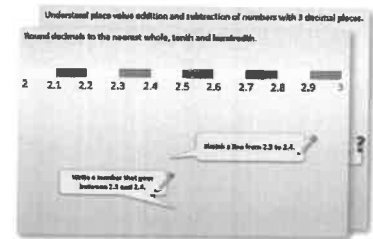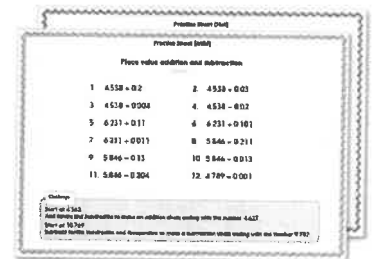# Week 6, Day 1
Weight and capacity

Each day covers one maths topic. It should take you about 1 hour or just a little more.

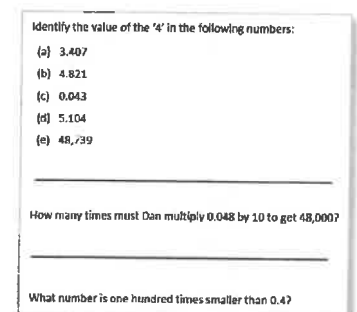1. Start by reading through the **Learning Reminders**. They come from our *PowerPoint* slides.

2. Tackle the questions on the **Practice Sheet**. There might be a choice of either Mild (easier) or Hot (harder)! Check the answers.
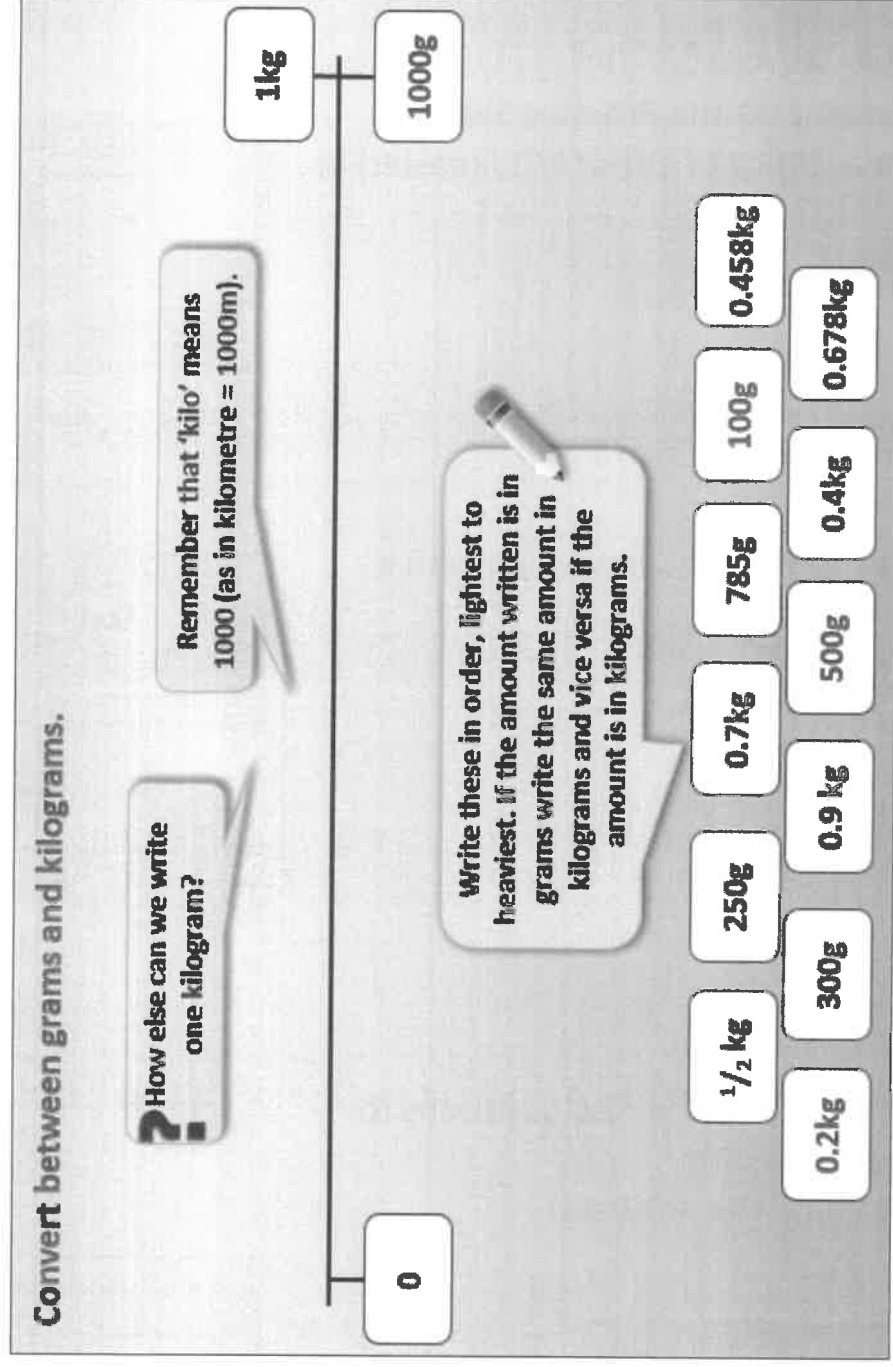
3. Finding it tricky? That's OK… have a go with a grown-up at **A Bit Stuck?**

4. Have I mastered the topic? A few questions to **Check your understanding**. Fold the page to hide the answers!

Explore more Hamilton Trust Learning Materials at https://wrht.org.uk/hamilton

Learning Reminders

Convert between grams and kilograms.

? How else can we write one kilogram?

Remember that 'kilo' means 1000 (as in kilometre = 1000m).

1kg	
1000g	

Write these in order, lightest to heaviest. If the amount written is in grams write the same amount in kilograms and vice versa if the amount is in kilograms.

0.458kg   0.678kg   100g   785g   500g   0.7kg   0.9 kg   250g   300g   ¹/₂ kg   0.2kg   0.4kg   0.6

0

Learning Reminders

Convert between millilitres and litres.

Just as weights can be written two ways, so can other measures.

How else can we write two litres?

2000ml

2 litres

0

Write these in order, least to greatest. If the amount written is in millilitres write the same amount in litres and vice versa if the amount is in litres.

1100ml

1875ml

1.9 l

1300ml

1500ml

1.425 l

0.5 l

1700ml

1000ml

1.25 l

1.6 l

Practice Sheet Mild

Converting between millilitres and litres

Convert the capacities written in litres to millilitres, and vice versa.

0.5 litres

2 litres

1250 ml

1.5 litres

1.6 litres

200 ml

168 ml

750 ml

900 ml

0.25 litres

1 litre

100 ml
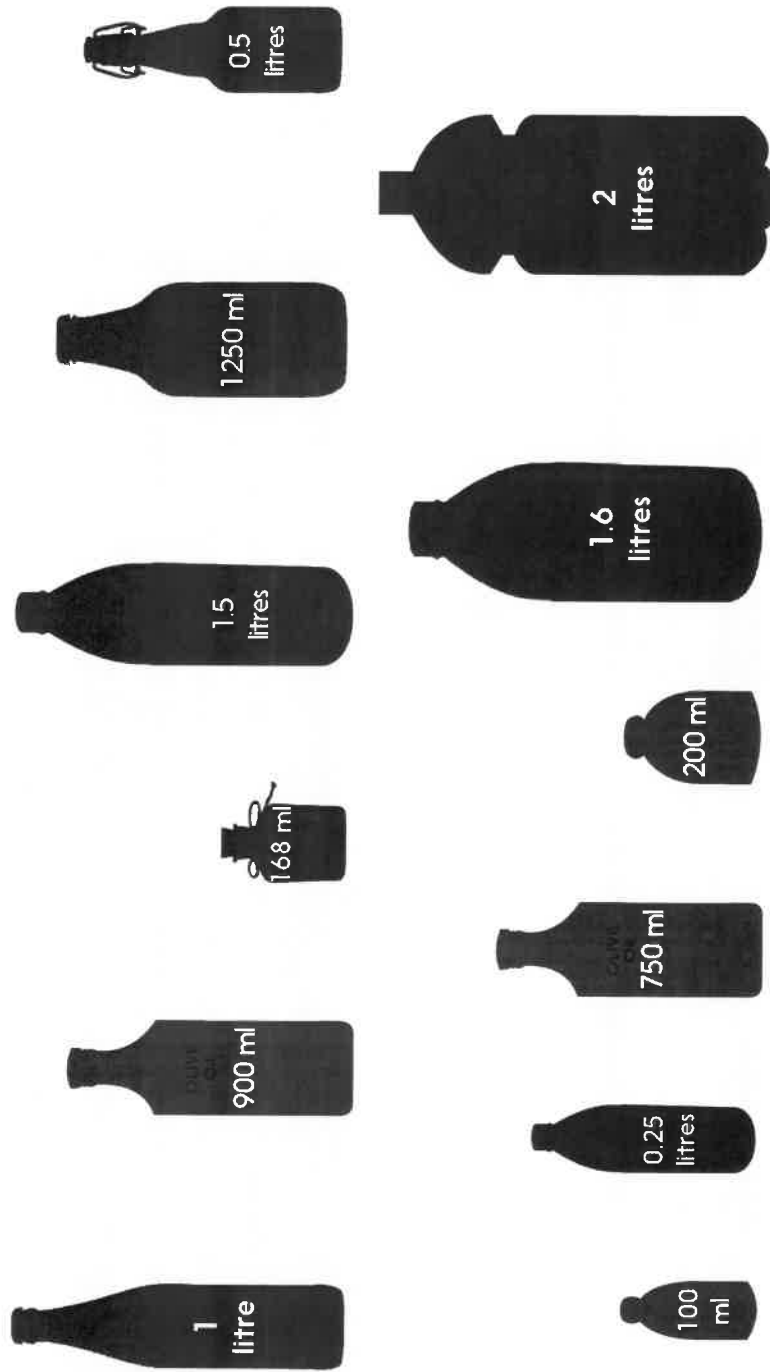
Challenge

Write all the capacities in order, from least to greatest.

Practice Sheet Hot
Ordering mass

Put these masses in order from lightest to heaviest.

1.275kg

0.2kg

1kg

0.7229g

1200g

925g

2kg

275g

1.4kg

1649g

1900g

0.8kg

1.75kg

Practice Sheets Answers

Converting between millilitres and litres (mild)

1 litre	**1.5 litres**	**0.5 litres**	**0.25 litres**	**1.6 litres**	**2 litres**
1000 ml	1500 ml	500 ml	250 ml	1600 ml	2000 ml

900 ml	**168 ml**	**1250 ml**	**100 ml**	**750 ml**	**200 ml**
0.9 l	0.168 l	1.25 l	0.1 l	0.75 l	0.2 l

Challenge

Capacities in order:

100 ml	168 ml	200 ml	250 ml	500 ml	750 ml
900 ml	1000 ml	1250 ml	1500 ml	1600 ml	2000 ml

Ordering mass (hot)

Lightest to heaviest:
- 0.2kg
- 275g
- 0.729kg
- 0.8kg
- 925g
- 1kg
- 1200g
- 1.275kg
- 1.4kg
- 1649g
- 1.75kg
- 1900g
- 2kg

Work in pairs

Things you will need:
· Kitchen scales
· Items weighing between 100g and 2kg
· Measuring jug
· Three containers
· A jug of water
· Washing up bowl
· A pencil

What to do:

· Weigh an item. Write down the name of the item and its weight in three ways: as kilograms and grams (if it weighs more than 1kg), in kilograms only and in grams only.

· Repeat with at least two more items.

Lunchbox	1kg 125g	1.125kg	1125g
Pencil case	350g	0.35kg	
PE bag			
Water bottle	450ml	0.45litres	

· Place a container in the washing up bowl. Fill the container with water. Empty the water into the measuring jug. Write the name of the container and its capacity in two ways: millilitres only and litres only.

· Repeat for two other containers.

S-t-r-e-t-c-h:
Write the following weights in order from lightest to heaviest:
2.3kg, 700g, 2.125g, 1900g

Learning outcomes:
· I can convert between grams and kilograms (to three decimal places).
· I can convert between millilitres and litres (to three decimal places).
· I am beginning to order weights written in mixed units.

Explore more Hamilton Trust Learning Materials at https://wrht.org.uk/hamilton

Check your understanding
Questions

True or false?

- 10 lots of 100 grams are 10 kilograms

- One tenth of a litre is 10ml

- 1.6kg > 1489g

- 1500ml < 1.275 litres

- $^{1}/_{4}$kg = 250g

- $^{3}/_{4}$ litres = 75ml

Write a mass in grams which is between 2.5kg and 2.6kg.
Write a capacity in litres which is between 3000ml and 3100ml.

Fold here to hide answers

Check your understanding
Answers

True or false?

- **10 lots of 100 grams are 10 kilograms** False, it is 1 kilogram (1000 not 100 grams = 1 kilogram).

- **One tenth of a litre is 10ml** False, it is 100ml since 1000ml = 1 litre.

- **1.6kg > 1489g** True, 1600g > 1489g

- **1500ml < 1.275 litres** False, 1500ml > 1275ml

- **$^{1}/_{4}$kg = 250g** True

- **$^{3}/_{4}$ litres = 75ml** False as $^{3}/_{4}$ litres = 750ml

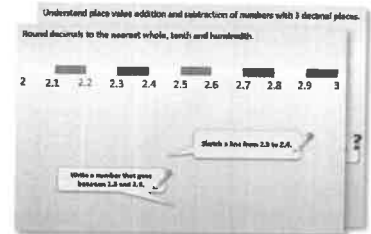**Write a mass in grams which is between 2.5kg and 2.6kg.** Accept any mass between 2500g and 2600g.
Write a capacity in litres which is between 3000ml and 3100ml. Accept any capacity between 3 litres and 3.1 litres, e.g. 3.075 litres.
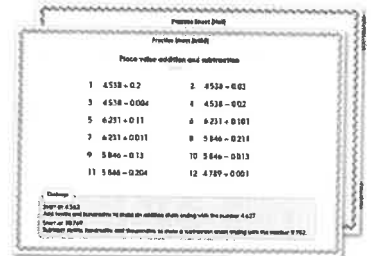
Week 6, Day 2
Kilometres and miles

Each day covers one maths topic. It should take you about 1 hour or just a little more.

