

UNIT 3 Checkpoint English

Year 9:

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

Context: The material for Year 9 Checkpoint English engages with the structure of the Checkpoint English test papers. The work also prepares students for what they may expect during their IGCSE courses in First language English and Literature in English, so that passage between this stage and the next may be a smooth one. Speaking and listening activities are included. Although speaking and listening is not assessed in Checkpoint, its importance as an essential part of the curriculum continues to be stressed. Where the word *Discuss* is used, it is intended that students will work in pairs or small groups and will report their conclusions to the class. Writing activities are also included as part of reading activities where appropriate.

Outline: The sections are as follows:

1. Comprehension and vocabulary work (Paper 1)
2. Summary (Paper 1)
3. Writing to inform, explain and persuade (Paper 1)
4. Character (Paper 2)
5. Setting (Paper 2)
6. Writers' use of language (Paper 2)
7. Implicit and explicit comprehension (Paper 2)
8. Narrative plot development and usage of sentence structures and punctuation (Paper 2)

	Learning Outcomes	Suggested Teaching Activities	Resources
	Comprehension and Vocabulary Work (Paper 1) Recognise explicit meaning; select, collate and summarise facts and ideas, using their own words where appropriate to demonstrate understanding. Learn a range of vocabulary appropriate to their needs, and use vocabulary in speech and in writing to clarify meaning and to interest their audience.	Comprehension and Vocabulary Work (Paper1) Use Practice passage (1) as a whole class activity to introduce or remind students about the following points: to read the passage all the way through, read the question and only do what the question tells you, and answer in your own words as far as possible. Use Question 1c to discuss the different shades of meaning words can have and the importance of context in the understanding of meaning.	(1) Practice passage. Next time you come in from a storm and someone tells you to dry your hair before you catch a cold, put on a knowing smile and say: "Colds are caused by viruses, not raindrops." And it's true. While getting chilly and wet might make you miserable, there is no good evidence that it increases the risk of falling prey to a cold virus. In fact, sharing an umbrella is much

