

YEAR 10 English Language (GCSE 9-1)

REVISION LESSON PLAN for DISTANCE LEARNING

Teacher:

Mrs. Aurine

Class and Section:

YEAR 10A/E

Subject:

English Language (GCSE 9-1)

Week 11:

2nd May to 6th May 2021

Week 12:

9th May to 13th May 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:

GL Practice paper

Imaginative writing task

Non-Fiction and Literary Non-Fiction

RESOURCES:

Pride and Prejudice

Google Forms

Imaginative Writing Task-Images

Text-1 - My First Visit to the Movies

Text-2 - The Boy Who Harnessed the Wind

Text-3- Genetically engineering 'ethical' babies is a moral obligation, says Oxford professor

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, AO5, AO6

GCSE Assessment Objectives:

AO1, AO2, AO3

ACTIVITY
TERM-2 2nd May to 6th May 2021 (Wk-11)
<i>Zoom Session 1 and 2</i> <i>TEXT-19th Century Fiction –Pride and Prejudice</i>

Learning Objectives:

- Identify and interpret explicit and implicit information and ideas.
- Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support views.

Success Criteria:

I can;

- Show a detailed understanding of the extract
- Offer perceptive interpretation of the text
- Analyse the effects of the writer's choice of language features
- Select a judicious range of examples and quotations.

Learning Outcome:

- Students will be able to identify, collate and interpret information and ideas.
- Students will be able to demonstrate your understanding of the way language and structure can be used to create meaning.

Breakout Rooms

Read extract from *Pride and Prejudice*, discuss and answer questions in **Google Forms**.

Discuss the examiner's requirements of the questions.

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

Plenary:

Share your ideas

Zoom Session 3 and 4

Imaginative Writing Task- Practice

Lesson Objectives

- Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences
- Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts
- Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

Success Criteria:

Students can;

- Communicate convincing and compelling throughout
- Tone style and register assuredly matched to purpose, form and audience; manipulative, subtle and increasingly abstract
- Use extensive and ambitious vocabulary with sustained crafting of linguistic devices
- Use wide range of punctuation is with a high level of accuracy
- Use a full range of appropriate sentence forms for effect
- Use Standard English consistently and appropriately with secure control of complex grammatical structures
- Use extensive and ambitious vocabulary

Learning Outcome:

- Students will be able to create content and organise it appropriately.
- Students will be able to use technical accuracy when writing.

Practice Paper-Imaginative Writing

1. Write about a time when your efforts were rewarded.
Your response could be real or imagined.

Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.

(Total for Question 1 = 25 marks)

OR

2. Look at the images provided



Write about a time when you received a surprising gift.
Your response could be real or imagined.

Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.

(Total for Question 2 = 25 marks)

Plenary

Share their reviews and peer assess

Asynchronous Session: Lesson 5

Lesson Objectives

- Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences
- Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts
- Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

Success Criteria:

Students can;

- Communicate convincing and compelling throughout
- Tone style and register assuredly matched to purpose, form and audience; manipulative, subtle and increasingly abstract
- Use extensive and ambitious vocabulary with sustained crafting of linguistic devices
- Use wide range of punctuation is with a high level of accuracy
- Use a full range of appropriate sentence forms for effect
- Use Standard English consistently and appropriately with secure control of complex grammatical structures

- Use extensive and ambitious vocabulary

Learning Outcome:

- Students will be able to create content and organise it appropriately.
- Students will be able to use technical accuracy when writing.

Task(complete Imaginative Writing task)

1. Write about a time when your efforts were rewarded.

Your response could be real or imagined.

Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.

(Total for Question 1 = 25 marks)

OR

2. Look at the images provided



Write about a time when you received a surprising gift.
Your response could be real or imagined.

Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.

(Total for Question 2 = 25 marks)

ACTIVITY
<p>TERM-2 9th May to 13th May 2021 (Wk-12)</p>
<p><u>Zoom Session 1 and 2</u></p> <p>Text-1 - My First Visit to the Movies</p> <p>Text-2 - The Boy Who Harnessed the Wind</p>
<p><u>Lesson Objectives</u></p> <ul style="list-style-type: none"> • 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 analysis of 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 your ideas

Zoom Session 3 and 4

Text-1- Genetically engineering ‘ethical’ babies is a moral obligation, says Oxford professor

Text-2 – The Boy Who Harnessed the Wind

Lesson Objectives

- 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:

- I can read critically read and comprehend; summarise and synthesis
- I can evaluate the writer’s choice of vocabulary, form, grammatical and structural features

Learning Outcome:

- Be able to summarise, synthesise and connect key ideas in the text
- Be able to explore connections among key ideas in the extract and their likely impact on the reader

Text-3 -Read and discuss the extract- Genetically engineering ‘ethical’ babies is a moral obligation, says Oxford professor

Reading for meaning

Professor Julian Savulescu suggests that some ‘personality flaws’ could be improved by screening in and out certain genes.

a) Circle three of these suggested ‘personality flaws’ in the text.

b) Why do you think Professor Savulescu highlighted these particular ‘flaws’? Write one or two sentences explaining your ideas.

Evaluation- Practice Question

Professor Savulescu attempts to persuade the reader of the positive impact of genetic engineering. Evaluate how successfully this is achieved. Support your views with detailed reference to the text.

Text-2 -The Boy Who Harnessed the Wind**Re-read the extract and discuss the use of language and structure**

Analyse how the writer uses language and structure to interest and engage the reader.

In your answer you should write about:

- language features and techniques
- structural features and techniques
- the effect on the reader.

Support your views with detailed reference to the text.

(15)

Plenary

Share their reviews 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 analysis of writers' ideas and perspectives including how the theme, language and/or structure are used across the text.

Learning Outcome:

- Be able to summarise, synthesise and connect key ideas in the text
- Be able to explore connections among key ideas in the text and their likely impact on the reader

Task-(Complete analysis answer -15 marks)**Text-2 -The Boy Who Harnessed the Wind****Re-read the extract and discuss the use of language and structure**

Analyse how the writer uses language and structure to interest and engage the reader.

In your answer you should write about:

- language features and techniques
- structural features and techniques
- the effect on the reader.

Support your views with detailed reference to the text.