

YEAR 10-English Language (GCSE 9-1) WEEK 6 LESSON PLAN for DISTANCE LEARNING

<u>Teacher:</u>	Mrs. Aurine
<u>Class and Section:</u>	YEAR 10A/E
<u>Subject:</u>	English Language (GCSE 9-1)
<u>Week 6:</u>	4 th to 8 th October 2020
<u>No. of Sessions:</u>	5 sessions (Zoom = 4; Asynchronous = 1)
<u>Students' Access to Work:</u>	Work sent to students through Google Classroom
<u>Topic:</u>	20 th Century non-fiction

RESOURCES:

An Evil Cradling Brian Keenan

Edexcel GCSE English Language coverage:

2.1.2 draw inferences and justify these with evidence; support a point of view by referring to evidence within the text; reflect critically and evaluatively on text

2.1.3 summarise ideas and information from a single text

2.1.4 explain and illustrate how vocabulary and grammar contribute to effectiveness and impact; analyse and evaluate how form and structure contribute to the effectiveness and impact of a text

GCSE Assessment Objectives: AO1, AO2, AO4

ACTIVITY
4th – 8th October 2020
<i>Zoom Session 1 and 2</i>
<i>Lesson-1</i>
<i>Paper-1 English Language Assessment</i>
<u>Lesson Objectives</u>
<ul style="list-style-type: none">• To identify and comment on how a writer selects ideas to convey a vivid picture of personal experience
<u>Success Criteria:</u>
<ul style="list-style-type: none">• I can understand how writers use language to achieve effects and influence readers• I can support responses with appropriate textual references
<u>Learning Outcome:</u>
<ul style="list-style-type: none">• Be able to identify and comment on how a writer selects ideas to convey a vivid picture of personal experience
<u>Task-1</u>
Students read 3.2 Text 12 (or page 40 in the Anthology). An Evil Cradling Brian Keenan
<u>Task-2</u>
1. At the start of the extract, the writer says he expects (and hopes) to be held captive for two

weeks.

- (a) What does this suggest about his state of mind?

2. Look again at these sentences:

I think I slept contentedly enough, that first night, having convinced myself that the first interview had gone well. I was not in any immediate danger. I had not been threatened or abused, and I refused to let myself believe that that would happen before I was set free.

- (a) How does this add to your understanding of the writer's state of mind?

3. Look again at the extract.

- (b) Circle all the details which describe how Keenan is treated by his captors.

- (c) What do these details suggest about his captors? Write two or three sentences explaining your ideas.

Plenary

Share their ideas

Zoom Session 3 and 4

Learning Objectives:

- Understand how a writer builds detail about their experience through shifts in tense.
- To comment on the writer's possible intention and evaluate how successfully it has been achieved

Success Criteria:

- I am able to critically evaluate the text in a detailed way
- I can offer examples from the text to explain views convincingly
- I can analyse the effects of a range of writer's choices
- I can select a range of relevant quotations to validate my views

Learning Outcome:

- Be able to build a picture of the narrator's past and present experience
- Be able to comment on the writer's possible intention and evaluate how successfully it has been achieved.

Task-1

Analysing language:

What is the writer's purpose?	Evidence	What does the word make you think of?	Why does it have that effect?
- The writer is trying to... - The writer creates the impression that... - It seems... - The purpose... - The word...	Remember, if you can integrate your "quote" in to a sentence	- This has connotations of... - The reader may think... - This suggests... - This implies...	- This creates the effect... - This is (insert effect here) because...

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Task-2

In the extract from *An Evil Cradling*, the writer attempts to engage the reader by describing his thoughts and feelings in his first two days of captivity.

Evaluate how successfully this is achieved.

Group Activity:

Group-1

1. Which parts of the extract did you find the most engaging? Choose two of the following – or add your own:
 - ☐ The writer describes lying on his mattress and pacing up and down his six-foot cell.
 - ☐ The writer thinks he will be released in two weeks.
 - ☐ The writer describes his captors taking his belongings.
 - ☐ The writer describes night time in the prison.
 - ☐ The writer remembers when he thought he was going to be shot.
 - ☐ The writer waits to be taken to the shower room.
2. Write a sentence or two about each of your choices, explaining what you found engaging about them.

Choice 1:

Choice 2:

3. Use your answers to questions 1 and 2 to write two paragraphs explaining whether you feel the writer effectively engaged the reader in this text, and, if so, how.

In each paragraph, remember to:

- support your ideas with evidence from the extract
- explore how the writer engaged the reader by commenting closely on the writer's choices.

Group-2

1. Which **two** parts of the extract do you think were most successful in engaging the reader? You could think about:
 - which parts of the extract most clearly helped you understand how the writer was feeling in captivity
 - which parts of the extract you would keep if you had to cut it down to just 50 words.

Choice 1:

Choice 2:

2. Write a sentence or two about each of your choices, explaining why you think they successfully engage the reader.

Choice 1:

Choice 2:

3. Use your answers to questions 1–3 to write two paragraphs in response to the task above. In each paragraph, remember to:
 - support your ideas with evidence from the extract
 - explore how the writer engaged the reader by commenting closely on the writer's choices.

Group-3

1. Think about all the different types of engagement which the writer of *An Evil Cradling* might have been trying to achieve in the extract. Does he want the reader to:
 - ☐ laugh
 - ☐ be surprised or shocked
 - ☐ sympathise
 - ☐ empathise
 - ☐ or something else? Add your own ideas below.
 - ☐ _____
 - ☐ _____

2. Choose **two** of your answers to question 1. For each answer, explain which part of the extract most effectively created that response in the reader and how this was achieved.

Answer 1:

Answer 2:

3. Use your answers to questions 1 and 2 to write two paragraphs in response to the task above. In each paragraph, remember to:
 - support your ideas with evidence from the extract
 - explore how the writer engaged the reader by commenting closely on the writer's choices.

Plenary:

Feedback

Asynchronous Session: Lesson 5

Learning Objectives:

- To check the students reading comprehension
- To make students think about the ideas presented by the writer
- To encourage critical and logical thinking

Success Criteria:

- ✓ I can evaluate how well an idea or atmosphere is created.

Learning Outcome:

Students will answer questions to demonstrate their knowledge and understanding of the main ideas and the use of language and structural features to express his point of view.

Class work:

Question:

In the extract from *An Evil Cradling*, the writer attempts to engage the reader by describing his thoughts and feelings in his first two days of captivity.

Evaluate how successfully this is achieved.

You should write your answer in about **four sheets of re-fill pad paper**.

Criteria:

Level	Mark	(AO4) Descriptor
	0	No rewardable material.

Level 1	1–3	<ul style="list-style-type: none"> • Description of ideas, events, themes or settings. • Limited assertions are offered about the text. • The use of references is limited.
Level 2	4–6	<ul style="list-style-type: none"> • Comment on ideas, events, themes or settings. Straightforward opinions with limited judgements are offered about the text. • The selection of references is valid, but not developed.
Level 3	7–9	<ul style="list-style-type: none"> • Explanation of ideas, events, themes or settings. • Informed judgement is offered about the text. • The selection of references is appropriate and relevant to the points being made.
Level 4	10–12	<ul style="list-style-type: none"> • Analysis of ideas, events, themes or settings. • Well-informed and developed critical judgement is offered about the text. • The selection of references is appropriate, detailed and fully supports the points being made.
Level 5	13–15	<ul style="list-style-type: none"> • Evaluation of ideas, events, themes or settings. • There is a sustained and detached critical overview and judgement about the text. • The selection of references is apt and discriminating and is persuasive in clarifying the points being made.
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