

**STUDY PLAN - DISTANCE LEARNING**

**Name of Teacher : Mrs.Samra Rana**

**Class and Section: YEAR 11 A**

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

**Week 1: 22<sup>nd</sup> March to 26<sup>th</sup> March. No. of lessons - 4**

**Week 2: 29<sup>TH</sup> MARCH – 2<sup>ND</sup> APRIL No. of lessons - 4**

**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 6)**

DATE	ACTIVITY
<b>WEEK 1</b>	<b>22<sup>ND</sup> MARCH – 26<sup>TH</sup> MARCH</b>
<b>23<sup>rd</sup> March</b> <b>2020,</b> <b>Monday</b> <b>1 lesson</b> <b>(period 1)</b>	<b>THE YELLOW WALLPAPER Page 90</b>  <u><i>Lesson Objectives</i></u> 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 <u><i>Success Criteria:</i></u> <ul style="list-style-type: none"> <li>• Analyse in some detail how the writer’s selection of narrative events manipulates the reader’s response</li> <li>• Understand how writers use tense and viewpoint to position the reader and manage their response</li> </ul> <i>Read and annotate the text</i> <i>Summarize and synthesize the text looking for main ideas.</i>
<b>24<sup>th</sup></b> <b>March,2020</b> <b>Tuesday</b> <b>(1 Lesson)</b> <b>Period 5</b>	<b>THE YELLOW WALLPAPER Page 90</b>  <u><i>Lesson Objectives</i></u> 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

	<p>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  <u><b>Success Criteria:</b></u></p> <ul style="list-style-type: none"> <li>• Analyse in some detail how the writer’s selection of narrative events manipulates the reader’s response</li> <li>• Understand how writers use tense and viewpoint to position the reader and manage their response</li> </ul> <p><b>1. (a) What kind of illness does the writer suggest the narrator is suffering from? Read carefully through the text again, underlining and annotating any relevant evidence to support your diagnosis.</b>  <b>(b) Summarise your diagnosis and supporting evidence in one or two sentences.</b></p> <p><b>2. (a) What impressions does the writer give you of John, the narrator’s husband, and of Jennie, his sister, who acts as their housekeeper?</b>  <b>(b) How might different readers respond differently to John’s treatment of his wife? Write two or three sentences explaining your ideas.</b>  <b>(c) Why do you think the writer decided to make John a doctor rather than, for example, a wealthy businessman or a farmer? Write one or two sentences explaining your ideas.</b></p> <p><b>3. In what ways does the narrator’s response to her husband influence your response to her? How might other readers respond differently? Write two or three sentences explaining your ideas.</b></p>
<p><b>24<sup>th</sup>  March,2020  Tuesday  (1 Lesson)  Period 6</b></p>	<p><b>THE YELLOW WALLPAPER Page 90</b></p> <p><u><b>Lesson Objectives</b></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</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>Analyse in some detail how the writer’s selection of narrative events manipulates the reader’s response</li> <li>Understand how writers use tense and viewpoint to position the reader and manage their response</li> </ul> <p><b>READING:</b>  <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>
<p><b>26<sup>th</sup> March,2020</b>  <b>Thursday</b>  <b>(1 Lesson)</b>  <b>Period 1</b></p>	<p><b>THE YELLOW WALLPAPER Page 90</b></p> <p><b><u>Lesson Objectives</u></b></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</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>Able to write for impact</li> </ul> <p><b>WRITING (images will be attached in the Google classroom)</b>  <b>Look at the images provided.</b>  <b>Write about an experience in which someone jumped to the wrong conclusion.</b>  <b>Your response could be real or imagined.</b>  <b>You may wish to base your response on one of the images.</b>  <b>* Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.</b>  <b>40 marks</b></p>

