STUDY PLAN – DISTANCE LEARNING

Teacher: --------------------------

Class and Section: YEAR 11 –

Subject: English Language (GCSE 9-1)

Week 5: 28TH FEBRUARY – 4TH MARCH

Week 6: 7TH MARCH – 11TH MARCH

No. of lessons: 4 + 4 All Zoom / GC Sessions

Student's access to Work: Work sent to students through Class Group Gmail or Google Classroom

Topics: Understanding Point of View / Perspective (Week 5)
Evaluation of Literary Non-fiction Text (Week 6)

Overall Objectives:
- Select and synthesise evidence from different texts
- Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts

Outcome:

To produce a response that considers:
- a varied and comprehensive range of comparisons between the texts.
- analysis of writers' ideas and perspectives including how the theme, language and/or structure are used across the texts.
- balanced and discriminating references across both texts.

RESOURCES: English Language Text Anthology (Page 91 – 93)

WEEK 5	**ACTIVITY**
	28TH FEBRUARY – 4TH MARCH

<table>
<tr><td>Zoom Session 1 and 2</td><td>

Text 1: *I Know Why The Caged Bird Sings* by Maya Angelou (Autobiography – writing to explain)

Lesson Objectives
- Be able to explore patterns of inference and their impact on the whole text and reader
- Understand how writers structure sentences and position clauses for rhetorical effect

Success Criteria:
- 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

The Learning Process/Assessment For Learning Strategies

Reading for Meaning

- 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.

Questions:
1. Look closely at paragraphs 2 and 3 of the extract. What impressions does the writer give of the world, and the country, in which she is growing up?
2. What impact does the rest of the extract suggest that this time and place have on the writer?
3. What can you infer about the writer's values, abilities and attitudes from the first paragraph of the extract? Explain your ideas, giving examples from the text to support them.
4. Look closely at the mother's responses to the writer's ambitions – and at the writer's responses to her mother (lines 13–21).
   What does the structure and content of this section of the text suggest about their relationship? Explain your ideas.

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Understanding text structure

Re-read the lines:

> *'To her question of what I planned to do, I replied that I would get a job on the streetcars. She rejected the proposal with: "They don't accept colored people on the streetcars."'*

1. In this part of the text, two pieces of dialogue – a question and answer – are condensed in one sentence of reported speech.
2. Look at how the mother's thoughts, feelings and speech are concisely and precisely expressed in one sentence.
3. How does the brevity of these sentences suggest the tone of this conversation between the writer and her mother?
4. Why do you think the writer wanted to create this tone?

Also discuss why the writer chose to use:
- Repetition
- Parallel Structure
- Rhetorical Questions
- Simile

Learning Outcome
- 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

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Zoom Session 3 and 4

Text 2: *Evolution of the Teenager* Produced by the National Citizen Service (Report – writing to inform)

Lesson Objectives
- Understand how writers structure paragraphs to direct the reader, and to manage emphasis, pace and tone

Success Criteria:
- 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

The Learning Process/Assessment For Learning Strategies

Reading for Meaning

- 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.

Questions:
1. Why do you think the writers of this report chose the name 'Generation Citizen' for the generation born between 1995 and 2001? Explain using examples from the text.
2. Which generation is presented as having the most positive characteristics? Why do you think the writers have made this choice? Compare two or more generations to explain your ideas.
3. In lines 24–48, look at all the reasons why people work and what they hope to achieve from it.
   What can you infer about how teenagers have changed over the last 100 years?
   Explain with reference to the text.
4. Look closely at the events and changes in society over the century on which this survey focuses.
   Explain what impact these events and changes had on teenagers' hopes, fears, intentions and ambitions?

Understanding text structure

Discuss:
- How and why writers can deliver detailed information clearly.
- How the writers achieve an even, factual **tone** using sentences beginning with the subject–verb construction

	Learning Outcome Students will demonstrate the ability to analyse in some depth a variety of ways in which the writer has manipulated the text's structure to realise their likely intention and focusing on specific effects achieved at particular points in the text and in the text as a whole.
WEEK 6	7TH MARCH – 11TH MARCH
Zoom Session 1	**Text:** Opening the Tomb of Tutankhamun by Howard Carter, A.C. Mace (Autobiography – writing to describe) *Lesson Objectives* • Be able to analyse patterns of vocabulary and layers of meaning and explore possible multiple responses • Be able to identify and analyse the writer's use of punctuation and sentence structure to create tone and imply or emphasise meaning • Be able to synthesise, summarise and embed relevant evidence and textual reference from the whole text *Success Criteria:* • 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 to manage emphasis, pace and tone. **The Learning Process/Assessment For Learning Strategies** *Reading for Meaning* ▪ 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.

