

**YEAR 9 ENGLISH LANGUAGE    *WEEK 5*    STUDY PLAN - DISTANCE LEARNING / BLENDED LEARNING**

**YEAR 9 ENGLISH LANGUAGE**

**Name of the Teacher:** Keenan Pimenta

**Class and Section:** YEAR 9 F

**Subject:** ENGLISH LANGUAGE (GCSE 9-1)

**Week 3:** 27<sup>th</sup> September to 1<sup>st</sup> October

**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:** EXPLORE DYSTOPIAN GENRE

**Overall Objectives:**

- Understand how writers can use adverbs, adverbial phrases and sentence to describe a setting
- Understand how writers can use length of a sentence to control the pace of a narrative
- Compare two pieces of writing – student's work and a professional's work
- Understand features of a 'dystopian' narrative

**RESOURCES:** SKILLS FOR WRITING TEXT – UNIT 5 & 6, Pages 58 to 61

**POWER POINT PRESENTATION –**

**ASSESSMENT for LEARNING :** Students are assessed continuously for GC work; Homework and contributions during class discussions.

DATE and LESSON No.	ACTIVITY
	27 <sup>th</sup> September – 1 <sup>st</sup> October
LESSON 1 and 2	<p><b>ZOOM Lessons 1 &amp; 2</b></p> <p><u><b>Learning Objectives:</b></u></p> <ul style="list-style-type: none"> <li>• To understand how the author uses adverbs, adverbial phrases to describe a setting</li> <li>• To understand how the author uses sentence length to control the pace of a narrative</li> </ul> <p><b>SUCCESS CRITERIA</b>  <b>Students will be able;</b></p> <ul style="list-style-type: none"> <li>• To describe some features of a utopian / dystopian world using adverbs / adverbial phrases</li> <li>• To write sentences of varied length to control the pace of a narrative writing</li> </ul> <p><u><b>Learning Outcome:</b></u>  <b>Students will be able</b> to use adverbs and adverbial phrase to give the reader a sense of a utopian world rapidly changing to dystopian world</p> <p><b>ZOOM LESSON 1 &amp; 2</b></p> <p><b>ACTIVITY 1 – Pg 58</b></p> <p>Begin the lesson with a recap of a discussion in the previous class...(if it was not done, then do what is mentioned below:</p> <p>Introduce the idea of a dystopia through discussion about living on a tropical island (a utopia) without any adults.</p> <p>Ask the students how they would feel, think and respond to having no adults there.  What problems might it create?  Why might it not end up being as perfect as it might at first seem?</p> <p><b>Then introduce <i>Gone</i></b> by Michael Grant...In the book he describes a world with no adults – a perfect world, you might think! However, it is far from being a perfect world.</p>

