Welcome to Inspire English International!

Course components

Pedagogy

About the Teacher Guide

Curriculum mapping from iLowerSecondary English to the National Curriculum

Scheme of work

Lesson plans

Unit 1: Mysteries

Unit 2: Growing up

Unit 3: People and places

Unit 4: Making history

Unit 5: Attention!

Unit 6: Being yourself

Glossary
Course Components

There are three core components to the course:

- Student Book
- Teacher Guide
- Workbook.

Student Book

- The Student Book provides a clear structure. Each unit is based around a theme and uses a range of engaging texts to help students focus on the mastery of key skills. These skills are set out at the start of each unit, along with a clear explanation of what students will be able to do by the end of that unit.
- Within each unit, the theme is broken down into sections designed to help students master those key skills in a clear learning progression.
- Activities and Boosts (covering skills, grammar, spelling and punctuation) all build towards students’ learning.
- Two assessment sections per unit provide students with the tools and structure to enhance their assessment skills.
- A glossary at the end of the book contains the key terms identified across all years of the course, along with clear definitions.

Teacher Guide

- This Teacher Guide provides lesson-bylesson planning, closely linked to the Student Book and Workbook.
- At the start of the book there is a comprehensive document mapping the iLowerSecondary curriculum to the English National Curriculum, which means you can be confident of all of the areas of curriculum coverage.
- A scheme of work outlines the coverage of each unit, including key skills, student outcomes and the curriculum objectives covered in each section of the unit.
- The glossary from the Student Book is included at the end of the Teacher Guide for reference.

Workbook

- The Workbook gives students the chance to practise and embed the key skills introduced in the Student Book and through teaching.
- It helps deepen and broaden students’ understanding of their learning, with clear links to the corresponding learning in the Student Book.
- Set extension activities within each section provide further practice of the key skills covered.
- Two assessment sections per unit provide students with further opportunities to practise their assessment skills.

Pedagogy

Pedagogical structure and approach

Each unit of work in Inspire English International focuses students on the specific curriculum areas of either reading or writing. In the reading-focused units, in addition to responding to a range of extracts, students are frequently asked to write their own texts to deepen their understanding of the choices that writers make and the impact these can have on a reader. Similarly, in the writing-focused units, as well as crafting their own texts, students explore a range of extracts in depth in order to emulate the skills exemplified and so develop their own.

Each unit is also sharply focused on a specific text purpose: for example, Reading Information, Writing Description, Reading Narrative. The units are designed to support students in exploring and building the skills essential in either responding to, or achieving, that particular text purpose. Units are unified with an overarching theme, linking the reading extracts and writing tasks, and providing an accessible and familiar topic for students to work with, allowing them to concentrate their efforts more closely on developing skills than on familiarising themselves with, or generating, content.

Over the course of the three years’ learning that Inspire English International is intended to support, each skill is visited and revisited as appropriate, each visit building on the last. This recursive, skills-focused approach has been designed to foster and build a cumulative competence and confidence in the application of these essential skills throughout the broader English curriculum and, indeed, the whole school curriculum.

Pedagogical content

The text extract in each section of each unit has been written or selected to exemplify the skills on which that section focuses. Similarly, each activity in each section explicitly focuses on one specific aspect or skill found in, or promoted by, that text. An appropriate level of support is often provided in activities in order to facilitate and sharpen the skill focus: for example, sentence starts or sentence frames may be provided to support students in expressing their response to a text; relevant vocabulary may be provided to allow students to focus on crafting sentence structure, without being distracted by the need to select their own; likewise, appropriate information may be provided to support the skill of structuring an information text without students having to overcome the distraction of gathering that information beforehand.

The Skills Boosts that appear in each section have been designed to encourage students to explore and understand the mechanics of spelling, punctuation and grammar, rather than simply to provide rote practice. Embedded within the context of the broader skill focus, the intention is to make the Boosts both relevant and integral to the effective crafting of fluent and accurate responses, both in reading and writing.

At the end of each section, there is a supported, structured opportunity for students to demonstrate and further develop the skills they have built in the course of that section, and for teachers to evaluate their progress. The Teacher Guide frequently identifies opportunities for students to peer-assess their achievement in these final activities: an opportunity for readers to discuss and compare their personal response to a text, and for writers to discuss their work with readers.

At the end of each unit, an assessment provides a less supported, more formal opportunity for students to demonstrate their progress in reading and/or writing, and for teachers to assess that progress. Teachers can then make use of that assessment to identify opportunities, objectives and targets for the future learning and progression of individual students and the whole class.
Students read the opening of a short story. They practise the skills of identifying endings, responding to endings, using word classes, exploring vocabulary and writing an extract using a villainous character.

Students are recorded here.

Each individual lesson within a unit provides more detail to support your teaching.

The skills focus of a lesson can be found here.

Support and Deepen activities help support differentiation and ensure content can be accessed at multiple levels.

Workbook and Student Book page references are clearly labelled.

This section summarises the extension, embedding and challenge opportunities in the Workbook that link to this lesson.

The glossary at the end of the book contains the key terms identified across all years of the course, along with clear definitions.

Curriculum mapping from iLowerSecondary English to the National Curriculum

The mapping at the start of the book demonstrates how the iLowerSecondary objectives relate to the English National Curriculum objectives.

The main and secondary objectives covered by a lesson are found here.

The teaching itself is split into a clear and consistent structure and progression, with indicative timings — and clear notes where the teaching links to the Student Book.

Any additional ‘boosts’ in the lessons are covered here.

The main iLowerSecondary English curriculum objectives covered in each section are recorded here.

The scheme of work gives you an overview of each unit and the main focuses.

The teaching and learning progression is provided as an ‘at-a-glance’ overview for you here.

The glossary at the end of the book contains the key

GLOSSARY

W8.1A, W8.2C

R8.2B:

Explore the impact of some of the writer’s or speaker’s grammatical features and sentence structure.

R8.4A:

Explore the impact of some of a writer’s or speaker’s choices of punctuation, vocabulary and presentation, by considering the text’s features and their effects.

Select relevant, focused evidence to support ideas.

Read largely accurately and with understanding.

Make developed comparisons of writers’ ideas and perspectives.

W8.1A, W8.3B/C/D/E

R8.3A, W8.1A, W8.2C

W8.1A, W8.2C

W8.2B

A vowel is a vowel.

W8.1A, W8.2C
## English National Curriculum objective

<table>
<thead>
<tr>
<th>Reading</th>
<th>This matches the iLowerSecondary Curriculum objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors</td>
<td>RI.1F: Make informed decisions about their personal preferences when reading for pleasure, justifying their preferences by drawing on their experiences.</td>
</tr>
<tr>
<td>re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons</td>
<td>RI.3D: Compare, contrast and/or combine key points of information within a text or in spoken language.</td>
</tr>
<tr>
<td>learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries</td>
<td>RI.1A (A): Maintain comprehension while reading increasingly consistently. RI.1A (B): Read accurately and with understanding.</td>
</tr>
<tr>
<td>making inferences and referring to evidence in the text</td>
<td>RI.1B: Identify and retrieve a range of key and supporting information in a text or in spoken language. RI.1E: Make inferences from a range of evidence found in texts or instances of spoken language.</td>
</tr>
<tr>
<td>knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension</td>
<td>RI.2A: Respond to a writer’s or speaker’s intention and viewpoint.</td>
</tr>
<tr>
<td>checking their understanding to make sure that they have read makes sense</td>
<td>RI.1A (A): Maintain comprehension while reading increasingly consistently. RI.1A (B): Read accurately and with understanding.</td>
</tr>
<tr>
<td>knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning</td>
<td>RI.3A: Respond to a writer’s or speaker’s key structural or organisational choices for effect and impact. RI.4A: Respond to a writer’s or speaker’s choices of grammatical features and sentence structure for effect and impact, including intonation, tone, volume and expression in spoken language.</td>
</tr>
<tr>
<td>recognising a range of poetic conventions and understanding how these have been used</td>
<td>RI.3A: Respond to a writer’s or speaker’s key structural or organisational choices for effect and impact. RI.3B: Develop a critical response to a text through writing, discussion or presentation, by considering the text’s features and their effects. RI.3A: Respond to a writer’s or speaker’s key structural or organisational choices for effect and impact.</td>
</tr>
<tr>
<td>studying setting, plot, and characterisation, and the effects of these</td>
<td>RI.3A: Respond to a writer’s or speaker’s key structural or organisational choices for effect and impact. RI.3B: Develop a critical response to a text through writing, discussion or presentation, by considering the text’s features and their effects.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing</th>
<th>This matches the iLowerSecondary Curriculum objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>writing for a wide range of purposes and audiences, including: well-structured formal expository and narrative essays; stories, scripts, poetry and other imaginative writing; notes and polished scripts for talks and presentations; a range of other narrative and non-narrative texts, including arguments, and personal and formal letters</td>
<td>WRI.1A: Select appropriate forms to achieve intention and purpose, selecting and using their conventions correctly. WRI.1B: Select and use appropriate linguistic conventions for a range of purposes and audiences, including intonation, tone, volume and expression in spoken language. WRI.2C: Organise texts and spoken presentations or debates to achieve intention and purpose, selecting and using the form’s organisational conventions correctly.</td>
</tr>
<tr>
<td>summarising and organising material, and supporting ideas and arguments with any necessary factual detail</td>
<td>WRI.1A: Gather and shape a range of relevant ideas before writing. WRI.2A: Select appropriate forms to achieve intention and purpose, selecting and using their conventions correctly. WRI.2C: Organise texts and spoken presentations or debates to achieve intention and purpose, selecting and using the form’s organisational conventions correctly. WRI.2D: Link paragraphs in text and ideas in spoken language using a wider range of adverbials to achieve a variety of intentions and purposes. WRI.3B: Structure paragraphs to organise content effectively. WRI.3C: Develop variety, clout and precision in single-clause sentences and subordinate structures in text and spoken language. WRI.3D: Develop a range of sentence openings, considering their impact, in text and spoken language. WRI.3E: Make deliberate choices of sentence length for effect, in text and spoken language. WRI.3F: Use synonyms to achieve cohesion and clout in text and spoken language. WRI.3G: Select vocabulary in text and spoken language for effect and impact.</td>
</tr>
</tbody>
</table>
### WRITING

