

YEAR 11 English Language (GCSE 9-1)

WEEK 4 - STUDY PLAN – DISTANCE LEARNING

Teacher:	Mr. Arshad
Class and Section:	YEAR 11 F
Subject:	English Language (GCSE 9-1)
Week 4:	20 TH SEPTEMBER – 24 TH SEPTEMBER
No. of lessons:	4 Zoom Sessions
Student's access to Work:	Work sent to students through Class Group Gmail or Google Classroom
Topic:	19 th Century Fiction Reading and Writing

Overall Objectives:

- Explore the writer's intention and analyse how key ideas are presented
- Analyse in some depth how the writer's choice of whole text structure, sentence structure and vocabulary supports the writer's intention
- Evaluate texts critically and support this with appropriate textual references
- Review of AOs 1-6 (*except AO1 bullet 2 and AO3*)

Outcome:

- Students will be able to write meaningful analysis of the writer's use of language and structure to create effect and influence readers.
- Students will be able to comment critically on ideas, events, themes and setting.

RESOURCES:

- English Language Text Anthology

DATE	ACTIVITY
WEEK 3	20 TH SEPTEMBER – 24 TH SEPTEMBER
<p>20TH SEPTEMBER 2020 Sunday</p> <p>1 lesson (period 6)</p>	<p>Zoom Session 1</p> <p>Oliver Twist (<i>Extract From The Novel</i>) [page 78]</p> <p><u>Lesson Objectives</u> Explore how the writer has selected narrative events to manipulate the reader’s response Understand how writers use tense and viewpoint to position the reader and manage their response</p> <p><u>Success Criteria:</u></p> <ul style="list-style-type: none"> • Be able to explore the writer’s intention and analyse how key ideas are presented • Be able to analyse in some detail how the writer’s choice of whole text structure, paragraph and sentence structure and vocabulary supports the writer’s intention <p><u>The Learning Process/Assessment For Learning Strategies</u></p> <p><u>Reading for Meaning</u></p> <ul style="list-style-type: none"> ▪ Read the text together with students; ask questions to test their understanding of the meaning. ▪ Make students interpret a few words and phrases, comment and add to their understanding. ▪ Help students maintain their focus on the writer’s viewpoint and the use of language. <p>Questions:</p> <ol style="list-style-type: none"> 1. What is your impression of the setting as you read the first paragraph? 2. Identify any words or phrases in paragraph one which state, or from which you can infer, this impression of the setting. 3. What kind of mood do you think the writer is aiming to create in paragraph one? 4. What impression of Smithfield meat market is created in the last paragraph?

	<p><i>Exam-style Questions:</i> You may be asked questions like these in Paper 1, Section A.</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>1. From lines 1–8, identify a phrase which shows that it is very early in the morning.</p> <p style="text-align: right;">1 mark</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>2. From lines 18–23, give two ways in which the writer shows that London is a busy, heavily populated city. You may use your own words or quotations from the text.</p> <p style="text-align: right;">2 marks</p> </div> <p><u>Learning Outcome</u> Students will be able to read and demonstrate good comprehension of text in areas specified in objectives.</p>
<p>21ST SEPTEMBER 2020 Monday (2 Lessons) Period 1 and 2</p>	<div style="background-color: #e0e0e0; padding: 5px; margin-bottom: 10px;">Zoom Session 2</div> <p><i>Lesson Objectives:</i></p> <ul style="list-style-type: none"> • Understand how writers can create emphasis and manage tone through sentence structure • Be able to review and revise sentence structures for clarity and emphasis and to manage tone during and after writing <p><i>Success Criteria:</i></p> <ul style="list-style-type: none"> • Be able to comment on the writer’s choice of tense and the effect achieved by that • Be able to understand and evaluate the choice of viewpoint to achieve effect and influence the reader <p><u>The Learning Process/Assessment For Learning Strategies</u></p> <div style="border: 1px solid black; padding: 2px; margin-top: 10px;">Understanding style and structure</div>

1. How does Dickens use colons and semi-colons? How is that different from the way a modern writer would them?
2. The writer uses subordinate clauses, non-finite –ing clauses and coordinate clauses to put in layers of details in his description. How would you describe the mood created by these layers of details?
3. In the final paragraph, the writer also uses adverbials and a variety of clauses to add more details (layers of detail) in the description. How would you describe the pace created by these layers of detail?

The worksheet 5.4 ‘Writer’s Workshop 2’ may be used to check progress of learning.

Learning Outcome

Students will demonstrate the ability to apply their understanding view point and how it is built and to what effect is it used

Zoom Session 3

Designing Your Text

Discuss 5.4 Writing Design ppt. (attached) to stress upon planning and reviewing their writing tasks.

Writing Task: Imaginative Writing

Write about a time when you went on a journey.

Your response could be real or imagined.

Discuss with students various possibilities they have to base their writing on. Emphasis on the importance of planning / designing and reviewing the task.

The task may be taken up for Homework.

Learning Outcome

Students will be able to review the structure of their sentences to make sure they express their ideas as clearly as possible and contribute to their intended tone and impact on the reader.

23RD
SEPTEMBER
2020
Wednesday
(1 Lesson)
Period 2

Zoom Session 4

Spoken Language Endorsement

Lesson Objectives:

Demonstrate presentation skills in a formal setting
Listen and respond appropriately to spoken language, including to questions and feedback to presentations
Use spoken Standard English effectively in speeches and presentations

Success Criteria:

- Be able to speak fluently and clearly using standard spoken English
- Be able to listen to questions and feedback to their presentations and respond to them appropriately

Learning outcomes		Students will:
3.1 Spoken language	3.1.1	<i>presenting information and ideas:</i> selecting and organising information and ideas effectively and persuasively for prepared spoken presentations; planning effectively for different purposes and audiences; making presentations and speeches
	3.1.2	<i>responding to spoken language:</i> listening to and responding appropriately to any questions and feedback
	3.1.3	<i>spoken Standard English:</i> expressing ideas using Standard English whenever and wherever appropriate.

The Learning Process/Assessment For Learning Strategies

Share the following video with students. This video summarises the teacher trials and discussions conducted by all exam boards when we developed the Spoken Language Endorsement in 2015.

<https://www.youtube.com/watch?v=EqXKrS3gPN4>

The following video talks students through planning and getting ready to do their Spoken Language Endorsement (SLE) talk for GCSE English Language. The talk is the same for all exam boards, so the guidance here can be used by all students getting ready for GCSE English Language.

<https://www.youtube.com/watch?v=L9GZe3pXloA&feature=youtu.be>

Discussion on 'working up your topic' and 'presenting skills: do's and don'ts'.

Learning Outcome

Students will be able to:

- demonstrate in speech their ability to communicate effectively,
- listen to the feedback and questions attentively and
- respond to them appropriately