



مدرسة القديسة مريم الكاثوليكية الثانوية - دبي  
ST. MARY'S CATHOLIC HIGH SCHOOL, DUBAI

**Lesson Plan**

<b>Subject</b>	<b>English Language</b>
<b>Class/ Section</b>	<b>10E/A</b>
<b>Week</b>	<b>2 –Lesson 1</b>
<b>Work sent to students by</b>	<b>Google classroom</b>
<b>Total number of lessons per week</b>	<b>5</b>
<b>Unit/Topic</b>	<b>19th CENTURY FICTION-REVIEW THE MAYOR OF CASTERBRIDGE (EXTRACT OF A NOVEL)</b>
<b>Key Vocabulary</b>	furmity seas Deterrent cursory perverse slily serenity jovial conduct prattle imprudent trusser affirmation
<b>Week-2 Lessons 1 Live Zoom lesson</b>	<b><u>Specific Learning objectives</u></b> <ul style="list-style-type: none"><li>• To check the students reading comprehension</li><li>• To make students think about the ideas presented by the writer</li><li>• To encourage critical and logical thinking</li></ul> <b><u>Success Criteria:</u></b> Students will be able to answer the questions to review the events and some important ideas. Students will be able to analyse the use of language and structure to create a dramatic effect.

	<p>Students will be able to evaluate the writer's intention.</p> <p><b><u>Specific Intended Learning Outcomes</u></b></p> <ul style="list-style-type: none"> <li>• Students will be able to answer the questions to review the events and some important ideas.</li> <li>• Students will be able to analyse the use of language and structure to create a dramatic effect.</li> <li>• Students will be able to evaluate the writer's intention.</li> </ul>
<b>Tasks</b>	<p><b><u>Task-1</u></b></p> <p><b><u>Vocabulary task:</u></b></p> <div style="border: 1px solid black; padding: 5px;"> <p>He winked to her, and passed up his basin <b>in reply to her nod</b>; when she took a bottle <b>from under the table</b>, slyly measured out a quantity of its contents, and tipped the same into the man's furmity.</p> <ul style="list-style-type: none"> <li>❖ What other <b>adverb</b> could you use to show the secret, furtive nature of the action?</li> <li>❖ What other <b>adverbial phrases</b> could you use to show the secret, furtive nature of the action?</li> </ul> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>"Stand up, Susan, and show yourself." The woman <b>looked on the ground</b>, as if she maintained her position by a supreme effort of will.</p> </div> <p>What other <b>verb</b> and <b>adverbial phrase</b> could you use to show Susan's awkwardness, shame and embarrassment at this key moment in the drama?</p> <p><b>Task:</b> Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in <i>The Mayor of Casterbridge</i>.</p>
<b>Assessment Criteria/ Essential questions</b>	<p>Reading and response-Google forms</p> <p><b>Edexcel GCSE English Language coverage:</b></p> <p>1.1.1: read and understand a range of prose fiction, including unseen texts</p> <p>1.1.2: critical reading and comprehension</p> <p>1.1.3: summary: identify the main theme or themes; summarise ideas and information from a single text</p> <p>1.1.4: evaluation of a writer's choice of vocabulary, form, grammatical and structural features</p> <p><b>GCSE Assessment Objectives: AO1, AO2</b></p>
<b>Resources</b>	<p><b><u>3.1 Text 1</u></b> The Mayor of Casterbridge(or pages 36–37 of the <b>Anthology</b>)</p> <p>Google forms</p>
<b>Subject</b>	<b>English Language</b>
<b>Class/ Section</b>	<b>10E/A</b>
<b>Week</b>	<b>2 –Lesson 2</b>
<b>Work sent to students by</b>	

