

STUDY PLAN - DISTANCE LEARNING

Teacher: Ms. Kankanika Dutta

Class and Section: YEAR 10 A

Subject: English Language (GCSE 9-1)

Week 1: 22nd March to 26th March. No. of lessons - 5

Week 2: 29TH MARCH – 2ND APRIL No. of lessons - 5

Student's access to Work: Work sent to students through Class Group Gmail or Google Classroom (email answers)/ Class English WhatsApp Group (Clear doubts)

Topic: Fiction and Non-Fiction

Overall Objectives:

Be able to summarise and synthesise key ideas in the narrative, exploring connections and a range of alternative impacts on the reader.

Understand how writers structure paragraphs to reflect a narrator's mood and voice, and to manage emphasis, pace and tone.

Be able to develop, sequence and link ideas effectively within a paragraph of critical writing.

RESOURCES: Anthology (Tier 4)

DATE	ACTIVITY
WEEK 1	22ND MARCH – 26TH MARCH
<p>23rd March 2020, Monday 1 lesson (period 3)</p>	<p>GENETICALLY ENGINEERING ‘ETHICAL’ BABIES IS A MORAL OBLIGATION, SAYS OXFORD PROFESSOR PAGE 63</p> <p><u><i>Lesson Objectives</i></u></p> <p>2.1.1: read and understand a range of non-fiction texts, including whole texts and unseen texts 2.1.2: critical reading and comprehension 2.1.3: summary and synthesis 2.1.4: evaluation of a writer’s choice of vocabulary, form, grammatical and structural features 2.2.2: write for impact</p> <p><u><i>Success Criteria:</i></u></p> <ul style="list-style-type: none"> • Be able to identify and explore patterns of vocabulary • Be able to identify how persuasive emphasis is conveyed by choice of noun phrases and verbs • Be able to express a precise response to a text through careful selection of vocabulary <p>READING:</p> <ul style="list-style-type: none"> • <i>Read and annotate the text.</i> • <i>Summarize and synthesize key ideas from the text. Complete Reading for meaning Worksheet.</i> • <i>Complete the activities on Reading for meaning worksheet 2, then use the Reading for meaning 2 interactive for reinforcement.</i>

<p>25th March,2020 Wednesday (2 Lessons) Period 7&8</p>	<p>GENETICALLY ENGINEERING ‘ETHICAL’ BABIES IS A MORAL OBLIGATION, SAYS OXFORD PROFESSOR PAGE 63</p> <p><u><i>Lesson Objectives</i></u></p> <p>1.1.1: read and understand a range of prose fiction, including unseen texts 1.1.2: critical reading and comprehension 1.1.3: summary 1.1.4: evaluation of a writer’s choice of vocabulary, form, grammatical and structural features 1.2.1: produce clear and coherent text 1.2.2: write for impact</p> <p><u><i>Success Criteria:</i></u></p> <ul style="list-style-type: none"> • Be able to identify and analyse the impact of patterns of vocabulary on the whole text and the reader • Be able to analyse how persuasive emphasis is conveyed by choice of noun phrases and verbs <p>READING:</p> <ul style="list-style-type: none"> • <i>Professor Savulescu attempts to persuade the reader of the positive impact of genetic engineering. Evaluate how successfully this is achieved. Support your views with detailed reference to the text.</i>
<p>26th March,2020 Thursday (2 Lessons) Period 7&8</p>	<p>GENETICALLY ENGINEERING ‘ETHICAL’ BABIES IS A MORAL OBLIGATION, SAYS OXFORD PROFESSOR PAGE 63</p> <p><u><i>Lesson Objectives</i></u></p> <p>1.2.1: produce clear and coherent text 1.2.2: write for impact</p>

	<p><u>Success Criteria:</u></p> <ul style="list-style-type: none"> • Be able to identify how persuasive emphasis is conveyed by choice of noun phrases and verbs • Be able to express a point of view, selecting noun phrases and verbs for persuasive emphasis <p>WRITING: <i>How does the writer of The Yellow Wallpaper use language and structure to reveal the narrator’s mood? Support your views with reference to the text.</i></p>
DATE	ACTIVITY
WEEK 2	29TH MARCH – 2ND APRIL
<p>30th March 2020, Monday</p> <p>1 lesson (period 3)</p>	<p>Notes from an author: Paul Rosolie Page 64</p> <p><u>Lesson Objectives</u></p> <p>2.1.2: critical reading and comprehension 2.1.4: evaluation of a writer’s choice of vocabulary, form, grammatical and structural features</p> <p><u>Success Criteria:</u></p> <ul style="list-style-type: none"> • Understand how language choice can convey thoughts and feeling. • Understand how the writer uses figurative language to explore unexpected and unusual experiences • Understand how the writer creates an impression of danger, threat or suffering using figurative language <p>Reading</p> <ul style="list-style-type: none"> • <i>Complete the Reading for Meaning Worksheet.</i> • <i>Complete activities on Reading for meaning worksheet 1. A Reading for meaning progress check presentation and Figurative language interactive provide extra support.</i>

<p>1st April,2020 Wednesday (2 Lessons) Period 7&8</p>	<p>Notes from an author: Paul Rosolie Page 64</p> <p><i>Lesson Objectives:</i></p> <p>1.1.1: read and understand a range of prose non-fiction, including unseen texts 1.1.2: critical reading and comprehension 1.1.4: evaluation of a writer’s choice of vocabulary, form, grammatical and structural features</p> <p><i>Success Criteria:</i></p> <ul style="list-style-type: none"> • Understand how language choice can convey tone and atmosphere • Understand how writers use figurative language to explore unexpected and unusual experiences <p>READING:</p> <p>Analyse how the writer uses language and structure to engage and interest the reader. (15 marks)</p>
<p>2nd April, 2020 Thursday (2 Lessons) Period 2&3</p>	<p>Notes from an author: Paul Rosolie Page 64</p> <p><i>Lesson Objectives:</i></p> <p>2.1.1: read and understand a range of non-fiction texts, including whole texts and unseen texts 2.1.2: critical reading and comprehension 2.1.3: summary and synthesis 2.1.4: evaluation of a writer’s choice of vocabulary, form, grammatical and structural features 2.1.5: compare texts</p> <p><i>Success Criteria:</i></p> <ul style="list-style-type: none"> • Understand how language choice can convey tone and atmosphere

- Understand how writers use figurative language to explore unexpected and unusual experiences
- Be able to express a point of view, selecting noun phrases and verbs for persuasive emphasis

WRITING:

Imagine you are the editor of National Geographic magazine. You are planning a follow-up article that describes the tribes of the Amazon rainforest. You want to be both factual and imaginative, conveying their lifestyles as well as the threats from the outside world.