

Name of Teacher: Sr. Nelly

Class and Section: YEAR 11G

Subject: English Language (IGCSE)

Week 2 6th - 10th Sep. Number of lessons - 4

Student access to work: Work sent through Google Classroom

Topic: **READING NON-FICTION (Prose) – Unseen text**

Overall Objective: To read with insight and engagement, understand the writer's use of linguistic and structural devices, and how to tackle question 1-3 on an unseen text.

Learning Objective (L.O):- given for the lessons

Success Criteria (S.C):- given for the lessons

Resources: English Language A Student Book

- Revise – The New Way to Exam Success GCSE English

Pre-reading

- Read about Unseen Texts on our class text book pages 92-93

LEARNING OUTCOMES:

- Encourage critical thinking and students learn to express their feelings, ideas and perspectives.
- Engage in meaningful discussions that enable students to expand their own thinking and knowledge concerning ethical issues.
- Observe situations and give right judgment.
- Instill good values In students

DATE	ACTIVITY: READING NON-FICTION (Prose) Unseen Text
WEEK	6th Sep - 10th Sep
10G (girls) 6th Sep 2020 Sunday 3rd period	Lesson 1 – Zoom L. O:- Read and understand and interpret information, ideas and texts. - Understand how to tackle questions 1-3 on an unseen text. - Engage in meaningful discussions that enable students to develop their own thinking
Lesson 1	Teaching Activity Introduction - Read through pages 92-93 of the Student Book (class text book) to help you understand how to read and what to do when tackling an unseen text.

When reading an unseen text, think about what the text is saying.

The following questions are important to help you understand and analyze the text.

- What sort of text it is?
- What is the about?
- Who is the intended audience for the text?
- What point is the writer trying to make?
- What literary and linguistic techniques does the writer use?
- What effects do these techniques have?
- What does the text make you feel personally?

UNSEEN TEXT

- Read the following unseen text about a school girl adopted from *Flight from the Enchanter* by Iris Murdoch.

Flight from the Enchanter by Iris Murdoch

It was about three o'clock on a Friday afternoon when Annette decided to 1 leave school. I am learning nothing here, she thought. From now on I shall educate myself. I shall enter the School of Life. She crossed the corridor with a skip and a jump, making a tasteful vase of flowers rock upon its pedestal, and went down the steps to the cloakroom three at a time. 5

Annette was nearly nineteen. She had loathed it from the very first day. For her fellow-pupils she felt a mixture of pity and contempt, and for her teachers, who were called "tutors", contempt unmixed. For the headmistress, a Miss Walpole, she felt a pure and disinterested hatred. "Disinterested", because Miss Walpole had never behaved unpleasantly to Annette or indeed paid any attention to her whatsoever. Annette had never hated anyone in this way before and took pride in the emotion, which she felt to be a sign of maturity. Against the Ringenhall curriculum she had fought with unremitting obstinacy, determined not to let a single one of the ideas find even a temporary lodgement in her mind. When it was possible, she read a book or wrote letters in class. When this was not possible, she pursued some lively daydream. 16

She wandered into the library. It occurred to Annette that she might as well take away one or two books as souvenirs. The books were chaotic, but in mint condition, since reading was not a popular activity at Ringenhall. At length she selected a leather-bound copy of the Collected Poems of Browning, and left the room with the book under her 21

There were two things which Annette had wanted very much to do ever since she had arrived. One of these was to carve her name on a wooden bust which stood in the common-room. The wood was soft and inviting and made Annette itch for a blade. However, she rejected this idea because she had mislaid her pocket-knife. The other thing which she had always wanted was to swing on the chandelier in the dining-room.

Grimly she began to pull one of the tables into the middle of the room. On top of the table she placed one of the chairs. Then she began to climb up. By the time she was on the table she was already beginning to feel rather far away from the ground, Annette was afraid of heights. However, she mounted resolutely on to the chair. Here, by standing on tiptoe, she could get her hands over the metal bar. With a quick movement she kicked the chair away and hung stiffly in mid-air. The chandelier began to ring with a with a very high and sweet tinkling sound; the sort of sound, after all, which you would expect a wave of the sea to make if it had been immobilized and turned into glass: a tiny internal rippling, a mixture of sound and light.

At that moment the door opened and Miss Walpole came in. Annette let go abruptly of the chandelier and fell to the floor with a crash at Miss Walpole's feet.

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"Get up. Miss Cockeyne," she said to Annette in her usual weary tone of voice. She always sighed when she spoke, and as she never cared particularly about anything, so nothing much ever surprised her. This calm indifference had won her the reputation of being a good headmistress. "What were you doing?" "Swinging from the chandelier," said Annette. She was not afraid of her headmistress, whose claims to moral or intellectual excellence she had seen through some time ago.

'Why?' asked Miss Walpole.

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Annette had no ready answer to this, and thought she might as well skip a point or two in the conversation by saying immediately, 'I am sorry.' The she said, 'I've decided to leave Ringenhall. From now on I shall educate myself. I shall go out into the School of Life.' Miss Walpole was an extremely tall woman, which was also perhaps one of the reasons of her success, and although Annette too was tall, she had to throw her head back if she wanted to look into Miss Walpole's eyes. Annette took a step or two away and receded until the line which joined her eyes to Miss Walpole's made a new approach to the horizontal. She wanted to look dignified. But as she moved away, Miss Walpole imperceptibly approached, gliding forward as if propelled from behind, so that Annette once more had to crane her neck.

