

UNIT 2 Check point English Year 8: Myself and Others

Term 2:

Recommended Prior Knowledge: Checkpoint English, Year 7 The Senses; Checkpoint English Year 8, Myself and Others Term 1.

Context: The scheme of work uses a topic based structure to develop student's abilities to use language effectively, to communicate in speech and writing and to respond with understanding and insight to a wide range of texts. The general topic linking the Year 8 activities is 'Myself and Others'.

Outline: Activities cover the following skills: writing to inform and entertain; writing in a range of forms: brochures, newspaper articles, magazine articles and formal letters; implicit and explicit reading of texts to understand character; use of direct and indirect speech; recognition and use of wider vocabulary of speech verbs.

	Learning Outcomes	Suggested Teaching Activities	Resources
	<p>Participate in speaking and listening activities in order to discuss and prepare assignments</p> <p>Speak, describe, narrate, analyse, imagine and discuss.</p> <p>Write to inform as a leaflet or newspaper article.</p>	<p>To develop the theme of others that are important to our sense of self ask students to focus on the school environment. Either as a class discussion or in groups collect feedback in note form on what makes a good school.</p> <p>Collect and collate information from questionnaires prepared for students, teachers and parents on their views of what makes a good school.</p> <p>Role play a scene from a documentary TV programme where students, teachers and parents are interviewed about their school experiences.</p> <p>Write a brochure or leaflet which gives information about your school.</p> <p>Write a newspaper article about a school trip using the two paragraph format(as used in Checkpoint Paper 1, Section B, Writing). Suggest suitable topic sentences for each paragraph and ways of linking the ideas between the two.</p>	

<p>Write to argue and comment and persuade as a letter.</p> <p>Study the format of a newspaper report.</p> <p>Learn direct and indirect speech and the use of correct tenses.</p> <p>Learn a range of vocabulary appropriate to their needs.</p> <p>Use full stops, capital letters, commas and question marks to make meaning clear, and show awareness of presentation of dialogue.</p> <p>Understand vocabulary and comment on a writers use of language, such as informal or formal style, the choice of words to create character.</p>	<p>Discuss the issues raised by individual appearance and school rules controlling it. Write a formal letter to the editor of the paper expressing your opinion about the suspension of a pupil due to an 'unusual' haircut and your views on individual appearance and rules controlling it.</p> <p>Study the format of a newspaper report, e.g. headlines, subheadings, use of direct and indirect speech for people's views, main facts of story as introductory paragraph, etc. Draw attention to tenses when using indirect and direct speech, Resources (1) Write a newspaper article which reports an incident in a school or a school trip.</p> <p>Discuss the use of speech verbs to indicate when a character speaks e.g. <i>said, retorted, mumbled</i> etc. Use a thesaurus to gather lists of speech verbs and make category lists for suitable tone, e.g. <i>angry, nervous</i> etc.</p> <p>Read extracts from Nicholas Nickelby, Boy and Kestrel for a Knave (Kes) to discuss the teachers Mr. Squeers, Mr Hardcastle and Mr. Farthing, (2) (Or use similar texts about teachers from fiction or autobiography). Discuss the difference in each writer's style and how they use language to illustrate the character of each teacher.</p> <p>Write a character study of the teacher from one of the extracts. See also (3) for further activities of</p>	<p>(1) Direct and Indirect speech When you write a newspaper report, you can make it more interesting by rewriting what people say about the event. You can do this in two ways: Direct speech: There were several witnesses to the accident. Most of them were in shock. Song Li who was standing on the bridge overlooking the river, said: " It came from nowhere. One moment the river traffic was moving peacefully and the next, the jet ski appeared from underneath at great speed and plainly out of control." Detective Xian said: "We are investigating this matter and will issue a report tomorrow." Indirect or reported speech: There were several witnesses to the accident. Most of them were in shock. SongLi who was standing on the bridge overlooking the river said that the jet ski had come from nowhere. One moment the river traffic had been moving peacefully and the next, the jet ski had appeared from underneath the bridge at great speed and plainly out of control.</p>
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	<p>Write to describe, review and comment, as a magazine article.</p>	<p>character description and development.</p> <p>Write an article for a school magazine describing your ideal teacher. Remind students of audience and purpose and appropriate style before they tackle the task.</p>	<p>Detective Xian said that the police were investigating the matter and would issue a report the next day.</p> <p>A good newspaper report mixes the two: The owner of a pleasure craft on the river said: "He never had a chance. He tried to avoid the oncoming boats and turned a full 180 degrees before crashing into the parapet of the bridge."</p> <p>Another witness described the last moments of the young man. He said that it was a great tragedy, but that the craft had been travelling much too fast. Jet skis should not be allowed on the river.</p> <p>(2) A Charles Dickens Selection ed. Peter Thomas Heinemann New Windmills. 1996 ISBN0435124455. Boy – Roald Dahl Heinemann New Windmills ISBN0435123009. Kestrel for a Knave or Kes – Barry Hines Heinemann New Windmills ISBN0435124609.</p> <p>(3) Reading Between the Lines – Sue Bonnett Fiction and Poetry – Letts Educational 2001 ISBN1840855770, p.40-60.</p>
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