

Teacher Guide

**SAMPLE**

# **Inspire English International**

## **Year 9 Teacher Guide**

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We hope that your students will find this book useful (and inspiring!) as they develop their skills and knowledge in written English. We believe this course will help all lower secondary students looking to make good progress in English.

The books have been written using a mix of real-world texts and purpose-written passages, designed to inspire discussion and help to maintain a focus on key curriculum objectives.

The programme explicitly supports learners following Pearson Edexcel's international curriculum (iLowerSecondary) **and** learners following the English National Curriculum. It provides specific preparation for International GCSE teaching in English Language and Literature, as well as for English Curriculum GCSEs in the same subjects.

Students may choose to sit the Year 9 examination in iLowerSecondary English, and details can be found on the Pearson Edexcel qualifications website. This provides an international benchmark for achievement and progress.

## How Inspire English International supports learning

The course has four key principles:

- Explicitly curriculum driven
- Rigorous, challenging and supportive
- Structured preparation for later assessment (at GCSE or International GCSE)
- Focused, in-depth delivery of skills

Each unit is based around a theme and has an overarching outcome (either reading or writing), with a range of linked skills building recursive familiarity and development.

Each lesson of the course is clearly linked to curriculum objectives. Inspire English International follows Pearson's iLowerSecondary English curriculum, which meets all the requirements of the English National Curriculum (2013) but provides greater granularity and progression.

The course ensures students are not only given a structure to their learning, but also the chance to apply this learning to different contexts, preparing them fully to meet different challenges. Inspire English International supports the development of students 'learning to learn' through the growth of a range of 21st-century skills, such as critical thinking, creativity, collaboration and communication.

The use of the iLowerSecondary curriculum, and the design of the course, ensure that students are explicitly prepared to begin their next phase of education, whether they are taking Pearson Edexcel GCSEs or International GCSEs.

The use of a key focus throughout each unit, supported by secondary areas of focus, makes sure students can achieve mastery of key concepts and understand key ideas. This means that the foundations for future learning and success are secure.

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-by-lesson 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.

## 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 re-visited 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 prompted 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.

# About the Teacher Guide

# About the Teacher Guide

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### Curriculum mapping from iLowerSecondary English to the National Curriculum

READING	
<b>English National curriculum objective</b>	<b>This matches the iLowerSecondary curriculum objective...</b>
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.	<b>RB.2D:</b> Make developed comparisons of writers' ideas and perspectives between two texts.
choosing and reading books independently for challenge, interest and enjoyment.	<b>RB.1F:</b> Choose age-appropriate texts, considering their genre, form and origin, and basing decisions on books already read.
re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.	<b>RB.1D:</b> Compare, contrast and/or combine key points of information within a text or in spoken language with a given focus.
learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries	<b>RB.1A (A):</b> Use a range of strategies to decode unfamiliar words. <b>RB.1A (B):</b> Read largely accurately and with understanding.
making inferences and referring to evidence in the text	<b>RB.1B:</b> Identify and retrieve a range of key information in a text or in spoken language. <b>RB.1E:</b> Make inferences from specific evidence found in a text or in spoken language, including specific vocabulary choices. <b>RB.2C:</b> Select relevant, focused evidence to support ideas.
knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension	<b>RB.1D:</b> Compare, contrast and/or combine key points of information within a text or in spoken language with a given focus. <b>RB.2A:</b> Explore a writer's or speaker's intention and viewpoint.
checking their understanding to make sure that what they have read makes sense	<b>RB.1A (A):</b> Use a range of strategies to decode unfamiliar words. <b>RB.1A (B):</b> Read largely accurately and with understanding.
knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning	<b>RB.1E:</b> Make inferences from specific evidence found in a text or in spoken language, including specific vocabulary choices. <b>RB.2B:</b> Express a critical response to a text through writing, discussion or presentation, by considering the text's features and their effects. <b>RB.3A:</b> Explore the impact of some of the writer's key structural or organisational choices. <b>RB.4A:</b> Explore the impact of some of a writer's or speaker's choices of grammatical features and sentence structure. <b>RB.4B:</b> Explore the impact of some of the writer's or speaker's significant vocabulary choices.
recognising a range of poetic conventions and understanding how these have been used	<b>RB.2B:</b> Express a critical response to a text through writing, discussion or presentation, by considering the text's features and their effects. <b>RB.3A:</b> Explore the impact of some of the writer's key structural or organisational choices.
studying setting, plot, and characterisation, and the effects of these	<b>RB.2B:</b> Express a critical response to a text through writing, discussion or presentation, by considering the text's features and their effects. <b>RB.3A:</b> Explore the impact of some of the writer's key structural or organisational choices.

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

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### Scheme of work

**Year:** 8  
**Unit:** 1  
**Theme:** Heroes and Villains  
**Outcome:** Short story  
**Key skills:** Writing: Writing processes (WB.1); Writing: Whole text (WB.2); Writing: Language use (WB.3)  
**Lesser skills:** Reading: Text structure (RB.3); Reading: Language use (RB.4)  
**Minor skills:** Reading: Reading for meaning (RB.1); Reading: Responding to texts (RB.2)

**By the end of the unit, students will be able to structure and craft a short story. During the course of the unit, students will explore a range of narrative extracts linked by the theme of heroes and anti-heroes. This unit focuses on engaging the reader in the characters, setting and action of a short narrative story. Students will practise planning, structuring and crafting narrative writing. Students will revise punctuation and sentence structure and develop language skills.**

Section	Section summary	Curriculum reference	Boosts
1	Students read two extracts based on the same story and answer comprehension questions on each. They practise the skills of picking out key points, using active and passive voices, thinking about characters and comparing texts.	RB.1A/B/C/D, R2.A/B/D	RB.4A/WB.2B Active and passive voices
2	Students read an extract from a novel and answer comprehension questions. They practise the skills of inferring and responding to characters, revealing a villain, punctuating speech and building a villainous of their own.	RB.1B/E, RB.2A/B, RB.3A, RB.4B, WB.1A, WB.3G	WB.3I Speech punctuation
3	Students read an extract from a short story. They practise the skills of tracking key events, identifying elements of the story, using word classes, exploring vocabulary and writing an extract of their own.	RB.1B/E, RB.2A/B, RB.3A, RB.4B, WB.1A, WB.2C, WB.3G	WB.3I Word classes
4	Students read the opening of a short story. They practise the skills of reading between the lines, responding to the opening, choosing tense and person, choosing the first sentence and writing an opening.	RB.1B, RB.1E, RB.2A/B, RB.3A, WB.1A, WB.2C	WB.2B Choosing tense and person
5	Students complete an assessment by reading a fictional extract, then answering questions about what they have read and writing the opening to a story of their own.	RB.1B/D/E, RB.2B, RB.3A, RB.4B, WB.1A, WB.2C, WB.3G	-
6	Students read a summary of a short story. They practise the skills of using apostrophes, exploring ideas and intentions, and structuring and planning a story.	RB.1B, RB.2A, RB.3A, WB.1A, WB.2C	WB.3I Apostrophes
7	Students read synopses of three different stories. They practise the skills of identifying endings, responding to endings, using colons and semi-colons, exploring the writer's intention and writing an ending of their own.	RB.1B, RB.2A, RB.2B, RB.3A, WB.1A, WB.2C	WB.3I Colons and semi-colons
8	Students read an extract from a story and answer comprehension questions. They practise the skills of identifying and using different ways of telling stories, using identifier verbs and adverbs, and writing an extract from a story of their own.	RB.1B, RB.2A, RB.3A, RB.4B, WB.2B, WB.3A/G	WB.3G/WB.3I Identifier verbs and adverbs
9	Students read the opening of a short story. They practise the skills of exploring short sentences and longer sentences, building sentences, linking with adverbials and experimenting with structure.	RB.2A, RB.3A, RB.4A, WB.1A, WB.3B/C/D/E	WB.2D Linking with adverbials
10	Students practise the skills of identifying homophones, using irregular past tenses, proofreading, reviewing vocabulary, conjunctions and relationships, reviewing sentence structure and reviewing and proofreading writing.	WB.1B/C	WB.3H Homophones; WB.2D Conjunctions and relationships
11	Students complete an assessment by planning, writing, reviewing and revising a short story.	WB.1A/B, WB.2C, WB.3A/C/D/E/G/H/I	-

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

Any additional 'boosts' in the lessons are covered here.

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

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.

The skills focus of a lesson can be found here.

Workbook and Student Book page references are clearly labelled.

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

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.

Unit 1: Heroes and Villains Section 1 Telling stories 1

Year 8	Unit 1: Heroes and Villains	Skills focus: Writing: Narrative	Student Book pp. 10–11 Workbook pp. 6–7
<b>Main Curriculum Objectives</b>	<b>RB.1A</b> Read largely accurately and with understanding.	<b>RB.1B</b> Identify and retrieve a range of key information in a text or in spoken language.	<b>RB.1C</b> Summarise a short text or speech effectively, selecting appropriate and relevant detail.
<b>Secondary Curriculum Objectives</b>	<b>RB.1D</b> Compare, contrast and/or combine key points of information within a text or in spoken language.	<b>WB.2B</b> Use appropriate linguistic conventions to achieve a wider range of purposes and address a wider range of audiences, e.g. to explain, to describe or to persuade, with sentence structure.	
<b>Introduction</b>	10 minutes	<b>Support</b> Suggest familiar examples of heroes and villains for students to consider. <b>Deepen</b> Ask students to write guidance for applicants for the roles of a hero and a villain.	
<b>First phase</b>	15 minutes	<b>Support</b> Model gathering information to complete Activity 1, question 1 before asking students to continue independently. <b>Deepen</b> Ask students to divide information about the two characters by importance, indicating which points are the most essential.	
<b>Second phase</b>	20 minutes	<b>Support</b> In the Grammar Boost activity, complete question 1 as a whole class or in supported groups. <b>Deepen</b> In the Grammar Boost activity, ask students to explain which sentence in question 1 is clearer and/or more concise, and why this is.	
<b>Plenary</b>	10 minutes	<b>Support</b> Recognise and validate any relevant responses and suggestions about alternative ways of opening the story. <b>Deepen</b> Don't provide prompts for alternative ways the extract could have been written, allowing students to suggest these themselves.	
<b>Set workbook activities</b>	5 minutes		

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## GLOSSARY

**abbreviation** - shortened **word** or **phrase** (e.g. Doctor becomes Dr; Susan becomes Sue; telephone becomes phone)

**abstract noun** - **noun** that names ideas you cannot see, hear, smell, taste or touch (e.g. 'happiness'; 'idea')

**account** - telling or retelling of factual or fictional events (e.g. an account of the football match, or an account of an adventure)

**active voice** - form in which the thing that is performing the action of a **verb** is the grammatical **subject** of a **sentence**

**adjective** - **word** that adds information to a **noun**

**adverb** - single-word **adverbial**

**adverbial** - **words** (adverbs), **phrases** or **clauses** that add information to a **verb**, **adjective** or other adverbial