1. Start by reading through the **Learning Reminders**. They come from our *PowerPoint* slides.
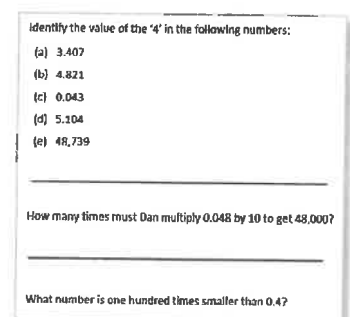
2. Tackle the questions on the **Practice Sheet**. There might be a choice of either Mild (easier) or Hot (harder)! Check the answers.

3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**

4. Have I mastered the topic? A few questions to **Check your understanding**. Fold the page to hide the answers!

Learning Reminders

Convert between metres and kilometres.

Write these distances in metres.

2km → 2000m

24km → 24,000m

0.6km → 600m

1.5km → ?

1.345km → 1345m

0.25km → ?

Learning Reminders

Know approximate conversion between miles and km; Draw a line graph and read intermediate points.

Distances on signs in the UK are shown in miles.

Do you know of any countries where distances are shown in kilometres - countries where you have holidayed or where relatives live?

A mile is longer than a kilometre, and a good approximate rule to convert from miles to kilometres or vice versa is to remember that 5 miles is approximately 8 km.

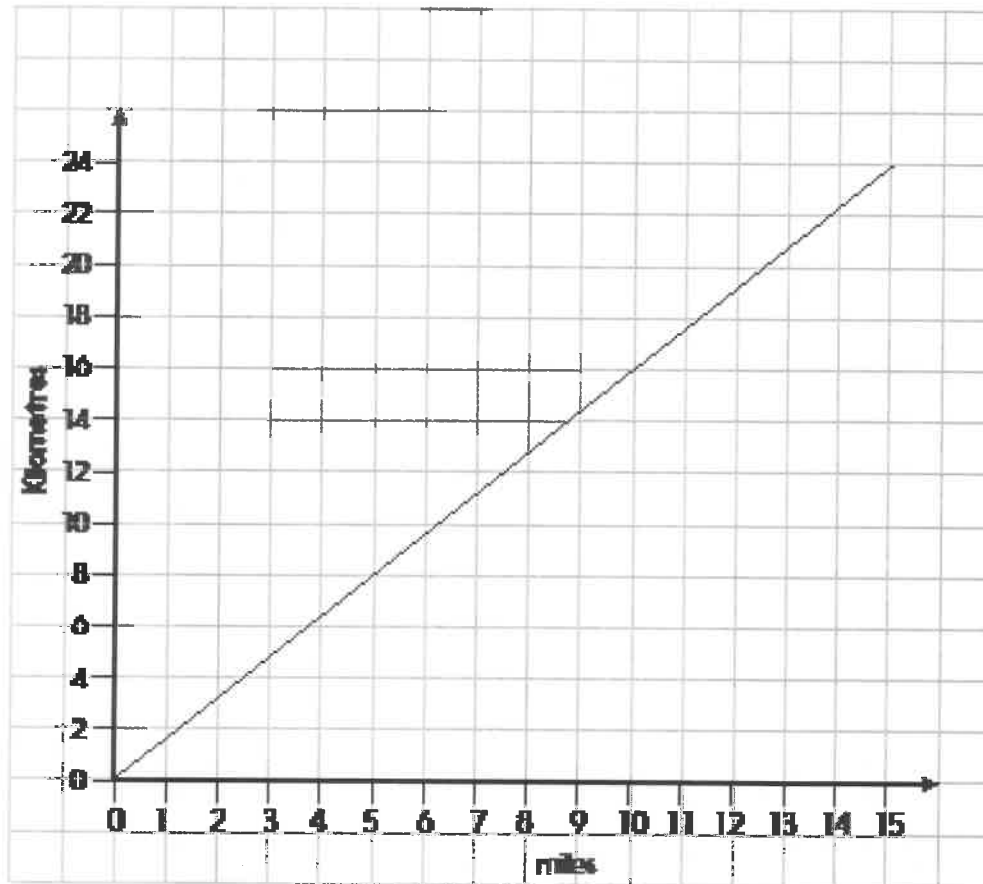So how many kilometres is the same as 10 miles? 15 miles? 20 miles?

We could use the ratio to write more facts in this table.

We can find more distances very quickly if we draw a line graph...

Miles	Kilometres
0	0
5	8
10	16
15	
20	

Practice Sheet Mild
Converting between miles and kilometres

Use the graph to convert the following distances to the nearest kilometre.

1. 5 miles
2. 7.5 miles
3. 6 miles
4. 15 miles

Use the graph to convert the following distances to the nearest mile.

5. 4km
6. 16km
7. 19km
8. 21km

Challenge

Use your answers to estimate how many kilometres are equivalent to:
1. 30 miles
2. 20 miles
3. 25 miles
4. 100 miles
5. 1 mile (to 1 decimal place)

Practice Sheet Hot
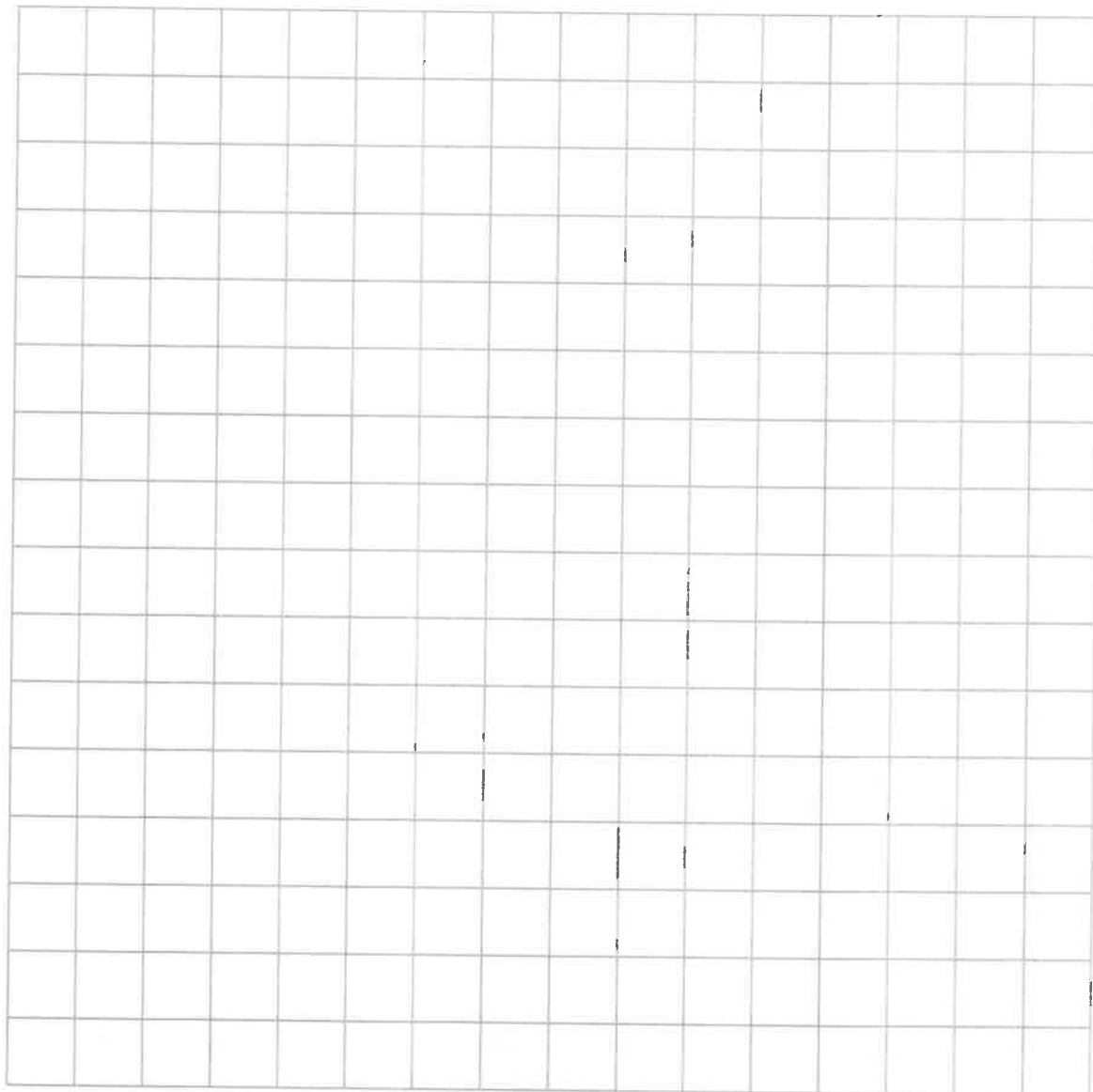## Converting between miles and kilometres

These are five of the UK's long distance footpaths:
- The Ridgeway - 86 miles
- Pennine Way – 431 kilometres
- Glyndwrs Way – 135 miles
- Cape Wrath Trail – 378 kilometres
- The Ulster Way - 665 miles

Draw a graph to help you convert these distances from miles to kilometres and vice versa.

How will you label the x- and y-axes to allow for these large numbers?
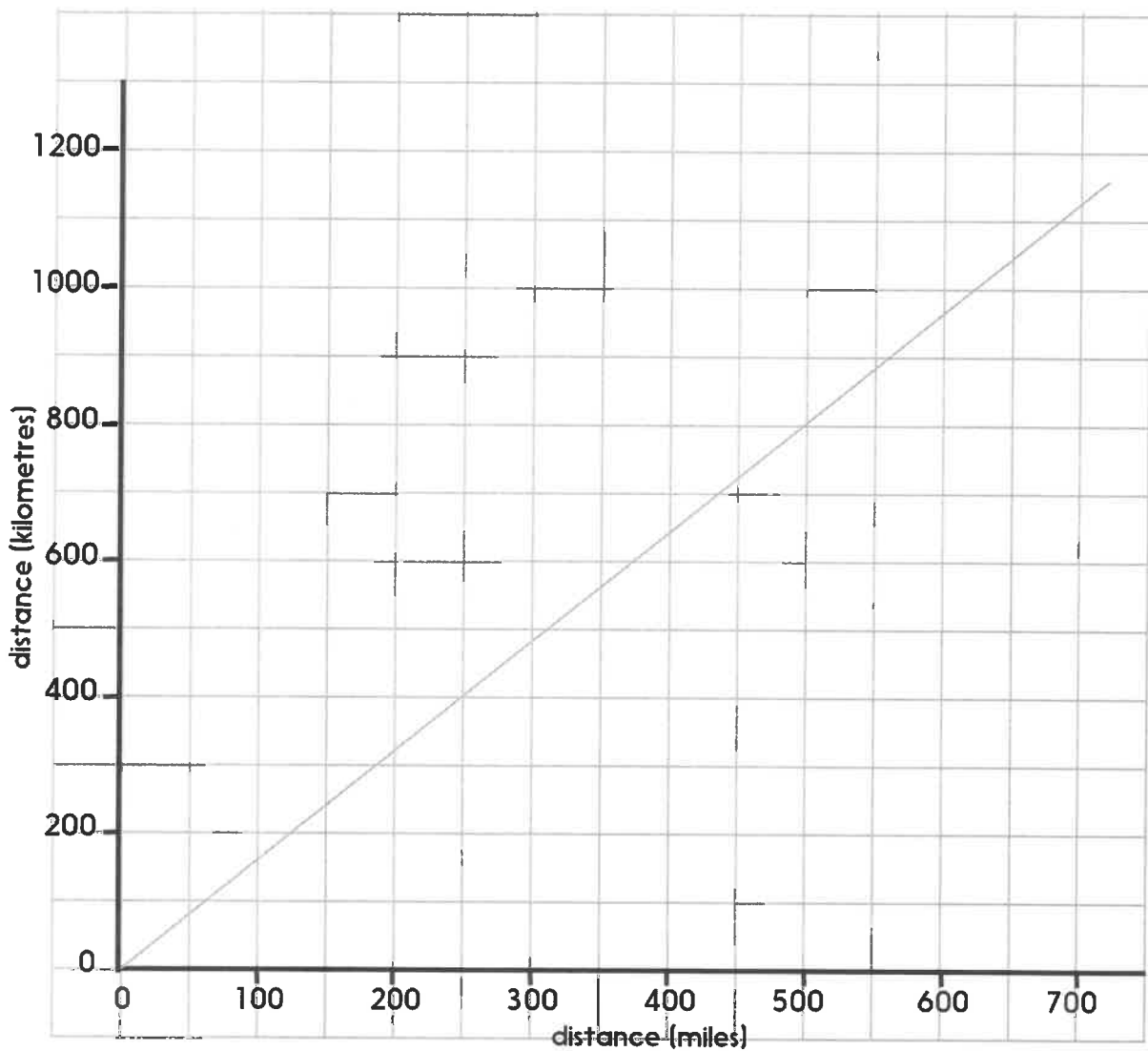
Practice Sheets Answers

Converting between miles and kilometres (mild)

1.	8 km	5.	2 miles
2	12 km	6.	10 miles
3.	10 km	7.	12 miles
4.	24 km	8.	13 miles

Challenge

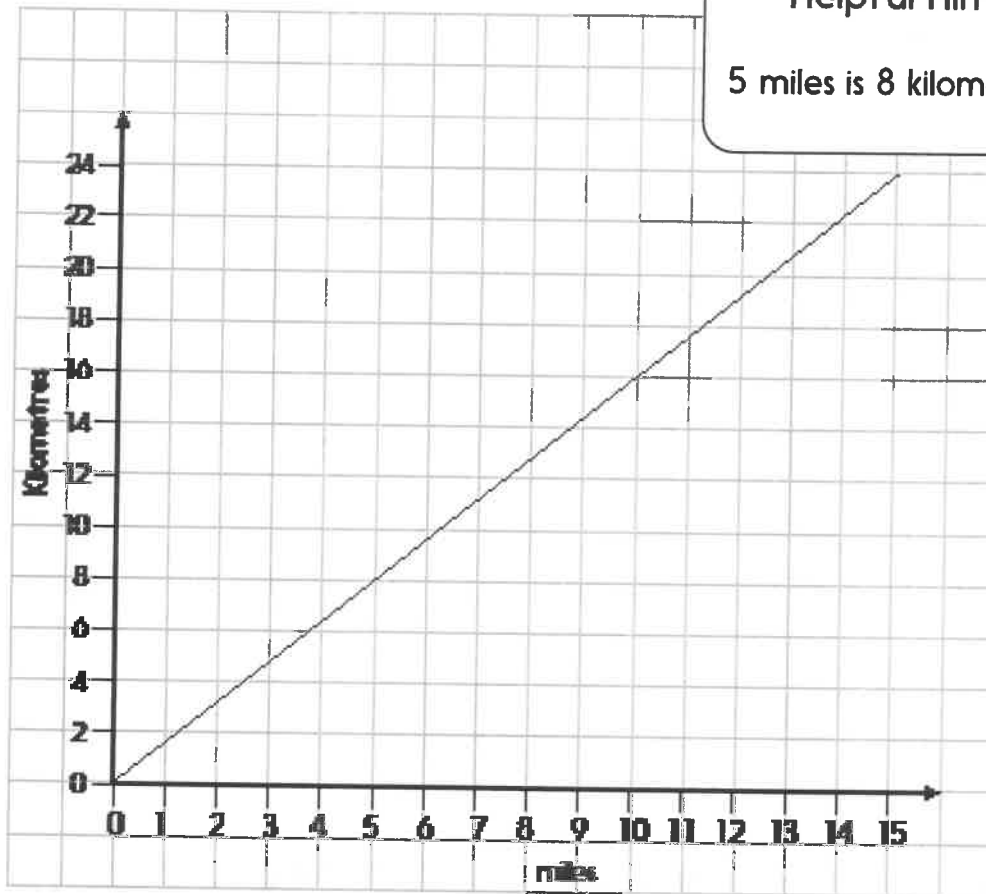|				
1.	48 km	4.	1600 km
2.	32 km	5.	1.6 km
3.	40 km		

Converting between miles and kilometres (hot)

A Bit Stuck?
Distances from home

Use an online mapping tool (e.g. Google maps) to find at least 6 places less than 15 miles away from your home.

