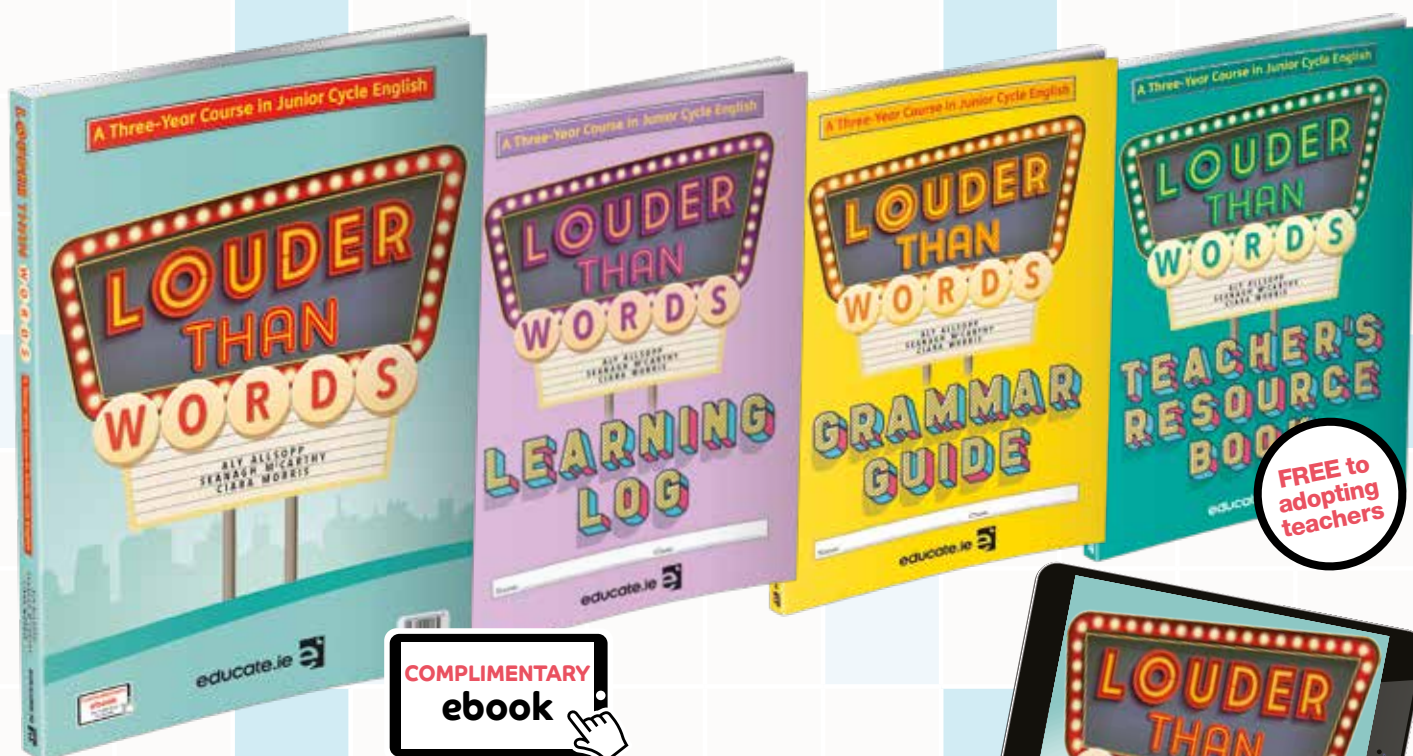


**NEW**

# LOUDER THAN WORDS

**THE CREATIVE, CURRENT AND CONCISE  
THREE-YEAR PACKAGE FOR JUNIOR CYCLE ENGLISH**



- 12 thematic units containing topical, stimulating texts
- Genre integrated and foregrounded in a dedicated 'Get to grips with ...' feature
- Innovative visual storytelling unit, with extracts from comics, graphic novels, manga and silent books
- Dedicated Studied Poet and Poetry Analysis sections
- Resources and supports for selecting and teaching texts from the upcoming prescribed list for exams 2024–26
- Assessment focused with past paper and exam-style questions and model answers

