

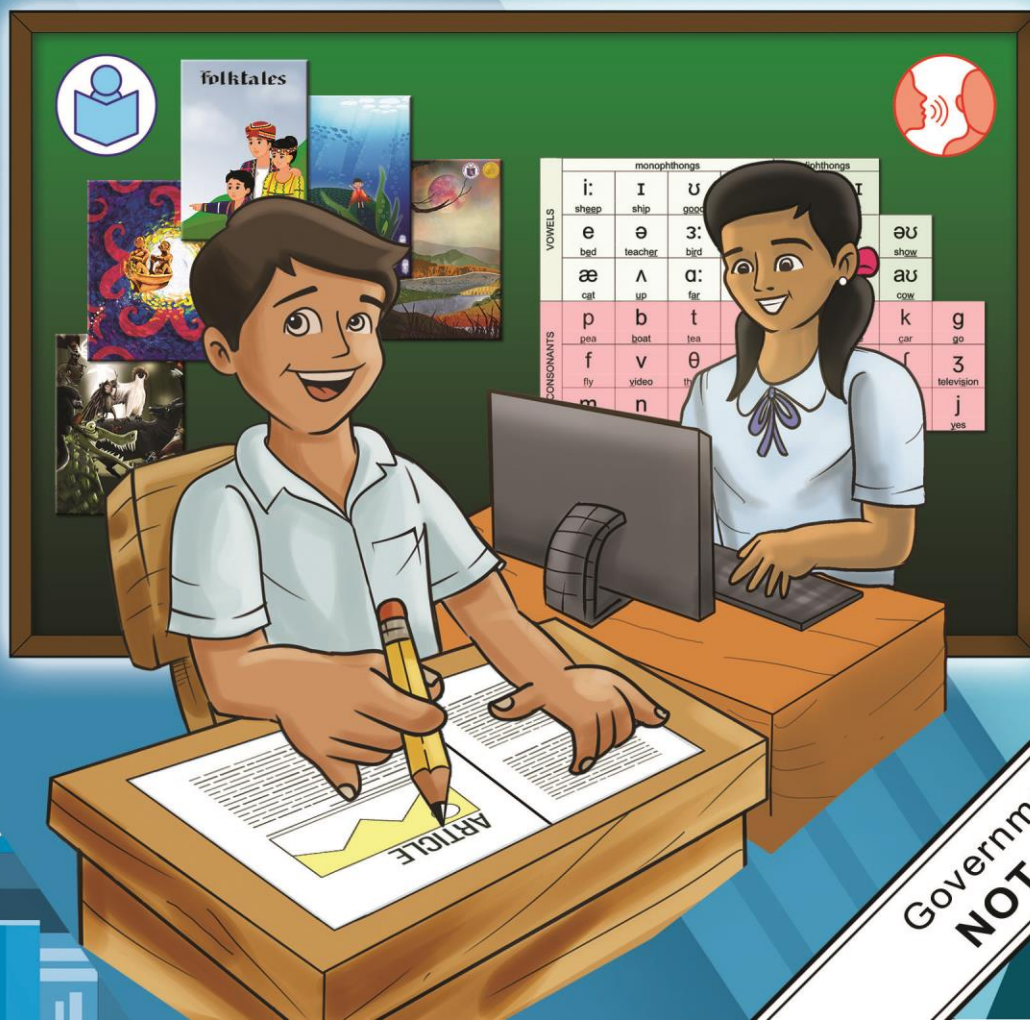
9

NATIONAL LEARNING CAMP

English

Consolidation Learning Camp

Lesson Plans



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Consolidation Learning Camp Lesson Plans Booklet

English Grade 9

Weeks 1 to 3
2024

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National Learning Camp Overview

Overview

The National Learning Camp (NLC) aims to enhance student and teacher learning through interactive lessons based on prior educational content. The program focuses on consolidating student knowledge, updating and expanding teacher expertise, and applying research-based strategies to improve teaching and learning outcomes.

The NLC offers grade-level review lessons that are directed by the teacher and designed to be highly interactive among:

- (i) students with their teacher; and
- (ii) students with their peers.

The Camp lessons are grounded in the 'Science of Learning' framework, focusing on cognitive research and practical applications to enhance learning outcomes. Lessons are structured to reinforce foundational knowledge and skills, involve real-world problem-solving activities, and encourage higher-order thinking. The Camps also offer teachers opportunities for reflection and professional growth, encouraging the adoption of new teaching approaches and the extending student learning through systematic review and application of knowledge.

Design Basis

A strength of the design is the focus on both student and teacher learning. The intentions and expectations of the NLC are for:

- students to consolidate and enhance their thinking in topics already covered;
- teachers to update, strengthen, and expand their subject knowledge in ways that encourage students to be involved in learning activities at different levels including those considered as higher order.
- teachers to enhance their pedagogical practices by focusing on selected skills, which include 21st-century skills; and

Under the framework of 'Science of Learning', research-evidence is used to ground teaching and learning decisions around cognition research and features of a learning brain such as working memory demands, cognitive load, valuing errors, and domain-specific skills. This framework highlights a *learning-focused approach* where teachers go beyond what might be considered current practice in the Philippines and incorporate brain-based ideas and approaches, including 21st-century skills, to make teaching more effective in enhancing learning for all.

To further support this direction, teachers are provided with resources, time, and the opportunity to further extend their skills, knowledge, and understanding of teaching and how students learn. The review lessons are designed to apply subject content already encountered by students. Because of this, lessons do not contain repetitive, routine questions of a particular subject aspect.

Review lessons

The review lessons are based on content already encountered by students in their current grade. All lessons *involve an exploration of ideas, concepts, and content*. The purpose of the review lessons is two-fold:

- (i) to establish in students a stronger basis for future learning development (prior to enrolling in a new Grade after the summer break); and
- (ii) to enable teachers to strengthen and enrich their teaching practice in a research-based, learning-focused professional program (prior to a new academic year).

The primary focus of the review lessons concerns revising, clarifying, and then applying previously taught subject content with real-world problem-solving and/or comprehension activities. Each lesson begins with a focused content review and clarification of the materials needed in the lesson to come. For students, this initial review enables them to practice retrieving and practicing important basics relevant to the lesson to come.

For teachers, this information is designed to help determine learners' subject background knowledge and skills relevant to the lesson as well as help teachers identify where to build on previous learning. This approach is different to 'teaching' students anew as if they have not been taught previously.

Lesson Overview

All lessons in each of the three subjects, English, Mathematics, and Science, contain five components. These are 1. Short Review, 2. Purpose/Intention, 3 Language Practice, 4 Activity and 5 Conclusion.

Timing

Approximate component timings are indicated as advice to guide the teacher in pacing the lessons. Time management involves:

- moving through components at a pace that is appropriate for learners;
- ensuring that all components are completed in a timely, efficient, and constructive manner.

Research on student-learning quality and 'time' are related through student 'time-on-task'. Time-on-task refers to when students are actively involved (engaged) in some aspect of the learning process. The suggested times for each component are intended to maximize the time available for student involvement. This will encourage the student and teacher to work efficiently, timewise, through the lesson without jeopardizing the importance of student activities such as:

- to answer routine and non-routine questions,
- to respond to verbal questions and explanations,
- to interpret and use appropriate terminology,
- to discuss aspects with their peers,
- to explain or justify his/her approaches and thinking,
- to work productively on their own, and
- to listen carefully to the teacher or peers.

Establishing what is on-task time is more problematic when the teacher talks and students passively listen, such as in didactic teaching. With such an approach it is difficult to determine whether students are listening or even paying attention. Often in lessons identifying time-on task can also be problematic in case of problem-solving or intense reading and comprehension. Here, student activity is often more subtle and cerebral as students need to think quietly by themselves.

Ultimately, however, the time allocated to components will be determined by learners' needs and strengths, but not completely. There needs to be practical limits on the duration of the components to prevent major disruption to lessons which can have a detrimental impact on student learning. Often, teacher should not expect too much learning to occur on an initial meeting of unfamiliar content. It is repeated exposure associated with elaboration, addressing errors, and deliberately practicing key aspects where most learning occurs.

When times are allocated appropriately, and students become familiar with the approach and teacher expectations, concept development and student skill levels are improved as well as student engagement.

Note: Care needs to be exercised in determining what engagement means. Engagement is clearer when **students are learning** through answering questions, writing, discussing, and reading.

Key Ideas and Questioning

Critical aspects of the NLC for the teacher include questions related to learning areas, based around a *key idea*. The questions are offered at different levels of difficulty involving lower- to higher-order thinking, starting with questions of modest complexity up to those that require more developed reasoning.

In the lessons, students are provided with opportunities to practice solving non-routine questions to help improve their conceptual understanding by applying known content to subject-related problems.

Teacher Reflection

Teacher reflection on the lessons offers important insights to stimulate teachers and their peers to enhance their own practice and the learning of their students. This includes:

- new teaching approaches encouraged by lesson components that can contribute in different ways to student learning and lesson success;
- the use of review lessons that help review learnt material and extend student abilities in problem solving by utilizing known information;
- a focus on student concept and skill acquisition, pedagogical approaches, student errors, time-on-task, deliberate practice and working memory demands.

Enhancement and Consolidation Camps

The Enhancement Camp and the Consolidation Camp offer students the chance to review their subject background knowledge by consolidating previously taught material. The intention is:

- for students to have opportunities to review past work and to practice applying this knowledge of concepts and ideas through grade-related sets of questions of developing difficulty; and
- for teachers to follow the given format of components with some flexibility to adjust parts of a lesson to meet the learning needs of students in their class, particularly, if students are having difficulties.

Camp Differences

In the case of lessons for students in either the Enhancement Camp or Consolidation Camp, the materials, including the lesson plans and the sets of questions, are, on the surface, the same. These questions range from those of modest difficulty to those that require more insight and more knowledge and understanding.

There are important reasons for both Camps sharing the same content. Exploring and answering these question sets has value to students from both Camps, albeit in different ways. It enables students to work through a range of ideas on their own before hearing from their peers and teacher concerning the same questions – a very rich learning environment. Also, similar questions mean that expectations for students in both Camps are not limited and students have the same growth potential.

The difference between Camps concerns the teaching focus, which is related to the breadth and depth of conceptual knowledge of students. It is anticipated that based on student performance within a lesson, the teacher will decide whether the class needs more practice and discussion of straightforward questions or whether extension material is more appropriate for the class.

In particular, questions marked as **Optional** (typically high-order questions) are more likely to be addressed in the Enhancement Camp than the Consolidation Camp, but not exclusively. It is the teacher who decides whether to include 'optional' questions and this will depend on student-learning success and understanding at that time.

If Optional questions are not used, teachers would spend that time productively. This includes reinforcing the concepts by increasing the focus on student errors and/or increasing student-student, and student-class-student conversations.

Lower- and Higher-order Skill and Knowledge Development

In all learning, lower-order thinking is a pre-requisite for higher-order skills and knowledge development. Many students are disadvantaged in their attempts to move forward in their learning through a lack of practice and conceptual development of needed lower-order skills, knowledge, and understandings. Hence, *all* students benefit from a stock-take on relevant lower-order skills from previously addressed content. This helps establish a basis upon which student learning should be build.

In both the Enhancement and Consolidation Camps important lower-order content skills, knowledge, and understandings are re-visited at the beginning of each lesson. This helps ensure that potential learning obstacles are made visible to the student and the teacher. It also means that some errors in understanding or misconceptions are identified. This information is important to teachers in helping all students move forward regardless of their achievement levels.

As many questions posed are about applying content already encountered to a new problem, students have the opportunity to use their current knowledge, skill, and understanding practically at their level, further developing their conceptualization and understanding of the subject matter.

Both Camps offer students the opportunity to improve their learning and conceptual development through a stepped approach that involves:

- (i) reminding students of relevant lower-order skills through practice, s
- (ii) having students use and discuss their knowledge in sets of graded questions with an emphasis on straightforward questions,
- (iii) expecting students to apply their knowledge leading to more breadth in learning,
- (iv) beginning an initially focused practice on higher-order skill development.

The approach advocated to solve problems or comprehend passages extends student learning beyond simple repetitive exercise sets. For these students, the teaching part of the lesson requires teachers reviewing closely student solution attempts through student explanation, discussion, and questioning of fundamental aspects of topics that are typically found in the earlier questions. Teachers should be sensitive to students' self-perceptions here as they may meet the ideas, presented in the lessons, maybe after many failures with these concepts in the past.

Nevertheless, these students should become aware of the more difficult questions as teachers allow them to consider links or connections between concepts previously taught. There is great value in problem-solving for students to have time to read the problem and then be able to indicate in their own words, what the problem is about.

Finally, it is important that students in the Enhancement and Consolidation Camps must become aware of what their students know, where it is progressing, and how to build on student skills and knowledge. Teachers need to be nurturing and supportive of this development and continually look for evidence of success and growth. Teachers also need to encourage students to persist, continue to practice individual aspects, and use any mistakes/errors they make as an opportunity to learn more. These are important features of a successful learning journey.

Lesson Components: Short Overview

Lesson Component 1 (Lesson Short Review)

Component 1 offers teachers the chance to:

- settle the class quickly;
- review previously encountered information;
- address previous content in the form of a few targeted questions that are *relevant to the current lesson*;
- note what students already know;
- elicit answers from the class to reinforce the important content needed for the lesson; and
- address briefly issues that may arise.

The questions set for the Short Review section of a lesson are designed to *remind* students of knowledge and skills developed when first studying the topic area, which are relevant to the lesson.

Lesson Component 2 (Lesson Purpose/Intention)

This component offers teachers a chance to acquaint students with the purpose/intention of the lesson. It is valuable if students see a link here with their prior knowledge or experience, especially if the teacher can connect it to the responses and levels of student understanding evident in Component 1.

In addition, this component is an appropriate time to address what students might expect/aim to achieve, i.e., their lesson goal(s). Teachers should clarify, in clear language, the learning intention for the students as well as what success will look like. (Note: The degree of success or partial success of student learning in the lesson should occur as part of Component 5.)

Lesson Component 3 (Lesson Language Practice)

Component 3 concerns language use – speaking, hearing, listening, and comprehending. The focus is on words or phrases that are to be used in the lesson.

The language practice suggested has been identified by considering the whole lesson and identifying those words/phrases that have the potential to cause difficulties for students through speech, listening, or understanding. Typically, the language identified is restricted to less than 6 words/phrases so that there is enough time to use a variety of approaches of practice within the time available.

Lesson Component 4 (Lesson Activity)

Component 4 has three aspects, 4A, 4B, and 4C.

In the case of the Learning Camp activity, Component 4 addresses the key idea for the lesson. It is about students applying known content to solve real-world problems. This requires students to interpret/understand the correct meaning of the 'stem', a stimulus, (such as a passage/text or diagram or the first part of the problem or story) before answering questions of differing degrees of complexity related to the stem.

Students are first presented with the stem in 4A and are given the time/chance to interpret its meaning. Then in 4B and 4C, two separate sets of questions related to the same stem are asked.

4A Reading and Understanding the Stem

4A involves understanding the language of the stem. The purposes here are for the teacher:

- to model fluent reading of the stem (first);
- to identify any unfamiliar language for the student (possibly addressed in Component 3);
- to read the passage or describe the figure, etc.; and
- to hear and experience fluency in reading the stem.

4B Solving the First Set of Questions

4B involves a set of questions associated with the stem. Students will need to refer to the stem as they prepare to answer the set of questions. Students write down responses or attempts at each question. Every student in the class must be expected to have a response to each question. It is expected and acceptable that students would make errors, which provides teachers with important information concerning students' learning needs. A critical procedural action here for teachers is the importance of **all** students starting on the same set of questions, *at the same time*.

When the students are finished, or sufficient time has been allocated, the teacher marks the questions. This can be achieved by student answers or approaches to the questions and by explaining or justifying their reasons. Time should be allocated to student discussion, explanation, and reasoning about answers.

4C Solving the Second Set of Questions

4C offers a new start for students regardless of how they performed in Component 4B. The structure is very similar to Component 4B, i.e., undertaking a new set of questions related to the same stem. In addition, the lesson structure allows a refresh as 4C presents a new starting point for the student. This structure also allows all students in the class to start a new activity at the same time.

This approach serves two purposes for teachers. *First*, it enables teachers to bring all students back together to proceed as a group with issues to be directed to and considered by every student at the same time. *Second*, it offers teachers a way to extend their students problem-solving practice where *different sets of questions* can be used with a single Stem. This is an efficient way to incorporate more problem-solving or comprehension practice on specific content into a lesson.

Lesson Component 5 Lesson Conclusion

Component 5 has a high metacognitive aspect for students – students thinking about their own thinking – which can be further enhanced by teacher modelling. Component 5 is designed to offer a student-focused overview to the main intentions of the lesson. In particular, the focus is about helping students reflect on their progress and achievement (or partial achievements) of the lesson intention as well as their understanding development during the lesson.

It builds on comments from Component 2 about teacher expectations. There is the chance here to confirm student progress during the lesson. A teacher may use a diagram, picture, or some aspect of the lesson as a catalyst to stimulate student discussion and reflection.

NOTE: A fuller description of the Components and features of the lessons is provided in the **Learning Camp – Notes to Teachers Booklet**. It is recommended that these notes are read and discussed by teachers as they provide a further basis to understanding the structure of lessons and the pedagogy.

English Grade 9 Lesson Plan 1

Literary Texts – Literary Techniques

Key Idea

Analyzing structure, meaning, tone, mood, purpose, context, theme, and language devices – Literary texts – literary techniques

Most Essential Learning Competencies

Analyze literature as a means of understanding values in the VUCA world.

English Curriculum 2016

Distinguish the features present in poetry and prose (EN9WC-IIa-10)

Explain the literary devices used (EN9LT-IIIe-2.10.2).

Component 1: Short review

Time: 7 minutes

In this lesson, we are going to look at language devices and techniques commonly used in Literary texts and apply them to some poetry and song texts.

Question: Look at the Table of Top Six Literary Techniques in your Workbook. The six techniques are:

1. Descriptive Writing (Imagery) -
2. Comparing Things (Metaphor and Simile)
3. Symbolism
4. Sound devices (Alliteration and Onomatopoeia)
5. Irony
6. Hyperbole (Exaggeration)

Match each technique to its correct definition.

[Teacher Notes: It is possible that students may not be familiar with all 6 of these literary devices. Read the list and then ask if there are any that students do not recognize. Sound devices, especially Onomatopoeia, may be identified. If so, do the identified ones as a class before setting students to match the terms to definitions individually.]

Suggested Answers:

1. Descriptive Writing (Imagery) - Using words to create pictures in your mind by describing things using words that appeal to your senses, like what you see, hear, taste, touch, and smell.
2. Comparing Things (Metaphor and Simile) - When writers say one thing is like another thing to help you understand it better for example, 'He ran like the wind'; 'Love is a battlefield.'
3. Symbolism - When authors use objects, people, or ideas to stand for bigger things. For example, a heart might symbolize love, or a dark storm might symbolize trouble.
4. Sound devices (Alliteration and Onomatopoeia) – When authors choose combinations of words that have the same or similar sounds or when the sound of the word matches its meaning - - for example 'The wind whistled wildly through the trees' - or when the sound of the word matches its meaning – for example, 'boom', 'crack', 'pop', 'crunch.'
5. Irony - When something unexpected or opposite to what you think will happen occurs. It could be something funny or when someone says the opposite of what they mean, like calling a big person "Tiny."
6. Hyperbole or Exaggeration – When something is too good to be true and is not meant to be taken literally but to emphasize a point or create a vivid image for example, "I will love you until the end of time.'

[**Teacher Notes:** This lesson opening is designed to activate prior knowledge and will give you an indication of level of student understanding about language devices used in Literary texts.]

Component 2: Lesson Purpose

Time: 3 minutes

“In this lesson we are going to look at a famous British poem (Scottish) written over 200 years ago by Robert Burns. He is probably the most famous Scottish poet and wrote his poems and songs with some Scottish words that are not used today. He also tended to spell some words the way they sounded to him – a good example in the poem we are going to do today is his spelling of ‘love’ as ‘luve.’ We will cover all such words and spellings before we read the poem, so you are ready to understand what Burns is trying to say.”

[Teacher Notes: Feel free to tell the students a bit more about Robert (Robbie) Burns if you have time. You will find pictures and images of him at <https://www.gettyimages.com.au/photos/robert-burns>]

Component 3: Language Practice

Time: 5 minutes

- Teacher: *Robert Burns’ poem ‘Red, Red Rose’ has some words and spellings that you may not have seen before. I’m going to list such words and give you their meanings so that you will be able to understand the poem when I read it shortly.*

These words and their definitions are written in your Workbook.

The words are:

- Luve (Love)
- Melodie (the tune of a song)
- Bonie – now spelled ‘bonny’ (beautiful, good-looking)
- Lass (girl)
- Till a’ the seas gang dry (until the oceans run dry).

[**Teacher Notes:** As these words are no longer used or spelled this way, there is no need to get students to put them in sentences. Go straight to the poem itself after covering the meanings of these words.]