	<b>Google classroom</b>
<b>Total number of lessons per week</b>	<b>5</b>
<b>Unit/Topic</b>	<b>21<sup>st</sup> Century Non-fiction</b> <b>Love is not all you need in a marriage</b>
<b>Key Vocabulary</b>	Repressing ebb Complacency
<b>Lesson 2 Live Zoom lesson</b>	<p><b><u>Specific Learning objectives</u></b></p> <ul style="list-style-type: none"> <li>• Identify key points in an article</li> <li>• Identify how key points in an article are selected and sequenced to express a personal point of view</li> <li>• Identify how the selection and sequence of key points clarify the writer’s opinion</li> <li>• Analyse how the writer balances references to personal experience with more general, universal comments.</li> <li>• Evaluate how effectively writers select and sequence points to make opinions clear and convincing</li> </ul> <p><b><u>Success Criteria:</u></b></p> <ul style="list-style-type: none"> <li>• I can identify and retrieve a range of key and supporting points in a text</li> <li>• I can summarise text effectively, selecting appropriate and relevant information and detail.</li> <li>• I can make inferences from a range of evidence found in text</li> <li>• I can understand how writers select and sequence points to make opinions clear and convincing.</li> <li>• I can respond to a writer’s intention and viewpoint.</li> <li>• I can respond to a writer’s key structural or organisational choices for effect</li> </ul> <p><b><u>Specific Intended Learning Outcomes</u></b></p> <ul style="list-style-type: none"> <li>• Students will be able to develop a critical response to a text through discussion by considering the text’s features and their effects.</li> <li>• Students will be able to analyse writer’s intention and viewpoint.</li> </ul>
<b>Tasks</b>	<p><b><u>Task-1</u></b> Read 3.1 Text 2 (or page 38 of the Anthology)- Love is not all you need in a marriage</p> <p><b><u>Task-2</u></b> <b><u>Reading for meaning</u></b></p> <ol style="list-style-type: none"> <li>1. The article is written in the first person and mostly uses the present tense (e.g. ‘I doubt there are’; ‘both of us have’) because Tim Lott is writing from his own point of view. Using a copy of the text, highlight two places where he directly mentions his personal experience of marriage and explain why do you think writer has included this?</li> <li>2. In which paragraphs do the linking words come at the end rather than at the start of the paragraph? Highlight these in the text.</li> </ol>

	<ol style="list-style-type: none"> <li>3. Which are the two shortest paragraphs? Highlight these in the text. Can you suggest why these paragraphs are very short?</li> <li>4. Highlight a sentence from the last paragraph that you think would work well as a separate paragraph. Add a note to the text to explain why.</li> <li>5. Look again at the first sentence in the text. What is the impact of putting 'happy marriages' in inverted commas?</li> <li>6. Explain how the title of the article and the last paragraph are connected. Think about both the ideas and the language used.</li> </ol>
<b>Assessment Criteria/ Essential questions</b>	<p><b>Thinking question/Think, Pair, Share:</b></p> <ul style="list-style-type: none"> <li>▪ The editor of <i>The Guardian</i> thinks the article is too long and needs to reduce it by about one-third. Which points will you keep and which will you get rid of?</li> <li>▪ The editor of <i>The Guardian</i> thinks the article gives a very negative view of marriage. How could you change the structure and sequence of points to create a more positive and optimistic view?</li> <li>▪ The editor of <i>The Guardian</i> thinks the 'three keys' to marriage should be stated earlier in the article. How could you change the order of points to do this?</li> </ul> <p><b>Edexcel GCSE English Language coverage:</b>  2.1.1: read and understand a range of non-fiction texts, including whole texts and unseen texts  2.1.2: critical reading and comprehension  2.1.3: summary and synthesis  2.1.4: evaluation of a writer's choice of vocabulary, form, grammatical and structural features  2.2.2: write for impact</p> <p><b>GCSE Assessment Objectives: AO1, AO2</b></p>
<b>Resources</b>	3.1 Text 2 (or page 38 of the Anthology)- Love is not all you need in a marriage

<b>Subject</b>	<b>English Language</b>
<b>Class/ Section</b>	<b>10E/A</b>
<b>Week</b>	<b>2 –Lesson 3 and 4</b>
<b>Work sent to students by</b>	<b>Google classroom</b>
<b>Total number of lessons per week</b>	<b>5</b>
<b>Unit/Topic</b>	<b>21<sup>st</sup> Century Non-fiction Love is not all you need in a marriage</b>
<b>Key Vocabulary</b>	Repressing ebb Complacency