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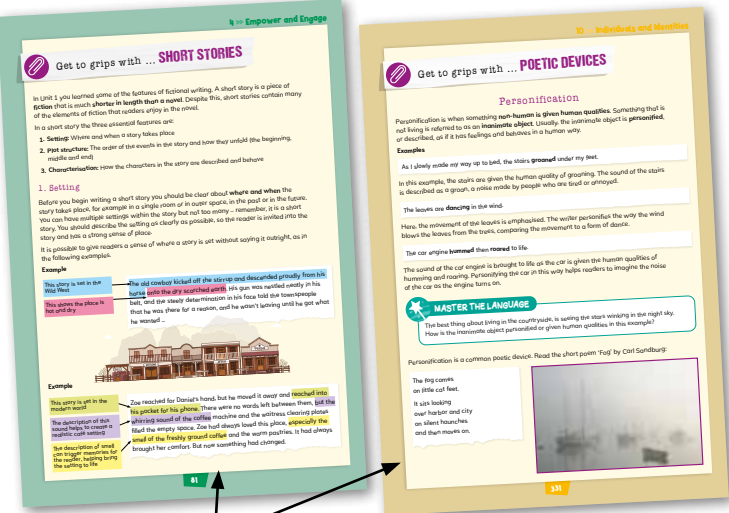
# TAKE A LOOK INSIDE!

## Units

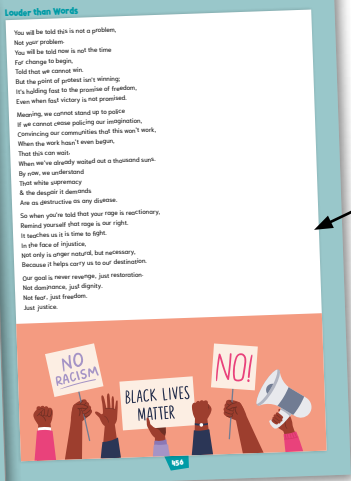
- Safe Spaces
- Consideration and Compassion
- Sense and Sustainability
- Empower and Engage
- Fast Forward
- Courageous Creativity
- Influence and Inform
- Truth and Trust
- Animated Adventures
- Individuals and Identities
- Power and Powerlessness
- Stand Up, Speak Out!



Each unit opens with a selection of **stimulus material** – including quotes, images, key words, statistics and facts – to engage students in productive conversation about the theme and promote oral communication skills.



Get to grips with ... sections introduce genres and devices. Definitions, examples and short tasks ensure understanding ahead of meeting features in a text.



Focus on contemporary texts by a diverse range of authors, including Amanda Gorman, Evan Placey, Sophia Thakur, Louise O'Neill, Nikesh Shukla, Jennifer Mathieu, Dean Atta, Simon Rich and Angie Thomas.



Contains a wide range of **literary and non-literary texts** – each extensively scaffolded with supporting questions, activities and supplementary texts for the comprehensive development of oral, reading and writing skills.







# LEARNING LOG

**1 Get to grips with ... FEATURES AND TERMS**

**Features**

| Genre          | Features/Format/Topic   | Language style   |
|----------------|---|--|
| Query entry    | <ul style="list-style-type: none"> <li>Detailed account of events</li> <li>Clear diary format</li> <li>Dates and references to place/time</li> <li>First person (personal pronoun 'I')</li> <li>Conversational tone</li> <li>First/second/third person</li> </ul>             | <ul style="list-style-type: none"> <li>Informal register</li> <li>First person (personal pronoun 'I')</li> <li>Conversational tone</li> <li>First/second/third person</li> </ul>                               |
| Review         | <ul style="list-style-type: none"> <li>Information, overview and recommendation</li> <li>Details, information and facts</li> <li>Personal opinion</li> </ul>  | <ul style="list-style-type: none"> <li>Persuasive language</li> <li>First person ('I')</li> <li>Summarised</li> </ul>  |
| Open letter    | <ul style="list-style-type: none"> <li>Clear</li> <li>Greeting</li> <li>Sign-off</li> <li>Address not required</li> </ul>   | <ul style="list-style-type: none"> <li>Informative</li> <li>Persuasive phrasing (threats or of genuine support)</li> </ul>   |
| Personal essay | <ul style="list-style-type: none"> <li>Clear purpose</li> <li>Introduction, main content and conclusion</li> <li>Thoughts, feelings, reflections and examples</li> <li>Information and facts (if applicable)</li> </ul>   | <ul style="list-style-type: none"> <li>First person (personal pronoun 'I')</li> <li>Personal experiences and anecdotes</li> <li>Thoughts, feelings, reactions and comments</li> <li>Reflective tone</li> </ul> |
| Online article | <ul style="list-style-type: none"> <li>Headline</li> <li>By-line</li> <li>Date</li> <li>Information ... facts, figures and statistics</li> <li>Quotation</li> <li>Time stamp</li> <li>Supporting features ... comments and feedback</li> <li>Links to social media</li> </ul> | <ul style="list-style-type: none"> <li>Objective (news)</li> <li>Subjective (features)</li> <li>Information style</li> <li>Interactive</li> <li>Event-driven</li> </ul>  |
| Email          | <ul style="list-style-type: none"> <li>Sender's email</li> <li>Recipient's email</li> <li>Subject</li> <li>Date</li> <li>Greeting</li> <li>Sign-off</li> </ul>  | <ul style="list-style-type: none"> <li>Persuasive</li> <li>Clear purpose</li> <li>Appropriate tone and register (formal or informal)</li> </ul>  |