Component 4: Lesson Activity

Time: 20 minutes total

Component 4A Reading the Text (5 minutes)

[**Teacher Notes:** You might have some fun with the Scottish accent by reading it yourself OR there’s a good YouTube video of a Scotsman reading the poem at <https://www.youtube.com/watch?v=tyXluJBTosg>]

This text is a poem by the Scottish poet, Robert Burns, published in 1794. It’s famous for its use of similes.

Red, Red Rose – Robert Burns*

O my Luve’s like a red, red rose,
That’s newly sprung in June:

O my Luve's Like the melodie
That's sweetly played in June.

As fair art thou, my bonie lass,
So deep in luve am I;
And I will love thee still, my dear
Till a' the seas gang dry.

Till a' the seas gang dry, my dear,
And the rocks melt wi' the sun;
And I will love thee still, my dear
While the sands o' life shall run.

And fare-thee-well, my only Luve!
And fare-thee-well a while!
And I will come again my Luve,
Tho' 'twere ten thousand mile!

* This poem is accessible at the Gutenberg Project,
https://www.gutenberg.org/cache/epub/1279/pg1279-images.html#link2H_4_0446

Component 4B Questions (10 minutes)

- Teacher reads Questions 1-3 in Workbook.

Question 1: In using the simile of comparing his love with the red rose, what is the poet trying to say about her? The photograph below the poem in your Workbook may help you.



This photo by Unknown User is licensed under CC -BY-SA.

Question 2: In saying his love will last until 'the seas gang dry' what is the poet trying to say about how much he loves her? Is this an example of hyperbole? Are there other examples in the poem?

Question 3: How do you think the final stanza fits in with the rest of the poem? Do you think the poet is really in love with his 'bonie lass'? Give a reason for your answer based on the text.

- Teacher gives answers and feedback.

Suggested Answers

Question 1: Roses are often used as symbols of beauty and are considered one of the most beautiful of flowers – red is often associated with passion and deep love. In some countries that celebrate Valentine’s Day, red roses are often given to represent love because they are associated with romance. So, he’s trying to say she’s beautiful and he is deeply in love.

Question 2: He is trying to say his love will last forever or until the end of time. It is an example of hyperbole, but one often used in songs about love. He didn’t know anything about climate change so he would have thought the seas would never run dry and so this meant love forever for him. Another example is the rocks melting in the sun.

Question 3: The poet is leaving her but is promising to come back no matter how far away he goes.

[**Teacher Notes:** Ask the class if they think he is being sincere here. Is he going to love her and leave her?]

Component 4C Questions (10 minutes)

Here are more similes writers have used to describe love:

A. *Love is a River* (Shane Howard)*

Love is a river
Deep and wide
Love is a river
It’s got two sides
It might be raging
And it might run dry
But love is a river
River of Life.

B. *If Not For You* (Bob Dylan)#

If not for you
Winter would have no spring
Couldn’t hear the robin sing
I just wouldn’t have a clue
Anyway it wouldn’t ring true
If not for you

* *Love is a River*, Shane Howard, accessed on April 10, 2024, from <https://www.youtube.com/watch?app=desktop&v=r5GJ4gW5vGQ>

If Not For You, Bob Dylan, accessed on April 10, 2024, from <https://www.youtube.com/watch?v=yvyouhbgAiCA>

Extracts from these songs are used under the Fair Dealing provisions for research and study purposes of the Copyright Act of Australia, – see <https://www.copyright.org.au/browse/book/ACC-Fair-Dealing:-What-Can-I-Use-Without-Permission-INFO079>

- Teacher reads Questions 4-6 in the Workbook.

Question 4: What is Shane Howard trying to say about love in using the metaphor of the river? Is it an example of hyperbole? Give a reason for your answer.

Question 5: What is Bob Dylan trying to say about the depth of his love in using the images of winter and spring? Is it an example of hyperbole? Give a reason for your answer.

Question 6. Below you will find two photographs used to represent Love. Select one of them and:

- A. Write a sentence or two about what it is trying to say about love.
- B. Create an appropriate simile or metaphor for the photograph that could be the caption for the photograph.



- These photographs by Unknown Users are licensed under CC -BY-SA.

[Teacher Notes: Feel free to do Questions 4 and 5 as class discussions to give more time for Question 6 AND/OR to allow students to Question 6 in pairs or small groups.]

- Teacher leads discussion of answers and gives feedback.

Suggested Answers:

Question 4: The two sides of the river suggest two lovers and its potential flooding and drought suggest that the journey of love will not always be happy. So, Howard is more realistic about love and therefore it is not an example of hyperbole.

Question 5: Winter without the promise of spring to follow suggests that life would be harsh and hopeless with no hope of happiness without his love. It is an example of hyperbole as spring always follows winter – it's similar to Burns saying he would love his 'bonnie lass' until the seas run dry.

Question 6: Photograph A is about young lovers – they are walking towards the sunset, which represents the future and suggests that their love will last a long time. An alternative interpretation is that the sunset suggests that their love is nearly over. Both interpretations are justifiable.

Photograph B is about older lovers and suggests they have been together for a long time. They seem to have left the main path and are standing in a sand pit, which suggests that they may have retired or stopped progressing and be in a rut.

[Teacher Notes: Encourage students to use their creativity and imagination in designing appropriate similes or metaphors for the photographs. Sample as many as time allows.]

Component 5: Lesson Conclusion

Time: 5 minutes

- Teacher reads the questions.

Questions:

1. The focus of the lesson was on identifying, interpreting, and using literary techniques, especially those of simile, metaphor, and hyperbole. How has the lesson helped you to understand this?
2. Which questions were easy to answer? Why?
3. What strategies did you use to answer the harder questions?

[Teacher Notes: It would be worthwhile to do this by getting students to write in the Workbook, so you have some feedback on the effectiveness of the lesson and how they feel about their learning experience. However, if pressed for time, you may want to do this section as a class discussion.]

Segue to next lesson: *In the next lesson we will look at other literary texts and the techniques used by their creators.*

REMINDER: Collect student workbooks to review and analyze students' learning – focus on answers to Question 6 for quality and clarity of writing and understanding of the content.

English Grade 9 Lesson Plan 2

Literary Texts – Prose: Short Story

Key Idea

Analyzing structure, meaning, tone, mood, purpose, context, theme, and language devices – Prose: Short Story

Most Essential Learning Competencies

Analyze literature as a means of understanding unchanging values in a volatile, uncertain, complex (VUCA) world.

English Curriculum 2016

Determine tone, mood, technique, and purpose of the author (EN9LT-If-2.2.3).

Component 1: Short review

Time: 7 minutes

Teacher: This week we are going to focus on Literary texts, like stories, novels, drama, and poetry. We are going to look at how these texts are organized, some of their components, such as characters, plot and language devices, and how these components work together to suggest a theme or message for the text as a whole. We are going to start with a short story.

Stories usually have a structure like the one in your Workbook called Story Mountain. You may have seen this text before if you were at last year's camp. Stories, sometimes called narratives, can have 5 stages: Background or Setting; Rising Action, Climax, Falling Action and Resolution. Let's see if you can remember what each stage means.

Question. Match each stage with its correct definition in your Workbook.

Teacher gives sample answers and feedback.

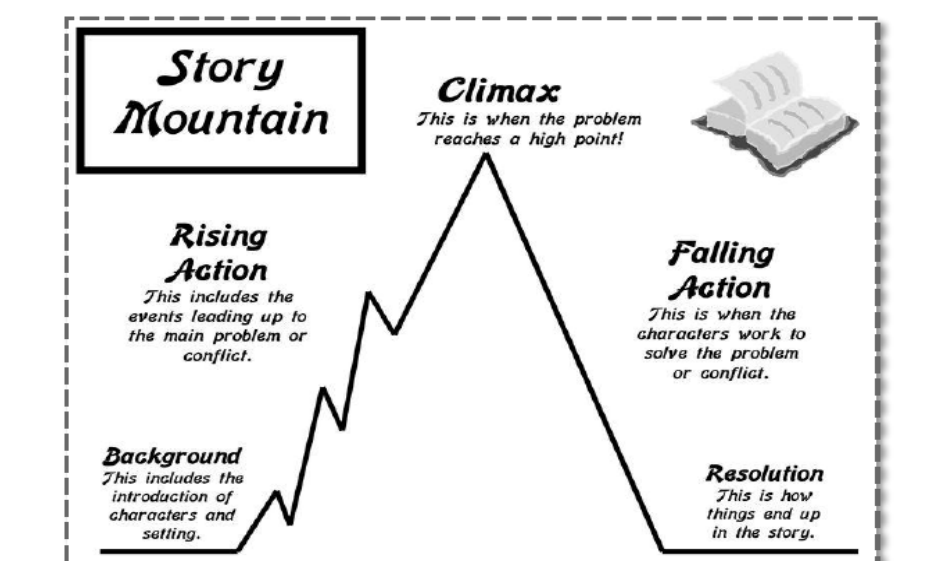
[**Teacher Notes:** If you can, show the Story Mountain to students as part of the feedback session.]

Suggested Answers:

As per the Story Mountain text.

Story Mountain

Story Mountain (n.d). 7th Grade Humanities. Graphic Organizers



[Teacher Notes: This lesson opening is designed to activate prior knowledge and will give you an indication of the level of student understanding of story structure and abilities to understand narrative events, respond to characterization, and identify themes.]

Component 2: Lesson Purpose

Time: 3 minutes

“In this lesson, we are going to look at a short story, set in Manila. We are going to pay attention to the way the author presents characters and uses them to suggest a theme or message.”

Component 3: Language Practice

Time: 5 minutes

- Teacher: *We may meet some words that are important in the story and that you may not have seen before or may not remember, so I’m going to list such words and give you their meanings so that you will be able to understand the story when I read it shortly.”*

These words are written in your Workbook.

The words are:

- real estate developer (a businessman who buys up property to build things like apartment blocks or shopping malls)
- traditions (ways of doing things and values that have been passed down from one generation to another over a long period)
- intimidation tactics (tricks to make people afraid)
- rallied (got everyone together to take action)
- resilience (toughness, strength).

- Teacher: *Let’s practice these words.*
 - *Say them and their meanings after me.*
 - *Look at their spelling.*
 - *Let’s put them in a sentence. I’ll do the first one. ‘Real estate developers are Important because they are the ones who have the idea of turning vacant land into buildings and houses.’*
- *Now with your partner, write a sentence for each of the other words in the list.”*

- Teacher samples sentences to make sure the words are used according to their meanings.

[Teacher Notes: Try to get students to write sentences that reveal the meaning of the words. If running short of time, either omit sentence writing or do it orally as a class.]

Component 4 : Lesson Activity

Time: 20 minutes total

Component 4A Reading the Text (5 minutes)

- Teacher reads text, drawing attention to the words listed.

The Bakery's Stand*

Background/Setting:

In a bustling market in Manila, stood a cozy bakery owned by Lola Rosa, known for its delicious pandesal and ensaymada. The bakery was a beloved spot where locals gathered to enjoy warm pastries and coffee, sharing stories and laughter.

Rising Action:

One day, a smooth-talking real estate developer named Carlos offered to buy Lola Rosa's bakery to turn the market into a fancy shopping area. Despite Carlos' tempting offers, Lola Rosa refused to sell it. The bakery was more than just a business; it held cherished memories and traditions.

Carlos, not taking no for an answer, resorted to intimidation tactics, scaring away customers and spreading lies about the bakery on social media and in the local newspaper. Determined to save her bakery, Lola Rosa rallied the community. They protested and stood up against Carlos' bullying.

Climax

As tensions rose, the conflict spilled onto the streets, dividing the neighborhood. But Lola Rosa and her supporters stood firm, unwilling to give in to Carlos' demands.

Resolution:

A powerful typhoon hit Manila, causing chaos and destruction. Amidst the wreckage, Lola Rosa's bakery remained standing. Carlos, humbled by the storm's fury, realized his mistakes. He joined forces with Lola Rosa to rebuild the market, honoring its history and traditions. Together, they reopened the bakery's doors, welcoming back the community with open arms, united in their resilience and shared love for their neighborhood.

* Text created by ChatGPT <https://chat.openai.com/>

Component 4B Questions (10 minutes)

- Teacher reads Questions 1-3 in Workbook.

Question 1. Why was the bakery so popular with the locals in the neighborhood?

Question 2. Why did Lola Rosa refuse to sell?

Question 3. Underline all the words used to describe Carlos and his actions in the text. What is your opinion of him?

- Teacher leads discussion of answers and gives feedback.

Suggested Answers

Question 1. 'It's delicious pandesal and ensaymada; it was a welcoming place for locals to gather.'

Question 2. 'The bakery was more than just a business; it held cherished memories and traditions.'

Question 3. Smooth-talking real estate developer'; intimidation tactics'; 'bullying'; 'not taking no for an answer'; 'humbled by the storm's fury'; 'realized his mistakes'. Student answers need to reflect Carlos' change from a rich bully to a man able to acknowledge mistakes and change his actions.

Component 4C Questions (10 minutes)

- Teacher reads Questions 4-6 in the Workbook.

Component 5: Lesson Conclusion

Time: 5 minutes

- Teacher reads the questions.

Questions:

4. The focus of the lesson was on how a literary text, a short story, is organized and on some of its components, such as characterization and theme. How has the lesson helped you to understand this?
5. Which questions were easy to answer? Why?
6. What strategies did you use to answer the harder questions?

[Teacher Notes: It would be worthwhile to do this by getting students to write in the Workbook, so you have some feedback on the effectiveness of the lesson and how they feel about their learning experience. However, if pressed for time, you may want to do this section as a class discussion.]

Segue to next lesson: *In the next lesson we will look at a poem about a snake.*

REMINDER: Collect student worksheets to review and analyze students' learning – focus on answers to Question 6 for quality and clarity of writing and understanding of the content.

English Grade 9 Lesson Plan 3

Literary Texts – Poetry

Key Idea

Analyzing structure, meaning, tone, mood, purpose, context, theme, and literary devices – Literary texts - Poetry.

Most Essential Learning Competencies

Make connections between texts to particular social issues, concerns or dispositions in real life.

English Curriculum 2016

Analyze literature as a means of discovering the self - EN9LT -Ie 2.2.2

Explain the literary devices used - EN9LT -Ia

Determine tone, mood, technique, and purpose of the author – EN9LT -If-g 2.2.3

Component 1: Short review

Time: 7 minutes

In this lesson, we are going to look at another type of literary text – poetry. We are going to read a poem about a snake, written about 100 years ago by an English writer, D. H. Lawrence. It is called, ‘Snake.’

Questions

Question 1. Name three things you are expecting to see in a poem about snakes.

Question 2. Poetry has a number of special features or use of language – can you remember what the following three terms mean – simile, metaphor, stanza?

Question 3. What do you think are the differences between a poem and a song? In what way are they similar?

- Teacher elicits answers and provides feedback.

Suggested Answers:

Question 1. Its appearance, color, how it moves, what it does, if it is scary, if it is poisonous, do the people run away from it, do they try to kill it. You may get other ideas too.

Question 2. Simile - two things compared to each other using the words ‘like’ or ‘as’; metaphor two things compared to each other without ‘like’ or ‘as’ -for both, there is usually something unusual about them – e.g. the 2 things are not usually linked to each other. Stanza -a section of a poem marked by a gap of an empty line between them.

Question 3. Songs are generally performed with music and have more rhyme than many poems; they usually deal with more simple themes than poems. See if students can identify other similarities and differences.

[**Teacher Notes:** This lesson opening is designed to activate prior knowledge and will give you an indication of level of student understanding about and enthusiasm for poetry.]

Component 2: Lesson Purpose

Time: 3 minutes

“In this lesson, we are going to look at a poem about a snake. This poem was written in 1923 in Sicily, an island near Italy in the Mediterranean Sea. It was a hot morning. The water for the house came from a ‘water trough’ – a pipe carried water to the village and there was a tap for each house to collect water in

a 'pitcher' or bowl that could then be used within the house. The one in this poem would have looked like the one in the photo in your Workbook."



* This photo by Unknown Author is licensed under CC BY-SA.

Component 3: Language Practice

Time: 5 minutes

- Teacher: *We may meet some words that are important in the poem and that you may not have seen before or may not remember so I'm going to list such words and give you their meanings so that you will be able to understand the poem when I read it shortly."*

These words are written in your Workbook.

The words are:

- Fissure (a long narrow hole or gap)
- venomous (poisonous)
- pacified (calmed)
- humility (shyness, modesty, not thinking oneself better than others)
- cowardice (fear, weakness)
- convulsed (shuddered, shook, like having a fit)
- writhed (convulsed)
- vulgar (crude, rude, rough).

Teacher: *Let's practice these words.*

- *Say them and their meanings after me.*
- *Look at their spelling.*
- *Let's put them in a sentence. I'll do the first one: 'The fissure that the snake came through was a long, narrow hole between the stones in the wall.'*
- *Now with your partner, write a sentence for each of the other words in the list."*
- Teacher samples sentences to make sure the words are used according to their meanings.

[Teacher Notes: try to get students to write sentences that reveal the meaning of the words. If running short of time, either omit sentence writing or do it orally as a class or ask students to write sentences for the words they feel confident about.]

Component 4 : Lesson Activity

Time: 20 minutes total

Component 4A Reading the Text (5 minutes)

Teacher reads the text, drawing attention to the words listed and the photograph of the water trough, wherever relevant.

Snake

A snake came to my water-trough
On a hot, hot day, and I in pyjamas for the heat,
To drink there.

He reached down from a fissure in the earth-wall in the gloom
And trailed his yellow-brown soft-bellied body down, over
the edge of the stone trough
And rested his throat upon the stone bottom,
And where the water had dripped from the tap, in a small clearness,
He sipped with his straight mouth,
Softly drank through his straight gums, into his slack long body,
Silently.

He lifted his earth-golden head from his drinking, as cattle do,
And looked at me vaguely, as drinking cattle do,
And flickered his two-forked tongue from his lips, and mused
a moment,
And stooped and drank a little more
Being earth-brown, earth-golden.

The voice of my education said to me
He must be killed,
For in Sicily the black, black snakes are innocent, the golden-brown
are venomous.
And voices in me said, If you were a man
You would take a stick and break him now and finish him off.

But must I confess how I liked him,
How glad I was he had come like a guest in quiet, to drink
at my water-trough
And depart peaceful, pacified, and thankless,
Into the burning depths of this earth?

Was it cowardice, that I dared not kill him?
Was it humility, to feel so honoured?
I felt so honoured.
And truly I was afraid, I was most afraid.

He drank enough
And lifted his head, dreamily, as one who has drunken enough,
Seeming to lick his lips,
And looked around like a god, unseeing, into the air,
And slowly turned his head,
And slowly, very slowly,
Proceeded to draw his slow length curving round
And climb again the broken bank of my wall-face.

I looked round, I put down my pitcher,
I picked up a clumsy log
And threw it at the water-trough with a clatter.

I think it did not hit him,
But suddenly that part of him that was left behind convulsed
in an undignified haste,
Writhed like lightning, and was gone
Into the black hole,
At which, in the intense still noon, I stared with fascination.

And immediately I regretted it.
I thought how vulgar, what a mean act!
I despised myself and the voices of my accursed human education.

For he seemed to me again like a king,
Like a king in exile,
Now due to be crowned again.

(Adapted from a poem by D. H. Lawrence accessible at Gutenberg Project,
<https://www.gutenberg.org/cache/epub/60337/pg60337-images.html#SNAKE>).

Component 4B Questions (10 minutes)

- Teacher reads the Questions 1-3 in the Workbook and models answer to Question 1.

Question 1. How do we know that this snake is a dangerous one?

Question 2. Explain in your own words,

‘The voice of my education said to me
He must be killed’.

Question 3. Underline three lines which sum up how Lawrence feels about the snake. His attitude to the snake is complicated – how would you describe it? Give evidence from the text.

Suggested Answers:

Question 1: The snake is golden brown and poisonous – see the lines: -

For in Sicily the black, black snakes are innocent, the golden-brown
are venomous.

Question 2: Lawrence had learned all his life that snakes are to be feared.

Question 3: Some lines that students could choose for this question are:

- I. The voice of my education said to me
He must be killed

- II. How glad I was he had come like a guest in quiet, to drink
at my water-trough
- III. And looked around like a god, unseeing, into the air
- IV. For he seemed to me again like a king,
Like a king in exile,
Now due to be crowned again

The poet's attitude to the snake is fear of it because he knows that it is poisonous; admiration of it because it seems like a god or a king; and aggressive because he thinks he should try to kill it and throws a stick at it.

- Students answer the questions in their Workbook.
- Teacher leads discussion of answers and gives feedback based on evidence from text.

Component 4C Questions (10 minutes)

- Teacher reads Questions 4-6 in the Workbook.

Question 4. Look at the lines:

'He sipped with his straight mouth,
Softly drank through his straight gums, into his slack long body,
Silently.'

A lot of the words start with the letter 's'. Why do you think Lawrence chose so many 's' words? Why are they appropriate for this poem?

Question 5. How would you describe the snake's attitude to Lawrence?

Question 6. What does Lawrence learn about himself in his encounter with the snake? Support your idea with evidence from the poem.

Suggested Answers:

Question 4: The 's' sound is associated with snakes, including the sounds snakes make (hissing) and the way they move ('slithers'). [Teacher Note: Can students think of any other 's' words that go with snakes?]

