

YEAR 8 ENGLISH LANGUAGE

TERM 2 WEEK 5 – DISTANCE LEARNING PLAN

Name of the teacher:

Class and Section: YEAR 8

Subject: ENGLISH LANGUAGE

Week :28th February- 4thMarch

No. of lessons – 5 LESSONS

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

Topics: TEXTS- to Persuade,

Overall Objectives:

- Develop close reading skills, strategies
- Identify and understand key words
- Understand main ideas in a non-fiction text

Resources- To be posted on Google Classroom

ZOOM LESSONS 1&2 - Zoom (Advertisements)

ZOOM LESSONS 3&4 – Zoom (Persuasive Articles)

ASYNCHRONOUS LESSON 5

DATE	ACTIVITY
SUNDAY L7&8	<p><u>LESSON 1&2- ZOOM</u></p> <p><u>Learning Outcomes:</u></p> <ul style="list-style-type: none">❖ Understand the key features of a persuasive text.❖ Identify and infer the key features from a persuasive advertisement <p><u>Learning Objectives</u></p> <ul style="list-style-type: none">❖ Understand how writers structure a text to achieve their intention: to persuade the reader❖ Be able to identify the writer's possible intention and analyse closely some of the writer's choices that contribute to achieving it <p><u>Success Criteria:</u> Students will be able to:</p> <ul style="list-style-type: none">❖ Identify features of persuasive texts❖ Identify and explain the use of language in a persuasive text

- ❖ Infer the writer's intention and analyse some elements of the writer's success in achieving it
- ❖ Assess their own understanding of the language used in a persuasive text.

Starter/Introduction/Recap of previous knowledge:

NOTE to teachers :

1. In Yr.7, during Distance Learning in 2019-2020, Writing to Argue, Persuade , Advise was not taught in detail. There is a gap in Reading and Writing.

2, If you are beginning a new focus, please review the basics about

- meaning of persuade; how often we use persuasive strategies in daily life;
- elicit examples of persuasive texts and its relevance in real life.

Clearly recap previous knowledge of persuasive texts before introduction to Advertisements.:

Brain storming of the word ADVERTISEMENT

- How do you get attracted towards an advertisement?
- What is the first thing that you see?(colour, a question? A slogan?)
- How effective is the slogan? why?

(introduce the concept of engaging, capturing the attention or getting the reader and also emphasise on the element of surprise and the use of colours)



- ✓ What is the purpose of the advertisement?
- ✓ Who is the advertisement targeted at? (reader)
- ✓ Is the advertiser effective in persuading its readers?

Teacher-Input: Introduce advertisement and explain that it is found everywhere ie

- ❖ Television
- ❖ Radio
- ❖ Internet
- ❖ Magazines/newspaper/
- ❖ Bill boards

Whole Class Discussion: Students see the video on NSPCC ‘Cartoon’ discuss the message conveyed - **Real children don’t bounce back**

<https://www.youtube.com/watch?v=hGXITh6rro>

Real children don’t bounce back

If you think a child is being abused do something.

Together we can stop child abuse. FULL STOP.

For advice call our Helpline.

Calls can be anonymous.

0808 800 5000

1. What do you think are the most memorable words used in the NSPCC storyboard?
2. Discuss the key ideas in the ad campaign and check students’ understanding of the same.

Individual-student-led Task: Students read the story board given above and answer the following questions in their notebook.

Re-read the following sentences from the NSPCC storyboard.

- a. Explain what ‘Real children don’t bounce back’ means.
- b. Why has the writer written FULL STOP? What are the capital letters being used for here? (In GL Assessment, most students could not answer the b. and c. type of questions included in this Activity. Please Assess for Learning -AfL, and review hereafter)
- c. Why does the sentence ending ‘...we can stop child abuse’ begin with the word

together’? What would be the effect if ‘together’ was moved to the end of the sentence?

- d. How would you describe the tone of this section of the commercial? Choose the sentence below which best matches your view. Explain the reasons for your choice, paying particular attention to the verbs being used by the writer.
- e. The word ‘can’ is repeated twice in this section. Identify the sentences in which it is used. Explain the effect of each sentence.