Use the graph to estimate those distance in kilometres, then change the units of measurement in the online mapping tool to check.

Build up a table like this:

Place	Distance (miles)	Estimate (killometres)	Actual (kilometres)
Dunsford	15 miles	about 25 kilometres	24.1 kilometres
Moreton	8 miles		
...			

Can you use some results to work out others?

Check your understanding
Questions

Use this fact: 5 miles = 8Km

- 50 miles is ☐ km
- ☐ miles is 4 km
- 32 km is ☐ miles
- 15 miles is ☐ km
- ☐ miles is 40 km
- 64 km is ☐ miles

Roughly how many miles is 250 km?

Fold here to hide answers

Check your understanding
Answers

Use this fact: 5 miles = 8Km

- 50 miles is 80km
- 2.5 (or $2^1/_2$) miles is 4 km
- 32 km is 20 miles
- 15 miles is 24 km
- 25 miles is 40 km
- 64 km is 40 miles

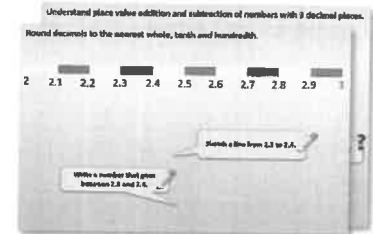Roughly how many miles is 250 km? 155 miles.

Week 6, Day 3
Imperial measures (1)

Each day covers one maths topic. It should take you about 1 hour or just a little more.

1. Start by reading through the **Learning Reminders**. They come from our *PowerPoint* slides.
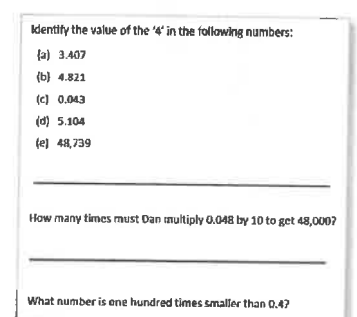
2. Tackle the questions on the **Practice Sheet**. There might be a choice of either Mild (easier) or Hot (harder)! Check the answers.
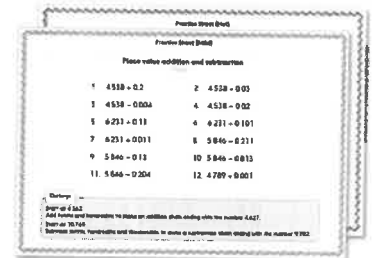
3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**

4. Have I mastered the topic? A few questions to **Check your understanding**. Fold the page to hide the answers!

Learning Reminders

Know regularly-used imperial units and approximate metric equivalents.

Imperial units

pints   pounds   stones

ounces   feet   inches   yards

Ask your grandparents / parents / carers what imperial measures they use.

When are these used?

Some bags of crisps weigh 28 grams, a very strange number but this is because there were originally '1-ounce' packets. 28g is approximately 1 ounce.

A new-born baby might weigh 7 pounds and 8 ounces.

There are 16 ounces in a pound.

So how many ounces did the baby weigh?
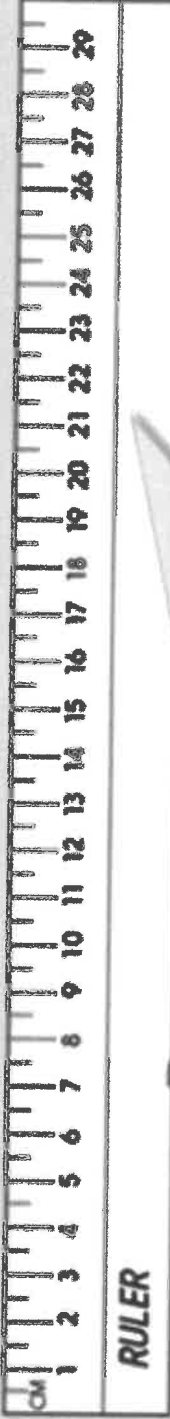
How many bags of crisps is that?!

Many adults will know their weight in stones and pounds rather than kilograms.

There are 14 pounds in a stone. 10 kilograms is about the same as 1½ stones which is 1 stone and 7 pounds.

If a child weighs 20 kg, what is that in stones?

And if a child weighs 30 kg?

The baby weighed 7 x 16 = 116 ounces

The child weighed 20 kg or 3 stones
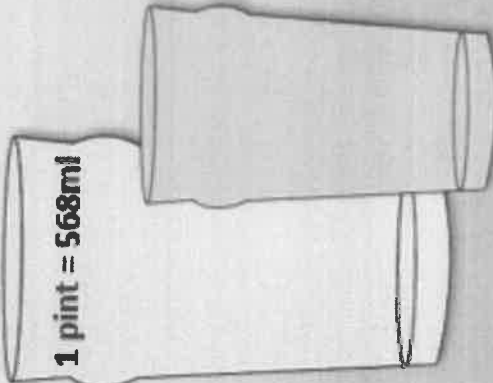
Learning Reminders

Know regularly-used imperial units and approximate metric equivalents.

CM
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29

RULER

This length originates from when rulers used to be a 'foot' long, 12 inches, about 30cm.
How long in inches is a 15cm ruler?
An inch is about an adult thumb width.

1 pint = 568ml

Milk used to come in pint bottles and pubs still serve drinks in pint and half-pint glasses.

Practice Sheet Mild
Converting between centimetres and inches

> 30 cm is approximately 12 inches.
> There are 12 inches in one foot.
> 1 inch is approximately $2\frac{1}{2}$ cm

1. How many inches in:
   a) 3 feet
   b) 10 feet
   c) $4\frac{1}{2}$ feet
   d) $7\frac{1}{2}$ feet

2. How many feet in:
   a) 120 inches
   b) 66 inches
   c) 96 inches
   d) 42 inches

3. How many cm in:
   a) 4 inches
   b) 10 inches
   c) 24 inches
   d) 7 inches

Practice Sheet Hot
Converting between centimetres and inches

> 30 cm is approximately 12 inches.
> There are 12 inches in one foot.
> 1 inch is approximately $2\frac{1}{2}$ cm

1. How many inches in:
   a) 3 feet
   b) 10 feet
   c) $4\frac{1}{2}$ feet
   d) $7\frac{1}{2}$ feet

2. How many feet in:
   a) 120 inches
   b) 66 inches
   c) 96 inches
   d) 42 inches

3. How many cm in:
   a) 4 inches
   b) 10 inches
   c) 24 inches
   d) 7 inches

Challenge

Use the information to order these children by height, from shortest to tallest.

Table of heights

Name	Height
Ben	6 feet and 3 inches
Mia	125 cm
Miriam	60 inches
Lucas	1.5 m
Chan	5 feet 6 inches
Sarah	1 m 70 cm

Ask someone to measure your height in feet and inches. Convert this to metres and centimetres.

Practice Sheets Answers

Converting between centimetres and inches (mild)

1. a) 36 inches
    b) 120 inches
    c) 54 inches
    d) 90 inches

2. a) 10 feet
    b) $5\frac{1}{2}$ feet
    c) 8 feet
    d) $3\frac{1}{2}$ feet

3. a) 10 cm
    b) 25 cm
    c) 60 cm
    d) 17.5 cm

Converting between centimetres and inches (hot)

1. a) 36 inches
    b) 120 inches
    c) 54 inches
    d) 90 inches

2. a) 10 feet
    b) $5\frac{1}{2}$ feet
    c) 8 feet
    d) $3\frac{1}{2}$ feet

3. a) 10 cm
    b) 25 cm
    c) 60 cm
    d) 17.5 cm

Challenge

Name	Height
Ben	6 feet and 3 inches = 187.5 cm
Mia	125 cm
Miriam	60 inches = 150 cm
Lucas	1.5 m = 150 cm
Chan	5 feet 6 inches = 165 cm
Sarah	1 m 70 cm = 170 cm

Shortest to tallest:
Mia
Miriam = Lucas
Chan
Sarah
Ben

A Bit Stuck?
Tape measure maths

> Approximate metric and imperial equivalents:
> 30cm = 1 foot = 12 inches;
> 1 inch = $2\frac{1}{2}$ cm
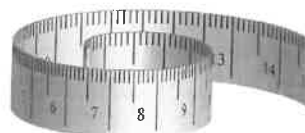
Use this information to generate other facts:

6 inches = ☐ centimetres

5 centimetres = ☐ inches

60 centimetres = ☐ feet = ☐ inches

3 feet = ☐ centimetres

Check your answers on a tape measure.

Remember that these are approximate, so the answer will be a little different, but they are still useful approximations.

How tall are you?
Find your height in feet and inches.
Convert the feet to centimetres, and then the remaining inches to centimetres.
What is your height in metres and centimetres?

Check your understanding
Questions

Write a familiar object that weighs about…

(a)   5 Kg

(b)   1 pound

(c)   100g

Write a familiar container that holds about …

(a)   1 pint

(b)   5 ml

(c)   2 gallons

True or false?

- Half a pint is about $\frac{1}{4}$ of a litre
- You can weigh people in stones

Fold here to hide answers

Check your understanding
Answers

Write a familiar object that weighs about…

(a)   5 Kg e.g. cat or small dog.

(b)   1 pound e.g. small bag of sugar, 1 very large potato

(c)   100g e.g. bar of soap, small book, apple.

Write a familiar container that holds about…

(a)   1 pint e.g. jug, carton of milk, beer glass.

(b)   5 ml e.g. a teaspoon.

(c)   2 gallons e.g. a large bucket.

True or false?

- Half a pint is about $\frac{1}{4}$ of a litre True – it is around 280ml.
- You can weigh people in stones True, Stones are an 'Imperial' measure of weight.
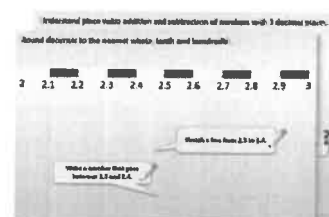
Week 6, Day 4
Imperial measures (2)

Each day covers one maths topic. It should take you about 1 hour or just a little more.

1. If possible, watch the **PowerPoint presentation** with a teacher or another grown-up.
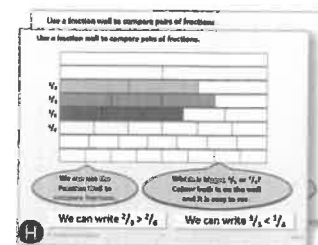
   OR start by carefully reading through the **Learning Reminders**.

2. Tackle the questions on the **Practice Sheet**.
   There might be a choice of either Mild (easier) or Hot (harder)!
   Check the answers.

3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**

4. Think you've cracked it? Whizzed through the Practice Sheets?
   Have a go at the **Investigation**...

Learning Reminders

Draw a conversion graph of imperial to metric units and use it to read equivalent measures.

Ounces are an imperial measure, still used sometimes in cooking, as are pounds.

People also often report babies' weights in pounds, and one pound is 16 ounces.

Table of approximate conversions of grams to ounces

Grams	Nearest tenth of an ounce
100	3.5
200	7
300	10.6
400	14.1
500	17.6
600	21.2
700	24.7
800	28.2
900	31.7
1000	35.3
1100	38.8
1200	42.3
1300	45.9
1400	49.4
1500	52.9
1600	56.4
1700	60
1800	63.5
1900	67
2000	70.5

What is 60 ounces in pounds and ounces?

And 67 ounces in pounds and ounces?

