



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>Yr 7</b>
<b>Week</b>	<b>3 (12<sup>th</sup> SEPTEMBER – 16<sup>th</sup> SEPTEMBER)</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>UNIT 1 -A LIFE'S STORY – Gathering evidence</b>
<b>Key Vocabulary</b>	<b>Autism; ranges and formats; relevant</b>
<b>Lessons 1&amp;2</b>  –Live Zoom lesson along with face to face instruction for students present on a particular day  Work will be assigned in google classroom which will be matched to the students' ability.	<b><u>Specific Learning objectives</u></b> To skim and scan the text To decide where you might find relevant information and to select what you need. To summarise information. To review past tense <b><u>Specific Intended Learning Outcomes</u></b> To be able to find information, organise and summarise the information  <b><u>Success criteria</u></b> Summarise what they know about autism

**Tasks**

Identify the correct link to find out links about autism.  
Create a diagram to describing writer’s experience  
Review past tense.

**ACTIVITY 1**

Teacher asks students ( MIND MAP )

- What is the purpose of gathering evidence?
- In which fields do we require gathering evidence?

Students share their responses and teacher guides and consolidate understanding of the term ‘Gathering Evidence’.

**ACTIVITY 2 – NOTE BOOK**

- Students complete a research task to understand more about autism. (**ACTIVITY 1 – PG 16 Building skill in English**)
- Students complete (**ACTIVITY2 – PG 16 Building skill in English**)

Students share their responses giving reasons for their choice

- Students read the extract describing the writer’s experience with their brother who is an autistic. (**ACTIVITY 3 – PG 16 Building skill in English**)

Whole class discussion guided by the teacher on gathering information and evidence from the text.

**ACTIVITY 3– NOTE BOOK**

Teacher asks few students to explain the tenses- Present, Past and Future tense.

- Students read the autobiographical text by Mark Haddon and identify examples of Past tense in the recount text.
- (**ACTIVITY Sharpen your skills) – PG 16 Building skill in English**)
- Students share their responses guided by the teacher.
- Teachers can guide the students -past tense -a feature of recount text.
- Few students summarise how the purpose of gathering evidence.

**Assessment Criteria/  
Essential questions**

**A01**

- Identify and interpret explicit and implicit information and ideas.
- Select and synthesise evidence from different texts.

(**ACTIVITY 1 – PG 16 Building skill in English**)

**A02**

- Explain, comment on and analyse how writers use

**Resources**

language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.

- **(ACTIVITY Sharpen your skills) – PG 16 Building skill in English)**

**A08**

- Listen and respond appropriately to spoken language, including to questions and feedback to presentations.

- **Building skill in English**



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<b>Unit/Topic</b>	<b>UNIT 1 -A LIFE'S STORY – Preparing an essay</b>
<b>Key Vocabulary</b>	Structure; logically; versions; honorary; distinguished; contracted; debilitating; disability; discrimination; patron; Paralympics; aggression;

**Lessons 3 & 4 –**

**Live Zoom lesson along with face to face instruction for students present on a particular day**

**Work will be assigned in google classroom which will be matched to the students’ ability.**

**Tasks**

**Assessment Criteria/  
Essential questions**

**Specific Learning objectives**

To sequence text logically and use topic sentences.

**Specific Intended Learning Outcomes**

To be able to organise ideas and structure text logically

To use topic sentences to give clarity and purpose .

**Success Criteria**

To be able to write an essay about the basketball star and TV personality Ade Adepitan for a magazine aimed at teenagers.

Teacher could initiate class discussion on the recent Olympic games

Where was it held?

Which country won the maximum gold medal?

What is Paralympics?

- Teacher shares the objectives and Learning Outcomes informing the students about the task: to write an essay about the basketball star and TV personality Ade Adepitan for a magazine aimed at teenagers
- Students read the texts A & B aloud (**ACTIVITY 1 – PG 18 & 19 Building skill in English**)

**PLANNING – students plan their essay answering the following questions**

- Select six headings from the given list to use as section headings for essay plan. (**ACTIVITY 1- 2– PG 20 Building skill in English**)
- Write two or three bullet points summarising what they will include under each heading. (**ACTIVITY 1- 3– PG 20 Building skill in English**)
- Which paragraph would you use at the beginning of your essay, following your introduction? Why? (**ACTIVITY 2- 1– PG 20 Building skill in English**)
- Which four of the sections above did you not include in your plan? Why? (**ACTIVITY 2- 2 – PG 20 Building skill in English**)

**AO5**

- Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.

**AO6**

Use a range of vocabulary and sentence structures for clarity,

**Resources**

purpose and effect, with accurate spelling and punctuation.

- **Building skill in English**
- **PPT**



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<b>Key Vocabulary</b>	topic sentence; achievement; able-bodied; inspiring; charitable;
<b>Lessons 5</b>  –Live Zoom lesson along with face to face instruction for students present on a particular day  Work will be assigned in google classroom which will be matched to the students' ability.	<b><u>Specific Learning objectives</u></b> To use topic sentences to give clarity and purpose . <b><u>Specific Intended Learning Outcomes</u></b>  To be able to write an essay about the basketball star and TV personality Ade Adepitan for a magazine aimed at teenagers. To identify adverbs and apply them in a given paragraph  <b><u>SUCCESS CRITERIA</u></b> <ul style="list-style-type: none"><li>• select topics to form an essay plan</li><li>• write bullet points against these topics</li><li>• justify the choices</li></ul> <b>TEACHING ACTIVITY:</b> <b>REVIEW SENTENCE STRUCTURES AND TOPIC SENTENCES</b>

