

STUDY PLAN – DISTANCE LEARNING

Teacher:	-----
Class and Section:	YEAR 11 –
Subject:	English Language (GCSE 9-1)
Week 11:	8 TH NOVEMBER – 12 TH NOVEMBER
No. of lessons:	4 – All Zoom / GC Sessions
Student’s access to Work:	Work sent to students through Class Group Gmail or Google Classroom
Topic:	21 ST Century Non-Fiction and Writing to explain [Newspaper Article]

Overall Objectives:

- Be able to summarise and synthesise key ideas in the narrative, exploring connections and their likely impact on the reader
- Understand how writers manipulate the reader’s response through paragraph structure
- Be able to analyse some of the writer’s choices and their impact on the reader in some detail

Outcome:

- Increasingly analytical critical thinking supports fluent expression and exploration of a personal response to the text. Developed evaluation of the writer’s success in achieving their likely intention and/or the text’s reliability and usefulness.
- Increasingly developed analysis of the writer’s likely purpose and intention and how it is achieved
- Clear evidence of deliberate choice in paragraph length and structure, manipulating sentence order for effect

RESOURCES:

- English Language Text Anthology

Text: ‘The Naked Jape: Uncovering the Hidden World of Jokes’ (page 76) Written by *Jimmy Carr* and *Lucy Greeves*

[This extract from the 2006 title ‘*The Naked Jape: Uncovering the Hidden World of Jokes*’ explores the purpose of jokes and how they work.]

DATE	ACTIVITY
WEEK 11	8 TH NOVEMBER – 12 TH NOVEMBER
Zoom Session 1	<p data-bbox="443 306 867 342">'The Diary of Nobody' (page 75)</p> <p data-bbox="443 381 674 417"><u>Lesson Objectives</u></p> <ul data-bbox="489 420 1881 565" style="list-style-type: none"> • Summarise and synthesise key ideas in the narrative, exploring connections and their likely impact on the reader • Understand how writers manipulate the reader's response through paragraph structure • Analyse some of the writer's choices and their impact on the reader in some detail <p data-bbox="443 607 663 643"><u>Success Criteria:</u></p> <ul data-bbox="489 646 1751 716" style="list-style-type: none"> • Be able to critical read and comprehend summarise and synthesis • Be able to evaluate the writer's choice of vocabulary, form, grammatical and structural features <p data-bbox="443 758 1236 794"><u>The Learning Process/Assessment For Learning Strategies</u></p> <p data-bbox="443 836 726 872"><u>Reading for Meaning</u></p> <ul data-bbox="489 914 1724 1016" style="list-style-type: none"> ▪ Read the text together with students; ask questions to test their understanding of the meaning. ▪ Make students interpret a few words and phrases, comment and add to their understanding. ▪ Help students maintain their focus on the writer's viewpoint and the use of language. <p data-bbox="443 1058 590 1094">Questions:</p> <ol data-bbox="489 1097 1829 1242" style="list-style-type: none"> 1. From lines 9 to 16, identify two details which support the point that we consider a sense of humour to be 'a matter of peculiar social importance'. 2. From lines 18 to 27, identify two ways the writers suggest we use jokes? 3. Discuss the writers' purpose in the text. <p data-bbox="535 1245 1577 1281">Consider: to surprise; to amuse; to explain; to prompt thought and reflection, etc.</p> <p data-bbox="535 1284 1692 1320">Ask students to present two short pieces of evidence from the text to support their answers.</p> <p data-bbox="443 1362 688 1398"><u>Learning Outcome</u></p>

	<ul style="list-style-type: none"> • Be able to summarise, synthesise and connect key ideas in the narrative • Be able to explore connections among key ideas in the narrative and their likely impact on the reader • Be able to consider a number of alternative interpretations
<p>Zoom Session 2</p>	<p><u>Lesson Objectives</u></p> <ul style="list-style-type: none"> • Explore key ideas in the text and their likely impact on the reader • Understand how writers manipulate the reader’s response through paragraph structure <p><u>Success Criteria:</u></p> <ul style="list-style-type: none"> • Be able to critical read and comprehend summarise and synthesis • Be able to evaluate the writer’s choice of vocabulary, form, grammatical and structural features <p><u>The Learning Process/Assessment For Learning Strategies</u></p> <p><u>Understanding text structure</u></p> <p>Discuss the structure of the first paragraph in the extract.</p> <p>Consider the following points in your discussion:</p> <ul style="list-style-type: none"> • make the point that jokes should not be taken seriously and support that point with examples • make the point that we do take humour seriously and support that point with examples. • Ends the paragraph with a rhetorical question to engage the reader and effectively hammer home the point that the writers want to make. <p>Now ask students to look at the structural choices that writers make in the rest of the text.</p> <p>For example:</p> <ul style="list-style-type: none"> • Again, they support their central point...with some amusing examples. Notice how they emphasise the light-hearted tone with informal language.

