

**YEAR 10 ENGLISH LANGUAGE**      **WEEK 2- LESSON PLAN for DISTANCE LEARNING**

**Teacher:** Mrs. Aurine

**Class and Section:** YEAR 10A/E

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

**Week 2:** 6<sup>th</sup> to 10<sup>th</sup> September 2020

**No. of Sessions:** 5 sessions  
(Zoom = 4; Asynchronous = 1)

**Students' Access to Work:** Work sent to students through Google Classroom

**Topic:** Revision of reading and analytical writing skills in Fiction and Non Fiction texts

**RESOURCES:**

Extract 1- Dracula by Bram Stoker

Extract 2- A Killer Vacation by James

Movie clip- The Sandman 1992

Two short openings

ACTIVITY
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6 <sup>th</sup> – 10 <sup>th</sup> September 2020
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***Zoom Session 1 and 2***

**Lesson Objectives**

- To revise the elements of the Gothic Literature genre
- To read for meaning
- To analyse the effects of the writer's choices of language and structure
- To select a range of textual detail
- To understand the use of symbolism in the extract

**Success Criteria:**

- Students will be able to focus on elements of Gothic genre, infer ideas and information about events and characters with textual evidence.
- Students will be able to discuss their answers to demonstrate their knowledge and understanding of the main events and characters in the extract.
- Students will be able to analyse the use of language and structure in the extract.
- Students will be able to infer how characters may be linked to certain themes and ideas.

### Learning Outcome:

- Students share their knowledge on the gothic genre
- Students will use textual references, including quotations, to support interpretations.
- Students analyse the language, form, and structure used by a writer to create meanings and effects.

### **Task-1**

- **STARTER:** What is Gothic Literature?
- What do you know about the Gothic *genre*? Create a spider diagram of word associations with 'gothic'
- What are your fears or *phobias*?
- When you think 'scary', what elements come to mind?

Watch the clip **The Sandman**.

While watching, **take notes** on examples of Gothic conventions at work.

### **Discuss**

What Gothic conventions were used by the short film?

### **Research work- 5min**

Biography and context-Dracula by Bram Stoker

### **Read the extract and annotate**

#### **Discussion question:**

1. Identify two details from the first paragraph which show the setting.
2. Read paragraph two. What is the significance of the driver's characterization  
Or
3. How does Jonathan Harker describe the driver that meets him at the Courtyard?
4. What did the author notice about the driver?
5. How does the atmosphere that is described foreshadow that something bad is going to happen?
6. How has the writer used language and structure to build an atmosphere of mystery?
7. Discuss the use of punctuation.

### **Plenary:**

- Ask students to comment upon effective use of descriptive language with evidence.

## **Zoom Session 3 and 4**

### **Literary Non-fiction:**

#### **Learning Objectives:**

- To understand setting, main ideas, events, characters
- To explore the author's craft used in literary non-fiction
- To analyse language and consider how the writer's language contributes to the overall effect on the reader.
- To evaluate the writer's key purpose and which themes and ideas are most central to their purpose

### **Success Criteria:**

**Students will be able;**

- To read an extract and comprehend it.
- To cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- To determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- To analyze the impact of a specific word choice on meaning and tone.
- To evaluate how writer's viewpoint is managed and established across a whole text

**Learning Outcome:**

- Students critically evaluate the text in a detailed way
- Students offer examples from the extract to explain views convincingly
- Students analyse the effects of a range of writer's choices
- Students will select a range of relevant quotations to validate views

**Task:**

Read the extract and discuss the questions

1. What is the effect of use of capital letters in the opening paragraph?
2. What did the people say about the dead chambermaid's nature? Identify any two words.
3. What is the hotel compared to in the last paragraph?
4. Who was Mrs. Wilson?
5. The writer tries to describe the Stanley Hotel in this extract. Evaluate how successfully he has done it.

**Plenary:**

Revise

**Asynchronous Session: Lesson 5**

**Learning Objectives:**

- To read and analyse the use of language to create a gothic effect.
- To write imaginatively using powerful, descriptive language.
- To select range of vocabulary to create effect on the reader.

