

## **Edmonton County School – English Department: ISBL Project: Year 7, number 2**

Research and Speaking and Listening

### **WHAT KEY SKILLS WILL I DEVELOP AND PRACTICE?**

- Independent reading skills
- Writing
- Speaking and listening
- Evaluating

### **LEARNING OBJECTIVES:**

- To understand, reflect and review a novel.
- To explore characters and events.
- To develop summary skills.
- To develop use of persuasive language.
- To develop creative writing skills.
- To analyse the effects of a writer's language.

This project is equal to six weeks worth of homework and so you are expected to spend 10 hours on it in total (including reading time). This project is to be done by yourself although you can ask your parents and teachers for help.

Weekly plan:

- Week 1: Read a novel by a famous author
- Week 2: Research your chosen author using the library and the internet
- Week 3: produce a PowerPoint presentation and rehearse its delivery in preparation for a Speaking and Listening task to be completed in class

## Week 1: Reading

As part of the project you need to read a book by a famous author. This will probably take longer than a week, so you should begin as soon as the project starts, and you may still be reading it into the second week. You should be considering the following as you read:

What do you like/not like about the story?

Which characters do you like or identify with most?

How has the writer used language (words) to engage you (make you want to keep on reading)?

Are there any words that are new to you and that you do not know the meaning of?

### Suggested Reading Books

You can choose any book that you have not read before from this list or one of your own choice. You can also ask the librarian for any other suggestions. Books can be borrowed from the school or local libraries.

#### **Recommendation for Level 2-3 Readers**

The Twits	Roald Dahl
Kensuke's Kingdom	Michael Morpurgo
Moving the Goalposts	Rob Childs

#### **Recommendation for Level 5-6 Readers**

Northern Lights	Philip Pullman
Lord Lors	Darren Shan
The Hobbit	J. R. Tolkien
Noughts and Crosses	Malorie Blackman
Looking for JJ	Anne Cassidy

#### **Recommendation for Level 4 Readers**

A Series of Unfortunate Events	Lemony Snicket
Artemis Fowl	Eoin Colfer
Skulduggery Pleasant	Derek Landy
Room 13	Robert Swindells
Witch Child	Celia Rees

#### **Recommendation for Level 7-8 Readers**

Little Women	Louisa May Alcott
The Lovely Bones	Alice Sebold
To Kill a Mockingbird	Harper Lee
Disconnected	Sherry Ashworth
We All Fall Down	Robert Cormier

#### Tasks for week 1:

- Create a vocabulary list with definitions
- Put 5 words from your new vocabulary list into a sentence
- Best bit - explain what you think the best bit of the book is and why
- Worst bit - explain what you think the worst bit of the book is and why
- Favourite character – explain who your favourite character is and why

## Week 2:

Research your author. Using the internet and library resources find out lots about the author who wrote the book you studied. Remember to select *interesting* information about your chosen author. Your research could include the following things:

- Where the author was born and information about their childhood (for example where did they go to school? Did they enjoy school? Were they good at writing?)
- How and when the author became a professional writer. Did they do any other jobs before becoming a writer?
- Where does the author live?
- What family does the author have?
- What is the author's favourite book? Is it one of their own?
- What does the author enjoy reading or writing about? You might be able to work this out from reading about their books yourself (try looking on Amazon.co.uk)
- What does the author do to relax or have fun? Do they have any hobbies?
- Can you find any quotations from the author? It could be them talking about themselves or their work.
- What have other people said about the author and their book? Can you find any quotations?
- What do fans think of the books? Can you find any quotations?
- Create a list of other novels by this author.
- Any other information that you think is interesting and other people might want to know.

Remember: Your research will be used to create a presentation that you will give to the rest of the class, so you must select information that you think is interesting for other people to hear about. Don't just write down loads of boring facts!

### A few helpful websites:

[www.bbc.co.uk/cbbc](http://www.bbc.co.uk/cbbc)

Children's Books Central

[kids.lovetoknow.com/wiki/Reading\\_Websites](http://kids.lovetoknow.com/wiki/Reading_Websites)

[www.westminster.gov.uk/libraries/children/webtastic/books](http://www.westminster.gov.uk/libraries/children/webtastic/books)

Also research the name of the author and the publisher who publishes their books.

**Note to teacher:** Spend a short amount of time preparing pupils for this task by explaining/showing pupils how to research. This might mean practising 'googling', helping pupils to refine searches (easily done using interactive whiteboards). Alternatively, you could use it as a good excuse to check out the library.

Week 3:

- Use PowerPoint (if you do not have PowerPoint at home, you can use the computers in the school library to create a PowerPoint presentation; alternatively, you could create slides by hand on sheets of A4 paper) to create a presentation about your chosen author
- Write a script or cue cards to accompany your presentation (cue cards are small cards on which only essential key-words are written to remind you of what to say; for more able pupils (Level 5 +) this will be expected)
- Spend time practising your presentation so that when you do it in front of the class you are confident

**Top tips and guidance:**

PowerPoint / presentations	Presentation delivery (how you speak)
<ul style="list-style-type: none"> <li>• Not too much information on each slide – don't write everything you are going to say</li> <li>• Not too many slides</li> <li>• Clear writing (it must be bold, so use colours that contrast)</li> <li>• Use images to make your presentation engaging</li> </ul>	<ul style="list-style-type: none"> <li>• Don't just read your script</li> <li>• Use body language and make eye-contact with your audience</li> <li>• Vary the tone of your voice to engage your listeners</li> </ul>
<ul style="list-style-type: none"> <li>• Accurate language</li> <li>• Well selected material – don't just include all you have found out about your chosen author</li> <li>• Well structured (information must be presented in a logical order)</li> </ul>	

Expectations:

Level 3	Level 4	Level 5	Level 6 +
<ul style="list-style-type: none"> <li>• You talk confidently developing ideas thoughtfully, describing ideas and your opinions clearly</li> <li>• You use some of the features of standard English vocabulary and grammar</li> </ul>	<ul style="list-style-type: none"> <li>• You make the listener interested by begin to vary your tone of voice and vocabulary</li> <li>• You make some eye contact with the people listening, though you still read from your notes a bit</li> <li>• You use some standard English</li> </ul>	<ul style="list-style-type: none"> <li>• You talk very confidently</li> <li>• Your talk engages the interest of the listener through the variety and liveliness of both vocabulary and tone of voice</li> <li>• You make good eye contact with the people listening</li> <li>• You demonstrate your knowledge of language variety and usage effectively</li> <li>• You use standard English fluently</li> </ul>	<ul style="list-style-type: none"> <li>• You are extremely confident and make really good eye contact with the people listening</li> <li>• You use vocabulary in precise and creative ways and organise your talk to communicate clearly</li> <li>• You use standard English confidently</li> </ul>

Note to teacher:

Please demonstrate what a poor presentation looks like (eg. Pink writing on white background, full sentences, loads of little writing), good body language and what cue cards are, etc.