spelling, Punctuation and Grammar (SPaG), Extended Writing, Reading and Research Skills.



Each key section includes:

Try it out! sections – challenging students to practise their skills

Watch out – alerting students to common literacy pitfalls

1: SPELLING

Better spelling

With a bit of care, you can spell better. Spellings can be tricky, but most words stick to rules and patterns. The strategies (ways) below can help you to improve your spelling. They are explained more fully on pages 5 to 9.

Way to spell	Explanation	Example
Sound it out	Carefully say the word out loud and make sure you write down the word, sound by sound.	Dog has three sounds: d - o - g.
Break it down and sound it out	Break the word into syllables. Say each syllable, and write down each one.	'Target' has two syllables: tar - get.
Find the stem word	Some long words are just short words with bits stuck on.	The stem of <i>undo</i> is <i>do</i> : <i>un</i> has been stuck on the front of <i>do</i> .
Memory tricks	Invent memory games to help you remember hard words.	<i>Rhythm</i> helps your two hips move (rhythm).
Look, say, cover, write, check	Look carefully at the word, say it, cover it up, write it down, check if you are right. Repeat these steps if you have got the word wrong.	Here are examples of words that you might have to learn in this way: <i>eight, throughout, participle</i> .
Say it like it is	Some words have silent letters. When you say these words, say their silent letters too.	<i>Wed</i> - <i>nes</i> - <i>day</i> .

Sounding it out

- 1 Say the word out loud slowly. Make sure you say every bit of the word properly. For example, the word *blast* starts with a *b* sound and ends with a *r* sound.
- 2 Now write down the word. Make sure you write letters for every sound in the word. You can hear that the word *blast*

3: PUNCTUATION

Full stop (.)

A full stop marks the end of a sentence. The next sentence starts with a capital letter.

Comma (,)

Many good writers disagree over when to use a comma. Even your teachers might not agree about when to use a comma. Commas have two main and very important jobs:

- to make things clearer for your reader
- to separate things in a list.

Commas to make things clear

A comma makes the reader pause, and that pause often helps them to understand what you mean to say. Read this sentence.

Arjun chose pizza and chips and lasagne was what Sarah chose.

By the time you read the word *was*, you might already think that Arjun chose pizza, chips and lasagne. This confuses you because you suddenly discover that lasagne was what Sarah chose. (She might even have chosen chips and lasagne.) A comma after *chips* would have stopped the confusion.

Arjun chose pizza and chips, and lasagne was what Sarah chose.

TRY IT OUT

Here are two sentences that need commas:

Although we kept stirring the sauce it still went a bit lumpy and we had to blend it smooth. If we could do it again we would pour the milk in more slowly and we would stir it more carefully.

5: EXTENDED WRITING

Two common text types

Newspaper report

Here is an example of the sort of report you might find in a newspaper:

Headline	First line
Devon buzzard is a real-life angry bird	Cycling Club, reported: "It was shocking. There was no warning. I fell a sharp blow, a scratch on my face and a very big fright!"

Over the last month an angry buzzard has launched several vicious attacks on cyclists in Devon.

One rider was struck on the back of the head as she was cycling on a main road near Holworthy yesterday. There have been at least four similar attacks in recent weeks.

Juan Higgins, from the Feathered Friends Society, said, "Buzzards normally stay well away from humans, but perhaps this one is protecting a nearby nest."

The latest victim, Alex Legowska, secretary of the Devon branch of the National Cycling Club, said, "It was shocking. There was no warning. I fell a sharp blow, a scratch on my face and a very big fright!"

Cyclists are worrying about how dangerous these attacks might become. "Someone is going to lose their balance and fall into oncoming traffic," warned another member of the NCC.

A cycling time-trial scheduled to take place on the route of the attacks has been postponed for the time being. It is unclear why the buzzard has a grudge against cyclists in particular.

Typical features of a newspaper report

The headline is:

- in large, bold type
- worded in a catchy way. (Here there is a jokey reference to the game *Angry Birds*.)

The first line is also in bold type, which is slightly larger than the main story. This line provides basic information on:

- what (buzzard attack)
- when (over the last month)
- where (in Devon)
- who (a buzzard/cyclists).

The main story:

- provides more detail to support the first sentence or paragraph
- is less dramatic than the headline and first line
- includes witness statements/quotations
- suggests what might happen next and what people are worried about.
- is sometimes set out in columns (as on page 54).

Formal letter

A formal letter should be set out as in the example on page 56.

WATCH OUT

These days people often write emails rather than letters. However, a formal email should be written in a formal way. It should be properly spelt and punctuated; the grammar should be correct; and it should be laid out neatly.

