YEAR 9 ENGLISH LANGUAGE ***WEEK 11*** ***STUDY PLAN - DISTANCE LEARNING / BLENDED LEARNING***

YEAR 9 ENGLISH LANGUAGE

Name of the Teacher: Keenan Pimenta

Class and Section: YEAR 9 F

Subject: ENGLISH LANGUAGE (GCSE 9-1)

Week 11: 8th November to 12th NOvember

No. of lessons - 5 (4 – ZOOM, 1 GOOGLE CLASSROOM)

***Student's access to Work*: Work sent to students through Google Classroom and Zoom session will be held.**

Topic: SELLING AN IDEA - DYSTOPIA

Overall Objectives:

- Understand how writers of dystopian fiction include elements of the familiar within a disturbing world in order to unsettle the reader
- Understand how language can be crafted to persuade and control the reader in dystopian fiction

RESOURCES: SKILLS FOR WRITING TEXT – UNIT 5 & 6, Pages 78 to 81

POWER POINT PRESENTATION – SELLING AN IDEA

YOUTUBE – BLADE RUNNER – OPENING SCENE

RESOURCES FROM EDEXCEL / ACTIVE TEACH

ASSESSMENT for LEARNING : Students are assessed continuously for GC work; Homework and contributions during class discussions.

DATE and LESSON No.	ACTIVITY
	8th November to 12th November
LESSON 1	**ZOOM Lesson 1** **Learning Objectives:** • To understand how writers of dystopian fiction include elements of the familiar within a disturbing world in order to unsettle the reader • **SUCCESS CRITERIA** Students will be able to • Include elements of the familiar in a disturbing world **Learning Outcome:** Students can include elements they are familiar with in a dystopian setting **ACTIVITY 1 – text pg 78** **Students can be informed that authors of dystopian fiction sometimes use familiar ideas and language to help us believe in the world they have created. However, there are often subtle (hidden), strange differences they include in order to make us feel disconcerted and to make us think about an issue. (PPT – SELLING AN IDEA – DYSTOPIA) – SLIDE 1** **PLAY OPENING SCENE OF 'BLADE RUNNER' especially the backstory – from 2:08 to 3:00 (Blade Runner video clip attached)** **Whole class**: Briefly identify any **features of dystopian fiction or language choices** that students have addressed in previous lessons. Students might highlight the **dystopian features**: a possible future, scientific progress, science and nature, power and conflict. They might also notice the use of **proper nouns** to establish a history of the fictional society, **noun phrases** ('an Off-world

	colony') to create an impression of place, and **adverbial phrases** ('after a bloody mutiny…') to show a rapidly changing world. Discuss how the text from the opening credits shows **the way language is used to smooth over unwholesome ideas by those in power**: students might highlight the use of **proper nouns to distance from killing ('Blade Runner'**), the use of **scientific language**, and **noun phrases to indicate blame** ('a bloody mutiny' implies it is the replicants' fault). Draw students' attention to the **noun 'retirement'** and how this works persuasively to make an unwholesome idea more palatable. Then introduce the world of ***Do Androids Dream of Electric Sheep?*** Emphasise that many creatures on the Earth have been destroyed by nuclear war and robot animals and humans are developed by large corporations. **Whole class:** Pose the question 'Do androids dream of electric sheep?' Try to get students to think about the implications of this question: that it raises questions about **sentience** (the quality of being able to experience feelings), about what makes a person alive or human. Focusing on the mention of sheep, lead a quick and light-hearted discussion on the purpose of pets or keeping animals, perhaps taking the position that pets are a waste of time and money. Questions might include the following: **(PPT – SELLING AN IDEA – DYSTOPIA) – SLIDE 4** • What is the purpose of a pet? • Why have a sheep rather than a mouse? • Are pets just a costly nuisance? • What might be the point of having electric ones? • Why might androids not need a pet? Bring the discussion back to **possible reasons for the author's title** and the fact that he may be asking his readers to **consider the relationship between humans and animals** and that they **require empathy and emotional response**. Explain that **in Do Androids Dream…?, empathy is considered a mark of a true human.**
LESSON 2	**ZOOM LESSON 2** Students read the extract ***Do Androids Dream of Electric Sheep?*** Ask questions to check understanding and meaning of parts of the extract. **GROUP WORK** – In groups students answer the 2 questions posed (Pg 78) – Questions 1a, b, c & 2. **(PPT – SELLING AN IDEA**

	– DYSTOPIA) – SLIDE 5 Class discussion on the questions – They may highlight familiar aspects of TV, the formula of the persuasive language in the advertisement together with the supporting 'real life' testimony, familiar people (the announcer, Mrs Klugman) and places (Washington) versus unfamiliar nouns, proper nouns and expanded noun phrases (Interspace Horizons Day, custom-tailored humanoid robot) and, importantly, the idea of selling humanoids – this isn't natural and science has spun out of control.
LESSON 3 –	**GOOGLE CLASSROOM** Students write the answers they discussed in their notebook.
LESSON 4	**ZOOM LESSON 3** **Learning Objectives:** To understand how language can be crafted to persuade and control the reader in dystopian fiction **Success Criteria: I can** • Use persuasive language to control readers • **Learning Outcome:** Students use persuasive language to sell their own ideas **WRITER'S WORKSHOP** Read through Writer's workshop on Pg 80 **(PPT – SELLING AN IDEA – DYSTOPIA) – SLIDES 7, 8, 9, 10)**

LESSON 5	**ZOOM LESSON 4** **ACTIVITY 2 – PAGE 81** Students complete ACTIVITY 2 on Page 81. 1. This activity can be done as **GROUP WORK**. Students could image a robot animal or humanoid which might be available for sale in the world of ***Do Androids….*** 2. They can then complete the spider web **(RESOURCE 7.4 (WS)** attached before attempting part 2 – 3. Write a short advert for the robot in the style of the one from the extract on Page 79. This may be set for **Homework.**