60 ÷ 16 = 3 r12
So, 60 ounces are 3 pounds and 12 ounces

67 ÷ 16 = 4 r3
So, 67 ounces are 4 pounds and 3 ounces

Learning Reminders
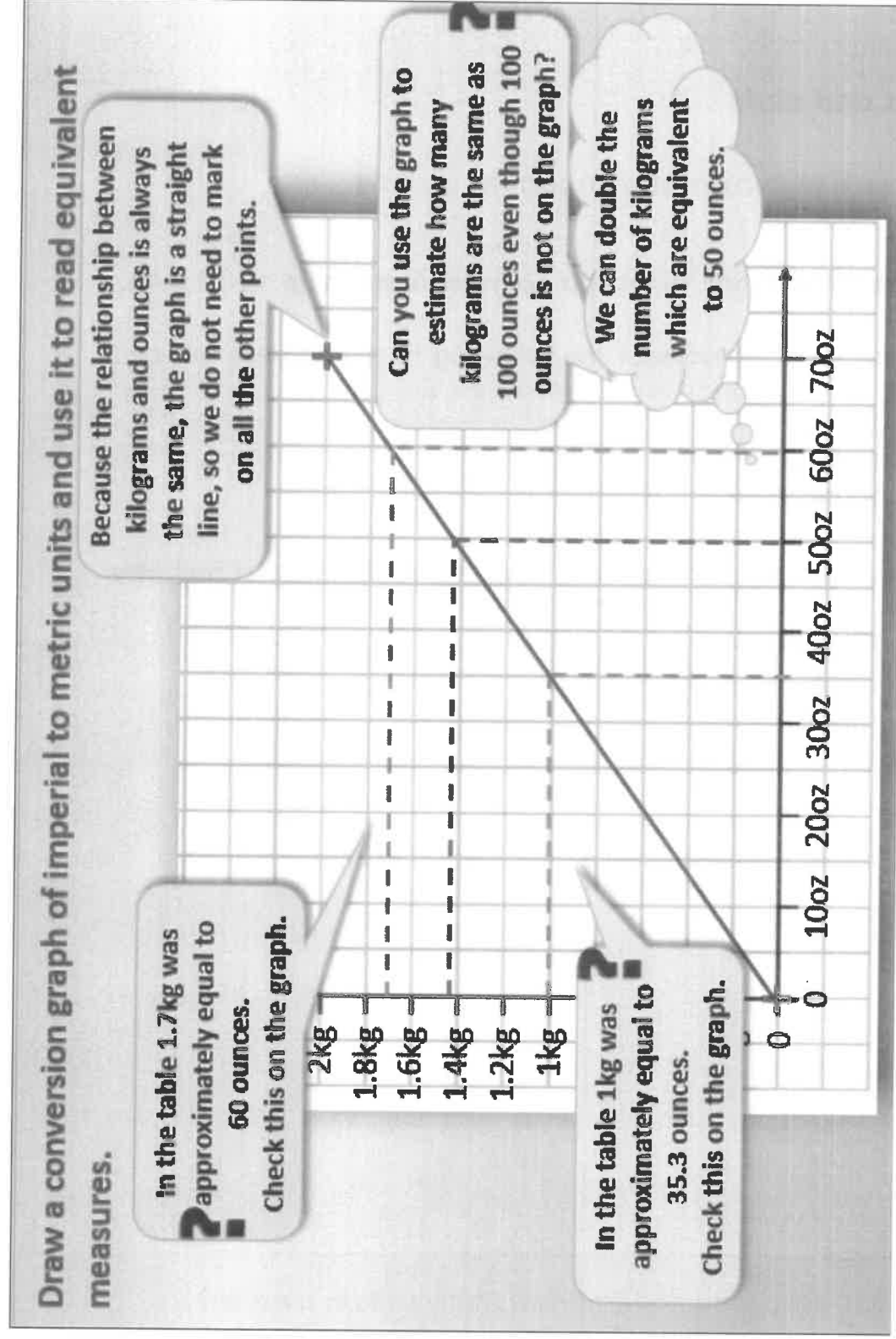
Draw a conversion graph of imperial to metric units and use it to read equivalent measures.

In the table 1.7kg was approximately equal to 60 ounces.
Check this on the graph.

Because the relationship between kilograms and ounces is always the same, the graph is a straight line, so we do not need to mark on all the other points.

Can you use the graph to estimate how many kilograms are the same as 100 ounces even though 100 ounces is not on the graph?

We can double the number of kilograms which are equivalent to 50 ounces.

In the table 1kg was approximately equal to 35.3 ounces.
Check this on the graph.

Practice Sheet Mild
Converting imperial units

Litres and pints

4 litres is approximately equal to 7 pints.

Use this information to draw a conversion graph up to 12 litres.

Use your graph to convert the following to the nearest half pint:

1.   2 litres
2.   10 litres
3.   12 litres

Use your graph to convert the following to the nearest half litre:

1.   14 pints
2. $10\frac{1}{2}$ pints
3.   1 pint

Challenge

A 'gallon' is equal to 4544ml. How many pints in a gallon?

Practice Sheet Hot
Converting imperial units

Centimetres and inches

2.5cm is approximately equal to one inch.

Use this information to draw a conversion graph up to 25cm.

Measure your hand span, length of your shortest finger, length of your longest finger, wrist circumference and hand length (wrist to middle finger tip) to the nearest centimetre.

Use your graph to estimate each distance to the nearest $\frac{1}{2}$ inch.
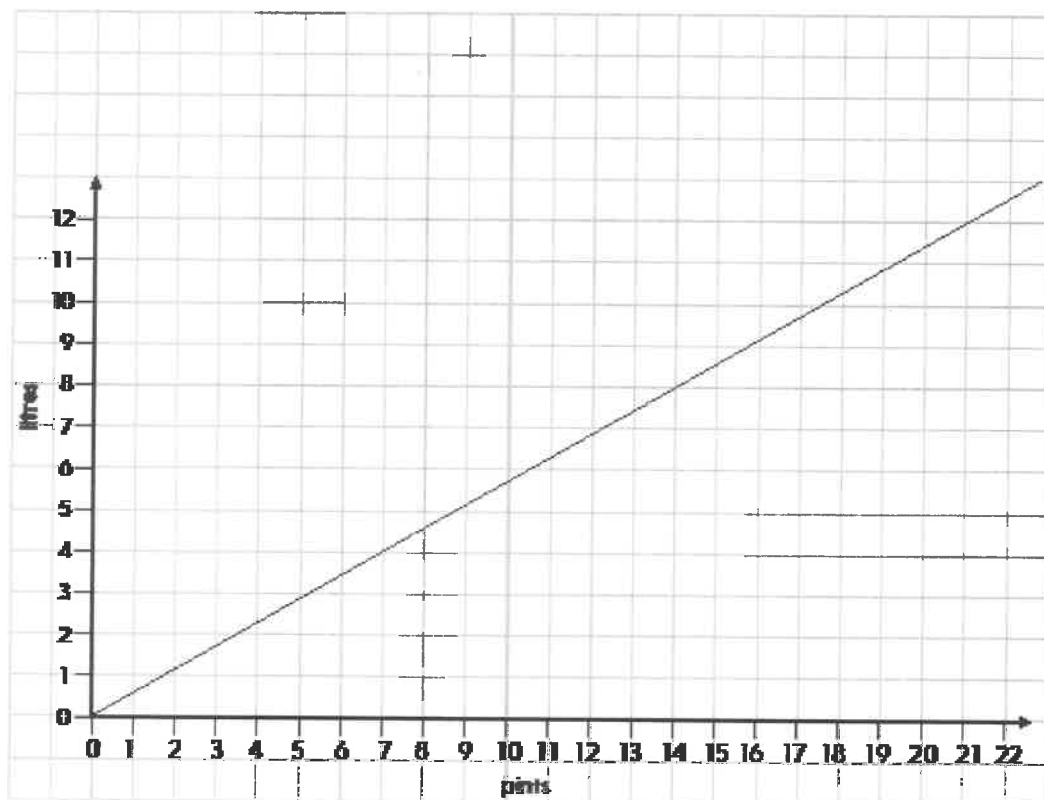
Challenge

Bob Beamon's world record long jump, set in 1968, stood for almost 23 years.
At 29 feet $2\frac{1}{2}$ inches, it broke the previous record by about 22 inches!
How far was the jump in metres and centimetres?

Practice Sheets Answers

Converting imperial units (mild)

Litres and pints

1. $3\frac{1}{2}$ pints
2. $17\frac{1}{2}$ pints
3. 21 pints
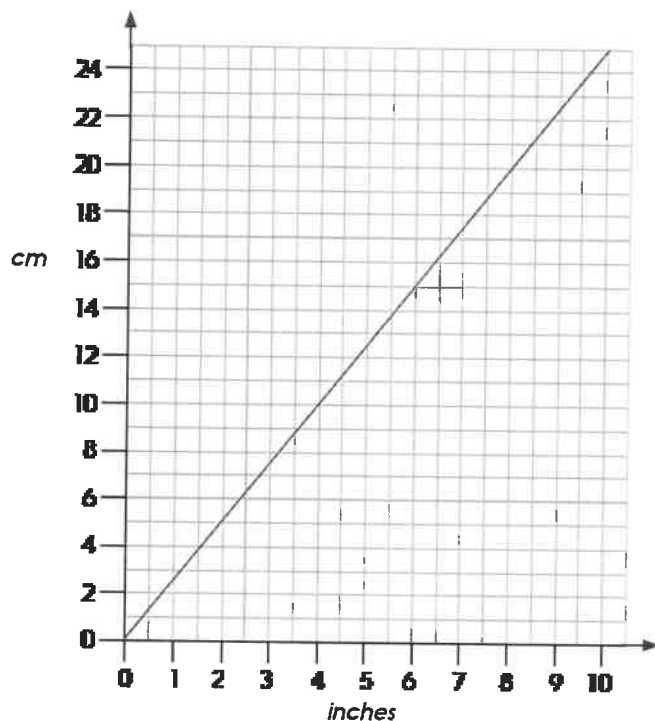
1. 8 litres
2. 6 litres
3. 0.5 litres

Challenge

There are 8 pints in a gallon.

Practice Sheets Answers

Converting imperial units (hot)

Centimetres and inches

Children use their graphs to estimate the measurements to the nearest half inch of their hand span, length of their shortest finger, length of their longest finger, wrist circumference and hand length (wrist to middle finger tip).

Challenge

Using our conversion of 1 inch = 2.5 cm, the long jump measuring 29 feet $2\frac{1}{2}$ inches (350.5 inches) is equal to 8m 75 cm. Have children mark out this distance and try to jump it!

A Bit Stuck?
A special cake

number of grams (y-axis) vs number of ounces (x-axis)
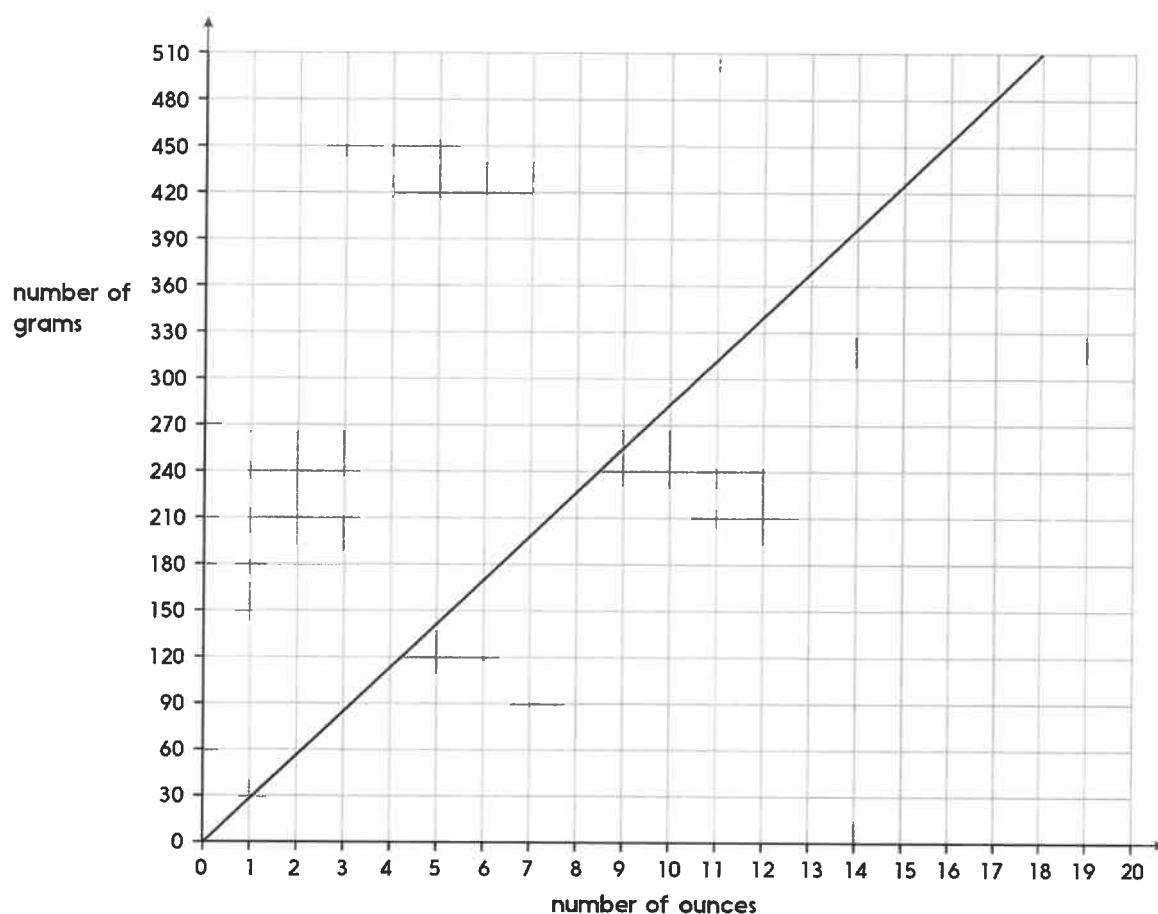
Here are the ingredients for a special cake:

1 lb self-raising flour
9 oz sultanas
7 oz raisins
6 oz currants
5 oz mixed peel
4 oz glace cherries
3 oz ground almonds
$5\frac{1}{2}$ oz butter
$4\frac{1}{2}$ oz brown sugar
14 oz icing sugar

Use the graph to find the approximate number of grams needed for each ingredient.

Challenge

If you made 6 cakes how much of each ingredient would be needed?

A Bit Stuck? Answers

A special cake

1 lb self-raising flour	460g
9 oz sultanas	255g
7 oz raisins	200g
6 oz currants	170g
5 oz mixed peel	140g
4 oz glace cherries	110g
3 oz ground almonds	85g
5.5 oz butter	160g
4.5 oz brown sugar	130g
14 oz icing sugar	400g

Challenge

If you made 6 cakes how much of each ingredient would be needed?
Have the children accurately multiplied each of their measurements by 6?
e.g.

self-raising flour	2760g or 2.76 kg
sultanas	1530g or 1.53 kg
raisins	1200g or 1.20 kg
currants	1020g or 1.02 kg
mixed peel	840g
glace cherries	660g
ground almonds	510g
butter	960g
brown sugar	780g
icing sugar	2400g or 2.4 kg

Investigation
Weights in a line

1. You have two weights – 1 gram and 5 gram.

2. Find out how many possible ways there are of making each total weight from 1 to 20 grams. You will need to list these in a logical order to be sure that you have them all. Once you have established a really clear order, divide the work between you.