<table>
<thead>
<tr>
<th>English National Curriculum objective</th>
<th>This matches the iLowerSecondary Curriculum objective…</th>
</tr>
</thead>
<tbody>
<tr>
<td>drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing</td>
<td>WR.2B: Select and use appropriate linguistic conventions for a range of purposes and audiences, including intonation, tone, volume and expression in spoken language.</td>
</tr>
<tr>
<td>plan, draft, edit and proof-read through: considering how their writing reflects the audiences and purposes for which it was intended</td>
<td>WR.1A: Gather and shape a range of relevant ideas before writing. WR.2A: Select appropriate forms to achieve intention and purpose, selecting and using their conventions correctly. WR.2B: Select and use appropriate linguistic conventions for a range of purposes and audiences, including intonation, tone, volume and expression in spoken language. WR.2C: Organise texts and spoken presentations or debates to achieve intention and purpose, selecting and using the form’s organisational conventions correctly.</td>
</tr>
<tr>
<td>plan, draft, edit and proof-read through: amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness</td>
<td>WR.1B: Develop a reliable proofreading strategy based on an evaluation of strengths and weaknesses in written accuracy. WR.1C: Review and revise sentence and text structure and vocabulary choice after writing.</td>
</tr>
<tr>
<td>plan, draft, edit and proof-read through: paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English Appendix 1 to the Key Stage 1 and 2 programmes of study for English.</td>
<td>WR.1B: Develop a reliable proofreading strategy based on an evaluation of strengths and weaknesses in written accuracy. WR.3B: Structure paragraphs to organise content effectively. WR.3C: Develop variety, clarity and precision in single-clause sentences and subordinate structures in text and spoken language. WR.3D: Develop a range of sentence openings, considering their impact, in text and spoken language. WR.3E: Make deliberate choices of sentence length for effect, in text and spoken language. WR.3F: Select vocabulary in text and spoken language for effect and impact. WR.3H: Spell largely accurately with only occasional errors in less common words.</td>
</tr>
</tbody>
</table>

### GRAMMAR AND VOCABULARY

<table>
<thead>
<tr>
<th>English National Curriculum objective</th>
<th>This matches the iLowerSecondary Curriculum objective…</th>
</tr>
</thead>
<tbody>
<tr>
<td>extending and applying the grammatical knowledge set out in English Appendix 2 to the Key Stage 1 and 2 programmes of study to analyse more challenging texts</td>
<td>WR.2B: Select and use appropriate linguistic conventions for a range of purposes and audiences, including intonation, tone, volume and expression in spoken language. WR.2D: Develop a range of sentence openings, considering their impact, in text and spoken language. WR.2E: Make deliberate choices of sentence length for effect, in text and spoken language. WR.2F: Select vocabulary in text and spoken language for effect and impact.</td>
</tr>
<tr>
<td>studying the effectiveness and impact of the grammatical features of the texts they read</td>
<td>WR.4A: Respond to a writer’s or speaker’s choices of grammatical features and sentence structure for effect and impact, including intonation, tone, volume and expression in spoken language.</td>
</tr>
<tr>
<td>knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English</td>
<td>WR.3A: Select and maintain an appropriate register, writing and/or speaking in Standard English with some consistency where required, considering intonation, tone, volume and expression in spoken language.</td>
</tr>
<tr>
<td>using Standard English confidently in their own writing and speech</td>
<td>WR.3A: Select and maintain an appropriate register, writing and/or speaking in Standard English with some consistency where required, considering intonation, tone, volume and expression in spoken language.</td>
</tr>
<tr>
<td>discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology</td>
<td>WR.4A: Respond to a writer’s or speaker’s choices of grammatical features and sentence structure for effect and impact, including intonation, tone, volume and expression in spoken language. WR.3G: Select vocabulary in text and spoken language for effect and impact. WR.3H: Use a wide range of grammatical terminology correctly and with confidence.</td>
</tr>
</tbody>
</table>
## Scheme of work

### Year: 9

#### Unit: 1

**Theme:** Mysteries

**Outcome:** Critical writing

**Key skills:**
- Reading: Reading for meaning (R9.1); Reading: Responding to texts (R9.2); Reading: Text structure (R9.3);
- Language use (R9.4);
- Writing: Language use (W9.3).

**Lesser skills:** –

**Minor skills:** –

---

**By the end of the unit, students will be able to analyse an explanation text, exploring the writer's selection and presentation of information, and use of language.**

**During the course of the unit, students will explore a range of explanation texts about unexplained mysteries from around the world.**

---

### Section 1: Section summary

1. Students read an extract from a mystery story. They practise the skills of identifying and linking key ideas, selecting information, using their own words and writing a summary.

**Curriculum reference:** R9.1A, R9.1B, R9.1C, R9.1D

**Boosts:** R9.1A Using context for understanding

2. Students read an extract from a narrative account of a real-life mystery. They practise the skills of identifying key ideas, responding to a text, selecting and structuring key ideas, and writing a response.

**Curriculum reference:** R9.1B, R9.2A, R9.2B, R9.3A

**Boosts:** W9.3H Regular and irregular plurals

3. Students read an extract about the extinction of dinosaurs. They practise the skills of identifying and inferring key points, exploring the writer's intention, commenting on vocabulary choice, and planning and writing a response.


**Boosts:** W9.3C Non-finite clauses

4. Students read an extract about the Sasquatch. They practise the skills of identifying key points, inferring, vocabulary choice and planning a response.

**Curriculum reference:** R9.1B, R9.2A, R9.2C, R9.4B

**Boosts:** W9.3D Varying sentence starts

5. Students read an extract about Easter Island. They practise the skills of exploring the writer's intention, structuring paragraphs, commenting on ideas and vocabulary choice, and planning and writing a response.


**Boosts:** W9.3A Writing in a formal register

6. Students complete an assessment task in the form of reading an extract about an automated device. They answer questions about the extract and write two or three paragraphs in response to an extended question.

**Curriculum reference:** R9.1B/C/D/E, R9.2A/B/C, R9.4B

**Boosts:** –

7. Students read a newspaper article about a mysterious 'global hum'. They practise the skills of identifying intentions and impressions, opening and ending an explanation, identifying elements of explanations and planning an explanation text.


**Boosts:** W9.4A/W9.3I Using upper-case letters for effect

---

### Section 2: Section summary

8. Students read an article about Göbekli Tepe from a travel website. They practise the skills of identifying impressions, identifying facts and viewpoints, exploring significant sentence structures, and commenting on sentence structure and vocabulary.


**Boosts:** W9.3C Relative clauses

9. Students read an article about the Antikythera Mechanism. They practise the skills of identifying their response, identifying significant key points, identifying significant vocabulary, identifying significant sentence structures and organising their response.


**Boosts:** R9.1C Making notes

10. Students read two explanation texts on the yeti. They practise the skills of identifying and comparing ideas and viewpoints, comparing how ideas are presented and planning a comparison.

**Curriculum reference:** R9.1B, R9.2A/B/C/D, R9.4A/B, W9.1A, W9.2C

**Boosts:** W9.2D Adverbs for comparison

11. Students complete an assessment task in the form of reading two extracts about mythical creatures and responding to questions about them. They write a comparison of the extracts, focusing on the writers' viewpoints.

**Curriculum reference:** R9.2A/B/C/D, R9.4A/B, W9.1A, W9.2C, W9.3B

**Boosts:** –

---

### Scheme of work

### Year: 9

#### Unit: 2

**Theme:** Growing up

**Outcome:** Letter

**Key skills:**
- Writing: Writing processes (W9.1); Writing: Whole text (W9.2); Language use (W9.3).
- Reading: Reading for meaning (R9.1);
- Reading: Text structure (R9.3);
- Language use (R9.4).