Contains revision and retrieval tables for features and terms related to all genres.

**3 Fire Ahead with Assessment**

The skills you learn during your Junior Cycle English course are assessed in the following ways:

- Two Classroom-based Assessments, which you will prepare for and complete during lesson time.
- CBA 1: Oral Communication in Second Year
- CBA 2: Collection of the Student's Tests in Third Year
- An Assessment Task following CBA 2, which is worth 10% of your final mark in English
- A Final Assessment in the form of a written exam at the end of Third Year

In this section you will find out more about these forms of assessment and find advice on how to prepare for and tackle each one.

**CBA 1: Oral Communication**

CBA 1 examines your oral communication skills in the form of an individual or group presentation or other method of communication. Your oral communication should be approximately three minutes long.

**Completing CBA 1**

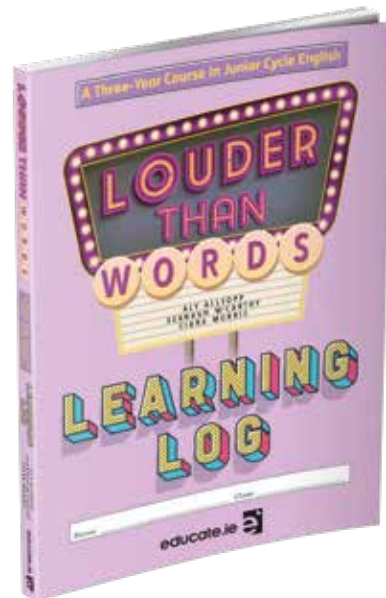
**Step 1: Select your topic**

A good place to start is to decide on a topic. This could be a person you are interested in, a hobby, an organisation or something you would like to research. Knowing what you want to speak about or present on will give you a topic for your research.

**When choosing a topic, think about the following questions:**

- Have you read any interesting books or graphic novels or seen any good films recently?
- Have you read or seen any interesting poems recently?
- Do you enjoy reading or writing poetry?
- Have you read any interesting biographies or about any interesting figures from history recently?
- Is there a story that has been in the news recently that you would like to know more about?
- Do you know any musical or special skills?
- Do you have a favourite hobby or sport that your classmates might be interested to find out about?
- Are you curious about the habits and behaviours of your customers? For example, how many people visit their local library, how many shop online, or which social media platform are the most common?
- Do you belong to a local community organisation or voluntary group that people would be interested to hear about?

A Fire Ahead with Assessment unit provides advice and ideas for Classroom-Based Assessment and Final Assessment, and includes sample Reflection Notes, model answers and additional original and past paper exam questions.



**10**

**GET CREATIVE**

Write a review of a film you have seen recently. The film you choose can be old or new. Share your honest opinion, praise and negative, about the film.

Imagine you have recently been to a drive-in cinema to see your up-time favourite film. Write a review of the whole experience.

**Title:** \_\_\_\_\_

**Director:** \_\_\_\_\_

**Beginning:** \_\_\_\_\_

**Endless story:** \_\_\_\_\_

**Age rating:** \_\_\_\_\_

**Overview:** \_\_\_\_\_

**Star rating:** ☆☆☆☆☆

**Recommendation:** \_\_\_\_\_

**30**

**GET CREATIVE**

Plan the setting of your short story.

**Where:** \_\_\_\_\_

**When:** \_\_\_\_\_

**What:** \_\_\_\_\_

**Sound:** \_\_\_\_\_

**Smell:** \_\_\_\_\_

**GET CREATIVE**

Outline the plot of your short story.

