

YEAR 9 ENGLISH LANGUAGE

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 3: 13th September to 17th September

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

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

Topic: EXPLORATION OF READING SKILLS FROM NON FICTION TEXTS,

IMAGINATIVE WRITING

Overall Objectives:

- Explore **READING SKILLS** of prediction, deduction, inference
- Analyse language and structural features in a text
- Write an introductory paragraph to a piece of Imaginative writing

RESOURCES: Fiction –

Non Fiction – Great Whites – article from National Geographic

Image – Great White Shark for Imaginative writing piece

YouTube Video – Tip for introducing Imaginative writing narrative

ACTIVITY

13th September – 17th September

ZOOM Lessons 1 & 2-

Non-fiction:

Learning Objectives: zoom lesson 1

- To understand the main ideas in the article
- To explore the writer's use of particular words/phrases/sentences that support and express his viewpoint
- To understand the writer's key purpose and ideas that are most central to their purpose

SUCCESS CRITERIA

Students will be able;

- To read the article and identify the features.
- To determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- To read the extract closely for words and phrases linked to key ideas
- To analyze the impact of a specific word choice on meaning and tone.
- To cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Learning Outcome:

Understand writer's use of main ideas, fact and opinion to engage the reader

Learning Objectives: zoom lesson 2

- To analyse the effects of the writer's choices of language and structure in the text
- To select a range of textual detail

SUCCESS CRITERIA

- Students will be able to write an analysis of the author's use of language and

structure in the extract

- To analyse the effect of use of punctuation, sentence structure , title, sub headings
- To identify writer's viewpoint and explain how it is managed and established across a whole text

Learning Outcome:

- Students analyse the language and structure used by a writer to create meanings and effects.

INSTRUCTION to students

- Read the article and annotate the features
- In your note book, make notes of teacher;s explanation and class discussions.
- Your notes will help you to understand the text and answer questions

Starter activity:

Review the features of an article.

Whole class discussion of features of an article

Activity 1

Q. What do you think is the writer's purpose or intention? - (is it informative, explanatory or persuasive?)

Q. What is the main idea in each paragraph? Select words and phrases that convey the main ideas.

Q. What are your views (informed personal response) about the main ideas ?

PLENARY:

Teacher summarises the main ideas . Teacher encourages students to give supporting

evidence.

Teacher explains and guides students about Homework and date of discussion

HOMEWORK 1 :

Read the extract, discuss questions 1, 2, 3 and write the answers.

1. The closest meaning of the word 'streamlined' is: a) slimy b) aerodynamic c) slippery d) lined with ridges
2. In the paragraph sub-titled 'Shark attacks' pick out words and phrases used by the writer to imply that these attacks are not as deadly as one may imagine.
3. In the opening paragraph of the article, the writer strongly states: '**As scientific research on these elusive predators increases, their image as mindless killing machines is beginning to fade.**' Pick out at least one phrase or sentence in each of the subsequent paragraphs and explain the writer's **viewpoint**.

Activity 2

Teacher guides students to identify and explain:-

writer's use of language – verbs, adjectives, noun phrases, adverbs that focus on key ideas or viewpoints

writer's use of language devices - teachers may select what is relevant to the extract (simile/metaphor/ personification/ alliteration/listing)

writer's use of structural devices , the purpose and effect – implications of the title, sub headings, specific use of punctuation marks for effect use of short or long sentences

Plenary :

Students make notes of points shared, discussed as a class and teacher's recall of main language and structural features of the article

Teacher recalls the main language and structural features of the article.

Homework 2- Analysis of language and structure

Q. Select three examples of writer's use of language and explain the effect.

Q. Select three examples of writer's use of structure and explain why the writer has used it

Google Classroom :

Learning Objectives:

- To understand the main ideas in the article
- To analyse the effects of the writer's choices of language and structure in the text
- To select a range of textual detail

SUCCESS CRITERIA

- To read the extract closely for words and phrases linked to key ideas
- To cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Students will be able to write an analysis of the author's use of language and structure in the extract
- To analyse the effect of use of punctuation, sentence structure , title, sub headings
- To identify writer's viewpoint and explain how it is managed and established across a whole text

Activity 1 - discussion of questions given as Homework 1

Read the extract, discuss questions 1, 2, 3 and write the answers.