Teacher-Input: Teacher explains that writers of advertisements often use a wide range of techniques to persuade their readers. e.g.

- ❖ Puns
- ❖ Adjective in superlative form
- ❖ Alliteration
- ❖ Imperatives
- ❖ Repetition
- ❖ Exclamation marks
- ❖ Rhetorical questions
- ❖ Slogans
- ❖ Exaggeration

Whole class discussion: Students create a mind-map of the techniques used in the below advertisement based on the above discussion.

The Marvellous, Mighty, Monster Truck!

50% OFF FOR A LIMITED TIME!



Children, are you fed up with your toys breaking?

Are you looking for a new fantastic unbreakable monster truck?

We'll look no further, help is here with the indestructible, **Marvellous, Mighty, Monster Truck** here just for YOU!

The **Mighty Monster truck** is like no other truck that has ever been seen before!

It has an all-new exceptional and electrifying design! This toy for YOU; it will be a superb, special and sensational addition to YOUR toy collection!

The Mighty Monster truck has many breakthrough and breathtaking features including:

- It's mind-bogglingly huge wheels (monster truck will be able to go everywhere YOU go),
- Remarkably responsive, smooth suspension, (so your monster truck will not be damaged by any bumps),
- An everlasting body kit made out of robust rubber, (so your monster truck can survive any collision that may occur),
- Remarkable voice recognition technology, (which allows you to control your monster truck by telling it where you want it to go as it responds to 25 programmable commands),
- Incredibly interesting and entertaining, (your monster truck will keep you entertained for hours and hours and will make you popular with your friends!)

Let the Marvellous, Mighty, Monster Truck join your toy box today and you'll have the privilege of owning the most amazingly mind-blowing Monster Truck there ever will be!

Miss it! Miss out!

The Mighty Monster Truck can be purchased from Toy world Ltd for the small price of just £199.99 from 2014. Prices may vary according to the detail wanted. See in-store for details. Why not come and try the Mighty Monster Truck for yourself at one of the stores? Book today, call 08867 156345!

HOMEWORK: Find an advertisement and note down two persuasive techniques found in the advertisement of your choice.

PLENARY

Few students share the techniques noted down and teacher moderates the discussion.

**TUESDAY
L1**

LESSON 3 &4 -- ZOOM

THURS
L 3

Learning Outcomes:

- ❖ Comment on the impact of effective persuasive techniques on the reader
- ❖ Evaluate how different texts persuade audiences.

Learning Objectives

- ❖ To **identify** the key ideas from the text and **interpret** the purpose.
- ❖ Understand to use the linguistic devices and persuasive techniques to achieve the Purpose.
- ❖ Use a range of reading strategies to retrieve relevant information.

Success Criteria:

Students will be able to:

- ❖ Identify use of tone an attempt to explain
- ❖ Explore what the writer does to establish a persuasive tone.
- ❖ Respond to a text by making precise points and providing relevant evidence.

Starter Activity:

Students read aloud the following web newspaper article:

- Make a mind map in your notebook on main ideas.
- Underline the key words and ideas in the extract

Against Headphones By Virginia Heffernan

One in five teenagers in America can't hear rustles or whispers, according to a study published in August in *The Journal of the American Medical Association*. These teenagers exhibit what's known as slight hearing loss, which means they often can't make out consonants like T's or K's, or the plinking of raindrops. The word "talk" can sound like "aw." The number of teenagers with hearing loss — from slight to severe — has jumped 33 percent since 1994.

Given the current ubiquity of personal media players — the iPod appeared almost a decade ago — many researchers attribute this widespread hearing loss to exposure to sound played loudly and regularly through headphones. (Earbuds, in particular, don't cancel as much noise from outside as do headphones that rest on or around the ear, so earbud users typically listen at higher volume to drown out interference.) Indeed, the August report reinforces the findings of a 2008 European study of people who habitually blast MP3 players, including iPods and smartphones. According to that report, headphone users who listen to music at high volumes for more than an hour a day risk permanent hearing loss after five years.

