English Units 3 & 4
Holiday Homework 2016
Year 12 English 2016

Areas of Study

Section A – Text Response
• The Thing Around Your Neck, Chimamanda Ngozi Adichie
• This Boy’s Life, Tobias Wolff

Holiday task 1 - Read and annotate This Boy’s Life, Tobias Wolff

Section B – Writing in Context, ‘Encountering Conflict’
• The Lieutenant, Kate Grenville
• A Separation, Asghar Farhadi director (Winner Academy Awards 2012 Best Foreign Language Film)

Things to consider in your response: (moral, political, gender, cultural, religious, family- areas where conflict occurs)
1. How does conflict arise?
2. How is an individual/society affected by conflict?
3. How do individuals/does a society react and respond to conflict?
4. How do individuals/a society cope with conflict?
5. What are the outcomes of conflict?

Holiday task 2- Complete the tasks provided to commence your Conflict Folio

Section C – Analysis of language use
• Language to Persuade Oral SAC. Oral presentation of a point of view in Australian Media since September 2015
  Pay attention to media issues that develop over the holidays.

Holiday task 3- Choose, research, prepare and practice your Oral SAC
HOW TO ANNOTATE

“Interacting” is a funny way to think about how you read a book, but most educational researchers agree that interacting with what you read (writing down your thoughts, asking questions, responding to the words you read, and so on) is the best way to understand and find meaning in a book. Annotation is just that: interacting with your text and finding meaning in what you read as you read it. When possible, write your annotations on the pages as you read. If that’s not possible, write your annotations on a Post-it note and stick it on the pages.

WHILE YOU READ

Ask questions—Are you confused about something? Write the question down. You might find the answer later, or you might get an opportunity to ask it to your teacher.

Give an opinion—Do you like or dislike an idea? What do you think the author is trying to say? Record this opinion next to the passage that inspired it.

Locate important passages—Is there a quote that you think is important or thoughtful? Is there an idea you think might be worth remembering?

Make connections—Maybe something you read reminds you of something else in the text. Write it down, to refer back to later.

Define new words—Too often, reading comprehension problems occur because readers don’t understand words. Look up the word in a dictionary, dictionary.com, or a phone app. If you physically can’t look the word up as you encounter it, highlight it in the moment and look it up at your first opportunity.

TRACK THEMES—IF YOU NOTICE A REOCCURRING THEME AS YOU READ, START NOTING THE THEME WHEN IT TAKES PLACE. DOING SO WILL HELP YOU UNDERSTAND THE MESSAGE THAT THE TEXT IS TRYING TO CONVEY.
ACTIVITY A: SOME QUOTATIONS

- Read and think about the following quotations and write about what the quotations mean to you.

BERTRAND RUSSELL:
I found one day in school a boy of medium size ill-treating a smaller boy. I expostulated, but he replied: 'The bigs hit me, so I hit the babies; that's fair.' In these words he epitomized the history of the human race.

DAVID FRIEDMAN:
The direct use of force is such a poor solution to any problem, it is generally employed only by small children and large nations.

HERBERT BUTTERFIELD:
But the greatest menace to our civilization today is the conflict between giant organized systems of self-righteousness -- each system only too delighted to find that the other is wicked -- each only too glad that the sins give it the pretext for still deeper hatred and animosity.

MARTIN LUTHER KING, JR.:
True peace is not merely the absence of tension: it is the presence of justice.

SHARON WELCH:
Injustice can be eliminated, but human conflicts and natural limitations cannot be removed. The conflicts of social life and the limitations of nature cannot be controlled or transcended. They can, however, be endured and survived.

THOMAS PAINE:
The harder the conflict, the more glorious the triumph. What we obtain too cheaply, we esteem too lightly; .... 'Tis the business of little minds to shrink; but he whose heart is firm, and whose conscience approves his conduct, will pursue his principles unto death.

WALTER LIPPMANN:
Where all think alike, no one thinks very much.

WILLIAM ELLERY CHANNING
Difficulties are meant to rouse, not discourage. The human spirit is to grow strong by conflict.

MAHATMA GANDHI
When I despair, I remember that all through history the ways of truth and love have always won. There have been tyrants, and murderers, and for a time they can seem invincible, but in the end they always fall. Think of it—always. An eye for an eye makes the whole world blind.
Activity B: Your Quotations

Other people’s viewpoints can stimulate and expand your thinking. Use the internet to find another 10 relevant quotations about conflict that you can connect with. These will help expand your word bank and also the ideas that you associate with the Context. The quotes can also be used as starting points for discussion and writing topics.

Activity C: Encountering Conflict – Word Bank

You need to create a word bank to which you will add to throughout the year, in class and at home. This will help you to express key concepts and ideas in your writing. Below are some to get you started: [use a dictionary to find meanings for those you are unsure of.] Try to find links with words-either synonyms or antonyms, to build your vocabulary. Get to work with a thesaurus and dictionary - online resources are excellent] - add to it whenever you come across a useful word in your reading.