**alliteration** - use of one sound to

**chronological** - in a manner showing the order in which events happen or happened

**clause** - group of more than one **word**, including a **verb**

**cliché** - **phrase** or idea that is overused and so has lost its impact

**climax** (in a story) - moment of greatest **conflict**

**comma splice** - incorrect use of a comma to link two **main clauses**

**comparison** - looking at similarities and differences between two or more things

**conclusion** (of a text) - last part, often a result or summary

**concrete noun** - **noun** that names a physical thing you can see, hear, smell, taste or touch (e.g. 'cat'; 'tree')

**conflict** (in a story) - challenge or opposition

**conjunction** -

**dialogue** - speech between people or fictional **characters**

**direct address** - method of speaking directly to the reader or listener

**direct speech** - **words** exactly as they are spoken, usually given within **speech marks** and with an **identifier**

**embedded quotation** - **quotation** positioned inside a **sentence** and that functions as a part of the sentence

**emotive language** - **words** and **phrases** that stir readers' emotions

**emphasis** - forcefulness of expression that suggests importance

**evidence** - supporting **facts** or information

**example** - something with characteristics typical of its type

**explanation text** - text that makes information and ideas clear and easy to understand

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# Curriculum mapping from iLowerSecondary English to the National Curriculum

READING	
English National Curriculum objective	This matches the iLowerSecondary Curriculum objective...
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	<b>R9.1F:</b> Make informed decisions about their personal preferences when reading for pleasure, justifying their preferences by drawing on their experiences.
choosing and reading books independently for challenge, interest and enjoyment	<b>R9.1F:</b> Make informed decisions about their personal preferences when reading for pleasure, justifying their preferences by drawing on their experiences.
re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons	<b>R9.1D:</b> Compare, contrast and/or combine key points of information within a text or in spoken language.
learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries	<b>R9.1A (A):</b> Maintain comprehension while reading increasingly consistently. <b>R9.1A (B):</b> Read accurately and with understanding.
making inferences and referring to evidence in the text	<b>R9.1B:</b> Identify and retrieve a range of key and supporting information in a text or in spoken language. <b>R9.1E:</b> Make inferences from a range of evidence found in texts or instances of spoken language. <b>R9.2C:</b> Select a range of relevant, focused evidence to support ideas.
knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension	<b>R9.2A:</b> Respond to a writer's or speaker's intention and viewpoint.
checking their understanding to make sure that what they have read makes sense	<b>R9.1A (A):</b> Maintain comprehension while reading increasingly consistently. <b>R9.1A (B):</b> Read accurately and with understanding.
knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning	<b>R9.3A:</b> Respond to a writer's or speaker's key structural or organisational choices for effect and impact. <b>R9.4A:</b> 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. <b>R9.4B:</b> Respond to a writer's or speaker's vocabulary choices for effect and impact, including intonation, tone, volume and expression in spoken language.
recognising a range of poetic conventions and understanding how these have been used	<b>R9.3A:</b> Respond to a writer's or speaker's key structural or organisational choices for effect and impact.
studying setting, plot, and characterisation, and the effects of these	<b>R9.2B:</b> Develop a critical response to a text through writing, discussion or presentation, by considering the text's features and their effects. <b>R9.3A:</b> Respond to a writer's or speaker's key structural or organisational choices for effect and impact.

# Curriculum mapping from iLowerSecondary English to the National Curriculum

READING	
English National Curriculum objective	This matches the iLowerSecondary Curriculum objective...
understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play	<b>R9.2B:</b> Develop a critical response to a text through writing, discussion or presentation, by considering the text's features and their effects. <b>R9.3A:</b> Respond to a writer's or speaker's key structural or organisational choices for effect and impact.
making critical comparisons across texts	<b>R9.2D:</b> Make detailed comparisons of writers' ideas and perspectives between two texts.
studying a range of authors, including at least two authors in depth each year	<b>R9.1F:</b> Make informed decisions about their personal preferences when reading for pleasure, justifying their preferences by drawing on their experiences. <b>R9.2D:</b> Make detailed comparisons of writers' ideas and perspectives between two texts.

WRITING	
English National Curriculum objective	This matches the iLowerSecondary Curriculum objective...
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	<b>W9.2A:</b> Select appropriate forms to achieve intention and purpose, selecting and using their conventions correctly. <b>W9.2B:</b> Select and use appropriate linguistic conventions for a range of purposes and audiences, including intonation, tone, volume and expression in spoken language. <b>W9.2C:</b> Organise texts and spoken presentations or debates to achieve intention and purpose, selecting and using the form's organisational conventions correctly.
summarising and organising material, and supporting ideas and arguments with any necessary factual detail	<b>W9.1A:</b> Gather and shape a range of relevant ideas before writing.
applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form	<b>W9.2A:</b> Select appropriate forms to achieve intention and purpose, selecting and using their conventions correctly. <b>W9.2C:</b> Organise texts and spoken presentations or debates to achieve intention and purpose, selecting and using the form's organisational conventions correctly. <b>W9.2D:</b> Link paragraphs in text and ideas in spoken language using a wider range of adverbials to achieve a variety of intentions and purposes. <b>W9.3B:</b> Structure paragraphs to organise content effectively. <b>W9.3C:</b> Develop variety, clarity and precision in single-clause sentences and subordinate structures in text and spoken language. <b>W9.3D:</b> Develop a range of sentence openings, considering their impact, in text and spoken language. <b>W9.3E:</b> Make deliberate choices of sentence length for effect, in text and spoken language. <b>W9.3F:</b> Use synonyms to achieve cohesion and clarity in text and spoken language. <b>W9.3G:</b> Select vocabulary in text and spoken language for effect and impact.

# Curriculum mapping from iLowerSecondary English to the National Curriculum

WRITING	
English National Curriculum objective	This matches the iLowerSecondary Curriculum objective...
drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing	<b>W9.2B:</b> Select and use appropriate linguistic conventions for a range of purposes and audiences, including intonation, tone, volume and expression in spoken language.
plan, draft, edit and proof-read through: considering how their writing reflects the audiences and purposes for which it was intended	<b>W9.1A:</b> Gather and shape a range of relevant ideas before writing. <b>W9.2A:</b> Select appropriate forms to achieve intention and purpose, selecting and using their conventions correctly. <b>W9.2B:</b> Select and use appropriate linguistic conventions for a range of purposes and audiences, including intonation, tone, volume and expression in spoken language. <b>W9.2C:</b> Organise texts and spoken presentations or debates to achieve intention and purpose, selecting and using the form's organisational conventions correctly.
plan, draft, edit and proof-read through: amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	<b>W9.1B:</b> Develop a reliable proofreading strategy based on an evaluation of strengths and weaknesses in written accuracy. <b>W9.1C:</b> Review and revise sentence and text structure and vocabulary choice after writing.
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.	<b>W9.1B:</b> Develop a reliable proofreading strategy based on an evaluation of strengths and weaknesses in written accuracy. <b>W9.3B:</b> Structure paragraphs to organise content effectively. <b>W9.3C:</b> Develop variety, clarity and precision in single-clause sentences and subordinate structures in text and spoken language. <b>W9.3D:</b> Develop a range of sentence openings, considering their impact, in text and spoken language. <b>W9.3E:</b> Make deliberate choices of sentence length for effect, in text and spoken language. <b>W9.3G:</b> Select vocabulary in text and spoken language for effect and impact. <b>W9.3H:</b> Spell largely accurately with only occasional errors in less common words.

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# Curriculum mapping from iLowerSecondary English to the National Curriculum

GRAMMAR AND VOCABULARY	
English National Curriculum objective	This matches the iLowerSecondary Curriculum objective...
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	<b>W9.3B:</b> Structure paragraphs to organise content effectively. <b>W9.3C:</b> Develop variety, clarity and precision in single-clause sentences and subordinate structures in text and spoken language. <b>W9.3D:</b> Develop a range of sentence openings, considering their impact, in text and spoken language. <b>W9.3E:</b> Make deliberate choices of sentence length for effect, in text and spoken language. <b>W9.3F:</b> Use synonyms to achieve cohesion and clarity in text and spoken language. <b>W9.3G:</b> Select vocabulary in text and spoken language for effect and impact. <b>W9.3I:</b> Use upper-case letters, end punctuation, commas, speech marks and apostrophes correctly, with accuracy and confidence, for effect and impact. <b>W9.3J:</b> Use a wide range of grammatical terminology correctly and with confidence.
studying the effectiveness and impact of the grammatical features of the texts they read	<b>R9.4A:</b> 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.
drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects	<b>W9.3B:</b> Structure paragraphs to organise content effectively. <b>W9.3C:</b> Develop variety, clarity and precision in single-clause sentences and subordinate structures in text and spoken language. <b>W9.3D:</b> Develop a range of sentence openings, considering their impact, in text and spoken language. <b>W9.3E:</b> Make deliberate choices of sentence length for effect, in text and spoken language. <b>W9.3F:</b> Use synonyms to achieve cohesion and clarity in text and spoken language. <b>W9.3G:</b> Select vocabulary in text and spoken language for effect and impact. <b>W9.3I:</b> Use upper-case letters, end punctuation, commas, speech marks and apostrophes correctly, with accuracy and confidence, for effect and impact.
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	<b>W9.3A:</b> 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.
using Standard English confidently in their own writing and speech	<b>W9.3A:</b> 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.
discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology	<b>R9.4A:</b> 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. <b>W9.3G:</b> Select vocabulary in text and spoken language for effect and impact. <b>W9.3J:</b> Use a wide range of grammatical terminology correctly and with confidence.

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# Scheme of work

<b>Year:</b>	9
<b>Unit:</b>	1
<b>Theme:</b>	Mysteries
<b>Outcome:</b>	Critical writing
<b>Key skills:</b>	Reading: Reading for meaning (R9.1); Reading: Responding to texts (R9.2); Reading: Text structure (R9.3); Reading: Language use (R9.4); Writing: Language use (W9.3)
<b>Lesser skills:</b>	–
<b>Minor skills:</b>	–

**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.

**This unit focuses on** critical responses to explanation texts, supported with developed analysis and relevant evidence.

**Students will practise** selecting evidence and analysing texts.

**Students will revise** reading skills and text structure, and develop their sentence structure, planning and spelling skills.

