



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

Lesson Plan

Subject	English Language
Class/ Section	Year 8
Week	Week -4 (Lessons -1&2)
Work sent to students by	Google classroom
Total number of lessons per week	5
Unit/Topic	Unit-1 ADVERTISING
<u>Lessons 1&2 –</u> 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.	<u>Specific Learning objectives</u> <ul style="list-style-type: none">• To tell the difference between informal and formal language and understand when each is appropriate.• Identify the elements of a formal letter• Plan and write a formal letter <u>Success Criteria</u> <p>I Can...</p> <ul style="list-style-type: none">• Differentiate formal and informal language.• Use both formal and informal language in accordance with the context.• Understand the structure of a formal letter.• Plan and draft my letter. <u>Specific Intended Learning Outcomes</u> <p>Students will be able to understand the structure of a formal letter. Differentiating the formal and informal language, they will plan and draft a formal letter.</p> Starter: -discussion about chat language and messages.

<p>Tasks</p> <p>Assessment Criteria/ Essential questions</p> <p>Resources</p>	<p>Introduction: Share Objectives and outcomes.</p> <p>Development.</p> <p>Activity 1- Difference between formal and informal language with the help of a PPT. Students will identify the formal and informal vocabulary.</p> <p>Activity 2 – Students will identify the formal and informal text and will label it as, ‘formal’ and ‘informal’. They will express their reasons as well. – Page no:- 26.TEXT 2 Features of a formal letter will be discussed with the help of a PPT. Students will be given some prompts to write formal letter, and will be asked to write within the given time. Letter writing template will be provided.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><u>Letter Writing :-</u> Q. A complaint letter to the council arguing that the local community centre should be kept open.(Building Skills in English, page:- 30) Total marks: 20 (12+08) Assessment Criteria- AO5, AO6</p> </div> <p>Activity 3 – Sharpen your Skills- Commas (Page no:-29) Explanation, discussion of use of commas in clauses and complex sentences. CW/HW Exercise on use of commas in sentences.</p> <p>Plenary: Teacher will recall the features of a formal letter. Students will self assess their work with the checklist provided.</p> <p>Text: Building Skills in English PPT (digital teaching aids)</p> <p>Assignment: Activity 2(C) from the text: Building Skills in English-Page no:-27. Q. Write a formal version of the e-mail.</p>
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Subject	English Language
Class/ Section	Year 8
Week	Week -4 (Lessons -3&4)
Work sent to students by	Google classroom
Total number of lessons per week	5
Unit/Topic	Unit-1 Drama
Key vocabulary	Stage directions, director, performance, visually, dramatic techniques, classic
<p><u>Lessons 1&2 –</u></p> <p>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><u>Specific Learning objectives</u></p> <ul style="list-style-type: none"> To broaden reading experience by reading scripts and plays. To identify how play scripts are different from other genres of writing. To understand the importance of dramatic techniques and their effect on an audience. <p><u>Success Criteria</u></p> <p>I Can...</p> <p>Explain how a play script and novel are different and can comment on why they are different.</p> <p>Explain with evidence the importance of some dramatic techniques and their effect on an audience.</p> <p><u>Specific Intended Learning Outcomes</u></p> <ul style="list-style-type: none"> Students will be able to understand the difference between a novel and play script and can comment about it. Students can understand the importance of dramatic techniques and their effect on an audience. <p>Starter: -Elements Of Drama (Word search Game)</p>

<p>Tasks</p> <p>Assessment Criteria/ Essential questions</p> <p>Resources</p>	<p>Introduction: Share Objectives and outcomes.</p> <p>Development.</p> <p>Class Discussion:- Difference between play script and novel.</p> <p>Activity 1-(Individual Activity)</p> <p>Students will read the play script and opening of the ‘The Tulip Touch ’novel extract given in the textbook.(page no:- 32&32).They will complete the table given on page 33 to explore how the same story is told in different ways.</p> <p>Students will share their answers.</p> <p>Teacher will consolidate the main points</p> <p>Activity 2 – (Group Activity- Break out session)</p> <p>Students will be asked to read the opening of the novel ‘Keeper’ by Mal Peet.</p> <p>Imagine the opening of the novel as a film, they will discuss about the following points.</p> <ul style="list-style-type: none"> • Setting • Atmosphere • Character • Drama <p>Plenary: Students will share their ideas in the main session. Teacher will consolidate the main points and the features of a screen play with the help of a PPT.</p> <p>Text: Building Skills in English</p> <p>PPT (digital teaching aids)</p> <p>Assignment:</p> <p>Activity 2(Qn.2) from the text: Building Skills in English-Page no:-33.</p>
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Subject	English Language
Class/ Section	Year 8
Week	Week -4 (Lessons-5)
Work sent to students by	Google classroom
Total number of lessons per week	5
Key vocabulary	Noun phrase, verb phrase
Unit/Topic	Unit-1 Drama
<p><u>Lesson –5</u></p> <p>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>Tasks</p>	<p><u>Specific Learning objectives</u></p> <ul style="list-style-type: none"> • Identify and understand the proper use of noun and verb phrases. <p><u>Success Criteria</u></p> <p>I Can...</p> <ul style="list-style-type: none"> • Recall nouns and verbs. • Identify noun phrases and verb phrases. • use of noun and verb phrases in my descriptions and writing <p><u>Specific Intended Learning Outcomes.</u></p> <ul style="list-style-type: none"> • Students will be able to identify nouns and verbs in a sentences. • Students will be able to use noun and verb phrases in their own writing and descriptions. <p>Starter:</p> <p>Identifying a noun in a sentence (The PowerPoint gives multiple options to choose from.)</p> <p>Introduction: Share Objectives and outcomes.</p> <p>Development.</p> <p>Activity -1</p> <p>A. Sharpen your skills Phrases – 1. And 2. (Page no:-35)</p>

<p>Assessment Criteria/ Essential questions</p> <p>Resources</p>	<p>B. Students will be asked to identify the noun and verb phrases A in the .opening extract of the novel <i>Keeper on page 34 (AO2)</i>.</p> <p><i>Students share their responses. Teacher guides and gives feedback.</i></p> <p>Activity-2</p> <p>Questions from Activity- 3 page no:- 35, Building Skills in English.</p> <ul style="list-style-type: none">• Draw a stick figure of a football player(or any other sports person)• Around the stick figure write three sentences describing their abilities.• Underline and label the noun and verb phrases.• Circle the head words in the noun phrases and the main verbs in the verb phrases. <p>Plenary: Students will share their answers. Teacher will give feedback on correct phrases and support those who have difficulty in understanding phrases, nouns and verbs</p> <p>Text: Building Skills in English PPT (digital teaching aids)</p> <p>Assignment: worksheet</p>
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