    $6g = 1g + 1g + 1g + 1g + 1g + 1g$
    or $5g + 1g$
    $7g =$

3. Complete the table on the sheet (Table A).

4. Use the information in the table to complete Table B.

5. Imagine that you have two weights, this time a 1 gram and a 2 gram.

6. Find out how many possible ways there are to make each total weight.

7. Complete the two tables on the sheet.

    Discuss what you notice about the patterns in each table.

8. Plot the first Table B on a line graph. (The total weights are along the x axis and the number of ways up the y axis.) You will need to be very accurate!

9. Join the points – is it a straight line? Discuss the graph. Can you use it to predict how many ways there would be to make a total weight of 50 grams? Of 100 grams?

10. Plot the second Table B on a line graph in the same way. You will need to be really accurate!

11. Can you make a straight line? Discuss this graph – can you use it to make predictions? If so, how?

Investigation
Weights in a line

Table A: Two weights: 1g and 5g

Total weight	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
No. of ways																				

Table B: Two weights: 1g and 5g

Total weight	5	10	15	20	25	30	35
No. of ways							

Table A: Two weights: 1g and 2g

Total weight	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
No. of ways																				

Table B: Two weights: 1g and 2g

Total weight	5	10	15	20	25	30	35
No. of ways							

Investigation
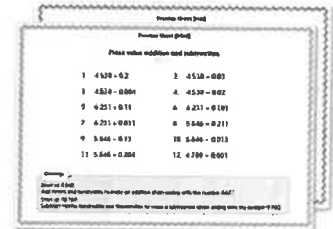# Weights in a line
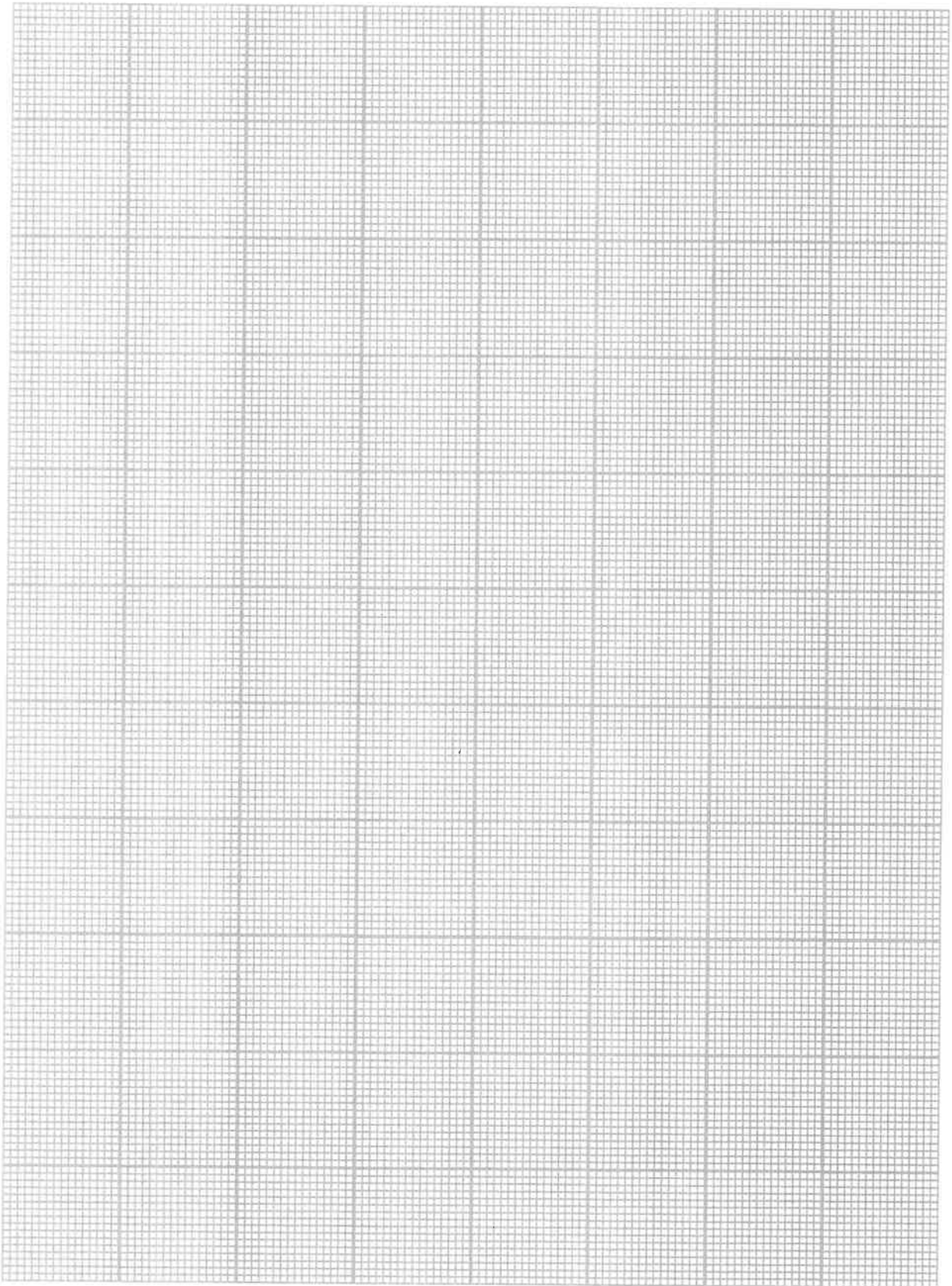
Week 6, Day 5
Tessellations

Each day covers one maths topic. It should take you about 1 hour or just a little more.
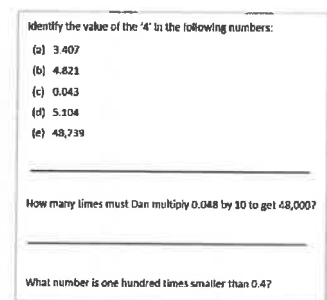
1. Start by reading through the **Learning Reminders**.
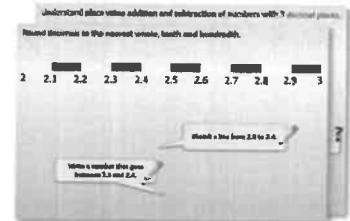
2. Think you've got it? Have a go at the **Investigation** or **Practical Activity**.
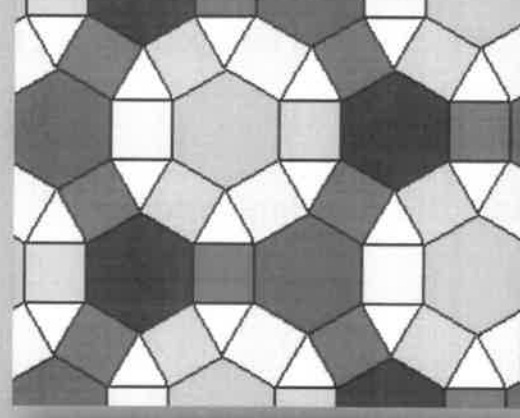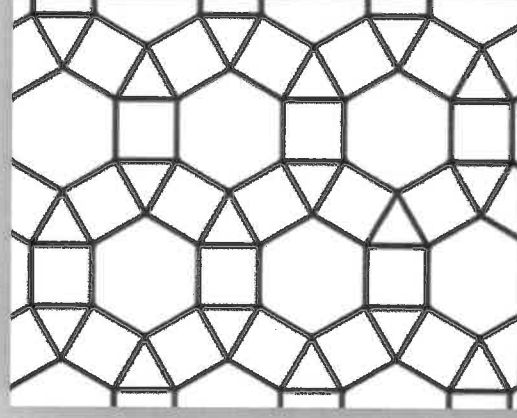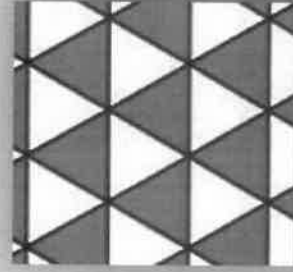
3. Have I mastered the topic? A few questions to Check your understanding.
   Fold the page to hide the answers!

Learning Reminders

Tessellate 2-D shapes.

Tessellation is the practice of fitting shapes together without overlapping or leaving gaps.
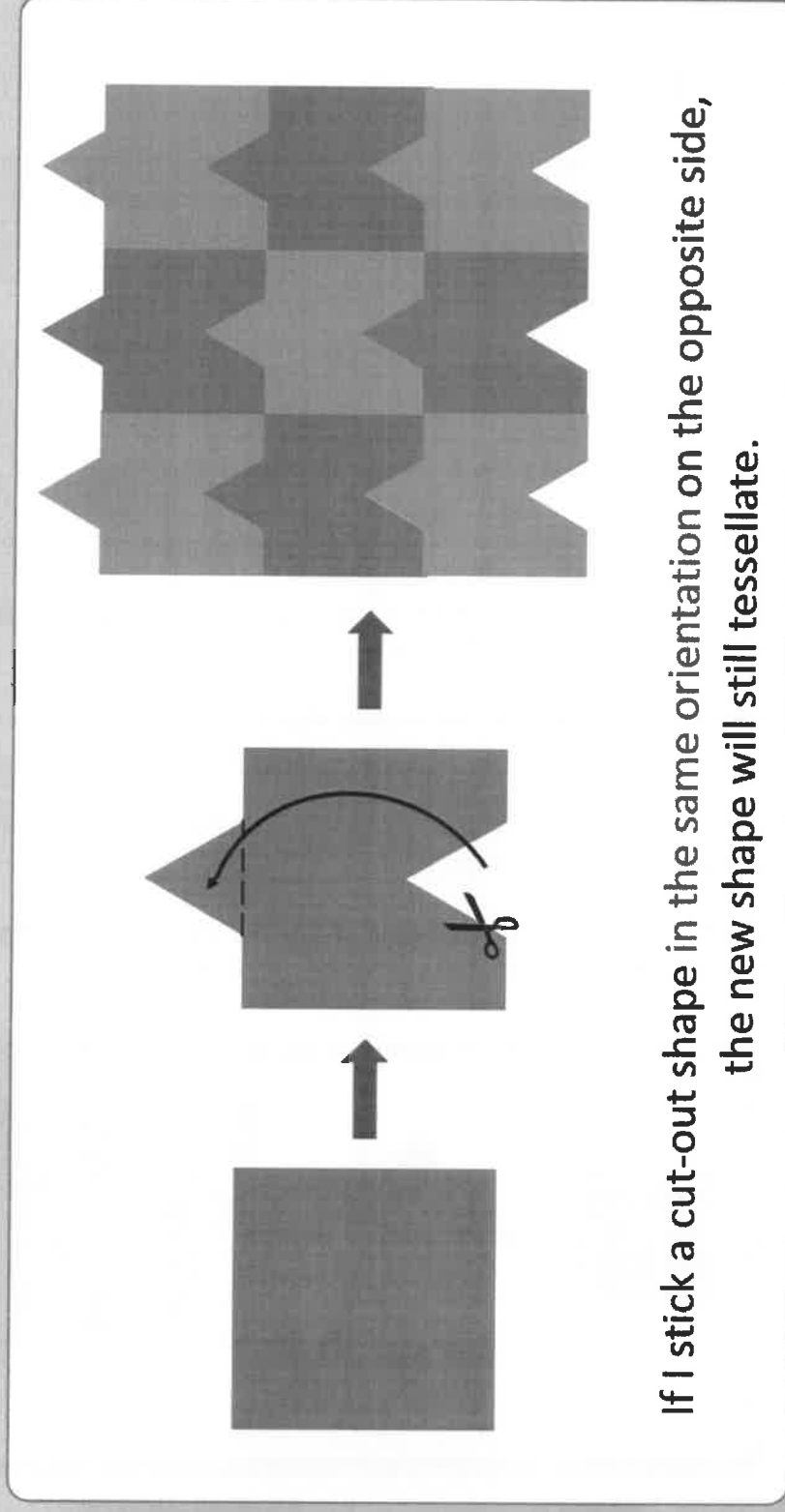
Greek mathematician Pythagoras discovered that he could fit equilateral triangles, squares and hexagons together to tessellate!

Mosaics like this were very popular in ancient Greece.

Learning Reminders

Tessellate 2-D shapes.

Let's make a tessellating mosaic...

If I stick a cut-out shape in the same orientation on the opposite side, the new shape will still tessellate.

