



مدرسة القديسة مريم الكاثوليكية الثانوية - دبي
ST. MARY'S CATHOLIC HIGH SCHOOL, DUBAI

Lesson Plan

Subject	English Language (GCSE 9-1)
Class/ Section	YEAR 11 (A – F)
Week	Week 3 (starting from September 12, 2021)
Work sent to students by	Google classroom
Total number of lessons per week	4
Unit/Topic	19 th Century Fiction Reading and Writing
Key Vocabulary	The evil one; talons; mutilated; oaths; cutlasses; fugitive; chine
Lessons 1,2,3 –Live Zoom lesson along with face to face instruction for students present on a particular day Work will be assigned in google classroom which will be matched to the students' ability.	<p><u>Specific Learning objectives</u></p> <ul style="list-style-type: none">▪ Explore the writer's intention and analyse how key ideas are presented▪ Analyse in some depth how the writer's choice of whole text structure, sentence structure and vocabulary supports the writer's intention▪ Evaluate texts critically and support this with appropriate textual references▪ Review of AOs 1-6 (<i>except AO1 bullet 2 and AO3</i>) <p><u>Specific Intended Learning Outcomes</u></p> <ul style="list-style-type: none">▪ Students will be able to write meaningful analysis of the writer's use of language and structure to create effect and influence readers.▪ Students will be able to comment critically on ideas, events, themes and setting. <p>Zoom Sessions 1 & 2</p> <p>Treasure Island (Extract From The Novel) [page 72]</p> <p><u>Lesson Objectives</u> Explore how the writer has selected narrative events to manipulate the reader's response Understand how writers use tense and viewpoint to position the reader and manage their response</p> <p><u>Success Criteria:</u></p> <ul style="list-style-type: none">• Be able to explore the writer's intention and analyse how key ideas are presented• Be able to analyse in some detail how the writer's choice of whole text structure, paragraph and sentence structure and vocabulary supports the writer's intention

Tasks

Assessment Criteria/
Essential questions

Tasks

The Learning Process/Assessment For Learning Strategies

Reading for Meaning

- Read the text together with students, ask questions to test their understanding of the meaning.
- Make students interpret a few words and phrases, comment and add to their understanding.
- Help students maintain their focus on the writer's perspective and the use of language.

Questions:

1. In the second paragraph of the extract, the writer conveys the captain's thoughts and feelings when he first sees Black Dog. Write one or two sentences explaining two ways in which the writer achieves this.
2. Now look at the first and second paragraphs of the extract. How does the writer use contrast to emphasise the captain's response?
3. The narrator's name is Jim Hawkins. The other two characters' real names are not revealed at this point in the story. Why might the writer have made this decision?
4. What do the names Black Dog and the captain suggest about these characters?
5. How does the writer convey the relationship between the captain and Black Dog before they start fighting? Using a copy of 5.2 Text 1, circle and annotate any relevant details noting what the writer has done and the impact it has.
6. The narrator tells the reader in the final line that 'You may see the notch on the lower side of the frame to this day.' Why do you think the writer chose to include this detail?
7. The narrator is sent to fetch rum and then sent away again. Why might the writer have done this? Note down as many possible reasons as you can.

Zoom Session 3

Lesson Objectives:

Understand how writers use tense and viewpoint to position the reader and manage their response

Success Criteria:

- Be able to comment on the writer's choice of tense and the effect achieved by that
- Be able to understand and evaluate the choice of viewpoint to achieve effect and influence the reader

The Learning Process/Assessment For Learning Strategies

Understanding Point of View

What effect does the choice of a first person narrator have on the reader?
What different functions does the first person narrator have?
What would be lost if the writer had chosen to tell his story in the third person?

The worksheet 5.2 ‘Writer’s Workshop 1’ may be used to check progress of learning.

Learning Outcome (*zoom session 2*)

Students will demonstrate the ability to apply their understanding view point and how it is built and to what effect is it used

Zoom Session 4

Exploring Language and Structure

- Analyse how both language and structure are used to achieve effects and influence readers,
- Understanding the effect of the use of vocabulary, sentence structure and other language features.
- Select references that clarify the point being made.

Discuss and help students to look for and understand the writer’s use of language and the choice of structure.

Point out to students that:

- they should be very careful to draw their response **only** from the line numbers stated in the question
- they must comment on language **and** structure in order to achieve a mark of more than 2
- the sample assessments suggest responses of up to a page in length.

Exam-style question

3. In lines 8–15, how does the writer use language and structure to show the captain’s reaction to the arrival of Black Dog?
Support your views with reference to the text.

**Assessment Criteria/
Essential questions**

Help students refresh their understanding of the examiners requirement using the following descriptor.

Level	Mark	(AO2) Descriptor
	0	No rewardable material.
Level 1	1-2	<ul style="list-style-type: none">• Comment on the language and/or structure used to achieve effects and influence readers, including use of vocabulary.• The selection of references is valid, but not developed. NB: The mark awarded cannot progress beyond the top of Level 1 if only language OR structure has been considered.
Level 2	3-4	<ul style="list-style-type: none">• Explanation of how both language and structure are used to achieve effects and influence readers, including use of vocabulary and sentence structure.• The selection of references is appropriate and relevant to the points being made.
Level 3	5-6	<ul style="list-style-type: none">• Analysis of how both language and structure are used to achieve effects and influence readers, including use of vocabulary, sentence structure and other language features.• The selection of references is discriminating and clarifies the points being made.