**Lesser skills:** Reading: Writing processes (W9.1);

**Minor skills:** Reading: Text structure (R9.3);

---

**By the end of the unit, students will be able to write an article offering advice, using an appropriate and effective structure and language choices.**

**During the course of the unit, students will explore advice texts, and compare them with argument and persuasive texts, considering the writer’s intentions and language choices, to support the planning and, structural and language choices in their own writing.**

**This unit focuses on crafting an effective advice text in which appropriate advice is persuasively and compellingly expressed.**

**Students will practise structuring a text and selecting language appropriate to purpose.**

**Students will revise sentence punctuation and structure, and develop their language and spelling skills.**

---

### Section 1: Section summary

1. Students read an extract from a letter written by Charles Dickens. They practise the skills of identifying key ideas, identifying and responding to intentions, summarising and sending advice.

**Curriculum reference:** R9.1B, R9.1C, R9.1D, R9.2A, W9.1A

**Boosts:** W9.2B Modal verbs

2. Students read a magazine article which gives advice about being a teenager. They practise the skills of inference, identifying and responding to intentions, tracking the text's structure and planning an article.

**Curriculum reference:** R9.1E, R9.2A, R9.3A, W9.1A

**Boosts:** W9.3I Revising apostrophes

3. Students read a letter of advice from a father to his son about going back to school. They practise the skills of finding key points, exploring vocabulary and intention, choosing vocabulary and writing advice.

**Curriculum reference:** R9.1B, R9.1E, R9.2A, R9.4B, W9.1A, W9.3G

**Boosts:** W9.3G Building a synonym bank

4. Students practise the skill of scanning a text for key ideas. They then read an article from a website about back-to-school worries and practise the skills of describing advice paragraphs and writing a paragraph of advice.

**Curriculum reference:** R9.1B, R9.3A, W9.1A, W9.2C, W9.3B

**Boosts:** W9.2D Adverbs for emphasis and contrast

5. Students complete an assessment task in the form of reading an extract about peer pressure from a website aimed at young people. They answer questions about the extract and write two paragraphs of their own advice.


**Boosts:** –

6. Students read three extracts from websites aimed at young people. They practise the skills of comparing intentions and audiences, persuasive vocabulary and writing for different purposes.

**Curriculum reference:** R9.2A, R9.2D, R9.4B, W9.1A, W9.3G

**Boosts:** W9.3H The suffixes ful and ly

7. Students read an extract from a book about how teenage readers can achieve their goals. They practise the skills of exploring intention, exploring sentence length, exploring sentence structure and writing advice.

**Curriculum reference:** R9.2A, R9.4A, W9.3C/D/E

**Boosts:** W9.3C Experimenting with sentence structure

8. Students read an extract from an article about managing your parents. They practise the skills of identifying key ideas and intentions, exploring vocabulary choice, exploring language devices and making language choices.

**Curriculum reference:** R9.1B, R9.2A, R9.4B, W9.3G

**Boosts:** W9.3I Commas and clauses

9. Students read four extracts which are the openings and endings of their response.

**Curriculum reference:** R9.2A, R9.3A, W9.1A, W9.2C, W9.3G

**Boosts:** W9.2B/W9.3A Writing in an informal register

10. Students read an advice text written by a student. They practise the skills of assessing their intention, checking their register, checking for clarity, checking punctuation, reviewing vocabulary choice and reviewing sentence structure.

**Curriculum reference:** R9.1B, R9.1C, W9.2C, W9.3A

**Boosts:** W9.3H Eliminating errors

11. Students complete an assessment task in the form of planning, writing, reviewing and revising an article giving the reader advice on a topic of their choice.

**Curriculum reference:** R9.1A/B, W9.2C, W9.3B/C/E/G/H/I

---

All content subject to change at publisher discretion. Not for resale, circulation or distribution in whole or in part. ©Pearson 2020
By the end of the unit, students will be able to analyze a description, exploring the writer’s key points and language choices, and their impact on the reader.

During the course of the unit, students will explore a range of descriptive and narrative texts, describing a variety of people and places.

This unit focuses on critical analysis of the writer’s language choices and their impact on the reader.

Students will practise identifying the writer’s choices and analysing their effect.

Students will revise sentence structures, and develop their language and spelling skills.

<table>
<thead>
<tr>
<th>Section</th>
<th>Section summary</th>
<th>Curriculum reference</th>
<th>Boosts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students read an extract from a story about a young man working in a bookshop. They practise the skills of inferring key ideas, exploring their response, developing a response and describing a character.</td>
<td>R9.1B, R9.1E, R9.2A, R9.2B, R9.4B, W9.1A, W9.3G</td>
<td>W9.3H Spelling strategies</td>
</tr>
<tr>
<td>2</td>
<td>Students read an extract from an account of the Taj Mahal in India. They practise the skills of visualising information they have read, creating atmosphere, appealing to the senses and describing a place.</td>
<td>R9.1B, R9.2A, R9.4B, W9.1A, W9.3G</td>
<td>W9.3H Spelling with double letters</td>
</tr>
<tr>
<td>3</td>
<td>Students read an extract from a novel. They practise the skills of summarising key events, understanding and linking key details, exploring structure and planning a description.</td>
<td>R9.1B, R9.1C, R9.1D, R9.2A, R9.3A</td>
<td>W9.3H Building spelling families</td>
</tr>
<tr>
<td>4</td>
<td>Students read an extract from an online travel magazine. They practise the skills of understanding, linking and summarising key ideas, exploring structure, responding to structure and planning a description.</td>
<td>R9.1B, R9.1C, R9.1D, R9.2A, R9.3A</td>
<td>W9.3H Tricky terminology</td>
</tr>
<tr>
<td>5</td>
<td>Students read an extract from a novel containing a character description. They practise the skills of identifying and inferring key details, exploring the writer’s intention, responding to vocabulary choice and writing a response.</td>
<td>R9.1B, R9.1E, R9.2A, R9.2B, R9.4B</td>
<td>W9.2C/W9.3B Building a response paragraph</td>
</tr>
<tr>
<td>6</td>
<td>Students complete an assessment task by reading a newspaper article about a travel experience. They answer questions about the article and write two or three paragraphs in response to an extended question.</td>
<td>R9.1B, R9.1E, R9.2A, R9.2B, R9.2C, R9.3A, R9.4B</td>
<td>–</td>
</tr>
<tr>
<td>8</td>
<td>Students read an article about Angkor Wat in Thailand. They practise the skills of responding to the text, exploring sentence structure, experimenting with sentence structure and writing a description.</td>
<td>R9.2A, R9.2B, R9.4B, W9.1A, W9.3C</td>
<td>W9.3C/W9.3D Non-finite clauses</td>
</tr>
<tr>
<td>9</td>
<td>Students read an extract from a story about an eccentric writer who lives in an unusual home. They practise the skills of responding to key ideas, exploring vocabulary choice, exploring structure and sentence structure, and planning their response.</td>
<td>R9.1B, R9.2A, R9.2C, R9.3A, R9.4A, R9.4B, W9.1A</td>
<td>W9.3F Using synonyms to refer back</td>
</tr>
<tr>
<td>10</td>
<td>Students read two extracts about different exploration experiences. They practise the skills of identifying and comparing key ideas, comparing how ideas are presented and writing a comparison.</td>
<td>R9.2A/B/C/D, R9.4A/B, W9.1A</td>
<td>W9.3C Practising conjunctions for comparison</td>
</tr>
<tr>
<td>11</td>
<td>Students complete an assessment task in the form of reading two extracts about different locations, responding to each and then comparing the two extracts.</td>
<td>R9.2A/B/C/D, R9.4A/B, W9.2C, W9.3B</td>
<td>–</td>
</tr>
</tbody>
</table>

By the end of the unit, students will be able to write an effective information article, presenting effectively structured, detailed information about a significant event, person or period in history.

During the course of the unit, students will explore a range of texts giving information about significant historical or recent events, considering the writers’ intentions and use of information and structure, and to support their own writing.

This unit focuses on crafting an effectively structured information text to provide the reader with comprehensive and detailed information.

Students will practise structuring and writing a text, appropriate to purpose.

Students will revise punctuation skills, and develop their language and grammar skills.