<p>Recognise and comment on opinions expressed by a writer</p> <p>Summary (Paper1)</p> <p>Speak to discuss.</p> <p>Recognise explicit meaning; select, collate and summarise facts and ideas, using their own words where appropriate to demonstrate understanding</p> <p>Begin to make significant contributions to group discussions</p>	<p>Discuss the terms fact and opinion. Read a selection of newspaper articles and pick out the facts from the opinions expressed in the articles.</p> <p>Summary (Paper1)</p> <p>Introduce or revise the meaning of the term summary with a class discussion on when it is useful to give the main points about something, briefly written down or spoken.</p> <p>Use the following activities as spoken or written practice as follow up to the class discussion. Summarise the main points of a recent lesson (eg the main points of a scientific experiment). Summarise the main events of a film or TV programme. Read a short story. Discuss how much of the story is narrative. Which parts describe a place? Which parts describe character? Which parts build up atmosphere? Summarise the main events.</p> <p>Work in groups and prepare and present a newscast of five or six items. You may use</p>	<p>more risky – as the person with whom you're huddling may be harbouring a cold, or there could be cold viruses lurking on the handle. The best way to avoid colds is to avoid contact with people – or with anything that they have touched. So why are colds called "colds"? The short answer is that no-one knows. According to the Oxford English Dictionary, the term first appears in 1537, in the State Papers of England's King Henry VIII. However, suggestions that the King removed heads of two of his wives to avoid catching colds from them is not taken seriously by historians.</p> <p>Make sure you answer these questions as far as possible in your own words.</p> <p>1(a) People often tell you things that later turn out not to be true. What two examples of this are in the passage? 1(b) Explain two ways in which you can catch a cold. 1(c) Explain the meaning of the following words as they are used in the passage:</p> <ul style="list-style-type: none"> (i) prey (ii) huddling (iii) harbouring (iv) lurking <p>(2) Unit 2 Checkpoint English 3 Sue</p>
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<p>and help to plan and to give group presentations.</p>	<p>real news items from newspapers, or TV news; local or school news items; made-up items that are typical of the news usually read or heard. The newscast may end with something light hearted (a commonly used technique). Use on-the-spot reporters, interviews and expert opinions. When your newscast is ready, write a summary of the two or three main points of each story and then the headlines. See Resources. (2)</p> <p>Introduce a summary exercise (similar to something used on Checkpoint Paper 1) to the class with the tips for answering the question. Resources. (3) Guide students through Practice Summary</p>	<p>Hackman Alan Howe, Sue Bonnett, Hodder Murray ISBN 0340887397</p> <p>(3) Tips for writing a summary Read the passage and check that you understand it. Then:</p> <ol style="list-style-type: none"> 1. Read the question and re-read the passage, underling or highlighting the bits that answer the question. Look for eight or nine of these. You may like to give them numbers to identify them. 2. The passage has information that does not answer the question. Make sure you don't try to use it. 3. Sometimes there are points at the beginning and at the end but not in the middle. Make sure you check the end. 4. Leave out detail. Just give the main points enough to make them clear. 5. Never repeat yourself. 6. Don't go off the task. Focus carefully. <p>Use your own words to prove that</p>
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<p>Writing to Inform, Explain and Persuade (Paper 1)</p> <p>Structure their writing, using paragraphs and sequencing events, details and ideas within paragraphs.</p> <p>Use a range of increasingly complex sentence structures to communicate</p>	<p>Writing to Inform, Explain and Persuade (Paper 1)</p> <p>Explain how to write two well made paragraphs on two aspects of a topic (like describing a creature that is dangerous – para 1 – and explaining how you can keep yourself from it – para 2). See resources (4) for checklist of points to cover as an introduction to the following activities.</p> <p>Use the paragraph in Resources (5) to discuss the use of topic sentences and sequence and order within paragraphs.</p> <p>Write paragraphs using the topic sentences in Resources (6).</p> <p>Use the paragraphs in Resources (7) to revise and discuss sentence structure and style.</p>	<p>you have understood</p> <p>(4) Checklist</p> <p>Explain that marks are given for: writing structured paragraphs in which ideas are developed and where one paragraph leads smoothly to the next; Writing in a fluent and easy to read style; Writing with a sense of audience; Writing with varied sentence structure; Using full stops and commas correctly (with additional credit for using other types of punctuation); spelling correctly.</p> <p>(5) Rewrite this paragraph to get the sentences in a better order. I really cannot work properly when I am suffering with a cold, and today is no exception. When I woke up this morning I felt a bit thick in the head, but I had this essay to do for tomorrow. All yesterday I was feeling awful and had a terrible sore throat. Now it is Monday and my head is going round in circles, so I had better stop. I must have picked it up in the cinema on Saturday because it was very hot and everyone was coughing and sneezing. It's no good trying to work when you cannot think straight. Even on Friday I didn't feel quite right.</p> <p>(6) Topic Sentences</p> <p>Copy out topic sentence and add the rest of the paragraph.</p>