DATE	ACTIVITY
WEEK 2	29 <sup>TH</sup> MARCH – 2 <sup>ND</sup> APRIL
<p>30<sup>th</sup> March 2020, Monday 1 lesson (period 1)</p>	<p><b>I KNOW WHY THE CAGED BIRD SINGS PAGE 91</b></p> <p><i><u>Lesson Objectives</u></i></p> <p>2.1.1: read and understand a range of non-fiction texts, including whole texts and unseen texts</p> <p>2.1.2: critical reading and comprehension</p> <p>2.1.3: summary and synthesis</p> <p>2.1.4: evaluation of a writer’s choice of vocabulary, form, grammatical and structural features</p> <p><i><u>Success Criteria:</u></i></p> <ul style="list-style-type: none"> <li>• Be able to explore the writer’s intention and analyse how key ideas are presented</li> <li>• Be able to analyse in some detail how the writer’s choice of whole text structure, paragraph and sentence structure and vocabulary supports the writer’s intention</li> </ul> <p><i><b>Reading</b></i> <i>Analyse how the writer uses language and structure to interest and engage readers.</i> <i>Support your views with detailed reference to the text.</i> <i>15 marks</i></p>
<p>31<sup>st</sup> March, 2020 Tuesday (1 Lesson)</p>	<p><b>EVOLUTION OF A TEENAGER Page 92-93</b></p> <p><i><b>Lesson Objectives:</b></i></p> <p>2.1.1: read and understand a range of non-fiction texts, including whole texts and</p>

<p><b>Period 5</b></p>	<p>unseen texts</p> <p>2.1.2: critical reading and comprehension</p> <p>2.1.3: summary and synthesis</p> <p>2.1.4: evaluation of a writer’s choice of vocabulary, form, grammatical and structural features</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• Be able to explore the writer’s intention and analyse how key ideas are presented</li> <li>• Be able to analyse in some detail how the writer’s choice of whole text structure, paragraph and sentence structure and vocabulary supports the writer’s intention</li> </ul> <p><i>1. Why do you think the writers of this report chose the name ‘Generation Citizen’ for the generation born between 1995 and 2001? Write one or two sentences explaining your ideas. 2. Which generation is presented as having the most positive characteristics? Why do you think the writers have made this choice? Write two or three sentences, comparing two or more generations to explain your ideas.</i></p> <p><i>3. Look at all the reasons why people work and what they hope to achieve from it in lines 24–48. What can you infer about how teenagers have changed over the last 100 years? Write two or three sentences to explain your ideas.</i></p> <p><i>4. Look closely at the events and changes in society over the century on which this survey focuses. Can you draw any conclusions about the impact these had on teenagers’ hopes, fears, intentions and ambitions? Write three or four sentences explaining your ideas.</i></p>
<p><b>31<sup>st</sup> March, 2020 Tuesday</b></p>	<p><b>I KNOW WHY THE CAGED BIRD SINGS PAGE &amp; EVOLUTION OF A TEENAGER</b></p>

<p><b>(1 Lesson) Period 6</b></p>	<p><b><i>Lesson Objectives:</i></b></p> <p>2.1.1: read and understand a range of non-fiction texts, including whole texts and unseen texts</p> <p>2.1.2: critical reading and comprehension</p> <p>2.1.3: summary and synthesis</p> <p>2.1.4: evaluation of a writer’s choice of vocabulary, form, grammatical and structural features</p> <p>2.1.5: compare texts</p> <p><b><i>Success Criteria:</i></b></p> <ul style="list-style-type: none"> <li>• Be able to identify and explore specific similarities and differences in two texts, supported with a range of evidence synthesised from both</li> <li>• Be able to explore and develop a comparison of two texts beyond similarities and differences through inference and analysis, supported with a range of evidence synthesised from both</li> </ul> <p><b><i>Comparison Questions 7a&amp;7b</i></b></p> <p><b><i>Exam-style question:</i></b></p> <p><b><i>7a. The two texts describe a sense of commitment to achieve. How are Maya Angelou and The NCS report similar? (6 Marks)</i></b></p> <p><b><i>7b. Compare how the writers of Text 1 and Text 2 present the ideas and opinions about ambition? (14 Marks)</i></b></p>
<p><b>2<sup>nd</sup> April, 2020 Thursday (1 Lesson) Period 1</b></p>	<p><b><i>Lesson Objectives:</i></b></p> <p>2.1.1: read and understand a range of non-fiction texts</p> <p>2.1.2: identify and interpret themes, ideas and information</p> <p>2.1.4: analyse and evaluate how form and structure contribute to the effectiveness and impact of a text</p> <p>2.2.2: select, organise and emphasise facts, ideas and key points</p>

***Success Criteria:***

- Able to write a by adding suitable details appropriately.
- Able to use linguistic devices effectively to achieve the desired tone.
- Able to structure the points appropriately to appeal the audience

***WRITING TASK***

***A national newspaper has invited teenagers to write an article about their hopes and ambitions for the future.***

***Write your article. (40 Marks)***