

TERM 2 – Week 9 and 10 - LESSON PLAN for DISTANCE LEARNING

YEAR 10 English Language (GCSE 9-1)

Teacher:	Mrs. Aurine
Class and Section:	YEAR 10A/E
Subject:	English Language (GCSE 9-1)
Week 9:	18 th April to 22 nd April 2021
Week 10:	25 th April to 29 th April 2021
No. of Sessions:	10 sessions (Zoom =8; Asynchronous = 2)
Students' Access to Work:	Work sent to students through Class Group Gmail/ Google Classroom
Topic:	20th Century Non- Fiction 21st Century Non-Fiction
RESOURCES:	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
- 2.1.5: compare texts

GCSE Assessment Objectives:

AO1, AO2, AO3, AO4

GCSE Assessment Objectives:

AO1, AO2,AO3

ACTIVITY
TERM-2 18th April to 22nd April 2021 (Wk-9)
<u>Zoom Session 1 and 2</u> Text-1 -My First Visit to the Movies Text-2- Why all this selfie obsession? <u>Learning Objectives:</u> <ul style="list-style-type: none">To identify points of comparison in the writers' ideas and perspectives, exploring how they are presented at word, sentence and text level, and their impact on the reader

Success Criteria:

I can identify points of comparison in the writers' ideas and perspectives, analysing in some detail their impact on the reader at word, sentence and text level beyond simple similarities and differences

Learning Outcome:

Students will be able to review the structure of their response to make sure they express their ideas as clearly as possible and synthesise details from both texts.

Discuss the examiner's requirements of the comparison questions.

Refer to AOs and their related descriptors to achieve understanding and clarity.

Exam-style question:

7a. The two texts show different information about technology in different fields.

What are the differences in the way the ideas are described and how is technology explored? **(6 Marks) AO1**

Support your answer with detailed reference to the texts.

Discussion: (can be worked out in groups using breakout rooms)

- Discuss in class how to structure a response to Q. 7 (a).
- Help students identify and explore differences in the two texts.
- Ask students to identify details that would serve as evidence to support the points.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	<ul style="list-style-type: none">• Limited understanding of similarities/differences• Limited synthesis of the two texts• The use of evidence is limited.
Level 2	3-4	<ul style="list-style-type: none">• Sound understanding of similarities/differences• Clear synthesis of the two texts• The selection of evidence is valid but not developed and there may be an imbalance.
Level 2	5-6	<ul style="list-style-type: none">• Detailed understanding of similarities/differences• Detailed synthesis of the two texts• The selection of evidence is appropriate and relevant to the points being made.

Plenary:

Share your ideas

Zoom Session 3 and 4

Text-1 -My First Visit to the Movies

Text-2- Why all this selfie obsession?

Lesson Objectives

- Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts

Success Criteria:

- Be able to consider a varied and comprehensive range of comparisons between the texts.
- Be able to analyse writers' ideas and perspectives including how the theme, language and/or structure are used across the texts.
- Be able to use references that are balanced across both texts.

Learning Outcome:

Students will be able to review the structure of their response to make sure they express their ideas as clearly as possible and synthesise details from both texts.

Discuss the examiner's requirements of the comparison questions with special reference to Q.7 (b) in Paper 2. Refer to AO3 and the related descriptor to achieve understanding and clarity.

Exam-style question:

Q. 7 (b). Compare how the writers of Text 1 and Text 2 present their ideas and perspectives about technology. Support your answer with detailed reference to the texts.

This question style requires students to synthesise and analyse the writer's ideas and perspectives and how they are presented

Discussion: (can be worked out in groups using breakout rooms)

- Discuss in class how to structure a response to Q. 7 (b).
- Help students identify and explore details which reflect the writers' ideas and perspectives. Are they different or similar?
- Ask students to identify details that would serve as evidence to support the points.

Plenary

Share their views and peer assess

Asynchronous Session: Lesson 5

Learning Objectives:

Lesson Objectives

- Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts

Success Criteria:

- Be able to consider a varied and comprehensive range of comparisons between the texts.
- Be able to analyse writers' ideas and perspectives including how the theme, language and/or structure are used across the texts.
- Be able to use references that are balanced across both texts.

Learning Outcome:

Students will be able to review the structure of their response to make sure they express their ideas as clearly as possible and synthesise details from both texts.

Task(complete their task)

Q. 7 (b). Compare how the writers of Text 1 and Text 2 present their ideas and perspectives about technology. Support your answer with detailed reference to the texts.