Section	Section summary	Curriculum reference	Boosts
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.	R9.1A, R9.1B, R9.1C, R9.1D	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.	R9.1B, R9.2A, R9.2B, R9.3A	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.	R9.1B, R9.1E, R9.2A, R9.2B, R9.4B	W9.3C Non-finite clauses
4	Students read an extract about the sasquatch. They practise the skills of identifying key points, inference, vocabulary choice and planning a response.	R9.1B, R9.2A, R9.2C, R9.4B	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.	R9.2A, R9.2B, R9.2C, R9.4B, W9.1A, W9.3B	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.	R9.1 B/C/D/E, R9.2A/B/C, R9.4B	–
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.	R9.2A, R9.2B, R9.3A, W9.1A, W9.2C	R9.4A/W9.3I Using upper-case letters for effect
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.	R9.2A, R9.2B, R9.4A, R9.4B, W9.1A, W9.2C	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.	R9.2A, R9.2B, R9.2C, R9.4A, R9.4B, W9.1A, W9.2C	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.	R9.1B, R9.2A/B/C/D, R9.4A/B, W9.1A, W9.2C	W9.2D Adverbials 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.	R9.2A/B/C/D, R9.4A/B, W9.1A, W9.2C, W9.3B	–

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# Scheme of work

<b>Year:</b>	9
<b>Unit:</b>	2
<b>Theme:</b>	Growing up
<b>Outcome:</b>	Letter
<b>Key skills:</b>	Writing: Writing processes (W9.1); Writing: Whole text (W9.2); Writing: Language use (W9.3)
<b>Lesser skills:</b>	Reading: Reading for meaning (R9.1); Reading: Text structure (R9.3); Reading: Language use (R9.4)
<b>Minor skills:</b>	Reading: Responding to texts (R9.2)

**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 their 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	Section summary	Curriculum reference	Boosts
1	Students read an extract from a letter written by Charles Dickens. They practise the skills of linking key ideas, identifying and responding to intentions, summarising and sending advice.	R9.1B, R9.1C, R9.1D, R9.2A, W9.1A	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.	R9.1E, R9.2A, R9.3A, W9.1A	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.	R9.1B, R9.1E, R9.2A, R9.4B, W9.1A, W9.3G	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 structuring advice paragraphs and writing a paragraph of advice.	R9.1B, R9.3A, W9.1A, W9.2C, W9.3B	W9.2D Adverbials 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.	R9.1B/E, R9.2A, R9.4B, W9.1A, W9.2C, W9.2D, W9.3G	–
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.	R9.2A, R9.2D, R9.4B, W9.1A, W9.3G	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.	R9.2A, R9.4A, W9.3C/D/E	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.	R9.1B, R9.2A, R9.4B, W9.3G	W9.3I Commas and clauses
9	Students read four extracts which are the openings and endings to texts they have already read. They practise the skills of exploring openings, engaging the reader, exploring endings, and writing an opening and an ending for an advice text.	R9.2A, R9.3A, W9.1A, W9.2C, W9.3G	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.	W9.1B, W9.1C, W9.2C, W9.3A	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.	W9.1A/B, W9.2C, W9.3B/C/E/G/H/I	–

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# Scheme of work

<b>Year:</b>	9
<b>Unit:</b>	3
<b>Theme:</b>	People and places
<b>Outcome:</b>	Critical writing
<b>Key skills:</b>	Reading: Reading for meaning (R9.1); Reading: Responding to texts (R9.2); Reading: Language use (R9.4)
<b>Lesser skills:</b>	Reading: Text structure (R9.3); Writing: Language use (W9.3)
<b>Minor skills:</b>	Writing: Writing processes (W9.1); Writing: Whole text (W9.2)

**By the end of the unit, students will be able to** analyse 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.

Section	Section summary	Curriculum reference	Boosts
1	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.	R9.1B, R9.1E, R9.2A, R9.2B, R9.4B, W9.1A, W9.3G	W9.3H Spelling strategies
2	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.	R9.1B, R9.2A, R9.4B, W9.1A, W9.3G	W9.3H Spelling with double letters
3	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.	R9.1B, R9.1C, R9.1D, R9.2A, R9.3A	W9.3H Building spelling families
4	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.	R9.1B, R9.1C, R9.1D, R9.2A, R9.3A	W9.3H Tricky terminology
5	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.	R9.1B, R9.1E, R9.2A, R9.2B, R9.4B	W9.2C/W9.3B Building a response paragraph
6	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.	R9.1B, R9.1E, R9.2A, R9.2B, R9.2C, R9.3A, R9.4B	–
7	Students read an extract of an account of the Shetland Isles in Scotland. They practise the skills of gathering impressions, building impressions through vocabulary choice, exploring language choice and writing a response.	R9.1B, R9.1E, R9.2A, R9.2B, R9.4B	W9.2B/W9.3J Identifying figurative language
8	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.	R9.2A, R9.2B, R9.4B, W9.1A, W9.3C	W9.3C/W9.3D Non-finite clauses
9	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.	R9.1B, R9.2A, R9.2C, R9.3A, R9.4A, R9.4B, W9.1A	W9.3F Using synonyms to refer back
10	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.	R9.2A/B/C/D, R9.4A/B, W9.1A	W9.3C Practising conjunctions for comparison
11	Students complete an assessment task in the form of reading two extracts about different locations, responding to each and then comparing the two extracts.	R9.2A/B/C/D, R9.4A/B, W9.2C, W9.3B	–

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# Scheme of work

<b>Year:</b>	9
<b>Unit:</b>	4
<b>Theme:</b>	Making history
<b>Outcome:</b>	Writing a report
<b>Key skills:</b>	Writing: Writing processes (W9.1); Writing: Whole text (W9.2); Writing: Language use (W9.3)
<b>Lesser skills:</b>	Reading: Reading for meaning (R9.1); Reading: Text structure (R9.3); Reading: Language use (R9.4)
<b>Minor skills:</b>	Reading: Responding to texts (R9.2)

**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, 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.

Section	Section summary	Curriculum reference	Boosts
1	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.	R9.1B, R9.1D, R9.1E, R9.2A, R9.2D, R9.4B	W9.3A Comparing formal and informal language choices
2	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.	R9.1B, R9.1C, R9.2A, R9.3A, W9.1A, W9.2C	W9.3I Checking for comma splices
3	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.	R9.1B, R9.2A, R9.3A, W9.1A, W9.2C	R9.1A Fact and opinion
4	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.	R9.2A, R9.2B, R9.4B, W9.1A, W9.3J	W9.3J Past and present tense
5	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.	R9.1B, R9.3A, W9.1A, W9.2C, W9.3B	W9.3F Referring back with determiners, synonyms and pronouns
6	Students complete an assessment task in the form of reading an extract from an historical text about the bubonic plague. They answer questions about the extract and write an account of a memorable event.	R9.1B/D/E, R9.2A, R9.4B, W9.1A, W9.2C, W9.3B, W9.3G	–
7	Students read an information sheet about Chinese inventions. They practise the skills of noting intention, crafting for clarity, experimenting with sentences and writing an information text.	R9.2A, R9.4A, W9.3C, W9.3D, W9.3E	W9.3C/W9.3D/W9.3E Building sentences
8	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.	R9.2A, R9.4B, W9.2B, W9.3G	W9.3I Using semi-colons
9	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.	R9.1B, R9.1C, R9.1D, W9.1A	R9.1C Making notes
10	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.	R9.3A, W9.1B, W9.1C, W9.2C	W9.3I Hearing what you wrote
11	Students complete an assessment task in the form of planning, writing, reviewing and revising an information article on a topic of their choice.	W9.1A/C, W9.2A/B/C, W9.3A/B/C/D/E/F/G/I	–

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# Scheme of work

<b>Year:</b>	9
<b>Unit:</b>	5
<b>Theme:</b>	Attention!
<b>Outcome:</b>	Critical writing
<b>Key skills:</b>	Reading: Responding to texts (R9.2); Reading: Text structure (R9.3); Reading: Language use (R9.4)
<b>Lesser skills:</b>	Reading: Reading for meaning (R9.1); Writing: Language use (W9.3)
<b>Minor skills:</b>	Writing: Writing processes (W9.1)

**By the end of the unit, students will be able to** analyse narrative texts, exploring ways in which the writer has engaged the reader's interest and attention.

**During the course of the unit, students will** explore a range of narrative extracts, considering the writer's selection of ideas, use of structure and language, and its impact on the reader.

**This unit focuses on** analysis of writers' use of language and structure to create characters, settings, action, dialogue, etc. that engage the reader's attention.

**Students will practise** selecting evidence and commenting on its effect.

**Students will revise** cohesion, speech punctuation and grammatical terminology, and develop awareness of narrative structures and critical writing skills.

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
2	Students read an opening of a novel. They practise the skills of understanding an opening, structuring a story, structuring an opening and structuring a short story.	R9.1B, R9.2A, R9.2B, R9.3A, W9.1A, W9.2C	W9.3J Present, past, perfect and past perfect
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
4	Students read an opening of a short story featuring an unlikeable character. They practise the skills of reading between the lines, looking at vocabulary choice, creating a voice with register, creating a voice with sentence structure and writing a response.	R9.1B, R9.1E, R9.2A, R9.2B, R9.4A, R9.4B, W9.1A, W9.3G	W9.3B Building a paragraph of critical response
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	–
6	Students read a synopsis of a short story. They practise the skills of inferring key ideas, exploring intention and response, breaking down a story, building up a story and planning a short story.	R9.1E, R9.2A, R9.2B, R9.3A, W9.2C	W9.3F Linking ideas clearly
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, R9.2C, W9.1A, W9.2C	W9.3I Speech and quotation punctuation
10	Students read a synopsis of the opening of a novel and then the ending of the novel in full. They practise the skills of responding to openings and endings, experimenting with endings and planning a short story.	R9.1E, R9.2A, R9.2B, R9.2C, R9.3A, W9.2C	W9.3H Spelling your response
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	–

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# Scheme of work

<b>Year:</b>	9
<b>Unit:</b>	6
<b>Theme:</b>	Being yourself
<b>Outcome:</b>	Speech
<b>Key skills:</b>	Writing: Writing processes (W9.1); Writing: Whole text (W9.2); Writing: Language use (W9.3)
<b>Lesser skills:</b>	Reading: Responding to texts (R9.2); Reading: Text structure (R9.3); Reading: Language use (R9.4)
<b>Minor skills:</b>	Reading: Reading for meaning (R9.1)

**By the end of the unit, students will be able to** write an engaging speech presenting a developed, carefully structured point of view.

**During the course of the unit, students will** explore a range of argument texts considering issues of fashion, appearance, conformity and personal choice, exploring the writer's selection of ideas, use of structure and language to support their own writing.

