

YEAR 10 English Language (GCSE 9 -1) **LESSON PLAN for DISTANCE LEARNING**

Teacher: Mrs. Aurine
Class and Section: YEAR 10A/E
Subject: English Language (GCSE 9-1)
Week 10 and 11: 1st to 12th November 2020
No. of Sessions: 10 sessions
(Zoom = 8; Asynchronous = 2)
Students' Access to Work: Work sent to students through Google Classroom
Topic: Transactional Writing

RESOURCES:

Edexcel GCSE English Language coverage:

AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.

Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts

AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

GCSE Assessment Objectives: AO5, AO6

ACTIVITY
1st to 5th November 2020 (Wk-10)
<i>Zoom Session 1 and 2</i>
<i>Continuation of wk-8 lesson</i>
<i>Zoom Session 3 and 4</i>
<u>Lesson Objectives</u>
<ul style="list-style-type: none">• To communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences• To organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.
<u>Success Criteria:</u>
<ul style="list-style-type: none">• I can show clear and concise understanding of the task that shows clear awareness of purpose and audience

- I can use paragraphs and a range of sentence structures to organise my work
- I can make use of a range of punctuation to create effect on the reader
- I can use accurate spelling and grammar that supports clear meaning.

Learning Outcome:

Students will be able to write a range of transactional tasks- persuasive or discursive texts for a range of audiences and purposes. They will need to adapt their style accordingly to form and 'real-life' contexts. These texts may include: letter, article, newspaper report, diary entry, and travelogue.

Group Activity: (Group-1)

'Lovely prom dress, angel. Your carriage to absurdity awaits' Written by India Knight.

Writing task:

Formal Letter Writing

Write a letter to your school Principal expressing your opinions about the way school proms treat girls/boys.

- say in general what you like about prom
- Is prom a positive or negative teen tradition?

Or

A local school has decided to allow Year 11 to have its virtual prom for this year. Write a letter to the Vice Principal, either agreeing or disagreeing with this decision.

Group Activity: (Group-2)

'Why you should leave your first love' Written by Daisy Buchanan

Writing Task

News paper article

Write a newspaper article explaining what you think makes the perfect girlfriend or boyfriend.

Group Activity: (Group-3)

A Year in Provence-Written by Peter Mayle.

Dairy entry –Writing Task

Imagine you have moved to a new town, city or country. Describe your thoughts and feelings on your first day there.

Group Activity: (Group-4)

Read 4.2 Text 1 (or page 55 of the Anthology).

'Real life always intrudes on holidays. That's how it should be' Written by Tracey Thorn.

Writing Task

Travelogue

Write a travelogue describing part of a remarkable journey for Trip Advisor, an online travel guide website.

In planning your response, you should consider:

- What specific part of the journey will you describe?
- What sort of atmosphere do you wish to establish?

OR

Write about a trip that you have been on, vividly bringing it to life in order to entertain the reader.

Here are some ways in which you can approach your essay.

THE 24-HOUR APPROACH

Attempt a description of the scene from the early hours of the morning, through the day and finally, to the coming of darkness.

THE PANORAMIC APPROACH

Imagine that you have a huge camera and describe what you see, at particular moment in time, as you sweep the lens of the camera across the scene from left to right.

THE ACTIVITIES APPROACH

Concentrate on describing the things that people do in any particular place. The various activities should provide a framework for our writing.

THE CONTRAST APPROACH

Concentrate on describing the differences or contrast present in a particular scene. The senses of opposites will help convey the vision of the place or event.

E.g. silence and noise/ movement and stillness

Group Activity: (Group-5)

'My family moved from Pakistan to the UK 40 years ago – how far we've come'-Written by Sarfraz Manzoor

Writing Task-Newspaper Report

A family fun day was held in your local area and hundreds of people attended. Write a report of the event for your local newspaper.

OR

You are at home with your family due to Covid 19.

You have decided to write an **online blog** about your personal experiences.

Think about the following:

- How Covid 19 has affected your everyday life and routines.
- The effect that Covid 19 has had on members of your family.
- Any positive things that have happened since lockdown.
- The things that you find difficult and how you are coping with them.

In writing your blog you can give your personal views and opinions, but remember that a blog is meant to be read by other people. The current crisis is a serious topic but you should focus on your personal experiences rather than politics.

Plenary

Share their planning

Asynchronous Session: Lesson 5

Learning Objectives:

- Understand how to use **WORDS** in order to create a particular **ATMOSPHERE**

Success Criteria:

- ✓ I can produce texts appropriate to purpose

Learning Outcome:

Students will be able to demonstrate their knowledge and understanding of how different words can create different feelings/atmosphere

Task-1

Scenario

You've been on an exhausting and dangerous hike through a colossal mountain range. You come to what you think

is the end of your journey, towards one of the highest peaks and you see a vast river in your way...



Generate as many words as you can which DESCRIBE the above image. CREATE A MINDMAP!

Refer back to your word bank. What kind of ATMOSPHERE do those word choices create?