YEAR 11 ENGLISH LANGUAGE   WEEK 2 –LESSON PLANS DISTANCE LEARNING

Teacher: Mr. Arshad

Class and Section: YEAR 11 C

Subject: English Language (GCSE 9-1)

Week 2:   6TH SEPTEMBER – 10TH SEPTEMBER

No. of lessons: Zoom = 4; Asynchronous = 1

Student's access to Work: Work sent to students through Class Group Gmail or Google Classroom

Topic: 21st Century Non-Fiction Reading

Overall Objectives:
- Explore the writer's intention and analyse how key ideas are presented
- Analyse in some depth how the writer's choice of whole text structure, sentence structure and vocabulary supports the writer's intention
- 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
- Review of AOs 1-6

Outcome:
- Students will be able to write meaningful analysis of the writer's use of language and structure to create effect and influence readers.
- Students will be able to demonstrate in writing their understanding of thematic connections between the texts.

RESOURCES:

- English Language Text Anthology

DATE	ACTIVITY
WEEK 2	**6TH SEPTEMBER – 10TH SEPTEMBER**
6TH SEPTEMBER 2020 Sunday **1 lesson (period 6)**	**Zoom Session 1** **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.

7TH SEPTEMBER 2020 Monday (2 Lessons) Period 1 and 2	**Zoom Session 2** **Why All This Selfie Obsession?** [page 68] **My First Visit to the Movies** [page 67] *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.

Zoom Session 3

Looking for Thematic Connections

Discuss and help students to look for and understand the thematic connection of this text with the one explored the previous week – 'My First Visit to the Movies'.

Use the following points to set your students thinking…
- Both texts are about technology
- Both explore the public / individual response to the technology, etc.

Exam-style question (10 minutes discussion)

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**

Help students refresh their understanding of the examiners requirement using the following descriptor.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	**1-2**	• Limited understanding of similarities/differences • Limited synthesis of the two texts • The use of evidence is limited.
Level 2	**3-4**	• Sound understanding of similarities/differences • Clear synthesis of the two texts • The selection of evidence is valid but not developed and there may be an imbalance.

| | | Level 2 | 5-6 | • Detailed understanding of similarities/differences
• Detailed synthesis of the two texts
• The selection of evidence is appropriate and relevant to the points being made. | |

9TH SEPTEMBER 2020 Wednesday (1 Lesson) Period 2	**Zoom Session 4**
	
	Why All This Selfie Obsession? [page 68]
	My First Visit to the Movies [page 67]
	
	Lesson Objectives:
	   • *Select and synthesise evidence from the two texts*
	   • *Compare writers' ideas and perspectives, as well as how these are conveyed, across the two texts*
	
	Success Criteria:
	   • Be able to identify and explore specific similarities and differences in two texts, supported with a range of evidence synthesised from both
	   • 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
	
	The Learning Process/Assessment For Learning Strategies
	
	Understanding Perspectives
	
	Referring to both the texts, ask questions about how the two writers look at the technology.
	Ask students to think about how positive or negative each writer is when writing about technology.
	Which details in the each text help you determine each writer's perspective or point of view.

Exam-style question:

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**

Help students refresh their understanding of the examiners requirement using the following descriptor.

Level	Mark	AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
	0	● No rewardable material.
Level 1	1–2	● The response does not compare the texts. ● Description of writers' ideas and perspectives, including theme, language and/or structure. ● The use of references is limited.
Level 2	3–5	● The response considers obvious comparisons between the texts. ● Comment on writers' ideas and perspectives, including theme, language and/or structure. ● The selection of references is valid, but not developed. **NB: The mark awarded cannot progress beyond the top of Level 2 if only ONE text has been considered in detail.**
Level 3	6–8	● The response considers a range of comparisons between the texts. ● Explanation of writers' ideas and perspectives including theme, language

			and/or structure.
			● The selection of references is appropriate and relevant to the points being made.
	Level 4	9–11	● The response considers a wide range of comparisons between the texts.
			● Exploration of writers' ideas and perspectives including how the theme, language and/or structure are used across the texts.
			● References are balanced across both texts and fully support the points being made.
	Level 5	12–14	● The response considers a varied and comprehensive range of comparisons between the texts.
			● Analysis of writers' ideas and perspectives including how the theme, language and/or structure are used across the texts.
			● References are balanced across both texts, they are discriminating, and clarify the points being made.

Students write their answers **asynchronously** and turn in their responses on Google form.