

YEAR 10- English Language WEEK 7 - **LESSON PLAN for DISTANCE LEARNING**

Teacher: Mrs. Aurine

Class and Section: YEAR 10A/E

Subject: English Language (GCSE 9-1)

Week 7: 11th to 14th October 2020

No. of Sessions: 5 sessions
(Zoom = 4; Asynchronous = 1)

Students' Access to Work: Work sent to students through Google Classroom

Topic: **Argumentative/Discursive Speech (Spoken Language)**

RESOURCES: ***Sane New World by Ruby Wax***
Google Forms-Quiz

Edexcel GCSE English Language coverage:

- 2.1.1: read and understand a range of non-fiction texts, including whole texts and unseen texts
- 2.1.2: critical reading and comprehension
- 2.1.4: evaluation of a writer's choice of vocabulary, form, grammatical and structural features

- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play/improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication

GCSE Assessment Objectives: AO1, AO2, AO7, AO8, AO9

ACTIVITY
11 th – 14 th October 2020
<i>Zoom Session 1 and 2</i> <u>Lesson Objectives</u> <ul style="list-style-type: none">➤ Analyze the extract for rhetorical devices and their purpose.

- Identify an author's purposeful manipulation of language.
- Identify elements of argument within a text.
- Identify claims and analyse ways the author supports claims in the extract.

Success Criteria:

- I can understand how to express ideas concisely and precisely through careful choice of nouns and verbs without modification
- I can explore the writer's possible intention and comment on how language choice contributes to it.

Learning Outcome:

- Students will be able to read efficiently and actively in analysing an argument.
- Students will be able to focus on key elements in the argument: the claims, the evidence and the assumptions.

Task-1

Display the [Hook presentation](#). Note that sensitivity may be needed in tackling some of the issues raised.

Task-2

Read [3.6 Text 1](#) (or page 48 of the **Anthology**).

Discussion:

1. Re-read the first sentence of the extract. Identify and underline two key examples in the extract which support this statement.
2. On line 11 the writer states: 'This is why one in four of us is mentally ill.' Write a sentence or two summarising the writer's explanation of why so many of us suffer from mental illness.
3. a. The writer expresses her opinion throughout the extract. Does she support her ideas with any facts? Circle one example.
b. How does the writer use this fact to support her argument?
4. Look at the quotation below.
'We'd never dream of treating our pets the way we treat ourselves.'
Is this: a fact or. b. the writer's opinion?
Why do you think the writer has included this statement in her argument?
5. . Look at these two metaphors from the extract:
 - 'inbuilt chip' (line 13)
 - 'That old familiar tune.' (lines 19–20)
 Choose one of these metaphors and write a sentence or two explaining what your chosen metaphor suggests or implies.
6. On line 34, the writer refers to the 'Gestapo-school-of-child-rearing'. What do the connotations of the word 'Gestapo' suggest about these parents?
7. Analyse the component parts of the author's argument.
Identify:
 - the claims made
 - the evidence used to support his claims

Task-3 (Individual Activity)

Write two or three sentences explaining how you feel about the pressure of preparing for your GCSEs. You could write about:

- how your teachers treat you
- how much work you are expected to do
- the impact this has on your mental health and social life.

Plenary

Share their ideas

Zoom Session 3 and 4

Learning Objectives:

- To consider the techniques needed to write an effective, argument
- To speak confidently and effectively, including through:
 - using Standard English confidently in a range of formal and informal contexts, including classroom discussion
 - giving short speeches and presentations, expressing their own ideas and keeping to the point
 - participating in formal debates and structured discussions, summarising and/or building on what has been said

Success Criteria:

- I can present reasoned arguments, adapting them in response to how the discussion evolves
- I can speak clearly, think quickly, clarify arguments, provide examples and use body language to good effect

Learning Outcome:

- Work in small groups to brainstorm persuasive ideas and organise them into a cohesive argument they will present to the class

Task-1

Make a class set of the Powerful Words Vocabulary List

Task-2(Group Activity)

Step-1

- Explain to students that they're going to engage in an argument today in small groups.
- Each group will be given an argument and their job is to discuss and generate ideas for persuasion.
- Review the activity with the students:
- Each group will have a recorder and a speaker. The recorder will write down the team's arguments and the speaker will present those arguments in order to persuade the audience to believe in the same way.
- They must work together as a team to produce the best ideas for their scenario.
- They will have 20 minutes to work together. The speaker will have 3 minutes to present.
- A signal will indicate when the group time is up and when the presenter's time is up.

Scenario-1

Your parent is considering a job in Seattle, Washington. If your parent takes the job, it would mean that your family would relocate during Thanksgiving break. For you, this would mean adapting to a new town, a new school, and new friends. Your parent has asked for your help in making this decision. Compose a logical argument to either support moving or support staying where you are.

Scenario-2

Century High School is considering eliminating study hall from the school schedule. While this would force you to take another class and earn additional credits, it would eliminate time to study. Either persuade the school board to eliminate Study Hall or keep it on the schedule.

Scenario-3

High school athletes must maintain a passing grade in each class to be eligible to participate in sports. Some teachers and coaches believe that requiring a minimum 60% grade in each class isn't a high enough standard. Therefore, it's been suggested that athletes should have a minimum of 70% in each class at the end of each week to be eligible to play. Compose an argument to either support raising the grade requirement or to keep it at the current requirement.

Scenario-4

Many schools in California have changed their school calendar so that they are now year-round schools. They

still have time off in the summer, but they don't have the traditional 3-month break. Some Illinois schools are considering following in California's footsteps. Compose an argument either in support of the year-round school calendar or in support of continuing the traditional school calendar.

1. Designate a recorder and speaker for each team or have the students choose these roles. Assign an argument to each group.
2. Decide on a signal to let the groups know when their work time and presentation time is finished.

Step 2: Assign groups, recorders, and speakers. Allow 20 minutes to work. Upon completion, invite speakers to present their argument to the class. Afterwards, process the arguments by asking students what they learned while listening to each argument and whether or not they sided with the speaker's perspective. Why or why not?

Plenary:

Have the class vote on which speaker was the most convincing.

EVALUATION

Were the students engaged in the small group activity?

Did the arguments presented to the small groups generate enough enthusiasm from the students?

Criteria to assessing argument

Establishes a precise, knowledgeable, and credible claim, grounded in evidence and valid reasoning, maintains this focus across the task.	Establishes a precise, credible claim grounded in evidence and valid reasoning, maintains this focus across the task.	<ul style="list-style-type: none"> Establishes a general claim that responds to the prompt. 	States a claim which is unclear and does not completely address the prompt.
Audience is clearly aware of purpose/thesis with outstanding presentation of argument	Speaker clearly stated purpose/thesis of speech; informed audience of specific argument	Purpose/thesis stated, but lacks clarity. Argument needs specificity.	Purpose/thesis is vague or not present. Argument is unclear.
Opposing viewpoints presented; concession or refutation of opposing viewpoints are persuasive and effective	Opposing viewpoints were presented in speech and were conceded or refuted with evidence.	Opposing viewpoint presented, but refutation or concession lacks grounding.	Lacks clearly refuted or conceded opposing viewpoint (s).
Vocabulary was appropriate for audience with specific adjectives, action verbs, and analysis.	Language was precise, specific and concrete. Vocabulary was appropriate to the audience.	Vocabulary contained slang and/or euphemisms. Vocabulary too colloquial for formal speech.	Vocabulary inappropriate; overuse of slang and colloquial language.

Asynchronous Session: Lesson 5

Learning Objectives:

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- 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 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.

Kindly complete your Quiz based on argument text.