

YEAR 10 English Language (GCSE 9-1) WEEK 8 - LESSON PLAN for DISTANCE LEARNING

<b>Teacher:</b>	Mrs. Aurine
<b>Class and Section:</b>	YEAR 10A/E
<b>Subject:</b>	English Language (GCSE 9-1)
<b>Week 8:</b>	21 <sup>st</sup> March to 25 <sup>th</sup> March 2021
<b>No. of Sessions:</b>	5 sessions (Zoom =4; Asynchronous = 1)
<b>Students' Access to Work:</b>	Work sent to students through Class Group Gmail/ Google Classroom
<b>Topic:</b>	<b>20<sup>th</sup> Century Non- Fiction</b> <b>21<sup>st</sup> Century Non-Fiction</b>
<b>RESOURCES:</b>	English Language Text Anthology (Page 67 and 68)

**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

**GCSE Assessment Objectives:**

AO1, AO2

ACTIVITY
<b>TERM-2</b> <b>21<sup>st</sup> March to 25<sup>th</sup> March 2021 (Wk-8)</b> <b><u>Zoom Session 1 and 2</u></b> <b>Text-1 -My First Visit to the Movies</b> <b><u>Learning Objectives:</u></b> <ul style="list-style-type: none"><li>• To explore the writer's intention and analyse how key ideas are presented</li><li>• To analyse in some depth how the writer's choice of whole text structure, sentence structure and vocabulary supports the writer's intention</li></ul> <b><u>Success Criteria:</u></b> <p>Students will be able to</p> <ul style="list-style-type: none"><li>• explore the writer's intention and analyse how key ideas are connected and presented</li><li>• analyse in detail how the writer's choice of whole text structure, sentence structure and vocabulary supports the writer's intention</li></ul> <b><u>Learning Outcome:</u></b> <ul style="list-style-type: none"><li>✓ Students will be able to summarise, synthesise and connect key ideas in the text</li></ul>

- ✓ Students will be able to understand and analyse how word choices signal the writer's purpose and tone
- ✓ Students will be able to analyse writers' ideas and perspectives including how the theme, language and/or structure are used across the texts.

**Whole class:** Teacher will display the [Hook presentation](#). Emphasise that the idea of a 'moving picture' would have been new to most people at that time – the first cinema opened in the UK in 1896. Students will note their responses, encouraging as broad a range of responses and vocabulary as possible. Take feedback.

**Individual:** Students read [4.7 Text 1](#) ('My First Visit to the Movies') or Page-67 of the Anthology.

### **Reading for meaning:**

Guided questions:

1. (a) How would you describe the writer's response to his first visit to the movies in just **one word or short phrase**?  
(b) Using a copy of the text, underline **two** short quotations to support your ideas.
2. Now carefully reread the description of outside and inside the store in the first three paragraphs up to '... magnified measles'.
  - (a) What impression is the writer trying to give of the 'store'?
  - (b) Circle **three** details in this description that create this impression.
  - (c) Write **one or two** sentences explaining how the writer's choices in your chosen details create this impression.
3. Look again at the final paragraph of the article. How does the writer's view of the moving pictures being made at the time of writing compare to his first experience of them 20 years earlier?

### **Teacher's input**

The key focus here is for students to familiarise themselves with the text, and explore and analyse the writer's possible intentions and key points, in preparation for the comparison task

### **Independent student-led activity:**

Look at paragraphs 3–7 (from 'Presently there sounded...' to '...the show was over.').

Choose one sentence – or part of a sentence – which most effectively sums up the writer's description of the picture show.

How has the writer's vocabulary choice influenced your response to it? Write a sentence or two explaining your ideas.

### **(Breakout session)**

Edexcel GCSE (9-1) English Language

Look at these quotations from the writer's description of the moving picture show. What impression do you think the writer intended the reader to have of the show?

Clickety-clack! Click! Sputter! Spit and click! Then the sheet broke out into a rash of magnified measles.

Great blobs of pearl-colored light, pocked with points of shadow, danced and slid and rollicked up and down, from one side to the other, and here and there.

After a few minutes, however, a man's face popped out from between two particularly brilliant splotches of light.

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PEARSON

Which quotation creates this impression most strongly?

Discuss for two minutes

How do the writer's choices in your chosen quotation create that impression?

Which quotation is the most representative of the writer's intention?

– Which quotation contains the most significant vocabulary choices, i.e. those that make the greatest contribution to that intention?

#### **Teacher input**

Take feedback, focusing on the writer's intention and how the writer's specific language choices support it.

Aim to focus students' attention on exploring how each feature contributes to the writer's intentions.