1. The closest meaning of the word 'streamlined' is: a) slimy b) aerodynamic c) slippery d) lined with ridges

2. In the paragraph sub-titled 'Shark attacks' pick out words and phrases used by the writer to imply that these attacks are not as deadly as one may imagine.
3. In the opening paragraph of the article, the writer strongly states: '**As scientific research on these elusive predators increases, their image as mindless killing machines is beginning to fade.**' Pick out at least one phrase or sentence in each of the subsequent paragraphs and explain the writer's **viewpoint**.

Activity 2 discussion of questions given as Homework 2

Q. Select three examples of writer's use of language and explain the effect.

Q. Select three examples of writer's use of structure and explain why the writer has used it

Assessment for Learning

- **Teacher assesses for Learning.**

Teacher writes the names of students who have –

- **not attempted**
- **limited, basic answers**
- **general answers without evidence**
- **ideas explained with some evidence**
- **clear explanation with evidence**

Zoom Session 3 – Guidance on Imaginative writing using images

Zoom session 4 - Writing an imaginative piece using an image

Zoom Session3 and 4

**Explore and develop imaginative writing skills – Paper I – Section B –
Imaginative Writing**

Learning Objectives:

- To produce clear and coherent text
- To write accurately and structure sentences and paragraphs effectively
- To write effectively to narrate
- To select vocabulary and punctuation for effect

SUCCESS CRITERIA

- Students will be able to write a short introductory paragraph based on the image provided

Learning Outcome:

- **Students produce an introductory paragraph which is clear, coherent, accurate and consistent.**

ZOOM SESSION 4

Discuss with the students they could use the technique of ‘bookending’ for the organization and structure of their imaginative writing narrative. The examiner expects a clear introduction, development of points and conclusion.

The BOOKENDING technique simply put means beginning with and concluding with identical lines (bookends) with the main content (books) in the middle.

The students could be shown the following video:
Use the following link or the YouTube video attached.

<https://youtu.be/LT3qrUGdtsk>

Students work on the Introductory line/lines based on the Exam question given below:



You may use the image above to write your answer.

1. **Write about a time when you or someone you know, found yourself / himself / herself in a dangerous situation. Your response could be real or imagined.**

In your response you should consider:

- ❖ What the dangerous situation was
- ❖ How did you get into the situation
- ❖ How you and others involved felt
- ❖ How did you get out of the situation
- ❖ Any other ideas you might have
- ❖ ***Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.***

**DISCUSSION OF Exam style question: PAPER I: READING
Q 3 – LANGUAGE AND STRUCTURE: TOTAL MARKS: 6**

In the opening lines of the extract Sherlock Holmes says, “It is one of those cases where the art of the reasoner should be used rather for the sifting of details than for the acquiring of fresh evidence.’ Analyse how the writer Arthur Conan Doyle, uses language and structure to show the case is so intriguing that even Sherlock admits to having made a blunder.

Support your views with reference to the text.

Help students to understand the examiner’s requirement using the following descriptor

Level	Mark	(AO2) Descriptor
	0	No rewardable material.
Level 1	1-2	<ul style="list-style-type: none"> • Comment on the language and/or structure used to achieve effects and influence readers, including use of vocabulary. • The selection of references is valid, but not developed. <p>NB: The mark awarded cannot progress beyond the top of Level 1 if only language OR structure has been considered.</p>
Level 2	3-4	<ul style="list-style-type: none"> • Explanation of how both language and structure are used to achieve effects and influence readers, including use of vocabulary and sentence structure. • The selection of references is appropriate and relevant to the points being made.
Level 3	5-6	<ul style="list-style-type: none"> • Analysis of how both language and structure are used to achieve effects and influence readers, including use of vocabulary, sentence structure and other language features. • The selection of references is discriminating and clarifies the points being made.

HOMEWORK: GOOGLE FORMS: The analysis question mentioned above is assigned on Google forms to be submitted by each student on or by Saturday 19 September.