<p><b>Lessons 3-4 Live Zoom lesson</b></p>	<p><b><u>Specific Learning objectives</u></b></p> <ul style="list-style-type: none"> <li>• Gather and shape a range of relevant ideas before writing.</li> <li>• To select and maintain an appropriate register in writing.</li> <li>• To select and use appropriate linguistic conventions for a range of purposes and audiences.</li> <li>• Make deliberate choices of sentence length for effect.</li> <li>• Structure paragraphs to organise content effectively.</li> </ul> <p><b><u>Success Criteria:</u></b></p> <ul style="list-style-type: none"> <li>• I can organise my ideas with more awareness of the reader and their likely response.</li> <li>• I can use a range of cohesive devices to link paragraphs.</li> <li>• I can understand how to review and revise text structure for clarity and emphasis during and after writing.</li> </ul> <p><b><u>Specific Intended Learning Outcomes</u></b></p> <ul style="list-style-type: none"> <li>• Students will be able to gather ideas and sequences in logical and coherent progression to support the reader and shape appropriate to form purpose and audience.</li> </ul>
<p><b>Tasks</b></p>	<p><b><u>Task-1</u></b>  During and after writing, you need to review the design of your text.  <b>(Self evaluation)</b></p> <ol style="list-style-type: none"> <li>1. Review your ideas <ul style="list-style-type: none"> <li>• Is your writing focused on the task?</li> <li>• Does your writing achieve what you wanted it to achieve?</li> </ul> </li> <li>2. Review the structure of your text <ul style="list-style-type: none"> <li>• Are the points in your letter in the best order?</li> <li>• Could you add emphasis to any ideas by changing the order?</li> <li>• Could you add emphasis to any ideas by changing the length of paragraphs?</li> <li>• Are your ideas linked fluently so they are easy to follow?</li> </ul> </li> <li>3. Review tense, viewpoint and register <ul style="list-style-type: none"> <li>• Does your choice of tense, viewpoint and register help to create the impact you want?</li> <li>• Are your choices consistent throughout your writing?</li> </ul> </li> <li>4. Review your design <ul style="list-style-type: none"> <li>• How do you want the reader to respond to your ideas?</li> <li>• Are the decisions you have made going to help to achieve that response?</li> </ul> </li> </ol> <p><b><u>Task-2</u></b>  <b>Discussion</b></p> <ol style="list-style-type: none"> <li>1. Understand the form your writing will take</li> <li>2. Choose your focus and intention</li> </ol> <p>What do you want to say in your letter?  Who is your audience?  What impact do you want your letter to have?</p> <ol style="list-style-type: none"> <li>3. Gather your ideas</li> </ol>

	<p>4. Sequence your ideas</p> <p>5. Review your design</p> <p>6. While you write, consider your choice of tense, viewpoint and register</p> <p>7. While you write, think about your language choices</p>
<b>Assessment Criteria/ Essential questions</b>	<p><b>Writing task</b></p> <p>'Divorce doesn't just happen to a couple, it also happens to their children.'</p> <p>If their relationship has failed, what should parents do that is best for their children – stay together or separate?</p> <p>Write an open letter to parents, expressing your personal view.</p> <p><b>Edexcel GCSE English Language coverage:</b></p> <p>2.2.2: write for impact</p> <p><b>GCSE Assessment Objectives: A05</b></p>
<b>Resources</b>	3.1 Text 2 (or page 38 of the Anthology)- Love is not all you need in a marriage

<b>Subject</b>	<b>English Language</b>
<b>Class/ Section</b>	<b>10E/A</b>
<b>Week</b>	<b>2 –Lesson 5</b>
<b>Work sent to students by</b>	<b>Google classroom</b>
<b>Total number of lessons per week</b>	<b>5</b>
<b>Unit/Topic</b>	<b>21<sup>st</sup> Century Non-fiction</b> <b>Love is not all you need in a marriage</b>
<b>Key Vocabulary</b>	Repressing ebb Complacency
<b>Lessons 5 Live Zoom lesson</b>	<p><b><u>Specific Learning objectives</u></b></p> <ul style="list-style-type: none"> <li>• To check the students reading comprehension</li> <li>• To make students think about the ideas presented by the writer</li> <li>• To encourage critical and logical thinking</li> </ul> <p><b><u>Success Criteria:</u></b></p> <ul style="list-style-type: none"> <li>✓ Students will be able to answer the question to review the language and structural features</li> <li>✓ Students will be able to analyse the use of language and structure to create an effect.</li> <li>✓ Students will be able to analyse the writer's intention.</li> </ul>

	<p><b><u>Specific Intended Learning Outcomes</u></b></p> <ul style="list-style-type: none"> <li>Students will answer questions to demonstrate their knowledge and understanding of the main ideas and the use of language and structural features to express his point of view.</li> </ul>
<b>Tasks</b>	<p><b>Task-1</b></p> <p>Analyse how the writer of ‘Love is not all you need in a marriage’ uses his personal opinions and experiences to engage readers. Support your views with detailed reference to the text.(15 Marks)</p>
<b>Assessment Criteria/ Essential questions</b>	<p><b>Edexcel GCSE English Language coverage:</b></p> <p>2.1.1: read and understand a range of non-fiction texts, including whole texts and unseen texts</p> <p>2.1.2: critical reading and comprehension</p> <p>2.1.3: summary and synthesis</p> <p>2.1.4: evaluation of a writer’s choice of vocabulary, form, grammatical and structural features</p> <p><b>GCSE Assessment Objectives: AO1 and AO2</b></p>
<b>Resources</b>	<p>3.1 Text 2 (or page 38 of the Anthology)- Love is not all you need in a marriage</p>