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<p>meaning and to give fluency to their speech and writing.</p> <p>Use full stops, capital letters, commas and question marks to make meaning clear, and show awareness of other forms of punctuation.</p> <p>Discuss concepts of audience and purpose in writing.</p> <p>Read advertisements and study aspects of their language.</p> <p>Begin to make significant contributions to group discussions and help to plan and to give group presentations.</p> <p>Begin to develop a sense of audience and engage the readers attention Write to persuade as a formal letter and as the script of a commercial.</p> <p>Characters (Paper 2) Recognise implicit meaning and</p>	<p>Explain that paragraphs should usually develop two or three linked ideas; the sequence should be logical. The paragraphs should not be lists. The first paragraph should start with a clear topic sentence and the second paragraph should start with a sentence that suggests a link with preceding material.</p> <p>Remind and discuss the meaning of the terms <i>audience</i> and <i>purpose</i>. Write paragraphs using appropriate persuasive language, e.g. You have just had a holiday in the place of your dreams. Write a paragraph as in a letter to a friend, persuading her/him to go to the same place.</p> <p>Read and discuss the use of language and format in ads from an assortment of magazines.</p> <p>In small groups decide on a product to sell. Design an ad for a magazine. Write a formal letter to a large supermarket manager trying to persuade her/him to stock your product. Prepare and make a tape recording of a radio ad for your product. Prepare a short TV ad to perform to the class or to video. Feedback all material to class for discussion on how successful their attempts were at 'selling' their product.</p> <p>Characters (Paper 2)</p>	<p>I am going to describe my favourite meal to you in such a way that your mouth will begin to water.</p> <p>If I were able to make some changes to the buildings and grounds of the school, my priority would be to...</p> <p>When the time comes for me to leave home, I think that I shall feel...</p> <p>(7) Discuss the differences between paragraph A and B in sentence structure, style and use of punctuation.</p> <p><i>A:</i> <i>I am very fond of my cat. She comes bounding into the room whenever I call her. She is very friendly. She sits next to me in the evening. She is very gentle. She never attacks me. She greets me with a quiet miaow when she comes in in the morning. She seems very intelligent. She has her own ways of telling me what she wants.</i></p> <p><i>B:</i> <i>I am very fond of my cat, she is a real character and highly intelligent. The best thing of all is her friendliness. She seems to want to be near to me and sits by me in the evening after following me round my garden during the day. In the garden she is always ready for a game, entertaining me by leaping out at sticks and lengths of garden twine. Whenever I meet her there and call her name, she always responds with two or three "miaows" and then rolls over on her back, waiting to be</i></p>
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<p>study character.</p> <p>Speak to explain, describe and comment.</p> <p>Use a range of vocabulary and sentence structure to make speech interesting and convincing.</p> <p>Setting (Paper 2) Comment on the main features of narrative writing, such as character, setting, theme, and the way in which a plot is put together.</p> <p>Demonstrate understanding of features of narrative, non-fiction and media texts by developing them in their own discussion and writing.</p> <p>Writers' use of Language (Paper 2)</p> <p>Understand vocabulary and comment on a writer's use of</p>	<p>Read extracts from novels, short stories and plays and make notes on the appearance and behaviour of the main characters.(8)</p> <p>In small groups describe a favourite character from a book or a film and explain, with reference to incidents in the plot, why they like the character.</p> <p>Introduce and discuss the term impressions to the class</p> <p>Set students to prepare and give a short talk describing a character they admire, giving evidence to justify their admiration.</p> <p>Setting (Paper 2) Discuss what impressions an author is trying to convey through the setting of a story. Explain how the detail used to describe the time and place are an important part of giving a sense of genre to the narrative. (9)</p> <p>Explain the terms 'atmosphere' and 'tension' in narrative.</p> <p>Set students to think of a place and write a paragraph to describe it. Use the paragraph to plan out a story that could happen in that place (write notes, no more than five events). Share and discuss the paragraph and plan in small groups.</p> <p>Writers' use of Language (Paper 2)</p> <p>Revise and discuss the term <i>image</i>.(See</p>	<p><i>tickled. I could not have a better cat.</i> (8) Pages 40-62 Reading Between the Lines Fiction and Poetry – Sue Bonnett, Letts Educational, 2001 ISBN 1840855770</p> <p>(9) Unit 1 Checkpoint English 3 (forth coming) Pages 84-108 Reading Between the Lines Fiction and Poetry – Sue Bonnett Letts Educational 2001 ISBN1840855770.</p>
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<p>language, such as in an informal or formal style, the choice of words to create an atmosphere or to persuade the reader.</p> <p>Learn a range of vocabulary appropriate to their needs, and use vocabulary in speech and writing to clarify meaning and to interest the reader.</p> <p>Implicit reading (Paper 2)</p> <p>Learn the difference between fact and opinion.</p> <p>Recognise implied meaning.</p> <p>Narrative plot development, usage of sentence structures and punctuation. (Paper 2)</p> <p>Comment on the main features of narrative writing, such as character, setting, theme, and the way the plot is put together.</p>	<p>Checkpoint English Year 7 Term 1).</p> <p>Set students to read the extract from ‘The Hobbit’ (10) and choose four words or short phrases from the passage that make you think you would not like to meet Gollum. Explain why each word helps to present him as an unpleasant character.</p> <p>Add more words and short phrases to the word list and write a poem called Gollum.