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: 20th September to 24th September

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

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

Topic: EXPLORE DYSTOPIAN GENRE

Overall Objectives:
- Understand what is meant by a 'utopia'
- Understand how writers can use nouns and noun phrases to create an impression of a place

RESOURCES: SKILLS FOR WRITING TEXT – UNIT 5 & 6, Pages 54...

        POWER POINT PRESENTATION – DYSTOPIA_1.2_PP (ATTACHED)

ACTIVITY
20th September – 24th September
ZOOM Lessons 1 & 2 **Learning Objectives:** • To understand what is meant by a 'utopian' world (Read extract – The Beach – Pg

54)
- To explore the writer's use of nouns and noun to create an impression of a place

SUCCESS CRITERIA
Students will be able;
- To explain what is meant by a 'utopian' world
- To describe some features of a utopian / perfect world using nouns and noun phrases
- Rate how perfect or imperfect a place may be

Learning Outcome:
Understand main features of a perfect utopian world and its opposite – Dystopian world – ie. Rewrite a utopian passage so that it hints at a dystopian setting...

ZOOM LESSON 1 & 2

Introduce the lesson with a slide presentation on a Utopian world – (see attachment Dystopia_Resource 1.2_PP) –

slide 1 – Perfect worlds?
 Ask the students why they think there is a question mark after Perfect worlds

Slide 2 – Thomas More's Utopia
Discuss the idea of Thomas More's utopia portrayed in Slide 2.

STUDENTS COME UP WITH A DEFINITION OF UTOPIA.
DISCUSS: Whether utopia is possible and what you would need to change in your own world to make it utopia.

ACTIVITY 1 – from Text Pg 54
(YEAR 9   ENGLISH LANGUAGE

Instruction to students

1. imagine you are asked to create your own utopia – a perfect world

  a. Choose five features of the world you live in that would have to change or be eliminated.

 OR

Use the Powerpoint presentation….PERFECT WORLDS ppt (slides 1 & 2 only) attached. Students could write out their choices and place them in order…most strongly at the top….

  b. List five features of your perfect day in the utopia you have imagined.

ACTIVITY 2 – Read the extract – The Beach (pdf attached)

Learning Objectives:
- To explore the writer's use of language (use of noun phrases) for a perfect opening
- To consider the opening as **perfect or imperfect**
- To explore how a writer uses descriptive **setting** to make a piece of writing interesting
- Focus on use of adverbs and adjectives

SUCCESS CRITERIA

  Students will be able to:
- form their own impression from the opening
- To rate on a scale of 1 to 10 their impression of the opening
- Use noun phrases, adverbs and adjectives to make the setting descriptive

Learning Outcome:
- Students analyse the language and setting used by a writer to create an impression and describe a setting.

INSTRUCTION to students
- **Read the article and annotate the language features – noun phrases, adverbs, adjectives…**

 Read the article
Whole class discussion of features of an article

Activity

Q. Look carefully at the description of the island in the extract. What impression do you get of the island from this opening?

Q. Use the scale below to rate how perfect or imperfect you find the island.
(Slide 3 – power point presentation – Perfect Worlds)

 HOMEWORK 1 :
Q. Write two or three sentences explaining your rating. Use examples of language from the extract to support your explanation.
(Slide 4 – power point presentation – Perfect Worlds)

ZOOM LESSON 3 & 4

Learning Objectives:
- To further explore how the writer **has used language to influence** the reader's response to a setting.
- To **rewrite the passage** carefully choosing **nouns and noun phrases** to hint that all is not perfect as it seems.

SUCCESS CRITERIA

Students will be able to
- Identify and pick out nouns and noun phrases and group them into 3 categories
  – Appealing   Neutral   Unappealing
- Rewrite the passage using nouns and noun phrases to hint that all is not as it seems

Learning Outcome:
- Students analyse the language used by a writer to create an impression and influence the reader's response.

ACTIVITY A

Writer's workshop: Pg 55 & 56 of text

Read through the *Writer's workshop* on pages 55 and 56 of the Student Book.

Whole class: Introduce the idea of a dystopia through discussion about living on a tropical island (a utopia) without any adults. 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? This is to prepare students for the work they will do later on *Gone* and *Lord of the Flies*. Note that *The Beach* was inspired by *Lord of the Flies*.

Discuss the following questions with the class:
Q. a. How can I give the reader a sense of the setting in a story?
Q. b. How do I choose nouns to create a sense of place?
Q c. How can I use noun phrases to influence the reader's response to a setting?

ACTIVITY B
Students are set the following activity:
   1.   Identify as many of these nouns and noun phrases in the extract on Pg 54 (use

Note them down in a table like the one below:

Appealing	Neutral	Unappealing
strangely coloured birds		Dynamite fishing
the white sands		

2. **Look at the nouns and noun phrases you have found. How do you think the speaker, Zeph, wants his listeners to respond to his description of t he island? Is it a kind of utopia?**
3. **We know that a perfect place can be described as a utopia. The word for a place that is imperfect is 'dystopia'.**
   a. **Read the following text from the blurb of** *The Beach.*

> The Beach is a legend among young travellers in Thailand: a secret paradise where a select community lives n blissful isolation. Richard sets out in search of adventure, but finds that the Beach is not what is seems. Paradise comes at a price.

b. **Rewrite the passage on page 54, hinting that all is not as perfect as it seems. Think about your choice of nouns and noun phrases.**

c. **Highlight the words and phrases you have changed in the text. What effect will these changes have on the reader?**

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Google Classroom :

Learning Objectives:
- To describe setting and change in setting using nouns and noun phrases
- To evaluate the change in types of nouns / noun phrases to describe setting

SUCCESS CRITERIA

Students will be able to
- To use particular nouns and noun phrases to describe a setting
- To use different nouns and/or noun phrases to describe a change in setting
- To evaluate the change in use of nouns / noun phrases to describe a change in setting

Learning Outcome:
- Students evaluate the change in use of nouns / noun phrases to describe change in setting.

Play / upload the attached YouTube video **'2004 Tsunami Thailand"** attached in slide 5 of powerpoint Perfect Worlds...or for better control, play / upload the attached video.

This video can be used to get students starting to choose their own noun phrases, first to suggest a utopia, and then to suggest a dystopia. Play the clip to students, stopping at point 0:50 to establish the setting.

Ask students to write down phrases that describe the island paradise they see in the video. Ask them to use nouns and nouns phrases; for example, 'ambient sunshine' and 'waters, lapping gently at the shore's edge.'

 Collect brief feedback from students and comment on their use of nouns and noun phrases. Play the remaining video and ask students to continue to use nouns and noun phrases to describe the changing setting that they see.

Students should then evaluate the change in the types of nouns/noun phrases they chose when watching the first half versus the second half of the video.