

YEAR 10 English Language (GCSE 9-1) **Week 13: LESSON PLAN for DISTANCE LEARNING**

Teacher:	Mrs. Aurine
Class and Section:	YEAR 10A/E
Subject:	English Language (GCSE 9-1)
Week 13:	22 nd to 26 th November 2020
No. of Sessions:	5 sessions (Zoom = 4; Asynchronous = 1)
<u>Students' Access to Work:</u>	Work sent to students through Google Classroom
Topic:	19th Century Fiction
RESOURCES:	Jane Austen's Pride and Prejudice

Edexcel GCSE English Language coverage:

1.1.1: read and understand a range of prose fiction

1.1.2: identify and interpret themes, ideas and information

1.1.4: analyse and evaluate how form and structure contribute to the effectiveness and impact of a text

1.2.2: select, organise and emphasise facts, ideas and key points

GCSE Assessment Objectives: AO1, AO2, AO5

ACTIVITY
22nd to 26th November 2020 (Wk-13)
<u>Zoom Session 1</u>
<u>Lesson Objectives</u>
<ul style="list-style-type: none">• To engage in a variety of discussions by listening and sharing prior knowledge• Read closely and find answers explicitly in the text.• To determine the meaning of words and phrases used in the text• To analyze an author's choice of vocabulary and determine textual evidence that strongly and thoroughly supports both explicit and inferential questions
<u>Success Criteria:</u>
<ul style="list-style-type: none">• I can formulate opinions, ideas, and conclusions based on prior and new evidence.• I can analyze how the central idea of a text emerges, is shaped and refined by specific details.• I can analyze the cumulative effect of words choices on:<ul style="list-style-type: none">o meaningo tone• I can analyze text in order to provide evidence of how the text explicitly uses details to support key ideas.• I can draw inferences from the text in order to understand how textual analysis is developed.
<u>Learning Outcome:</u>
Students will be able to build and activate prior knowledge in order to clarify text, deepen understanding,

and make connections while reading.

Starter:-

Groups: Using the [Hook presentation](#), discuss how being a woman in the Georgian period might have been very different or, perhaps, very similar to the way it is now. You could also use images to help students visualise these similarities and differences, such as one from a ball in the 1995 BBC adaptation of *Pride and Prejudice* and one showing a modern-day prom.

<https://www.bbc.com/news/av/magazine-22384723> compare it with modern day prom

In discussion, draw out ideas as to whether these events are both about finding a partner. Do women today feel the need to find a man? And *vice versa*?

Task:

Students will read the extract and discuss few questions(whole class activity)

- What does the opening line of *Pride and Prejudice* mean?

It is a truth universally acknowledged that a single man in possession of a good fortune must be in want of a wife.

- What does this one sentence tell the reader about the overall theme of the novel?

The first sentence of the novel alerts readers to the ironic and somewhat mocking tone of the novel. The narrator says,

It is a truth universally acknowledged that a single man in possession of a good fortune must be in want of a wife.

It is, of course, *not* a truth universally acknowledged that any rich bachelor is actively searching for a wife. This is precisely the kind of ridiculous idea that we might expect to come out of [Mrs. Bennet](#)'s mouth, but her husband and at least a couple of her daughters would likely disagree. When the narrator says this line, we might imagine that she does so with a rather sarcastic tone because this is an example of verbal [irony](#), and she will continue to poke fun at, or even mock, beliefs about marriage, especially among the upper classes, throughout...

- Gather first impressions of the relationship between Mr. and Mrs. Bennet.
- Read the introduction explaining when the novel was written and why women needed to find a husband.
- Draw out the contrast between the women at the Georgian ball and the girls at the school prom in terms of their future independence.

Mini Plenary:

Ask three students to share the task of reading the opening of the novel: one should be the narrator, one Mrs Bennet and one Mr Bennet.

Ask students to complete [Reading for meaning worksheet 1](#).

Zoom Session 2-3

Learning Objectives

- Understand how character and perspective can be conveyed through dialogue
- Explain how connections among setting, character traits, character development, and plot suggest themes.

Success Criteria:

- ✓ I can understand how aspects of character and perspective can be developed through dialogue

- ✓ I can read critically to evaluate texts and analyze literary elements for their contributions to meaning.