**This unit focuses on** crafting a compelling and engaging speech to present a point of view.

**Students will practise** planning, structuring and writing to express a point of view.

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

Section	Section summary	Curriculum reference	Boosts
1	Students read an article about young people and social media. They practise the skills of identifying and summarising the argument, identifying key features and responding to the argument.	R9.1B, R9.1C, R9.2A, R9.2B, R9.3A	W9.3H Dropping the letter 'e'
2	Students read two letters about school uniform. They practise the skills of reading the argument, exploring vocabulary choice, experimenting with modification and writing an argument.	R9.1E, R9.2A, R9.2B, R9.4B, W9.1A, W9.3G	W9.3C Expanding single-clause sentences
3	Students read an article about teenagers and fashion. They practise the skills of responding to the argument, exploring sentence structure, adding impact and crafting sentences.	R9.1E, R9.2A, R9.4A/B, W9.3C, W9.3G	W9.3I Punctuating for effect
4	Students read an article about men's clothing. They practise the skills of responding to the writer's intention, tracking the argument, sequencing points and planning an argument.	R9.1A, R9.2A, R9.3A, W9.1A, W9.2C	W9.3H f, ff, gh and ph
5	Students read an article about the environmental cost of fashion. They practise the skills of identifying the argument, exploring evidence and explanation, writing an explanation and writing an argument.	R9.2A, R9.3A, W9.1A, W9.3B	W9.3I Commas
6	Students complete an assessment in the form of reading an article about the value of self-esteem. They answer questions about the article and write an argument text on the topic of appearance.	R9.1B, R9.2A/C, R9.3A, R9.4A/B, W9.1A, W9.2C, W9.3B/C/E/G	–
7	Students read an article on judging others on their appearance. They practise the skills of reading the argument, exploring a counter-argument, looking from a different angle and writing a counter-argument.	R9.2A, R9.3A, W9.1A, W9.2C, W9.3B	W9.3D Structuring sentences for impact
8	Students read a motivational text from a Paralympian swimmer. They practise the skills of exploring the argument, identifying and experimenting with rhetorical devices, and writing with rhetorical devices.	R9.2A, R9.4A, R9.4B, W9.1A, W9.2B, W9.3E, W9.3G	W9.3H Homophones
9	Students read an article arguing against the 'myth' of ideal shape. They practise the skills of identifying the argument, exploring the introduction, exploring a conclusion, and writing an introduction and conclusion.	R9.2A, R9.3A, W9.1A, W9.2C	W9.3A Common errors
10	Students read an article about social media written by a student. They practise the skills of reviewing intention and structure, and reviewing vocabulary choice, sentence structure and rhetorical devices for impact.	W9.1B, W9.1C, W9.2C	W9.1B Building a proofreading strategy
11	Students complete an assessment task in the form of planning, writing, reviewing and revising an argument piece on the topic of 'Being Yourself'.	W9.1A, W9.1C, W9.2C, W9.3A, W9.3B/C/E/G/H/I	–

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Year 9		Unit 1: Mysteries	
Section 1 Summarising: Lesson 1		Skills focus: Reading explanation texts	Student Book pp. 10–11 Workbook pp. 6–7
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			

<p><b>Introduction</b> <span style="float: right;"><b>10 minutes</b></span></p> <ul style="list-style-type: none"> <li>Ask students to recall the definition of 'context'.</li> <li>Display the specialist terms 'patella' (knee), 'axilla' (armpit) and 'gnathion' (tip of the chin).</li> <li>Ask students whether they can define the words.</li> <li>Place each word into a sentence. For example: <ul style="list-style-type: none"> <li><i>The baby crawled on his hands and patellas.</i></li> <li><i>She lifted her arm to put deodorant on her axilla.</i></li> <li><i>He had a tiny beard growing only on his gnathion.</i></li> </ul> </li> <li>Ask students if they can now guess the meaning of each word.</li> </ul>	<p><b>Support</b></p> <p>Use pictures to support the model sentences.</p> <p><b>Deepen</b></p> <p>Ask students to explain how the context of each sentence helped them to guess each word's meaning.</p>
<p><b>First phase</b> <span style="float: right;"><b>15 minutes</b></span></p> <ul style="list-style-type: none"> <li>Read the extract. Ask students to suggest possible solutions to the crime without looking at the answer at the foot of the page.</li> <li>Discuss responses.</li> <li>Read through the Skills Boost activity to check understanding.</li> <li>Ask students to complete the Skills Boost activity.</li> <li>Take feedback to check understanding.</li> </ul>	<p><b>Support</b></p> <p>Complete question 1 of the Skills Boost activity as a whole class or in supported groups.</p> <p><b>Deepen</b></p> <p>Challenge students to write their own sentences containing nonsense words, and to challenge a partner to guess the words' meanings.</p>
<p><b>Second phase</b> <span style="float: right;"><b>20 minutes</b></span></p> <ul style="list-style-type: none"> <li>Read through Activity 1.</li> <li>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).</li> <li>Ask students to complete Activity 1.</li> </ul>	<p><b>Support</b></p> <p>Begin Activity 1, question 3 as a whole class or in supported groups, identifying two or three measures before students complete the task independently.</p> <p><b>Deepen</b></p> <p>Ask students to write their response to Activity 1, question 3 as a single sentence that combines all the information.</p>
<p><b>Plenary</b> <span style="float: right;"><b>10 minutes</b></span></p> <ul style="list-style-type: none"> <li>Take feedback on Activity 1 to share understanding.</li> <li>Discuss which of the various security measures students missed, if any.</li> <li>Ask students to recount their approaches to this synthesis task, considering their effectiveness.</li> </ul>	<p><b>Support</b></p> <p>Recognise and validate any relevant responses.</p> <p><b>Deepen</b></p> <p>Ask students to summarise clues that suggest how the robbery was done.</p>

<p><b>Set workbook activities</b> <span style="float: right;"><b>5 minutes</b></span></p> <ul style="list-style-type: none"> <li>Point students towards the activities on pp. 6–7 of the Workbook.</li> <li>Check understanding and answer any questions.</li> <li>These activities focus on using context to understand words and identifying key ideas.</li> </ul>
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Year 9		Unit 1: Mysteries	
<b>Section 1 Summarising: Lesson 2</b>		<b>Skills focus: Reading explanation texts</b>	<b>Student Book pp. 12–13 Workbook pp. 8–9</b>
<b>Main Curriculum Objectives</b>	R9.1C Summarise longer texts or speeches effectively, selecting appropriate and relevant information and detail.		
<b>Secondary Curriculum Objectives</b>			

<b>Introduction</b>	<b>10 minutes</b>	<b>Support</b> Begin by modelling how to restructure one sentence.
<ul style="list-style-type: none"> <li>Display two or three multi-clause sentences. For example:               <ul style="list-style-type: none"> <li><i>The cat meowed because it was hungry.</i></li> <li><i>The room went dark when I turned out the light.</i></li> </ul> </li> <li>Challenge students to restructure the sentences without changing their meaning by swapping clauses.</li> </ul>		<b>Deepen</b> Challenge students to restructure clauses using the passive voice.
<b>First phase</b>	<b>15 minutes</b>	<b>Support</b> In Activity 2, discuss and complete question 1 as a whole class or in supported groups. In Activity 3, encourage students to focus on either restructuring sentences or using synonyms.
<ul style="list-style-type: none"> <li>Ask volunteers to recap the extract.</li> <li>Read through the introduction to Activity 2, checking understanding of the role of a summary.</li> <li>Ask students to complete Activity 2.</li> <li>Take feedback, asking students to evaluate each other's choices.</li> <li>Read through the introduction to Activity 3, and ask volunteers to explain its advice in their own words.</li> <li>Ask students to complete Activity 3.</li> <li>Take feedback, comparing clarity and accuracy of suggested revisions.</li> </ul>		<b>Deepen</b> In Activity 3, ensure students both restructure the sentences and use synonyms. Challenge them to rewrite each sentence in more than one way.
<b>Second phase</b>	<b>20 minutes</b>	<b>Support</b> Focus students on a limited number of paragraphs. Take feedback after each stage of the process.
<ul style="list-style-type: none"> <li>Read through Activity 4. Highlight the different stages of the process: selecting information, writing a summary and reviewing word count.</li> <li>Ask students to complete Activity 4.</li> </ul>		<b>Deepen</b> Challenge students to reduce their summary to 50 words, and then 30.
<b>Plenary</b>	<b>10 minutes</b>	<b>Support</b> Recognise and validate any effective choices of information, sentence structure or vocabulary choice.
<ul style="list-style-type: none"> <li>Ask partners to compare their summaries.</li> <li>Ask: Have you or your partner selected different pieces of information? Why is that?</li> <li>Take feedback, asking volunteers to read their summary of one paragraph each.</li> <li>Ask the class to evaluate how effectively and clearly each writer has used their own words.</li> </ul>		<b>Deepen</b> Ask: If you had to add ten more words to your summary, which one extra piece of information would you add?

<b>Set workbook activities</b>	<b>5 minutes</b>
<ul style="list-style-type: none"> <li>Point students towards the activities on pp. 8–9 of the Workbook.</li> <li>Check understanding and answer any questions.</li> <li>These activities focus on selecting information, using your own words and summarising key ideas.</li> </ul>	

Year 9		Unit 1: Mysteries	
<b>Section 2 Responding to information: Lesson 3</b>		<b>Skills focus: Reading explanation texts</b>	<b>Student Book pp. 14–15 Workbook pp. 10–11</b>
<b>Main Curriculum Objectives</b>	R9.1A Maintain comprehension while reading increasingly consistently.	R9.2B Develop a critical response to a text through writing, discussion or presentation, by considering the text's features and their effects.	
<b>Secondary Curriculum Objectives</b>			

<b>Introduction</b>	<b>10 minutes</b>	<b>Support</b> Compile a list of emotions as a whole class or in supported groups.
<ul style="list-style-type: none"> <li>Ask students to note down at least ten emotions, individually.</li> <li>Take feedback.</li> <li>Discuss how many of these emotions can be created by a text, such as a book, play or film.</li> <li>Guide responses to acknowledge the impact that words can have.</li> </ul>		<b>Deepen</b> Challenge students to use two or three synonyms for each emotion on their list.
<b>First phase</b>	<b>15 minutes</b>	<b>Support</b> Take feedback after each question to support and develop understanding.
<ul style="list-style-type: none"> <li>Read the extract.</li> <li>Ask students to complete Activity 1.</li> <li>Take feedback to consolidate understanding of the extract, and to compare theories.</li> </ul>		<b>Deepen</b> Ask students to suggest multiple theories about what may have happened, based on the clues given.
<b>Second phase</b>	<b>20 minutes</b>	<b>Support</b> Suggest that students omit Activity 2, question 1b.
<ul style="list-style-type: none"> <li>Recap the list of emotions gathered in the introduction to the lesson. Ask: Which emotions could be prompted by the extract?</li> <li>Focus students on their personal responses.</li> <li>Ask students to complete Activity 2, question 1.</li> <li>Read through question 2, emphasising the importance of supporting ideas with explanations and/or evidence from the extract.</li> <li>Ask students to complete question 2.</li> </ul>		<b>Deepen</b> 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.
<b>Plenary</b>	<b>10 minutes</b>	<b>Support</b> Recognise and validate any relevant responses, working with students to identify supporting evidence.
<ul style="list-style-type: none"> <li>Take feedback on Activity 2.</li> <li>Highlight and validate the variety of relevant responses to question 1.</li> <li>Ask volunteers to share sentences they have written in response to question 2.</li> <li>Ask the class to evaluate how effectively and clearly each writer has used explanation and/or evidence from the extract.</li> </ul>		<b>Deepen</b> Ask students to imagine describing a scene aboard the <i>Dei Gratia</i> after the discovery. Ask: What response would you aim to create in the reader?