**Success Criteria:**

- Students will be able to explain the emotion in the extract.
- Students will write effectively and coherently using Standard English appropriately
- Students will use grammar correctly, punctuate and spell accurately

**Learning Outcome:**

- Students will analyse language and structural features used in the extract.
- Students will justify their views with relevant details from the extract
- Students will use ambitious vocabulary to describe the house

Task-1 –Read, identify and explain four language features used in the next two openings – which opening do you prefer and why?

I knew I was too late. In the moonlight coming from the open window, Jane was draped over the bed in the centre of the room. Robed in a beautiful white gown, her head and arm hung peacefully over the table's edge, but blood had soaked into her outer robe. Her face and neck had a corpse-like paleness. On her body sat a mean and triumphant demon, his grinning shadow printed grimly on the red curtains behind.

As I entered the room the moon came out from behind the clouds and flooded the room with a pale, white light. Sarah was lying on the table. She was stretched out, wearing a long, white robe. My heart thumped because she looked dead. Her head was hanging over the edge of the table and one arm was dangling.

### Task-2

Imagine you are walking on a quiet country road. You are on your own and lost. You suddenly come across a large, very old, empty-looking house and you wonder whether to knock and ask for help.

Write down at least ten adjectives to describe the house to make it sound scary.  
When you are done that, try making up five similes to describe the house.

### Extract 1

#### Dracula by Bram Stoker

#### Jonathan Harker's Journal Continued 5 May. -

I must have been asleep, for certainly if I had been fully awake I must have noticed the approach of such a remarkable place. In the gloom the courtyard looked of considerable size, and as several dark ways led from it under great round arches, it perhaps seemed bigger than it really is. I have not yet been able to see it by daylight.

When the caleche stopped, the driver jumped down and held out his hand to assist me to alight. Again I could not but notice his prodigious strength. His hand actually seemed like a steel vice that could have crushed mine if he had chosen. Then he took my traps, and placed them on the ground beside me as I stood close to a great door, old and studded with large iron nails, and set in a projecting doorway of massive stone. I could see even in the dim light that the stone was massively carved, but that the carving

had been much worn by time and weather. As I stood, the driver jumped again into his seat and shook the reins. The horses started forward, and trap and all disappeared down one of the dark openings. I stood in silence where I was, for I did not know what to do. Of bell or knocker there was no sign. Through these frowning walls and dark window openings it was not likely that my voice could penetrate. The time I waited seemed endless, and I felt doubts and fears crowding upon me. What sort of place had I come to, and among what kind of people? What sort of grim adventure was it on which I had embarked? Was this a customary incident in the life of a solicitor's clerk sent out to explain the purchase of a London estate to a foreigner?

## **Extract 2**

A Killer Vacation by James Parker (**Hotel Reviews**)

SHE WILL NOT show herself, the long-dead chambermaid. For hours I have waited in Room 217, sulking and dozing upon this hotel coverlet, my clothes flung around like a teenager's, a sock here and a sock there. Downstairs in the bar they were telling me of her love for order. Sort of an anti-poltergeist, they said: modest, discreet. She tidies things. One young couple, who spent their wedding night in this room, swore that she gathered their shoes as they slept and placed them neatly under the bed. So will she pick my socks up? "Mrs. Wilson," I say loudly. "Are you there, Mrs. Wilson?" Nothing. A well-upholstered silence.

Mrs. Wilson is one of the ghosts of the Stanley Hotel, in Estes Park, Colorado. I have come here in search of Stephen King. Or to be precise, in search of the roots of *The Shining*, King's 1977 novel about alcohol, fatherhood, creativity, and the spookiness of off-season hotels.

Built in 1909 by the high-rolling F. O. Stanley, co-inventor (with his twin brother, F. E.) of a steam-powered car known as the Stanley Steamer, the Stanley sits in lucid splendor, in Georgian incongruity, on the eastern rise of the Colorado Rockies. The hotel is welcoming and comfortable; the mountain air is thrilling. King stayed at the Stanley in 1974, the night before it shut down for the winter, and his muse was tickled. Old World fixtures and furnishings; a vibe of vanished gaiety, of cigar-chewing autocrats and good-time gals, parties and their orchestras, all sliding down into darkness, like the Titanic ... And then the hauntings, for which the Stanley was already famous: paranormal poppings-in by domestics and scampering children, and also by the scandalous Lord Dunraven, who likes to goose ladies in the closet of Room 401.