Learning Outcome:

- ✓ Students will be given the opportunity to practice reading aloud and silently to improve their skills in each area.
- ✓ Students will be able to study dialogue to understand the extract from *Pride & Prejudice*.
- ✓ Students will be able to use Austen's writing to study artful dialogue and unique sentence structure.

Starter:

- Do we misperceive/misjudge people--regardless of their status--and is that prejudice?
- How do we work to overcome our pride and our prejudices? Is it necessary to discard our pride and prejudices in order to strive for equality?
- How can we influence others to change their prejudices?

Task-1

Complete the [Reading for meaning 1 interactive](#) (Kindly check active teach for this activity) as a whole class to prompt and develop students' responses to Mr. and Mrs. Bennet, encouraging the use of quotation to support responses. Ask for students' own ideas: how else could Austen's presentation of these characters be described?

Task-2

Using the [Reading for meaning 1 progress check presentation](#), explore the verbal irony of the extract's opening statement. Use the questions on slide 5 to ensure a basic grasp of the ironic tone, to develop understanding of how Austen's perspective is revealed through the irony and to analyse more thoroughly what the irony communicates.

Task-3

Groups (of three): Read the extract aloud again, with one person acting as the narrator, another as Mrs Bennet and a third as Mr Bennet. Ask students to try to convey the ironic tone of the narrator, Mrs Bennet's excitement at the possibility of marrying one of her daughters to a wealthy man and Mr Bennet's rather teasing replies.

Using dialogue to establish character and perspective

- A good writer uses dialogue to do far more than present a conversation between characters.
- Writers think carefully about what to include in their dialogue because it can reveal to us not just what the characters say, but also what the characters are like and their personal view of events.
- In the opening of *Pride and Prejudice*, there are only a few short statement sentences by the narrator (mostly ironic), the rest is dialogue.
- Through this dialogue, Austen reveals a lot about the social setting of the story, and the characters and perspectives of the Bennets.

Task-4

What do we learn about Mrs Bennet from these lines of dialogue?

Mr B: Is he married or single?

Mrs B: Oh! Single, my dear, to be sure! A single man of large fortune; four or five thousand a year. What a fine thing for our girls!

Mr B: How so? How can it affect them?

Mrs B: My dear Mr Bennet, how can you be so tiresome! You must know that I am thinking of his marrying one of them.

What do we learn about Mr Bennet from these lines of dialogue?

Mrs B: But consider your daughters. Only think what an establishment it would be for one of them. Sir William and Lady Lucas are determined to go, merely on that account, for in general, you know, they visit no newcomers. Indeed you must go, for it will be impossible for *us* to visit him if you do not.

Mr B: You are over-scrupulous, surely. I dare say Mr Bingley will be very glad to see you; and I will send a few lines by you to assure him of my hearty consent to his marrying whichever he chooses of the girls; though I must throw in a good word for my little Lizzy.

What do we learn about Mr and Mrs Bennet's relationship through these lines of dialogue? What is revealed about their different perspectives on the future of their children?

Mrs B: Mr Bennet, how *can* you abuse your own children in such a way? You take delight in vexing me. You have no compassion for my poor nerves.

Mr B: You mistake me, my dear. I have a high respect for your nerves. They are my old friends. I have heard you mention them with consideration these last twenty years at least.

Plenary

Conclusion:

Whole class: Show the images from the lesson introduction again and open up discussion about women in society today. How has the role of women changed since Austen's time? How independent are women now? What about the role of men? Are there new problems for men and women today that Austen's characters did not face?

Homework:

Exam-style questions

1. From lines 19–24, identify a phrase which shows that Mrs Bennet thinks Mr Bingley will make a good husband for one of her daughters.
2. From lines 35–42, give two ways in which the writer shows Mr Bennet's opinion of his daughter, Lizzy. You may use your own words or quotations from the text.