</p> <p>Implicit reading (Paper 2)</p> <p>Introduce and discuss the terms ‘fact’ and ‘opinion’.</p> <p>Set students to write a short account of their school. Underline or highlight facts in one colour and opinions in another.</p> <p>Narrative plot development, usage of sentence structures and punctuation. (Paper 2)</p> <p>Explain how to write a story (or part of a story) about a side long, using the points in Resources (11) as an introduction to story writing activities. Discuss the meaning of the terms, setting, character and plot.</p> <p>Read and discuss a variety of story openings. (12) Use Resources (13) as openings and write what might happen next.</p>	<p>(10) The Hobbit, Tolkien, G Allen and Unwin 1937 in Collins Cascades !993 (Collins Educational) Chapter 5 p.7 0003300900</p> <p>(11) Explain the importance of: inventing plausible content and describing people, places and emotions; writing in a fluent and easy to understand English style; writing with the needs of the reader in mind(a sense of audience); using a wide range of vocabulary;</p>
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<p>Use full stops, capital letters, commas and question marks to make meaning clear, and show awareness of other forms of punctuation, including the presentation of dialogue.</p> <p>Use a range of increasingly complex sentence structures to communicate meaning and give fluency to their speech and writing.</p> <p>Begin to make significant contributions to group discussions and help to plan and give group presentations.</p> <p>Write for a variety of purposes, such as to describe, explore, imagine, entertain.</p> <p>Begin to develop a sense of audience and to engage the reader's attention</p>	<p>Discuss and practice how dialogue can be used effectively in a narrative (14)</p> <p>Use 'The Hobbit' extract (10) to discuss the writer's use of if, so, but, when, however, which etc. to develop awareness of sentence structure. Practise developing complex sentences in their writing.</p> <p>In small groups discuss the way the story openings (13) might develop and then choose one of them and prepare a storytelling presentation for the class.</p> <p>Practice writing short stories to entertain different audiences.(14)</p>	<p>using full stops and commas correctly (with additional credit for using other types of punctuation); spelling simple and complicated words correctly.</p> <p>getting to the point quickly.</p> <p>concentrating on one or two events rather than trying to write about too many.</p> <p>describe a character if you like, but it may be more important to describe a place or an event and how it effects your character.</p> <p>Build up your main event. Make it more frightening, or more exciting, as it goes on</p> <p>Make it all lead to the point of the story – the resolution.or climax</p> <p>Avoid endings like, 'I woke up. It was all a dream'</p> <p>(12)Reading Between the Lines – Fiction and Poetry, Sue Bonnett Letts Educational 2001 ISBN 1840855770. Pages 10 - 38</p> <p>(13) Story Openings</p> <ol style="list-style-type: none"> 1. The little green-stoppered bottle had been waiting in the earth for a long time for someone to find it. Mariam Persaud found it. 2. Slowly the sun had climbed up the hard white downs, till it broke with little of the mysterious ritual of dawn upon a sparkling world of snow. 3. Ben had felt strange ever
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			<p>since the snow started falling. He looked out of the window and saw that it had come again, sweeping across like a curtain.</p> <p>4. "I think I must move out of where I am living," he said. "I have this problem with my landlady."</p> <p>5. The car pulled up at the kerb. The man who had been staring into the department store window turned as the window of the car slowly opened. "This won't take long," said a voice.</p> <p>(14) Using Dialogue Read and discuss what these examples of dialogue may add to a story.</p> <p>1. <i>"Listen!" she whispered into her mobile, "I haven't much time. This information is vital...are you there?"</i></p> <p>2. <i>"No I won't!" she snapped, her temper suddenly breaking out. "I've had enough of you telling me what to do all the time. From now on it's going to be different."</i></p> <p>3. <i>"Er, I don't know. I can't make up my mind," he muttered. That was what infuriated his friends. He just couldn't think for himself.</i></p> <p>4. <i>"Just you wait," he announced to his little party.</i></p>
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			<p><i>"It's my birthday tomorrow, and I've planned something that is going to shock you all."</i></p> <p>Now match these uses of dialogue to each example you have just read and discussed.</p> <p>A. <i>to help the plot along</i> B. <i>to illustrate someone's character</i> C. <i>to add something funny, sad or exciting</i> D. <i>to show a relationship or change in relationship</i></p> <p>Read and discuss the use of punctuation in the following passage.</p> <p><i>"Excuse me, sir," I said. "I've something I ought, I mean..."</i> <i>The teacher waited kindly. After a while, he said, "Well, don't be nervous. You can tell me."</i> <i>"It's about the incident in the corridor – "</i> <i>"If it's about that, I already know," the teacher interrupted. "I wouldn't wish you to worry about that."</i></p> <p>Write an extract from a story where two characters are discussing an unusual object they have just discovered in a garden. Try to show what sort of characters they are by the way they speak and how the plot may develop.</p> <p><i>Points to remember:</i></p> <ol style="list-style-type: none"><i>1. new speaker, new paragraph</i>
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		<ol style="list-style-type: none">2. <i>speech marks round the words actually spoken</i>3. <i>commas, fullstops, question marks and exclamation marks as required</i>4. <i>Row of little dots if someone fades away and a dash if someone is interrupted</i> <p>(14)Unit 4 Checkpoint English 3, Sue Hackman, Alan Howe, Sue Bonnett, Hodder Murray, ISBN 0340887397</p>
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