

Teacher:	Mrs. Aurine
Class and Section:	YEAR 10A/E
Subject:	English Language (GCSE 9-1)
Week 7:	14 th March to 18 th March 2021
No. of Sessions:	5 sessions (Zoom =4; Asynchronous = 1)
<u>Students' Access to Work:</u>	Work sent to students through Class Group Gmail/ Google Classroom
Topic:	19th Century Fiction
RESOURCES:	English Language Text Anthology (Page 61)

Edexcel GCSE English Language coverage:

- 1.1.1: read and understand a range of prose fiction, including unseen texts
- 1.1.2: critical reading and comprehension
- 1.1.3: summary
- 1.1.4: evaluation of a writer's choice of vocabulary, form, grammatical and structural features
- 1.2.2: write for impact

GCSE Assessment Objectives:

AO1, AO2, AO5

ACTIVITY
<p>TERM-2 14th March to 18th March 2021 (Wk-7)</p> <p><u>Zoom Session 1 and 2</u></p> <p>Text-2 <i>The Time Machine</i> Written by H.G. Wells (Page-61)</p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> • To summarise and synthesise key ideas in the narrative, exploring connections and their likely impact on the reader • To identify the implications and connotations of the writer's choices of vocabulary <p><u>Success Criteria:</u></p> <ul style="list-style-type: none"> ✓ I can select, summarise and synthesise the key events in a text. ✓ I can identify and explore connotations that reveal character <p><u>Learning Outcome:</u></p> <ul style="list-style-type: none"> ➤ Be able to summarise, synthesise and connect key ideas in the text ➤ Be able to identify and explain connotations in a text

Individual: Read 4.4 –‘*The Time Machine*’ Written by H.G. Wells or Page-61 of the Anthology.

Reading for meaning:

1. a. Look at the first sentence of the extract. What are the connotations of the words “glittering” and “delicate”?
b. How do these connotations contribute to the reader’s first impressions of the Time Machine? Write a sentence or two explaining your ideas.
2. Look at some of the other phrases the writer uses to refer to the Time Machine:

the thing

this little affair

Why do you think he chose these phrases? Write 1–2 sentences explaining your ideas.

3. Reread the description of what happens when the Psychologist presses the lever on the Time Machine:

There was a breath of wind, and the lamp flame jumped. One of the candles on the mantel was blown out, and the little machine suddenly swung round, became indistinct, was seen as a ghost for a second perhaps, as an eddy of faintly glittering brass and ivory; and it was gone – vanished!

Look closely at the details the writer includes and the connotations of his language choices. What atmosphere is the writer trying to create here? How does he create it? Write two or three sentences explaining your ideas.

4. Look again at lines 1-3. Identify and quote four details about the model Time Machine.
5. Look carefully at lines 3-17. In your own words, explain how the room is arranged so that the narrator can be sure it’s not a trick.
6. Look at lines 20-25. Using evidence from the text, explain the impression created by the model Time Machine.
7. Paying close attention to the words in bold, explain what the following quotations suggest about the Time Machine’s journey.
 - a. ‘sends the machine gliding into the future’ (line 29-31)
 - b. ‘sent forth the model Time Machine on its interminable voyage’ (line 40-41)
8. From lines 40-46. Explain how the author uses words, phrases and/or language techniques to make the disappearance of the Time Machine dramatic.

Plenary:

Share your ideas

Zoom Session 3 and 4

Lesson Objectives

- Understand how word choices signal the writer’s purpose and tone
- To understand how characterisation can be developed through dialogue using informal register
- To communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.
- To organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.

Success Criteria:

- ✓ I can understand and analyse how characterisation can be developed through dialogue using informal register
- ✓ I can shape, craft and draw on a range of paragraph structures, links and combinations to convey ideas and achieve particular effect

Learning Outcome:

- ✓ Students will be able understand and analyse how word choices signal the writer's purpose and tone
- ✓ Be able to understand how characterisation can be developed through dialogue using informal register
- ✓ Students will be able to communicate effectively, developing impact and precision in sentence construction.

Activity-1

In the extract, the central character is referred to only as:

the Time Traveller

What are the connotations of this name?

Why do you think the writer chose to name him in this way?

Teacher's input:

Look carefully at the Time Traveller's dialogue in these sentences.

"Now I want you clearly to understand that this lever, being pressed over, sends the machine gliding into the future, and this other reverses the motion. This saddle represents the seat of a time traveller. Presently I am going to press the lever, and off the machine will go. It will vanish, pass into future Time, and disappear. Have a good look at the thing. Look at the table too, and satisfy yourselves there is no trickery. I don't want to waste this model, and then be told I'm a quack."

What does this formal register suggest about the character of the Time Traveller?

What does this less formal vocabulary and the use of shorter sentences suggest about the Time Traveller's **tone** in this part of the extract?

It will vanish, pass into future Time, and disappear. Have a good look at the thing. Look at the table too, and satisfy yourselves there is no trickery. I don't want to waste this model, and then be told I'm a quack.

What kind of tone used by the writer? What does this tone suggest about the character of the Time Traveller?

Writing Task:(Class work 40 marks)



Write about a time when you were involved in a confrontational situation.
Your response could be real or imagined.
You may wish to base your response on one of the images.



Plenary

Share their reviews and peer assess

Asynchronous Session: Lesson 5

Learning Objectives:

- To communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.
- To organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.

Success Criteria:

- ✓ I can shape, craft and draw on a range of paragraph structures, links and combinations to convey ideas and achieve particular effect

Learning Outcome:

- ✓ Students will be able to communicate effectively, developing impact and precision in sentence construction.

Activity (40 marks)

Exam-style question-Continue with your writing task

Write about a time when you were involved in a confrontational situation.

Your response could be real or imagined.

You may wish to base your response on one of the images.