Maybe the danger of digital culture to young people is not that they have hummingbird attention spans but that they are going deaf.

Headphones are packed with technology. When an audio current passes through the device's voice coil, it creates an alternating magnetic field that moves a stiff, light diaphragm. This produces sound.

Whatever you call it, children are listening to *something* on all these headphones — though "listening" is too limited a concept for all that headphones allow them to do. Indeed, the device seems to solve a real problem by simultaneously letting them have private auditory experiences and keeping shared spaces quiet. But the downside is plain, too: it's antisocial. As Llewellyn Hinkes Jones put it not long ago in *The Atlantic*: "The shared experience of listening with others is not unlike the cultural rituals of communal eating. Music may not have the primal necessity of food, but it is something people commonly ingest together."

Make it a New Year's resolution, then, to use headphones less. Allow kids and spouses periodically to play music, audiobooks, videos, movie, television and radio audibly. Listen to what they're listening to, and make them listen to your stuff. Escapism is great, and submission and denial, too, have their places. But sound thrives amid other sounds. And protecting our kids' hearing is not just as important as protecting their brains; it *is* protecting their brains.

Whole class:Class discussion on the following:

(focus of teaching – detailed teaching of the main features)

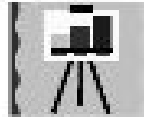
- 1.How would you describe the main purpose of this extract?
- 2.How would you describe the tone of this text? Support your answer with details from the text.
- 3.How has the writer of this text achieved this tone? Explain your ideas, using a quotation from the text to support each one.

Teacher Input: Teacher explains the strategies used by writers to persuade the reader. Use the ppt attached for support

Big Names - experts and important people that support your side of the argument



Logos - using logic, numbers, facts, and data to support your argument



Pathos - appealing to your audience's emotions



Ethos - making yourself seem trustworthy and believable



Kairos - building a sense of urgency for your cause



Research - using studies and information to make your argument seem more convincing; you can use words, graphs, tables, illustrations



Group Activity: Students are assigned into breakout rooms where they discuss points for the following question

Analysis question(AO2) 15 marks

How does the writer use language and structure to interest and engage readers?

In your answer you should comment on:

- the persuasive techniques the writer uses
- the sentence structures the writer uses
- the use of other language and structure features.

You must give examples from the text to support your answer **(15 marks)**

Students discuss other relevant points for the analysis answer in the class and present their ideas.

PLENARY:

Teacher recalls how to analyze an information and explanation text and how writers use the key features of information texts to create an appropriate tone

HOMEWORK:

Students will write one other point of analysis using examples of vocabulary, sentence structures the writer uses and other features of language and structure modelling it on the responses discussed in class

THU L4

LESSON 5: ASYNCHRONOUS

Learning Outcomes:

- ❖ Write an advertisement using presentational and linguistic devices learned

Learning Objectives:

- ❖ Use persuasive techniques to create an effective advertisement
- ❖ Review the techniques discussed in the previous lessons

SUCCESS CRITERIA:

Students will be able to:

- Follow instructions clearly and submit work on time.
- Design an advertisement using the given criteria

ACTIVITY: Writing Task

Write a charity appeal advertisement to raise funds for ONE of the following:

- War victims
- Earth quake in Japan
- Endangered Species

Include information about:

Why help is needed
What is already being done
How the reader can help

Remember to

- Use appropriate information
- Use presentational features
- Use emotive language
- Use repetition for maximum effect
- Use short sentences for emphasis

Success Criteria:

- Title/heading or rhetorical question and a slogan
- Introduction
- Subheadings

- Bullet points and text boxes
- Use a mixture of fact and opinion
- Attractive illustration
- Include contact information and where to get further details
- Use of emotive language
- Simple and direct language
- Use of positive words
- Use of imperatives
- Repetition
- Use of personal pronoun
- Use of persuasive words and phrases

Assessment Criteria:

Range of persuasive information, presentational and language features...../9marks

Accuracy of spelling, punctuation and grammar/6marks