

# UNIT 1 - NARRATIVE FORMS

## Content

- Fiction
- Unpacking stories
- The plot lines of the novel
- Setting, characters and conflict in fiction
- Narrator's point of view
- Book reports
- The writing process
- Grammar and vocabulary
- Give short presentations and answer questions

## Resources & ICT

- *Crispin, The Cross of Lead* by Avi
- *The Breadwinner* by Deborah Ellis
- Skills in Grammar and Style 2
- Skills in Spelling and Vocabulary 2
- *Write Source* by Sebranek, Kemper, Meyer
- Grammar, vocabulary and comprehension worksheets
- Internet, dictionaries, thesaurus
- Short stories from various sources

## Types of assessment

- Class discussions; books reviews
- Individual and group presentations
- Video recorded roleplay interviews of character from book
- Peer assessment; vocabulary tests
- Recognising plot lines in an unseen short story
- Editing exercise – adding punctuation to a text with dialogue

## Students to Know

- Plot lines in fiction
- Development of characters in stories
- Author's point of view

## Students to Understand

- How authors build plots and the roles different characters play
- How authors include details (sensory) and dialogue to add interest
- How to deduce and infer from narratives
- How to make critical judgements about literature
- The importance of proof reading and editing their work

## Students to be able to Do

- Write a short story containing the 5 plot lines
- Write an essay including sensory details
- Write a collaborative story using dialogue and a variety of dialogue tags to add personality
- Write a comparison piece of two small towns
- Write a magazine article
- Read, edit and re-write their work for improvement

## Cross curricular links

- History; life in Medieval England
- Geography of Afghanistan
- Humanities; life under the Taliban

## Differentiation incl. EAL

- Personal spelling and proof reading lists
- Grammar worksheets where relevant
- Extension worksheets

## Learning styles activities

- Pairwork/Groupwork to formulate ideas and plans of action
- Group and individual literature analysis and interpretation
- Role play and drama
- Video clips
- Student presentations
- Listen to stories and visualize similarities and differences



View of the old city of Kabul, Afghanistan

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## Global citizenship, internationalism, local environment

- Discussion of lives of similar aged students in different communities, cultures and time periods
- Comparing the environment in Afghanistan to their home countries and Switzerland



# UNIT 2 - POETRY

## Content

- The key to analysing poetry
- Poetry: theme, images, music and sound, rhyme and rhythm, emotions
- Analysing and comparing several poems from one poet
- Choosing favourite poems from a library selection and analysing
- Attempt at writing own poetry based on poetry readings
- Attempt at writing own poetry based on different poetry forms such as Haiku
- Grammar and vocabulary

## Resources & ICT

- Interactive Poetry
- Teacher and student chosen poems from a library selection
- Skills in Grammar and Style 2
- Skills in Spelling and Vocabulary 2
- Vocabulary and comprehension worksheets
- PowerPoint presentations
- Teacher created handouts
- Internet, dictionaries, thesauri

## Types of assessment

- Class discussions
- Understanding of poetic devices and figurative speech
- Analytical questions on theme, structure and meaning
- Oral recitation and analyses
- Vocabulary tests

## Students to Know

- The definition of poetry
- The mnemonic key to help analyse poetry
- The meanings of and why poets use poetic devices
- How to spell most words correctly

## Students to Understand

- That language in poetry is different and that poems might require several readings and reflection before meanings can be grasped
- How to approach analysing a poem systematically using a mnemonic
- The use of repetition and imperatives in poetry
- The use of non-standard English and how writers use it in specific contexts for particular effects
- How to develop strategies for correct spelling

## Students to be able to Do

- Talk about figurative speech and imagery in poetry
- Notice the structure, rhyme and rhythm of a poem
- Talk and write about the poet's and the reader's feelings
- Empathise with the theme of the poem
- Recreate the effect of a poem in their own poetry writing

## Cross curricular links

- Geography; pollution and its effects
- History; poverty and hunger in 18th Century England
- PSHE; understanding of people with learning difficulties

## Differentiation incl. EAL

- Choice of poetry for analysis
- Personal spelling and proof reading lists
- Grammar worksheets where relevant
- Extension worksheets

## Learning styles activities

- Pairwork/Groupwork to formulate ideas and plans of action
- Group and individual poetry analysis and interpretation
- Role plays
- Reciting of poems individually and in groups
- Student Presentations and answering questions



Pollution on the shores of Maracaibo Lake, Venezuela

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## Global citizenship, internationalism, local environment

- Discussion of favourite poems and poets from their home countries
- Discussion of dialects and use of slang in different countries/regions



# UNIT 3 - NON-FICTION

## Content

- Reading skills – skimming, scanning, summarising
- Identifying key points in texts
- Taking notes
- Writing – improving skills in planning and revising drafts
- Distinguish between fact and fiction
- Understanding the media
- Explore the layout of a newspaper
- Explore the structure of an article
- Discover how writers use language to influence opinion
- Advertising and its various techniques
- Diary writing and its link with autobiographical writing
- Personal/imaginative writing of diary or journal entries
- Expand vocabulary and refine grammar and punctuation
- Revision of reading and writing skills

## Resources & ICT

- *Checkpoint English 2* by John Reynolds
- Newspaper articles, advertising (print or TV) and leaflets
- Skills in Grammar and Style 2
- Skills in Spelling and Vocabulary 2
- Vocabulary and comprehension worksheets
- PowerPoint presentations
- Teacher created handouts

## Types of assessment

- Tests
- Class discussions
- Oral recitation and analyses
- Vocabulary tests

## Students to Know

- Distinction between fiction and non-fiction
- The elements that make up the front page of a newspaper
- The difference between biography and autobiography
- Different styles of voice and writing for an intended audience
- The difference between simple, compound and complex sentences

## Students to Understand

- How writing can persuade
- How the Press can lean toward reader expectations
- Different advertising techniques, their effectiveness and how to distinguish between them
- How to integrate improved reading and writing sub-skills into assignments
- Writing various drafts is necessary to improve a piece of writing
- The need to use more sophisticated vocabulary in their writing
- The purpose of different sentence structures for effect

## Students to be able to Do

- Compare two newspaper articles from the tabloid and broadsheet press on the same subject
- Write a biography and autobiography
- Write a hypothetical or authentic journal/diary entry
- Discuss advertising techniques and their effectiveness
- Write and design a print advert and 'pitch' their advert to the 'client'

## Cross curricular links

- Communications; media studies
- Current affairs
- Geography; volcano in Iceland

## Differentiation incl. EAL

- Personal spelling and proof reading lists
- Grammar worksheets where relevant
- Choice of newspaper articles to explore
- Extension worksheets

## Learning styles activities

- Pairwork/Groupwork
- Role plays
- Student Presentations and answering questions



2010 volcanic eruption of Eyjafjallajökull, Iceland

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## Global citizenship, internationalism, local environment

- Compare newspapers in English speaking countries to their own nationality newspapers
- Follow a story and how different newspapers report on it