

YEAR 10 English Language (GCSE 9-1) Week 5 LESSON PLAN for DISTANCE LEARNING

**Teacher:** Mrs. Aurine  
**Class and Section:** YEAR 10A/E  
**Subject:** English Language (GCSE 9-1)  
**Week 5:** 28<sup>th</sup> February to 4<sup>th</sup> March 2021  
**No. of Sessions:** 4 sessions  
(Zoom = 4; Asynchronous = 1)  
**Students' Access to Work:** Work sent to students through Class Group Gmail/ Google Classroom  
**Topic:** **Transactional Writing**  
**RESOURCES:** Article– writing to analyse and entertain Extract from ‘The ghost story comes back to haunt us’ Published in *The Telegraph* on 22 December 2001

**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
- 2.1.3: summary and synthesis
- 2.1.4: evaluation of a writer’s choice of vocabulary, form, grammatical and structural features
- 2.2.1: produce clear and coherent text
- 2.2.2: write for impact

**GCSE Assessment Objectives:**

AO1, AO2, AO5

ACTIVITY
<b>TERM-2</b> <b>28<sup>th</sup> Feb to 4<sup>th</sup> March 2021 (Wk-5)</b>
<b><u>Zoom Session 1 and 2</u></b> <b><u>Learning Objectives:</u></b> <ul style="list-style-type: none"><li>• To summarise and synthesise key ideas in the narrative, exploring connections and their likely impact on the reader</li><li>• To identify the implications and connotations of the writer’s choices of vocabulary</li></ul>
<b><u>Success Criteria:</u></b> <ul style="list-style-type: none"><li>✓ I can select, summarise and synthesise the key events in a text.</li><li>✓ I can identify, explore and analyse the implications and connotations of the writer’s choices of vocabulary</li></ul>
<b><u>Learning Outcome:</u></b> <ul style="list-style-type: none"><li>➤ Be able to summarise, synthesise and connect key ideas in the text</li></ul>

- Be able to identify and explore the implications and connotations of the writer's choices of vocabulary

**Interactive session:**

Teacher display the Hook presentation and ask students to discuss the question posed on slide 1. Then the question on slide 2. As a further discussion point, teacher ask the class to discuss what they think are the ingredients of a good ghost story.

**Individual:** Read 4.3 Text 1 ('The ghost story comes back to haunt us') or page 57 of the Anthology.

**Reading for meaning:**

1. Look at the first paragraph. Which words and phrases are more typical of a ghost story than a newspaper article? Highlight them in your text.
2. Why do you think the writer has used these words and phrases at the start of the article? Write one or two sentences explaining your ideas.
3. In paragraph 3, Sinclair McKay describes telling and being told ghost stories in the dark of winter as 'oddly cosy'. Why has he used the word 'oddly'?
4. At the end of the article, the writer suggests 'we're all secretly afraid of the dark at the top of the stairs'. What is he suggesting about the appeal of ghost stories and about the people who enjoy reading and watching them?

**Plenary:**

Share your ideas

***Zoom Session 3 and 4***

**Lesson Objectives**

- Understand how word choices signal the writer's purpose and tone

**Success Criteria:**

- ✓ I can understand and explore how word choices signal the writer's purpose and tone

**Learning Outcome:**

- ✓ Students will be able understand and analyse how word choices signal the writer's purpose and tone

**Activity-1**

Look at the opening paragraph of the article. How is each of the underlined phrases related to ghost stories?

GATHER round, dear friends, for a troubling story of the supernatural. Now, a long time ago – longer than you would think – the traditional ghost story was regarded even by Victorians as old-fashioned, a quaint amusement for children. Yet only recently, there have been disquieting signs that the genre is not resting quietly.

Why do you think the writer begins in this way?

Writers set the tone of a text by showing how they feel about a subject or an idea through their word choices.

Compare the tone of these sentences

The writer chose to write:

GATHER round, dear friends, for a troubling story...

...but could have chosen:

I'm going to tell you about...

How does the writer's vocabulary choice help him achieve his intention?

What impact does the writer's vocabulary choice have on the tone of the sentence?

Now look at this summary of the film *The Others*:

*The Others* presents a fusion of many classic ghost story elements: a remote house (this one in Jersey) cut off from the world by thick fogs; a neurotic mother becoming convinced that her children are being targeted by supernatural forces; sinister house servants; doors that won't do a thing that anyone wants them to; and heavy footsteps heard in empty rooms above.

What does the word 'neurotic' suggest to the reader?

What happens if we remove it?

How does the connotation change?

What happens to the tone?

Now look at this noun phrase:

The *Others* presents a fusion of many classic ghost story elements: a remote house (this one in Jersey) cut off from the world by thick fogs; a neurotic mother becoming convinced that her children are being targeted by supernatural forces; sinister house servants; **doors that won't do a thing that anyone wants them to**; and heavy footsteps heard in empty rooms above.

How would this change the connotations of the phrase?

How would it change the writer's tone?

How do the writer's vocabulary choices in this sentence support his intended purpose and tone?

Not one **trick** is missed, from **the horribly isolated setting** – Eel Marsh House – **to the evil spectral woman seen in the distance**, **to the sound of distant cries on the mistenshrouded causeway**, to a coaching inn at a market town called Crythin Gifford.

### **Plenary**

Share their reviews and peer assess

### **Asynchronous Session: Lesson 5**

#### **Learning Objectives:**

- Understand how word choices signal the writer's purpose and tone

#### **Success Criteria:**

- ✓ I can understand and explore how word choices signal the writer's purpose and tone

#### **Learning Outcome:**

- ✓ Students will be able to understand the word choices made by the writer influence how the reader understands the meaning and tone of a text.

#### **Activity (40 marks)(Homework)**

Exam-style question

Give one example from lines 8–13 of how the writer uses language to show the popularity of ghost stories and films.

In the story extract below, a student has begun to write a ghost story. How could they develop the feeling of menace in this extract?

Experiment with some of the vocabulary suggestions below the extract – or choose your own.

She stood at the top of the staircase. Stretching out before her and fading into darkness, the corridor felt strange, as though it was shivering. There were lots of closed doors on either side. She waited. In the distance, an owl hooted and was answered by the sound of a fox. She jumped, surprised by the sudden noise. Was it a sign? Did that cry predict her fate? Hardly daring to breathe, she moved slowly along the corridor. Moonlight shone through the window and fog swirling around the branches of the trees moved towards the manor house.

<b>darkness</b> gloom shadows twilight	<b>strange</b> sinister threatening creepy	<b>shiver</b> shake tremble hum	<b>wait</b> stop freeze pause	<b>hoot</b> shriek screech call
<b>sound</b> noise bark cry	<b>jump</b> scream gasp freeze	<b>surprised</b> startled stunned shocked	<b>slowly</b> tentatively apprehensively cautiously	<b>shine</b> stab slant gleam
<b>move</b> advance creep edge	<b>swirl</b> surge coil curl			