Investigation
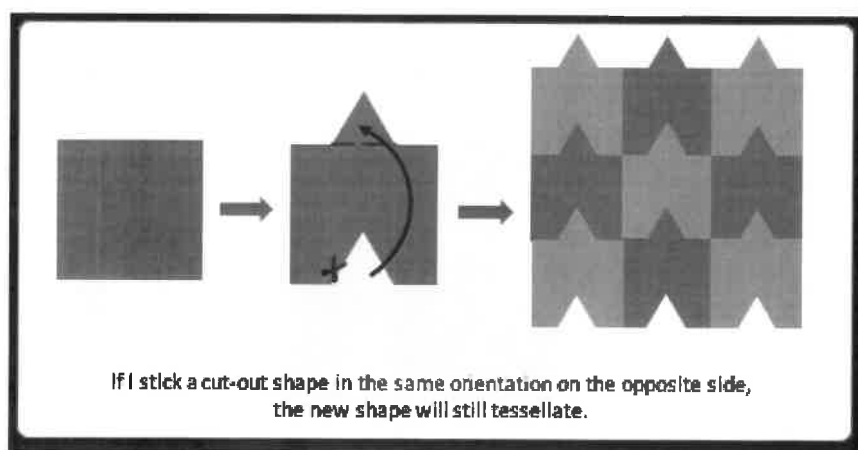## Make a tessellating mosaic

You will need:

- 'Tessellating using regular shapes' *(see resource)* printed onto card so that children can draw around the shape, or lots of paper copies
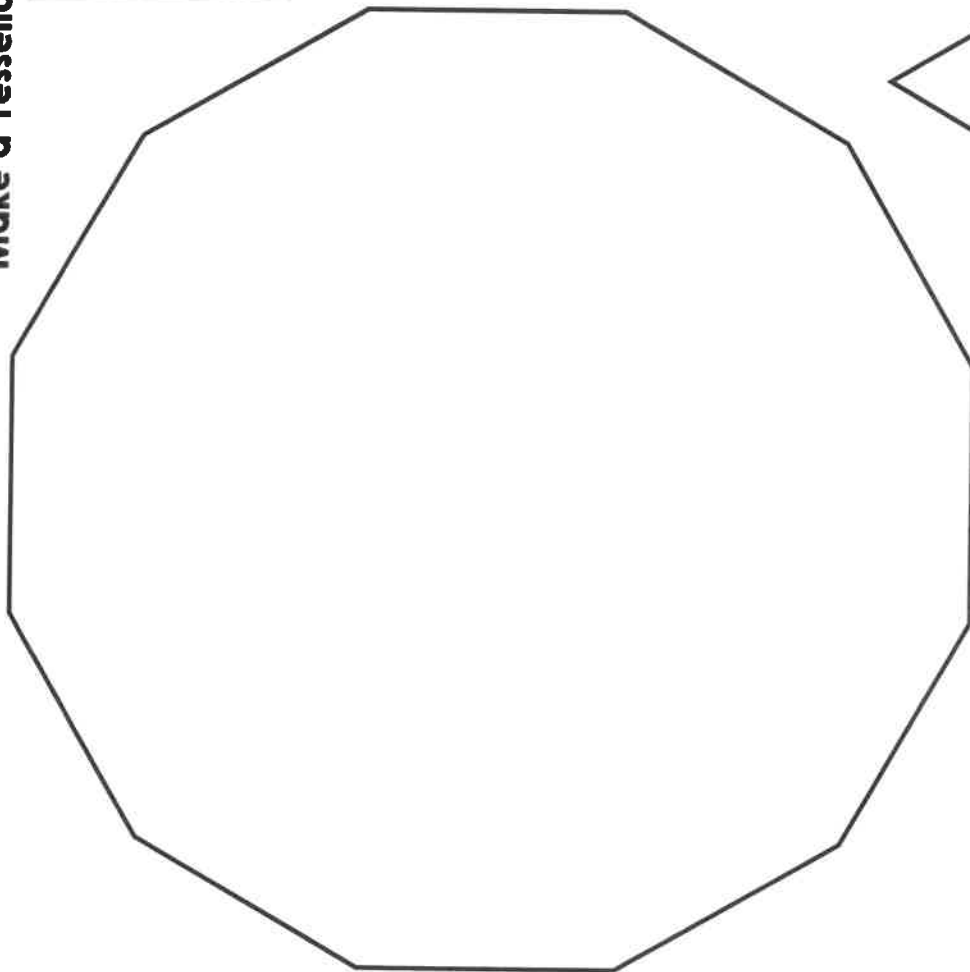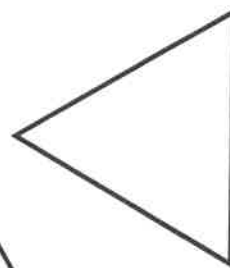- scissors, glue
- coloured pencils

What to do:

Children can choose to use these shapes in one of several ways:

a. Find a way to tessellate equilateral triangles, squares and hexagons in one design together (like Pythagoras).
    You could use the 'interactivity' at https://nrich.maths.org/semiregular to explore the same activity on-screen.

b. Tessellate combinations of regular shapes *(see resource)* to make tiling patterns, colouring each shape in a specific colour.

c. Adapt a square as was started on the Learning reminder *(see below)* to make their own design.

d. Adapt a hexagon, taking shapes off three sides, and adding them to their opposite sides to make their own tessellating design.

If I stick a cut-out shape in the same orientation on the opposite side, the new shape will still tessellate.
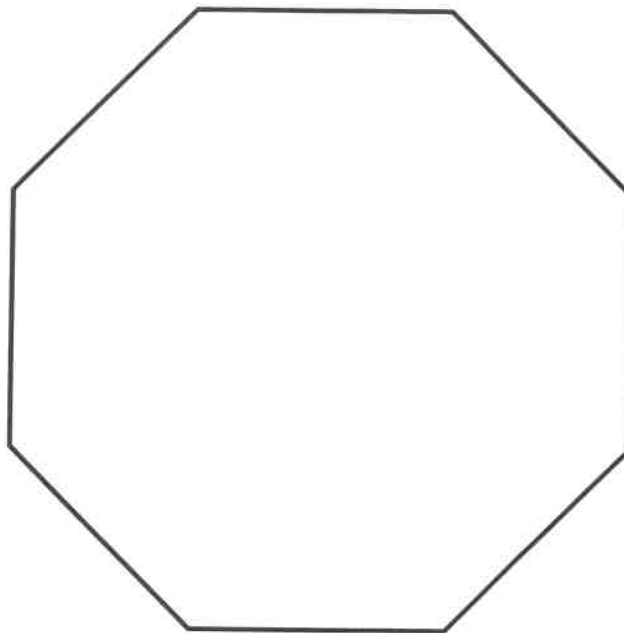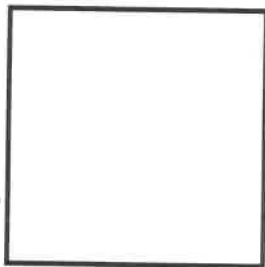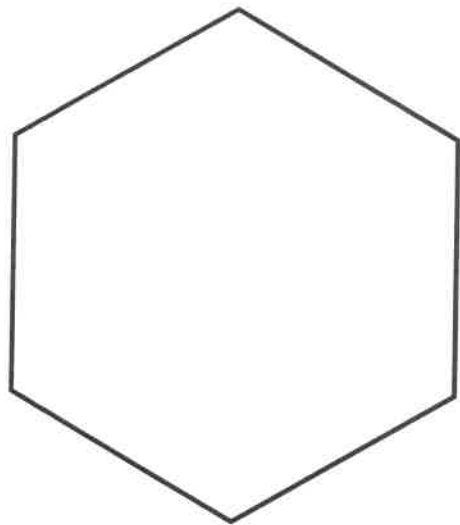
Investigation
Make a tessellating mosaic

What to do today

1. Watch and think about a speech

- Watch this clip explaining about a famous speech:
  https://www.bbc.co.uk/programmes/p00wwkvn
- Had you ever heard of the 'I have a dream' speech. Where did you hear about it?
- Now watch this second clip about the language in the speech. Make notes on *Language Features* about what you learn.
  https://www.bbc.co.uk/programmes/p00wwq4t

2. Read other famous speeches

- Read *Two Famous Speeches* and answer the questions.
- Challenge yourself to read one of the speeches in the next set: *Three Famous Speeches* and to answer the questions on that speech as well.

3. Practise reading a speech out loud.

- Pick one of the speeches and practise reading it out loud. Practise until your words flow and you are able to speak really expressively.

Well done! Share read the speech that you have chosen to a grown-up. You can check your answers to the questions too at the back of this pack.

Try the Fun-Time Extra

- Watch and listen to some of the speeches. Are they as you expected?
  John F Kennedy - https://www.youtube.com/watch?v=5_K8PGvZ5_Y
  Barack Obama - https://www.c-span.org/video/?c4504854/barack-obama-victory-speech This is a longer section from Obama's victory speech so listen from about 2.28 to about 3.46 for the section transcribed in the resources.
  Winston Churchill - https://winstonchurchill.org/resources/speeches/1940-the-finest-hour/we-shall-never-surrender/ This is a recording of the full speech, listen from around 10.42 onwards for the section transcribed in these resources.

Language Features

https://www.bbc.co.uk/programmes/p00wwq4t

Watch the clip and make notes here.

Two Famous Speeches

John F. Kennedy - *The Decision to go the Moon 1961*
(President of USA in 1960s)

We choose to go to the moon. We choose to go to the moon in this decade and do the other things, not because they are easy, but because they are hard, because that goal will serve to organise and measure the best of our energies and skills, because that challenge is one that we are willing to accept, one we are unwilling to postpone, and one which we intend to win, and the others, too.

1. What is Kennedy explaining?
2. Why do you think he repeats the phrase "We choose to go to the moon"?

   ...not because they are easy, but because they are hard...
3. Does this reason surprise you?
   Why do you think he uses contrasts such as *easy* and *hard* in his speech?

Barack Obama - *Victory speech 2008*
(President of USA 2009-2017)

The road ahead will be long. Our climb will be steep. We may not get there in one year or even in one term, but America - I have never been more hopeful than I am tonight that we will get there. I promise you - we as a people will get there.

There will be setbacks and false starts. There are many who won't agree with every decision or policy I make as president, and we know that government can't solve every problem. But I will always be honest with you about the challenges we face. I will listen to you, especially when we disagree.

And above all, I will ask you to join in the work of remaking this nation the only way it's been done in America for 221 years - block by block, brick by brick, calloused hand by calloused hand.

4. Who is Obama talking to?

   The road ahead will be long. Our climb will be steep.
5. Is he really talking about an actual road? What is he describing with this image?

   ...block by block, brick by brick...
6. What affect does this alliteration (repeating the beginning sound) have and why does he use it?

7. **Both speakers** say things *will* happen rather than *might* or *may* happen.
   Why do they use this modal verb in their speech?
8. Which speech do you think is most persuasive? Explain why, giving examples.

Three Famous Speeches

Winston Churchill - *We shall fight on the beaches* 1940
(Prime minster of Britain during WWII)

...we shall defend our Island, whatever the cost may be, we shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender, and even if, which I do not for a moment believe, this Island or a large part of it were **subjugated** and starving, then our Empire beyond the seas, armed and guarded by the British **Fleet**, would carry on the struggle, until, in God's good time, the New World, with all its power and might, steps forth to the rescue and the liberation of the old.

subjugated - taken control of, dominated   **Fleet** - A number of warships

Elizabeth I - *Speech to the Troops* 1588
(Queen of England during Tudor times)

I am come amongst you, as you see, at this time, not for my **recreation and disport**, but being resolved, in the midst and heat of the battle, to live and die amongst you all; to lay down for my God, and for my kingdom, and my people, my honour and my blood, even in the dust. I know I have the body but of a weak and feeble woman; but I have the heart and stomach of a king, and of a king of England too. I myself will take up arms, I myself will be your general, judge, and rewarder of every one of your **virtues** in the field.

Recreation and disport - amusement, fun   **Virtues** – good qualities

William Lyon Phelps - *The Pleasure of Books* 1933
(American speaker and university lecturer)

A borrowed book is like a guest in the house; it must be treated with **punctiliousness**, with a certain **considerate formality**. You must see that it sustains no damage; it must not suffer while under your roof. You cannot leave it carelessly, you cannot mark it, you cannot turn down the pages, you cannot use it familiarly. And then, some day, although this is seldom done, you really ought to return it.

Punctiliousness - care   **Considerate formality** – kind/proper behaviour

Three Famous Speeches - Questions

Winston Churchill

1. What phrase is repeated most in this speech?
   Why does he use repetition?

   ...in God's good time...
2. Why do you think he uses this alliteration?

3. What difficulty does Churchill predict and how does he make it seem less of a problem?

Elizabeth I

4. What is happening at the time of this speech?

5. Find an example of Elizabeth using contrast in her speech. Why does she use it?

6. What words to do with the human body does she use and why?

William Lyon Phelps

7. What simile does Phelps use to describe a borrowed book?
   How is this imagery effective?

8. What modal verbs does he use and how do they make him more persuasive?

9. How is Phelps' speech very different to the others? Why do you think that is?

10. Which speech do you think is the most persuasive? Explain why, giving examples.

Guide to Comprehension Answers

Two Famous Speeches

1. What is Kennedy explaining? *The reasons for going to the moon*

2. Why do you think he repeats the phrase "We choose to go to the moon"? *This is the main point of his speech. Repeating the phrase helps to make it stand out/be memorable.*

3. Does this reason surprise you? *Yes/no* Why do you think he uses contrasts such as *easy* and *hard* in his speech? *The contrast makes it stand out. It is surprising. It seems like a bigger achievement.*

4. Who is Obama talking to? America, the American people

5. Is he really talking about an actual road? What is he describing with this image? *It is a metaphor. He is describing the next few years as a journey taken together with the American people.*

6. What affect does this alliteration (repeating the beginning sound) have and why does he use it? *The words block and brick stand out. He makes it sound like he is building something. (It sounds like a physical task which hard work but will achieve something solid).*

7. **Both speakers** say things *will* happen rather than *might* or *may* happen. Why do they use this modal verb in their speech? *They are talking about the future so can't be sure but use **will** as it sounds more certain. They sound confident that they will achieve their goals. It is more persuasive.*

8. Which speech do you think is most persuasive? Explain why, giving examples. *Any reasonable answer justified with examples from the text.*

Three Famous Speeches

1. What phrase is repeated most in this speech? Why does he use repetition? *'we shall fight' – it makes it stand out/be memorable. It is the main point of the speech. To build up momentum – like a chant. To inspire those who will be fighting/will deal with hardship as a result of the fighting.*

2. Why do you think he uses this alliteration? *To make the words stand out. To make the link between God and his actions. To give his actions legitimacy.*

3. What difficulty does Churchill predict and how does he make it seem less of a problem? *Britain might be taken over by a foreign power and the people starve. He does not believe it will happen even 'for a moment'. The country would be rescued by the Empire/New World and British fleet.*

4. What is happening at the time of this speech? *Troops of soldiers are preparing to go into battle.*

5. Find an example of Elizabeth using contrast in her speech. *'to live and die', 'recreation and disport' 'midst and heat of the battle' 'a weak and feeble woman' 'heart and stomach of a king'* Why does she use it? *To make the words stand out. To challenge those who accuse her of playing or being weak. To emphasise her strength and resolve.*

6. What words to do with the human body does she use and why? *'blood', 'heart' 'stomach' The soldiers are about to risk their lives in battle – these are apt terms which everyone can relate to. The heart, blood and stomach are associated with courage and strength. Elizabeth wants to seem like a strong, brave leader. (Some children may identify 'arms'. Make links to the term 'armed' as in holding a weapon.)*

7. What simile does Phelps use to describe a borrowed book? *A book is like a house guest.* How is this imagery effective? *There are expectations in the way we treat guests. We look after them. We are careful with them. We don't expect them to stay forever.*

8. What modal verbs does he use and how do they make him more persuasive? *'must' 'cannot' 'ought to'. He makes it seem that you are obliged to treat books carefully. It is not possible to damage them.*

9. How is Phelps' speech very different to the others? Why do you think that is? *It is calmer. The images are less dramatic. It seems less serious. The context and content of the speech is very different to the previous ones. This is about books. The previous were about life and death and during a time of war.*

10. Which speech do you think is the most persuasive? Explain why, giving examples. Any reasonable answer which gives examples to justify the choice.

