



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>9A-F</b>
<b>Week</b>	<b>Week- 5 26<sup>th</sup> Sept to 30<sup>th</sup> Sept 2021</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- Reality TV</b>
<b>Key Vocabulary</b>	Reality Eviction Desperate Apprentice
<b>Lessons 1 Live Zoom lesson</b>	<b><u>Specific Learning objectives</u></b> <ul style="list-style-type: none"><li>• To practice speaking about reality TV and social media, incorporating useful new vocabulary relevant to this topic</li><li>• To identify and explain the purpose of reality television</li><li>• To read and understand key features of reality television</li><li>• Identify key similarities and differences between television programmes.</li></ul> <b><u>Success Criteria:</u></b> <ul style="list-style-type: none"><li>• I can understand how the different modes and language associated with reality television communicate multiple meanings.</li><li>• I can explore key features and purpose of reality television.</li><li>• I can explain how audiences respond to and interpret the aspects of reality television.</li></ul> <b><u>Specific Intended Learning Outcomes</u></b> <ul style="list-style-type: none"><li>• Students will be able to explore key features of reality shows, their purpose, and how they appeal to their audience.</li></ul>

<b>Tasks</b>	<p><b>Tasks</b>  Students brainstorm all the reality TV shows they have in their country.  Students attempt to describe the formats of the shows.</p> <p>List out the purpose  Class discussion  Read and summaries from three different reality shows.  Key features  How they are similar and different</p> <p>Complete activity 1 Q.1, 2, 3, 4- <b>Building Skills in English 11-14</b>  <b>Unit 1 –Reality TV Pg 6-7</b></p>
<b>Assessment Criteria/ Essential questions</b>	<p>Write a definition of reality television in two or three sentences.  Students discuss how ‘real’ Reality Television actually is, and list ways in which the genre can be constructed.</p> <p><b>AO-1</b></p> <ul style="list-style-type: none"> <li>• Identify and interpret explicit and implicit information and ideas</li> <li>• Select and synthesise evidence from different texts</li> </ul>
<b>Resources</b>	<p><b>Building Skills in English 11-14</b>  <b>Unit 1 –Reality TV Pg 6-7</b></p>

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<b>Unit/Topic</b>	<b>Unit -1- Reality TV</b>
<b>Key Vocabulary</b>	Story ingredients An ally Life changing event An opponent
<b>Lessons 2 -3 Live Zoom lesson</b>	<p><b><u>Specific Learning objectives</u></b></p> <ul style="list-style-type: none"> <li>• To identify and explain the use of story ingredients in a reality TV show</li> <li>• To understand how reality television show engages the audience.</li> <li>• Communicate, effectively, and imaginatively, selecting and</li> </ul>

	<p>adapting tone, style, and register for different forms, purposes and audiences</p> <ul style="list-style-type: none"> <li>• Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> <li>• Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</li> </ul> <p><b><u>Success Criteria:</u></b></p> <ul style="list-style-type: none"> <li>• I can identify and explain the use of story ingredients in a reality TV shows.</li> <li>• I can explain how audiences respond to and interpret the aspects of reality television</li> <li>• I can write with effective use of expression directed towards achieving the purpose of the text and intended effect on readers.</li> <li>• I can structure the writing appropriately and use vocabulary for clarity of expression</li> </ul> <p><b><u>Specific Intended Learning Outcomes</u></b></p> <ul style="list-style-type: none"> <li>• Students will be able to explore the ingredients of a story in a reality show and explain how these reality TV shows keep the audience involved.</li> <li>• Students will be able to create their reality television show with appropriate selections of information from a few sources and attempt to synthesise and organise these in a logical way.</li> </ul>
<b>Tasks</b>	<p><b>Task-1</b> Students share one story which they are familiar with. List out all the story ingredients- <b>Activity 2 Q 1. Page 8 (Building skills in English Book-3)</b></p> <p><b>Task-2</b> <b>Group Activity:</b> Students in groups completes Activity-2 Q Page 8 (<b>Building skills in English Book 3</b>)</p> <p><b>Task-3</b></p> <ol style="list-style-type: none"> <li>1. Complex sentences:-Refer to Page -9 8 (Building skills in English Book 3)</li> <li>2. What do you understand by complex sentences?</li> <li>3. Why do writers use complex sentences? Explain with an example.</li> <li>4. Choose an example of a complex sentence from your writing and explain the effect.</li> </ol> <p><b>Task-4</b> <b>Plan and create a new Reality Television show</b> <b>Activity-3 Page 9 (Building skills in English Book 3)</b></p>
<b>Assessment Criteria/ Essential questions</b>	<p>Students read Activity 1 Q.2 Page 8 and complete this in their note book.</p> <p><b>Homework:</b> Students refer back to Jane Eyre and identify story ingredients.</p> <p><b>Assessment Objective:</b></p>

	<p><b>Reading:</b></p> <p><b>AO1</b> Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.</p> <p><b>AO2</b> Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</p> <p><b>Writing</b></p> <p><b>AO5</b> 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.</p> <p><b>AO6</b> Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>
<b>Resources</b>	<b>Building Skills in English 11-14 Book-3</b> <b>Unit 1 –Reality TV Pg 8-9</b>

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<b>Key Vocabulary</b>	Glam Zit Fetched Hypoallergenic Flare-up
<b>Lessons 5 Live Zoom lesson</b>	<p><b><u>Specific Learning objectives</u></b></p> <ul style="list-style-type: none"> <li>To compare how the media present real people and celebrities.</li> </ul> <p><b><u>Success Criteria:</u></b></p> <ul style="list-style-type: none"> <li>I can identify and explain how media play a significant role in the life of celebrities.</li> </ul>

	<ul style="list-style-type: none"> <li>• I can explore the effect of media</li> <li>• I can compare how media can give a positive and negative impression to the audience.</li> </ul> <p><b><u>Specific Intended Learning Outcomes</u></b> Students will be able to explain and analyse the use of language to present real people and celebrities.</p>
<b>Tasks</b>	<p><b><u>Task-1</u></b> Read Text A from Page 10 <b>Building Skills in English 11-14 Book-3 Unit 1 –Reality TV.</b></p> <p><b>Discussion questions:</b> Who do you think is the intended audience?</p> <p><b>Task-2</b> Answer questions from Activity-1 Page 10 <b>Building Skills in English 11-14 Book-3 Unit 1 –Reality TV.</b></p> <p><b>Task-3-Individual Task</b> Complete Activity-2 Page 11 <b>Building Skills in English 11-14 Book-3 Unit 1 –Reality TV.</b></p>
<b>Assessment Criteria/ Essential questions</b>	<p><b>Assessment Objective:</b></p> <p><b>AO1</b> Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.</p> <p><b>AO2</b> Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</p> <p><b>AO3</b> Evaluate texts critically and support this with appropriate textual references.</p>
<b>Resources</b>	<b>Building Skills in English 11-14 Unit 1 –Reality TV Pg 10-11</b>