



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

Lesson Plan

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| Subject | ENGLISH LANGUAGE |
| Class/ Section | 9 A-F |
| Week | WEEK 4 – SEPT 19 to SEPT 23, 2021 |
| Work sent to students by | Google classroom |
| Total number of lessons per week | 5 |
| Unit/Topic | Non-Fiction BRITISH SHARKS – AT SEA – SHARKS – NATIONAL GEOGRAPHIC |
| Key Vocabulary | |
| Lesson 1 –Live Zoom Lesson | <p><u>Specific Learning objectives:</u></p> <ul style="list-style-type: none">• To select short and precise, references to support own ideas and opinions that are highly relevant.• To discuss and explain how a writer has used language and structure to make the text effective <p><u>Success Criteria:</u></p> <ul style="list-style-type: none">• I can understand and respond with insight to explicit and implicit information• I can analyse and justify how a writer has used structure to make the text effective• I can analyse specific words, phrases and grammatical choices, text structure used by the writer, explaining the effects of these in detail <p><u>Specific Intended Learning Outcomes</u></p> <ul style="list-style-type: none">• Analyse most of the linguistic devices by commenting on their purpose and effect on the reader/audience.• Analyse the use of most structural features with <i>examples</i>• Analyse how language and structure helped the writer to create a specific tone and achieve the purpose. |

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| | <p>TASK 1: The teacher works through Writer’s Workshop 1 presentation (attached) to explore how writers use paragraphs to summarise key information.- White Sharks</p> <p>Lesson 2 TASK-2 Reading Assessment- British Sharks</p> <p>NOTE TO TEACHERS: All sections must do the Reading Assessment in lesson 2 and keep pace with corrections.</p> <p>Homework: The students are given a short writing task – Short Writing Task – Paragraphing (attached) which can be done individually.</p> |
| <p>Lesson 3 – ZOOM GREAT WHITES (NAT GEO ARTICLE)</p> | <p>Specific Learning objectives: Learning Objectives:</p> <ul style="list-style-type: none"> • To understand the main ideas in the article • To explore the author’s use of particular words/phrases/sentences that support and express his viewpoint • To evaluate the writer’s key purpose and which ideas are most central to their purpose <p>SUCCESS CRITERIA Students will be able;</p> <ul style="list-style-type: none"> • To read an extract and comprehend it. • To cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • To determine the meaning of words and phrases as they are used in a text, including figurative, and technical meanings. • To analyze the impact of a specific word choice on meaning and tone. • To evaluate how writer’s viewpoint is managed and established across a whole text <p>Learning Outcome:</p> <ul style="list-style-type: none"> • Students critically evaluate the text in a detailed way • Students offer examples from the extract to explain views convincingly • Students analyse the effects of a range of writer’s choices <p>Task: 1 Read the extract, discuss questions 1, 2, 3 and write the answers in the note book.</p> <ol style="list-style-type: none"> 1. The closest meaning of the word ‘streamlined’ is: a) slimy b) aerodynamic c) slippery d) lined with ridges 2. In the paragraph sub-titled ‘Shark attacks’ pick out words and phrases used by the writer to imply that these attacks are not as deadly as one may imagine. 3. In the opening paragraph of the article, the writer strongly states: ‘As scientific research on these elusive predators |

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| | <p>increases, their image as mindless killing machines is beginning to fade.' Pick out at least one phrase or sentence in each of the subsequent paragraphs that the writer uses to support and express his viewpoint.</p> |
| <p>LESSON 4 –5 ZOOM</p> <p>Planning and Writing</p> | <p>Learning Objectives:</p> <ul style="list-style-type: none"> • To make notes and write accurately and structure sentences and paragraphs effectively • To write an Information text/Guide appropriately to inform, explain and describe about the given topic • To write with clear understanding of form, purpose and audience • To select vocabulary and punctuation for effect <p>SUCCESS CRITERIA</p> <p>Students will be able to</p> <ul style="list-style-type: none"> • write an information article on a topic of choice • show awareness of form, purpose and audience • use varied vocabulary • organise ideas in paragraphs • use a variety of sentences accurately • use accurate spellings and punctuation marks <p>Learning Outcome:</p> <ul style="list-style-type: none"> • Students should be able write an informative article which is clear, coherent, accurate and consistent. <p>TASK 1:</p> <p>Students write their informative article using paragraphing techniques learned in previous lessons, making use of paragraphs to convey information, short paragraphs to convey a particular point, headings and sub-headings.</p> <p>Students write in class on A4 size refill paper, scan and upload.</p> <p>Qn with instructions will be sent to teachers, in course of time.</p> |
| <p>Assessment Criteria/ Essential questions</p> | <p>Short Writing Task – Paragraphing</p> <p>Long Writing Task – Information Article/Guide on topic of choice (AO5 and AO6)</p> |
| <p>Resources</p> | <p>Text – British Sharks</p> <p>Active Teach – Reading for Meaning Worksheet 1, Writer’s Workshop – 1 (presentation)</p> <p>Great Whites – National Geographic Article – 21st Century Non-Fiction</p> |