<b>Set workbook activities</b>	<b>5 minutes</b>
<ul style="list-style-type: none"> <li>Point students towards the activities on pp. 10–11 of the Workbook.</li> <li>Check understanding and answer any questions.</li> <li>These activities focus on identifying key ideas and responding to the text.</li> </ul>	

Year 9		Unit 1: Mysteries	
Section 2 Responding to information: Lesson 4		Skills focus: Reading explanation texts	Student Book pp. 16–17 Workbook pp. 12–13
Main Curriculum Objectives	R9.2A Respond to a writer's or speaker's intention and viewpoint.	R9.2B Develop a critical response to a text through writing, discussion or presentation, by considering the text's features and their effects.	
	R9.3A Respond to a writer's or speaker's key structural or organisational choices for effect and impact.	W9.3H Spell largely accurately with only occasional errors in less common words.	
Secondary Curriculum Objectives			

<b>Introduction</b>	<b>10 minutes</b>	<b>Support</b>
<ul style="list-style-type: none"> <li>Complete question 1 of the Spelling Boost activity by giving students a spelling test of the twelve words' plurals, reading the singular forms aloud.</li> <li>Give the correct answers aloud.</li> <li>Ask: Can you identify any patterns in the words?</li> <li>Read through the 'Remember' box to consolidate understanding.</li> <li>Ask students to complete question 2 of the Spelling Boost activity.</li> <li>Take feedback to check accuracy.</li> </ul>		<p>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.</p> <p><b>Deepen</b> Challenge students to list other words with similar spelling patterns.</p>
<b>First phase</b>	<b>15 minutes</b>	<b>Support</b>
<ul style="list-style-type: none"> <li>Read through Activity 3. Remind students of their work in the previous lesson, on possible responses.</li> <li>Ask students to complete Activity 3, question 1a.</li> <li>Take feedback. Ask: How might the reader's response differ if a group of only adult sailors – or pirates – had disappeared?</li> <li>Ask students to complete questions 1b and 1c.</li> <li>Take feedback, guiding students to consider the writer's manipulation of mystery and tension.</li> </ul>		<p>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.</p> <p><b>Deepen</b> Ask students to suggest the effects of other ways in which the extract could have been structured.</p>
<b>Second phase</b>	<b>20 minutes</b>	<b>Support</b>
<ul style="list-style-type: none"> <li>Read through Activity 4.</li> <li>Ask students to complete question 1.</li> <li>Take feedback to check understanding.</li> <li>Ask students to complete questions 2 and 3.</li> <li>Highlight the importance of close textual reference to support ideas.</li> </ul>		<p>Complete Activity 4, questions 1 and 2 as a whole class or in supported groups.</p> <p><b>Deepen</b> Compile a word bank of vocabulary such as 'tension' and 'intrigue' to develop students' written responses.</p>
<b>Plenary</b>	<b>10 minutes</b>	<b>Support</b>
<ul style="list-style-type: none"> <li>Take feedback on Activity 4.</li> <li>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.</li> </ul>		<p>Recognise and validate any relevant or effective elements of responses.</p> <p><b>Deepen</b> Ask students to review and revise their writing for clarity and precision.</p>

<b>Set workbook activities</b>	<b>5 minutes</b>
<ul style="list-style-type: none"> <li>Point students towards the activities on pp. 12–13 of the Workbook.</li> <li>Check understanding and answer any questions.</li> <li>These activities focus on plurals, and responding to structure and key ideas.</li> </ul>	

Year 9		Unit 1: Mysteries	
Section 3 Describing for effect: Lesson 5		Skills focus: Reading explanation texts	Student Book pp. 18–19 Workbook pp. 14–15
Main Curriculum Objectives	R9.1B Identify and retrieve a range of key and supporting information in a text or in spoken language.	R9.1E Make inferences from a range of evidence found in texts or instances of spoken language.	R9.2A Respond to a writer's or speaker's intention and viewpoint.
	Secondary Curriculum Objectives		

<b>Introduction</b>	<b>10 minutes</b>	<b>Support</b>
<ul style="list-style-type: none"> <li>Ask students to picture a scene in which dinosaurs are living peacefully millions of years ago – until an asteroid collides with Earth and wipes them out.</li> <li>Ask students to suggest ten or more words they would expect a writer to use in describing the events.</li> <li>Focus on the most vividly descriptive suggestions. Ask: What impression would this vocabulary have on a reader?</li> </ul>		<p>Suggest prompts for specific moments during the sequence of events, for example the peacefulness prior to the impact, or the moment of impact.</p> <p><b>Deepen</b> Encourage students to suggest only verbs and adjectives.</p>
<b>First phase</b>	<b>15 minutes</b>	<b>Support</b>
<ul style="list-style-type: none"> <li>Read the extract, encouraging students to note when one of their suggested words appears in it.</li> <li>Ask students to complete Activity 1.</li> <li>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.</li> </ul>		<p>Work on Activity 1, questions 1 and 2 as a class or in supported groups to refresh scanning skills.</p> <p><b>Deepen</b> 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.</p>
<b>Second phase</b>	<b>20 minutes</b>	<b>Support</b>
<ul style="list-style-type: none"> <li>Read through the introduction and question 1 of Activity 2.</li> <li>Discuss the writer's intention as a whole class: to emphasise the drama and violence of the events on that day.</li> <li>Ask students to complete question 2.</li> </ul>		<p>Take feedback after each question to check understanding and scanning skills.</p> <p><b>Deepen</b> In Activity 2, question 2, ask students to evaluate the effectiveness of each comparison.</p>
<b>Plenary</b>	<b>10 minutes</b>	<b>Support</b>
<ul style="list-style-type: none"> <li>Take feedback on Activity 2.</li> <li>Take suggestions for a real or imagined dramatic event.</li> <li>As in the introduction to the lesson, ask students to suggest words they would expect a writer to use in describing these different events.</li> </ul>		<p>Recognise and validate any relevant responses.</p> <p><b>Deepen</b> Encourage debate about which comparison students find least and most effective.</p>

<b>Set workbook activities</b>	<b>5 minutes</b>
<ul style="list-style-type: none"> <li>Point students towards the activities on pp. 14–15 of the Workbook.</li> <li>Check understanding and answer any questions.</li> <li>These activities focus on key points and intention.</li> </ul>	

Year 9		Unit 1: Mysteries	
Section 3 Describing for effect: Lesson 6		Skills focus: Reading explanation texts	Student Book pp. 20–21 Workbook pp. 16–17
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.	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.	
	W9.3C Develop variety, clarity and precision in single-clause sentences and subordinate structures in text and spoken language.		
Secondary Curriculum Objectives			

<b>Introduction</b> • 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 '-ing' are non-finite. • Display the following sentences. <i>I hurried home. I whistled happily.</i> • Ask students to suggest how a non-finite '-ing' form could link them into one multi-clause sentence.	<b>10 minutes</b>	<b>Support</b> Guide students in forming the non-finite verbs 'hurrying' and 'whistling' before asking them to use one to link the sentences. <b>Deepen</b> Ask: How does the non-finite verb add to the clarity of the sentences? Look for responses that recognise that it conveys two simultaneous actions.
<b>First phase</b> • 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.	<b>15 minutes</b>	<b>Support</b> Complete Activity 3, question 1 as a class or in supported groups. <b>Deepen</b> In the Grammar Boost activity, challenge students to write their own pairs of sentences that can be linked with the non-finite verb form '-ing'.
<b>Second phase</b> • 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.	<b>20 minutes</b>	<b>Support</b> Take feedback after each step in the planning process to ensure progress. <b>Deepen</b> Encourage students to select two or more quotations to support each of their ideas, showing the way an impression is built up.
<b>Plenary</b> • 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.	<b>10 minutes</b>	<b>Support</b> Recognise and validate any effective elements in students' responses. <b>Deepen</b> Challenge partners to develop the clarity and/or depth of their responses.

<b>Set workbook activities</b> • 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.	<b>5 minutes</b>
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Year 9		Unit 1: Mysteries	
Section 4 Selecting evidence: Lesson 7		Skills focus: Reading explanation texts	Student Book pp. 22–23 Workbook pp. 18–19
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.
	Secondary Curriculum Objectives		

<b>Introduction</b> • 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.	<b>10 minutes</b>	<b>Support</b> Use targeted questioning to prompt students to consider the need for evidence. For example, ask: How do you know? What could convince you? <b>Deepen</b> Challenge students to consider what evidence would be most effective in proving a creature's existence.
<b>First phase</b> • Read the extract. • Take students' initial responses. Ask: Would you have been convinced by the hoax? Why were the witnesses convinced? • 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.	<b>15 minutes</b>	<b>Support</b> Work with the class or in supported groups to complete Activity 1, questions 1 and 2. <b>Deepen</b> Challenge students to make some of their chosen quotations even shorter, without reducing their relevance.
<b>Second phase</b> • Remind students of the concept of inference, noting that it is sometimes described as 'reading between the lines'. • Ask students to suggest descriptions that could give away an opinion on a film or book, without clearly stating the opinion. • Ask students to complete Activity 2.	<b>20 minutes</b>	<b>Support</b> Discuss each question in Activity 2 as a whole class before asking students to express their ideas in writing. <b>Deepen</b> In Activity 2, question 1, challenge students to identify further evidence to support their inferences.
<b>Plenary</b> • 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?	<b>10 minutes</b>	<b>Support</b> Recognise and validate any relevant responses. <b>Deepen</b> Discuss the tone of the extract: the tone in which the writer might have read it aloud. Explore which words suggest this.

<b>Set workbook activities</b> • 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.	<b>5 minutes</b>
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Year 9		Unit 1: Mysteries	
Section 4 Selecting evidence: Lesson 8		Skills focus: Reading explanation texts	Student Book pp. 24–25 Workbook pp. 20–21
Main Curriculum Objectives	R9.2C 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.	W9.3D Develop a range of sentence openings, considering their impact, in text and spoken language.
Secondary Curriculum Objectives			

<b>Introduction</b>	<b>10 minutes</b>	<b>Support</b>
<ul style="list-style-type: none"> <li>Display the following sentence: <i>Some people believe <u>although</u> there is no evidence.</i></li> <li>Ask students to restructure the sentence without changing its words or meaning.</li> <li>Take feedback, clarifying that subordinate clauses can come before or after main clauses.</li> <li>Ask students to add a clause to the following sentence using a subordinating conjunction: <i>I love English lessons.</i></li> <li>Ask: Can all the sentences created be restructured?</li> </ul>		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'.
<b>First phase</b>	<b>15 minutes</b>	<b>Support</b>
<ul style="list-style-type: none"> <li>Ask students to recap what they understand about the non-finite verb form '-ing' (studied in Section 3).</li> <li>Ask students to complete the Skills Boost activity.</li> <li>Take feedback to check understanding and accuracy.</li> <li>Ask a volunteer to recap the extract.</li> <li>Ask students to complete Activity 3.</li> <li>Take feedback on Activity 3, comparing and evaluating a variety of responses.</li> </ul>		In the Skills Boost activity, recap understanding by asking students to give the '-ing' forms of a range of verbs.
		<b>Deepen</b>
		In Activity 3, encourage students to reduce the quotations to include only the most relevant parts.
<b>Second phase</b>	<b>20 minutes</b>	<b>Support</b>
<ul style="list-style-type: none"> <li>Read through Activity 4. Ask: Is this an effective plan? Why is that?</li> <li>Clarify that this task focuses on selecting short, relevant evidence that allows for comments on the writer's vocabulary choice.</li> <li>Ask students to complete Activity 4.</li> </ul>		In Activity 4, take feedback after students have commented on Paragraph 1. Limit students to working on just two of the four planned paragraphs.
		<b>Deepen</b>
		Encourage students to select two quotations to support each point.
<b>Plenary</b>	<b>10 minutes</b>	<b>Support</b>
<ul style="list-style-type: none"> <li>Take feedback on Activity 4, comparing and evaluating a variety of responses.</li> <li>Aim to create a whole-class response to the task, while emphasising the validity of a range of responses.</li> </ul>		Recognise and validate any relevant choices of quotation or comments.
		<b>Deepen</b>
		Encourage students to argue for their choices of quotation and vocabulary.

