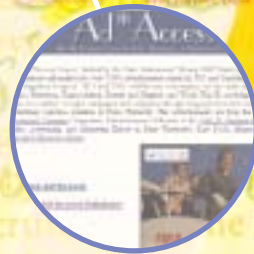
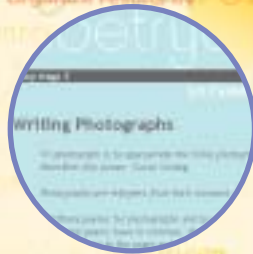
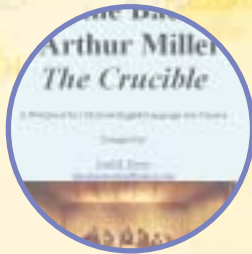


1 WITCH Where the place?

2 WITCH Upon the heath.

3 WITCH There to meet with Macbeth

SCENE I. Sicilia. The palace.



Using **web-based** **resources** in Secondary English

Using web-based resources in Secondary English

The internet has many useful resources to support secondary English. You can bookmark these resources and the students can use them online, or download them and adapt them to meet the teaching and learning of specific objectives.

The examples given here describe a number of lessons in which ICT is used effectively to support the teaching and learning of English at Key Stages 3 and 4. The examples show just one of the many ways in which these web-based resources can be used by students and teachers in both whole-class and individual work. Different teachers will have their own ideas on how the resources can be used and customised for use in the English classroom.

When planning your English lessons you will probably want to start with the National Curriculum statements, or with the yearly teaching objectives from the Key Stage 3 Framework. Teachers have traditionally used a range of software to teach reading and spelling strategies, and the drafting and editing of written work. However, the wider availability of projection technologies means that students can now have access to a shared experience: the teacher can model reading, writing and spelling skills, and the students can benefit from the interactive nature of the technologies to explain and present their work.

ICT should be chosen as a resource only if it will support the lesson's learning objectives. The English lesson should not normally be used for the teaching of new ICT skills (with the possible exception of particular word-processing or desktop-publishing skills), and other ICT skills will need to be taught outside the English lesson. This means that you will need to be sure that the level of ICT skills required in the lesson is appropriate. If too much time is spent on the ICT skills, this has a negative impact on learning in English.

Film Education – Lord of the Flies KS3 & 4

A downloadable PDF study guide and charts.

URL: <http://www.filmeducation.org/filmlib/l.html>

Relevant to the following:

National Curriculum

En2 – Reading: media and moving image texts

5a how meaning is conveyed in texts that include print, images and sometimes sounds

The set text for Year 10 GCSE English was Lord of the Flies and one teacher had shown her students the Peter Brooke film.

She wanted them to compare the novel and the film, so she downloaded the study guide. This included:

- activities on how the characters were presented in the novel and the film
- charts on the conflicts between characters.

As not all the study guide was appropriate for her class, the teacher chose the save as text option from the PDF menu, and imported the text into a word-processing program. She then adapted the activities for her group. The students then completed printed copies of the worksheets in class in small groups.

A copy of the conflict chart was placed on the school network. The students completed these individually and they were printed out so that they could be used for revision.

Write about the theme of loneliness in “Of Mice and Men” KS3 & 4

These downloadable writing frames, one pitched at a higher level than the other, can be used with mixed-ability GCSE classes studying the novel.

URL: <http://www.brighton-hove.gov.uk/site01.cfm?request=c1100840#wf>

Relevant to the following:

National Curriculum

En3 – Writing: composition

1l reflect on the nature and significance of the subject matter

1m form their own ideas and information, distinguishing between analysis and comment

1n organise their ideas and information, distinguishing between analysis and comment

En3 – Writing: planning and drafting

2a plan, draft, redraft and proofread their work on paper and on screen

A Year 10 class had read the novel Of Mice and Men, and watched the film version.