<table>
<thead>
<tr>
<th>Section</th>
<th>Section summary</th>
<th>Curriculum reference</th>
<th>Boosts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students read two different extracts about Christopher Columbus. They practise the skills of identifying key information, exploring viewpoint and vocabulary, and comparing information and intention.</td>
<td>R9.1B, R9.1D, R9.1E, R9.2A, R9.2D, R9.4B</td>
<td>W9.3A Comparing formal and informal language choices</td>
</tr>
<tr>
<td>2</td>
<td>Students read an extract about Timbuktu from a book about famous legends. They practise the skills of understanding and summarising, introducing information, selecting information to engage the reader and planning an information text.</td>
<td>R9.1B, R9.1C, R9.2A, R9.3A, W9.1A, W9.2C</td>
<td>W9.3I Checking for comma splices</td>
</tr>
<tr>
<td>3</td>
<td>Students read an article about the Shaanxi earthquake. They practise the skills of finding key points, responding to information, exploring and experimenting with structure, and structuring an information text.</td>
<td>R9.1B, R9.2A, R9.3A, W9.1A, W9.2C</td>
<td>W9.1A Fact and opinion</td>
</tr>
<tr>
<td>4</td>
<td>Students read an extract from an historical text about slavery. They practise the skills of gathering information and impressions, adding numbers, adding description and planning an information text.</td>
<td>R9.2A, R9.2B, R9.4B, W9.1A, W9.3J</td>
<td>W9.3J Past and present tense</td>
</tr>
<tr>
<td>5</td>
<td>Students read an article about the Salt March led by Mohandas Gandhi. They practise the skills of identifying key points, adding details, experimenting with paragraphs and planning an information text.</td>
<td>R9.1B, R9.3A, W9.1A, W9.2C, W9.3B</td>
<td>W9.3F Referring back with determiners, synonyms and pronouns</td>
</tr>
<tr>
<td>7</td>
<td>Students read an information sheet about Chinese inventions. They practise the skills of finding key information, exploring and experimenting with sentences and writing an information text.</td>
<td>R9.2A, R9.4A, W9.3C, W9.3D, W9.3E</td>
<td>W9.3C/W9.3D Building sentences</td>
</tr>
<tr>
<td>8</td>
<td>Students read two extracts about people in Britain, written 2,000 years ago. They practise the skills of comparing information, impressions and vocabulary, selecting vocabulary and writing an information text.</td>
<td>R9.2A, R9.4B, W9.2B, W9.3G</td>
<td>W9.3I Using semi-colons</td>
</tr>
<tr>
<td>9</td>
<td>Students read an information text about Shaka Zulu. They practise the skills of gathering and summarising information, gathering information from two texts and writing a short information text.</td>
<td>R9.1B, R9.1C, R9.1D, W9.1A</td>
<td>W9.1C Making notes</td>
</tr>
<tr>
<td>10</td>
<td>Students read an information text written by a student. They practise the skills of reviewing intention, structure and vocabulary choices, reviewing sentences for clarity and checking for punctuation errors.</td>
<td>R9.3A, W9.1B, W9.1C, W9.2C</td>
<td>W9.3I Hearing what you wrote</td>
</tr>
<tr>
<td>11</td>
<td>Students complete an assessment task in the form of planning, writing, reviewing and revising an information article on a topic of their choice.</td>
<td>W9.1A/C, W9.2A/B/C, W9.3A/B/C/D/E/F/G/I</td>
<td>–</td>
</tr>
</tbody>
</table>
**Scheme of work**

**Year:** 9

**Unit:** 5

**Theme:** Attention!

**Outcome:** Critical writing

**Key skills:**
- Reading: Responding to texts (R9.2);
- Reading: Text structure (R9.3);
- Reading: Language use (R9.4)

**Lesser skills:**
- Reading: Reading for meaning (R9.5);
- Writing: Language use (W9.4)

**Minor skills:**
- Writing: Writing processes (W9.1)

---

**Section** | **Section summary** | **Curriculum reference** | **Boosts**
--- | --- | --- | ---
1 | Students read a short story. They practise the skills of understanding key ideas, identifying elements and intentions, identifying structural elements, building up mystery and selecting ideas. | R9.1A, R9.1B, R9.2A, R9.3A, W9.1A | R9.1A Reading long sentences
3 | Students read a short story about a boy who enjoys swimming in the sea. They practise the skills of gathering key points, exploring intention and response, including focused evidence, selecting focused evidence and writing a response. | R9.1B, R9.1D, R9.1E, R9.2A, R9.2B, R9.2C | W9.2D Linking points with adverbials
5 | Students complete an assessment task in the form of reading an extract from a short story about a woman sailing a boat on her own. They answer questions about the extract and write their own opening to a short story. | R9.1B/D/E, R9.2A/B/C, R9.3A, R9.4B, W9.1A, W9.3G | –
7 | Students read an extract from the opening of a novel. They practise the skills of responding to the text, looking at noun phrases, exploring action vocabulary and writing a response. | R9.1E, R9.2A, R9.2B, R9.4B, W9.1A | W9.3J Revising word class
8 | Students read an extract from a short story about a travelling salesman. They practise the skills of tracking their response, identifying significant sentence structures, building a comment on sentence structure and crafting sentences. | R9.2A, R9.2B, R9.4A, W9.1A, W9.3C/E | W9.3J Sentence terminology
9 | Students read an extract from the opening of a short story. They practise the skills of exploring dialogue, beginning a response, gathering key points, adding and commenting on evidence, and writing a response. | R9.1E, R9.2A, R9.2B, R9.3A, W9.2C | W9.3J Speech and quotation punctuation
11 | Students complete an assessment task in the form of reading an extract from a novel and responding to questions about it. They write three or four paragraphs in response to an extended question. | R9.1B/E, R9.2A/B/C, R9.3A, R9.4A/B | –
Year 9 Unit 1: Mysteries

Section 1 Summarising: Lesson 1

Main Curriculum Objectives
- **R9.1A** Maintain comprehension while reading increasingly consistently.
- **R9.1B** Identify and retrieve a range of key and supporting information in a text or in spoken language.
- **R9.1D** Compare, contrast and/or combine key points of information within a text or in spoken language.

Secondary Curriculum Objectives

**Introduction**
- Ask students to recall the definition of ‘context’.
- Display the specialist terms ‘patella’ (knee), ‘axilla’ (armpit) and ‘gnathion’ (tip of the chin).
- Ask students whether they can define the words.
- Place each word into a sentence. For example:
  - The baby crawled on his hands and patellas.
  - She lifted her arm to put deodorant on her axilla.
  - He had a tiny beard growing only on his gnathion.
- Ask students if they can now guess the meaning of each word.

**Support**
- Use pictures to support the model sentences.

**Deepen**
- Ask students to explain how the context of each sentence helped them to guess each word’s meaning.

**First phase**
- Read the extract. Ask students to suggest possible solutions to the crime without looking at the answer at the foot of the page.
- Discuss responses.
- Read through the Skills Boost activity to check understanding.
- Ask students to complete the Skills Boost activity.
- Take feedback to check understanding.

**Support**
- Complete question 1 of the Skills Boost activity as a whole class or in supported groups.

**Deepen**
- Challenge students to write their own sentences containing nonsense words, and to challenge a partner to guess the words’ meanings.

**Second phase**
- Read through Activity 1.
- Note the difference between identifying a single piece of information (as needed to answer question 2) and combining, or ‘synthesising’, a range of information (as needed to answer questions 1 and 3).
- Ask students to complete Activity 1.

**Support**
- Begin Activity 1, question 3 as a whole class or in supported groups, identifying two or three measures before students complete the task independently.

**Deepen**
- Ask students to write their response to Activity 1, question 3 as a single sentence that combines all the information.

**Plenary**
- Take feedback on Activity 1 to share understanding.
- Discuss which of the various security measures students missed, if any.
- Ask students to recount their approaches to this synthesis task, considering their effectiveness.

**Support**
- Recognise and validate any relevant responses.

**Deepen**
- Ask students to summarise clues that suggest how the robbery was done.

**Set workbook activities**
- Point students towards the activities on pp. 6–7 of the Workbook.
- Check understanding and answer any questions.
- These activities focus on using context to understand words and identifying key ideas.

**Support**
- Not for resale, circulation or distribution in whole or in part. ©Pearson 2020
Section 1 Summarising

**Year 9** | **Unit 1: Mysteries**
---|---
**Main Curriculum Objectives** | R9.1C Summarise longer texts or speeches effectively, selecting appropriate and relevant information and detail.
**Skills focus: Reading explanation texts**
**Student Book pp. 12–13**
**Workbook pp. 8–9**

Introduction

- Display two or three multi-clause sentences. For example:
  - The cat meowed because it was hungry.
  - The room went dark when I turned out the light.
- Challenge students to restructure the sentences without changing their meaning by swapping clauses.
- Ask the class to evaluate how effectively and clearly each writer has used its advice in their own words.
- Point students towards the activities on pp. 8–9 of the Workbook.

First phase

- Ask students to complete Activity 1.
- Support: Focus students on their personal responses.
- Deepen: Challenge students to restructure clauses using the passive voice.
- Support: Take feedback, asking students to evaluate each other’s choices.
- Read through the introduction to Activity 3, and ask volunteers to explain its advice in their own words.
- Ask students to complete Activity 3.
- Take feedback, comparing clarity and accuracy of suggested revisions.
- Support: Guide responses to acknowledge the impact that words can have.
- Ask students to note down at least ten emotions, individually.
- Ask: If you had to add ten more words to question 1b, and support each with both a quotation and an explanation in response to Activity 2, question 2.
- Ask students to complete Activity 2, question 1.
- Support: Focus on a limited number of paragraphs. Take feedback after each stage of the process.
- Ask: Have you or your partner selected different pieces of information? Why is that?
- Challenge students to restructure the sentences and use synonyms. Challenge them to rewrite each sentence in more than one way.
- In Activity 3, encourage students to focus on either restructuring sentences or using synonyms.
- In Activity 2, discuss and complete question 1 as a whole class or in supported groups.
- In Activity 3, ensure students both restructure the sentences and use synonyms. Challenge them to rewrite each sentence in more than one way.
- Ask: What response would you make to Activity 2, question 2.
- Ask: Which emotions could be prompted by the extract?
- Focus students on their personal responses.
- Ask students to complete Activity 2, question 1.
- Read through question 2, emphasising the importance of supporting ideas with explanations and/or evidence from the extract.
- Ask students to complete Activity 3.
- Challenge students to identify two or more responses to Activity 2, questions 1a and 1b, and support each with both a quotation and an explanation in response to Activity 2, question 2.