Answer

1. Accept one of the following:
 - 'A single man'
 - 'of large fortune; four or five thousand a year'
2. Accept any reasonable answer based on lines 35–42, up to a maximum of 2 marks. Quotations and candidate's own words are acceptable. For example:
 - 'I must throw in a good word for my little Lizzy' (1)
 - 'you are always giving her the preference' (1)
 - Mr Bennet thinks Lizzy is different to other girls who 'have none of them much to recommend them' (1)
 - Mr Bennet thinks Lizzy is different to her sisters who are 'all silly and ignorant like other girls' (1)
 - 'Lizzy has something more of quickness than her sisters' (1)

Zoom Session-4

Learning Objectives

- To make assured choices of selective facts to support your opinion
- To select a range of sentence lengths and clause types for effect or emphasis.
- To use a range of vocabulary to achieve specific impact, appropriate to purpose, audience, and register.

Success Criteria:

- I designed my writing thinking about my audience, and what opinions I wanted to convey and how I would express them.
- I made careful choices of which facts to use to support my opinion

Learning Outcome:

- ✓ Students will be able to write an article expressing their opinions on goal of womanhood.
- ✓ Students will be able to select appropriate form of text to address audience and purpose.
- ✓ Students will be able to use organization techniques and technological tools to enhance clarity

Writing Task: (Planning)/ first draft

Write an article for your school website expressing your own opinions about whether marriage should be seen as the goal of womanhood.

Designing your text Before you start writing, you need to plan and think about the design of your text and the choices you can make:

1. Think about your audience

Your audience will be the students at your school, teachers, parents and anyone interested enough in your school to read the blog/article.

You could think about:

- the register of your blog/article: how formal or informal do you want it to be?
- the impact you want to have on your reader
- what your audience might already think about this topic.

2. Gather your ideas

- Make notes on your chosen topic: whether marriage should be seen as the goal of womanhood.

- Think about whether you need to do some research to gather more information.

- Identify useful facts that will help to support your opinion.

- Note down the opinions you want to express and any key vocabulary that will help you to express those ideas.

3. Sequence your ideas

- How could you get your reader interested in the topic you are writing about? What might your opening sentence be? Or what might be a good 'hook' idea to engage your reader?

- How will you develop your argument logically?

- How will you end your blog/article? Have you a strong point to make? Or a rhetorical question to make your reader think? Or an emotive point to tug at your reader's heartstrings?

4. Consider your language choices

- What vocabulary choices might help you to express your opinion?

- Could you use a colon to emphasise or elaborate upon an opinion?

- Consider drafting some short statement sentences at this stage, which you might be able to use to express your opinion directly. Experiment with some of these language choices: you might be able to use some of them in your writing. Be playful: some of the best ideas come from experimentation and playfulness!


5. Review your design Re-read your planning notes and consider whether you are ready to write.

- Do you have a sense of the broad structure of your blog/article?

Self Assessment

Evaluate your writing

Look at the table below. Which one best describes your planning and your writing?



<ul style="list-style-type: none"> I designed my writing thinking about my audience. I expressed opinions directly using short statement sentences. I used the colon appropriately in my blog/article. I used facts to support my opinion. 	<ul style="list-style-type: none"> I designed my writing thinking about my audience and what opinions I wanted to convey. I emphasised opinions in my blog/article using short statement sentences. I used the colon to emphasise my opinions. I used facts selectively to support my opinion. 	<ul style="list-style-type: none"> I designed my writing thinking about my audience, and what opinions I wanted to convey and how I would express them. I emphasised key opinions in my blog/article using short statement sentences. I used the colon to emphasise and elaborate on my opinions. I made careful choices of which facts to use to support my opinion.
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Asynchronous Session: Lesson 5

Learning Objectives

- To make assured choices of selective facts to support your opinion
- To select a range of sentence lengths and clause types for effect or emphasis.
- To use a range of vocabulary to achieve specific impact, appropriate to purpose, audience, and register.

Success Criteria:

- I designed my writing thinking about my audience, and what opinions I wanted to convey and how I would express them.
- I made careful choices of which facts to use to support my opinion

Learning Outcome:

- ✓ Students will be able to write an article expressing their opinions on goal of womanhood.
- ✓ Students will be able to select appropriate form of text to address audience and purpose.
- ✓ Students will be able to use organization techniques and technological tools to enhance clarity

Task-1

Final Writing Task

Write a blog entry or article for your school website expressing your own opinions about whether marriage should be seen as the goal of womanhood.