Rules and strategies – pulled out in a box for quick reference

Notes – providing extra information or detail

Tips – offering useful ideas and tricks

CONTENTS:

SPELLING

- Better Spelling
- Plural
- Homophone
- Homograph
- Advanced spelling rules

WORD CLASSES

- Noun
- Adjective
- Pronoun
- Verb
- Connective
- Adverb

PUNCTUATION

- Full Stop (.)
- Comma (,)
- Speech marks (" ")
- Punctuation to end sentences
- More advanced punctuation

SENTENCES

- Writing better sentences
- Simple, compound and complex sentences
- Designing sentences for effect
- Active and passive

EXTENDED WRITING

- Two common text types
- Paragraphs

PLANNING EXTENDED WRITING

- Essays and longer pieces of writing
- Writing longer exam answers

READING

- How to make reading easier
- Important reading strategies
- Other important reading skills
- Reading more: the 'reading gym'

RESEARCH SKILLS

- Reading to find things out

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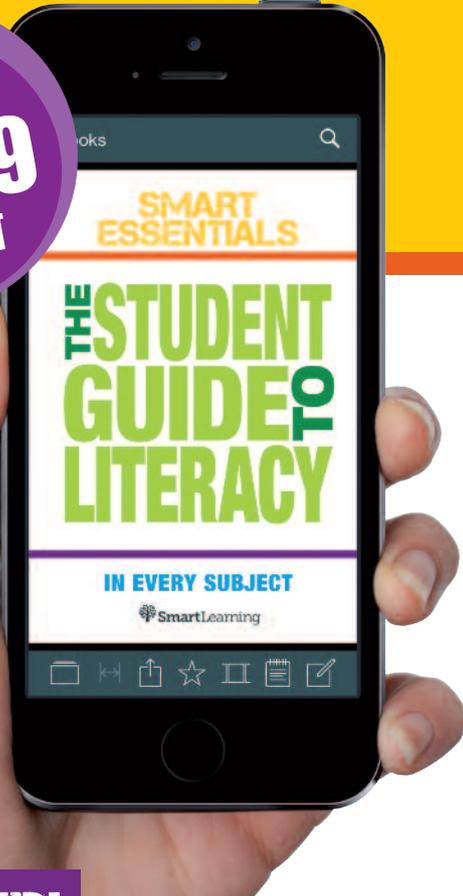
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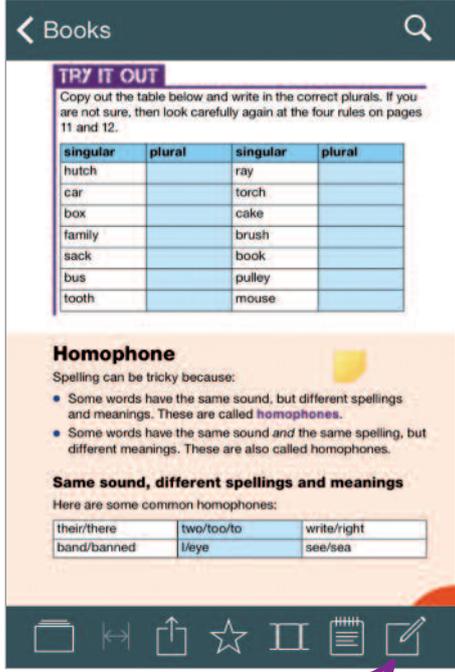
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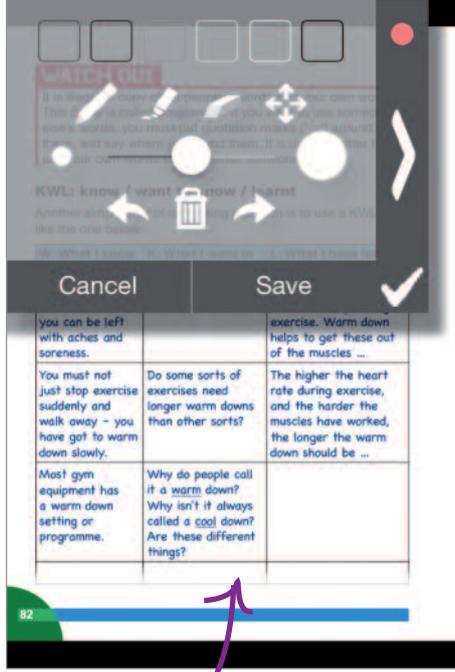
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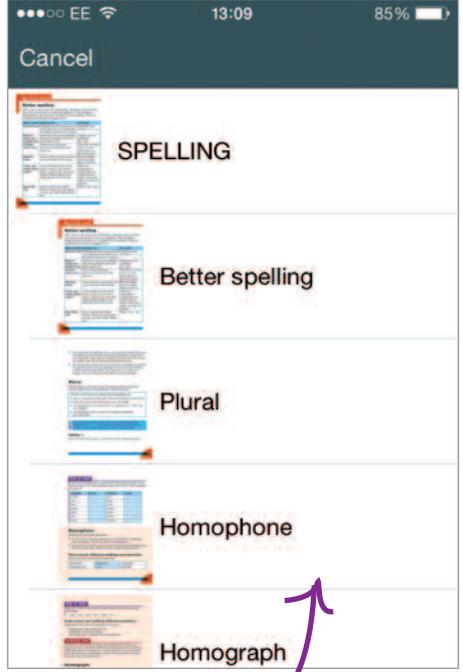
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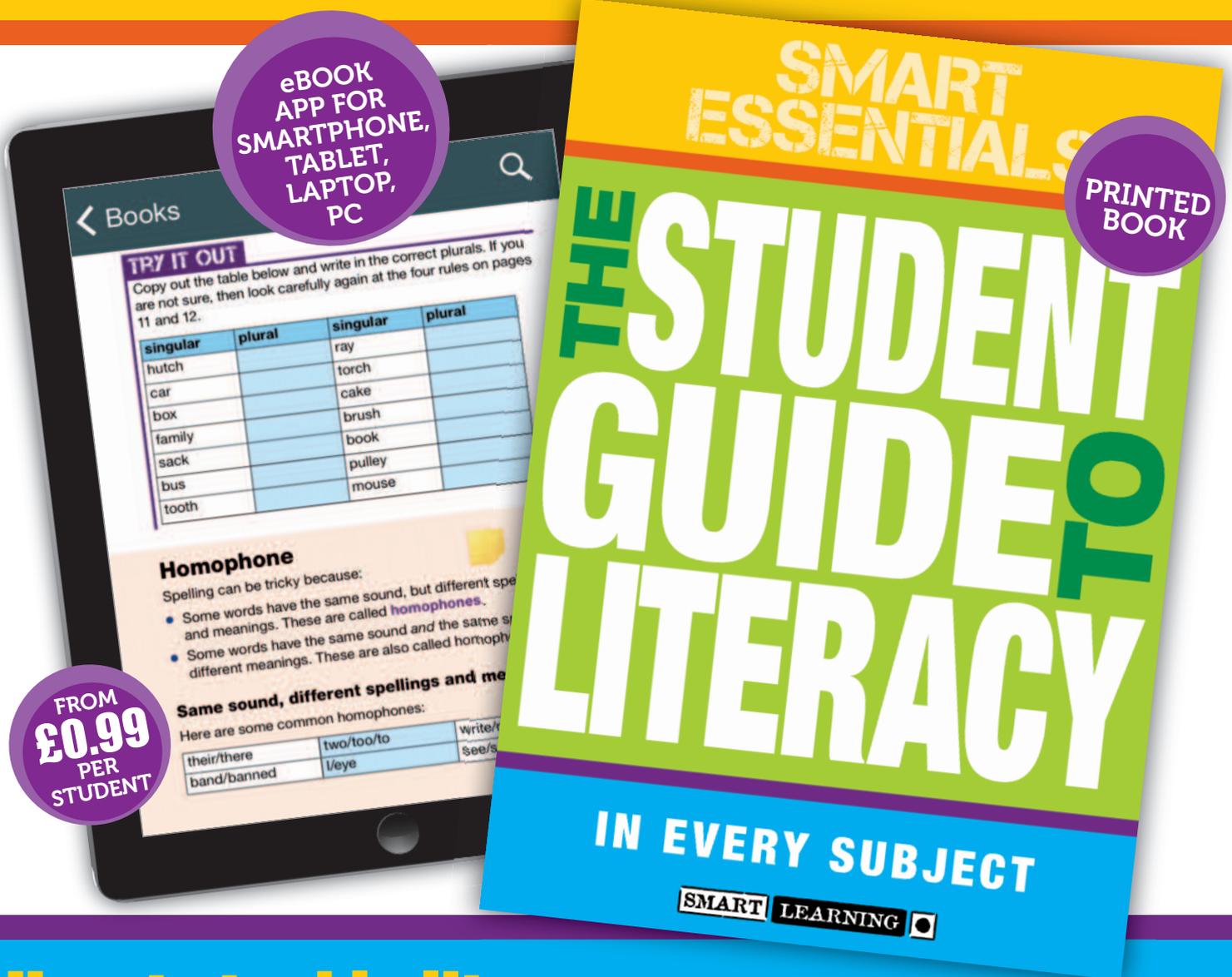
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Annotate



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