Complete this table. Add new words

<table>
<thead>
<tr>
<th>WORD</th>
<th>Definition</th>
<th>SYNONYM</th>
<th>ANTONYM</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. disagree</td>
<td>argue</td>
<td>debate</td>
<td>Agree, concur</td>
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<tr>
<td>2. clash</td>
<td>collide</td>
<td>brawl</td>
<td>harmonise</td>
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<td>3. affray</td>
<td>quarrel, fracas</td>
<td>fight</td>
<td>peace</td>
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<td>4. difference of opinion</td>
<td>controversy</td>
<td>polarise</td>
<td>solution</td>
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<td>5. violence</td>
<td>struggle</td>
<td>Assault, onslaught</td>
<td>Passivity</td>
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<tr>
<td>6. chance</td>
<td>fate</td>
<td>Design, scheme</td>
<td></td>
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<tr>
<td>7. To oppose</td>
<td>To antagonise</td>
<td>harmonise</td>
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<td>8. polarised</td>
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<td>concurred</td>
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<tr>
<td>9. marginalised</td>
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<td>To reduce in importance, send to an outer edge</td>
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<td>10. catalyst for change</td>
<td>activator</td>
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<td>11. pacifism</td>
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<td>coercion</td>
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<td>12. impartial</td>
<td>take sides</td>
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<td>13. tolerance</td>
<td>intolerance</td>
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<td>14. xenophobia</td>
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<td>15. non-violent resistance</td>
<td>Non co-operation</td>
<td>Civil disobedience</td>
<td>war</td>
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<td>16. suffrage</td>
<td>disenfranchised</td>
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<td>17. segregated</td>
<td>apartheid</td>
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<td>18. activist</td>
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<td>19. regime</td>
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<td>20. unilateral disarmament</td>
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<td>20. withdrawal</td>
<td>disengagement</td>
<td>occupation</td>
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<td>21. intimidate</td>
<td>overawe</td>
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<td>22. combat [verb]</td>
<td>accord</td>
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<td>23. discord</td>
<td>accord</td>
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<td>24. opposition</td>
<td>contrast</td>
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<td>25. peace treaty</td>
<td>pact</td>
<td>accord</td>
<td>Non-negotiation</td>
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<td>26. insular</td>
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ACTIVITY D: RESEARCH AND BUILDING YOUR CONTEXT FILE

- Think of times in your life where you encountered conflict. Was it the result of fear, ignorance, miscommunication...? Was it resolved? How did you feel/ respond to the conflict? Briefly discuss the nature of the conflict. Keep this recollection in your context file as a reference; personal experiences are often fertile ground for excellent context essays later in the year.

- Over a period of a week, go through an entire copy of the newspaper (world news, local news, business and sport) and clip all the headlines that relate to conflicts of various kinds. Look for political conflict, war, social conflict that arises from crime, and conflict between individuals. Record the headlines and a brief summary in your Context file. You may wish to categorise these conflicts according to the type of conflict they address. What do these headlines suggest about responses to conflict? What differences and similarities in response do you notice across the various types of conflict?

- Scouring all sources of media for areas of conflict, should be ongoing throughout the course of the year, to best inform your writing. These current examples will be a useful addition to the types of conflict raised by *The Lieutenant* and *A Separation*. 
Year 12 English Persuasive Oral

Parameters for task-

✓ It needs to be on a current issue (within the last 6 months) and evidence (article or link) submitted to teacher.
✓ You must present a point of view on the issue. It is not a presentation of facts but must present a contention/stance.
✓ Frame your thesis statement as either a question (When will the AFL get tough on drugs?) or as a statement (Facebook is for freaks).
✓ Duration 7-10 minutes.
✓ Audio/Visual aids are expected to be incorporated into your presentation.
✓ You will be required to present in the order chosen (student chosen at random on the given day)
✓ Technical difficulties will not be permitted as a reason for non-presentation. (Presentation MUST be saved to USB before the day)
✓ A doctor’s certificate must be provided for missing the task, as it is part of your first graded SAC.

Persuasive Speech Tips

✓ Use index cards with notes in point form rather than a sheet of written notes. This enables you to be both less reliant on your notes as well as give you something to hold onto when you’re nervous (they don’t shake). However don’t follow the debating tradition and discard the finished cards. This generally serves as a distraction to the audience.

✓ Often, persuasive oral arguments are won by their simplicity (no misdirecting jargon; short sentences), slow and steady speaking, and repetition of words and phrases to re-iterate and provide fluidity to the way you articulate your position. Repetition often makes the emotional appear logical and rational.

✓ Don’t put the same material on your slides as you are delivering in your speech. You want the audience to listen, not read.
✓ Gain attention and interest. Try a quote? Try humour (see below)? Shock or startle. ("Before this speech is finished 5 women in Australia will have been beaten to death by violent partners) or try a direct question? ("What sort of internet addict are you?")

✓ Try humour, depending on the overall purpose of the presentation. It gains attention however be mindful that it may be difficult to ‘pull off’ in most contexts.

✓ Establish your credibility early. Make relevant, direct contact with audience - why does your chosen issue matter?

✓ Preview main points (an argument can be made but solutions shouldn't emerge until at least half way through your speech in order to avoid having your position pre-judged)

✓ Create cognitive dissonance. Your audience must feel involved in the problem before they'll be moved to accept a solution.

✓ Make effective transitions between ideas

✓ Demonstrate enthusiasm and/or passion

✓ Provoke thought through questions

✓ Construct a logical case with evidence in support of what you're trying to ‘sell’

✓ Avoid verbal fillers/be succinct

✓ Close with a memorable (but brief) summary. Perhaps request a specific act or action from the audience. Be declarative, firm and demanding in your close.

FEAR OF PUBLIC SPEAKING

• It's so common it has a term. It's called glossophobia.

• It's often ranked the number-one fear people have — over death, snakes, spiders, darkness, and heights.

• Up to 5% of the world’s population, hundreds of millions of people between 18 and 54, experience this fear in any given year.