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'As to that,' said Miss Walpole, I doubt, if I may venture a personal opinion, whether you are yet qualified to benefit from its curriculum.

What, by the way, is that?' She pointed to the Browning, which Annette was now slipping into her bag.

'That is a book which I wished to give to the library as a parting present,' said Annette. She handed it to Miss Walpole.

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'It is a handsome copy,' said Miss Walpole. 'We are grateful to you.'

'I should like a plate to be put in it,' said Annette, 'to say it is the gift of Annette Cockeyne. And now, good-bye, Miss Walpole.'

'Good-bye, Miss Cockeyne,' said Miss Walpole. 'Remember that the secret of all learning is patience and that curiosity is not the same thing as a thirst for knowledge. Also remember that I am always here.'

	<p>Annette, who had no intention of imprinting this disagreeable idea on her mind, said, “Thank you,” and backed away rapidly towards the door. In a moment she was hurrying down the corridor and jumping into the street. 74</p> <p>Class discussion of the text focusing on Writer’s use of language and literary techniques Writer’s purpose Students informed personal response to the text</p> <p>S.C:- I can, Understand and interpret information, ideas and texts clearly. - Engage in a meaningful discussions to develop own thinking</p>
<p>10G (girls) 9th Sep 2020 Wednesday 1st period</p> <p>Lesson 2</p>	<p>Lesson 2 – Zoom</p> <p>L. O:- Read and understand and interpret information, ideas and texts.</p> <ul style="list-style-type: none"> - Understand how to tackle questions 1-3 on an unseen text. - Engage in meaningful discussions that enable students to expand their own thinking <p>Re-read the text “Flight from the Enchanter” by Iris Murdoch and:</p> <ul style="list-style-type: none"> • Understand and interpret information, ideas and viewpoints • Identify and annotate important points and ideas presented in the text. • Explore and analyse how the writer uses language and structure to express ideas and viewpoints. • Students annotate and make notes as they analyse the text. <p>The following important points may be used for discussion.</p> <ul style="list-style-type: none"> - Annette is decisive, independent and determined. - Annette thinks that she will get a better education from experience outside the school. - Annette hates the headmistress for no particular reason. - Annette thinks she is mature. - Annette can be imaginative and dreamy. - She has no moral objections to curving her name in a statue or stealing a book. - Annette is not in awe of authority. - Miss Walpole is not very interested in the pupils. - She is thought to be a good headmistress. - Her calm behaviour contributes to her good reputation. - Miss Walpole uses her height to gain authority. - Miss Walpole implies that Annette is too impatient. <p>The writers use of language may also be seen in these effects:</p> <ul style="list-style-type: none"> - Mockery of the school: ‘tasteful vase of flowers’; ‘reading not a popular activity’ - Effect of Miss Walpole catching Annette on the chandelier. - The description of Annette and Miss Walpole competing for the higher position – one retreating one advancing. - Annette giving Miss Walpole school’s own book as a present. - The descriptive detail between the sound of the chandelier and the sea

	<p>wave.</p> <ul style="list-style-type: none"> - The use of tone: ironic description of both characters. <p>HOMEWORK –</p> <ol style="list-style-type: none"> 1. What do you learn from the passage about Annette and Miss Walpole, and the relationship between them? Give a detailed answer. 2. Explain the particular effects that the writer’s use of language creates. <p>S.C:- I can, Understand and interpret information, ideas and texts clearly. - Understand and interpret information, ideas and texts. - Think critically and learn to express feelings, ideas and thoughts - Engage in a meaningful discussions to develop own thinking</p>
<p>10G (girls) 10th Sep 2020 Thursday 5th and 6th period</p> <p>Lesson 3</p>	<p>Lesson 3 - Zoom</p> <p>L. O:- Read and understand and interpret information, ideas and texts. - - Analyze writer’s use of linguistic and structural devices and the effects. A02</p> <ul style="list-style-type: none"> - Understand how to tackle questions 1-3 on an unseen text. - Engage in meaningful discussions that enable students to expand their own thinking <p>Activity</p> <ul style="list-style-type: none"> - Report the answers to the questions given for the homework in the previous lesson. - Class discussion - Ask questions for clarification - Take notes <p>Lesson 4 – Google Classroom</p> <p>HOMEWORK -</p> <p>The following questions are based on the text. Answer them in your note book.</p> <ol style="list-style-type: none"> 1. From lines 1- 4, select two words or phrases that describe how Annette left the school. (2marks) 2. Look again at lines 5-21. In your own words, explain how the writer presents Annette’s attitude towards Ringenhall? (4marks) 3. In lines 22- 74, describe Annette’s reaction to Miss Walpole’s entry into the library. You may support your points with brief quotations (5marks) <p>To be submitted at the end of the lesson.</p>

	<p>S.C. I can :</p> <ul style="list-style-type: none">- Analyse writer's use of words, phrases, different language devices.- Answer the question on character using the Point, Evidence Explanation and approach- Engage in meaningful discussions that enable students to expand their own thinking.- Use correct spellings, punctuation and grammatical accuracy.-Understand how to answer question 1-3 on unseen text.