

STUDY PLAN - DISTANCE LEARNING

Name of the Teacher: Keenan Pimenta

Class and Section: YEAR 9C

Subject: ENGLISH LANGUAGE

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

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

Student's access to Work: Work sent to students through **GOOGLE CLASSROOM**

Topic: The Hound of the Baskervilles by Sir Arthur Conan Doyle -19th Century Fiction (Week 1 Lesson 1 and 2)

INFORMATION GUIDE- Emergency Evacuation Safety Guide (Week 1 Lesson 4)

TEXT-1

LIFE IN AN INDIAN VILLAGE, AN EXCERPT FROM **THROUGH BROWN EYES** BY PRAFULLA MOHANTI

TEXT-2

WALT DISNEY AND HIS MAGIC KINGDOM BY VIR SANGHVI (Week 2 Lesson 1, 2 and 3)

COMPARISON OF AUTOBIOGRAPHY AND SPEECH- Black Man in a White Man's Court and I Know Why the Caged Bird Sings

(Week 2 Lesson 4)

Overall Objectives:

AO1: Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.

AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.

AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.

AO4: Evaluate texts critically and support this with appropriate textual references.

Learning Objective (L.O.): is given for each lesson

Success Criteria (S.C): - is given for each lesson

RESOURCES:

The Hound of the Baskervilles by Sir Arthur Conan Doyle -19th Century Fiction (Week 1 Lesson 1 and 2)

Information guide

Emergency Evacuation Safety Guide (Week 1 Lesson 4)

Travel writing

TEXT-1

LIFE IN AN INDIAN VILLAGE, AN EXCERPT FROM THROUGH BROWN EYES BY PRAFULLA MOHANTI

TEXT-2

WALT DISNEY AND HIS MAGIC KINGDOM BY VIR SANGHVI

WORKSHEET BASED ON THE TWO TEXTS. (Week 2 Lesson 1, 2 AND 3)

Autobiography and Speech

Black Man in a White Man's Court and I Know Why the Caged Bird Sings

DATE	ACTIVITY
WEEK 1	22 ND MARCH – 26 TH MARCH – Reading and Writing
22 nd March 2020, Sunday 9C (Boys) 1 st period	Lesson 1 <u>L.O:</u> - Read and annotate the text Identify the <u>key ideas</u> from the text and interpret the <u>Writer's purpose</u> . Make notes in your Note book and if possible scan and attach -Google classroom

9C(Boys)
(2nd period)

Read the extract **The Hound of the Baskervilles by Sir Arthur Conan Doyle - 19th century Fiction** and annotate key ideas

You will identify the following features:

- Emotive Language
- Descriptions of the settings and characters.
- The use of dialogues
- Sentence structure. Etc

Success Criteria:

I can understand that writers select ideas and events to manipulate the reader's response

Lesson 2

L.O: -

Analyse the **language techniques** used by writer to achieve the purpose and effect

Question: Write the answer on A4 paper and if possible attach it in Google classroom – Don't forget to add your name, class and section!

Re-read The Hound of the Baskervilles by Sir Arthur Conan Doyle and answer the following questions

1. From lines 3 to 5, identify a phrase which tells that the dining room was well lit.(1 mark)
2. From lines 8 to 14, give two details showing that the fog was getting thicker. (2 marks)
3. Re-read lines 1 to 14. Analyse how the writer has used language and structure to interest and engage the readers.(6 marks)

SUCCESS CRITERIA:

I can analyse the important techniques used by the writer to set up the tone and mood

<p>24th March,2020 Tuesday</p> <p>9C (Boys) (5th period)</p>	<p>Lesson 3</p> <p><u>L.O:</u> - Plan imaginative writing and develop ideas to suit a specific audience.</p> <p>Write about a time in your life when you were disappointed or let down by somebody. Your response could be real or imagined. In your response you should consider:</p> <ul style="list-style-type: none"> • what the experience was • the people involved • how this made you feel as well as any other ideas you might have. <ul style="list-style-type: none"> • You will receive marks for spelling, punctuation and grammar. You should make sure you: <ul style="list-style-type: none"> check the spelling of words you have used try to use varied punctuation such as question marks, exclamation marks, semicolons and commas try to use different types of sentence such as questions, commands, exclamations, short sentences. <p>SUCCESS CRITERIA:</p> <ul style="list-style-type: none"> • I can use a typical story structure, such as Exposition–Conflict–Climax–Resolution effectively • I can use wide range of ideas to engage my reader from the very opening of the story • I can create a satisfying ending
<p>25th March,2020 Wednesday</p>	<p>Lesson 4</p> <p>L.O. Read the Guide and analyse language and structural features used by the writer</p>

9C (Boys)
(1st period)

Task 1:

Question: Write the answer on A4 paper

Read the Guide and analyse the following aspects.

- a. What is its purpose? Comment on the perspective of writer.(objective or subjective)
- b. Who is the Audience?
- c. What language features are used? Comment on their purpose and effect.
- d. What Structural Features are used? Comment on their purpose and effect.

Task 2:

1. Look for the guides online or in magazines and newspaper. e.g. a travel guide, a booklet for a device, a leaflet informing about a group and how it works, How To guides, How It Works, blogs, websites etc
2. Analyse the chosen text by looking at the following aspects:
 - a. What is its purpose? Comment on the perspective of writer.
(objective or subjective)
 - b. Who is the Audience?
 - c. What language features are used? Comment on their purpose and effect.
 - d. What Structural Features are used? Comment on their purpose and effect.

Analysis question

How does the writer use **language and structure** to interest and engage readers?

In your answer you should comment on:

- the vocabulary the writer uses
- the sentence structures the writer uses
- the use of other language and structure features.

