

<b><u>Teacher:</u></b>	Mrs. Aurine
<b><u>Class and Section:</u></b>	YEAR 10A/E
<b><u>Subject:</u></b>	English Language (GCSE 9-1)
<b><u>Week 9:</u></b>	25 <sup>th</sup> to 28 <sup>th</sup> October 2020
<b>No. of Sessions:</b>	5 sessions (Zoom = 4; Asynchronous = 1)
<b><u>Students' Access to Work:</u></b>	Work sent to students through Google Classroom
<b><u>Topic:</u></b>	<b>21<sup>st</sup> Century Non-Fiction</b>
<b><u>RESOURCES:</u></b>	<p><b>'Lovely prom dress, angel. Your carriage to absurdity awaits'</b> Written by India Knight (Group-1)</p> <p><b>'Why you should leave your first love'</b> Written by Daisy Buchanan (Group-2)</p> <p><b>A Year in Provence</b>-Written by Peter Mayle (Group-3)</p> <p><b>'Real life always intrudes on holidays. That's how it should be'</b> Written by Tracey Thorn (Group-4)</p> <p><b>'My family moved from Pakistan to the UK 40 years ago – how far we've come'</b>-Written by Sarfraz Manzoor (Group-5)</p>

**Edexcel GCSE English Language coverage:**

- 2.1.1: read and understand a range of non-fiction texts
- 2.1.2: critical reading and comprehension
- 2.1.3: summary and synthesis
- 2.1.4: evaluation of a writer's choice of vocabulary, form, grammatical and structural features
- 2.1.2: identify and interpret themes, ideas and information
- 2.1.4: analyse and evaluate how form and structure contribute to the effectiveness and impact of a text
- 2.2.2: select, organise and emphasise facts, ideas and key points

**GCSE Assessment Objectives: Reading - AO1, AO2, AO3, AO4**

ACTIVITY
25 <sup>th</sup> to 29 <sup>th</sup> October 2020 (Wk-9)
<p><b><i>Zoom Session 1 and 2</i></b> <b><u>Lesson Objectives</u></b></p> <ul style="list-style-type: none"> <li>• Identify and explain how the writer conveys an opinion by using facts</li> </ul>

- Understand and explain how opinion is emphasised through use of the colon and short statement sentences
- To express critical perspectives on text through the use of the colon and short statement sentences.
- To identify connotations and comment on how they convey the writer's opinion

**Success Criteria:**

- I can identify the writer's possible intention and the key ideas that support it, and express a response to them
- I can explore how the writer's choice of whole text structure, sentence structure and vocabulary supports the writer's intention
- I can select, summarise and synthesise the key ideas in a text

**Learning Outcome:**

Students will be able to analyse the effects of language, structure, technique and style on the reader  
Students will be able to substantiate and justify ideas with relevant examples.

Today you will work in a group to answer a series of questions

**Group Activity: (Group-1)**

Ask students to read the article in 3.3 Text 2 (or page 43 of the Anthology)

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

**Questions to discuss:**

1. Read the article by India Knight and, in pairs, briefly discuss your own thoughts about school proms.
2. What is the writer's opinion about school proms? Does she think they are a good idea?
3. Facts are often used selectively in an opinion piece to emphasise the opinion the writer is expressing.
  - a) What facts does Knight choose in this article to reinforce her opinion?
  - b) What different facts might she have selected to express the opposite opinion?
4. The writer expresses her opinion throughout the article, but there are points where she is explicit in stating her opinion. Underline these sentences.

**Group Activity: (Group-2)**

Read 3.4 Text 2 (or page 45 of the Anthology). **'Why you should leave your first love'** Written by Daisy Buchanan

**Discussion Questions:**

1. In this article, the writer argues that teenagers should never think of their first love as a long-term relationship. Using a copy of the article, underline one phrase or sentence in which the writer most clearly explains why she thinks this.
2. In line 24, the writer writes about teenagers for whom 'Twilight was their bible'. Look at one student's notes on the connotations of the word 'bible' below. Remember: connotations are the ideas or feelings that a word or phrase can suggest. Tick any which help you to understand the writer's opinion in this part of the article.
3. In line 22, the writer writes about girls who are: on a mission to meet The One
  - (a) Why has the writer capitalised each word in the phrase 'The One'? Write one or two sentences explaining your ideas.
  - (b) Think carefully about the connotations of some of the writer's language choices in the extract above. Note them on the spider diagrams below.
  - (c) Look again at your answers to question 3b. What do these connotations suggest about girls who act in this way? Write one or two sentences explaining your ideas.
4. How do the writer's language choices – e.g. 'bible', 'mission', 'The One' – help her to make her point in this article? Write two or three sentences explaining your ideas.

**Group Activity: (Group-3)**

Students read 3.7 Text 1 (or page 50 of the Anthology), **A Year in Provence**-Written by Peter Mayle.

### **Discussion Questions:**

1. What do you think might be the writer's intention in this opening to his account?
2. Identify **one** phrase, sentence or section of the extract that supports each of the intentions you identified.
3. a) What do you learn about living in France from the extract? Note down two different ideas.  
b) How has the writer tried to make these ideas interesting and engaging? Write one or two sentences explaining the ideas you identified in part.
4. At the end of the extract, Mayle writes:

**We had bought a house, taken French lessons,  
said our good-byes, shipped over our two dogs,  
and become foreigners.**

What does this suggest about his thoughts and feelings at this time?