The teacher introduced the idea of ‘loneliness’ as a theme in the novel. The class brainstormed a list of characters who they thought were lonely in some way.

The pupils then constructed a mindmap for each of the characters, depicting their loneliness. (For advice on how to mindmap take a look at the Buzan Centres website [http://www.mind-map.com/mindmaps_howto.htm]).

Using the mindmap and one of the writing frames, the pupils wrote an essay on the theme of loneliness in Steinbeck’s novel.

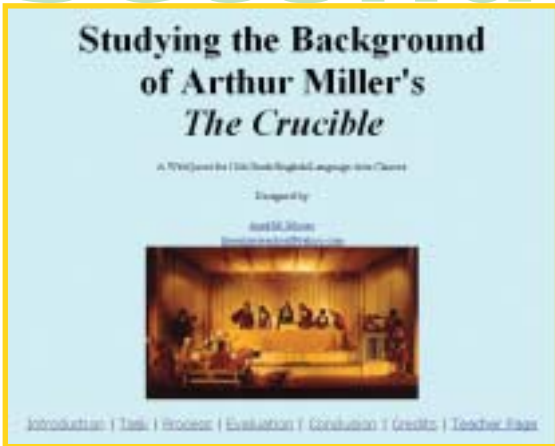
This is what one pupil wrote: *The theme of loneliness is introduced at the very beginning of the novel as it focuses very closely on the relationship between George and Lennie. When they are first described they come walking down the track separately, “They had walked in single file down the path, and even in the open one stayed behind the other.” This shows they are together but separate and may suggest that each of us is basically alone in the world. The landscape is very lonely as well; it’s a remote place, and apart from the two men there’s only a heron and rabbits.*

Write about the theme of loneliness in Of Mice and Men, by John Steinbeck.

The story is set in...	Candy's loneliness is...
It tells of Lennie and George who...	When Candy doesn't belong we feel...
Candy's wife's loneliness is...	Candy's loneliness is...
She likes Lennie because...	He is very isolated because...

(Include: description, suggest writer...)

Secondary English



Studying the Background of Arthur Miller's "The Crucible" KS4

This downloadable resource is a WebQuest that was written for an English class in California, but it can easily be adapted to the National Curriculum for England.

URL: <http://www.teachtheteachers.org/projects/AMoore/Crucible.htm>

Relevant to the following:

National Curriculum

En2 – Reading: printed and ICT based information texts

3a to understand the values and assumptions in the texts

3b the significance of the subject matter and the language

3c the distinctive qualities of literature from different traditions

En2 – Reading: printed and ICT based information texts

4a select, compare and synthesise information from different texts

4b evaluate how information is presented

4c sift the relevant from the irrelevant, and distinguish between fact and opinion, bias and objectivity

4d identify the characteristic features, at word, sentence and text level, of different types of texts

A Year 10 class had been reading *The Crucible* as part of their GCSE course. The teacher felt that they would have a greater understanding of the play if they researched the theme and historical contexts, and presented their findings to the rest of the class.

She downloaded a copy of the WebQuest pages (a WebQuest is a research-based activity which encourages learners to focus on using information rather than looking for it, and to develop skills in analysis, synthesis and evaluation). She then adapted this to the English National Curriculum, by changing some of the language, the assessment and some of the activities.

However, she retained the structure of the WebQuest and the links to other sites. The adapted files were placed in the pupils' area of the school network, so that the pupils could access them.

One student wrote a journal on the consequences of McCarthy and the pressure to conform:

In Indiana a group of anti-communists forced librarians to pull the book Robin Hood from the shelves, because the book had a communist message that it was right to rob from the rich and give to the poor. Baseball's Cincinnati Reds renamed themselves the "Redlegs." Starting in Dearborn, Michigan, and spreading to other parts of the country, "Miss Loyalty" beauty contests became the rage.

The internet has many useful resources to support secondary English. You can bookmark these resources and the students can use them online, or download them and adapt them to meet the teaching and learning of specific objectives.