You must give examples from the text to support your answer **(15 marks)**

S.C.-

- I can explain the purpose and effect of some linguistic devices on the audience, with *examples*
- I can explain the use of some structural features with *examples*

	<ul style="list-style-type: none"> I can analyse how language and structure helped the writer to create a specific tone and achieve the purpose
9C (Boys) (2nd period)	<p>Lesson 5</p> <p>L.O: To gather and select relevant and effective vocabulary when planning and writing a text.</p> <p>Question: <u>Write the answer on A4 paper</u></p> <p>Write an Opinion Article on the 'Effects of Globalization'. You have to: Choose a point of view.</p> <ul style="list-style-type: none"> Persuade the audience subtly. (Use persuasive techniques, modal verbs, conditionals, 2nd person pronouns, Negative/Positive Vocabulary, hyperbole) Provide Arguments in favour of your point by maintaining the objectivity intact (support with facts, statistics). Maintain the credibility by providing the counter argument. <p>S.C I can use a range of sentence structures for clarity, purpose and effect, with accurate punctuation.</p>

DATE	ACTIVITY
WEEK 2	29th MARCH – 2nd APRIL - Reading and Writing
29th March 2020 Sunday	Lesson 1,2 and 3 L.O: - <ul style="list-style-type: none"> Analyse and use literary and rhetorical techniques Analyse how texts are shaped by audiences preferences and opinions

9C (Boys)
(1st and 2nd
period)

READING- Make notes in your Note book

TEXT-1

Life in an Indian Village, an excerpt from Through Brown Eyes by Prafulla Mohanti

TEXT-2

Walt Disney and his Magic Kingdom by Vir Sanghvi

Read the two texts, determine their genres and explore the following points:

- Analyse the linguistic features by explaining the purpose and effect on audience.
- Try to locate details which help determine the genres.
- Highlight the key ideas presented in the two

Question: Write the answer on A4 paper

1. From lines 7 - 11, give one word or phrase that suggests River Birupa is important for the villagers. (1 mark)
2. From lines 7 to 14, the writer uses language to show how the river changes according to weather. Give two examples of how language is used to show the changes. (2 marks)
3. In lines 23-36, the writer uses language to show how the villagers value living in joint families. Give one example of how language is used to show the value.(2 marks)
4. How does the writer use language and structure to interest and engage readers?

In your answer you should comment on:

- the vocabulary the writer uses
- the sentence structure the writer uses
- the use of other language and structure features.

You must give examples from the text to support your answer. (15 marks)

5. From lines 16 to24, identify two details that show Walt Disney is a famous person.

You may use your own words or quotations from the text.

6. In Text 2, the writer is commenting on Walt Disney, the creative businessman.

Evaluate how successfully this is achieved.

In your answer you should:

- * write about ideas, events, themes or settings in the text
- * give your opinion on how well these show the businessman
- * include examples from the text to support your answer. **(15 marks)**

7. (a) The two texts show the points of view of an author and a businessman. What similarities do the two individuals share in these extracts?

Use evidence from both texts to support your answer. (6 marks)

7. (b). Compare how the writers of Text 1 and Text 2 present their ideas and perspectives about the experiences they have.

In your answer you should:

- Consider a range of comparisons.
- Include references to theme, language and /or structure
- Include examples from the text to support your points (14)

Success Criteria:

- Comment on the main idea and purpose.
- Comment on the theme
- Can compare the two texts and explain some differences by focussing on ideas, theme, tone, events.

<p>31st March, 2020 Tuesday</p> <p>9C (Boys) (5th period)</p>	<p>Lesson 4 L.O.</p> <ul style="list-style-type: none"> • Understand to draw a comparison of themes, ideas, tone etc. • Understand to draw a comparison the linguistic devices used in the two texts • Understand to draw a comparison of the structure. <p>Comparison of Autobiography and Speech. Question: <u>Write the answer on A4 paper</u></p> <p>Q: 7b) Compare how the writers of Text 1 and Text 2 present their ideas and perspectives about their experiences in life. Support your answer with detailed reference to the texts. (14 marks)</p> <p>S.C. –</p> <ul style="list-style-type: none"> • The response considers a range of comparisons between the Texts including multiple aspects of the texts • Effective explanation of how writers’ ideas and perspectives can be compared. • Explanation of how themes can be compared • Explanation of how Language and structure structural features can be compares • <input type="checkbox"/> The selection of references is appropriate and relevant to the points being made.
<p>1st April, 2020 Wednesday</p> <p>9C (Boys) (1st period and 2nd period)</p>	<p>Lesson 5 L.O:</p> <ul style="list-style-type: none"> • Organizes material for particular effect, with effective use of tone, style and register • Manages information and ideas, with structural and grammatical features <p>Question: <u>Write the answer on A4 paper</u></p>

Write an **article** for a Youth magazine about the place you grew up in.

In your article, you should consider:

- which place and where
- interesting facts or information about the place
- who are the people involved
- what the positives and negatives of the place are

as well as any other ideas you might have.

You **do not** have to include features of layout like columns or pictures, but you should use features that will help organise your article.

* You will receive marks for spelling, punctuation and grammar.

You should make sure you :

- check the spelling of words you have used
- try to use varied punctuation such as question marks, exclamation marks, semicolons, commas
- try to use different types of sentences such as questions, commands, exclamations, short sentences.

Marking criteria:

range and relevance of informative ideas; awareness of purpose and audience; coherent organisation of ideas appropriate to form

_____ / 24

appropriate use of vocabulary; accuracy of spelling, punctuation, grammar, sentence structure

_____ / 16

Total marks

_____ / **40**

S.C

- Communicate ideas, information, thoughts and feelings effectively.
- Show awareness of purpose and intended reader.
- Develop and connect the ideas.