Question 5: The snake notices Lawrence standing there but is indifferent to him, unafraid of him.

Question 6: Lawrence tries to give a detailed description of the snake but it's about more than the snake - it also shows how he has been conditioned by his education to fear and try to kill snakes and yet he admires the snake. Eventually his 'education' takes over and he throws a stick at the snake.

- Students answer the questions in the Workbook.
- The teacher samples answers and provides feedback.

[Teacher Notes: Questions 3 and 6 are interpretive, so be prepared for a variety of answers and encourage discussion – the important thing is not the actual answer, but the reasons for it.]

Component 5: Lesson Conclusion

Time: 5 minutes

- The teacher reads the questions.

Questions:

1. The focus of the lesson was on Analyzing a poem to identify the different feelings and attitudes of the poet to the subject matter of the poem. How has this lesson helped you to understand this?
2. Which questions were easy to answer? Why?
3. What strategies did you use to answer the harder questions?

[Teacher Notes: It would be worthwhile to do this by getting students to write in the Workbook so you have some feedback on the effectiveness of the lesson and how they feel about their learning experience. However, if pressed for time, you may want to do this section as a class discussion.]

Segue to next lesson: *In the next lesson we will look a Drama text to see how themes, characterization and literary devices are used differently in that type of literary text.*

REMINDER: Collect student workbooks to review and analyze students' learning – focus on answers to Question 6 for quality and clarity of writing and understanding of the content.

English Grade 9 Lesson Plan 4

Literary Texts – Prose: Character description

Key Idea

Analyzing structure, meaning, tone, mood, purpose, context, theme, and language devices – Literary text – Prose – character description

Most Essential Learning Competencies – Grade Level Standards

The learner demonstrates communicative competence through his/her understanding of British-American literature.

English Curriculum 2016

Determine tone, mood, and technique and purpose of the author (EN9LT -If-g 2.2.3)

Analyze literature as a means of valuing other people and their various circumstances in life (EN9LT-IIa-d-15).

Component 1: Short review

Time: 7 minutes

*In this lesson we are going to look at how a novelist introduces a major character to create a vivid impression in the reader. The text is taken from a famous British novel, *Treasure Island*, by Robert Louis Stevenson. It tells the story of pirates and a search for buried treasure and is set in the 1700s.*

Question 1: The title of the novel from which today's text is *Treasure Island*. What do you expect will happen in the story?

Question 2: The story is about pirates – what sort of characters do you expect them to be? The image below* will help you.



* Free image from Creative Commons.

Question 3: Imagine you were writing a paragraph about the character in the photo – what would be the first thing you would focus on?

Suggested Answers:

Question 1: Answers may include sailing ships, pirates, buried treasure, a map, swords and pistols, violence.

Question 2: Answers may include violent men, robbers, good sailors, risk takers – some answers may see them as romantic, heroic figures.

Question 3: Expect a variety of answers here, ranging from clothes, hat, scars on face, badly dressed, looking like someone who has had a rough life.

[Teacher Notes: This lesson opening is designed to activate prior knowledge and prepare students for the text they are about to read which is set in the 1700s. Feel free to show other images of pirates, including movie still shots (e.g. *Pirates of the Caribbean* movies).]

Component 2: Lesson Purpose

Time: 3 minutes

"In this lesson, we are going to look at an extract from one of the classics of British literature – 'Treasure Island' by Robert Louis Stevenson. It was written in 1881 and is told through the eyes of a young boy, about your age, whose family owns an inn or a hotel. The section we are going to read occurs early in the book when the hotel receives a very unusual guest."

[Teacher Notes: If you have not shown any images of pirates in Component 1, feel free to do so now. It would be good to have students see the world of the text they are about to read to lessen the strangeness of the context of the text for them.]

Component 3: Language Practice

Time: 5 minutes

- Teacher: *We may meet some words that are important in the story and that you may not have seen before or may not remember, so I'm going to list such words and give you their meanings so as you will be able to understand the story when I read it shortly."*

These words are written in your Workbook. Three of them have been done for you as they were expressions about ships and sailing used in the days in which the text is set and are no longer in use.

The words are:

- sea-chest (a large wooden box carried by sailors in the 1700s in which they kept their possessions)
- livid (looking like the skin has been bruised or cut and has some infection)
- a man who had sailed before the mast (a sailor; a member of the crew rather than an officer: the mast refers to ships that had large sails attached to a long pole in the middle of the ship)
- a first mate (second in command of a sailing ship)
- parlor (a room where guest of a hotel could eat, drink and socialize)
- seafaring man (a sailor)
- he would call for glasses round (he would require everyone to get a new drink)
- companion (friend; someone who travels with you).

- Teacher: *Let's practice these words.*
 - *Say them and their meanings after me.*
 - *Look at their spelling.*
 - *Let's put them in a sentence. I'll do the first one. 'In the days of pirates, they kept their belongings in big wooden boxes called sea-chests.'*
- *Now with your partner, write a sentence for each of the other words in the list."*
- Teacher samples sentences to make sure the words are used according to their meanings.

[Teacher Notes: Explain the terms specific to sailing ships in the 1700s, such as 'first mate', and 'a man who had sailed before the mast' and the expression 'he would call for glasses round' rather than get students to write sentences for them. Try to get students to write sentences that reveal the meaning of the words. If running short of time, either omit sentence writing or do it orally as a class.]

Component 4: Lesson Activity

Time: 20 minutes total

Component 4A Reading the Text (5 minutes)

- Teacher reads text, drawing attention to the words listed.

Adapted from *Treasure Island*, Robert Louis Stevenson – accessible at Project Gutenberg, <https://www.gutenberg.org/ebooks/120>.

The Captain

I remember him as if it were yesterday, as he came plodding to the inn door, his sea-chest following behind him in a wheelbarrow; a tall, strong, nut-brown man with a pig tail and a dirty blue coat, his hands ragged and scarred, with black, broken nails and a sword cut across one cheek, a dirty livid white. I remember him looking around the bay and whistling to himself as he did so and then break out into that old sea-song that he sang so often afterwards:

“Fifteen men on the dead man’s chest,
Yo-ho-ho and a bottle of rum.”

Bad as his clothes were, he had none of the appearance of a man who had sailed before the mast, but seemed more like a first mate or captain, accustomed to being obeyed or to strike.

He was a very silent man. All day he hung around the bay, or upon the cliffs, with a brass telescope; all evening he sat in the corner of the parlour next to the fire and drank rum and water, very strong. Mostly he would not speak when spoken to; only look up suddenly and fiercely, and blow through his nose like a fog-horn; and we and the people who came about our house soon learned to leave him be. Every day when he came back from his walk, he would ask if any seafaring man had gone by along the road. At first, we thought it was wanting company of his own kind that made him ask this question but at last we began to see that he wanted to avoid them. When a seaman put up at the inn, he would look at him through the door before he entered the parlour; and he was always sure to be as silent as a mouse when any such was present.

I was far less afraid of the captain than anybody else who knew him. There were nights when he took a good deal more rum and water than his head would carry; and then he would sometimes sit and sing his wicked, old sea-songs minding nobody; but sometimes he would call for glasses round and force all the trembling company to listen to his stories or bear a chorus to his singing. Often, I have heard the house shaking with “Yo-ho-ho and a bottle of rum”, all the neighbors joining in for dear life, with the fear of death upon them, and each singing louder than the other. For in these fits, he was the worst companion ever known; he would slap his hand on the table for silence all round; he would fly up in a passion of anger at a question or sometimes because none was put, and so he judged the company was not following his story. Nor would he allow anyone to leave the inn till he had drunk himself sleepy and reeled off to bed.

Component 4B Questions (10 minutes)

- Teacher reads Questions 1-3 in the Workbook.

Question 1: Look at the description of the captain's hands and face in the first sentence of Paragraph 1. What does this tell you about? What sort of character is the captain?

Question 2: Look at Paragraph 1. The author says he can remember the Captain as if it were yesterday. How does he make the Captain seem like a character who would stay in his memory?

Question 3: Look at Paragraph 2. How does the author create the idea that the Captain has something to hide in his past?

- Teacher leads discussion of answers and gives feedback.

Suggested Answers

Question 1: He has had a rough, violent life and suffered injuries and scars – he looks sick.

Question 2: The captain's rough appearance, his singing, the signs of violence on his hands and face and he looks sick and dangerous.

Question 3: By telling the story of how the Captain looked for other seafaring men and tried to avoid any that arrived at the inn.

Component 4C Questions (10 minutes)

- Teacher reads Questions 4-6 in Workbook.

Question 4: Look at Paragraph 3. How does the author create the idea that the Captain was someone to be afraid of?

Question 5: Describe the author's attitude to the Captain. How is the reader meant to think about the Captain? Give evidence from the text.

Question 6: Here is a list of 5 tips for novelists in introducing major characters:

1. Begin with a significant action or event that captures attention and sets the character apart.
2. Provide detailed descriptions of the character's appearance, especially on distinctive features.
3. Introduce the character through dialogue or experiences, revealing aspects of their personality, background, and relationships.
4. Show the character's thoughts or internal conflicts to establish a connection with the reader.
5. Use literary devices like symbolism, metaphor, or foreshadowing (telling what will happen in the future to the character) to hint at the character's significance and role in the story.

How many of these features are evident in the text? Answer this question by filling out the table in your Workbook.

- Teacher leads in the discussion of answers and gives feedback.

Suggested Answers:

Question 4: The author tells the story of the Captain's erratic and threatening behavior and how everyone was afraid of him.

Question 5: The author says he was less afraid of the Captain than other people. He describes the Captain when drunk as 'the worst companion ever known.' He does not try to make the Captain out to be a hero or someone to be admired.

Question 6. Numbers 1, 2, 3, and 5 are evident in the text. Paragraph 1 – Tip 2; Paragraphs 2 and 3 – Tip 1; Paragraph 3 – Tip 3. There are some examples of Tip 5 throughout – e.g. use of adjectives to describe the Captain's appearance in Paragraph 1 – a tall, strong, nut-brown man'; simile – 'blow through his nose like a fog-horn' and 'as silent as a mouse.'

[**Teacher Notes:** As questions 5 and 6 are more interpretive, be prepared for a variety of answers and encourage discussion as much as time will allow – the important thing is not the actual answer, but the reasons for it and the extent to which they are drawn from the text.]

Component 5: Lesson Conclusion

Time: 5 minutes

- Teacher reads the questions.

Questions:

1. The focus of the lesson was on seeing how a novelist can use description and storyline/events to shape the reader's interpretation of the character. How has the lesson helped you to understand this?
2. Which questions were easy to answer? Why?
3. What strategies did you use to answer the harder questions?

[Teacher Notes: It would be worthwhile to do this by getting students to write in the Workbook, so you have some feedback on the effectiveness of the lesson and how they feel about their learning experience. However, if pressed for time, you may want to do this section as a class discussion.]

Segue to next lesson: *In the next lesson we will look at another literary text – a play script.*

REMINDER: Collect student workbooks to review and analyze students' learning – focus on answers to Question 6 for quality and clarity of writing and understanding of the content.

English Grade 9 Lesson Plan 5

Literary Texts – Drama script

Key Idea

Analyzing structure, meaning, tone, mood, purpose, context, theme, and language devices – Literary text – Drama script.

Most Essential Learning Competencies

Analyze literature as a means of understanding unchanging values in the VUCA (volatile, uncertain, complex, ambiguous) world (EN9LT – IIIa-I 17).

English Curriculum 2016

Determine the tone, mood, technique, and purpose of the author (EN9RC – IIIg, h, i – 2.1.1; EN9LT – If, g 2.2.3)-)

Analyze literature as a means of connecting to the world (EN9LTIIIh-16); and as a means of valuing other people and their various circumstances in life (EN9LT – lih-15).

Component 1: Short review

Time: 7 minutes *e going to look at another type of literary text – one that you would have had some experience with in Grade 9 – a play script. It is set in a Grade 9 Art class and the topic is Graffiti.*

Question 1: Look at the photograph of a graffiti wall in your Workbook (see Component 4A in this lesson plan). How would you define ‘graffiti’?

Question 2: In Grade 9, you would have acted or been involved in the performance of plays. What do you remember about:

- a. Your role in the play
- b. The script and the theme of the play.

Suggested Answers:

Question 1: Street art; writing or drawings scribbled, scratched, or sprayed on a wall or other surface in a public place without permission.

Question 2: This question will elicit personal responses and experiences to the Culminating Activities of Grade 9 and as such is open-ended. It is designed to make students more receptive to volunteering to read a part in the text at Component 4A. Feel free to treat 2a and 2b together when opening up a class discussion in the feedback stage. Try to sample as many responses as time will allow.

[Teacher Notes:

1. Check with students whether they were involved in a play in Grade 9. Adjust Question 2 to what they know about plays (include films and TV if appropriate) and feel free to run it as a class discussion.
2. This lesson opening is designed to activate prior knowledge and will give you an indication of level of student understanding and experience in relation to drama texts.]

Component 2: Lesson Purpose

Time: 3 minutes

In this lesson we are going to look at a scene from a play. It is set in a Grade 9 Art class. The class discusses different opinions about graffiti and whether it can be considered as art. However, the mood of the scene shifts suddenly when one student volunteers his personal experiences. Look for how the mood changes as we read through the script together.

Component 3: Language Practice

Time: 5 minutes

- Teacher: *We may meet some words that are important in the scene and that you may not have seen before or may not remember, so I'm going to list such words and give you their meanings so as you will be able to understand the text when we read it shortly."*

These words are written in your Workbook.

The words are:

- controversial (an issue that divides opinions and can make people angry)
 - perspectives (opinions; points of view)
 - rebellion (going against the way things are; revolution)
 - defiance (being rebellious against someone in authority – similar to rebellion)
 - vandalism (destroying or defacing property).
- Teacher: *Let's practice these words.*
 - *Say them and their meanings after me.*
 - *Look at their spelling.*
 - *Let's put them in a sentence. I'll do the first one. 'Banning cell phones in high schools is controversial because it has divided the community.'*
 - *Now with your partner, write a sentence for each of the other words in the list."*
 - Teacher samples sentences to make sure the words are used according to their meanings.

[**Teacher Notes:** Try to get students to write sentences that reveal the meaning of the words. If running short of time, either omit sentence writing or do it orally as a class.]

Component 4: Lesson Activity

Time: 20 minutes total

Component 4A Reading the Text (5 minutes)

[**Teacher Notes:** As this is a Drama script, it would be good to be able to assign roles to students by calling for volunteers to read a part. If you get a lot of volunteers, then feel free to let more than 1 student read a character's lines. You could also give students a chance to practice their lines with a partner before doing a class reading/performance of the script. If you don't get enough volunteers, then you'll need to do some reading too. Feel free to overplay your part(s).]

The Art Lesson

Characters:

- Ms. Rodriguez (Grade 9 Art Teacher)
- Alex (Student)
- Maya (Student)
- Jamal (Student)
- Lily (Student)
- Ethan (Student)
- Ava (Student)
- Mark (Student)

[Scene: Inside the art classroom. Ms. Rodriguez stands in front of the class, a whiteboard behind her displaying the graffiti artwork below. The students are seated and engaged in discussion.]



[This photo of a graffiti wall by an unknown Author is licensed under [CC BY-SA](#).]

Ms. Rodriguez: [Addressing the class] Today, we're discussing the controversial topic of graffiti. As artists, it is a need for us to understand different perspectives and forms of artistic expression. Now, who can tell me what graffiti means to them?

Alex: [Eagerly raises hand] Graffiti is about young people screaming out against conformity! It's about tearing down barriers, even if it means defying the rules!

Ms. Rodriguez: [Nods] That's one perspective, Alex. Graffiti can indeed be seen as a form of rebellion against social norms. But does anyone have a different viewpoint?

Maya: [Raises hand] I think graffiti is more than just rebellion. It's the voice of the unheard, painting their struggles across the walls for the world to see. It can highlight social issues and injustices that are often overlooked.

Jamal: [Visibly uncertain] It's... it's complicated, Ms. Rodriguez. Graffiti feels like a clash of emotions to me. On one hand, it's an act of defiance, but on the other, it's a destruction of property and order.

Ms. Rodriguez: Thank you, Jamal. Lily, what do you think?

Lily: [Voice trembling] Graffiti can be a scar on the landscape, Ms. Rodriguez. Graffiti might have meaning to some people, but it can also be an eyesore and makes everything look ugly.

Ms. Rodriguez: [Nods] Thank you for sharing, Lily. Ethan, do you have a different perspective?

Ethan: [Nods] Yeah, I think graffiti can be both positive and negative. It depends on the context and the intent behind it. Some graffiti can make a space beautiful and spark conversations, while others can be destructive and disrespectful.

[Mark, his expression determined, raises his hand, catching Ms. Rodriguez's attention.]

Ms. Rodriguez: [Noticing Mark's raised hand] Yes, Mark? Do you have something to add to our discussion?

Mark: [Taking a deep breath, steeling himself] Yes, Ms. Rodriguez. I... I have something to say.

[The class falls silent, their curiosity awoken as they turn their attention to Mark.]

Ms. Rodriguez: [Encouragingly] Go ahead, Mark. What is it?

Mark: [Voice firm] My brother has done graffiti. But... but he said it wasn't just an act of vandalism. It was... it was.... like art, like he was finally able to express himself.

[Gasps ripple through the classroom as the students exchange surprised glances.]

Ms. Rodriguez: [Intrigued] Art, you say? Explain, Mark.

Mark: [Eyes alight with passion] He knew it would get him in trouble if he got caught, but he said he couldn't help himself. He wanted to make a statement, to be heard. He said it made him feel like an artist somehow. And of course, he got caught and had to clean it off the wall.

* ¹ This text was created by ChatGPT at <https://chat.openai.com>

Component 4B Questions (10 minutes)

- The teacher reads questions 1-3 in the Workbook.

Question 1: What do Alex and Maya think is important about graffiti?

Question 2: What points does Lily make against graffiti?

Question 3: How is Ethan's opinion different from the others?

- Teacher leads discussion of answers and gives feedback.

Suggested Answers

Question 1: They see graffiti as expression of the disadvantaged in society and of a desire for their situation to be noticed.

Question 2: It can be ugly and 'a scar on the landscape.

Question 3: Ethan tries to compromise between the views of Alex/Maya and Ethan.

Component 4C Questions (10 minutes)

- The teacher reads questions 4-6 in the Workbook.

Question 4: How does the mood of the scene change when Mark talks about his brother's graffiti?

Question 5: What is your opinion of the graffiti wall photo? Do you agree with Mark that it is Art? Give a reason for your answer.

Question 6. What do you think would happen next? How will the lesson end? What will Mrs. Rodriguez say? With a partner,

- work out an ending for the scene that resolves the issues and conflicts raised in the scene; or
- draft an outline of what you think will happen in the next scene, which will be set in the school playground.

Make a plan in your Workbooks and then share your ideas with the class.

- Teacher leads discussion of answers and gives feedback.

Suggested Answers:

Question 4: The class and the teacher are surprised – they fall silent because of the way Mark starts by putting his hand up and stating that he has ‘something to say.’ They know it’s not going to be about whether graffiti is art but something personal. The teacher then tries to turn the discussion back to the topic.

Question 5: This is an open response question so expect some different opinions. Look for responses that relate to the script and the different views of the characters.

Question 6. This question requires both imagination and some awareness of how drama scripts and plays work. Try to sample as many responses as time allows. Look for ideas that follow on naturally from the script.

[**Teacher Notes:** As questions 5 and 6 are more open, be prepared for a variety of answers and encourage discussion – the important thing is not the actual answer, but the reasons for it and the extent to which they are drawn from the text.]

Component 5: Lesson Conclusion

Time: 5 minutes

- Teacher reads the questions.

Questions:

1. The focus of the lesson was on a drama script and how it allows different ideas to be expressed. How has the lesson helped you to understand this?
2. Which questions were easy to answer? Why?
3. What strategies did you use to answer the harder questions?

[Teacher Notes: It would be worthwhile to do this by getting students to write in the Workbook, so you have some feedback on the effectiveness of the lesson and how they feel about their learning experience. However, if pressed for time, you may want to do this section as a class discussion.]

Segue to next lesson: *In the next lesson we will look at another literary text and apply some of the ideas we have been covering this week.*

REMINDER: Collect student workbooks to review and analyze students’ learning – focus on answers to Question 6 for quality and clarity of writing and understanding of the content.

English Grade 9 Lesson Plan 6

Literary Texts – Deliberate Practice

Key Idea

Analyzing structure, meaning, tone, mood, purpose, context, theme, and language devices – Literary text – Prose.

Most Essential Learning Competencies

Analyze literature as a means of understanding unchanging values in the VUCA world.

English Curriculum 2016

Analyze literature as a means of discovering the self (EN9LT-Ia-14)

Determine tone, mood, technique, and purpose of the author (EN9LT-Ig-2.2.3)

Component 1: Short review

Time: 7 minutes

In this last lesson of the week, we are going to look at another Literary prose text, this time from the United States of America. It is an extract from a famous novel by Stephen Crane about the American Civil War, 'The Red Badge of Courage.' It was published in 1895.

Question 1: You may not know that there were some Filipinos who fought in the American Civil War in the 1860s. With a partner, make notes on what you know about the American Civil War.

