

**STUDY PLAN - DISTANCE LEARNING**

**Name of Teacher: Ms Rosemary**

**Class and Section: YEAR 10 B**

**Subject: English Language (GCSE 9-1)**

**Week 1: 22<sup>nd</sup> March to 26<sup>th</sup> March. No. of lessons - 5**

**Week 2: 29<sup>TH</sup> MARCH – 2<sup>ND</sup> 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
<b>WEEK 1</b>	<b>22<sup>ND</sup> MARCH – 26<sup>TH</sup> MARCH</b>
<b>22nd March 2020, Sunday 1 lesson (period 3)</b>	<p><b>GENETICALLY ENGINEERING ‘ETHICAL’ BABIES IS A MORAL OBLIGATION, SAYS OXFORD PROFESSOR PAGE 63</b></p> <p><b><u>Lesson Objectives</u></b></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><b><u>Success Criteria:</u></b></p> <ul style="list-style-type: none"> <li>• Be able to identify and explore patterns of vocabulary</li> <li>• Be able to identify how persuasive emphasis is conveyed by choice of noun phrases and verbs</li> <li>• Be able to express a precise response to a text through careful selection of vocabulary</li> </ul> <p><b><i>READING:</i></b></p> <ul style="list-style-type: none"> <li>• <i>Read and annotate the text.</i></li> <li>• <i>Summarize and synthesize key ideas from the text. Complete Reading for meaning Worksheet.</i></li> <li>• <i>Complete the activities on <a href="#">Reading for meaning worksheet 2</a>, then use the <a href="#">Reading for meaning 2 interactive</a> for reinforcement.</i></li> </ul>

<p>24<sup>rd</sup> March,2020 Tuesday (1 Lesson) Period 5</p> <p>25<sup>rd</sup> March,2020 Wednesday (1 Lesson) Period 3</p>	<p><b>GENETICALLY ENGINEERING ‘ETHICAL’ BABIES IS A MORAL OBLIGATION, SAYS OXFORD PROFESSOR PAGE 63</b></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"> <li>• Be able to identify and analyse the impact of patterns of vocabulary on the whole text and the reader</li> <li>• Be able to analyse how persuasive emphasis is conveyed by choice of noun phrases and verbs</li> </ul> <p><b>READING:</b></p> <ul style="list-style-type: none"> <li>• <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></li> </ul>
<p>26<sup>th</sup> March,2020 Thursday (2 Lessons) Period 1&amp;2</p>	<p><b>GENETICALLY ENGINEERING ‘ETHICAL’ BABIES IS A MORAL OBLIGATION, SAYS OXFORD PROFESSOR PAGE 63</b></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><b><u>Success Criteria:</u></b></p> <ul style="list-style-type: none"> <li>• Be able to identify how persuasive emphasis is conveyed by choice of noun phrases and verbs</li> <li>• Be able to express a point of view, selecting noun phrases and verbs for persuasive emphasis</li> </ul> <p><b>WRITING:</b>  <i>How does the writer of <b>The Yellow Wallpaper</b> use language and structure to reveal the narrator’s mood? Support your views with reference to the text.</i></p>
<b>DATE</b>	<b>ACTIVITY</b>
<b>WEEK 2</b>	<b>29<sup>TH</sup> MARCH – 2<sup>ND</sup> APRIL</b>
<p><b>29th March 2020, Sunday</b></p> <p><b>1 lesson (period 3)</b></p>	<p><b>Notes from an author: Paul Rosolie Page 64</b></p> <p><b><u>Lesson Objectives</u></b></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><b><u>Success Criteria:</u></b></p> <ul style="list-style-type: none"> <li>• Understand how language choice can convey thoughts and feeling.</li> <li>• Understand how the writer uses figurative language to explore unexpected and unusual experiences</li> <li>• Understand how the writer creates an impression of danger, threat or suffering using figurative language</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• <i>Complete the Reading for Meaning Worksheet.</i></li> <li>• <i>Complete activities on <a href="#">Reading for meaning worksheet 1</a>. A <a href="#">Reading for meaning progress check presentation</a> and <a href="#">Figurative language interactive</a> provide extra support.</i></li> </ul>

<p>31<sup>th</sup> March,2020 Tuesday (1 Lesson) Period 5</p> <p>1<sup>st</sup> April, 2020 Wednesday (1 Lesson) Period 3</p>	<p><b>Notes from an author: Paul Rosolie Page 64</b></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"> <li>• Understand how language choice can convey tone and atmosphere</li> <li>• Understand how writers use figurative language to explore unexpected and unusual experiences</li> </ul> <p><b>READING:</b></p> <p><b>Analyse how the writer uses language and structure to engage and interest the reader. (15 marks)</b></p>
<p>2<sup>nd</sup> April, 2020 Thursday (2 Lessons) Period 1&amp;2</p>	<p><b>Notes from an author: Paul Rosolie Page 64</b></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"> <li>• Understand how language choice can convey tone and atmosphere</li> </ul>

- 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.***