	Questions: 1. From lines 4–9, identify one way in which the writer used a candle in his excavation of the tomb. 2. From lines 17–22, give two examples that suggest the writer is pleased with his discovery. 3. Look at the writer's use of the passive voice in the first paragraph: *'the remains of passage debris that encumbered the lower part of the doorway were removed, until at last we had the whole door clear before us.'* and *'Candle tests were applied as a precaution against possible foul gases'* (a) Who do you think is removing the debris and carrying out the candle tests? (b) Explain why the writer has used passive construction in this part of the text. 4. From the rest of the text, what impressions do you get of Carter, Lord Carnarvon and his daughter, Lady Evelyn? *Learning Outcome* • 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
Zoom Session 2	*Lesson Objectives* • Be able to identify and analyse the writer's use of punctuation and sentence structure to create tone and imply or emphasise meaning *Success Criteria:* • Be able to understand how punctuation and sentence structure help create tone • Be able to analyse the writer's choice of vocabulary, form, grammatical and structural features **The Learning Process/Assessment For Learning Strategies** **Understanding text structure**

Discuss:

- Writers use punctuation and sentence structure to clarify meaning – and to make meaning.
- Ellipsis is used to indicate omission – something has been intentionally missed out. It can be used to suggest:
    - an unfinished thought
    - a pause or silence
    - that the reader must infer what has been omitted.

Questions:

1. Why do you think the writer has used an ellipsis in paragraph two?
2. Why do you think the writer has used paired dashes in paragraph two?
3. Re-read the following lines:
   'At first I could see nothing, the hot air escaping from the chamber causing the candle flame to flicker, but presently, as my eyes grew accustomed to the light, details of the room within emerged slowly from the mist, strange animals, statues, and gold – everywhere the glint of gold.'
   Why do you think the writer has placed this dash here?
4. Now read the following sentence:
   'For the moment – an eternity it must have seemed to the others standing by – I was struck dumb with amazement, and when Lord Carnarvon, unable to stand the suspense any longer, inquired anxiously, "Can you see anything?" it was all I could do to get out the words, "Yes, wonderful things." '
   What impact do the content and position of all these additional phrases have?

<u>Critical Writing Question:</u>

How does the writer of 'Opening the Tomb of Tutankhamun' use language and structure to create tone? Support your views with reference to the text.

<u>Learning Outcome</u>
Students will demonstrate the ability to analyse in some depth a variety of ways in which the writer has manipulated the text's structure to realise their likely intention and focusing on specific effects achieved at particular points in the text and in the text as a whole.

Zoom Session 3	*Lesson Objectives*
	
	• Understand how writers structure an argument to manage the reader's response and achieve their intention
	• Be able to gather, reject, select, sequence and shape texts with close focus on purpose and intention
	
	Success Criteria:
	
	• Be able to apply a range of techniques that help to narrate effectively.
	• Be able to structure a text to achieve the desired purpose and effect.
	
	Writing Task: write an article
	Consider the exam-style question given below and…
	
	• think about the design of your text and the choices you can make.
	• Choose your focus and intention:
	   - What will you write about?
	   - Who is your audience?
	   - What impact do you want to have on the reader?
	• As you write, consider your choice of tense, viewpoint and register.
	
	The exam-style question:
	
	Write about a time when you made – or thought you had made – a valuable discovery. Your response could be real or imagined.
	
	Learning Outcome
	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.

Zoom Session 4	**Discussion on the writing task / Sharing of ideas**
	Lesson Objectives: • Students annotate their writings, identifying the reasons for their choices of ideas. *Success Criteria:* • Be able to annotate and explain their reasons for their choices made to achieve purpose and effect A few students read their writings and receive feedback from peers and the teacher. Share the following points with students to enable them to comment on reward-able content only. Selection of appropriate paragraphing to reflect the emphasis, pace and tone of the narrator's voice. How certain choices of details e.g. the opening or ending, etc. help to achieve the desired effect. The focus on how effectively are the feelings communicated. *Learning Outcome* Be able to review and revise paragraphing with careful consideration of its contribution to the emphasis, pace and tone of the narrator's voice