

YEAR 9 ENGLISH LANGUAGE

***TERM 2 WEEK 8* STUDY PLAN - DISTANCE LEARNING / BLENDED LEARNING**

Name of the Teacher: Keenan Pimenta

Class and Section: YEAR 9 F

Subject: ENGLISH LANGUAGE (GCSE 9-1)

TERM 2 Week : 21st March to 25th March 2021

No. of lessons - 5 (4 – ZOOM) + GC- 1)

Student's access to Work: Work sent to students through Google Classroom and Zoom session will be held.

Topic: Writing a News Report

Overall Objectives:

- Understanding features of a News Report
- Understanding features of News articles – Opinion
- Understanding features of Letters to the Editor

• **Resources:**

News Papers – Gulf News – Oct 30, 2020, Jan 13, 2021, Jan 15, 2021,

Skills for Writing – Text Pages 27 – Spare the fox...

Teacher Notes: Skills for Writing – Letter Writing

Skill Focus: Writing News reports, understanding features of Opinion news articles, Letter to the editor..

ASSESSMENT for LEARNING : Students are assessed continuously for Homework and contributions during class discussions.

DATE and LESSON No.	ACTIVITY
	21 st March to 25 th March 2021
LESSON 1	<p>ZOOM LESSON 1</p> <p><u>Complete writing Newspaper Report from previous week</u> <u>Quick Revision of Inverted Pyramid – 5 minutes</u></p> <p><u>Students plan and write a Newspaper Report of the happenings of the weekend.</u></p>
LESSON 2	<p>ZOOM LESSON 2:</p> <p>Learning Outcome: compare a newspaper report and newspaper article</p> <p>LEARNING OBJECTIVES:</p> <ul style="list-style-type: none"> • <u>Understanding features of an opinion article</u> <p>SUCCESS CRITERIA</p> <p>Students will be able to</p> <ul style="list-style-type: none"> • Pick out / identify salient features of an Opinion article and understand the difference between reporting and commenting <p>ACTIVITY:</p> <p>RESOURCE - Interactive 7.3 from Active Teach – explicit and implicit...</p> <p>https://www.activeteachonline.com/default/player/interactive/id/219935/external/0</p>

<p>LESSON 3</p>	<p>Students do the above to get a better understanding of how a news reporter uses explicit and implicit statements to put forward a view</p> <p>Students then read the online newspaper article - SPARE THE FOX..... Pg 27 of the text – Skills for Writing Unit 5 & 6</p> <p>GOOGLE CLASS ROOM LESSON 3:</p> <p>Students complete Resource 7.5 WS (attached)</p>
<p>LESSON 4</p>	<p>ZOOM LESSON 3:</p> <p>Students can complete Question 3 on Pg 28 of the text – comparing Spare the Fox with another repoi how t in the text – TOP OF THE DROPS! – on Pg 11 or to GULF NEWS – JAN 15, 2021 – OPINION B (sent as resource for previous week)</p> <p>And Question 4 on Pg 28 of the text – comparing the structure of Spare the Fox...to the conventional structure of a piece of writing to argue...given on Pg 28</p> <p>Introduction – The writer explains the issue they are writing about and why</p> <p>Key Points – The writer makes a number of points to argue their case, each supported with evidence</p> <p>Counter - Argument – The writer imagines an objection to their ideas and argues against that objection</p> <p>Conclusion – The writer sums up their ideas and suggests what should be done to improve or resolve this issue</p>

LESSON 5

ZOOM LESSON 4: LETTER WRITING!

LEARNING Outcome: Write a formal letter with awareness of audience, form and purpose; use appropriate persuasive language techniques and structure.

LEARNING OBJECTIVES:

- Students understand how **LETTERS TO THE EDITOR** are written.

Use **Teacher Notes – Letter Writing** to discuss with the students how letters should be structured, the language to be used.

The Example can be shared with the students to understand how the letter (job application) is structured with the **purpose** being to persuade the reader of the suitability of the role.

Power point Presentation – Formal Letter Structure, may also be used to further clarify the structure of a formal letter.