Answer an objection

Learning Notes

First, explain how a specific repeated sound or a change of pace contributes to the mood.

Unit 1 / Hearing sound and pacing in a short poem

Read: 'Tick. Tap. / The empty room / waits for a name.' How does the opening shape the scene?

Read Tick. Tap. aloud. The full stops separate two tiny sounds; the blank space in your reading is part of the rhythm.

Your learning route

01 Hearing sound and pacing in a short poem p. 1
Listen to the stops •Connect pace and scene

02 Qualifying a claim with a contrast p. 2
Find the expected outcome •Change the shape after despite

03 Writing a letter that answers an objection p. 3
Take the objection seriously •Design a limited first step

Apply what you learned p. 4 Unit quiz p. 5 Check your practice p. 6

Name _____ Class _____

Date _____

01 Hearing sound and pacing in a short poem

Learning goal Explain how a specific repeated sound or a change of pace contributes to the mood.

Key idea

Read the line aloud. Locate the repeated sound, pause or cluster of short words. Describe what the reading does to your voice and connect that effect to the scene. Naming alliteration alone leaves the effect unexplained.

Worked example

Read: 'Tick. Tap. / The empty room / waits for a name.' How does the opening shape the scene?

1 **Listen to the stops** Read Tick. Tap. aloud. The full stops separate two tiny sounds; the blank space in your reading is part of the rhythm.

2 **Connect pace and scene** The room is empty, and the poem says it waits. Those isolated beats make us listen for what might happen next.

Worked answer Tick. Tap. uses two short, separated beats. The pauses make small sounds stand out in a quiet, expectant room.

Common mistake "The poem sounds nice because it has short words."

Check your thinking Name a sound or pause and connect it to the empty, waiting room. Nice alone gives no account of the effect.

Unit 1 • Guided practice

Read: 'Soft shoes slide / past the sleeping screen.' Explain the effect of one sound pattern.

Hint Quote a short fragment and say what the ear hears or the reader must do.

02 Qualifying a claim with a contrast

Learning goal Use although or despite accurately while preserving the result that actually occurred.

Key idea

Identify the surprising background and the actual result. Although introduces a clause with a subject and verb. Despite introduces a noun phrase or an -ing phrase. Avoid despite of, and do not add a second but after although.

Worked example

The file was large. It uploaded quickly. Join with despite.

1 **Find the expected outcome** A large file often takes longer to upload. Its quick upload supplies the contrast to preserve.

2 **Change the shape after despite** After despite, use a noun phrase like its large size. Keep a complete main clause for what actually happened.

Worked answer Despite its large size, the file uploaded quickly. Its large size is a noun phrase; the main clause keeps the actual outcome.

Common mistake "Despite the file was large, it uploaded quickly."

Check your thinking Despite takes a noun phrase or an -ing form here. With a full clause, use although instead.

Unit 2 • Guided practice

The hall was crowded. Everyone found a seat. Join using although.

Hint Check what follows the connector: a full clause or a noun phrase?

03 Writing a letter that answers an objection

Learning goal Support a recommendation and respond fairly to a stated objection.

Key idea

Say what you want the reader to do. Give a reason linked to the aim. Present the real objection in terms its supporter would recognise, then add a workable response. Repeating your opinion more loudly does not answer the concern.

Worked example

Write a short letter paragraph supporting a lunchtime repair table. It would save usable items, but volunteers worry about a long queue.

1 **Take the objection seriously** A queue costs volunteers time. A reply that only praises repairing things leaves their practical concern unanswered.
2 **Design a limited first step** Six bookable slots limit how many jobs can arrive. Explain how that measure supports the table without promising unlimited repairs.

Worked answer I support a lunchtime repair table because simple repairs could keep useful items out of the bin. Volunteers reasonably fear a long queue, so we could start with six bookable slots each Friday. The booking limit directly addresses the concern.

Common mistake “There will be no queue because the table is a good idea.”

Check your thinking The benefit gives students a reason to come and might increase demand. State how bookings or a cap will manage it.

Unit 3 • Guided practice

Support quiet reading at lunch. It offers a calm place, but some pupils need to discuss homework. Write to the student council.

Hint Can your final sentence explain how the objection would be handled?

Apply what you learned

Unit 1 • New context

Read "Drip. / Then nothing. / A hand waits on the latch."Explain one way the pacing creates tension.

Unit 2 • New context

The hall was noisy. The audience heard every word. Rewrite with despite.

Unit 3 • New context

Support a lunchtime book swap. Helpers fear sorting too many books at once. Write a response that addresses their concern.

Unit quiz

Instructions Work independently. Show your thinking, then hand your work to your teacher or parent.

Task 1

Read: 'Clank, clank, clank. / The last gate drops. / Beyond it, no reply.' How does the opening affect the mood?

Task 2

The model looked fragile. It supported the weight. Combine using despite.

Task 3

Recommend a walking group for new pupils. It could build friendships, but carers worry about the route. Write a letter paragraph.

Check your practice

Unit 1 Hearing sound and pacing in a short poem

Guided practice Soft shoes slide repeats soft s or sh sounds. The hushed sound suits someone moving quietly past a sleeper or a quiet screen.

Application The pause after Drip makes the silence feel longer. With a hand waiting on the latch, the reader expects the next sound or movement.

Unit 2 Qualifying a claim with a contrast

Guided practice Although the hall was crowded, everyone found a seat. A full clause follows although.

Application Despite the noise in the hall, the audience heard every word.

Unit 3 Writing a letter that answers an objection

Guided practice Please keep one lunchtime room for quiet reading so pupils have somewhere calm. Some pupils need to discuss homework, so leave the adjoining study room available for group work.

Application A book swap could give pupils new reading without extra cost. To keep sorting manageable, ask each pupil to bring one book and have one class visit each day.

Revisit a task Choose one task. Copy a clue or rewrite one part of your answer.