



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

**Lesson Plan**

<b>Subject</b>	English Language (GCSE 9-1)
<b>Class/ Section</b>	YEAR 11 (A – F)
<b>Week</b>	Week 2 (starting from September 05, 2021)
<b>Work sent to students by</b>	<b>Google classroom</b>
<b>Total number of lessons per week</b>	<b>4</b>
<b>Unit/Topic</b>	21 <sup>st</sup> Century Non-Fiction Reading
<b>Key Vocabulary</b>	<b>Egotistical; disenchantment; buzzword; accosted; sans</b>
<p>Lessons 1,2,3 –Live Zoom lesson along with face to face instruction for students present on a particular day</p> <p>Work will be assigned in google classroom which will be matched to the students' ability.</p>	<p><b><u>Specific Learning objectives</u></b></p> <ul style="list-style-type: none"><li>▪ Explore the writer's intention and analyse how key ideas are presented</li><li>▪ Analyse in some depth how the writer's choice of whole text structure, sentence structure and vocabulary supports the writer's intention</li><li>▪ Identify points of comparison in the writers' ideas and perspectives, exploring how they are presented at word, sentence and text level, and their impact on the reader</li><li>▪ Review of AOs 1-6</li></ul> <p><b><u>Specific Intended Learning Outcomes</u></b></p> <ul style="list-style-type: none"><li>▪ Students will be able to write meaningful analysis of the writer's use of language and structure to create effect and influence readers.</li><li>▪ Students will be able to demonstrate in writing their understanding of thematic connections between the texts.</li></ul> <p><b><u>Zoom Sessions 1 &amp; 2</u></b></p> <p><b><i>Lesson Objectives:</i></b></p> <ul style="list-style-type: none"><li>• <i>Select and synthesise evidence from the two texts</i></li><li>• <i>Compare writers' ideas and perspectives, as well as how these are conveyed, across the two texts</i></li></ul> <p><b><i>Success Criteria:</i></b></p> <ul style="list-style-type: none"><li>• Be able to identify and explore specific similarities and differences in two texts, supported with a range of evidence synthesised from both</li><li>• Be able to explore and develop a comparison of two texts beyond similarities and differences through inference and analysis, supported with a range of evidence synthesised from both</li></ul>

**Tasks**

**Assessment Criteria/  
Essential questions**

**Looking for Thematic Connections**

Use the following Question (7a & 7b) for **BASELINE TEST** to determine the current skill level of your students.

**Exam-style question**

- 7a. The two texts show different information about technology in different fields.  
What are the differences in the way the ideas are described and how is technology explored? (6 Marks) **AO1**

*Use the following descriptor to mark Q. 7(a)*

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	<b>1-2</b>	<ul style="list-style-type: none"> <li>• Limited understanding of similarities/differences</li> <li>• Limited synthesis of the two texts</li> <li>• The use of evidence is limited.</li> </ul>
<b>Level 2</b>	<b>3-4</b>	<ul style="list-style-type: none"> <li>• Sound understanding of similarities/differences</li> <li>• Clear synthesis of the two texts</li> <li>• The selection of evidence is valid but not developed and there may be an imbalance.</li> </ul>
<b>Level 2</b>	<b>5-6</b>	<ul style="list-style-type: none"> <li>• Detailed understanding of similarities/differences</li> <li>• Detailed synthesis of the two texts</li> <li>• The selection of evidence is appropriate and relevant to the points being made.</li> </ul>

**Tasks**

**Assessment Criteria/  
Essential questions**

- 7b. Compare how the writers of the two texts present their ideas and perspectives about technology.  
Support your answer with detailed reference to the texts.  
(14 Marks) **AO3**

*Use the following descriptor to mark Q. 7(b)*

Level	Mark	AO3
	0	<ul style="list-style-type: none"> <li>• No rewardable material.</li> </ul>
<b>Level 1</b>	1-2	<ul style="list-style-type: none"> <li>• The response does not compare the texts.</li> <li>• Description of writers' ideas and perspectives, including theme, language and/or structure.</li> <li>• The use of references is limited.</li> </ul>
<b>Level 2</b>	3-5	<ul style="list-style-type: none"> <li>• The response considers obvious comparisons between the texts.</li> <li>• Comment on writers' ideas and perspectives, including theme, language and/or structure.</li> <li>• The selection of references is valid, but not developed.</li> </ul> <p><b>NB: The mark awarded cannot progress beyond the top of Level 2 if only ONE text has been considered in detail.</b></p>
<b>Level 3</b>	6-8	<ul style="list-style-type: none"> <li>• The response considers a range of comparisons between the texts.</li> <li>• Explanation of writers' ideas and perspectives including theme, language and/or structure.</li> <li>• The selection of references is appropriate and relevant to the points being made.</li> </ul>

<b>Level 4</b>	9–11	<ul style="list-style-type: none"> <li>• The response considers a wide range of comparisons between the texts.</li> <li>• Exploration of writers' ideas and perspectives including how the theme, language and/or structure are used across the texts.</li> <li>• References are balanced across both texts and fully support the points being made.</li> </ul>
<b>Level 5</b>	12–14	<ul style="list-style-type: none"> <li>• The response considers a varied and comprehensive range of comparisons between the texts.</li> <li>• Analysis of writers' ideas and perspectives including how the theme, language and/or structure are used across the texts.</li> <li>• References are balanced across both texts, they are discriminating, and clarify the points being made.</li> </ul>

### Zoom Session 3

#### Why All This Selfie Obsession? [page 68]

##### Lesson Objectives

- read and understand a range of non-fiction texts, including whole texts and unseen texts
- critical reading and comprehension
- summary and synthesis
- evaluation of a writer's choice of vocabulary, form, grammatical and structural features

##### Success Criteria:

- Be able to explore the writer's intention and analyse how key ideas are presented
- Be able to analyse in some detail how the writer's choice of whole text structure, paragraph and sentence structure and vocabulary supports the writer's intention

##### The Learning Process/Assessment For Learning Strategies

##### Understanding Ideas, Perspectives and the Use of Language

- Read the text together with students; ask questions to test their understanding of the meaning.
- Make students interpret a few words and phrases, comment and add to their understanding.
- Help students maintain their focus on the writer's perspective and the use of language.

##### **Questions:**

1. What does the phrase 'fishing for compliments' mean? **AO1**
2. How has the writer extended this metaphor to help her make her point? Write two or three sentences explaining your ideas. **AO2**  
Focus on what they suggest about social media and the motivation for circulating selfies.

### Zoom Session 4

#### Why All This Selfie Obsession? [page 68]

Tasks

***Lesson Objectives:***

- explore the writer's choice of structure
- understand similarities/differences
- synthesis of the two texts
- select evidence appropriate and relevant to the points being made.

***Success Criteria:***

- Be able to explore the writer's intention and analyse how key ideas are presented
- Be able to analyse in some detail how the writer's choice of whole text structure, paragraph and sentence structure and vocabulary supports the writer's intention
- Be able to explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.

**The Learning Process/Assessment For Learning Strategies**

**Understanding Structure**

1. Discuss to explore the writer's choice of:
  - whole text structure
  - sentence structure
  - vocabulary
2. How does this final paragraph help the writer to achieve her intention?  
Note down some ideas, thinking about:
  - what the writer is implying in this paragraph
  - its position in the structure of the whole text
  - the length and structure of the paragraph
  - the length and structure of its sentences
  - the vocabulary choice.