Question 2: The novel deals with the experiences and feelings of a young soldier in his first battle. What sort of things are you expecting to read about?

Question 3: In what ways will this Literary text be different from a history text about the war?

Suggested Answers:

Question 1: North (blue) v South (grey); slave states (South) v Free states (North); North won; Abraham Lincoln freed the slaves; a lot of deaths.

Question 2: Fear; worries about how he will perform – how brave he will be; his loved ones; not wanting to let anyone down. You may get more.

Question 3: The History text will be about the big events of the war, like battles, usually in chronological order; the Literary text will focus on the experiences and feelings of individuals who may be ordinary people, families, and soldiers.

[Teacher Notes: This lesson opening is designed to activate prior knowledge and prepare students for a text and historical period with which they may not be familiar.]

Component 2: Lesson Purpose

Time: 3 minutes

In this lesson we are going to look at an early part of the novel. An army has been waiting to go into battle for a number of days. A 'tall soldier' claims to have seen orders that mean they will go into battle on the next day. One of the soldiers, a 'youth', who has never been in battle before, goes back to his hut to think about how he will cope with the experience. The text we will look at recounts his hopes and fears about the battle.

Component 3: Language Practice

Time: 5 minutes

- Teacher: *We may meet some words that are important in the story and that you may not have seen before or may not remember, so I'm going to list such words and give you their meanings so as you will be able to understand the story when I read it shortly."*

These words are written in your Workbook.

The words are:

- private (the lowest rank of an ordinary soldier)
 - trance (like a dream or in a spell)
 - crimson blotches (blood stains)
 - to enlist (to join the army)
 - sieges (where an army surrounds a fortified city and waits for it to surrender)
 - lurid (bright colored, colorful)
 - the impending battle (the coming battle; coming soon)
 - no avail (no use).
- Teacher: *Let's practice these words.*
 - *Say them and their meanings after me.*
 - *Look at their spelling.*
 - *Let's put them in a sentence. I'll do the first one. 'He enlisted in the army at the lowest rank of private.'*
 - *Now with your partner, write a sentence for each of the other words in the list."*
 - Teacher samples sentences to make sure the words are used according to their meanings.

[**Teacher Notes:** Try to get students to write sentences that reveal the meaning of the words. If running short of time, either omit sentence writing or do it orally as a class.]

Component 4: Lesson Activity

Time: 20 minutes total

Component 4A Reading the Text (5 minutes)

- Teacher reads text, drawing attention to the words listed.

Extract from *The Red Badge of Courage*, Stephen Crane.

Accessed on April 16, 2024 from Gutenberg Project, <https://www.gutenberg.org/cache/epub/73/pg73-images.html>

There was a youthful private who listened with eager ears to the words of the tall soldier and to the varied comments of his comrades. After receiving a full of discussions concerning marches and attacks, he went to his hut and crawled through an intricate hole that served it as a door. He wished to be alone with some new thoughts that had lately come to him.

The youth was in a little trance of astonishment. So, they were at last going to fight. Tomorrow, perhaps, there would be a battle, and he would be in it, in one of those great affairs of the earth.

He had, of course, dreamed of battles all his life—of vague and bloody conflicts that had thrilled him with their sweep and fire. In visions and dreams, he had seen himself in many struggles. He had imagined people safe because of his courage and actions. But awake he had regarded battles as crimson blotches on the pages of the past. There was a part of the world's history which he had regarded as the time of wars, but it, he thought, had disappeared forever.

He had burned several times to enlist. Tales of great movements shook the land. They might not be like ancient legends but there seemed to be much glory in them. He had read of marches, sieges, conflicts, and he had longed to see it all. His busy mind had drawn for him large pictures extravagant in color, lurid with breathless deeds.

However, he saw now that he had a more serious problem. He lay in his bunk pondering upon it. He tried to prove to himself that he would not run from a battle. Previously he had never felt obliged to wrestle too seriously with this question. In his life he had taken certain things for granted, never challenging his belief in ultimate success, and bothering little about means and roads. But here he was confronted with a thing of the moment. It had suddenly appeared to him that perhaps in a battle he might run. He was forced to admit that as far as war was concerned, he knew nothing of himself.

A little panic-fear grew in his mind. As his imagination went forward to a fight, he saw hideous possibilities. He contemplated the lurking menaces of the future and failed in an effort to see himself standing bravely in the midst of them. He recalled his visions of glory, but in the shadow of the impending battle he suspected them to be impossible pictures.

He sprang from the bunk and began to pace nervously to and fro. "Good Lord, what's th' matter with me?" he said aloud.

He felt that in this crisis his laws of life were useless. Whatever he had learned of himself was here of no avail. He was an unknown quantity. He saw that he would again be forced to experiment as he had in the early youth. He must gather information of himself, and meanwhile, he resolved to remain close upon his guard in case those qualities of which he knew nothing should everlastingly disgrace him. "Good Lord!" he repeated in dismay.

Component 4B Questions (10 minutes)

- Teacher reads Questions 1-3 in Workbook.

Question 1: Why did the youth enlist in the army to fight in the war?

Question 2: The youth look at war in two different ways depending on whether he is dreaming or awake. What is the difference between the two?

Question 3: In this scene we learn that the youth 'wished to be alone with some new thoughts that had lately come to him.' What is the new thought he has? What does he realize about himself as a result?

- Teacher samples answers and gives feedback.

Suggested Answers:

Question 1: He wanted to be part of the 'glory' of war and to see it all.

Question 2: In his dreams he has a very romantic view of war, full of glamorous, heroic deeds. Awake, he thinks the age of wars is over.

Question 3: He is worried now that he might run away from the battle and desert his fellow soldiers. He realizes that he does not know enough about himself to be sure he will not run.

Component 4C Questions (10 minutes)

- The teacher reads questions 4-6 in the Workbook.

Question 4: In thinking about the battle to come next day, he ‘felt that in this crisis his laws of life were useless.’ What does this mean?

Question 5: How would you describe the youth’s state of mind at the end of the text? Give evidence from the text.

Question 6: In those days, soldiers going into battle would write letters to their loved ones on the night before the battle in case they were killed. Write a three-paragraph letter to the youth’s mother. Decide how much of his state of mind he will reveal to his mother and how much he might keep back. Give a reason for anything you decide to leave out.

- The teacher gives sample answers and feedback.

Suggested Answers

Question 4: He was now facing something he had never faced before and therefore all his previous experiences and ideas were no longer of any use in telling him what to do in the battle.

Question 5: He is distressed because he can’t answer the question of whether he will run. He is so distressed that he starts up from his bunk and starts talking to himself.

Question 6: This is a creative task that requires some sensitivity and maturity so a range of answers should be evident.

[**Teacher Notes:** Sample as many as possible in the time allowed. Where students leave out certain of the youth’s worries, ask them to explain their reasons. Feel free to allow students to do Question 6 in pairs.]

Component 5: Lesson Conclusion

Time: 5 minutes

- Teacher reads the questions.

Questions:

1. The focus of the lesson was on revisiting some of the features of Literary texts that we have been reading all week. How has the lesson helped you to understand these features?
2. Which questions were easy to answer? Why?
3. What strategies did you use to answer the harder questions?

[Teacher Notes: It would be worthwhile to do this by getting students to write in the Workbook, so you have some feedback on the effectiveness of the lesson and how they feel about their learning experience. However, if pressed for time, you may want to do this section as a class discussion.]

Segue to next lesson: *In lessons next week, we will look at Informational / Expository texts.*

REMINDER: Collect student workbooks to review and analyze students’ learning – focus on answers to Question 6 for quality and clarity of writing and understanding of the content.

English Grade 9 Lesson Plan 7

Informational / Expository Texts – Factual report

Key Idea

Analyzing structure, meaning, tone, mood, purpose, context, theme, and language devices – Informational/Expository text – Factual report.

Most Essential Learning Competencies

Determine the relevance and truthfulness of the ideas presented (EN9VC-Iva-10)

English Curriculum 2016

Scan sequence signals or connectors to determine patterns of idea development given in a text (EN9RC-Id – 13.2)

Determine tone, mood, technique, and purpose of the author (EN9LT-If-2.2.3).

Component 1: Short review

Time: 7 minutes

In this lesson we are going to look at a type of Informational text that gives information on a topic in the form of a report. In this type of text, the writer is mainly concerned with presenting and summarizing information rather than suggesting an opinion about it. Sometimes in this type of text, however, the report may conclude with the writer's opinion – we shall see whether that has happened in this text.

Question 1: The report you are about to read is about a form of smoking called vaping. What do you expect it to be in its Introduction?

Question 2: What major points about vaping do you think will be covered in the report?

Question 3: Report writers often use a 'neutral tone' when reporting information. What do you understand by the term 'neutral tone'?

Suggested Answers:

Question 1: It will tell us what vaping is and then list the main points to be covered in the rest of the report.

Question 2: Expect a variety of responses here which may include: Health effects; who does it; at what age it is legal; where it can be done. Students may expect the report to be against vaping.

Question 3: Avoiding giving an opinion about the information.

[Teacher Notes: This lesson opening is designed to activate prior knowledge and will give you an indication of the level of student understanding about reports. Feel free to do Question 2 as a class discussion.]

Component 2: Lesson Purpose

Time: 3 minutes

"In this lesson, we are going to look at a report written for an academic journal or periodical about vaping, which is a form of smoking using an electronic device. This report was written to summarize the results of scientific studies of vaping across the world. It is therefore written in a very formal, serious tone and follows a strict structure."

Component 3: Language Practice

Time: 5 minutes

- Teacher: *We may meet some words that are important in text and that you may not have seen before or may not remember, so I'm going to list such words and give you their meanings so as you will be able to understand the report when I read it shortly."*

These words are written in your Workbook.

The words are:

- inhaling and exhaling (breathing in and breathing out)
 - a summary of research findings (the main results of a lot of different studies by scientists)
 - addiction (where someone becomes 'hooked' on something and cannot give it up – usually alcohol or drugs)
 - socially acceptable (something seen as normal in the community)
 - demographic (section of the population – e.g. young people, children, adults).
- Teacher: *Let's practice these words.*
 - *Say them and their meanings after me.*
 - *Look at their spelling.*
 - *Let's put them in a sentence. I'll do the first one. 'As I inhaled after my walk, air filled my lungs.'*
 - *Now with your partner, write a sentence for each of the other words in the list.*
- Teacher samples sentences to make sure the words are used according to their meanings.

[**Teacher Notes:** Try to get students to write sentences that reveal the meaning of the words. If running short of time, either omit sentence writing or do it orally as a class.]

Component 4: Lesson Activity

Time: 20 minutes total

Component 4A Reading the Text (5 minutes)

- Teacher reads text, drawing attention to the words listed.

Vaping: What the research says

Vaping, which involves inhaling and exhaling vapor from electronic cigarettes, has become increasingly popular, especially among young people. This report provides a summary of research findings from around the world by scientists and government health bodies on vaping, including its health effects, how common it is, how people use it, and the rules around it.

Firstly, studies show that while vaping is often seen as safer than smoking, it still has risks. Research links vaping to breathing problems, heart issues, and potential harm to the lungs over time. Using e-cigarettes with nicotine can also lead to addiction, especially in young people, which might make them more likely to smoke tobacco later on.

Secondly, vaping is becoming common, especially among the demographic of young people. Many factors contribute to this, like advertisements targeting them, new types of products, and the belief that vaping is socially acceptable.

Thirdly, research tells us how people use vapes, how often they do it, why they start, and what kinds of vapes they prefer. Often, people start vaping because they're curious or want to quit smoking, but then they keep doing it regularly. Flavored vapes, especially, attract younger users.

Fourthly, there are rules to try to make vaping safer. Governments worldwide are making laws to control how vapes are sold, advertised, and used. They want to protect young people from getting hooked on vaping while still helping adults who smoke to quit.

In conclusion, as vaping becomes more common, it's crucial to keep an eye on its health effects and make rules to keep people safe. Monitoring how people vape, educating the public about the risks, and making smart laws can help us all make better choices about vaping.

* ¹ This text was created by ChatGPT at <https://chat.openai.com>

Component 4B Questions (10 minutes)

- Teacher reads Questions 1-3 in the Workbook.

Question 1: What are the health risks of vaping?

Question 2: What reasons are given for young people becoming vapers?

Question 3: Is the writer's attitude to vaping positive or negative or neutral? Underline any words or phrases that show the writer's attitude. Write them in your Workbook.

- Teacher leads discussion of answers and gives feedback.

Suggested Answers

Question 1: 'Breathing problems, heart issues, potential harm to the lungs over time'; and addiction.

Question 2: 'Advertisements targeting young people, new types of products, and the belief that vaping is socially acceptable.'

Question 3: The tone is neutral when reporting the research results but the conclusion indicates that the writer sees vaping as a health risk – however people will continue to do it so governments need to take steps to protect people.

Component 4C Questions (10 minutes)

- Teacher reads Questions 4-6 in the Workbook.

Question 4: Notice how the writer structures the report by including an introduction in which the topic is defined and the main points about it are listed. How does the writer start each paragraph after the Introduction to signal that a new point is being presented? Can you think of another way of doing it?

Question 5: How does the writer make the information in the report seem trustworthy or believable?

Question 6: This report is written in academic style for an academic periodical or journal. Imagine that you are the writer and you have been invited to talk to parents at your school about vaping. Change the Introduction to make it more like a speech appropriate for such an audience.

- Teacher leads discussion of answers and gives feedback.

Suggested Answers:

Question 4: Each paragraph begins by numbering the point – e.g. ‘Firstly, ‘, ‘secondly’ etc.’ The order of the paragraphs matches the order of the topics listed in the Introduction. Alternative ways of signaling transition would be to give each paragraph a heading OR to use different wording such as ‘An important aspect of this topic is...’ followed by ‘Another important aspect....’ leading to ‘Finally...’ You may get a suggestion to use bullet points too.

[**Teacher Notes:** Feel free to model an approach to the rewording for the first paragraph and let the students do the rest. Sample as many answers as time allows. Suggest alternatives if students are struggling.]

Question 5: The report is based on ‘research findings from around the world by scientists and government health bodies.’

Question 6: The main thing here is to break down the formal writing into a speech format.

[**Teacher Notes:** Feel free to brainstorm how such a speech might begin before getting students to write the rest of the paragraph– e.g. ‘Good evening Principal Diaz, teachers and ladies and gentlemen. Also, feel free to do the follow up sentence as a class: *Let’s discuss how we could start the next sentence of the speech. I’ll give you a start to the sentence and then I will ask for suggestions as to how to finish the sentence. ‘My topic tonight is.....’*]

Component 5: Lesson Conclusion

Time: 5 minutes

- Teacher reads the questions.

Questions:

- 1.The focus of the lesson was on the features of an Informational text designed to provide information about an important topic. How has the lesson helped you to understand this?
- 2.Which questions were easy to answer? Why?
- 3.What strategies did you use to answer the harder questions?

[Teacher Notes: It would be worthwhile to do this by getting students to write in the Workbook, so you have some feedback on the effectiveness of the lesson and how they feel about their learning experience. However, if pressed for time, you may want to do this section as a class discussion.]

Segue to next lesson: *In the next lesson we will look at another type of Informational text.*

REMINDER: Collect student workbooks to review and analyze students’ learning – focus on answers to Question 6 for quality and clarity of writing and understanding of the content.

English Grade 9 Lesson Plan 8

Informational / Expository Texts – Journalism 1

Key Idea

Analyzing structure, meaning, tone, mood, purpose, context, theme and language devices – Informational/Expository text – Journalism

Most Essential Learning Competencies

Employ the appropriate communicative styles for various situations.

English Curriculum 2016

Distinguish between and among informative, journalistic and literary writing (EN9WC – Ia-1.15)

Identify advance organizers, titles, sub-headings, illustrations etc. in a given text (EN9RC-li-18)

Use active and passive voice constructions (EN9G-Iva-22).

Component 1: Short review

Time: 7 minutes

In this lesson, we are going to look an Informational/Expository text that describes how journalists write news reports.

Question 1: What are two major differences between literary-like novels and journalistic texts-newspapers?

Question 2: What do you understand by the term 'journalism'?

Question 3: What do you understand by the term 'news report'?

Suggested Answers:

Question 1: Literary writing is fictional; appeals to the emotions and feelings of readers; uses imagery and figurative language.

Journalistic writing is factual; tries to be accurate and describe what happened exactly and clearly, usually in more simple language than in literary texts.

Question 2: Writing for the media; gathering news; investigating topics; interviewing people in the news.

Question 3: An account of what happened as accurately as possible on an important topic in which a lot of people would be interested.

[**Teacher Notes:** This lesson opening is designed to activate prior knowledge and will give you an indication of level of student understanding about journalistic writing.]

Component 2: Lesson Purpose

Time: 3 minutes

In this lesson, we are going to look at and Informational/Expository text about how journalists use a distinctive style of writing in news reports. In our next lesson we are going to apply what is in this article to a piece of journalism about an earthquake in Japan.

Component 3: Language Practice

Time: 5 minutes

- Teacher: *We may meet some words that are important in the text and that you may not have seen before or may not remember, so I'm going to list such words and give you their meanings so that you will be able to understand the text when I read it shortly."*

These words are written in your Workbook.

The words are:

- preview (a short list of things that will be explored in more depth in the rest of the story)
 - descending order of importance (the most important things are at the top and the less important are presented after that)
 - readability (how easy a text is to understand)
 - editorials (opinion pieces in newspapers representing the views of the papers)
 - attribution (acknowledging the source of the information)
 - transparency (clarity)
 - credibility (whether something can be believed as true).
- Teacher: *Let's practice these words.*
 - *Say them and their meanings after me.*
 - *Look at their spelling.*
 - *Let's put them in a sentence. I'll do the first one: 'I saw the preview of that movie and therefore had a good idea of what it was about before going to the cinema.'*
 - *Now with your partner, write a sentence for each of the other words in the list."*
 - Teacher samples sentences to make sure the words are used according to their meanings.

[**Teacher Notes:** Try to get students to write sentences that reveal the meaning of the words. If running short of time, either omit sentence writing or do it orally as a class.]

Component 4: Lesson Activity

Time: 20 minutes total

Component 4A Reading the Text (5 minutes)

- Teacher reads text, drawing attention to the words listed.

How journalists write news reports

Journalists write in a distinctive style. It includes layout, structure, language, tone, and methods that distinguish journalistic writing from other forms of writing. In this article, we will explore some key features of journalistic style.

Headlines and subheadings play an important role in journalistic style, providing readers with a preview of the article's content and guiding them through the main points.

Headlines are often concise and attention-grabbing, while subheadings break up the text and highlight key sections.

A news report has a shape like an inverted pyramid. This means that the most important information is presented at the beginning of the article, followed by supporting details in descending order of importance. This allows readers to grasp the main points even if they only read the first few paragraphs.

Journalists use simple words and sentences so that everyone can understand. They don't use too many words, and they get to the point quickly. All ideas, whether simple or complex are communicated straightforwardly manner to ensure easy understanding by readers.

Journalists like to use active words that show things happening right now. It makes the writing more exciting and keeps readers interested. Active voice sentences start with a clear subject followed by the action done by the subject. This active sentence structure adds to the overall clarity and readability of the writing.

In news reporting, journalists try to use a neutral tone, meaning they don't take sides or give their own opinions. They always say where they got their information from. This makes their writing more trustworthy. It is different in editorials, opinion pieces, feature articles or profiles of important people where the journalist's ideas and responses are evident.

Journalistic writing relies on credible sources and attribution to support claims and statements. Journalists typically quote their sources or attribute information to specific individuals or organizations to enhance transparency and credibility.

Overall, journalists try to write the news in a way that's easy to understand, interesting and credible.

* ¹ This text was created by ChatGPT at <https://chat.openai.com>

Component 4B Questions (10 minutes)

- The teacher reads Questions 1-3 in the Workbook.

Question 1: Explain the inverted pyramid structure of a journalistic article.

Question 2: In this article, the sub-headings have been left out. Look at the Introduction to see what sub-headings the editor of this article would have used. There are 5 sub-headings but 6 paragraphs (don't worry about paragraphs 1 and 8, the Introduction and Conclusion paragraphs) so you may need to use one sub-heading to cover 2 paragraphs.

Question 3: What do you notice about the order of the sub-headings?

- Teacher leads discussion of answers and gives feedback.

Suggested Answers

Question 1: The most important information is presented first in the report.

Question 2: Layout: Paragraph 2; Structure: Paragraph 3; Language: Paragraphs 4 and 5; Tone: Paragraph 6; Methods: Paragraph 7.

Question 3: The order is the same as the order listed in the Introduction.

Component 4C Questions (10 minutes)

- Teacher reads Questions 4-6 in the Workbook.

Question 4: How do news journalists gather information for their stories?

Question 5: Here are 2 sentences – the first is in the active voice and the second in the passive voice.

- a. The President's party won the election.
- b. The election was won by the President's party.

What difference do you notice between them?

Question 6. Rewrite the sentence below to make it more like a journalist would write it in a news report. You will need to use more than 1 sentence in your rewrite.

Seconds after the iceberg, which seemed to come out of the fog like a huge white monster in the night, was hit by the Titanic [ship], panic was evident among the passengers as they screamed and ran desperately towards the lifeboats, while the Captain, who was described by one of the survivors as looking like he had seen a ghost, tried to find out how much water was flooding into the hole in the side of the ship.