	<ul style="list-style-type: none"> • The writers go on to make a serious point about how socially awkward British people can be, and support this point with evidence from an academic study. • How the paragraph is closed using an amusing example that many readers will recognise. • How the tone is constantly changing from serious point to some light-hearted examples and then another serious point with serious academic evidence to support the point and finally ending on a light-hearted note. <p><u>Learning Outcome</u> Students will demonstrate the ability to understand the writer’s use of structure and paragraphing to influence the reader and achieve desired effect – to create humour and change the mood and tone of the text.</p>
<p>Zoom Session 3</p>	<p><u>Designing Your Text</u></p> <p><u>Lesson Objectives</u></p> <ul style="list-style-type: none"> • Plan to recount a humorous narrative episode effectively, considering the impact of paragraph structure. • Plan the story: two paragraphs to set up the situation, the final paragraph to resolve it. <p><u>Success Criteria:</u></p> <ul style="list-style-type: none"> • Be able to apply a range of techniques that help to create humour or any other effect. • Be able to structure a text to achieve the desired purpose and effect. <p>Writing Task: Newspaper Article Consider the exam-style question given below and...</p> <ul style="list-style-type: none"> • explore the structure of the extract • consider an appropriate writing design, and • provide a framework to support the careful crafting of a transactional text. <p>The exam-style question:</p>

Write an article for a newspaper, exploring how television entertains us.

You could write about:

- the different kinds of programmes that are popular at the moment, e.g. reality television, soap operas, talent competitions
- why people enjoy those programmes
- whether television is entertaining us successfully or whether programme makers could improve the variety of programmes available
as well as any other ideas you might have.

Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.

(40 marks)

Purpose: to write an article for a newspaper – informative and persuasive.

Audience: newspaper readers. Candidates can choose which newspaper they are writing for. Some candidates may adapt their writing to suit the conventions of tabloid or broadsheet newspapers. The focus is on communicating ideas about television entertainment. This may involve a range of approaches and should be compelling.

Form: the response should be set out effectively as an article; however, candidates may make some use of side-headings and bullet points. Credit should be given to those answers that use any stylistic conventions of a newspaper article – this may have various forms but must include a heading, an introduction to the subject, a summary of the issues or ideas being considered, and a conclusion.

Responses may:

- comment on the different programmes people enjoy or point out the predominance of a particular genre, e.g. reality television, soap operas, talent competitions
- explore the reasons people enjoy particular kinds of programmes, e.g. the drama of soap operas, the achievements and failings of contestants in talent competitions
- consider the value of these programmes, commenting on their range, quantity and quality
- some candidates may give points both praising and criticising television entertainment but other candidates may take one side only.

	<p><u>Learning Outcome</u> Students will be able to review the structure of their sentences to make sure they express their ideas as clearly as possible and contribute to their intended tone and impact on the reader.</p>
<p>Zoom Session 4</p>	<p>Discussion on the writing task / Sharing of ideas</p> <p><i>Lesson Objectives:</i></p> <ul style="list-style-type: none"> • Students annotate their article, identifying the reasons for their choices of ‘elements’ and the balance of those elements. <p><i>Success Criteria:</i></p> <ul style="list-style-type: none"> • Be able to annotate and explain their reasons for their choices made to achieve purpose and effect <p>A few students read their articles and receive feedback from peers and the teacher.</p> <p>Share the following points with students to enable them to comment on reward-able content only. Selection of appropriate ‘choices / emotive words’ to include in the description How the balance of those ‘elements’ in the construction of monologue is achieved The focus on how effectively are the feelings communicated.</p> <p><u>Learning Outcome</u> Students will be able to:</p> <ul style="list-style-type: none"> • demonstrate in writing their ability to communicate effectively, • listen to the feedback and questions attentively and • respond to them appropriately