**Beginning:** \_\_\_\_\_

**Middle:** \_\_\_\_\_

**End:** \_\_\_\_\_

**50**

**2 Collect and Reflect**

**GET CREATIVE**

Imagine you are a reporter working for a London newspaper in 1958. The Globe Theatre has just opened and there is a buzz of excitement across the city. You have been asked to write a newspaper article about the opening of the Globe Theatre.

**THE OLD NEWS**

Write your article here:

Builds a collection of student texts in preparation for Classroom-Based Assessment 2.

**60**

**REFLECT ON IT**

Read the three student reflections on the extract from *Only Ever Yours* by Louise O'Neill on page 131 of your textbook.

Tick the reflection that you feel best captures your response to the following question: Do you agree that Louise O'Neill creates a frightening world for her readers in this story?

**How:** I would perfectly describe the world that the author creates in *Only Ever Yours* as a frightening world. The author describes the world that the inhabitants of the future live in as a world where all hope is lost and everything is a nightmare. It sounds like a horrible version of the future, where all hope is lost and everything is a nightmare.

**Setting:** I think that Louise O'Neill pays close attention to detail, imagining a terrifying future. She describes how the seas are drowning the drowned sea-living creatures, even to be seen again. This is truly frightening. In this world, there are no signs of beauty in the future. There are no animals or trees. I agree wholeheartedly that readers like me must feel utterly terrified reading about a world that is beyond repair.

**Tone:** I think that there are some signs of hope in the world that Louise O'Neill has created. While the world of *Only Ever Yours* is alarming, I am reminded of the fact that people are still alive. The narrator is a living person who is reacting to an apocalyptic world and has the ability to think for herself. She questions what she has been told. This suggests that there might be the chance for someone to make a difference. I would be intrigued to live in the place described but I really hope that the narrator can make a difference somehow.

Explain your choice:

Did this extract make you want to read the novel? Explain your answer:

**70**

**2 Collect and Reflect**

**REFLECT ON IT**

Reflect on the poem 'The Story Night' by Anne Sexton on page 173 of your textbook. The following prompts may help you.

- This poem made me think about...
- One line that stood out to me is...
- Can you imagine how the speaker felt when...
- I could imagine how the speaker felt when...
- This reminded me of...
- After I read it I was confused...
- The reason I would recommend this poem to someone else is...

**80**

**2 Collect and Reflect**

**REFLECT ON IT**

Reflect on your chosen task by answering the following questions.

What did you enjoy about this task?

What did you find most difficult about this task?

What would you do differently next time?

Tick the box if you are considering including this piece in your collection of work for CBA 2.

**REFLECT ON IT**

Reflect on Unit 6: *Comparative Creativity* by answering the following questions.

What do you think the message was in this unit?

What did you enjoy most about this unit?

What did you find most challenging about the unit?

Can you think of any other texts that you think would work well in this unit?

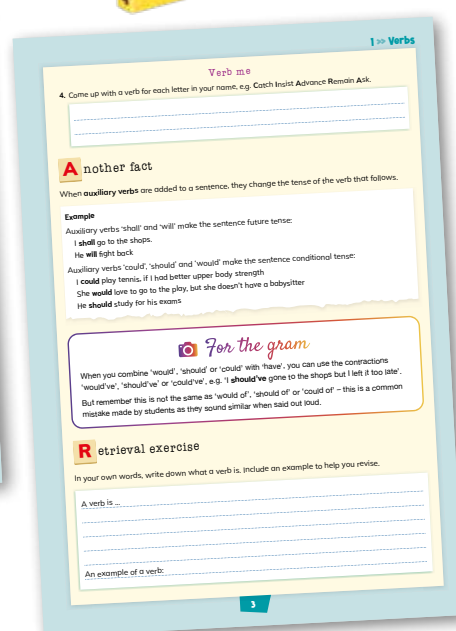
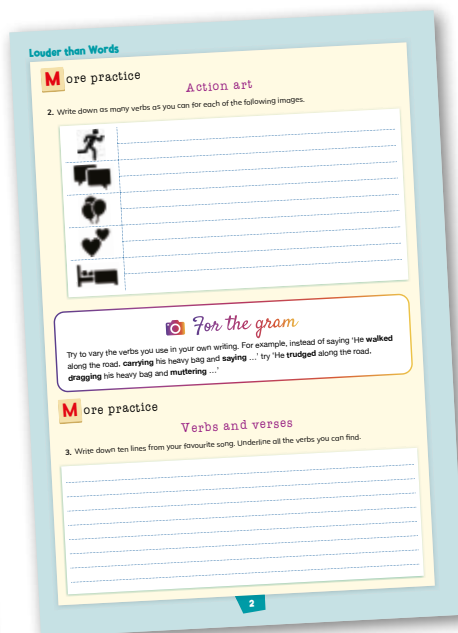
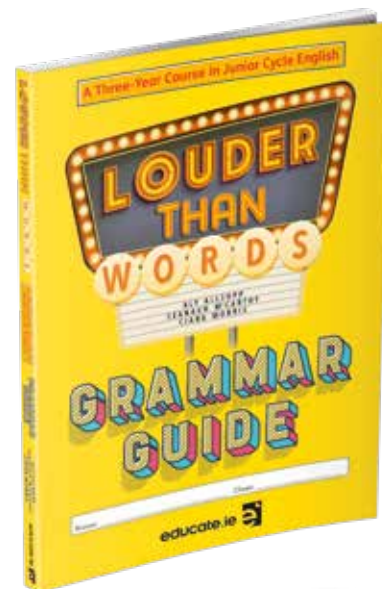
Includes space to reflect on texts, tasks and units in preparation for the Assessment Task.