Second phase

- Ask students to complete Activity 4.
- Support: Take feedback after each question to support and develop understanding.
- Deepen: Ask students to imagine describing a scene aboard the Dei Gratia after the discovery. Ask: What response would you aim to create in the reader?
- Support: Challenge students to identify two or more responses to Activity 2, questions 1a and 1b, and support each with both a quotation and an explanation in response to Activity 2, question 2.
- Deepen: Deepen: Challenge students to use two or three synonyms for each emotion on their list.
- Support: Support: Suggest that students omit Activity 2, question 1b.
- Deepen: Deepen: Challenge students to identify two or more responses to Activity 2, questions 1a and 1b, and support each with both a quotation and an explanation in response to Activity 2, question 2.

Plenary

- Deepen: Deepen: Deepen: Challenge students to use two or three synonyms for each emotion on their list.
- Plenary: Plenary: Plenary: Guide responses to acknowledge the impact that words can have.
- Support: Support: Support: Guide responses to acknowledge the impact that words can have.
- Deepen: Deepen: Deepen: Challenge students to use two or three synonyms for each emotion on their list.
- Plenary: Plenary: Plenary: Guide responses to acknowledge the impact that words can have.
- Support: Support: Support: Guide responses to acknowledge the impact that words can have.
- Deepen: Deepen: Deepen: Challenge students to use two or three synonyms for each emotion on their list.

**Set workbook activities**

- Point students towards the activities on pp. 8–9 of the Workbook.
- Check understanding and answer any questions.
- These activities focus on selecting information, using your own words and summarising key ideas.

---

**Section 2 Responding to information**

**Year 9** | **Unit 1: Mysteries**
---|---
**Main Curriculum Objectives** | R9.1A Maintain comprehension while reading increasingly consistently.
**Skills focus: Reading explanation texts**
**Student Book pp. 14–15**
**Workbook pp. 10–15**

Introduction

- Ask students to note down at least ten emotions, individually.
- Take feedback.
- Discuss how many of these emotions can be created by a text, such as a book, play or film.
- Guide responses to acknowledge the impact that words can have.
- Support: Take feedback after each question to support and develop understanding.
- Deepen: Challenge students to use two or three synonyms for each emotion on their list.
- Plenary: Plenary: Plenary: Guide responses to acknowledge the impact that words can have.
- Support: Support: Support: Guide responses to acknowledge the impact that words can have.
- Deepen: Deepen: Deepen: Challenge students to use two or three synonyms for each emotion on their list.
- Plenary: Plenary: Plenary: Guide responses to acknowledge the impact that words can have.
- Support: Support: Support: Guide responses to acknowledge the impact that words can have.
- Deepen: Deepen: Deepen: Challenge students to use two or three synonyms for each emotion on their list.

First phase

- Read the extract.
- Take feedback.
- Discuss how many of these emotions can be created by a text, such as a book, play or film.
- Ask volunteers to recap the extract.
- Ask students to complete Activity 1.
- Support: Focus students on their personal responses.
- Deepen: Challenge students to restructure clauses using the passive voice.
- Support: Take feedback, asking students to evaluate each other’s choices.
- Read through the introduction to Activity 3, and ask volunteers to explain its advice in their own words.
- Ask students to complete Activity 3.
- Take feedback, comparing clarity and accuracy of suggested revisions.
- Support: Support: Support: Guide responses to acknowledge the impact that words can have.
- Ask students to note down at least ten emotions, individually.
- Take feedback.
- Discuss how many of these emotions can be created by a text, such as a book, play or film.
- Guide responses to acknowledge the impact that words can have.

Second phase

- Recap the list of emotions gathered in the introduction to the lesson. Ask: Which emotions could be prompted by the extract?
- Focus students on their personal responses.
- Ask: What response would you make to Activity 2, question 2.
- Ask students to complete Activity 2, question 1.
- Read through question 2, emphasising the importance of supporting ideas with explanations and/or evidence from the extract.
- Ask students to complete Activity 3.
- Challenge students to identify two or more responses to Activity 2, questions 1a and 1b, and support each with both a quotation and an explanation in response to Activity 2, question 2.

Plenary

- Take feedback on Activity 2.
- Highlight and validate the variety of relevant responses to question 1.
- Ask students to complete Activity 2, question 1.
- Challenge students to restructure clauses using the passive voice.
- Ask: If you had to add ten more words to your summary, which one extra piece of information would you add?
- Ask students to complete Activity 2, question 1.
-深
- Take feedback to consolidate understanding of the extract, and to compare theories.
- Support: Support: Support: Guide responses to acknowledge the impact that words can have.
- Deepen: Deepen: Challenge students to use two or three synonyms for each emotion on their list.
- Plenary: Plenary: Plenary: Guide responses to acknowledge the impact that words can have.
- Support: Support: Support: Guide responses to acknowledge the impact that words can have.
- Deepen: Deepen: Challenge students to use two or three synonyms for each emotion on their list.

**Set workbook activities**

- Point students towards the activities on pp. 10–11 of the Workbook.
- Check understanding and answer any questions.
- These activities focus on identifying key ideas and responding to the text.

---

*Sample content: all content subject to change at publisher discretion. Not for resale, circulation or distribution in whole or in part. © Pearson 2020*
Introduction 10 minutes
- Complete question 1 of the Spelling Boost activity by giving students a spelling test of the twelve words’ plurals, reading the singular forms aloud.
- Give the correct answers aloud.
- Ask: Can you identify any patterns in the words?
- Read through the ‘Remember’ box to consolidate understanding.
- Ask students to complete question 2 of the Spelling Boost activity.
- Take feedback to check accuracy.

First phase 15 minutes
- Read through Activity 3. Remind students of their work in the previous lesson, on possible responses.
- Ask students to complete Activity 3, question 1a.
- Take feedback. Ask: How might the reader’s response differ if a group of only adult sailors – or pirates – had disappeared?
- Ask students to complete questions 1b and 1c.
- Take feedback, guiding students to consider the writer’s manipulation of mystery and tension.

Second phase 20 minutes
- Read through Activity 4.
- Ask students to complete question 1.
- Take feedback to check understanding.
- Ask students to complete questions 2 and 3.
- Highlight the importance of close textual reference to support ideas.

Plenary 10 minutes
- Take feedback on Activity 4.
- Ask volunteers to share one paragraph of their responses, using each to recap the lesson: the focus on the writer’s chosen structure, and the reader’s response to this.

Support
- Complete questions 1a and 1b of the Spelling Boost activity as a whole class, modelling the application of the two rules before conducting the spelling test.

Deepen
- Challenge students to list other words with similar spelling patterns.

Second phase 20 minutes
- Ask students to complete Activity 1.
- Read the extract, encouraging students to note when one of their suggested words appears in it.
- Ask students to complete Activity 1.
- Take feedback, encouraging students to consider in which questions they needed to use close reading skills, and in which they needed to use inference skills.

Support
- Prompt students to consider how changes to the extract’s structure might affect their response, for example if they had known from the beginning that none of the crew was seen again.

Deepen
- Ask students to suggest the effects of other ways in which the extract could have been structured.

Second phase 20 minutes
- Ask students to complete questions 1 and 2 as a class or in supported groups.
- Give the correct answers aloud.

Deepen
- Challenge students to list other words they would expect a writer to use in describing these different events.
- Note any suggested vocabulary that did not appear in the extract. Ask: Why might the writer have chosen not to use these words? Focus responses on the writer’s intention.

Plenary 10 minutes
- Take feedback on Activity 2.
- Suggest prompts for specific moments during the sequence of events, for example the peacefulness prior to the impact, or the moment of impact.

Support
- Encourage students to consider how changes to the extract’s structure might affect their response.

Deepen
- Note any suggested vocabulary that did not appear in the extract. Ask: Why might the writer have chosen not to use these words? Focus responses on the writer’s intention.

Support
- Encourage students to consider how changes to the extract’s structure might affect their response.

Plenary 10 minutes
- Take feedback on Activity 2.
- Suggest prompts for specific moments during the sequence of events, for example the peacefulness prior to the impact, or the moment of impact.

Support
- Encourage students to consider how changes to the extract’s structure might affect their response.

Deepen
- Note any suggested vocabulary that did not appear in the extract. Ask: Why might the writer have chosen not to use these words? Focus responses on the writer’s intention.