One teacher downloaded the PowerPoint presentation and saved it on the school network. She then showed it to her Year 7 class as a starter activity using a data projector. The pupils were reminded of some of the stylistic features of information texts and were asked to bring in some examples of their own to the next lesson.

In the lesson they worked in pairs and analysed the texts they had brought in, looking for the features outlined in the PowerPoint presentation. The teacher asked the class to focus on the following:

- What tense is being used?
- Are connectives being used to indicate time, cause, effect or comparison?
- Do subheadings help to organise the text?

Here is an example of a text brought in by one of the pupils:

Book Description

The authorised, official account of the England Rugby team's 2003 World Cup triumph.

Synopsis

Featuring an assessment of the pre-tournament friendlies against Wales and France in September, and then taking in the first fixture against Georgia in Perth on October 10th and the second, crucial match against South Africa on October 18th, the Team England Official World Cup Diary is a fully authorised, day-by-day account of England's progress through the 2003 Rugby World Cup. Featuring testimony from all the key squad players, the book is published to take in the final of the tournament on November 22nd.

Presentation: non-fiction information texts KS3

This is a PowerPoint presentation which describes the features of information texts, contributed to the Teacher Research Exchange.

URL: <http://tre.ngfl.gov.uk/server.php?request=cmVzb3VyY2UuZnVsbnVsbHJpZmVzcD&resourceId=10322>

Relevant to the following:

KS3 Framework for English: Year 7

Sentence Level: stylistic conventions of non-fiction

13. revise the stylistic conventions of the main types of non-fiction:

- Information, which maintains the use of the present tense and the third person, organises and links information clearly; incorporates examples;



Secondary English

Year 7 pupils had been studying ballads and now they had to write one of their own.

After planning the narrative, the pupils drafted some lines using word-processing software. Using the online dictionary they experimented with different rhymes.

For example, looking for a rhyme for 'river' a pupil experimented with the two syllable rhymes, 'shiver' and 'quiver', and the three syllable rhyme 'deliver'.

The final ballads were performed in class and then placed on the school network.

RhymeZone KS3

Enter a word and the online rhyming dictionary comes up with a range of alternatives with a varying number of syllables.

URL: <http://www.rhymezone.com>

Relevant to the following:

KS3 Framework for English: Year 7

Text Level – Writing: write to imagine, explore, entertain

- experiment with the visual and sound effects of language, including the use of imagery, alliteration, rhythm and rhyme



Some Year 8 pupils had been studying the language and images used in present-day print advertising. As a follow-up to this they were studying advertisements from different periods in history.

The teacher downloaded some examples of how the home was portrayed in advertisements from different periods. She showed these to the class using a data projector, commenting on how language and images were used.

The pupils worked in pairs. They logged onto the website and used the search feature to identify advertisements dealing with a particular theme, such as cars, men, women, health or holidays. They made notes on the language and images used. Some of the groups made presentations to the rest of the class on the advertisements they had found.

In one presentation pupils reported how advertisements for television sets used the themes of watching sport, the family, and technological advances to sell the products.

Ad*Access KS3

This website hosts advertising used across different decades for a range of products and services.

URL: <http://scriptorium.lib.duke.edu/adaccess/>

Relevant to the following:

KS3 Framework for English: Year 8

Text Level – Reading: research and study skills

- undertake independent research using a range of reading strategies, applying their knowledge of how texts and ICT databases are organised and acknowledging sources;

Sentence Level – Stylistic conventions of non-fiction

- adapt the stylistic conventions of the main non-fiction text types to fit different audiences and purposes, e.g. advertisements...



Macbeth on Film KS3

This downloadable resource was produced by the BFI.