What to do today

1. Find out about Malala Yousafzai

- Read this webpage about Malala Yousafzai
  www.bbc.co.uk/newsround/46865195
- Make notes on *Five Important Facts* about the five most important things that you learn about her.

2. Read and reflect on a speech

- Watch the first minute of Malala's speech at the United Nations.
  https://www.malala.org/newsroom/archive/malala-un-speech
- Read *Malala's Speech*.
- Think about the *Reflection Prompts*. Write answers on *Reflection Notes*. (You may find *Persuasive Features* helpful)

3. Now for some writing

- Write to Malala about her speech. Tell her a little about yourself. Explain what you liked and noticed about her speech. Ask her some questions.

Well done! Share your writing with a grown-up. Show them Malala's Speech and the most important things that you noticed about it.

Try the Fun-Time Extra

- Find out more about Malala Yousafzai. You could start with this website:
  www.malala.org
- Can you make a poster summarising what you learn about Malala?

Malala Yousafzai – Five Important Facts

Read the webpage and make notes.

https://www.bbc.co.uk/newsround/46865195

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Malala Yousafzai's – _Speech to the United Nations_ 2013

Extracts of Malala Yousafzai's speech that gave to the United Nations in 2013, the date of her 16th birthday and "Malala Day" at the UN.

Dear brothers and sisters, do remember one thing: Malala Day is not my day. Today is the day of every woman, every boy and every girl who have raised their voice for their rights. There are hundreds of human rights activists and social workers who are not only speaking for their rights, but who are struggling to achieve their goal of peace, education and equality. I am just one of them. So here I stand, one girl, among many. I speak not for myself, but so those without a voice can be heard. Those who have fought for their rights. Their right to live in peace. Their right to be treated with dignity. Their right to equality of opportunity. Their right to be educated.

Dear friends, on 9 October 2012, the Taliban shot me on the left side of my forehead. They shot my friends, too. They thought that the bullets would silence us, but they failed. And out of that silence came thousands of voices. The terrorists thought they would change my aims and stop my ambitions. But nothing changed in my life except this: weakness, fear and hopelessness died. Strength, power and courage were born.

I am the same Malala. My ambitions are the same. My hopes are the same. And my dreams are the same. Dear sisters and brothers, we realize the importance of light when we see darkness. We realize the importance of our voice when we are silenced. In the same way, when we were in Swat, the north of Pakistan, we realised the importance of pens and books when we saw the guns. The wise saying, "The pen is mightier than the sword," is true. The extremists are afraid of books and pens. The power of education frightens them.

Peace is a necessity for education. In many parts of the world, terrorism, war and conflicts stop children from going to schools. We are really tired of these wars. Dear brothers and sisters, we want schools and education for every child's bright future. We will continue our journey to our destination of peace and education. No one can stop us. We will speak up for our rights and we will bring change to our voice. We believe in the power and the strength of our words. Our words can change the whole world because we are all together, united for the cause of education. And if we want to achieve our goal, then let us empower ourselves with the weapon of knowledge and let us shield ourselves with unity and togetherness.

So let us wage a global struggle against illiteracy, poverty and terrorism and let us pick up our books and our pens. They are our most powerful weapons. One child, one teacher, one book and one pen can change the world. Education is the only solution. Education first.

Reflection Prompts

Who is the **audience**?

What is the **purpose** or main point of the speech?

How **persuasive** do you find the speech? *Explain why.*

What **persuasive features** can you spot? *Give examples.*
What impact do they have?

Which persuasive techniques are **not used**?
Can you think of a reason why Malala did not use them?

Can you find any of these in Malala's speech?

Persuasive Language Features

- Present tense
- Conjunctions for cause, contrast, condition
- Adverbs for lists, cause, contrast, attitude
- Emotive language
- Strong images/word play*
- Deliberate ambiguity
- Rhetorical questions
- Daring reader to disagree
- Opinion as fact

Word Play/Imagery*

- Alliteration
- Repetition
- Onomatopoeia
- Simile
- Metaphor
- Exaggeration/hyperbole
- Contrasting pairs
- Lists (esp. of 3)

Reflection Notes

Audience

Purpose

How persuasive?

Features

Missing features

Letter to Malala

Write your letter to Malala. Tell her about yourself and what you noticed in her speech. Ask her any questions that you have.

What to do today

1. Listen to a protest song

- Listen to 1960s song 'Streets of London'. Read the lyrics as you do. https://www.youtube.com/watch?v=5Dk1O1Tyhu4
- How would you sum up the message of the song? Could you write it in just three sentences?

2. Highlight language features

- Read the *Lyrics* of the song.
- Look for any of the *Persuasive Features*.
- Highlight and annotate the *Lyrics* to show them. Check what you find against the *Annotated version*.

3. Now for some writing

- Read *Adapting Lyrics*. Change the words of the song to make a new song about a different issue that you care about.
- Write out a verse of your new song.

Well done! Share your writing with a grown-up.

Try the Fun-Time Extra

- Can you record your new song and share it with someone else?
- Can you make a list of other songs with a message like this? Ask people in your house for ideas.

Lyrics

Have you seen the old man in the closed down market,
Kicking up the papers with his worn out shoes?
In his eyes you see no pride, hand held loosely by his side
Yesterday's papers telling yesterday's news

So how can you tell me you're lonely
And say for you that the sun don't shine?
Let me take you by the hand
And lead you through the streets of London
I'll show you something
To make you change your mind.

Have you seen the old girl who walks the streets of London?
Dirt in her hair and her clothes in rags?
She's no time for talkin', she keeps right on walkin',
Carrying her home in two carrier bags.

Chorus

In the all-night café at a quarter past eleven
same old man sitting there on his own.
Looking at the world over the rim of his teacup.
Each tea lasts an hour then he wanders home alone.

Chorus

Have you seen the old man outside the seaman's mission?
Memory fading with the medal ribbons that he wears?
In our winter city, the rain cries a little pity
For one more forgotten hero and a world that doesn't care.

'Streets of London' By **Ralph McTell**
(1969)

Persuasive Features

Can you find any of these in the Streets of London song?

Persuasive Language Features

- Present tense
- Conjunctions for cause, contrast, condition
- Adverbs for lists, cause, contrast, attitude
- Emotive language
- Strong images/word play*
- Deliberate ambiguity
- Rhetorical questions
- Daring reader to disagree
- Opinion as fact

Word Play/Imagery*

- Alliteration
- Repetition
- Onomatopoeia
- Simile
- Metaphor
- Exaggeration/hyperbole
- Contrasting pairs
- Lists (esp. of 3)

Lyrics – annotated

Have you seen the old man in the closed down market,
Kicking up the papers with his worn out shoes?
In his eyes you see no pride, hand held loosely by his side
Yesterday's papers telling yesterday's news

So how can you tell me you're lonely
And say for you that the sun don't shine?
Let me take you by the hand
And lead you through the streets of London
I'll show you something
To make you change your mind.

o	Emotive language = blue
o	Present tense = green
o	Strong images = yellow
o	Daring the reader to disagree = grey
o	Adverbs = pink
o	Rhetorical questions = red question mark ?

Have you seen the old girl who walks the streets of London?
Dirt in her hair and her clothes in rags?
She's no time for talkin', she keeps right on walkin',
Carrying her home in two carrier bags.

Chorus

In the all-night café at a quarter past eleven
same old man sitting there on his own.
Looking at the world over the rim of his teacup.
Each tea lasts an hour then he wanders home alone.

Chorus

Have you seen the old man outside the seaman's mission?
Memory fading with the medal ribbons that he wears?
In our winter city, the rain cries a little pity
For one more forgotten hero and a world that doesn't care.

Adapting Lyrics

Have you seen the **old man** in the **closed down market**,
Kicking up the papers with his **worn out shoes**?
In his eyes you see no pride, hand held loosely by his side
Yesterday's **papers telling** yesterday's **news**

So how can you tell me you're **lonely**
And say for you that the sun don't shine?
Let me take you by the hand
And lead you through the **streets of London**
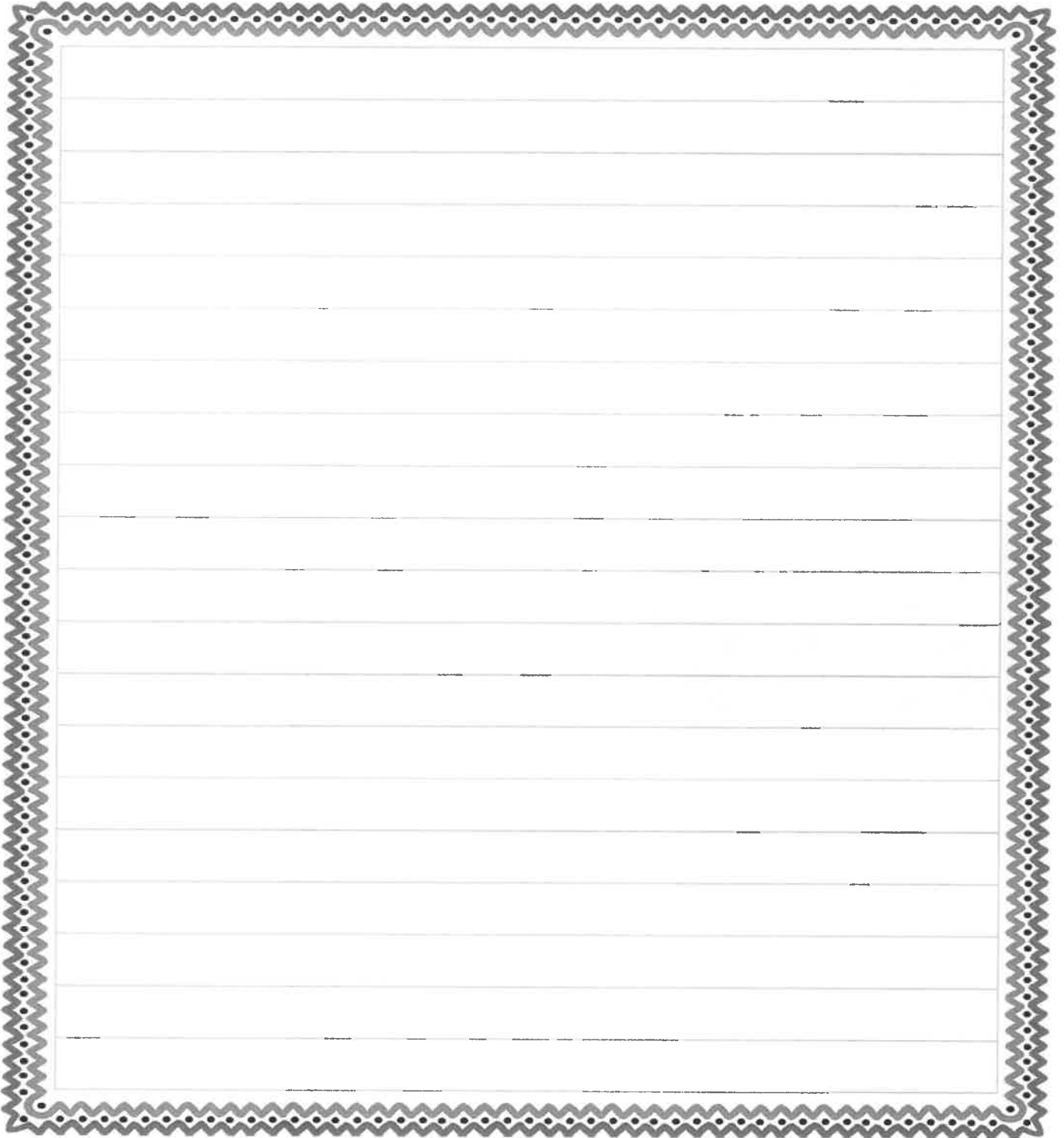I'll show you something
To make you change your mind.

Try changing the words in bold to adapt this song for a new audience and purpose.
Try to keep the rhythm and rhyme scheme the same.

Extract from 'Streets of London' By **Ralph McTell** (1969)

New Verse

Write your new verse here:

What to do today

1. Read part of a poem

- Read the first two verses of *Old Deuteronomy* by TS Eliot. Even though some of the words are tricky, can you work out what is happening?
- Answer *Old Deuteronomy Questions*.
- Watch a reading of the poem. Does it sound like you expected?
  https://www.youtube.com/watch?v=2b1Wsy3XfA0

2. Revise Relative Clauses

- Use the ***PowerPoint****: Relative Clauses* to hear the teaching or, if that isn't possible, remind yourself using the *Revision Card*.
- Complete *Relative Clause 1*.
- Challenge yourself to complete *Relative Clause 2.*

3. Now for some writing

- Look closely at the illustration of Old Deuteronomy on market day.
- Use the Relative Pronouns List and write some sentences with relative clauses about what you can see in the illustration.

Well done! Share your writing with a grown-up. Show them the illustration. Point out the relative pronouns that you have used in your writing.

Try the Fun-Time Extras

- Can you create an illustration to go with the first verse of the poem?
- Can you practise reading the poem out loud? You could even try to learn one of the verses off by heart.

Old Deuteronomy – First Verse

Old Deuteronomy's lived a long time;

He's a Cat who has lived many lives in succession.

He was famous in proverb and famous in rhyme

A long while before Queen Victoria's accession.

Old Deuteronomy's buried nine wives

And more - I am tempted to say, ninety-nine;

And his numerous progeny prospers and thrives

And the village is proud of him in his decline.

At the sight of that placid and bland physiognomy,

When he sits in the sun on the vicarage wall,

The Oldest Inhabitant croaks: "Well, of all . . .

Things. . . Can it be . . . really! . . . No!. . . Yes!. . .

Ho! Hi!

Oh, my eye!

My sight may be failing, but yet I confess

I *believe* it is Old Deuteronomy!"

by T.S. Eliot

Old Deuteronomy – Second Verse
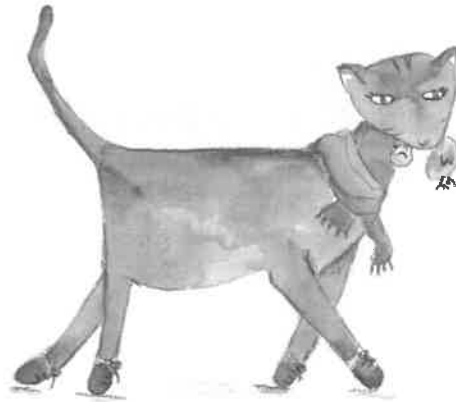
Old Deuteronomy sits in the street,

He sits in the High Street on market day;

The bullocks may bellow, the sheep they may bleat,

But the dogs and the herdsmen will turn them away.