# GRAMMAR GUIDE

Designed to help students identify the effects of grammar while reading and apply it correctly in their own writing, this standalone guide includes:

- Clear introductions to each grammar point
- Examples of each grammar point in action
- Practice and retrieval exercises
- Tips for avoiding common errors
- A 'Grammar at a glance' table

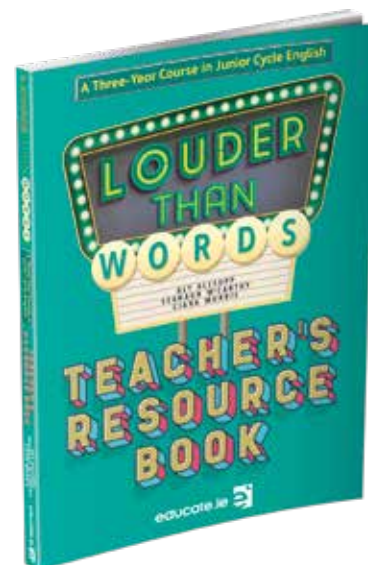


# TEACHER'S RESOURCE BOOK

- Clear information on the Junior Cycle English specification and assessment
- Planning support
- Additional resources and worksheets

## Digital resources

- Hosted multimodal texts
- Prescribed list 2024–26 resources
- Editable planning documents



# PACKAGE OVERVIEW

## For the student

- ✓ Textbook with complimentary ebook
- ✓ Learning Log
- ✓ Grammar Guide

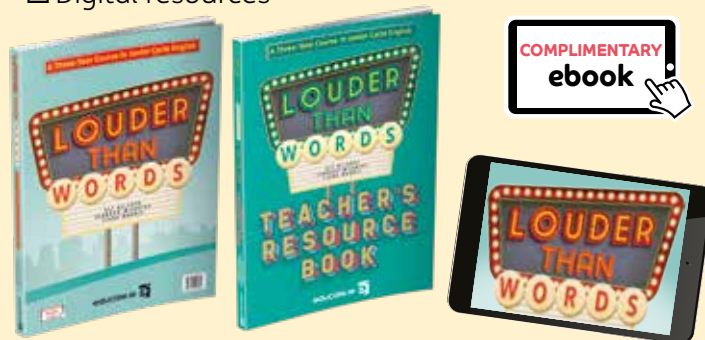
COMPLIMENTARY  
ebook



## For the teacher

- ✓ Textbook with complimentary ebook
- ✓ Teacher's Resource Book with complimentary ebook
- ✓ Digital resources

COMPLIMENTARY  
ebook



What  
reviewers have  
said about  
*Louder Than  
Words*

Original,  
extremely  
authoritative,  
and engaging  
throughout

Points the way forward

I love this work  
and it's unlike  
anything I've seen  
in a Junior Cycle  
book

Excellent  
analysis of key  
techniques

Provides a wide  
range of activities  
and assessments  
which will interest  
students

## ABOUT THE AUTHORS

**Aly Allsopp** teaches English to all levels at Tallaght Community School, Dublin and has worked as an examiner for the State Examinations Commission. She holds a B Ed in English and Education, a Masters in Contemporary Literature from the University of Winchester and a Masters in Children's and Young Adult Literature from Dublin City University.

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The author team behind the bestselling **KINGDOM** series and **ACE**

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