URL: <http://www.bfi.org.uk/education/resources/teaching/secondary/macbeth/>

Relevant to the following:

KS3 Framework for English: Year 9

Text Level – Reading: understanding the author's craft

- comment on interpretations of the same text or idea in different media, using terms appropriate for critical analysis;

After some Year 9 pupils had read the play Macbeth they watched the Polanski film version. They also watched selected scenes from the other film versions. The teacher showed the pupils the three different endings of the films and asked the following questions from the study pack:

- How is each ending different from the play?
- What are the main differences between the film endings?
- Which is the most positive – why?
- Which is least positive – why?
- What is going to happen next?
- Does it matter that a film director adds something to the ending of a play?
- Can you think what it says about each of these directors' outlooks on life or politics that they chose to include these endings?

The question of the director adding something to the ending of the play produced some wide-ranging pupil discussion. This revolved around the purpose of the film: whether it was to give an accurate rendition of the original text or to be a work of art in its own right, using the text as a source. They also discussed whether it was right to produce a new film version at different times, in response to what was happening in the world.



Bibliomania KS3

The site contains a wide selection of classic texts that can be downloaded and used for text transformation activities.

URL: <http://www.bibliomania.com/>

Relevant to the following:

KS3 Framework for English: Year 7

Text Level – Reading: study of literary texts

18. give a considered response to a play, as script, on screen or in performance, focusing on interpretation of action, character and event;

One teacher downloaded scenes from Macbeth for her Year 7 class. She selected key speeches, copied them into a word-processing file and placed them on the school network.

Working in pairs, the pupils prepared a speech for performance using text-marking techniques such as highlighting or using different fonts and layouts to indicate emphasis and tone.

Using the printed annotated scripts, the speeches were performed to the rest of the class. One group of pupils produced this sample of an annotated script:

The raven himself is **hoarse**

That croaks the **fatal** entrance of Duncan

Under my battlements. *Come, you spirits*

That tend on mortal thoughts, unsex me here,

*And fill me from the crown to the toe top-full Of **direst cruelty!** make **thick** my blood;*

Stop up the access and passage to remorse,

That no compunctious visitings of nature

Shake my fell purpose, nor keep peace between

The effect and it! Come to my woman's breasts,

And take my milk for gall, you **murdering** ministers,

Green highlights = linger over words and give extra emphasis

Purple highlights = increase volume

Handwriting font = increase tempo

Pink highlight = turn and face audience



WordLab Collapser KS3

Collapser is a free utility to turn text into a sorted list. You can use any text, including material from a web page or a word-processed document, to produce activities that give insights into vocabulary and grammar.

URL: http://www.englishonline.co.uk/freesite_tour/resource/wordlab/collapser.html

Relevant to the following:

A range of sentence and word level activities at KS3

A teacher chose three different types of text and using the 'collapser' tool, she changed them into alphabetical order. She pasted these into a PowerPoint presentation that she'd taken from the Teacher Resource Exchange [<http://tre.ngfl.gov.uk/server.php?request=cmVzb3VyY2UuZnVsbnVsbHJpZXc%3D&resourceId=10325>].

Working in pairs, the Year 7 class had to identify the different text types. They did this by looking at the degree of formality in the language, the tenses and the connectives used in each text.

Secondary English



The teacher downloaded this lesson idea – Writing poetry as a symmetry for taking photographs – from the Poetry Society website [<http://www.poetryclass.net/lessonc.htm>].

He discussed the power of photographs with a Year 9 class. Using a data projector, he showed the class Laura Fawcett's photograph poem, 'The Person Beneath' as a model. Using the ideas in the resource he asked questions about narrative, language and images:

- *From whose point of view is the story told?*
- *What are the 'photograph' words in the poem?*
- *What's the main 'picture' created by the poem?*

The pupils drafted and re-drafted their own poems using the ideas in the resource. These were placed on the school website. Here is an example:

Cheese

"Cheese!" I'd never heard the word before,
at least not like this on a summer's day
in a hot garden
warm enough to make cheese
the colour of yellow soap
sweat in a plastic wrapper
the yellow juice leaking from polythene seams.