### **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.

### **Discussion questions**

1. Read from the beginning of 4.2 Text 1 until 'Your own emotional weather'. Find and highlight the vision Tracey Thorn used to have about what holidays should be.
2. What is Tracey Thorn's key message in this extract? Sum it up in no more than 10 words.
3. In lines 4–5, Tracey Thorn quotes from a song: '...as Neil Finn so eloquently put it, everywhere you go, you always take the weather with you.' How does this metaphor reinforce the ideas in this extract?
4.
  - (a) Skim through the extract and highlight Tracey Thorn's view of the positive aspects of holidays. Now repeat this exercise using a different colour to highlight her view of the negative aspects of holidays.
  - (b) Look again at the text you have highlighted. Select three key positive ideas and three key negative ideas which most clearly show the positive and negative aspects of holidays. Mark your choices with an 'x'.
5. From lines 20–25, identify two problems the writer and her family encountered on their holiday.
6. From lines 14–20, identify one example of the weather conditions which the writer experienced on her holiday.

### **Group Activity: (Group-5)**

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

### **Discussion questions**

1. (a)What do you think might be the writer's intention in writing this article?  
(b)Identify one phrase, sentence or section of the extract that supports each of the intentions you identified in part a).
2. a) Identify three words which the writer includes in the first three paragraphs that suggest how he and his family might have felt about moving to the UK.  
b) Write two or three sentences explaining what this information suggests about how he and his family might have felt.

### **Plenary**

Just a Minute

Split the students into groups of three

Give each group an envelope with key words from today's lesson

The students take it in turns to explain the key words to the rest of the group in under a minute

The person to guess gets to choose the next key word to explain to the group

### **Zoom Session 3 and 4**

#### **Learning Objectives:**

Identify and interpret explicit and implicit information and ideas.  
Evaluate texts critically and support this with appropriate textual references.

#### **Success Criteria:**

I can develop my understanding of evaluation and how to write in a sustained and critical style.

#### **Learning Outcome:**

Students will be able to evaluate conflicting viewpoints within and about a text.

#### **Starter**

Write down a key term on the board, students have the challenge of writing as many related words as they can within 2-4 minutes. Share ideas and add to list. Correct common spelling errors as a group.

#### **Task:**

Re-read the extract again and the task assigned to your group.

What are the key words in this task?

What will you need to do in your writing to get good marks?

How will you organise your writing to get good marks?

- Don't focus on the 'how' but the 'how well'
- The writer has **confidently** created a feeling of ... in the extract through the use of...
- Skilful use of ... helps create a feeling of... successfully because ...
- The use of ... contributes to the **effectiveness** of ... because ...
- **Thoroughly, lively, inventively, originality**

#### **GROUP ACTIVITY**

##### **Group-1 -Evaluation Question: (15 Marks)**

In this article, India Knight expresses her opinion on disapproval of the school prom.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

##### **Group- 2- Evaluation Question: (15 Marks)**

In this extract, the writer explains why teenagers should be cautious when it comes to falling in love.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

##### **Group-3 - Evaluation Question: (15 Marks)**

In this extract, the writer Mayle describes the events of one New Year's Day.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

##### **Group-4 -Evaluation Question: (15 Marks)**

In this extract, the writer shows the point of view of going to another country.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

##### **Group-5- Evaluation Question: (15 Marks)**

In this extract, the writer reflects on his past, present and future.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

#### GROUP ASSESSMENT

- ❖ Has your partner focused on the keywords in the question?
- ❖ Have they used the language of evaluation?
- ❖ Have they referred to how SITE contributes to the key words in the question?

#### Criteria

Level	Mark	(A04) Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-3	<ul style="list-style-type: none"><li>• Description of ideas, events, themes or settings.</li><li>• Limited assertions are offered about the text.</li><li>• The use of references is limited.</li></ul>
<b>Level 2</b>	4-6	<ul style="list-style-type: none"><li>• Comment on ideas, events, themes or settings. Straightforward opinions with limited judgements are offered about the text.</li><li>• The selection of references is valid, but not developed.</li></ul>
<b>Level 3</b>	7-9	<ul style="list-style-type: none"><li>• Explanation of ideas, events, themes or settings.</li><li>• Informed judgement is offered about the text.</li><li>• The selection of references is appropriate and relevant to the points being made.</li></ul>
<b>Level 4</b>	10-12	<ul style="list-style-type: none"><li>• Analysis of ideas, events, themes or settings.</li><li>• Well-informed and developed critical judgement is offered about the text.</li><li>• The selection of references is appropriate, detailed and fully supports the points being made.</li></ul>
<b>Level 5</b>	13-15	<ul style="list-style-type: none"><li>• Evaluation of ideas, events, themes or settings.</li><li>• There is a sustained and detached critical overview and judgement about the text.</li><li>• The selection of references is apt and discriminating and is persuasive in clarifying the points being made.</li></ul>

Plenary:

#### Asynchronous Session: Lesson 5

##### Learning Objectives:

- 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.

##### Learning Outcome:

Students will answer question to demonstrate their knowledge and understanding of the main ideas, events, and themes to express his/her point of view.

**Task-1**

What words in this extract create a negative image of the homeless people being described?

Walking through St. James's Park about 4pm, I found the open spaces of sward on either side the path thickly dotted over with strange dark objects. They were human beings; ragged men and ragged women; lying prone and motionless, not as those who lie down for rest and enjoyment, but as creatures worn out and listless.

**Task-2**

What is the phrase really saying?

Stay away from negative people. They have a problem for every solution.