STUDY PLAN - DISTANCE LEARNING / BLENDED LEARNING

Name of the Teacher: Keenan Pimenta

Class and Section: YEAR 9 F

Subject: ENGLISH LANGUAGE (GCSE 9-1)

Week 2: 6th September to 10th September

No. of lessons - 5 (4 – ZOOM, 1 ASYNCHRONOUS)

Student's access to Work: **Work sent to students through Google Classroom and Zoom session will be held.**

Topic: REVISION OF READING AND ANALYTICAL SKILLS FROM FICTION AND NON FICTION TEXTS

Overall Objectives:
- Explore key ideas and information.
- Explore language and structure features in a text
- Explore writer's purpose and viewpoints
- Respond to ideas, information, viewpoints, themes and purposes in texts.

RESOURCES: Fiction - Memoirs of Sherlock Holmes – Silver Blaze

              Non Fiction – Great Whites – article from National Geographic

ACTIVITY

6th September – 10th September

ZOOM Lessons 1 & 2-
Explore responses to the Fiction text – Silver Blaze – Memoirs of Sherlock Holmes

Learning Objectives:
- To revise the elements of 19th Century fiction – especially the narrative style of the writer to convey ideas, plot, theme, characters' actions and feelings
- To read for meaning
- To analyse the effects of the writer's choices of language and structure
- To select a range of textual detail

SUCCESS CRITERIA
- Students will be able to focus on elements of 19th century fiction, 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 19th century fiction, especially the narrative style employed by Conan Doyle
- 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 are the main features of 19th Century fiction?
- Draw a Mind Map of the main elements of this period in English literature.
- Who is the narrator of the Memoirs of Sherlock Holmes?

  DISCUSS:

  What do you understand of the narrative style employed by Conan Doyle?

Read the extract and annotate
Discussion question:
1. Identify two details from lines 1-4 which inform that the case is complicated.
2. How does Sherlock's narration of his 'blunder' inform both Watson and the readers that Sherlock is intrigued and decides to take up the case.
3. How has the writer used language and structure to build on the case being unusually intriguing.

Plenary:
>   Discuss how Conan Doyle's use of punctuation and language makes the narration more effective.

Zoom Session 3 and 4
Non-fiction:
<u>**Learning Objectives:**</u>
- To understand the main ideas in the article
- To explore the author's craft used in the article
- To analyse language and structure
- To consider how the writer's language contributes to the overall effect on the reader.
- To analyse the writer's key purpose and which 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 analyse how writer's viewpoint is managed and established across a whole text to engage the reader

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

Task:
Read the extract and discuss the questions
1. Why do you think the author uses sub-headings throughout the article?
2. Pick out words from the text that suggest that the author has respect and is in awe of the Great White Shark.
3. The writer tries to dispel the negative ideas and labelling of the Great White Shark. Analyse how successfully he / she has done it.

Homework (Google Assignment)
- Students present list of devices used in the Fiction text with evidence
- Students present list of language and structural features in the Non Fiction text With evidence