<b>Set workbook activities</b>	<b>5 minutes</b>
<ul style="list-style-type: none"> <li>Point students towards the activities on pp. 20–21 of the Workbook.</li> <li>Check understanding and answer any questions.</li> <li>These activities focus on sentence openings and commenting on vocabulary choice.</li> </ul>	

Year 9		Unit 1: Mysteries	
Section 5 Building a response: Lesson 9		Skills focus: Reading explanation texts	Student Book pp. 26–27 Workbook pp. 22–23
Main Curriculum Objectives	R9.2A Respond to a writer's or speaker's intention and viewpoint.	W9.3B Structure paragraphs to organise content effectively.	
Secondary Curriculum Objectives			

<b>Introduction</b>	<b>10 minutes</b>	<b>Support</b>
<ul style="list-style-type: none"> <li>Take suggestions for descriptions of a classroom during a busy lesson, during an after-school detention and in the middle of the night.</li> <li>Note ways in which the descriptions could create different responses in the reader.</li> <li>Discuss the idea that choices of detail and vocabulary are key in manipulating the reader's response.</li> </ul>		Prompt students to describe what they could see, hear, smell and feel in each of the descriptions.
		<b>Deepen</b>
		Challenge students to craft both a positive and a negative description of a classroom during a lesson, noting what differs.
<b>First phase</b>	<b>15 minutes</b>	<b>Support</b>
<ul style="list-style-type: none"> <li>Read the extract and take students' initial impressions of Easter Island.</li> <li>Ask volunteers to sum up verbally, in one or two sentences, some key points of information about the island.</li> <li>Ask students to complete Activity 1, emphasising that questions 1b and 1c ask for personal responses.</li> <li>Take feedback to check and share understanding.</li> </ul>		Complete Activity 1, question 1a as a whole class or in supported groups, looking at each topic in turn, to check and consolidate understanding.
		<b>Deepen</b>
		Encourage students to select focused evidence to support their responses.
<b>Second phase</b>	<b>20 minutes</b>	<b>Support</b>
<ul style="list-style-type: none"> <li>Read the introduction to Activity 2, recapping and consolidating understanding of the key elements of a critical paragraph.</li> <li>Ask students to complete Activity 2.</li> </ul>		Model one different structure for the paragraph.
		<b>Deepen</b>
		Challenge students to rewrite their restructured paragraphs in their own words.
<b>Plenary</b>	<b>10 minutes</b>	<b>Support</b>
<ul style="list-style-type: none"> <li>Take feedback on Activity 2.</li> <li>Draw attention to the variety of ways the elements can be structured.</li> <li>Emphasise that, whatever order is chosen, the elements must be appropriately linked to form a clearly expressed response.</li> </ul>		Validate any effective examples of clear expression.
		<b>Deepen</b>
		Compile and reflect on the clarity of new linking phrases students have used in their responses.

<b>Set workbook activities</b>	<b>5 minutes</b>
<ul style="list-style-type: none"> <li>Point students towards the activities on pp. 22–23 of the Workbook.</li> <li>Check understanding and answer any questions.</li> <li>These activities focus on exploring intention and structuring paragraphs.</li> </ul>	

Year 9		Unit 1: Mysteries	
<b>Section 5 Building a response: Lesson 10</b>		<b>Skills focus: Reading explanation texts</b>	<b>Student Book pp. 28–29 Workbook pp. 24–25</b>
<b>Main Curriculum Objectives</b>	<b>R9.2B</b> Develop a critical response to a text through writing, discussion or presentation, by considering the text's features and their effects.	<b>R9.4B</b> Respond to a writer's or speaker's vocabulary choices for effect and impact, including intonation, tone, volume and expression in spoken language.	<b>W9.3A</b> 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.
<b>Secondary Curriculum Objectives</b>	<b>R9.2C</b> Select a range of relevant, focused evidence to support ideas.		<b>W9.1A</b> Gather and shape a range of relevant ideas before writing.

<b>Introduction</b>	<b>10 minutes</b>	<b>Support</b>
<ul style="list-style-type: none"> <li>Discuss the difference between formal and informal dress: what people could wear in different situations.</li> <li>In a similar way, discuss the difference between formal and informal language: how people could speak in different situations.</li> <li>Ask students to remind you and each other what Standard English is. Establish that it is simply grammatically correct English, formal or informal.</li> </ul>		Suggest different situations, such as a wedding, a visit to the beach, a conversation with the head teacher and a conversation with a friend.
		<b>Deepen</b>
		Ask students to discuss why critical responses to texts should be written in formal language.
<b>First phase</b>	<b>15 minutes</b>	<b>Support</b>
<ul style="list-style-type: none"> <li>Ask students to complete the Grammar Boost activity.</li> <li>Take feedback to share and develop understanding, noting the example of non-Standard English.</li> <li>Read through Activity 3 to check understanding.</li> <li>Ask students to complete Activity 3.</li> <li>Take feedback, focusing on the relevance of evidence and explanations to the key point.</li> </ul>		Take feedback after each step of Activity 3 to support and develop understanding.
		<b>Deepen</b>
		Challenge students to add a third explanation to their paragraph, focusing on a different vocabulary choice.
<b>Second phase</b>	<b>20 minutes</b>	<b>Support</b>
<ul style="list-style-type: none"> <li>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.</li> <li>Ask students to complete Activity 4.</li> </ul>		Ask students to comment on either ideas or vocabulary choice in their paragraph, rather than both.
		<b>Deepen</b>
		Challenge students to add a further point of their own to the given plan.
<b>Plenary</b>	<b>10 minutes</b>	<b>Support</b>
<ul style="list-style-type: none"> <li>Allow three minutes for students to review and revise their work.</li> <li>Ask volunteers to share their writing with the class.</li> <li>Ask students to evaluate effective examples of formal language, structure and clarity in each other's work.</li> </ul>		Validate any effective responses and examples of formal language.
		<b>Deepen</b>
		Challenge students to rewrite their paragraphs in inappropriately informal language.

<b>Set workbook activities</b>	<b>5 minutes</b>
<ul style="list-style-type: none"> <li>Point students towards the activities on pp. 24–25 of the Workbook.</li> <li>Check understanding and answer any questions.</li> <li>These activities focus on commenting on ideas and vocabulary choice.</li> </ul>	

Year 9		Unit 1: Mysteries	
<b>Section 6 Assessment: Lesson 11</b>		<b>Skills focus: Reading explanation texts</b>	<b>Student Book pp. 30–31 Workbook pp. 26–27</b>
<b>Main Curriculum Objectives</b>	<b>R9.1B</b> Identify and retrieve a range of key and supporting information in a text or in spoken language.	<b>R9.1C</b> Summarise longer texts or speeches effectively, selecting appropriate and relevant information and detail.	<b>R9.1D</b> Compare, contrast and/or combine key points of information within a text or in spoken language.
	<b>R9.1E</b> Make inferences from a range of evidence found in texts or instances of spoken language.	<b>R9.2A</b> Respond to a writer's or speaker's intention and viewpoint.	<b>R9.2B</b> Develop a critical response to a text through writing, discussion or presentation, by considering the text's features and their effects.
	<b>R9.2C</b> Select a range of relevant, focused evidence to support ideas.	<b>R9.4B</b> Respond to a writer's or speaker's vocabulary choices for effect and impact, including intonation, tone, volume and expression in spoken language.	
<b>Secondary Curriculum Objectives</b>			

<b>Introduction</b>	<b>10 minutes</b>
<ul style="list-style-type: none"> <li>Ask students to read the article. Check their understanding of any unfamiliar vocabulary.</li> <li>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.</li> </ul>	

<b>Assessment task</b>	<b>50 minutes</b>
<ul style="list-style-type: none"> <li>Ask students to complete the reading section of the assessment. Any students finishing sooner can begin the writing task.</li> <li>After 25 minutes, ask students to move on to complete the writing section of the assessment.</li> <li>Point out that they should plan their writing, and that you will assess their plans as well as their finished pieces of writing.</li> <li>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.</li> </ul>	

<b>Workbook assessment task</b>
<ul style="list-style-type: none"> <li>Point students towards the extract and activities on pp. 26–27 of the Workbook.</li> <li>Give students the opportunity to read the extract. Briefly discuss it with them and answer any questions.</li> <li>Students should read the extract again carefully before answering the questions that follow it.</li> <li>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.</li> </ul>

Year 9		Unit 1: Mysteries	
Section 7 Exploring structure: Lesson 12		Skills focus: Reading explanation texts	Student Book pp. 32–33 Workbook pp. 28–29
Main Curriculum Objectives	R9.2A Respond to a writer's or speaker's intention and viewpoint.	R9.2B Develop a critical response to a text through writing, discussion or presentation, by considering the text's features and their effects.	R9.3A Respond to a writer's or speaker's key structural or organisational choices for effect and impact.
Secondary Curriculum Objectives			

<b>Introduction</b>	<b>10 minutes</b>	<b>Support</b>
<ul style="list-style-type: none"> <li>Display the phrase 'The global Hum' and explain that this is the topic of the article in Section 7.</li> <li>Ask students if they can guess what the phrase means, and so what the topic of the article will be.</li> <li>Ask: What questions would you need to ask in order to understand the topic?</li> </ul>		Prompt students to use key question words: 'what', 'when', 'where', 'how' and 'why'.  <b>Deepen</b> Challenge students to note five different questions to ask, and then to select the two most useful.
<b>First phase</b>	<b>20 minutes</b>	<b>Support</b>
<ul style="list-style-type: none"> <li>Read the article, checking understanding of unfamiliar vocabulary.</li> <li>Ask: Do you now understand what 'the global Hum' is? Note that not even experts completely understand it.</li> <li>With this in mind, ask: Is this an effective explanation text? How could it be made more effective?</li> <li>Ask students to complete Activity 1.</li> <li>Take feedback to share and develop understanding.</li> </ul>		Complete Activity 1 as a whole class or in supported groups, discussing each question before students note their responses.  <b>Deepen</b> 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?
<b>Second phase</b>	<b>15 minutes</b>	<b>Support</b>
<ul style="list-style-type: none"> <li>Reread the first paragraph of the article.</li> <li>Ask: Do you sympathise with Simon Payne? Does this sympathy help to engage you in the article?</li> <li>Read through Activity 2, checking understanding.</li> <li>Ask students to complete Activity 2.</li> </ul>		Prompt students with additional questions. For example: Does the opening make you want to read on?  <b>Deepen</b> Encourage students to explain their ideas in depth, supporting them with closely focused evidence.
<b>Plenary</b>	<b>10 minutes</b>	<b>Support</b>
<ul style="list-style-type: none"> <li>Take feedback on Activity 2.</li> <li>Use students' responses to consolidate understanding of the purposes of openings and endings.</li> <li>Ask students to note any questions that they feel the article has left unanswered, and save these for use in the next lesson.</li> </ul>		Recognise and validate any relevant responses.  <b>Deepen</b> Ask: What else might the writer have included in the opening or ending of the article to help achieve the listed aims?