- Teacher leads discussion of answers and gives feedback.

Suggested Answers:

Question 4: They use credible sources of information.

Question 5: The difference is in the position of the active participant (the President's party) in the event.

Question 6. Expect a variety of approaches here – the main thing to look for is how students cover all the information in the sentence. It could be naturally split into 2 – one dealing with the passengers and one with the Captain.

[**Teacher Notes:** Feel free to allow students to do Question 6 in pairs. Emphasize that a journalist would avoid such a long sentence. You might discuss with the class how many sentences could be made from this one or where the full stops might go before letting students rewrite it. You might also identify the 2 similes as features of literary writing and whether they would be appropriate in a news report – or wait until students have written their report and ask how many retained the similes – this could lead to a discussion about why they made such a stylistic decision.]

In the feedback session, focus on the first clause in the first sentence – '*Seconds after the iceberg... was hit by the Titanic* – and ask students to identify whether it is in active or passive voice and then whether they changed it to active in their versions.

If you have time, get them to create a headline that would go with the story – sample as many as time allows – look for sensationalist ones.]

Component 5: Lesson Conclusion

Time: 5 minutes

- Teacher reads the questions.

Questions:

1. The focus of the lesson was on the nature and features of journalistic news reports. How has the lesson helped you to understand this?
2. Which questions were easy to answer? Why?
3. What strategies did you use to answer the harder questions?

[Teacher Notes: It would be worthwhile to do this by getting students to write in the Workbook, so you have some feedback on the effectiveness of the lesson and how they feel about their learning experience. However, if pressed for time, you may want to do this section as a class discussion.]

Segue to next lesson: *In the next lesson we will look at another piece of journalism and apply the ideas about how to write a news report to it.*

REMINDER: Collect student workbooks to review and analyze students' learning – focus on answers to Question 6 for quality and clarity of writing and understanding of the content.

English Grade 9 Lesson Plan 9

Informational / Expository Texts – Journalism 2

Key Idea

Analyzing structure, meaning, tone, mood, purpose, context, theme and language devices – Informational/Expository text – News report

Most Essential Learning Competencies

Employ the appropriate communicative styles for various situations

English Curriculum 2016

Use active and passive voice constructions (EN9G-Iva-22)

Distinguish between and among informative, journalistic and literary writing (EN9WC – Ia-1.15)

Component 1: Short review

Time: 7 minutes

In this lesson, we are going to apply what we covered in the previous lesson in the text 'How journalists write news reports' to a news report that deals with an earthquake in Japan. In this part of the lesson, we are going to see how well you can think like a journalist based on what we covered in the previous lesson.

Question: In the text 'How journalists write news reports', it says that news reports have an 'inverted pyramid' structure, which means that the first paragraph has the most important information in it. Imagine that you are writing a news report for your online school newspaper about the final of the local basketball competition between your school and one of the next suburb, town, or village. The first paragraph of your report can only have a maximum of 3 sentences. With a partner work out the Top 5 of the following pieces of information that you will use in your opening paragraph. Give reasons for your choices.

NOTE: It can be a boys or girls basketball match. It's up to you.

Match information:

- The name of the venue – where the game was played
- The top scorers
- The names of the teams
- The colors of the uniforms
- The names of the referees
- The score – 65-64
- Whether the game was exciting or not
- The name of the Most Valuable Player
- The score at half time
- The importance of the game
- The names of the captains of both teams
- The distance traveled by the visiting team to your school
- The names of the coaches
- The most exciting play of the game.

Suggested Answers:

The underlined points are the LEAST important pieces of information – note however that there are more than 5 pieces of important information so you can be flexible with student answers – the main thing is the reason for the answers they give.

[Teacher Notes: This lesson opening is designed to activate prior knowledge and will give you an indication of level of the student understanding about the content of the previous lesson.]

Component 2: Lesson Purpose

Time: 3 minutes

"In this lesson, we are going to look at a news report about an earthquake in Japan to see how well it illustrates the features of news report writing that we covered in the previous lesson."

Component 3: Language Practice

Time: 5 minutes

- Teacher: *We may meet some words that are important in the story and that you may not have seen before or may not remember, so I'm going to list such words and give you their meanings so as you will be able to understand the narrative when I read it shortly."*

These words are written in your Workbook.

The words are:

- seismic activity (an earthquake or tremor)
- shockwaves (the energy released by an earthquake that shakes whatever is nearest to it)
- tremors (shaking of the earth)
- refuge (a place of safety)
- disruptions (things that disturb the normal way things work)
- transportation (means of travel like cars, planes, and trucks)
- on standby (having everything needed ready, waiting in case they are needed).

- Teacher: *Let's practice these words.*
 - *Say them and their meanings after me.*
 - *Look at their spelling.*
 - *Let's put them in a sentence. I'll do the first one: 'Earthquakes and volcano eruptions are good examples of seismic activity.'*
- *Now with your partner, write a sentence for each of the other words in the list."*

- Teacher samples sentences to make sure the words are used according to their meanings.

[Teacher Notes: Try to get students to write sentences that reveal the meaning of the words. If running short of time, either omit sentence writing or do it orally as a class.]

Component 4 : Lesson Activity

Time: 20 minutes total

Component 4A Reading the Text (5 minutes)

- Teacher reads text, drawing attention to the words listed.

[Teacher Notes: This is a fictional text created by Chat GPT at <https://chat.openai.com>. Make sure to tell the students that the events in the text are fictional.]

Earthquake Strikes Japan, Leaving Communities Shaken*

A powerful earthquake struck Japan today, sending shockwaves through several regions. The quake, with a magnitude of 6.8, hit in the early hours, leaving communities in a state of alarm and emergency services on high alert.

The earthquake occurred off the eastern coast of Japan, near the city of Sendai, at a depth of approximately 30 kilometers. The tremors were felt by people across a wide area, including Tokyo and neighboring provinces.

Eyewitnesses described scenes of chaos and panic as buildings swayed and trembled under the force of the quake. In some areas, residents rushed out into the streets seeking safety, while others sought refuge under strong furniture.

"I was awakened by the shaking, and it felt like the longest earthquake I've ever experienced," said Yuki Tanaka, a resident of Sendai. Other residents reported buildings swaying and goods falling off shelves, causing panic in some areas. Many took to social media to share their experiences and check on the well-being of friends and family.

The Sendai Local Council is still assessing the full extent of the damage caused by the earthquake. The Sendai City Mayor, Yuki Miramoto, stated that several buildings have suffered structural damage and there have been disruptions to essential services such as power and transportation. He also said that there are no immediate reports of casualties.

The Government has issued a tsunami advisory for coastal areas, warning residents to remain alert and take necessary precautions. It has sent emergency response teams to provide assistance to those in need, but landslides have made their work difficult in some areas.

According to Professor Haruki of the University of Osaka, Japan has always been vulnerable to seismic activity because of its location on the Pacific Ring of Fire, a highly active zone for earthquakes and volcanoes.

Japan has reached out to international partners for support and expertise in managing the aftermath. Countries in the Pacific region are on standby for any potential tsunami alerts.

Component 4B Questions (10 minutes)

- Teacher reads Questions 1-3 in the Workbook.

Question1: What effects did the earthquake have on the city of Sendai?

Question 2: How did the Government respond to the earthquake?

Question 3: Look at the Introduction (Paragraph 1). According to the text we read last lesson, '*How journalists write their news reports*, new reports have an inverted pyramid structure with the most important information presented at the start. Has the writer of this report achieved this requirement? Give a reason for your answer.

- Teacher leads discussion of answers and gives feedback.

Suggested Answers

Question 1: Buildings swaying and shaking, with some structural damage; and disruptions to essential services like power and transport.

Question 2: The Government has issued a tsunami advisory for coastal areas, warning residents to remain alert and take necessary precautions. It has sent emergency response teams to provide assistance to those in need. It has reached out to international partners.

Question 3: Yes. The information about the size, location, and effects on communities is included in the first paragraph.

Component 4C Questions (10 minutes)

- Teacher reads Questions 4-6 in the Workbook.

Question 4: In *'How journalists write their news reports'*, it was stated that *'journalists try to use a neutral tone.'* Do you think this news report is neutral in tone? Use evidence from the text to support your opinion.

Question 5: Another feature of journalistic writing is basing the information in the article on credible sources. How has the writer of this article addressed the requirement?

Question 6: We also learned in *How journalists write their news reports'* that journalists use active voice sentences – that is sentences that begin with a subject like a person or people or a thing followed by what that subject did – a good example of an active voice sentence is the first one: *'A powerful earthquake struck Japan today, sending shockwaves through several regions.'* Notice how it starts with the subject (the earthquake) and then says what it did (struck Japan).

- Does the writer achieve this requirement about active sentences? Give a reason for your answer.
- Underline 3 other sentences that are like this – leave out any that you are not sure about – we will look at these at the end of the lesson.
- Try to rewrite your 3 sentences the other way around, in the passive voice.

- Teacher leads discussion of answers and gives feedback.

Suggested Answers:

Question 4: The tone is neutral – the journalist reports facts about and responses to the earthquake without stating a personal opinion.

Question 5: The journalist has used eyewitnesses, the local mayor, an expert from the University of Osaka, and official government actions to provide detailed information about the earthquake.

Question 6:

- Yes, the news report uses active voice sentences nearly all the time - there is only 1 passive sentence – *'The tremors were felt by people across a wide area...'*
- See the sentences underlined in the text.
- Some examples of how active could be changed to passive:
 - Communities were hit by the earthquake with a magnitude of 6.8...
 - Scenes of chaos were described by eyewitnesses.
 - *'I was woken up by the shaking...'*
 - Buildings swaying and goods falling off shelves were reported by residents.

- The full extent of the damage caused by the earthquake is being assessed by the Sendai Local Council...
- A tsunami advisory for coastal areas has been issued by the Government...
- Residents have been advised to remain alert...
- Emergency response teams have been sent by the Government...
- International partners have been reached out to by Japan...

[Teacher Notes: Feel free to do Questions 4 and 5 as a class discussion to give more time for Question 6. Use the example given in the question as a model to show students what to look for – feel free to use other examples if the class seems to need extra help. For 6c, model at least 1 turn from active to passive. Allow students to do Question 6 in pairs or groups.

In the feedback session, sample answers to 6b and c and then ask students about sentences they could not make up their minds about. Finish by talking about in this report, changing active to passive means the damage caused by the earthquake is put first in the sentence and makes it the focus.]

Component 5: Lesson Conclusion

Time: 5 minutes

- Teacher reads the questions.

Questions:

1. The focus of the lesson was on applying the features of news report writing that we covered in the previous lesson to a particular news report. How did the lesson help you understand how to do this?
2. Which questions were easy to answer? Why?
3. What strategies did you use to answer the harder questions?

[Teacher Notes: It would be worthwhile to do this by getting students to write in the Workbook, so you have some feedback on the effectiveness of the lesson and how they feel about their learning experience. However, if pressed for time, you may want to do this section as a class discussion.]

Segue to next lesson: *In the next lesson we will look at another type of Informational/Expository text.*

REMINDER: Collect student workbooks to review and analyze students' learning.

English Grade 9 Lesson Plan 10

Informational / Expository Texts – Explanation text

Key Idea

Analyzing structure, meaning, tone, mood, purpose, context, theme, and language devices – Informational/Expository text – Explanation text.

Most Essential Learning Competencies

Determine the relevance and truthfulness of the material viewed.

English Curriculum 2016

Examine sample texts representative of each type (EN9WC – Id-8.1).

Get information from various print media, like brochures, pamphlets, periodicals and audio-visual recordings (EN9RC- IId-19).

Component 1: Short review

Time: 7 minutes

In this lesson, we are going to look how a writer uses structure and language devices to explain a complicated topic: Artificial Intelligence (AI). Ai is often associated with robots and computers but is also being used in driverless cars and rail transport. It is also used to answer questions and write texts on its own based on commands from a person – we will find out more about this when we read the text for today.

Question1: What do you think of when you hear these words: *robots; Artificial Intelligence; computers.*

Question 2: What are you expecting from a text which attempts to explain AI?

Question 3: How do you expect an explanation of AI to begin?

- Teacher leads discussion of answers and gives feedback.

Suggested Answers:

Question 1: Treat this question as a brainstorm activity. Students will have different responses to these words – some of them may be quite subjective. Write as many as are appropriate on the board.

Question 2: A definition of it; a list of its features and capabilities; a sequence of how each of its features work; possibly a summary of conclusion about it.

Question 3: By defining it in a way that someone unfamiliar with AI would be able to understand.

[**Teacher Notes:** This lesson opening is designed to activate prior knowledge and will give you an indication of level of student understanding about AI and the structure of explanation texts.]

Component 2: Lesson Purpose

Time: 3 minutes

In this lesson we are going to look at another type of Informational/Expository text that gives Explanations. This one was created for a magazine or periodical for people interested in computers and technology.

Component 3: Language Practice

Time: 5 minutes

- Teacher: *We may meet some words that are important in the text and that you may not have seen before or may not remember, so I'm going to list such words and give you their meanings so as that will be able to understand the text when I read it shortly."*
These words are written in your Workbook.

The words are
 - Algorithms: (The text defines algorithms as 'mathematical procedures that process data to help the computer work out patterns in the information it is given.')
 - pattern recognition (where a computer looks at data and works out a pattern or system or underlying theme for it)
 - driverless vehicles (vehicles that operate without a human driver)
 - sensor data (data picked up by a camera or some other device)
 - in real-time (the actual time during which something takes place)
 - generate (produce, create).
- Teacher: *Let's practice these words.*
 - *Say them and their meanings after me.*
 - *Look at their spelling.*
 - *Let's put them in a sentence. I'll do the first one. 'Computers use rules called algorithms to carry out calculations and problem-solving operations.'*
- *Now with your partner, write a sentence for each of the other words in the list."*
- Teacher samples sentences to make sure the words are used according to their meanings.
[**Teacher Notes:** Try to get students to write sentences that reveal the meaning of the words. If running short of time, either omit sentence writing or do it orally as a class.]

Component 4: Lesson Activity

Time: 20 minutes total

Component 4A Reading the Text (5 minutes)

- Teacher reads text, drawing attention to the words listed.

[**Teacher Notes:** Do NOT read the headings in the text below as they are the subject of Question 2 and have not been printed in the Student Workbook. They have been put here to assist you in the answer and feedback session. Tell the students that the paragraphs have been numbered in their Workbooks to assist them with Question 2 – they would NOT be numbered like that in a real magazine article.]

How Does Artificial Intelligence Work?*

1. Introduction: What is Artificial Intelligence?

Artificial Intelligence (AI) is like teaching computers to think and learn, just like how people do. Here's how it works:

2. **Gathering Information:** AI needs lots of data to learn from in order to make informed decisions. This data can come from various sources, including cameras, text, audio, and video. For example, if we want a computer to recognize cats in pictures, we give it many cat pictures to learn from.

3. Using Rules and Patterns: AI uses special rules called algorithms to understand the data. AI algorithms are mathematical procedures that process data to help the computer work out patterns in the information it is given. For instance, if we want the computer to recognize cats, we might program it to look for things like pointy ears and whiskers in pictures.

4. Learning from Examples: Computers learn by looking at lots of examples. We show them many cat pictures and tell them, "These are cats." The computer learns from these examples and starts recognizing cats on its own. Another example is AI systems in driverless cars which can process sensor data in real-time to make decisions about steering, acceleration, and braking to drive safely on the road.

5. Making Decisions: Once the computer learns, it can start making decisions. For example, if we show it a new picture, it can decide whether it's a cat or not based on what it learned from the examples.

6. Getting Better Over Time: The more examples the computer sees and learns from, the better it gets at recognizing cats—or whatever else we want it to do. It's like practicing a skill: the more you do it, the better you get.

7. Summary: In summary, AI works by processing vast amounts of data using algorithms and models to learn, make decisions, and generate insights. Through training and continuous learning, AI systems can improve their performance over time, enabling them to tackle increasingly complex tasks across various areas. In short, AI is about teaching computers to learn from data, spot patterns, and make decisions—all things that humans do too, just in a different way.

* ¹ This text was created by ChatGPT at <https://chat.openai.com>

Component 4B Questions (10 minutes)

- Teacher reads Questions 1-3 in the Workbook.

Question 1: True or False: "AI is based on getting computers to function like the human brain." Find evidence from the text to support your answer.

Question 2. The headings for each paragraph have been left out of the text in your Workbook. The headings are:

- Learning from Examples
- Summary
- Introduction: What is Artificial Intelligence?
- Using Rules and Patterns
- Getting Better Over Time
- Learning from Examples
- Making Decisions.

Put the right heading for each paragraph in your Workbook.

Question 3. How does the writer use the example of 'cats' to explain how AI works?

- Teacher leads discussion of answers and gives feedback.

Suggested Answers

Question 1: True. Opening sentence: 'Artificial Intelligence (AI) is like teaching computers to think and learn, just like how people do.'

Question 2: See the text at Component 4A.

Question 3: The writer uses the example of 'cats' to illustrate in a simple, practical way how AI and computers work. In each paragraph, the writer uses cats to give a practical example of each stage of AI development.

Component 4C Questions (10 minutes)

- Teacher reads Questions 4-6 in the Workbook.

Question 4. True or false: "AI will develop very quickly in the years to come." Give a reason for your answer.

Question 5. Look at Paragraph 4. With a partner, work out what images or photographs you would include to illustrate the text.

Question 6. With a partner, turn this text into a diagram or timeline for each stage of the process used in developing AI programs.

- Teacher leads discussion of answers and gives feedback.

Suggested Answers:

Question 4: True because more and more data will be fed into computers.

Question 5: Images of cars where the images make it clear that there is no human driver and images of different types of cats.

Question 6. Be prepared for a variety of answers here but look for the diagram or timeline to be accurate in relation to the text.

Component 5: Lesson Conclusion

Time: 5 minutes

- Teacher reads the questions.

Questions:

1. The focus of the lesson was on the structure and language devices used to explain complicated topics like AI in Informational/Expository texts. How has the lesson helped you to understand this?
2. Which questions were easy to answer? Why?
3. What strategies did you use to answer the harder questions?

[Teacher Notes: It would be worthwhile to do this by getting students to write in the Workbook, so you have some feedback on the effectiveness of the lesson and how they feel about their learning experience. However, if pressed for time, you may want to do this section as a class discussion.]

Segue to next lesson: *In the next lesson we will look at another type of Informational / Expository text.*

REMINDER: Collect student worksheets to review and analyze students' learning – focus on answers to Question 6 for quality and clarity of writing and understanding of the content.

English Grade 9 Lesson Plan 11

Informational / Expository Texts – Biography

Key Idea

Analyzing structure, meaning, tone, mood, purpose, context, theme, and language devices – Informational texts – Biography and Magazine

Most Essential Learning Competencies

Make connections between texts to particular social issues, concerns, or dispositions in real life (EN9RC-Iva-2.18).

English Curriculum 2016

Get information from various print media like brochures, pamphlets, periodicals, and audio-visual recordings (EN9RC IIc-19)

Determine the tone, mood, technique, and purpose of the author (EN9LT-IIIi-2.11)

Distinguish between and among informative, journalistic, and literary writing (EN9WC -Ib-8)

Compare and contrast similar information presented in different texts (EN9RC-IIa-3.2.7)

Component 1: Short review

Time: 7 minutes

In this lesson, we are going to look at another type of Informational text – biography – and see how it contrasts with the type of writing used in periodicals, like magazines in dealing with the same subject.

Question 1: What do you expect to see in a biography of a famous music star?

Question 2: What do you expect to see in a music magazine article for a teenage audience about a famous music star?

Question 3: How do you expect the writing style and language of a biography and pop music magazine article to be different?

Suggested Answers:

Question 1: Information about the life of the music star, starting with where and when born and then going through the events of their life in chronological order.

Question 2: Information about their latest album or song, where they are touring, quotes from interviews, photographs, and a mixture of trivial and important information.

Question 3: Biography is written in more formal language and usually has a serious tone. Pop magazines often address their audience directly and may use the less formal vocabulary associated with that audience.

[Teacher Notes: This lesson opening is designed to activate prior knowledge and will give you an indication of level of student understanding about the differences between biography and magazines/periodicals. Be prepared for answers outside the ones above – and also for them to be right.]

Component 2: Lesson Purpose

Time: 3 minutes

In this lesson we are going to look at a type of informational text called a biography and see how it is different from another type of Informational text a feature article in a teenage pop music magazine. Both texts deal with Beyonce, one of the most famous current pop music stars. We are going to focus on the different types of information, tone, and language in each one.

Component 3: Language Practice

Time: 5 minutes

- Teacher: *We may meet some words that are important in the text and that you may not have seen before or may not remember, so I'm going to list such words and give you their meanings so as you will be able to understand the text when I read it shortly."*

These words are written in your Workbook.