<p>LESSON 3 – GC</p>	<p><b>Powerpoint Presentation – Gone: slide 1</b>  The students are asked to identify the adverbial phrase in the sentence...  Then they experiment with moving the adverbial phrase and answering the questions in the slide...  <i>What impact does it have on the sentence?</i>  <i>Where do you think it is best placed to create the most tension?</i>  <i>Try a different adverbial phrase using the ones listed below or create your own.</i></p> <p><b>Powerpoint Presentation – Gone: slide 2</b>  This is one student’s summary of the book’s opening.</p> <p><b>Powerpoint Presentation – Gone: slide 3</b></p> <p>Students can be informed that they will read the book’s BLURB which was written to encourage new readers to buy the book...  They will recognize the first sentence as being the one they worked with in slide 1.</p> <p>Students will compare which is more exciting. <b>Powerpoint Presentation – Gone: slide 4</b></p> <p>Students will <b>infer and analyse</b> how the writer suggests elements of fear and danger to give the reader a sense of a rapidly changing world....<b>this also adds to the dramatic effect</b>... <b>Powerpoint Presentation – Gone: slide 5 &amp; 6.</b></p> <p><b>Writer’s workshop: Creating a sense of drama</b></p> <p><b>Powerpoint Presentation – Gone: slide 7 and 8</b>  How can I use adverbs and adverbial phrase to give the reader a sense of a rapidly changing world?</p> <p><b>LESSON 3</b>  <b>Google Classroom :</b>  <b>Powerpoint Presentation – Gone: slide 9 <u>HOMEWORK 1</u></b>  Students must answer the following 3 questions in their note books.  1. Why do you think the writer chose to place the adverb or adverbial phrase at the beginning of these sentences?  2. Where else could they be positioned in the sentences?</p>
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<p>LESSON 4 and 5</p>	<p>3. How would this change their effect on the reader?</p> <p><b>Powerpoint Presentation – Frankenstein: slide 10,11,12</b></p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>• To further explore language and structure of blurbs (book covers)</li> <li>• To explore how words and phrases are used to engage the reader and entice readers to read the story</li> <li>• Explore how punctuation is used for dramatic effect</li> </ul> <p><b>SUCCESS CRITERIA</b></p> <p>Students will be able to</p> <ul style="list-style-type: none"> <li>• Use adjectives to describe the characters and engage the readers</li> <li>• Use adverbs and adverbial phrases enhance the dramatic effect</li> </ul> <p><u>Learning Outcome:</u></p> <ul style="list-style-type: none"> <li>• Students examine how adverbs and adverbial phrases and structure of sentences can help enhance dramatic action and engage the reader.</li> </ul> <p>Students attempt to answer the following questions based on the blurb of Frankenstein... <b>Powerpoint Presentation – Gone: slide 10, 11, 12</b></p> <p><b>Q. Carefully read the blurb from Mary Shelley’s Frankenstein and answer the questions that follow:</b></p> <p><b>1. What adjectives does the writer employ to describe the action of the story?</b>  What adjectives does the writer employ to describe the characters?  How does the use of these adjectives influence the readers?</p> <p><b>2. Pick out the adverbs and adverbial phrases in the blurb.</b>  What effect do you think the writer want to have on the readers?</p> <p><b>LESSON 4 and 5</b>  <b>ZOOM LESSON 3 &amp; 4</b></p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>• To further explore how sentences can be structured to create a sense of drama</li> <li>• To examine how words and phrases are used to engage the reader</li> </ul>
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- To experiment with different ways of writing sentences
- To write a dramatic blurb to entice readers to read the story the student has planned

#### **SUCCESS CRITERIA**

Students will be able to

- Use adverbs and adverbial phrases to signal order and time – to control pace of action
- Control pace of writing through choice of sentence structure
- Rewrite a blurb to tempt readers to read the story planned

#### **Learning Outcome:**

- Students examine how adverbs and adverbial phrases and structure of sentences can help enhance dramatic action and engage the reader.

#### **ACTIVITY A**

**Writer's workshop:** Pg 60 (Use Presentation: GONE – slide 13 and 14)

Students explore use of sentence structure to create fast-moving, dramatic pace...

#### **ACTIVITY B**

**Students explore and compare the student's summary and the book blurb** (Use Presentation: GONE – slide 15)

Q. How are the sentences used in the student's summary different from the book blurb?

Q. Can you find any other specific words and phrases in the book blurb that are used to engage new readers? Look particularly for words that add pace by focusing on time.

#### **ACTIVITY C** (Presentation: GONE – slide 16)

Students experiment with sentences from the blurb by:

- Adding or removing adverbs or adverbial phrases
- Restructuring each sentence as a sequence of simple and/or minor sentences

In how many different ways can you rewrite them?

#### **ACTIVITY D** (Presentation: GONE – slide 17)

Students annotate the sentences to show changes made and different effects of changes made to impact or meaning for

the reader

**ACTIVITY E** (Presentation: GONE – slide 18)

Students plan a story in which a character wakes up one morning and finds a suddenly and dramatically changed world.

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**HOMEWORK :** (Presentation: GONE – slide 19)

Learning Objectives:

- To write a dramatic blurb to tempt readers to read the story they have planned.

**SUCCESS CRITERIA**

Students will be able to

- Write a dramatic blurb using what they have learned of the use of adverbs / adverbial phrases, short simple sentences, minor sentences...

Learning Outcome:

- Students use language (adverbs/adverbial phrases) and structure (short simple sentences, minor sentences) to suggest dramatic change, explain consequences of change, impact on the reader of the change...

Students write and present a dramatic blurb to tempt readers to read the story they have planned using:

- adverbs/adverbial phrases to suggest the sudden and dramatic change
- short simple sentences to explain the consequences of the change
- minor sentences to focus the reader on the impact of this change