"Cheese!" No, he didn't say it again,
once was enough to catch me out
my three year old self in puzzlement
winking for eternity into his camera.

Poetryclass KS3

Poetryclass is a project of The Poetry Society: it's an online poetry classroom providing teachers with a 'nuts and bolts' insight into how poetry works.

URL: <http://www.poetryclass.net/index.htm>

Relevant to the following:

KS3 Framework for English: Year 9

Text Level – Writing: imagine, explore, entertain

5. *explore different ways of opening, structuring and ending narratives and experiment with narrative perspective...*

Channel4 English KS3

This features answers to pupils' questions about different areas of English. It is also a good source of support for revision

URL: <http://www.channel4.com/homework/english/index.jsp>

Relevant to the following:

All areas of GCSE English and English Literature

KS3 Framework for English

A teacher gave a demonstration to Year 11 pupils on how to search the library of English answers on the website. They were given the site's URL and told how to use the site for revision while they were on study leave.

A pupil wanted some advice on how to approach the examination essay on the 'Hearts and Partners' section of the anthology. By using the search engine on the Homework High site, he found an answer that gave him six tips on writing a better essay.

AS Guru English AS-Level

This gives students guidance on some of key vocabulary and concepts required for AS-level Literature and Language courses.

URL: <http://www.bbc.co.uk/education/asguru/english/litandlang.shtml>

Relevant to the following:

AS-level Literature and Language courses

In the early lessons of the first term of the AS-level Language and Literature course, one teacher had introduced the idea of a linguistic approach to texts.

However, he felt that the class would benefit from some reinforcement of the terms and concepts used. He placed the URL of the website on the school network, and asked pupils to access it in their non-contact time. The task was to work through the pages on:

- definition
- purpose
- lexis
- syntax/grammar/sentence structure.

Working in pairs, the pupils had to produce a four-slide PowerPoint presentation on the key words they had encountered, such as lexis and syntax, and provide a definition of each with an image. The pupils showed their presentations to another pair of pupils.

At the end of the half-term the teacher gave the class a vocabulary matching exercise to test what they had learned.

is foul, and foul is f
rough the fog and filthy air.

Find rhymes

Go get it!



Audio files of pre-1914 poems from GCSE Anthology KS3 & 4

This Curriculum Online approved website contains audio versions of the poems in the Anthology. This is a selection of the Pre-1914 Poetry Bank. To play these files you will need a media player, such as RealOne Player or Windows Media Player.

URL: <http://www.eriding.net/amoore/audiocontents.htm>

Relevant to the following:

Study of GCSE AQA Anthology

Before reading the poems with a Year 11 class, one teacher had downloaded the audio file of Gerard Manley Hopkins – Inversnaid. She played it to the pupils.

Inversnaid

THIS darksome burn, horseback brown,
His rollrock highroad roaring down,
In coop and in comb the fleece of his foam
Flutes and low to the lake falls home.

A windpuff-bonnet of fawn-fróth
Turns and twindles over the broth
Of a pool so pitchblack, féll-frówning,
It rounds and rounds Despair to drowning.

Degged with dew, dappled with dew
Are the groins of the braes that the brook
treads through,
Wiry heathpacks, fitches of fern,
And the beadbonny ash that sits over the burn.

What would the world be, once bereft
Of wet and of wildness? Let them be left,
O let them be left, wildness and wet;
Long live the weeds and the wilderness yet.

She showed the class a copy of the poem on the whiteboard, and played the audio file again, asking questions such as:

- *Are there clues in the spacing and punctuation on how the poem should be read?*
- *What do the unusual markings on the text indicate?*
- *Does the combination of different words suggest how they should be read?*

Working in groups of four, the pupils recorded their own versions of the poem. This was then played to the rest of the class, and the group explained why they had opted to read the poem in a particular way.



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