The words are

- vocalist (singer)
 - disbandment (when the band splits up)
 - debut (the first performance of the artist)
 - catapulted (thrown, flung, propelled – usually with some force)
 - subsequent (the ones that come after – follow-ups)
 - contemporary (happening now)
 - philanthropic work (charity, work for good causes that are not intended to be for personal profit)
 - advocacy for social justice causes (speaking out on behalf of people who have suffered injustice or are in minorities or are disadvantaged in some way).
- Teacher: *Let's practice these words.*
 - *Say them and their meanings after me.*
 - *Look at their spelling.*
 - *Let's put them in a sentence. I'll do the first one: 'The vocalist in the band sang beautifully.'*
 - *Now with your partner, write a sentence for each of the other words in the list."*
 - Teacher samples sentences to make sure the words are used according to their meanings.

[**Teacher Notes:** Try to get students to write sentences that reveal the meaning of the words. If running short of time, either omit sentence writing or do it orally as a class.]

Component 4 : Lesson Activity

Time: 20 minutes total

Component 4A Reading the Text (5 minutes)

- Teacher reads text, drawing attention to the words listed.

You will see in your Workbook that there are two texts printed side by side for this lesson. One is a biography of Beyoncé and the other is a magazine profile of her. I am going to read the Biography text in your Workbook first as it is the basis of Questions 1-3. We will look at the magazine article when we get to Questions 4-6.

Beyoncé Knowles-Carter: A Musical and Cultural Icon

Beyoncé Giselle Knowles-Carter, widely known simply as Beyoncé, is a famous American singer, songwriter, actress, and entrepreneur. Born on September 4, 1981, in Houston, Texas, Beyoncé demonstrated talent for music from an early age.

She rose to fame as the lead vocalist of the R&B girl group Destiny's Child, which became one of the world's best-selling girl groups of all time, with hits such as "Say My Name" and "Bootylicious." Following the group's disbandment in 2001, Beyoncé began a highly successful solo career.

Beyoncé's solo debut album, "Dangerously in Love" (2003), catapulted her to international stardom, earning her five Grammy Awards and producing hit singles such as "Crazy in Love" and "Baby Boy." Subsequent albums, including "B'Day" (2006), "I Am... Sasha Fierce" (2008), and "4" (2011), further added to her status as one of the most influential figures in contemporary music.

In addition to her musical achievements, Beyoncé is famous for her acting talent, appearing in films such as "Dreamgirls" (2006), for which she earned a Golden Globe nomination, and "Cadillac Records" (2008).

Beyond her artistic output, Beyoncé is renowned for her philanthropic work and advocacy for social justice causes. She has been a vocal supporter of various causes, including gender equality, racial justice, and access to education and healthcare.

In 2008, Beyoncé married rapper and music mogul Jay-Z, with whom she shares three children. Together, they have become one of the most influential power couples in the entertainment industry, using their fame to effect positive change and empower disadvantaged communities.

With a career spanning over twenty years, Beyoncé's impact on popular culture and music is immeasurable. Her superb talent, unwavering dedication, and commitment to artistic excellence have cemented her legacy as one of the greatest artists of her generation.

* ¹ This text was created by ChatGPT at <https://chat.openai.com>

[Teacher Notes: There are a number of photographs of Beyonce that can be accessed through the Insert: Pictures tabs in Word – feel free to show the students a photograph of her – they are from Creative Commons and hence available for use without infringing copyright.]

Component 4B Questions (10 minutes)

- Teacher reads Questions 1-3 in the Workbook.

Question 1: Look at the first paragraph of the Biography. How can you tell that the author's purpose is to give information rather than present an opinion or argument?

Question 2: How does the writer of the Biography show that Beyonce is a great singer?

Question 3: How does the writer of the Biography show that Beyonce is more than just a singer?

- Teacher leads discussion of answers and gives feedback.

Suggested Answers

Question 1: The writer starts by giving facts about Beyonce's life, such as where and when she was born – as you would expect in a biography.

Question 2: The writer lists all Beyonce's awards and top-selling albums.

Question 3: The writer lists all Beyonce's other achievements and causes, as well as her marriage to Jay-Z and her three children.

Component 4C Questions (10 minutes)

- *The text we have just read is a biography of Beyonce. We are now going to look at parts of another text about her – a feature article from a popular music magazine. As I read it, follow it from your Workbook where it is laid out in table next to the Biography text and look for differences in language use between the two texts.*

Beyoncé: Queen of the Stage and Champion of Women Everywhere!

Move over, folks! It's time to groove to the beat of the one and only Queen Bey! From the streets of Houston to ruling the global stage, Beyoncé Knowles-Carter is a force to be reckoned with. But she's not just a pop sensation; she's a beacon of empowerment and inspiration for women worldwide. Let's take a ride through the electrifying world of Beyoncé and discover how she's shaking up the scene!

The Rise of a Diva:

Picture this: a young girl from the South belting out tunes in her backyard. That's where Beyoncé's journey began. With Destiny's Child, she dazzled the world with hits like "Say My Name" and "Bootylicious," setting fire to the music scene with her sassy moves and killer vocals.

Conclusion:

Beyoncé isn't just a pop star; she's a cultural icon, a trailblazer, and a voice for the voiceless. With her music, her activism, and her unapologetic attitude, she's changing the game and inspiring women everywhere to slay like the queens they are. So, let's stand up and applaud Beyoncé, the one and only Queen of the stage and champion of women everywhere!

This text was created by ChatGPT at <https://chat.openai.com>

- Teacher reads Questions 4-6 in Workbook.

Question 4: What information from the first paragraph of the biography text is missing in the first paragraph of this text? What does that tell you about the different purposes of the two texts?

Question 5: How does the vocabulary used by each writer differ? Give some examples from each text.

Question 6. Both writers admire Beyonce. In what ways are the final paragraphs of each text similar and different in their praise of Beyonce?

- Teacher leads discussion of answers and gives feedback.

Suggested Answers:

Question 4: The magazine article starts by presenting the writer's opinion of Beyonce and leaves out all the facts about where and when she was born and what she has done in her life. The Biography's purpose is to start by giving information while the magazine article starts by focusing on Beyonce's fame, without mentioning any specific facts.

Question 5: The biography uses more formal vocabulary (disbandment, commitment to artistic excellence, philanthropic work and advocacy for social justice causes), while the magazine article uses words more often found in speech and conversation (e.g. sassy, groove, shaking up the scene) and targeted at a teenage audience.

Question 6: Both texts claim that Beyonce is a great artist. The biography concentrates on her music and artistic achievements (e.g. ‘her legacy as one of the greatest artists of her generation’) while the magazine article praises her for her music and everything else, she has been involved in. The language of the biography is formal; the magazine article appeals more to the reader’s emotions (e.g. ‘inspiring women everywhere to slay like the queens they are’). The magazine article addresses the reader directly; the biography does not.

[**Teacher Notes:** As questions 4, 5, and 6 involve comparing the two texts, which may prove challenging for some students, feel free to allow students to work in pairs. Depending on your view of the level of understanding of the class you may wish to model answers to Questions 4, and even 5 or even do them as a class discussion before setting the students to work on Question 6.]

Component 5: Lesson Conclusion

Time: 5 minutes

- Teacher reads the questions.

Questions:

1. The focus of the lesson was on how different types of Informational texts handle the same material in ways that reflect their purpose and audience. How has the lesson helped you to understand this?
2. Which questions were easy to answer? Why?
3. What strategies did you use to answer the harder questions?

[Teacher Notes: It would be worthwhile to do this by getting students to write in the Workbook, so you have some feedback on the effectiveness of the lesson and how they feel about their learning experience. However, if pressed for time, you may want to do this section as a class discussion.]

Segue to next lesson: *In the next lesson we will look at another Informational text to complete the week we have spent on them.*

REMINDER: Collect student workbooks to review and analyze students’ learning – focus on answers to Question 6 for quality and clarity of writing and understanding of the content.

English Grade 9 Lesson Plan 12

Informational / Expository Texts – Deliberate Practice

Key Idea

Analyzing structure, meaning, tone, mood, purpose, context, theme, and language devices – Informational/Expository text – Informational / Expository text - factual periodical article and advertisement.

Most Essential Learning Competencies

Make connections between texts to particular social issues, concerns, or dispositions in real life (EN9RC-Iva-2.18).

English Curriculum 2016

Get information from various print media like brochures, pamphlets, periodicals, and audio-visual recordings (EN9RC IIc-19)

Determine tone, mood, technique, and purpose of the author (EN9LT-IIIi-2.11)

Compare and contrast similar information presented in different texts (EN9RC-IIa-3.2.7)

Component 1: Short review

Time: 7 minutes

This week we have been looking at a variety of Informational / Expository texts. In this lesson, we are going to look at a text written for a periodical like 'National Geographic' about the Philippines. We are also going to compare it with a TV advertisement using the same information.

Question 1: In a text that aims to give a summary of the major features and characteristics of a country such as the Philippines, what topics are you expecting to be covered?

Question 2: What differences are you expecting between the text in Question 1 and a TV advertisement that aims to attract tourists from international countries to visit the Philippines in:

- A. The type of information included.
- B. The type of language used.

Suggested Answers:

Question 1: Topics could include: geographical location and characteristics (e.g. volcanoes); climate; population, including diverse ethnic groups; economy including major industries; culture, including food.

Question 2:

- a. Information would be positive about the country, not negative.
- b. Differences include: advertisements directly address the viewer; language would be informal (more like everyday speech), less technical; and appeal to emotions.

[**Teacher Notes:** This lesson opening is designed to activate prior knowledge and will give you an indication of the level of student understanding about the features of Informational / Expository texts.]

Component 2: Lesson Purpose

Time: 3 minutes

In this lesson we are going to look first at the features of a text that conveys information about the Philippines for an audience interested in facts about the country, as can be seen in periodicals like 'National Geographic'. In the second part of the lesson, we are going to look at how the information in the article can be used to create an advertisement for the country and how the language used changes as a result.

Component 3: Language Practice

Time: 5 minutes

- Teacher: *We may meet some words that are important in the text and that you may not have seen before or may not remember, so I'm going to list such words and give you their meanings so that you will be able to understand the text when I read it shortly."*

These words are written in your Workbook.

The words are:

- Archipelago (a group of usually small islands)
- a tropical maritime climate (Climate influenced by the ocean, usually made up of islands and close to the Equator)
- infrastructure resilience (the ability of buildings to withstand extreme climate events like typhoons)
- indigenous (related to the original inhabitants of the land)
- colonization (where a country is taken over by a more powerful country)
- agrarian (to do with farming)
- business process outsourcing (where one country or business has its goods made by workers from another country)
- remittances (where Filipino workers in another country send money home to family)
- deforestation (cutting down trees and not replacing them).

[Teacher Notes: *There are more words and phrases here than usual in these lessons. The meanings of the underlined words have been inserted in the student Workbooks to speed up this section..]*

- Teacher: *Let's practice these words.*
- Say them and their meanings after me.*
- Look at their spelling.*
- Let's put them in a sentence. I'll do the first one. 'The Philippines is an archipelago made up of 7,641 small and large islands.'*
- (CNN Philippines, NAMFRIA) (<https://primer.com.ph/blog/2017/03/11/total-number-of-philippine-islands-is-now-7641>)
- Now with your partner, write a sentence for each of the other words in the list."*

- Teacher samples sentences to make sure the words are used according to their meanings.

[Teacher Notes: Try to get students to write sentences that reveal the meaning of the words. If running short of time, either omit sentence writing or do it orally as a class.]

Component 4 : Lesson Activity

Time: 20 minutes total

Component 4A Reading the Text (5 minutes)

- Teacher reads text, drawing attention to the words listed.

The Philippines*

The Philippines, situated in Southeast Asia, is an archipelago comprising over 7,000 islands, making it one of the world's largest island nations. It lies in the Pacific Ring of Fire, resulting in a diverse landscape of volcanic activity, mountains, rainforests, and coastal plains.

The country experiences a tropical maritime climate, with distinct wet and dry seasons influenced by the northeast and southwest monsoons. Annual typhoons are common, especially from June to November, posing significant challenges for disaster management and infrastructure resilience.

With a population of over 100 million, the Philippines is one of the most populated countries in the world. Its people are a mix of indigenous groups, Malay ancestry, and influences from centuries of colonization by Spain and the United States.

Economically, the Philippines has moved from an agrarian-based economy to one driven by services, particularly in the sectors of business process outsourcing (BPO), tourism, and remittances from overseas Filipino workers. Poverty remains a significant challenge, particularly in rural areas.

The country's culture is a blend of indigenous traditions and influences from colonization, resulting in a unique mixture of customs, languages, and foods. Filipino food, known for its bold flavors and diverse ingredients, reflects this cultural mixture.

Despite its natural beauty and cultural richness, the Philippines faces environmental threats such as deforestation, pollution, and loss of biodiversity. Conservation efforts are underway, but sustainable development remains a key priority for the nation's future.

* ¹ This text was created by ChatGPT at <https://chat.openai.com>

Component 4B Questions (10 minutes)

- Teacher reads Questions 1-3 in the Workbook.

Question 1: List the challenges faced by the Philippines.

Question 2: Give each paragraph a heading that reflects the topic covered in it.

Question 3: Describe the writer's tone and purpose in this article.

Suggested Answers:

Question 1: Its location in the Pacific Ring of Fire, which contains volcanoes; annual typhoons; poverty; environmental threats such as deforestation, pollution, and loss of biodiversity.

Question 2: Paragraph 1 – Introduction/Location; Paragraph 2 – Climate; Paragraph 3 – Population; Paragraph 4 – Economy; Paragraph 5 – Culture; Paragraph 6 – Environmental threats.

Question 3: The tone is mainly neutral, in keeping with the purpose of conveying information as clearly as possible.

Component 4C Questions (10 minutes)

- Teacher reads Questions 4-6 in Workbook.

Question 4: True or False: The writer tries to present a balanced view of the Philippines, outlining both its strengths and challenges. Give a reason for our answer based on the text.

Question 5: Imagine that you are working for the Philippines Department of Tourism, and you have been asked to turn this article into a television advertisement that would make international tourists want to come to the Philippines. The advertisement will have a script and images. Here is its opening shot and script based on the first paragraph of the article:

TV Advertisement for the Philippines

[Opening shot of a sandy beach with clear blue waters and palm trees swaying in the breeze]

Narrator: "Welcome to the Philippines, where you will experience the beauty of over 7,000 islands full of beautiful beaches ideal for the perfect holiday."

With a partner, select ONE of the other paragraphs and turn its information into a sentence that would fit into a TV advertisement and suggest what sort of camera shot should go with it.

[Teacher Notes:

1. When you read the TV advertisement, be sure to show students that the writer has NOT used all the information in the paragraph but has been selective about what information suits the purpose – i.e. to make tourists want to come to the Philippines. You could ask why the students think the information about volcanoes and the Ring of Fire has been left out.
2. Feel free to vary the use of partners – in some classes groups of 3 or 4 might be more appropriate while in others, students may be capable of working individually.]

Question 6: Give your reasons for your choice of script and shot in Question 5 and for the information you left out.

Suggested Answers

Question 4: True – the writer covers a wide variety of topics about the country and includes both good features and challenges – e.g. its diverse landscape v typhoons and volcanoes; economic progress v poverty; natural beauty v environmental threats.

Question 5: Expect a variety of answers here - you are looking for the choice of information that matches the purpose appropriately. Encourage creativity and imagination.

Question 6: Expect a variety of answers here too. Look for reasons that match the choices and the purpose of the advertisement.

[Teacher Notes: Sample as many answers as you can in the time allowed. Feel free to sample Questions 5 and 6 together rather than separately.]

Component 5: Lesson Conclusion

Time: 5 minutes

- Teacher reads the questions.

Questions:

1. The focus of the lesson was on the features of Informational texts and the difference between them and a persuasive text like a TV advertisement. How has the lesson helped you to understand this?
2. Which questions were easy to answer? Why?
3. What strategies did you use to answer the harder questions?

[Teacher Notes: It would be worthwhile to do this by getting students to write in the Workbook, so you have some feedback on the effectiveness of the lesson and how they feel about their learning experience. However, if pressed for time, you may want to do this section as a class discussion.]

Segue to next lesson: *In the lessons next week we will look at another type of text – Persuasive texts.*

REMINDER: Collect student workbook to review and analyze students' learning – focus on answers to Questions 5 and 6 for quality and clarity of writing and understanding of the content.

English Grade 9 Lesson Plan 13

Persuasive Texts – Opinion article

Key Idea

Analyzing structure, meaning, tone, mood, purpose, context, theme, and language devices – Persuasive/Argument text – opinion piece

Most Essential Learning Competencies

Judge the relevance and worth of ideas, soundness of author's reasoning, and the effectiveness of the presentation (EN9RC-IVi-2.22)

2016 English Curriculum Guide

Determine mood, technique, and purpose of the author (EN9LT-IIIh-2.1.1)

Extract important information from persuasive/argumentative texts (EN9LC-IIIa-6.1)

Component 1: Short review

Time: 7 minutes

Teacher: In this lesson we are going to look at an opinion piece from a sport magazine to see how the author uses language to achieve the purpose of arguing that Michael Jordan is the greatest male basketball player of all time.

Questions

Question 1. The article we will look at today comes from a sports magazine. What do you expect to find in a sports magazine?

Question 2. In an article about a sports star, what sort of language/words/phrases/content are you expecting?

Question 3. When you are reading or listening to or watching something, how can you tell whether it is a fact or an opinion?

- Teacher elicits answers and provides feedback.

Suggested Answers:

Question 1. Articles about teams, players; advertisements for sports equipment, etc; results; photographs; experts giving opinions about sport, past and present; letters from fans.

Question 2. Language that expresses the author's admiration for the player and makes the player seem a hero or heroine; Hyperbole/exaggeration; statistics.

Question 3. Something like 'facts are what happened and opinions are someone's interpretation of what happened or what those events mean.'

Component 2: Lesson Purpose

Time: 3 minutes

In this lesson, we are going to look at an opinion piece from a sport magazine to see how the journalist uses language devices to achieve the purpose of arguing that Michael Jordan is the greatest male basketball player of all time.

Component 3: Language Practice

Time: 5 minutes

- Teacher: *We may meet some words that are important in the text and that you may not have seen before or may not remember so I'm going to list such words and give you their meanings so that you will be able to understand the text when I read it shortly."*

These words are written in your Workbook.

The words are:

- clutch performances (ability to perform at your best when the scores in the game are close and little time remains)
- icon (an idol, a star)
- accolades (prizes and praises)
- cultural phenomenon – (well-known and recognized in the community outside the actual field of excellence)
- blueprint (an example of what to do to be successful)
- statistics (numbers used in the sport)
- etched (carved, stamped, drawn).
- Teacher: *Let's practice these words.*
 - *Say them and their meanings after me.*
 - *Look at their spelling.*
 - *Let's put them in a sentence. I'll do the first one.... 'Under a lot of pressure and with the game on the line in the last minutes, Michael Jordan gave a clutch performance.'*
- *Now with your partner, write a sentence for each of the other words in the list.*
- Teacher samples sentences to make sure the words are used according to their meanings.

[**Teacher Notes:** try to get students to write sentences that reveal the meaning of the words. If running short of time, either omit sentence writing or do it orally as a class for the words you think will give them most trouble or are most important in the text, or ask students to write sentences for 2 of the words in the list.]

Component 4 : Lesson Activity

Time: 20 minutes total

Component 4A Reading the Text (5 minutes)

- Teacher reads text, drawing attention to the words listed.

Why Michael Jordan Reigns as Basketball's Greatest*

When it comes to basketball, one name stands tall above the rest: Michael Jordan. His record-breaking achievements and unmatched skill make him the undisputed champion of the sport. Here's why.

Legendary Career

Michael Jordan's career speaks for itself. With six NBA championships and five MVP# awards, he set the bar sky-high for greatness. His clutch performances in crucial moments cemented his status as a basketball icon.

Unmatched Skill

Jordan's playing style was poetry in motion. His incredible athleticism, combined with his precision shooting and defensive prowess, made him virtually unstoppable on the court. He didn't just play the game; he redefined it.

Cultural Impact

Beyond his basketball accolades, Jordan's influence goes beyond sports. His iconic Jumpman logo and Air Jordan sneakers are symbols of style and excellence worldwide. He's not just a basketball player; he's a cultural phenomenon.

Legacy of Inspiration

Jordan's relentless work ethic and never-say-die attitude continue to inspire generations of players. His commitment to excellence and determination to succeed serve as a blueprint for aspiring athletes everywhere.

In the end, Michael Jordan's impact on basketball goes far beyond statistics. He's a symbol of greatness, a living legend whose legacy will forever be etched in the annals of sports history. When it comes to the greatest basketball player of all time, there's only one answer: Michael Jordan.

[# MVP - Most Valuable Player]

* This text was created by ChatGPT at <https://chat.openai.com>

Component 4B Questions (10 minutes)

- Teacher reads Questions 1-3 from the Workbook

Question 1. List the 4 reasons that the author gives for saying Michael Jordan is basketball's greatest player.

Question 2. The author describes Jordan's playing style as 'poetry in motion.' This is an example of figurative language.

- A. Rewrite this sentence in your own words.
- B. Complete this sentence about Jordan using a simile – "Watching Jordan play basketball was like _____."

Question 3. The article is a mixture of facts and opinions – how many actual facts can you find in the article – list them.

Suggested Answers:

Question 1. Legendary career, unmatched skill; cultural impact; legacy of inspiration.