Support
- Encourage students to consider how changes to the extract’s structure might affect their response.

Plenary 10 minutes
- Take feedback on Activity 2.
- Suggest prompts for specific moments during the sequence of events, for example the peacefulness prior to the impact, or the moment of impact.

Support
- Encourage students to consider how changes to the extract’s structure might affect their response.

Deepen
- Note any suggested vocabulary that did not appear in the extract. Ask: Why might the writer have chosen not to use these words? Focus responses on the writer’s intention.

Support
- Encourage students to consider how changes to the extract’s structure might affect their response.

Plenary 10 minutes
- Take feedback on Activity 2.
- Suggest prompts for specific moments during the sequence of events, for example the peacefulness prior to the impact, or the moment of impact.

Support
- Encourage students to consider how changes to the extract’s structure might affect their response.

Deepen
- Note any suggested vocabulary that did not appear in the extract. Ask: Why might the writer have chosen not to use these words? Focus responses on the writer’s intention.

Support
- Encourage students to consider how changes to the extract’s structure might affect their response.

Set workbook activities 5 minutes
- Point students towards the activities on pp. 16–17 of the Student Book.
- Check understanding and answer any questions.
- These activities focus on plurals, and responding to structure and key ideas.
**Section 3 Describing for effect**

**Unit 1: Mysteries**

**Lesson 6**

**Main Curriculum Objectives**
- R9.2B Develop a critical response to a text through writing, discussion or presentation, by considering the text's features and their effects.
- W9.3C Develop variety, clarity and precision in single-clause sentences and subordinate structures in text and spoken language.

**Secondary Curriculum Objectives**
- R9.4B Respond to a writer's or speaker's vocabulary choices for effect and impact, including intonation, tone, volume and expression in spoken language.

---

### Introduction

10 minutes

- Display the verbs 'getting', 'running', 'have' and 'making'.
- Ask students to identify the 'odd one out', and what the others have in common.
- Introduce the term for and concept of non-finite verb forms. Explain that verbs ending in '-ing' are non-finite.
- Display the following sentences.
  
  - I hurried home. I whistled happily.
  - Ask students to suggest how a non-finite '-ing' form could link them into one multi-clause sentence.

---

### First phase

15 minutes

- Read the introduction to the Grammar Boost activity before asking students to complete it.
- Take feedback to check accuracy and understanding.
- Ask a volunteer to recap the extract.
- Ensure that students have access to their responses to Activity 1 from the previous lesson.
- Ask students to complete Activity 3.

---

### Second phase

20 minutes

- Read through the introduction to Activity 4 and ask students for their initial responses to the question.
- Ask students to complete Activity 4, questions 1–3.
- Read through question 4, recapping the importance of supporting ideas with reference to the text and with explanation.
- Ask students to complete question 4.

---

### Plenary

10 minutes

- Ask partners to share their first paragraphs.
- Ask students to check that their partner’s paragraph contains a key point, a quotation and an explanation.
- Ask volunteers to share effective sentences, in particular those containing a non-finite clause.

---

**Set workbook activities**

5 minutes

- Point students towards the activities on pp. 16–17 of the Workbook.
- Check understanding and answer any questions.
- These activities focus on finite and non-finite verbs and clauses, and responding to vocabulary choices.

---

**Section 4 Selecting evidence**

**Unit 1: Mysteries**

**Lesson 7**

**Main Curriculum Objectives**
- R9.1B Identify and retrieve a range of key and supporting information in a text or in spoken language.
- R9.2A Respond to a writer’s or speaker’s intention and viewpoint.
- R9.2C Select a range of relevant, focused evidence to support ideas.

---

### Introduction

10 minutes

- Discuss a locally well-known mythical creature, the existence of which is not fully proven (for example, the Loch Ness Monster or the Yeti).
- Ask students to suggest arguments for and against its existence.
- Lead students to the conclusion that it is difficult to be persuaded of something without good evidence.
- Introduce the focus of this and the next lesson: using quotations to provide evidence.

---

### First phase

15 minutes

- Read the extract.
- Take feedback on Activity 2, discussing any variety in responses.
- Remind students of the concept of inference, noting that it is sometimes described as ‘reading between the lines’.
- Discuss the tone of the extract: the tone and supporting information in a text or in spoken language.
- Ask students to complete Activity 1.
- Read through Activity 1, emphasising the strict limitation imposed on quotation length.
- Ask students to complete Activity 1.
- Take feedback, evaluating the relevance of suggestions.

---

### Second phase

20 minutes

- Read through Activity 2, discussing any variety in responses.
- Focus students on the range of responses to question 3. Ask: Which quotation most effectively shows the writer’s opinion?
- Challenge students to consider what evidence would be most effective in proving a creature’s existence.
- Support students to build up a non-finite verb form ‘–ing’.

---

### Plenary

10 minutes

- Take feedback on Activity 2, discussing any variety in responses.
- Focus students on the range of responses to question 3. Ask: Which quotation most effectively shows the writer’s opinion?
- Support students to consider what evidence would be most effective in proving a creature’s existence.

---

**Set workbook activities**

5 minutes

- Point students towards the activities on pp. 18–19 of the Workbook.
- Check understanding and answer any questions.
- These activities focus on choosing quotations to support key points and inferring opinions.
Section 4 Selecting evidence

**Objectives**
- Respond to a writer’s or speaker’s vocabulary choices for effect and impact, including intonation, tone, volume and expression in spoken language.
- Respond to a writer’s or speaker’s vocabulary choices for effect and impact, including intonation, tone, volume and expression in written language.
- Develop a range of sentence openings, considering their impact, in text and spoken language.
- Develop a range of sentence openings, considering their impact, in text and written language.

**Main Curriculum Objectives**
- R9.1C Select a range of relevant, focused evidence to support ideas.
- R9.4B Respond to a writer’s or speaker’s vocabulary choices for effect and impact, including intonation, tone, volume and expression in spoken language.

**Secondary Curriculum Objectives**

**Introduction**
- Display the following sentence: 
  - Some people believe although there is no evidence.
- Ask students to restructure the sentence without changing its words or meaning.
- Take feedback, clarifying that subordinate clauses can come before or after main clauses.
- Ask students to add a clause to the following sentence using a subordinating conjunction. 
  - *I love English lessons.*
- Ask: Can all the sentences created be restructured?

**First phase**
- Ask students to recap what they understand about the non-finite verb form ‘–ing’ (studied in Section 3).
- Ask students to complete the Skills Boost activity.
- Take feedback to check and share understanding.

**Second phase**
- Read through Activity 4. Ask: Is this an effective plan? Why is that?
- Clarify that this task focuses on selecting short, relevant evidence that allows for comments on the writer’s vocabulary choice.
- Ask students to complete Activity 4.

**Plenary**
- Take feedback on Activity 4, comparing and evaluating a variety of responses.
- Aim to create a whole-class response to the task, while emphasising the validity of a range of responses.

**Support**
- Model restructuring one or two multi-clause sentences by swapping around their clauses. Provide a word bank of subordinating conjunctions such as ‘when’, ‘if’, ‘because’ and ‘although’.
- Challenge students to write their own multi-clause sentences that can be similarly restructured.
- In the Skills Boost activity, recap understanding by asking students to give the ‘–ing’ forms of a range of verbs.
- In Activity 3, encourage students to reduce the quotations to include only the most relevant parts.

**Deepen**
- Model one different structure for the paragraph.
- Encourage students to select focused evidence to support their responses.
- Complete Activity 1, question 1a as a whole class or in supported groups, looking at each topic in turn, to check and consolidate understanding.
- Encourage students to select focused evidence to support their responses.
- Model restructuring one or two multi-clause sentences by swapping around their clauses. Provide a word bank of subordinating conjunctions such as ‘when’, ‘if’, ‘because’ and ‘although’.
- Challenge students to write their own multi-clause sentences that can be similarly restructured.
- In the Skills Boost activity, recap understanding by asking students to give the ‘–ing’ forms of a range of verbs.
- In Activity 3, encourage students to reduce the quotations to include only the most relevant parts.

**Deepen**
- Model one different structure for the paragraph.
- Encourage students to select focused evidence to support their responses.
- Complete Activity 1, question 1a as a whole class or in supported groups, looking at each topic in turn, to check and consolidate understanding.
- Encourage students to select focused evidence to support their responses.

**Support**
- Point students towards the activities on pp. 22–23 of the Workbook.
- Check understanding and answer any questions.
- These activities focus on exploring intention and structuring paragraphs.

**Introduction**
- Take suggestions for descriptions of a classroom during a busy lesson, during an after-school detention and in the middle of the night.
- Note ways in which the descriptions could create different responses in the reader.
- Discuss the idea that choices of detail and vocabulary are key in manipulating the reader’s response.

**First phase**
- Read the extract and take students’ initial impressions of Easter Island.
- Ask volunteers to sum up verbally, in one or two sentences, some key points of information about the island.
- Ask students to complete Activity 1, emphasising that questions 1b and 1c ask for personal responses.
- Take feedback to check and share understanding.