ACTIVITY

TERM-2

25th April to 29th April 2021 (Wk-10)

Zoom Session 1 and 2

Text-1 - Notes from an author: Paul Rosolie

Learning Objectives:

- Understand the concept of figurative language
- Be able to identify how the writer uses figurative language to describe experiences

Success Criteria:

- I can understand how language choice can convey thoughts and feelings
- I can understand how the writer uses figurative language to explore unexpected and unusual experiences

Learning Outcome:

Students will be able to analyse how the writer uses figurative language to convey thoughts and feelings.
Students will be able to analyse how the writer uses figurative language to explore unexpected and unusual experiences.

Whole class: Teacher will display the adventurer pictures (slide 1) and ask students to speculate about what they have in common. Student discusses about the setting, people and moments captured in the pictures.

Breakout rooms in pairs: Students observe which contains two statements (A and B) about travel and adventure. Discuss which statement is a more convincing argument to explore/travel. Why?

Students read the introduction on [4.6 Text 1](#) ('Notes from an author: Paul Rosolie'), or pages 64–65 of the Anthology, which tells us about the author.

Reading for meaning

Read the introduction, which tells us about the author, Paul Rosolie.

1. What impression do we get of Paul Rosolie from this introduction?

Focus on the following descriptions:

- 'award-winning wildlife film-maker'
- 'has made the western Amazon his specialist focus'
- 'travelled to some of the last unexplored places on the map'.

2. In the article, Rosolie gives the following descriptions of the area he is exploring:

- 'the river's unyielding power'
- 'towering walls of misty moss-bearded jungle'
- 'this place is a real-life Avatar of colour, diversity, and mysterious culture'.

Based on just these descriptions, what are your first impressions of the area?

3. The author compares the area he is exploring with the 'Wild West' – a period in North American history, characterised by lawlessness and clashes between pioneer settlers and Native Americans.

What do you think he is suggesting about this area in Amazonia?

Now read the full extract from 'Notes from an author: Paul Rosolie'.

4. Towards the end of the article, Rosolie focuses directly on the area around his raft. What do these descriptions suggest about Rosolie's thoughts and feelings as he ventures into the jungle? Write a sentence or two about each one, exploring the writer's language choices and their impact on the reader.
 - (a) 'ghostly visions of towering trees'
 - (b) 'rays of gold ... lighting up the landscape'
 - (c) 'enveloped beneath a hurricane vortex of colour'

Plenary:

Share your ideas

Zoom Session 3 and 4

Text-2 – Heart of darkness

Lesson Objectives

Understand how the writer creates an impression of danger, threat or suffering using figurative language

Success Criteria:

- I can understand how writers introduce a striking and unusual character by using figurative language

Learning Outcome:

Students will be able to explore and analyse how writers use figurative language to introduce and shape reader responses to striking and unusual characters

Teacher will display the title of the novel the extract and invite students to speculate about what the title suggests and what they associate with the word 'darkness'.

What does this title suggest to you?

What connections do you make with the word 'darkness'?

What might the darkness symbolise?

Before reading the extract This extract describes one particular African woman who the narrator meets on his journey. Before this extract, the reader has been told that she is 'a wild and gorgeous apparition of a woman'.

1. What impression is created by the words 'wild and gorgeous'?
2. 'Apparition' is normally used to describe a ghost or shadow-like image of a person or a presence. It is sometimes also used to describe an unexpected or a remarkable appearance.

Explain which meaning of 'apparition' you think the writer intends here.

How does this influence our response to the woman's appearance?

Now

Read [6.4 Text 2](#) (*Heart of Darkness*) or page 66 of the Anthology. Some vocabulary will need exploring here to understand the full description, e.g. barbarous, fecund, tenebrous, inscrutable

3. How does the writer's choice of language and ideas draw attention to the way the woman looks?
4. How does the writer's choice of language and ideas draw attention to the way the woman moves?
5. Now look at the following descriptions of the woman from the first paragraph. What impression is the writer giving of the woman? What is striking or unusual about these phrases?
 - 'savage and superb'
 - 'wild-eyed and magnificent'

- 'ominous and stately'

6. At the end of the extract, the writer describes the atmosphere when the woman confronts the European traders. He describes her shadow 'gathering the steamer into a shadowy embrace' and 'a formidable silence'. What impression do you think the writer wants us to have at this point? Is this similar to or different from our previous impression of her?

Plenary

Share their views and peer assess

Asynchronous Session: Lesson 5

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

Success Criteria:

- Be able to consider a varied and comprehensive range of comparisons between the texts.
- Be able to analyse writers' ideas and perspectives including how the theme, language and/or structure are used across the texts.
- Be able to use references that are balanced across both texts.

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

Task-(15 marks)

In this extract, there is an attempt to create a striking and unfamiliar character.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.