Question 2. (A) Accept fluency, where every moving part is at one with all the other parts, beautiful, rhythmic.

(B) Look for creativity here – accept anything that expresses the same idea as 'poetry in motion.'

Question 3. Facts: 6 NBA championships; 5 MVP awards; sponsorships – Jumpman logo and Air Jordan sneakers. Possibles: precision shooting, defensive prowess, athleticism.

- Students answer the questions in Workbook.
- Teacher samples answers and provides feedback.

Component 4C Questions (10 minutes)

- Teacher reads Questions 4-6 in the Workbook.

Question 4. Rewrite in your own words: 'He didn't just play the game; he redefined it'.

Question 5. Make a list of the 4 words and phrases used by the author that in your opinion make Michael Jordan seem special or above the level of other male basketballers. Select ONE of those words and phrases and give a reason why you see it as the *most* effective.

Question 6. Imagine the text was going to be used as the script for a television profile of Michael Jordan - select 2 of the paragraphs of the text and explain the visuals that you would use to illustrate the text.

Suggested Answers:

Question 4. He changed the way the game was played.

Question 5. Accept any form *unmatched skill; the undisputed champion of the sport; he set the bar sky-high for greatness; a basketball icon; virtually unstoppable on the court; He didn't just play the game; he redefined it; he's a cultural phenomenon; a blueprint for aspiring athletes everywhere; a symbol of greatness; a living legend whose legacy will forever be etched in the annals of sports history.* Sample student selections and reasons for the most effective – there is no definitive answer so look for reasons that link the choice to the purpose of the text which is to argue for Michael Jordan as the greatest player ever.

Question 6. Expect a variety of answers here – focus on how effective the chosen visuals would be in supporting the argument in the text.

- Students answer the questions in the Workbook.
- Teacher samples answers and provides feedback.

[**Teacher Notes:** Questions 4 and 5 could be done as a class discussion to give more time for Question 6. Consolidation group could do Question 6 in pairs.]

Component 5: Lesson Conclusion

Time: 5 minutes

- Teacher reads the questions.

Questions:

1. The focus of the lesson was to show how language devices and word choices can be used to support an author's argument. How has the lesson enabled you to understand this?
2. Which questions were easy to answer? Why?
3. What strategies did you use to answer the harder questions?

[Teacher Notes: It would be worthwhile to do this by getting students to write in the Workbook, so you have some feedback on the effectiveness of the lesson and how they feel about their learning experience. However, if pressed for time, you may want to do this section as a class discussion.]

Segue to next lesson: *In the next lesson we will look at another type of persuasive or argument text – a review of a play.*

REMINDER: Collect student workbooks to review and analyze students' learning – focus on answers to Question 6 for quality and clarity of writing and understanding of the content.

English Grade 9 Lesson Plan 14

Persuasive Texts – Reviews 1

Key Idea

Analyzing structure, meaning, tone, mood, purpose, context, theme, and language devices – Persuasive/Argument text - Reviews

Most Essential Learning Competencies

Employ the appropriate communicative styles for various situations.

English Curriculum 2016

Get familiar with the technical vocabulary for drama and theatre (ENG9V-III and IV)

Compose a play review (ENG9-III and IV).

Component 1: Short review

Time: 7 minutes

In this lesson we are going to look back some of the work you did in Grade 9 about drama, theatre and writing reviews of plays.

Question 1: What do you remember about your experiences in performing and in writing about plays in Grade 9? What did you enjoy most?

Question 2: What plays did you write and/or read reviews for in Grade 9?

Question 3: In what ways are plays different from films? Which do you prefer? Why?

Suggested Answers:

Questions 1 and 2: These questions are designed to activate students prior knowledge and experience and so will not have right or wrong answers. Try to sample as many responses as time will allow.

Question 3: Films are less dependent on dialogue and are not limited by being staged in a room full of people – they have visual effects, outdoor settings, more physical action.

[**Teacher Notes:** This lesson opening is designed to activate prior knowledge and will give you an indication of the level of student understanding of story structure and abilities to understand narrative events, respond to characterization, and identify themes.]

Component 2: Lesson Purpose

Time: 3 minutes

"In this lesson, we are going to look back at how professional reviewers of theatre structure and write their reviews. You were involved in writing reviews of plays in Grade 9 so you may be able to see similarities between what you did and what the professionals do."

[Teacher Notes: Emphasize that the lesson will help them know what to look out for or what are the important stages of the text when they have to read narrative texts they've never read before.]

Component 3: Language Practice Time: 5 minutes

- Teacher: *We may meet some words that are important in text, and that you may not have seen before or may not remember, so I'm going to list such words and give you their meanings so as you will be able to understand the text when I read it shortly."*

These words are written in your Workbook.

The words are:

- spoilers (where the reviewer gives away too much information about the play, spoiling its surprises for an audience)
- thesis statement (the reviewer's opinion about the play)
- embodied (how well the actors made their characters seem real)
- recommendation (the reviewer's advice about whether the reader should go to see the play or not)
- Teacher: *Let's practice these words.*
 - *Say them and their meanings after me.*
 - *Look at their spelling.*
- *Now with your partner, write a sentence for each of the other words in the list.*
- Teacher samples sentences to make sure the words are used according to their meanings.

[**Teacher Notes:** Try to get students to write sentences that reveal the meaning of the words. If running short of time, either omit sentence writing or do it orally as a class.]

Component 4: Lesson Activity

Time: 20 minutes total

Component 4A Reading the Text (5 minutes)

- The teacher reads the text, drawing the attention to the words listed.

How to Write a Play Review

Writing a review of a play requires a careful balance of summarizing the plot, analyzing the performance, and expressing your opinion. Here's a guide to structuring a review in five paragraphs:

1. Introduction:

Start with an introduction that provides essential information about the play, such as its title, playwright, and venue. Give a brief overview of the plot without giving away any major spoilers. Mention any important themes or aspects of the production that you will discuss further in the review. End the introduction with a thesis statement that summarizes your overall opinion of the play.

2. Plot Summary:

In the second paragraph, provide a more detailed summary of the plot. Describe the setting, introduce the main characters, and outline the major events of the play. Be careful not to reveal too much, as you want to leave room for readers to experience the play themselves.

3. Performance Analysis:

Use the third paragraph to evaluate the performance of the actors and the production as a whole. Discuss the strengths and weaknesses of the acting, directing, set design, costumes, lighting, sound, and any other technical aspects that stood out to you. Consider how well the performers embodied their characters, whether the staging was effective, and how the overall atmosphere contributed to the audience's experience. Provide specific examples to support your analysis, citing memorable scenes or standout performances.

4. Thematic Exploration:

Delve deeper into the themes and messages conveyed by the play in the fourth paragraph. Discuss the ideas or social issues explored by the playwright and how they were meaningful for you as an audience member. Consider the relevance of these themes to society and whether the play offered any thought-provoking insights or ideas.

5. Conclusion:

Conclude the review with a final assessment of the play and a recommendation for potential audience members. Offer your recommendation based on whether you believe the play is worth seeing and who might appreciate it most. End with a closing thought that reinforces your thesis statement and leaves readers with a lasting impression of the play.

* ¹ This text was created by ChatGPT at <https://chat.openai.com>

Component 4B Questions (10 minutes)

- Teacher reads Questions 1-3 in the Workbook.

Question 1: What are the three components of a play review?

Question 2: What must a reviewer avoid doing in the Introduction and throughout the review?

Question 3: What is the basis of the reviewer in his/her recommendation about the play?

- Teacher leads discussion of answers and gives feedback.

Suggested Answers

Question 1: 'Summarize the plot, analyze the performance, and express your opinion.'

Question 2: Telling too much of the story and how it gets resolved.

Question 3: From the text: 'Whether you believe the play is worth seeing and who might appreciate it most.'

Component 4C Questions (10 minutes)

- Teacher reads Questions 4-6 in the Workbook.

Question 4: What is a thesis statement? In which paragraphs should it be placed? Why do you think that it should be placed in these paragraphs?

Question 5: In a review, which do you think is more important – the reviewer's opinion or the information about the play? Give a reason for your answer.

Question 6: Imagine that you are a journalist and you have written a review of 5 paragraphs as described in the text. Your editor, however, has told you that there is only space for 3 paragraphs in tomorrow's newspaper. How would you adapt to this new requirement? Would you leave out 2 paragraphs – if so, which 2 and why? Would you combine 2 paragraphs – if so which 2 and why? Write your headings for the 3 new paragraphs.

- Teacher leads discussion of answers and gives feedback.

Suggested Answers:

Question 4: The reviewer's overall opinion of the play. It is ideally placed in the first and last paragraphs. In the first paragraph it tells the reader immediately what the reviewer thinks –it gets the major element of a review established immediately and sets up the rest of the review to justify the opinion. It is appropriate in the last paragraph to remind the reader of the reviewer's opinion and recommendation and to make the evidence in the previous paragraphs look like they point to an inevitable conclusion.

Question 5: You might get different opinions here – the reviewer's opinion is important in the reader making a decision to see the play – or not. The information about the play might get the reader interested in seeing the play, perhaps because of the story, subject matter or to see their favorite actors. The reason given is more important than the choice.

Question 6. You might also get different opinions here – and they may be related to the choice made in Question 5. Try to sample as many different versions as possible – get students to explain their choices.

[**Teacher Notes:** As questions 5 and 6 are more interpretive, be prepared for a variety of answers and encourage discussion – the important thing is not the actual answer, but the reasons for it and the extent to which they are drawn from the text.]

Component 5: Lesson Conclusion

Time: 5 minutes

- Teacher reads the questions.

Questions:

- 1.The focus of the lesson was on how professional critics write play reviews. How has the lesson helped you to understand this?
- 2.Which questions were easy to answer? Why?
- 3.What strategies did you use to answer the harder questions?

[Teacher Notes: It would be worthwhile to do this by getting students to write in the Workbook, so you have some feedback on the effectiveness of the lesson and how they feel about their learning experience. However, if pressed for time, you may want to do this section as a class discussion.]

Segue to next lesson: *In the next lesson we will apply the criteria for a play review to actual reviews of a performance.*

REMINDER: Collect student workbooks to review and analyze students' learning – focus on answers to Question 6 for quality and clarity of writing and understanding of the content.

English Grade 9 Lesson Plan 15

Persuasive Texts – Reviews 2

Key Idea

Analyzing structure, meaning, tone, mood, purpose, context, theme, and language devices – Persuasive/Argument text – Reviews 2

Most Essential Learning Competencies

Employ the appropriate communicative styles for various situations.

English Curriculum 2016

Get familiar with the technical vocabulary for drama and theatre – ENG9V-III and IV

Compare and contrast similar information presented in different texts – EN9RC -IIa-3.2.7

Compose a play review – ENG9-III and IV

Component 1: Short review

Time: 7 minutes

In this lesson, we are going to look in more detail at play reviews and their language, tone, and target audience.

Question: What do you remember from the previous lesson about the features and structure of a good play review? With a partner write down the main headings for a play review and then check your answers against the text in your Workbooks.

Suggested Answers:

This question is designed to jog student memory of the previous lesson so that they are ready to apply the *How to Write a Play Review* text to actual play reviews in this lesson. Let students work in pairs and jot notes in their Workbooks and then check their answers individually against the text. Get answers from the students and write the headings on the board.

Component 2: Lesson Purpose

Time: 3 minutes

*In this lesson, we are going to look at 2 different reviews of the same play performance – one positive and one negative – and see to what extent they differ in language, tone, and target audience. We are also going to investigate how well each review uses the pattern suggested in the *How to Write a Play Review* text from the previous lesson.*

Component 3: Language Practice

Time: 5 minutes

- Teacher: *We may meet some words that are important in the texts and that you may not have seen before or may not remember, so I'm going to list such words and give you their meanings so that you will be able to understand the texts when I read them shortly."*

These words are written in your Workbook.

The words are:

- premise (the idea for the play)
- drawbacks (problems, faults)
- lackluster (boring, lacking in energy)
- embody (make their characters seem real)
- hilarious (very funny)
- cringes (a negative bodily reaction)

- transitions between scenes (where stage props and furniture have to be moved between scenes as quickly as possible)
 - disengagement (lack of interest).
- Teacher: *Let's practice these words.*
 - *Say them and their meanings after me.*
 - *Look at their spelling.*
 - *Let's put them in a sentence. I'll do the first one. 'The play was based on the premise or idea of three friends meeting after many years in the major city of the country.'*
 - *Now with your partner, write a sentence for each of the other words in the list."*
 - Teacher samples sentences to make sure the words are used according to their meanings.

[**Teacher Notes:** Try to get students to write sentences that reveal the meaning of the words. If running short of time, either omit sentence writing or do it orally as a class.]

Component 4: Lesson Activity

Time: 20 minutes total

Component 4A Reading the Text (5 minutes)

- Teacher reads the texts or gets students to volunteer to read parts of them, drawing attention to the words listed.

In the table below you will find two reviews with different responses to the production of a play called *Spelling Bee* which was performed in Manila— one is positive and the other one is negative.

Positive	Negative
"Spelling Bee," the play currently running in Manila, Philippines, is absolutely fantastic! It's a heartwarming story about a spelling competition in a small town that will keep you hooked from beginning to end.	Unfortunately, "Spelling Bee" in Manila fell short of expectations. While the <u>premise</u> seemed promising—a small-town spelling competition filled with quirky characters—the performance failed to deliver a truly engaging experience.
The actors in "Spelling Bee" are amazing. They really bring their characters to life, making you feel like you're right there with them. From the funny spellers to the quirky hosts, everyone does a fantastic job.	One of the major <u>drawbacks</u> of the production was the <u>lackluster</u> performances from the cast. Despite their efforts, the actors struggled to fully embody their characters, resulting in performances that felt flat and uninspired. This made it difficult for the audience to connect with the story or become interested in the fate of the spellers.
The play is also really funny. You'll be laughing non-stop at the clever jokes and <u>hilarious</u> situations. But it's not just about laughs – "Spelling Bee" also talks about important stuff like being yourself and fitting in.	Additionally, the humour in "Spelling Bee" often felt forced and fell flat. Instead of delivering clever and witty jokes, many of the attempts at humour came across as awkward and badly timed, getting more <u>cringes</u> than laughs from the audience. As a result, the play failed to create the lighthearted and enjoyable atmosphere it aimed for.

The way the play is staged is also super cool. The actors move around the stage in a really interesting way, and everything looks great. Whether it's the exciting spelling rounds or the touching songs, you'll be glued to your seat.	Furthermore, the staging lacked creativity and failed to add any excitement or visual interest to the production. Scenes felt disjointed, with transitions between scenes feeling clunky and poorly executed. This contributed to a sense of disengagement among audience members, who struggled to stay focused on the unfolding events on stage.
In short, "Spelling Bee" is a must-watch play that will leave you feeling happy and inspired. With its great acting, funny moments, and touching scenes, it's definitely worth seeing while it's in Manila.	In conclusion, "Spelling Bee" failed to live up to its potential, delivering a lackluster and underwhelming theatrical experience. With uninspired performances, forced humour, and unexciting staging, the production fell short of capturing the audience's attention and failed to leave a lasting impression.

* These texts were created by ChatGPT at <https://chat.openai.com>

Component 4B Questions (10 minutes)

- Teacher reads Questions 1-3 in the Workbook.

Question 1: Look at the first sentence of the positive review. How would you change 'absolutely fantastic' to make it more formal?

Question 2 Find other examples of informal language in the positive review and compare them with the language used for the same points in the negative review. What do you notice?

Question 3: How would you compare the differences in language, tone, and target audience between the positive and negative reviews?

- Teacher leads discussion of answers and gives feedback.

Suggested Answers

Question 1: Expect a variety of answers here but most should try to make it sound more like the opening paragraph of the negative review and may include a feature of the performance as being the main reason for being positive about the play.

Question 2:

Positive review	Negative review
'absolutely fantastic'	'fell short of expectations'
'that will keep you hooked'	the performance failed to deliver a truly engaging experience'
The actors in "Spelling Bee" are <u>a</u> mazing'	'the lackluster performances from the cast'
'making you feel like you're right there with them.'	'Despite their efforts, the actors struggled to fully embody their characters, resulting in performances that felt flat and uninspired'

The way the play is staged is also super cool	'the staging lacked creativity and failed to add any excitement or visual interest to the production'
'you'll be glued to your seat.'	'a sense of disengagement among audience members'

Question 3. The positive review is more informally written and directly addresses the reader. It uses language more common in speech than in writing – e.g. 'really cool.' The negative review is written in more formal language associated with writing rather than speech. The target audience of the positive review is younger and less academic.

Component 4C Questions (10 minutes)

- Teacher reads the questions 4-6 in the Workbook.

Question 4: Locate the thesis statements in each review.

Question 5: Which review contains more information about the play? Give evidence for your answer.

Question 6: Look back in your Workbook to the *How to Write a Play Review* text. Select ONE of the reviews and compare it to the advice about review writing that is given in the *How to Write a Play Review*. Share your findings with the class.

- Teacher leads discussion of answers and gives feedback.

Suggested Answers:

Question 4: Positive review: 'Spelling Bee," the play currently running in Manila, Philippines, is absolutely fantastic.' Negative review: 'Unfortunately, "Spelling Bee" in Manila fell short of expectations.'

Question 5: The negative review contains more details from the performance such as the transitions between scenes being awkward.

Question 6. Both reviews are set out in the pattern suggested in the *How to Write a Play Review* text.

Component 5: Lesson Conclusion

Time: 5 minutes

- Teacher reads the questions.

Questions:

- 1.The focus of the lesson was on applying the advice from the *How to Write a Play Review* text to actual play reviews and to look at language, audience, and tone differences between two texts on the same topic. How has the lesson helped you to understand these things?
- 2.Which questions were easy to answer? Why?
- 3.What strategies did you use to answer the harder questions?

[Teacher Notes: It would be worthwhile to do this by getting students to write in the Workbook, so you have some feedback on the effectiveness of the lesson and how they feel about their learning experience. However, if pressed for time, you may want to do this section as a class discussion.]

Segue to next lesson: *In the next lesson we will look at a different type of Persuasive/Argument text that presents both sides of an argument.*

REMINDER: Collect student workbooks to review and analyze students' learning.

English Grade 9 Lesson Plan 16

Persuasive texts – Pros and Cons

Key Idea

Analyzing structure, meaning, tone, mood, purpose, context, theme, and language devices – Persuasive/Argument text – Pros and Cons

Most Essential Learning Competencies

Judge the relevance and worth of ideas, soundness of author's reasoning and the effectiveness of the presentation (EN9VC-IVf-2.22)

English Curriculum 2016

Identify advance organizers, titles, sub-titles etc. given in a text (EN9RC-Ii-18)

Determine tone, mood, technique, and purpose of the author (EN9RC-IIIg, h, I – 2.11)

Extract important information from argumentative/persuasive texts (EN9LC-IIIa -6.1)

Component 1: Short review

Time: 7 minutes

In this lesson, we are going to look at a Persuasive/Argument text that gives both sides of an argument – the pros and the cons.

Question 1: What is your understanding of the meaning of the term “Pros and Cons”?

Question 2: Why do you think a writer would be required to cover both sides of an argument rather than just one?

Question 3: In writing such a text, if the writer wanted to allow the readers to make up their own minds, they would need to use a ‘neutral tone’ – what is your understanding of the meaning of a ‘neutral tone’?

Suggested Answers:

Question 1: ‘Pros’ are ideas or facts that support an argument and ‘Cons’ are those ideas or facts that do not.

Question 2: Be prepared for some variety of responses here but the basic purpose is to allow readers to make up their own minds about an issue.

Question 3: Avoiding biased language that would favor one side over the other.

[Teacher Notes: This lesson opening is designed to activate prior knowledge and will give you an indication of the level of student understanding about argument texts that present both sides of an argument.]

Component 2: Lesson Purpose

Time: 3 minutes

In this lesson, we are going to look at a text that presents the pros and cons of Artificial Intelligence to see how both sides of an argument are presented and how successful the writer has been in maintaining a neutral tone.

Component 3: Language Practice

Time: 5 minutes

- Teacher: *We may meet some words that are important in the text and that you may not have seen before or may not remember, so I'm going to list such words and give you their meanings so that you will be able to understand the text when I read it shortly."*

These words are written in your Workbook.

The words are:

- automation (where technology provides an automatic response and avoids a human having to do the work)
 - streamlining processes (making processes simpler and more efficient)
 - increased efficiency and productivity (being able to work quicker and produce more)
 - innovation (new ways of doing things)
 - virtual assistants and chatbots (computer programs that carry out conversations online that look like human conversations)
 - algorithms (a set of rules carried out by a computer).
- Teacher: *Let's practice these words.*
 - *Say them and their meanings after me.*
 - *Look at their spelling.*
 - *Let's put them in a sentence. I'll do the first one.... 'When our supermarket was automated, machines replaced a lot of the people who had worked on the check-outs and packed shopping bags.'*
 - *Now with your partner, write a sentence for each of the other words in the list."*
 - The teacher gives sample sentences to ensure the words are used according to their meanings.

[**Teacher Notes:** Try to get students to write sentences that reveal the meaning of the words. If running short of time, either omit sentence writing or do it orally as a class.]