#### **Plenary:**

Share your ideas

#### ***Zoom Session 3 and 4***

**Text-2-** Why all this selfie obsession?

#### **Lesson Objectives**

- Understand how word choices signal the writer's purpose and tone
- To analyse in some depth how the writer's choice of whole text structure, sentence structure and vocabulary supports the writer's intention

#### **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

#### **Learning Outcome:**

- ✓ Students will be able to understand and analyse how word choices signal the writer's purpose and tone
- ✓ Students will be able to analysis of writers' ideas and perspectives including how the theme, language and/or structure are used across the texts.

#### **Activity-1**

Teacher display the [Introduction presentation](#) to introduce the lesson and concept of 'Word of the Year'.

#### **Independent student-led activity:**

Students read [Text 2](#) ('Why all this selfie obsession?')

#### **Reading for meaning**

1. Look at the article's headline. How has the writer used this pun to help her make her point about selfies and the people who take them? Write one or two sentences explaining your ideas.
2. Look carefully at the first paragraph of the article. (a) Circle one word in this paragraph that most clearly reveals the writer's point of view. (b) Why do you think the writer decided to emphasise her point of view so clearly in the headline and first paragraph? Write one or two sentences explaining your ideas.
3. Underline one sentence in the article that clearly expresses the writer's central argument.

#### **Analyze(Breakout session)**

1. What does the phrase 'fishing for compliments' mean?
  2. How has the writer extended this metaphor to help her make her point? Write two or three sentences explaining your ideas.
- Focus on what they suggest about social media and the motivation for circulating selfies.

#### **Whole class discussion**

### **Whole text structure**

Why do you think the writer:

- focuses mainly on the present
- thinks back to the past
- imagines the future?

How does this **structure** help the writer to achieve her **intention**?

### **Sentence structure**

Historians will look back at 2013 and note that in the UK, during a time of financial woe, youth unemployment and mass disenchantment, the buzzword of the year described the cheap, pocket-friendly pastime of staging a picture to look like a fantasy version of oneself. Cheeks sucked inwards. Biceps flexed. Maybe with one arm round a minor celeb whom you just accosted and who couldn't swat you away #goodfriends #soblessed.

The first sentence in this paragraph is a long, formally expressed, multiple clause sentence.

The writer then follows it with a series of informal, minor sentences – and hashtags.

How would you describe the structure of these sentences?

How do they contrast with the sentences that go before them?

Why do you think the writer has created this contrast?

### **VOCABULARY**

Selfie – snapping a picture of yourself, largely for egotistical purposes – is the Word of the Year...

Throughout the article the writer refers to the taking of a selfie as 'snapping'.

What does this informal vocabulary choice suggest about the writer's opinion of selfies?

We're living through an age where a crucial aspect of **public** socialising is a little **private party** with oneself – staring at one's phone – editing, colour-filtering, posting.

Look at the parallel structure the writer has created with these **adjectives**.

What do they reveal about the writer's opinion of selfies?

We're living through an age where a crucial aspect of public socialising is a **little private party** with oneself – staring at one's phone – editing, colour-filtering, posting.

The writer has further extended this **noun phrase** with this **adjective**.

What does it suggest about the writer's opinion of selfies?

Look at this choice of **verb**.

What does it suggest about the writer's opinion of selfies and the use of mobile phones?

We're living through an age where a crucial aspect of public socialising is a little private party with oneself – staring at one's phone – editing, colour-filtering, posting.

Look at the writer's choice of **pronoun**.

How does this help to engage the reader in her argument?

In 2023, I can't help thinking, the happiest people will live several days a week away from their phones. And they won't need selfies to prove that they are happy.

How does this final paragraph help the writer to achieve her intention? Note down some ideas, thinking about:

- what the writer is implying in this paragraph
- its position in the structure of the whole text
- the length and structure of the paragraph
- the length and structure of its sentences
- the vocabulary choice.

### **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 select and use language register appropriate for the subject, context, audience, and purpose.

#### **Learning Outcome:**

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

### **Activity**

Imagine you have been stranded on a desert island since birth and have never seen a:

- mobile telephone
- games console
- computer
- television.

Choose one, then write a short description of your first experience of seeing it and/or trying to use it.

Before you write, think carefully about:

- how you will structure your writing and sequence your ideas.

As you write, think carefully about:

- how you could structure your sentences to create humour
- your choice of:

– formal or informal vocabulary

- figurative language
- verbs
- noun phrases.

Before you write, note some vocabulary ideas:

- what does this gadget look like?
- what happens when you switch it on? What can you see and hear?
- how do you feel as you try to work out how to use it?