<b>Set workbook activities</b>	<b>5 minutes</b>
<ul style="list-style-type: none"> <li>Point students towards the activities on pp. 28–29 of the Workbook.</li> <li>Check understanding and answer any questions.</li> <li>These activities focus on impressions, and openings and endings.</li> </ul>	

Year 9		Unit 1: Mysteries	
Section 7 Exploring structure: Lesson 13		Skills focus: Reading explanation texts	Student Book pp. 34–35 Workbook pp. 30–31
Main Curriculum Objectives	R9.3A Respond to a writer's or speaker's key structural or organisational choices for effect and impact.	W9.2C Organise texts and spoken presentations or debates to achieve intention and purpose, selecting and using the form's organisational conventions correctly.	W9.3I Use upper-case letters, end punctuation, commas, speech marks and apostrophes correctly, with accuracy and confidence, for effect and impact.
Secondary Curriculum Objectives	R9.4A 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.	W9.1A Gather and shape a range of relevant ideas before writing.	

<b>Introduction</b>	<b>10 minutes</b>	<b>Support</b>
<ul style="list-style-type: none"> <li>Display the following sequences of letters:               <ul style="list-style-type: none"> <li><i>M T W t F S S</i></li> <li><i>J F m A M J J A S O N D</i></li> </ul> </li> <li>Ask: Which letters are incorrect in some way?</li> <li>Lead discussion to recognise that these are the initial letters of the days of the week and the months of the year, and that the lower-case letters are therefore 'incorrect'.</li> </ul>		Prompt students by revealing that each sequence has an 'odd one out'.  <b>Deepen</b> Display an additional sequence: <i>o t t f F s s e n t</i> (This sequence represents the initial letters of the numbers 1–10, which do not require upper-case letters.)
<b>First phase</b>	<b>15 minutes</b>	<b>Support</b>
<ul style="list-style-type: none"> <li>Ask students to complete the Punctuation Boost activity.</li> <li>Take feedback, comparing and discussing answers to question 5.</li> <li>Read through Activity 3, using the examples to clarify understanding.</li> <li>Ask students to complete Activity 3.</li> </ul>		Model using the guidance in the 'How do I do that?' box to work through the article to identify examples.  <b>Deepen</b> Ask students to suggest verbally their own examples of the different elements of explanation texts.
<b>Second phase</b>	<b>20 minutes</b>	<b>Support</b>
<ul style="list-style-type: none"> <li>Ask students to complete Activity 4, questions 1–6.</li> <li>Look again at the unanswered questions noted at the end of the previous lesson.</li> <li>Ask: How can you ensure that your article answers all the questions a reader may have?</li> <li>Ask students to complete Activity 4, questions 7–9.</li> </ul>		Take feedback after each step in the process to monitor progress.  <b>Deepen</b> Ask students to identify the response they want their article to create, and how they have tried to achieve it.
<b>Plenary</b>	<b>10 minutes</b>	<b>Support</b>
<ul style="list-style-type: none"> <li>Take feedback on Activity 4, asking volunteers to share the opening or ending of their articles.</li> <li>As a class, evaluate whether each opening or ending achieves its intention: to introduce or to summarise the topic.</li> </ul>		Recognise and validate all effective elements of planning.  <b>Deepen</b> Prompt students to consider using an unusual upper-case letter for effect.

<b>Set workbook activities</b>	<b>5 minutes</b>
<ul style="list-style-type: none"> <li>Point students towards the activities on pp. 30–31 of the Workbook.</li> <li>Check understanding and answer any questions.</li> <li>These activities focus on identifying features of explanation texts and planning an explanation text.</li> </ul>	

Year 9		Unit 1: Mysteries	
Section 8 Exploring sentences: Lesson 14		Skills focus: Reading explanation texts	Student Book pp. 36–37 Workbook pp. 32–33
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.	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	R9.2A Respond to a writer's or speaker's intention and viewpoint.		

<b>Introduction</b>	<b>10 minutes</b>	<b>Support</b> Prompt students to describe the item's appearance, usefulness and other relevant qualities.
<ul style="list-style-type: none"> <li>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).</li> <li>Ask students to circle vocabulary choices in their sentences that present the item persuasively.</li> <li>Ask volunteers to share examples.</li> <li>As a class, evaluate how persuasive the advertisements are.</li> </ul>		<b>Deepen</b> Give students two or three minutes to review and revise their vocabulary choices, aiming to make them as persuasive as possible.
<b>First phase</b>	<b>15 minutes</b>	<b>Support</b> 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.
<ul style="list-style-type: none"> <li>Read the article.</li> <li>Take students' initial responses. Ask: Does this make you want to visit Göbekli Tepe? Why is that?</li> <li>Ask students to complete Activity 1.</li> <li>Take feedback, assuring students that there are no incorrect answers to questions that ask for viewpoints, as long as they are supported with relevant evidence.</li> </ul>		<b>Deepen</b> In Activity 1, question 2, ask students to select and support two contrasting viewpoints.
<b>Second phase</b>	<b>20 minutes</b>	<b>Support</b> Complete Activity 2, question 1 as a whole class or in supported groups before asking students to continue independently.
<ul style="list-style-type: none"> <li>Recall and discuss the difference between facts and viewpoints.</li> <li>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.</li> <li>Reread the second paragraph of the article.</li> <li>Ask students to complete Activity 2.</li> </ul>		<b>Deepen</b> 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.
<b>Plenary</b>	<b>10 minutes</b>	<b>Support</b> Recognise and validate any relevant responses to Activity 2.
<ul style="list-style-type: none"> <li>Take feedback on Activity 2.</li> <li>Use responses to explicitly reinforce and consolidate students' understanding of critical vocabulary such as 'viewpoint', 'impression', 'response', 'suggest', 'create' and 'evoke'.</li> </ul>		<b>Deepen</b> Encourage students to keep a log of useful critical vocabulary.

<b>Set workbook activities</b>	<b>5 minutes</b>
<ul style="list-style-type: none"> <li>Point students towards the activities on pp. 32–33 of the Workbook.</li> <li>Check understanding and answer any questions.</li> <li>These activities focus on impressions, and facts and viewpoints.</li> </ul>	

Year 9		Unit 1: Mysteries	
Section 8 Exploring sentences: Lesson 15		Skills focus: Reading explanation texts	Student Book pp. 38–39 Workbook pp. 34–35
Main Curriculum Objectives	R9.4A 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.	W9.2C Organise texts and spoken presentations or debates to achieve intention and purpose, selecting and using the form's organisational conventions correctly.	W9.3C Develop variety, clarity and precision in single-clause sentences and subordinate structures in text and spoken language.
Secondary Curriculum Objectives	W9.1A Gather and shape a range of relevant ideas before writing.		

<b>Introduction</b>	<b>10 minutes</b>	<b>Support</b> Remind students of the definitions of 'noun' and 'adjective'.
<ul style="list-style-type: none"> <li>Display the following sentence: <i>The tall old man sang quietly.</i></li> <li>Ask students to identify the noun and then the adjectives used to describe it.</li> <li>Repeat this activity using the following sentence: <i>The song was long and sad.</i></li> </ul>		<b>Deepen</b> Challenge students to write their own similar sentences containing one noun and two adjectives.
<b>First phase</b>	<b>15 minutes</b>	<b>Support</b> In the Grammar Boost activity, complete question 1a as a whole class or in supported groups before asking students to continue independently.
<ul style="list-style-type: none"> <li>Read through the introduction to the Grammar Boost activity, and check for thorough understanding.</li> <li>Ask students to complete the Grammar Boost activity.</li> <li>Take feedback to check accuracy, including in students' use of commas.</li> <li>Ask students to complete Activity 3.</li> <li>Take feedback to check understanding.</li> </ul>		<b>Deepen</b> In Activity 3, challenge students to identify other effective uses of sentence structure in the article.
<b>Second phase</b>	<b>20 minutes</b>	<b>Support</b> Take feedback after each step in Activity 4, questions 1 and 2 to ensure understanding and monitor progress.
<ul style="list-style-type: none"> <li>Read through Activity 4. Point out that this activity links the skills explored in Activities 2 and 3, combining comments on sentence structure with comments on vocabulary.</li> <li>Ask students to complete questions 1 and 2.</li> <li>Take feedback to assess understanding.</li> <li>Ask students to complete question 3.</li> </ul>		<b>Deepen</b> Challenge students to write a second paragraph, drawing on ideas gathered during this and the previous lesson.
<b>Plenary</b>	<b>10 minutes</b>	<b>Support</b> Recognise and validate any effective elements of responses.
<ul style="list-style-type: none"> <li>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.</li> <li>Ask volunteers to share their paragraphs with the class, while the class evaluates each paragraph against the agreed success criteria.</li> </ul>		<b>Deepen</b> Allow students to review and revise their writing in light of the agreed success criteria before sharing it.