**Second phase**
- Read the introduction to Activity 2, recapping and consolidating understanding of the key elements of a critical paragraph.
- Ask students to complete Activity 2.

**Plenary**
- Take feedback on Activity 2.
- Draw attention to the variety of ways the elements can be structured.
- Emphasise that, whatever order is chosen, the elements must be appropriately linked to form a clearly expressed response.

**Support**
- Validate any effective examples of clear expression.
- Compile and reflect on the clarity of new linking phrases students have used in their responses.

**Deepen**
- Challenge students to craft both a positive and a negative description of a classroom during a lesson, noting what differs.
- Complete Activity 1, question 1a as a whole class or in supported groups, looking at each topic in turn, to check and consolidate understanding.

**Support**
- Point students towards the activities on pp. 22–23 of the Workbook.
- Check understanding and answer any questions.
- These activities focus on exploring intention and structuring paragraphs.
### Year 9 | Unit 1: Mysteries

#### Section 5 Building a response

<table>
<thead>
<tr>
<th>Lesson 10</th>
<th>Skills focus: Reading explanation texts</th>
<th>Student Book pp. 28–29</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main Curriculum Objectives</strong></td>
<td>R9.2B Develop a critical response to a text through writing, discussion or presentation, by considering the text’s features and their effects.</td>
<td>Workbook pp. 24–25</td>
</tr>
<tr>
<td><strong>Secondary Curriculum Objectives</strong></td>
<td>R9.2C Select a range of relevant, focused evidence to support ideas.</td>
<td>W9.1A Gather and shape a range of relevant ideas before writing.</td>
</tr>
</tbody>
</table>

### Introduction

- Discuss the difference between formal and informal dress: what people could wear in different situations.
- In a similar way, discuss the difference between formal and informal language: how people could speak in different situations.
- Ask students to remind you and each other what Standard English is. Establish that it is simply grammatically correct English, formal or informal.

#### First phase

- **Support**
  - Suggest different situations, such as a wedding, a visit to the beach, a conversation with the head teacher and a conversation with a friend.
- **Deepen**
  - Ask students to discuss why critical responses to texts should be written in formal language.

- **10 minutes**

- Ask students to complete the Grammar Boost activity.
- Take feedback to share and develop understanding, noting the example of non-Standard English.
- Read through Activity 3 to check understanding.
- Ask students to complete Activity 3.
- Take feedback, focusing on the relevance of evidence and explanations to the key point.

- **15 minutes**

- Read through Activity 4. Point out that this activity constitutes one step in the planning process: after a variety of ideas have been gathered, but before the most relevant and useful points are selected.
- Ask students to complete Activity 4.

- **20 minutes**

- **Support**
  - Ask students to comment on either ideas or vocabulary choice in their paragraph, rather than both.
- **Deepen**
  - Challenge students to add a further point of their own to the given plan.

- **10 minutes**

#### Plenary

- **Support**
  - Validate any effective responses and examples of formal language.
- **Deepen**
  - Challenge students to rewrite their paragraphs in appropriately informal language.

- **5 minutes**

---

### Year 9 | Unit 1: Mysteries

#### Section 6 Assessment

<table>
<thead>
<tr>
<th>Lesson 11</th>
<th>Skills focus: Reading explanation texts</th>
<th>Student Book pp. 30–31</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main Curriculum Objectives</strong></td>
<td>R9.1B Identify and retrieve a range of key and supporting information in a text or in spoken language.</td>
<td>Workbook pp. 26–27</td>
</tr>
<tr>
<td><strong>Secondary Curriculum Objectives</strong></td>
<td>R9.2C Select a range of relevant, focused evidence to support ideas.</td>
<td>R9.4B Respond to a writer’s or speaker’s vocabulary choices for effect and impact, including intonation, tone, volume and expression in spoken language.</td>
</tr>
</tbody>
</table>

### Introduction

- Ask students to read the article. Check their understanding of any unfamiliar vocabulary.
- Explain to students that they will have 25 minutes to complete the reading section of the assessment, and a further 25 minutes to complete the writing section.

#### Assessment task

- **50 minutes**

- Ask students to complete the reading section of the assessment. Any students finishing sooner can begin the writing task.
- After 25 minutes, ask students to move on to complete the writing section of the assessment.
- Point out that they should plan their writing, and that you will assess their plans as well as their finished pieces of writing.
- You may wish to give students further guidance on how much they should write, and the amounts of time they should use for planning, writing and checking their responses.

#### Workbook assessment task

- **Point students towards the extract and activities on pp. 26–27 of the Workbook.**
- Give students the opportunity to read the extract. Briefly discuss it with them and answer any questions.
- Explain how students should read the extract and answer questions. Students should read the extract carefully before answering the questions that follow. Make clear any expectations of when this activity will be completed. For example, it may be a homework, or students may be given time during an additional lesson.
Introduction
10 minutes
- Display the phrase ‘The global Hum’ and explain that this is the topic of the article in Section 7.
- Ask students if they can guess what the phrase means, and so what the topic of the article will be.
- Ask: What questions would you need to ask in order to understand the topic?

First phase
20 minutes
- Read the article, checking understanding of unfamiliar vocabulary.
- Ask: Do you now understand what ‘the global Hum’ is? Note that not even experts completely understand it.
- With this in mind, ask: Is this an effective explanation text? How could it be made more effective?
- Ask students to complete Activity 1.
- Take feedback to share and develop understanding.

Second phase
15 minutes
- Reread the first paragraph of the article.
- Ask: Do you sympathise with Simon Payne? Does this sympathy help to engage you in the article?
- Read through Activity 2, checking understanding.
- Ask students to complete Activity 2.

Plenary
10 minutes
- Take feedback on Activity 2.
- Use students’ responses to consolidate understanding of the purposes of openings and endings.
- Ask students to note any questions that they feel the article has left unanswered, and save these for use in the next lesson.

Support
Prompt students to use key question words: ‘what’, ‘when’, ‘where’, ‘how’ and ‘why’.

Deepen
Challenge students to note five different questions to ask, and then to select the two most useful.

Support
Complete Activity 1 as a whole class or in supported groups, discussing each question before students note their responses.

Deepen
Ask students to consider the use of the phrase ‘it is said’ in paragraph 3 of the article. Ask: What might the writer be implying?

Support
Prompt students with additional questions. For example: Does the opening make you want to read on?

Deepen
Encourage students to explain their ideas in depth, supporting them with closely focused evidence.

Support
Recognise and validate any relevant responses.

Deepen
Ask: What else might the writer have included in the opening or ending of the article to help achieve the listed aims?

Set workbook activities 5 minutes
- Point students towards the activities on pp. 28–29 of the Workbook.
- Check understanding and answer any questions.
- These activities focus on impressions, and openings and endings.

Sample content: all content subject to change at publisher discretion. Not for resale, circulation or distribution in whole or in part. © Pearson 2020
**Introduction**

- Ask students to write two sentences advertising an item they have with them, as if they were selling it online (for example, their shoes or pens).
- Ask students to circle vocabulary choices in their sentences that present one or two words revealing their viewpoint.
- As a class, evaluate how persuasive the advertisements are.

**First phase**

10 minutes

- Read the article.
- Take students' initial responses. Ask: Does this make you want to visit Göbekli Tepe? Why is that?
- Ask students to complete Activity 1.
- Take feedback, assuring students that there is no incorrect answer to the questions that ask for viewpoints, as long as they are supported with relevant evidence.

**Second phase**

20 minutes

- Recall and discuss the difference between facts and viewpoints.
- Read through Activity 2, ensuring understanding. Emphasise that, in question 3, students should focus on explaining the fact, including only one or two words revealing their viewpoint.
- Reread the second paragraph of the article.
- Ask students to complete Activity 2.

**Plenary**

10 minutes

- Take feedback on Activity 2.
- Use responses to explicitly reinforce and consolidate students' understanding of critical vocabulary such as 'viewpoint', 'impression', 'response', 'suggest', 'create' and 'evokes'.

**Support**

- Prompt students to describe the item's appearance, usefulness and other relevant qualities.
- Give students two or three minutes to review and revise their vocabulary choices, aiming to make them as persuasive as possible.
- Draw students' attention to the prompts by Activity 1, question 1. Emphasise that a personal response is required in answer to Activity 1, question 2.
- In Activity 1, question 2, ask students to select and support two contrasting viewpoints.
- Complete Activity 2, question 1 as a whole class or in supported groups before asking students to continue independently.
- Ask students to complete Activity 2, question 3 in relation to both viewpoints identified in Activity 1.
- Challenge them to identify all examples of vocabulary in the article that reveal the writer's viewpoint.
- Recognise and validate any relevant responses to Activity 2.
- Encourage students to keep a log of useful critical vocabulary.

**Deepen**

- Develop a critical response to a text through writing, discussion or presentation, by considering the text's features and their effects.
- Respond to a writer's or speaker's vocabulary choices for effect and impact, including intonation, tone, volume and expression in spoken language.
- Give feedback on Activity 2.
- Ask students to complete Activity 2.
- Take feedback to assess understanding.
- Ask students to continue independently.

