

## UNIT 2 Checkpoint English Year 8 – Myself and Others

### Term 1:

**Recommended Prior Knowledge:** Checkpoint English, Year 7, The Senses.

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

**Outline:** Activities cover the following skills: reading for explicit and implicit meaning; writing in the forms of autobiography, biography, and diaries; developing and using appropriate vocabulary in speech and writing to clarify meaning and to interest an audience; using commas and dashes; writing character studies.

	Learning Outcomes	Suggested Teaching Activities	Resources
	<p>Learn the terms 'biography' and 'autobiography'.</p> <p>Develop the ability to listen courteously to others and be sensitive to turn taking.</p> <p>Write part of an autobiography.</p> <p>Participate in speaking and listening activities in order to prepare assignments.</p> <p>Write to inform.</p>	<p>Introduce the term 'autobiography'. Read extracts from autobiographies pointing out differences in style.</p> <p>Work in small groups to talk about the following: earliest memories, friends and enemies, illness or accidents, first day at school.</p> <p>Use the feedback from the group discussions and Framework(2) as a writing model to produce an extract from an autobiography.</p> <p>Introduce the term 'biography'. Read some extracts from biographies making clear the difference between autobiographies and biographies.(3)</p> <p>Ask students to bring photos of selves when young. Work with a partner and describe the photos to each other explaining the circumstances around each of them in detail.</p> <p>Remind students of the use of first person and third person in writing.</p>	<p>(2) Framework</p> <ul style="list-style-type: none"> <li>• Earliest memories</li> <li>• First day at school</li> <li>• Friends and enemies</li> <li>• Illness or accident</li> </ul> <p>(3)</p> <p>Reading Between the Lines, Non-Fiction – Sue Bonnett -Letts Educational 2002 p. 32-56</p>

		<p>Get each student to be the biographer of the other and write an extract from the biography using the information they have been told about the photographs.(4)</p> <p>Discuss other ways of recording what happens to you throughout your life: film, video, diaries. Consider the audience and purpose of these records. Discuss what sort of thing goes into a diary – events, feelings? Read extracts from diaries. (5)How does the writer's use of language help convey feelings about events? E.g. Zlata Filipovic.</p> <p>Use a thesaurus to find words to express happiness, despair or anger. Make lists of these words and consider context for use. Ask students to imagine they have been keeping a diary for a year. Write two diary entries explaining events which have happened to them which caused feelings of happiness, despair or anger.</p> <p>Return to issues of audience for autobiographies and diaries. How might personal facts be less objective than other factual writing? In groups 'brainstorm' the ideas around families. See Resources. (6)</p> <p>Read extracts from texts which describe appearance and character. (7) Make notes on how the writer's use of language shows character and appearance.</p> <p>Discuss the use of paragraphs to organise writing. Draw attention to topic sentences</p>	<p>(4) Launch into Literacy Bk 4 – Jane Medwell and Maureen Lewis – OUP 2000 p.4 - 17</p> <p>(5) Zlata's Diary, Penguin Books, 1994</p> <p>(6) Points for discussion: sharing ,rivalry, brothers, sisters, someone to talk to, family occasions, grandparents, relatives, family holidays, divorce and remarriage.</p> <p>(7) Unit 7 Checkpoint English 3 Sue Hackman, Alan Howe. Sue</p>
	Demonstrate understanding of features of diaries.		
	Learn to use a thesaurus.		
	Write diary entries to inform, explain, review, comment, explore.		
	Recognise implied meaning, such as inference of character from what someone says or does in a text.		

	<p>Structure writing, using paragraphs and sequencing events, details and ideas within paragraphs.</p> <p>Develop sentence structures.</p> <p>Recognise explicit and implied meaning and study relationships in prose.</p> <p>Use commas and dashes and other forms of punctuation.</p>	<p>and how each paragraph is built around one. See resources (8) for exercise in sequencing sentences within paragraphs. See also (9)</p> <p>Remind students of the 'brainstorming' sessions on families. Use four paragraphs to write about a family member showing aspects of their character and appearance through their actions.</p> <p>Remind students of simple sentence structure and the use of connectives. Use Resources (10) to practice developing complex sentences. See also (11)</p> <p>Read 'Auntie' – Philippa Pearce (12)</p> <p>Use as explicit and implicit comprehension by writing or discussing what Auntie is like and what Auntie thinks of Billy, what Billy thinks of Auntie and what mother thinks of both of them. (Or use another prose extract of your choice about a family relationship).</p> <p>Use the extract to discuss the use of commas and dashes.</p> <p>Ask students to find and comment on other forms of punctuation used by the writer. (13)</p>	<p>Bonnett, Hodder Murray, ISBN0340887397</p> <p>(8) Find the topic sentence and sequence the paragraph: On Thursday I went to work but found it hard to concentrate. I think I must have picked it up on Wednesday in the cinema. I am suffering from a really terrible cold. By the time I went to bed I was so bunged up I could hardly breathe. I went to see <i>Titanic</i> for the twentieth time and it was hot and stuffy. As for today, well I'm far too unfit to go to work, so I'll stay home. I distinctly remember this guy sneezing behind me all the way through the film. I notice they are showing <i>Titanic</i> on television.</p> <p>(9) Usage Section Checkpoint English 2 Sue Hackman, Alan Howe, Sue Bonnett, Hodder Murray</p> <p>(10) He used to go riding off to his allotments. He rode on a rickety old bicycle. It was falling apart. He used to wear an enormous pair of Wellington boots. He'd stay there all day. That was if he could. Try joining these to make one, two or three sentences. You will need to miss words, change a few and use words like <i>and</i>, <i>if</i>, <i>which</i> etc.</p> <p>(11) Checkpoint English 1 and 2 Sue Hackman, Alan Howe, Sue Bonnett, Hodder Murray</p> <p>(12) Oxford English Programme 1 p. 10 – 17 OUP 0198311613</p> <p>(13) English Skills Punctuation Module- Schofield and Sims Ltd 1991.</p>
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