The cars and the lorries run over the kerb,

And the villagers put up a notice: ROAD CLOSED -

So that nothing untoward may chance to disturb

Deuteronomy's rest when he feels so disposed

Or when he's engaged in domestic economy:

And the Oldest Inhabitant croaks: "Well, of all . . .

Things. . . Can it be . . . really! . . . No!. . . Yes!. . .

Ho! Hi!

Oh, my eye!

I'm deaf of an ear now but yet I can guess

That the cause of the trouble is Old Deuteronomy!"

by T.S. Eliot

Old Deuteronomy Questions

1. What phrases tell you that Old Deuteronomy is an old cat?

2. What do the people of the village feel about this very old cat?

3. What does the oldest person in the village say when they see Old Deuteronomy?

4. Where does the cat sit on market day?

5. What do the villagers do?

Revision Card – Relative Clauses

Relative Pronouns
Relative pronouns are used differently to other **pronouns**.
They introduce a **relative clause**.

Relative Pronouns
who, which, where, when, whose, that

Relative Pronouns

They can *relate* the **clause** to a **noun.**

Old Deuteronomy, **who** *was sleepy*, licked his tail.
Old Deuteronomy licked his tail **which** *he coiled towards him.*
Old Deuteronomy, **whose** *tongue was very rough*, licked his tail.
Old Deuteronomy licked the bite **that** *the mouse had given him.*

Relative Pronouns
who, which, where, when, whose, that

Relative Clauses
Relative clauses can also *relate* to a **whole clause.**

The cat caught the canary.

This is a **clause.**

The cat caught the canary, *which annoyed its owner.*

It is not the *cat which annoyed the owner.* It is the catching of the canary. The **relative clause** relates to the whole clause.

Relative Clauses 1

1) Can you add a relative clause to any of these sentences? Look at the pronouns in the box and try to use a different one each time.

e.g. Old Deuteronomy sat on the wall, <u>which he found very comfortable.</u>

He has had nine wives ....

He was famous before Queen Victoria...

The villagers are glad to see him...

He sits in the street....

The villagers put up a notice...

Relative pronouns
which
who
where
when
whose
that

<u>Relative Clauses 2</u>

Can you embed a relative clause in these sentences?
You could use one of the clauses from the box.

Old Deuteronomy, ..., has lived a very long time.

The village, ..., is very proud of him.

The wall, ..., is flooded with the sunshine.

The Oldest Inhabitant, ... , croaked 'Well of all things!'

Queen Victoria, ..., came to the throne in 1837.

> *when seeing old Deuteronomy*
> *which he sits upon*
> *who is the hero of this poem*
> *where he lives*
> *whose reign was after old Deuteronomy was famous*

3) Can you make up your own relative clause to embed in these sentences?

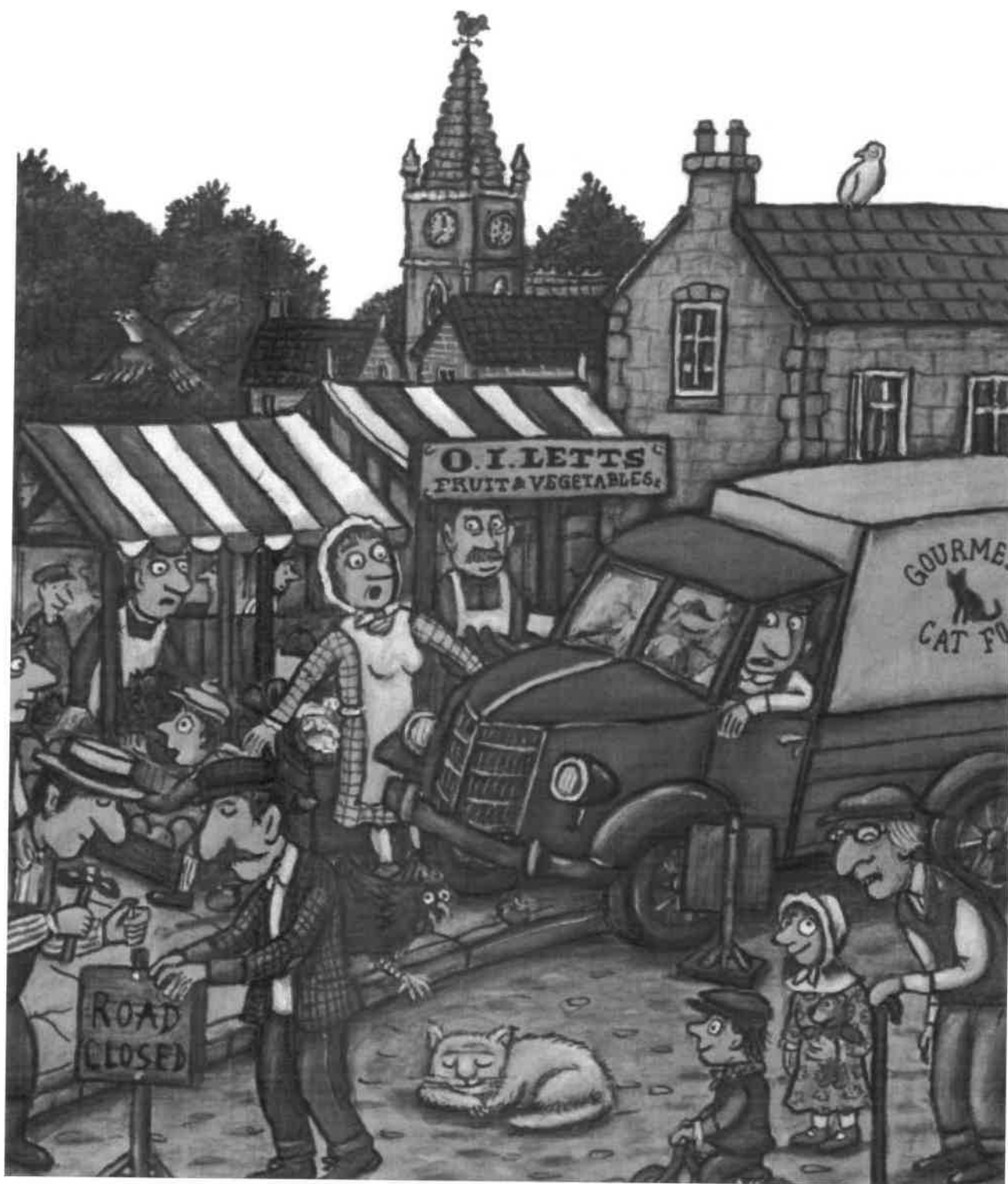On market day, ..., he sits in the street.
The sheep, ..., start to bleat.
The villagers, ..., close the road.
Old Deuteronomy, ..., simply sleeps and sleeps.
The Oldest Inhabitant, ..., is deaf in one ear.

Old Deuteronomy Illustration

By Axel Scheffler – from Old Possum's Book of Practical Cats
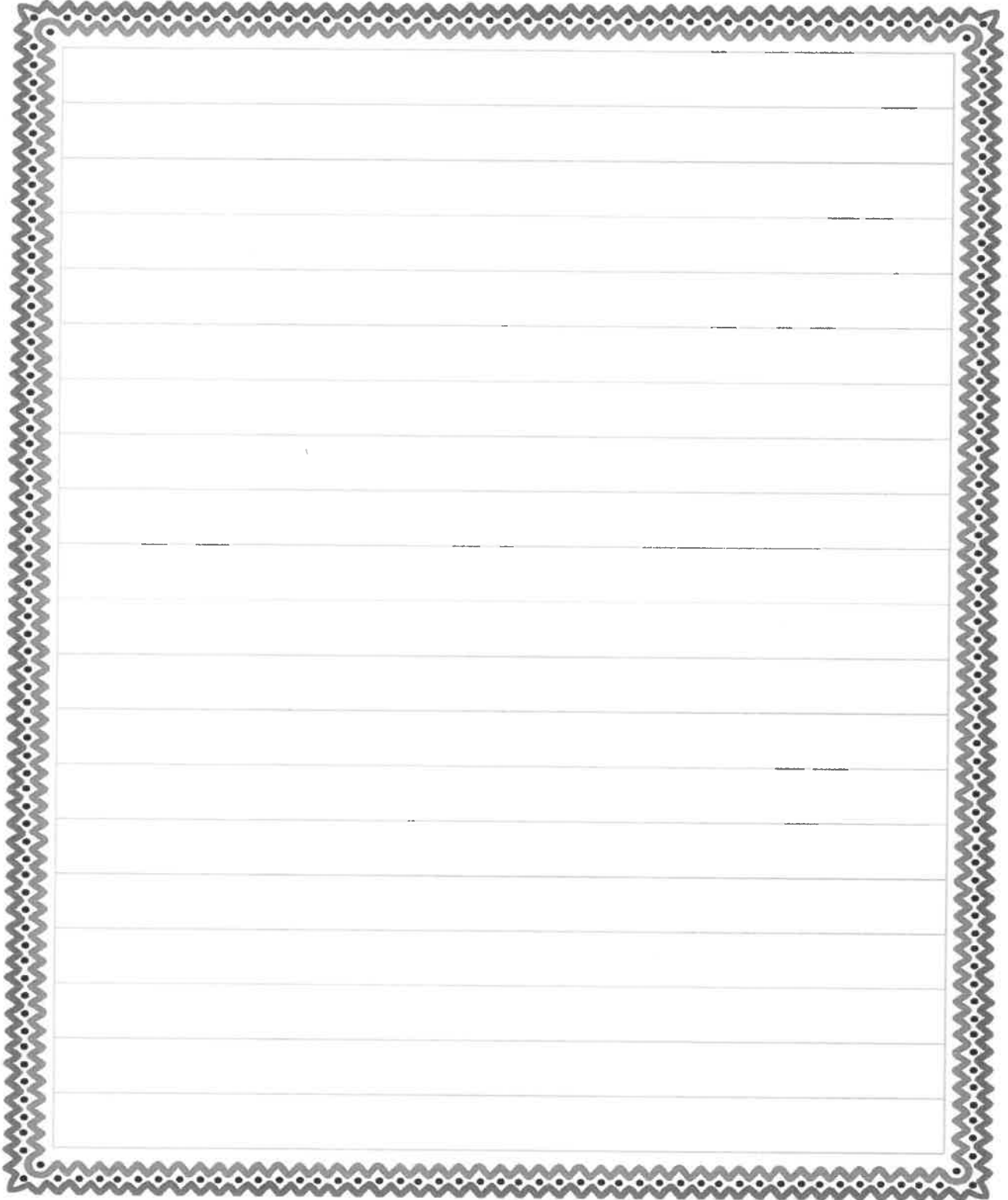
Relative Pronouns List

who

which

where

when

whose

that

Sentences

Write some sentences about the illustration. Include relative clauses in your sentences.

What to do today

1. Read the third verse of the poem

- Read *Old Deuteronomy – Third Verse.*
- Answer *Third Verse Questions.*

2. Compare performances of the poem

- Listen to and watch two versions of the poem. One is the poet reading the poem himself, one is from a musical based on the poem.
  https://www.youtube.com/watch?v=zYiPsc6cAYM
  https://www.youtube.com/watch?v=8qZcl6nEsRg
- Write *Notes* about what you notice about each performance. What do you like about them? Is there anything that you dislike? Which parts of the poem do they help you to notice?

3. Now for some writing

- Read *Writing Brief.* Imagine a fourth scene for Old Deuteronomy. Where might he sleep? What problems could he cause there? What will the villagers do?
- Write about your fourth scene carefully using relative clauses in some of your sentences. Use the *Relative Pronoun List* to help you.

Well done! Share your writing with a grown-up. Show them the features that you have included.

Try the Fun-Time Extras

- Make an illustration to match your new scene.
- Act out your scene.
- Find out about some of T.S. Eliot's other poems about cats.

Old Deuteronomy – Third Verse

Old Deuteronomy lies on the floor
Of the Fox and French Horn for his afternoon sleep;
And when the men say: "There's just time for one more,"
Then the landlady from her back parlour will peep
And say: "Now then, out you go, by the back door,
For Old Deuteronomy mustn't be woken -

I'll have the police if there's any uproar" -
And out they all shuffle, without a word spoken.
The digestive repose of that feline's gastronomy
Must never be broken, whatever befall:
And the Oldest Inhabitant croaks: "Well, of all . . .
Things. . . Can it be . . . really! . . . No!. . . Yes!. . .
Ho! Hi!
Oh, my eye!
My legs may be tottery, I must go slow
And be careful of Old Deuteronomy!"

by T.S. Eliot

Third Verse Questions

1. Where does Old Deuteronomy sleep this time?

2. What does the landlady do when he falls asleep in her pub?

3. What do you think 'digestive repose' might mean?

4. How does this verse fit the pattern of the other two verses?

Notes

T.S. Eliot reading

Cats the Musical

Writing Brief

Think of a fourth scene for Old Deuteronomy. Think about:

- Where he falls asleep
- Why this is comfortable for him
- Why this is inconvenient to others
- What people do to prevent him from being disturbed
- What ailment the Oldest Inhabitant feels this time

Write sentences to describe your scenario. Include:

- Relative pronouns, introducing relative clauses.
- Embedded relative clauses

Remember to use commas to keep the meaning clear.

Relative Pronouns List

who

which

where

when

whose

that

Where Old Deuteronomy slept next

Think of another place for Old Deuteronomy to sleep. What problems will he cause? What will the villagers do? What will the oldest inhabitant say?

Third Verse - ANSWERS

1. Where does Old Deuteronomy sleep this time?

In a pub called 'The Fox and French Horn'

2. What does the landlady do when he falls asleep in her pub?

She makes sure he is undisturbed. She sends customers away.

3. What do you think 'digestive repose' might mean?

It means a rest after a meal to help the body to digest the meal.

4. How does this verse fit the pattern of the other two verses?

The rhyme pattern is the same. The cat sleeps in a place which he finds comfortable but which is inconvenient to others. The villagers don't disturb him. The oldest villager says almost the same thing again.