**Plenary**

10 minutes

- Ask the class to discuss how their responses to Activity 4 could be judged, such as fluency of expression and relevance of comments.
- Ask volunteers to share their paragraphs with the class, while the class evaluates each paragraph against the agreed success criteria.

**Support**

- Remind students of the definitions of 'noun' and 'adjective'.
- Challenge students to write their own similar sentences containing one noun and two adjectives.
- In the Grammar Boost activity, complete question 1a as a whole class or in supported groups before asking students to continue independently.
- In Activity 3, challenge students to identify other effective uses of sentence structure in the article.
- In Activity 3, challenge students to identify other effective uses of sentence structure in the article.
- Take feedback after each step in the Grammar Boost activity, evaluating each response for thorough understanding.
- Ask students to complete Activity 4.
- Take feedback to assess understanding.
- Ask students to complete question 3.

**Plenary**

10 minutes

- Ask the class to suggest success criteria by which their responses to Activity 4 could be judged, such as fluency of expression and relevance of comments.
- Ask volunteers to share their paragraphs with the class, while the class evaluates each paragraph against the agreed success criteria.

**Support**

- Recognise and validate any effective elements of responses.
- Allow students to review and revise their writing in light of the agreed success criteria before sharing it.

**Set workbook activities**

- Point students towards the activities on pp. 34–35 of the Workbook.
- Check understanding and answer any questions.
- These activities focus on relative clauses and exploring sentence structures.
**Year 9**

<table>
<thead>
<tr>
<th><strong>Unit 1: Mysteries</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section 9 Planning a response: Lesson 16</strong></td>
</tr>
<tr>
<td><strong>Skills focus:</strong> Reading explanation texts</td>
</tr>
<tr>
<td><strong>Main Curriculum Objectives</strong></td>
</tr>
<tr>
<td>R9.1C Summarise longer texts or speeches effectively, selecting appropriate features and relevant information and detail.</td>
</tr>
<tr>
<td>R9.2A Respond to a writer’s or speaker’s intention and viewpoint.</td>
</tr>
<tr>
<td>R9.2B Develop a critical response to a text through writing, discussion or presentation, by considering the text’s features and their effects.</td>
</tr>
</tbody>
</table>

| **Student Book pp. 40–41** |
| **Workbook pp. 36–37** |

| **Secondary Curriculum Objectives** |
| **Introduction** 10 minutes |
| **Support** |
| Display the phrases ‘first impressions’ and ‘lasting impressions’. |
| Ask volunteers to describe their first impressions of a friend or an experience, and how they changed over time to become lasting impressions. |
| For each changing impression, ask: What created the impression? Was it this or your ideas that changed? |
| Lead students to the conclusion that impressions are always caused by something, but that they can change whether or not that thing alters. |

| **First phase 15 minutes** |
| **Support** |
| Read the article and check understanding. |
| Take students’ initial impressions, and ask for details about what created them. |
| Ask students to complete Activity 1. |
| Take feedback, recognising a variety of valid responses and noting the changing impressions created throughout the article. |

| **Second phase 20 minutes** |
| **Support** |
| Read through the introduction to the Skills Boost activity. |
| You may want to provide additional modelling, discussing which words have been omitted from the following diary notes. |
| *Ate dinner. Watched TV. Bed at 10.* |
| Ask students to complete the Skills Boost activity. |

| **Plenary 10 minutes** |
| **Support** |
| Take feedback on the Skills Boost activity, effectively compiling a whole-class response. |
| Discuss the advantages and disadvantages of writing in note form. Ask: When should notes be used? When should they not be used? |
| Explain that students will be writing in note form for a planning task in the next lesson. |

| **Set workbook activities** 5 minutes |
| **Support** |
| Point students towards the activities on pp. 36–37 of the Workbook. |
| Check understanding and answer any questions. |
| These activities focus on identifying significant key points, vocabulary choices and sentence structure. |
Introduction
- Explain that this lesson and the next will focus on comparison.
- Suggest two partially similar activities and ask students to suggest points of similarity and difference between them.
- Compile the suggested points of comparison.
- Ask volunteers to express a preference for one sport.
- Ask the class to compare those students' viewpoints.

First phase
10 minutes
- Read Extract A.
- Ask students' initial responses to the information given and to the writer's viewpoint.
- Ask students to complete Activity 1.
- Take feedback on questions 1 and 2, focusing on accuracy of understanding.
- Take feedback on question 3, exploring how the writer has tried to convey her viewpoint.

Second phase
20 minutes
- Read Extract B.
- Ask students' initial responses to the information given and to the writer's viewpoint.
- Ask students to complete Activity 2.
- Take feedback on questions 1 and 2, focusing on accuracy of understanding.
- Take feedback on question 3, exploring how the writer has tried to convey her viewpoint.

Plenary
10 minutes
- Allow 2–3 minutes for students to note any immediately apparent points of comparison between Extract A and Extract B.
- Take feedback to share and develop understanding.

Set workbook activities
- Point students towards the activities on pp. 40–41 of the Workbook.
- Check understanding and answer any questions.

Support
- Prompt students to consider different aspects of the sports, such as equipment, venues, rules and team size.

Deepen
- Challenge students to identify at least five similarities and five differences between the sports.

First phase
15 minutes
- Take feedback to develop awareness of significant vocabulary and its effects.
- Ask students to complete Activity 3.
- Ask partners to assess one another's work, awarding marks for effective criteria for evaluation.
- In Activity 3, questions 2 and 3, ensure students to use their own ideas rather than those suggested.
- Invite students to use a wider range of adverbials and ideas in spoken language.

Second phase
20 minutes
- Read through the Grammar Boost activity to ensure understanding, before asking students to complete it.
- Ask students to plan a third paragraph, focusing on one more fully.
- Support students to use their own ideas rather than those suggested.

Support
- Suggest contexts for comparisons, for example selecting between two possible purchases.

Deepen
- Ask students to suggest criteria by which they might compare and judge two possible purchases.

Second phase
20 minutes
- Read through Activity 4.
- Explain that students could choose to focus on one extract and then the other, or make more-direct and more-immediate comparisons within each paragraph.
- Ask students to complete Activity 4.

Support
- Complete Activity 4, question 1 as a whole class or in supported groups before asking students to continue independently.

Deepen
- Ask students to plan a third paragraph, comparing the evidence used in the two extracts.

Plenary
10 minutes
- Ask students to review and develop their use of adverbials for comparison in their planning.
- Ask partners to identify effective points of comparison in each other's work.
- Ask volunteers to share examples of their partner's planning.

Support
- Encourage students to use a wider range of adverbials for comparison.

Deepen
- Encourage students to use a wider range of adverbials for comparison.

Set workbook activities
- Point students towards the activities on pp. 42–43 of the Workbook.
- Check understanding and answer any questions.

Support
- Recognise and validate any relevant elements of comparison.
# Section 11 Assessment

<table>
<thead>
<tr>
<th>Unit 1: Mysteries</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main Curriculum Objectives</strong></td>
</tr>
<tr>
<td><strong>R9.2A</strong> Respond to a writer’s or speaker’s intention and viewpoint.</td>
</tr>
<tr>
<td><strong>R9.2B</strong> Develop a critical response to a text through writing, discussion or presentation, by considering the text’s features and their effects.</td>
</tr>
<tr>
<td><strong>R9.2D</strong> Make detailed comparisons of writers’ ideas and perspectives between two texts.</td>
</tr>
<tr>
<td><strong>R9.4B</strong> Respond to a writer’s or speaker’s vocabulary choices for effect and impact, including intonation, tone, volume and expression in spoken language.</td>
</tr>
<tr>
<td><strong>W9.3B</strong> Structure paragraphs to organise content effectively.</td>
</tr>
</tbody>
</table>

## Introduction

- **10 minutes**

  Ask students to read both extracts. Check their understanding of the unfamiliar vocabulary, particularly the prefix ‘crypto–’ (relating to mythical creatures) in Extract B.

  - Explain to students that they will have 25 minutes to complete the two reading sections of the assessment, and a further 25 minutes to complete the writing section.

## Assessment task

- **50 minutes**

  - Ask students to complete the reading section of the assessment. Any students finishing sooner can begin the writing task.
  
  - After 25 minutes, ask students to move on to complete the writing section of the assessment.
  
  - Point out that students should plan their writing, and that you will assess their plans as well as their finished pieces of writing.
  
  - You may wish to give students further guidance on how much they should write, and the amounts of time they should use for planning, writing and checking their responses.

## Workbook assessment task

- **Point students towards the extract, question and sample student response on pp. 44–45 of the Workbook.**

  - **Give students the opportunity to read the extract, question and sample response. Briefly discuss these with them and answer any questions.**

  - **Students should identify the errors in the sample response before planning how they will improve it. They should then write an improved version, adding one or two paragraphs of text.**

  - **Make clear your expectations of when this activity will be completed. For example, it may be a homework, or students may be given time during an additional lesson.**