Component 4: Lesson Activity

Time: 20 minutes total

Component 4A Reading the Text (5 minutes)

- The teacher reads the text, drawing attention to the words listed.

The Pros and Cons of Artificial Intelligence*

Artificial Intelligence (AI) allows computers to perform tasks that normally require human intelligence. It has its upsides and downsides, just like any other technology. Here are the three main pros and cons of AI to help you make up your own mind about it.

Pros:

1. Efficiency and Automation: The biggest benefit of AI is that it can perform tasks faster and more accurately than humans, freeing up valuable time and resources for more complex and creative activities. AI helps get things done faster and easier by automating routine tasks and streamlining processes, leading to increased efficiency and productivity. It makes life easier.

2. Decision Making: AI helps make smarter choices by analyzing and interpreting lots of data. This helps in various fields like healthcare and finance, where AI can give better advice than humans based on facts and figures.

3. Innovation and Creativity: AI can drive innovation and creativity across various industries by uncovering patterns and trends in data that humans may overlook, leading to the development of new products, services, and solutions to difficult problems. Additionally, AI-powered tools such as virtual assistants and chatbots can improve user experiences, enable new ways of using technology and benefit society. In this way, AI will actually create jobs rather than destroy them.

Cons:

1. Job Loss: One of the biggest concerns surrounding AI is its potential to automate jobs and replace human workers. As AI technologies continue to advance, there is a risk of widespread job losses in industries such as manufacturing, transportation, and customer service, leading to unemployment and economic disruption for affected workers, who will however, be able to find work in the new jobs that will be created by AI.

2. Bias and Discrimination: AI algorithms are based on data collected from the real world, which may contain some biases and prejudices that exist in society. As a result, AI systems can possibly make existing biases worse and lead to unfairness in areas such as hiring, lending, and criminal justice. We can fix this to make sure that AI is fair for everyone.

3. Privacy and Security: AI systems often rely on large sets of data containing sensitive information, raising questions about how this data is collected, stored, and used. Technologies like face recognition can also raise privacy worries but stricter rules on how AI is used will be able to address this issue.

So, what do you think? While Artificial Intelligence offers benefits like efficiency and smarter decision-making, it also brings challenges such as job losses, bias, and privacy concerns.

* This text was created by ChatGPT at <https://chat.openai.com>

Component 4B Questions (10 minutes)

- The teacher reads the questions 1-3 in the workbook.

Question 1: Define AI in your own words.

Question 2: Find 2 ways in which the writer claims that AI has advantages over humans.

Question 3: How would you describe the attitude of the writer to AI – is it neutral or is there a preference for one side or the other? Give a reason for your choice, using evidence from the text.

- The teacher leads the discussion of answers and gives feedback.

Suggested Answers

Question 1: The main idea is that with AI a computer can do things that look like they are being done by a human.

Question 2: It can perform tasks quicker and more efficiently; it makes quicker and better decisions because it can process a lot more data; it can find new ways of doing things because it can identify patterns and trends quicker than humans.

Question 3: Each Con paragraph ends with a way of addressing the problem, so the writer seems to be biased in favor of the Pro arguments.

Component 4C Questions (10 minutes)

- The teacher reads Questions 4-6 in the workbook.

Question 4: What does the writer say is the main danger of AI for privacy?

Question 5: Look at Pro 3: Innovation and Creativity. How does the writer prepare the reader to counter the argument in Con 1 Job Losses?

Question 6. Sometimes, in texts like this one where both sides of an argument are given, the writer concludes by giving his or her own opinion. In this text, the final sentence has been omitted. In it the writer takes a side and states his or her opinion about AI. Based on your reading of the text and your reason for your answer to Question 3, write the final sentence you think he or she would have written. It begins, "However, it is clear that..."

- Teacher leads the discussion of answers and gives feedback.

Suggested Answers:

Question 4: 'AI systems often rely on large sets of data containing sensitive information, raising questions about how this data is collected, stored, and used.'

Question 5: The writer says AI will create jobs.

Question 6. Expect answers to be in favor of AI.

[**Teacher Notes:** As question 6 involves students writing their versions of the conclusion, ensure as wide a sharing of answers as time will allow.]

Component 5: Lesson Conclusion

Time: 5 minutes

- The teacher reads the questions.

Questions:

- 1.The focus of the lesson was on the features of argument texts that give both sides of an argument. How has the lesson helped you to understand such texts?
- 2.Which questions were easy to answer? Why?
- 3.What strategies did you use to answer the harder questions?

[Teacher Notes: It would be worthwhile to do this by getting students to write in the Workbook, so you have some feedback on the effectiveness of the lesson and how they feel about their learning experience. However, if pressed for time, you may want to do this section as a class discussion.]

Segue to next lesson: *In the next lesson we will look at another type of argument text a brochure advertising the benefits of ChatGPT, an AI program.*

REMINDER: Collect student workbooks to review and analyze students' learning – focus on answers to Question 6 for quality and clarity of writing and understanding of the content.

English Grade 9 Lesson Plan 17

Persuasive texts - Brochures

Key Idea

Analyzing structure, meaning, tone, mood, purpose, context, theme, and language and visual devices – Brochure.

Most Essential Learning Competencies

Employ the appropriate communicative styles for various situations.

English Curriculum 2016

Get information from various print media like brochures, pamphlets etc. (EN9RC-IIb-19)

Match diagrams with their corresponding write-ups (EN9RC – IIH – 1 1.1.1)

Component 1: Short review

Time: 7 minutes

In this lesson, we are going to look at a persuasive text used commonly in advertising – a brochure. In Grade 9, you would have been involved in extracting information from brochures like the one in the picture in your Workbook.



This Photo by Unknown Author is licensed under [CC BY](#)

Question 1: What do you know about the structure and layout of brochures?

Question 2: What is the purpose of a brochure?

Question 3: If you were working for a marketing business and had to design a brochure for an airline or a holiday destination, brainstorm with a partner 3 ideas that you would include in the brochure.

Suggested Answers:

Question 1: A brochure is generally made by folding a sheet of paper so that text and images can be included on the front and back, making up at least 4 pages – a front cover, a center spread of 2 pages, and a back cover.

Question 2: Advertising – it uses text and images to convey information about the product – it is small enough to be carried easily – it is glossy to make the product look as attractive as possible.

Question 3: Be prepared for a variety of answers here – sample as many ideas as time allows.

[**Teacher Notes:** This lesson opening is designed to activate prior knowledge and will give you an indication of the level of student understanding about brochures and advertisements.]

Component 2: Lesson Purpose

Time: 3 minutes

In this lesson, we are going to look at a different type of persuasive text – a brochure that is used to promote and advertise a product or service. In this case, it is a brochure for ChatGPT, an Artificial Intelligence program that can write texts to instructions based on huge amounts of data. It is one of the most popular AI programs.

Component 3: Language Practice

Time: 5 minutes

- Teacher: *We may meet some words that are important in the text and that you may not have seen before or may not remember, so I'm going to list such words and give you their meanings so that you will be able to understand the text when I read it shortly."*

These words are written in your Workbook.

The words are:

- state-of-the-art (up to date, with the latest trends and advances)
 - excels (does very well at something)
 - writer's block (when a writer runs out of ideas)
 - on the go (active, busy)
 - professional (highly skilled; having qualifications like a university degree; A job like a doctor or lawyer)
 - versatility (able to do a lot of different types of things).
-
- Teacher: *Let's practice these words.*
 - *Say them and their meanings after me.*
 - *Look at their spelling.*
 - *Let's put them in a sentence. I'll do the first one.... 'My new cellphone is state-of-the-art with all the latest technology features.'*
 - *Now with your partner, write a sentence for each of the other words in the list."*
 - Teacher samples sentences to make sure the words are used according to their meanings.

[**Teacher Notes:** Try to get students to write sentences that reveal the meaning of the words. If running short of time, either omit sentence writing or do it orally as a class.]

Component 4: Lesson Activity

Time: 20 minutes total

Component 4A Reading the Text (5 minutes)

- Teacher reads the text, drawing attention to the words listed.

BROCHURE FOR ChatGPT

FRONT COVER

Welcome to ChatGPT: Your Conversational AI Companion
(Image to go below)

[INSIDE DOUBLE PAGE SPREAD]

Page 1

Discover ChatGPT: Your Personal AI Assistant

ChatGPT is your all-in-one solution for natural, intelligent conversation. Powered by state-of-the-art AI technology, ChatGPT is designed to assist you in a wide range of tasks, from brainstorming ideas to providing friendly conversation.

Engage in Natural Conversations

ChatGPT excels at engaging in natural and human-like conversations. Whether you need someone to chat with, seek advice, or simply pass the time, ChatGPT is here to keep the conversation flowing.

Page 2

Create with Ease

Struggling with writer's block or need help crafting compelling content? ChatGPT can assist you in generating text, brainstorming ideas, and crafting creative content tailored to your needs.

Connect Anytime, Anywhere

Available 24/7, ChatGPT is always ready to assist you whenever and wherever you need support or companionship. Whether you're at home, at work, or on the go, ChatGPT is just a message away, ready to help.

[BACK COVER]

Join the ChatGPT Community Today!

Experience the future of conversational AI with ChatGPT. Join thousands of users who have already discovered the power and versatility of ChatGPT. Whether you're a writer, student, professional, or simply someone who enjoys engaging in stimulating conversations, ChatGPT is here to enrich your experience and help you achieve your goals.

Ready to get started? Visit our website or access ChatGPT through your preferred messaging platform and start chatting today!

This text was created by ChatGPT at <https://chat.openai.com>

Component 4B Questions (10 minutes)

- The teacher reads questions 1-3 in the workbook.

Question 1: Find two words or phrases or clauses on Page 1 that suggest that ChatGPT is special.

Question 2: How does the brochure try to persuade the reader that ChatGPT will be useful to him or her? Give 2 examples from the text.

Question 3: Look at the text for **Engage in Natural Conversations**. How does the writer make it sound like you would **NOT** be talking to a robot?

- The teacher leads the discussion of the answers and gives feedback.

Suggested Answers

Question 1: 'Powered by state-of-the-art AI technology; your all-in-one solution for natural, intelligent conversation.'

Question 2: It can do conversations; it can write texts; it is available 24/7.

Question 3: The writer says ChatGPT has functions that make it like a human friend.

Component 4C Questions (10 minutes)

Now let's look at ChatGPT's suggestions for images for each section of its brochure. The type of image that could be used is included for the Front Cover suggestion but Images for the back cover have been left out. Your ideas about what could go in there is the subject of Question 6.

- Teacher reads the text with descriptions of images that go on Pages 1-3 of the Brochure.

Front cover:

- Image of a friendly chatbot icon or graphic to greet the viewer.

For example:



This Photo by Unknown Author is licensed under CC BY-ND

Inside:

Discover ChatGPT: Your personal AI assistant

Image of a person interacting with ChatGPT on a smartphone or laptop, showcasing the user-friendly interface.

Engage in Natural Conversations:

Images showing a group of different people using their devices (laptops, mobile phones, etc.) which suggests that anyone can use ChatGPT.

Create with Ease

Image of a person brainstorming ideas or writing content, with ChatGPT providing assistance in the background.

Connect Anytime, Anywhere

Image of a person using ChatGPT on various devices, such as a smartphone, tablet, and laptop, to emphasize the accessibility and availability of the AI assistant.

Back Cover – Join the ChatGPT Community

- Teacher reads Questions 4-6 in the Workbook.

Question 4: How does the suggested image for *Discover ChatGPT: Your personal AI assistant* match the text? Why is there only 1 person in the image?

Question 5: Look at the text that is on the Back Cover of the brochure. The boss of OpenAI says that it's all wrong – too many words and no contact details like website or email addresses. You have the job of fixing it – with a partner, outline how you would do it.

Question 6. Look again at the text that is on the Back Cover of the brochure. Based on that text, what image or images would you put on the back cover? You may draw or write your answer in words. Give reasons for your answer (in words).

- Teacher leads the discussion of the answers and gives feedback.

Suggested Answers:

Question 4: The text in the brochure is about having a conversation with a computer so the image shows 1 person using it. It is only 1 person rather than a group because ChatGPT is taking the place of a human.

Question 5: Be prepared for a variety of answers here – sample as many as time allows. Look for suggestions that make it easy for a reader to take the next step and sign up for ChatGPT.

Question 6. Be prepared for a variety of answers here too. Look for creative responses that match the text. As with Question 5, sample as many as time allows.

[**Teacher Notes:** Questions 5 and 6 involve students creating text and images and should be capable of being done by all groups. You may allow students to do these questions in groups or pairs. If running short of time, you may like to give half the class Question 5 and the other half Question 6 OR allow students to choose which question they do.]

Component 5: Lesson Conclusion

Time: 5 minutes

- The teacher reads the questions.

Questions:

- 1.The focus of the lesson was on how information and images are used in the creation of Brochures that advertise a product. How has the lesson helped you to understand these things?
- 2.Which questions were easy to answer? Why?
- 3.What strategies did you use to answer the harder questions?

[Teacher Notes: It would be worthwhile to do this by getting students to write in the Workbook, so you have some feedback on the effectiveness of the lesson and how they feel about their learning experience. However, if pressed for time, you may want to do this section as a class discussion.]

Segue to next lesson: *In the next lesson we will look at another persuasive text to see how you can apply the persuasive techniques we have covered this week.*

REMINDER: Collect student workbooks to review and analyze students' learning – focus on answers to Questions 5 and 6 for quality and clarity of writing and understanding of the content.

English Grade 9 Lesson Plan 18

Persuasive Texts – Deliberate Practice

Key Idea

Analyzing structure, meaning, tone, mood, purpose, context, theme, and language devices – Persuasive text - newspaper editorial

Most Essential Learning Competencies

Determine the relevance and truthfulness of the ideas presented (EN9VC-Iva-10)

Make connections between texts to particular social issues, concerns, or dispositions in real life (EN9RC-Iva-2.18).

English Curriculum 2016

Compare and contrast similar information presented in different texts (EN9RC-IIa-3.2.7)

Component 1: Short review

Time: 7 minutes

In this final lesson of the week, we are going to look back at the features of Persuasive texts. To refresh your memory of what we have covered this week, answer the following questions.

Question 1: What is a thesis statement? Where would you expect to find it in a Persuasive text?

Question 2: How do you expect the type of evidence used in an Informational report text to be different to be different from a Persuasive / Argument text?

Question 3: What is a newspaper editorial?

Suggested Answers:

Question 1: Where the writer states the position or view about a topic in very clear terms, usually in the Introduction paragraph. The rest of the text provides evidence for the thesis.

Question 2: In a Persuasive text, the only evidence used will be what supports the argument – in a report, the information will include all important aspects of the topic.

Question 3: An editorial is usually written by the editor of a newspaper and expresses the opinion of the paper about an issue that is in the news.

[**Teacher Notes:** This lesson opening is designed to activate prior knowledge and will give you an indication of the level of student understanding about the features of persuasive texts covered in the week's lessons.]

Component 2: Lesson Purpose

Time: 3 minutes

In this final lesson of the week, we are going to look back at the features of a Persuasive text, a newspaper editorial, and compare it with how the same issue is handled in an Informational / Expository text that we read last week about vaping (Lesson 7).

You will remember the report we read about what scientific research has told us about vaping, research has told us about vaping and the smoking of electronic cigarettes. We will be looking again at that text in this lesson but before that, we are going to look at a newspaper editorial on the same topic. It takes a much stronger view about what to do about vaping – it advocates or argues for banning it altogether.

, Component 3: Language Practice

Time: 5 minutes

- Teacher: *We may meet some words that are important in the text and that you may not have seen before or may not remember, so I'm going to list such words and give you their meanings so that you will be able to understand the text when I read it shortly."*

These words are written in your Workbook.

The words are:

- imperative (urgently needed or necessary)
- safeguard (defense, precaution)
- enticing (attractive)
- lured (draws in, traps)
- bystanders (people standing near the people vaping)
- respiratory illnesses (Lung related illness)
- cardiovascular (heart and blood related illnesses).

[**Teacher Notes:** Feel free to explain the last 2 words and put their definitions on the board rather than go through the sentence-writing process usually done in this section.]

- Teacher: *Let's practice these words.*
 - *Say them and their meanings after me.*
 - *Look at their spelling.*
 - *Let's put them in a sentence. I'll do the first one. 'We must leave now as it is imperative that we get home before darkness falls.'*
- *Now with your partner, write a sentence for each of the other words in the list."*
- The teacher gives sample sentences to ensure the words are used according to their meanings.

[**Teacher Notes:** Try to get students to write sentences that reveal the meaning of the words. If running short of time, either omit sentence writing or do it orally as a class.]

Component 4: Lesson Activity

Time: 20 minutes total

Component 4A Reading the Text (5 minutes)

- Teacher reads text, drawing attention to the words listed.

Vaping Must Go: Protecting Our Health and Kids

Vaping, a trendy habit using e-cigarettes, is becoming a big problem, especially among young people. As the dangers of vaping become increasingly apparent, it is imperative that decisive action be taken to protect public health and safeguard future generations. Therefore, this newspaper strongly advocates the banning of vaping products.

First and foremost, the surge in vaping among adolescents is alarming. Despite efforts to limit youth access, vaping rates among teenagers continue to rise at an alarming rate. The enticing flavors and slick designs have effectively lured young people into a dangerous addiction, with harmful consequences for their physical and mental health.

Furthermore, the long-term health effects of vaping remain largely unknown, bringing significant risks to users and bystanders alike. While initially marketed as a safer alternative to traditional cigarettes, emerging research suggests that vaping is far from harmless. Reports of severe respiratory illnesses, cardiovascular complications, and even deaths linked to vaping reveal the urgent need for stricter regulation and oversight.

Moreover, vaping is advertised to young people on social media as ‘cool’ and normal. This encourages addiction and undermines efforts to combat tobacco use. This not only threatens individual health but also prolongs a public health crisis with far-reaching effects.

That's why we need to ban vaping altogether. By stopping the sale and advertising of vaping products, we can protect everyone's health, especially our kids. It's time to say no to vaping and yes to a healthier future for all.

* ¹ This text was created by ChatGPT at <https://chat.openai.com>

Component 4B Questions (10 minutes)

- The teacher reads questions 1-3 in the Workbook.

Question 1: Identify the thesis statement of the editorial.

Question 2: What are the main reasons given in the first paragraph for the newspaper’s view that vaping should be banned?

Question 3: How can you say that the editorial is written for an adult rather than a young audience? Give evidence from the text.

Suggested Answers:

Question 1: ‘Therefore, this newspaper strongly advocates the banning of vaping products.’

Question 2: ‘To protect public health and safeguard future generations.’

Question 3: The headline for the editorial mentions ‘Our Health and Kids’ which suggests that the readers will be parents or adults who will one day be parents. The editorial says that young people are particularly targeted by advertising and marketing campaigns for vaping and need to be protected – only adults have the power to make that happen.

Component 4C Questions (10 minutes)

- The teacher reads questions 4-6 in the Workbook.

[**Teacher Notes:** As Questions 5 and 6 deal with the informative article **Vaping: What the research says** from Lesson 7, re-read the article and tell students to look out for similarities and differences in approach to vaping in each one as you read it.]

Question 4: List the harms caused by vaping that are used as evidence for the newspaper’s argument.

Question 5: Look back in your Workbook at the Informational text we read in Week 2 of the camp in Lesson 7: **Vaping: What the research says**. List the areas where the writer of that report and the writer of the editorial would agree and disagree.

Question 6: Imagine that you are one of the writers of the Informational article about vaping.

You have decided to write a letter to the editor of the newspaper about the editorial.

- A. What points would you make based on your article?
- B. Draft your thesis statement to go into the first paragraph of your letter.

Suggested Answers

Question 4:

- Addiction, especially for young people
- Long-term health effects are unknown.
- Harmful health effects including 'severe respiratory illnesses, cardiovascular complications, and even deaths'.
- Vaping undermines efforts to 'combat tobacco use' – i.e. to reduce smoking.

Question 5:

AGREE:

- Harmful health effects
- Addiction
- Targets young people
- Does not lead to reduced smoking in the population.

DISAGREE:

- They disagree about whether vaping should be banned or controlled by government regulation and education.

Question 6: Expect the letter to agree about the harmful effects of vaping but to take a different approach about whether it should be banned or controlled.

[Teacher Notes: Feel free to run Questions 4 and 5 as a class discussion and write answers on the board to allow more time for Question 6. Sample as many answers to Question 6 as time will allow. Use pairs and/or groups for Question 6 if in your judgement the class would struggle to do it individually.]

Component 5: Lesson Conclusion

Time: 5 minutes

- Teacher reads the questions.

Questions:

- 1.The focus of the lesson was on the features of a persuasive text designed to cause action by the government and parents. How has the lesson helped you to understand these features?
- 2.Which questions were easy to answer? Why?
- 3.What strategies did you use to answer the harder questions?

[Teacher Notes: It would be worthwhile to do this by getting students to write in the Workbook, so you have some feedback on the effectiveness of the lesson and how they feel about their learning experience. However, if pressed for time, you may want to do this section as a class discussion.]

REMINDER: Collect student workbooks to review and analyze students' learning – focus on answers to Question 6 for quality and clarity of writing and understanding of the content.

For inquiries or feedback, please write or call:

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