<b>Set workbook activities</b>	<b>5 minutes</b>
<ul style="list-style-type: none"> <li>Point students towards the activities on pp. 34–35 of the Workbook.</li> <li>Check understanding and answer any questions.</li> <li>These activities focus on relative clauses and exploring sentence structures.</li> </ul>	

Year 9		Unit 1: Mysteries	
Section 9 Planning a response: Lesson 16		Skills focus: Reading explanation texts	Student Book pp. 40–41 Workbook pp. 36–37
Main Curriculum Objectives	R9.1C Summarise longer texts or speeches effectively, selecting appropriate and relevant information and detail.	R9.2A Respond to a writer's or speaker's intention and viewpoint.	R9.2B Develop a critical response to a text through writing, discussion or presentation, by considering the text's features and their effects.
Secondary Curriculum Objectives			

<b>Introduction</b>	<b>10 minutes</b>	<b>Support</b>
<ul style="list-style-type: none"> <li>Display the phrases 'first impressions' and 'lasting impressions'.</li> <li>Ask volunteers to describe their first impressions of a friend or an experience, and how they changed over time to become lasting impressions.</li> <li>For each changing impression, ask: What created the impression? Was it this or your ideas that changed?</li> <li>Lead students to the conclusion that impressions are always caused by something, but that they can change whether or not that thing alters.</li> </ul>		Provide a modelled example, for example discussing first impressions of a person shouting angrily.
		<b>Deepen</b>
		Challenge students to describe a character giving a good first impression but gradually revealing their true, less-appealing self. They could note dialogue and action, as well as description.
<b>First phase</b>	<b>15 minutes</b>	<b>Support</b>
<ul style="list-style-type: none"> <li>Read the article and check understanding.</li> <li>Take students' initial impressions, and ask for details about what created them.</li> <li>Ask students to complete Activity 1.</li> <li>Take feedback, recognising a variety of valid responses and noting the changing impressions created throughout the article.</li> </ul>		Complete Activity 1, question 1 as a whole class or in supported groups before students continue independently.
		<b>Deepen</b>
		Encourage students to discuss how the two contrasting impressions accentuate one another.
<b>Second phase</b>	<b>20 minutes</b>	<b>Support</b>
<ul style="list-style-type: none"> <li>Read through the introduction to the Skills Boost activity.</li> <li>You may want to provide additional modelling, discussing which words have been omitted from the following diary notes. <i>Ate dinner. Watched TV. Bed at 10.</i></li> <li>Ask students to complete the Skills Boost activity.</li> </ul>		Complete question 1 of the Skills Boost activity – entirely or partially – as a whole class or in supported groups.
		<b>Deepen</b>
		In question 2b of the Skills Boost activity, challenge students to reduce their notes to as few words as possible, without losing meaning.
<b>Plenary</b>	<b>10 minutes</b>	<b>Support</b>
<ul style="list-style-type: none"> <li>Take feedback on the Skills Boost activity, effectively compiling a whole-class response.</li> <li>Discuss the advantages and disadvantages of writing in note form. Ask: When should notes be used? When should they not be used?</li> <li>Explain that students will be writing in note form for a planning task in the next lesson.</li> </ul>		Encourage students to experiment with removing one word at a time, and then checking to see if meaning is lost.
		<b>Deepen</b>
		Ask students to produce a guide to writing in note form, using note form.

<b>Set workbook activities</b>	<b>5 minutes</b>
<ul style="list-style-type: none"> <li>Point students towards the activities on pp. 36–37 of the Workbook.</li> <li>Check understanding and answer any questions.</li> <li>These activities focus on identifying your response and making notes.</li> </ul>	

Year 9		Unit 1: Mysteries	
Section 9 Planning a response: Lesson 17		Skills focus: Reading explanation texts	Student Book pp. 42–43 Workbook pp. 38–39
Main Curriculum Objectives	R9.4A 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.	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.	W9.2C Organise texts and spoken presentations or debates to achieve intention and purpose, selecting and using the form's organisational conventions correctly.
Secondary Curriculum Objectives	R9.2C Select a range of relevant, focused evidence to support ideas.	W9.1A Gather and shape a range of relevant ideas before writing.	

<b>Introduction</b>	<b>10 minutes</b>	<b>Support</b>
<ul style="list-style-type: none"> <li>Recap the article by giving a short test on its content. Ask: Where was the mechanism found? How did it look? How was it studied? What was it? When was it made?</li> <li>Provide answers for peer marking.</li> </ul>		Allow students to scan the article during the test.
		<b>Deepen</b>
		Suggest that partners formulate their own tests for one another.
<b>First phase</b>	<b>15 minutes</b>	<b>Support</b>
<ul style="list-style-type: none"> <li>Ensure that students have access to their responses to Activity 1 from the previous lesson, and ask them to recall their impressions of the mechanism.</li> <li>Explain that, in Activity 2, students will begin to identify evidence for how these impressions were created.</li> <li>Ask students to complete Activity 2.</li> <li>Take feedback to share and develop understanding.</li> </ul>		Identify a first key point as a whole class before students select two more independently.
		<b>Deepen</b>
		Encourage students to rank the given ideas from the most to the least effective.
<b>Second phase</b>	<b>20 minutes</b>	<b>Support</b>
<ul style="list-style-type: none"> <li>Read through Activities 3 and 4 to check understanding, particularly of Activity 4.</li> <li>Ask students to complete Activities 3 and 4, discussing and developing ideas with a partner.</li> <li>Ask students to complete Activity 5.</li> </ul>		In Activity 3, complete question 1 as a whole class or in supported groups.
		<b>Deepen</b>
		In Activity 3, encourage students to gather as wide a variety of vocabulary choices as they can.
<b>Plenary</b>	<b>10 minutes</b>	<b>Support</b>
<ul style="list-style-type: none"> <li>Ask volunteers to share the key point, evidence and explanation from one paragraph of their writing.</li> <li>Ask the class to evaluate the effectiveness of the evidence chosen.</li> <li>Challenge the class to identify further evidence for each key point.</li> </ul>		Recognise and validate all relevant elements in students' writing.
		<b>Deepen</b>
		Encourage students to suggest additional explanations as well as additional evidence.

<b>Set workbook activities</b>	<b>5 minutes</b>
<ul style="list-style-type: none"> <li>Point students towards the activities on pp. 38–39 of the Workbook.</li> <li>Check understanding and answer any questions.</li> <li>These activities focus on identifying significant key points, vocabulary choices and sentence structure.</li> </ul>	

Year 9		Unit 1: Mysteries	
Section 10 Comparing texts: Lesson 18		Skills focus: Reading explanation texts	Student Book pp. 44–45 Workbook pp. 40–41
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.	R9.2D Make detailed comparisons of writers' ideas and perspectives between two texts.
Secondary Curriculum Objectives			

<b>Introduction</b> • Explain that this lesson and the next will focus on comparison. • Suggest two partially similar sports 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.	<b>10 minutes</b>	<b>Support</b> Prompt students to consider different aspects of the sports, such as equipment, venues, rules and team size. <b>Deepen</b> Challenge students to identify at least five similarities and five differences between the sports.
<b>First phase</b> • Read Extract A. • Take 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.	<b>15 minutes</b>	<b>Support</b> Complete Activity 1, question 2 as a class or in supported groups, identifying and assessing possible pieces of evidence in turn. <b>Deepen</b> Ask: How could the writer have made her viewpoint even more convincing?
<b>Second phase</b> • Read Extract B. • Take 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 his viewpoint.	<b>20 minutes</b>	<b>Support</b> Complete Activity 2, question 2 as a class or in supported groups (as in the first phase of the lesson), identifying and assessing possible pieces of evidence in turn. <b>Deepen</b> Ask: How could the writer have made his viewpoint even more convincing?
<b>Plenary</b> • 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.	<b>10 minutes</b>	<b>Support</b> Recognise and validate any relevant points of comparison. <b>Deepen</b> Encourage students to compare information, viewpoints and methods of persuasion.

<b>Set workbook activities</b> • Point students towards the activities on pp. 40–41 of the Workbook. • Check understanding and answer any questions. • These activities focus on identifying and comparing ideas.	<b>5 minutes</b>
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Year 9		Unit 1: Mysteries	
Section 10 Comparing texts: Lesson 19		Skills focus: Reading explanation texts	Student Book pp. 46–47 Workbook pp. 42–43
Main Curriculum Objectives	R9.2D Make detailed comparisons of writers' ideas and perspectives between two texts.	W9.2C Organise texts and spoken presentations or debates to achieve intention and purpose, selecting and using the form's organisational conventions correctly.	W9.2D Link paragraphs in text and ideas in spoken language using a wider range of adverbials to achieve a variety of intentions and purposes.
Secondary 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. 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.	R9.2C Select a range of relevant, focused evidence to support ideas.	R9.4A 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. W9.1A Gather and shape a range of relevant ideas before writing.

<b>Introduction</b> • Ask: When are comparisons helpful or necessary? • Look for responses that relate making comparisons to making choices. • Discuss the fact that noting similarities and differences helps to suggest criteria for evaluation. • Note that comparing texts can help them to analyse and understand each one more fully.	<b>10 minutes</b>	<b>Support</b> Suggest contexts for comparisons, for example selecting between two possible purchases. <b>Deepen</b> Ask students to suggest criteria by which they might compare and judge two possible purchases.
<b>First phase</b> • Read through the Grammar Boost activity to ensure understanding, before asking students to complete it. • Ask partners to assess one another's work, awarding marks for effective comparisons and adverbials. • Ask students to complete Activity 3. • Take feedback to develop awareness of significant vocabulary and sentence structure choices.	<b>15 minutes</b>	<b>Support</b> In Activity 3, questions 2 and 3, ensure students' understanding of all vocabulary in the given sentences. <b>Deepen</b> In the Grammar Boost activity, encourage students to use their own ideas rather than those suggested.
<b>Second phase</b> • 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.	<b>20 minutes</b>	<b>Support</b> Complete Activity 4, question 1 as a whole class or in supported groups before asking students to continue independently. <b>Deepen</b> Ask students to plan a third paragraph, comparing the evidence used in the two extracts.
<b>Plenary</b> • 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.	<b>10 minutes</b>	<b>Support</b> Recognise and validate any relevant or effective elements of comparison. <b>Deepen</b> Encourage students to use a wider range of adverbials for comparison.

<b>Set workbook activities</b> • Point students towards the activities on pp. 42–43 of the Workbook. • Check understanding and answer any questions. • These activities focus on adverbials for comparison and comparing how ideas are presented.	<b>5 minutes</b>
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Year 9		Unit 1: Mysteries	
<b>Section 11 Assessment: Lesson 20</b>		<b>Skills focus: Reading explanation texts</b>	<b>Student Book pp. 48–49 Workbook pp. 44–45</b>
<b>Main Curriculum Objectives</b>	<b>R9.2A</b> Respond to a writer's or speaker's intention and viewpoint.	<b>R9.2B</b> Develop a critical response to a text through writing, discussion or presentation, by considering the text's features and their effects.	<b>R9.2C</b> Select a range of relevant, focused evidence to support ideas.
	<b>R9.2D</b> Make detailed comparisons of writers' ideas and perspectives between two texts.	<b>R9.4A</b> 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.	<b>R9.4B</b> Respond to a writer's or speaker's vocabulary choices for effect and impact, including intonation, tone, volume and expression in spoken language.
	<b>W9.2C</b> Organise texts and spoken presentations or debates to achieve intention and purpose, selecting and using the form's organisational conventions correctly.		<b>W9.3B</b> Structure paragraphs to organise content effectively.
<b>Secondary Curriculum Objectives</b>	<b>W9.1A</b> Gather and shape a range of relevant ideas before writing.		

**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.