

**YEAR 11G/H- English Language (IGCSE) DISTANCE LEARNING PLANS**

**Sr. Nelly**

**Class and Section YEAR 11G**

**Subject: English Language (IGCSE)**

**Week 3: 13<sup>th</sup> Sep. to 18<sup>th</sup> Sep. Number of lessons – 4**

**Student access to work: Work sent through Google Classroom**

**Topic: READING – FICTION (Prose) – Significant Cigarettes**

**Overall Learning Outcome: The lessons planned will enable you to build confidence in independent reading, creative and critical thinking, analysis and interpretation.**

**Learning Objective (L.O):- Read and understand texts, interpreting information, ideas and viewpoints AO1**

- Analyse writer's use of linguistic and structural devices and the effects. AO2

**Success Criteria (S.C):- Interpret information and ideas in the text.**

- Infer writer's purpose, character, and character's reaction.

**Challenge: 1. Read the biography of Rose Tremain**

**Resources: Significant Cigarettes**

**English Language A Student Book**

<b>DATE</b>	<b>13<sup>TH</sup> TO 17<sup>TH</sup> SEPTEMBER 2020</b>
<b>13th Sep. 2020 Sunday (3<sup>rd</sup> period)</b>	<b>READING – FICTION(Prose) – Significant Cigarettes</b>  <b>Zoom Lesson 1</b> <b>L.O):- Read and understand texts, interpreting information, ideas and viewpoints AO1</b> - Analyse writer's use of linguistic and structural devices and the effects. AO2  <b>Introduction:</b> Present a brief biography of the writer - Rose Tremain. Students brainstorm and list down reasons why people migrate.  <b>Questions for discussion:</b>

	<ol style="list-style-type: none"> <li>1. What do you think might be difficult about welcoming strangers into your home?</li> <li>2. How would you try to help a child who was suddenly left in your care by a parent who was fleeing abroad? What considerations would be the most important?</li> <li>3. Have you ever explored or visited a place that was totally unfamiliar to you? What did you find? What did you learn?</li> </ol> <p><b><u>Read</u></b> the story focusing on lines 1- 52 of the text. <b><u>Annotate important events and ideas.</u></b></p> <p>Interpret main ideas. <b><u>Make notes on your Note book about</u></b></p> <ul style="list-style-type: none"> <li>- What happened? (summary of the plot)</li> <li>- Describe the characters</li> <li>- Analyze why and how ideas took place</li> <li>- Why did Rose Tremain write this story?</li> <li>- What is the significance of the story?</li> </ul> <p>-</p>
<p><b>17<sup>th</sup></b>  <b>Sep.2020</b>  <b>Wednesday</b></p> <p><b>1<sup>st</sup> Period</b></p>	<p><b>Zoom Lesson 2</b></p> <p><b>L.O:- Read and understand texts, interpreting information, ideas and viewpoints AO1</b></p> <ul style="list-style-type: none"> <li>- <b>Identify the linguistic and persuasive techniques used by the writer</b></li> <li>- <b>Analyse writer’s use of linguistic and structural devices and the effects. AO2</b></li> </ul> <p>Focus on lines 53- 125 the text. <b><u>Read and Annotate important events and ideas.</u></b></p> <p><b>Explore the text and discuss:</b></p> <ul style="list-style-type: none"> <li>- The <i>linguistic features</i> and <i>persuasive techniques</i> used by the writer to achieve the purpose</li> <li>- Explain the events happening</li> <li>- Describe the relationship between the characters</li> <li>- Transition between home and a new country</li> <li>- Make notes</li> </ul> <p><b>S.C:</b></p> <ul style="list-style-type: none"> <li>- <b>I can identify and list down the linguistic features and persuasive techniques used by the writer</b></li> <li>-<b>I can briefly explain how the two characters contrast</b></li> </ul>
<p><b>18<sup>th</sup>Sep.</b>  <b>2020</b>  <b>Thursday</b></p>	<p><b>Zoom Lesson 3 &amp; 4</b></p> <p><b>L.O:- Identify the linguistic and persuasive techniques used by the writer</b></p> <ul style="list-style-type: none"> <li>- <b>Analyse writer’s use of linguistic and structural devices and the</b></li> </ul>

<p><b>5<sup>th</sup> &amp; 6th Period</b></p>	<p><b>effects.</b></p> <ul style="list-style-type: none"> <li>- <b>Understand texts, interpreting information, ideas and viewpoints AO1</b></li> <li>- <b>Analyse writer’s use of linguistic and structural devices and the effects. AO2</b></li> </ul> <p><b>Read lines 126 – 155 of the text and annotate important events and ideas.</b></p> <ul style="list-style-type: none"> <li>- Explain the events happening</li> <li>- Describe characters’ feelings</li> <li>- Identify and list the themes in the text</li> <li>- Discuss the effect that Lydia has on Lev. Why do you think that their meeting and travelling together is important in this extract and perhaps in the novel as a whole?</li> <li>- Cultural identity</li> <li>- Human nature</li> <li>- hope</li> </ul> <p><b>HOMEWORK –will be posted in Google classroom</b></p> <p>How does the writer create feelings of nostalgia in ‘Significant Cigarettes’? In your answer you should write about:</p> <ul style="list-style-type: none"> <li>- The dialogue between characters</li> <li>- Lev’s memories and thoughts</li> <li>- The use of language</li> </ul> <p><b>L.O: I can:</b></p> <ul style="list-style-type: none"> <li>- <b>Identify and list down the linguistic features and persuasive techniques used by the writer</b></li> <li>- <b>Demonstrate understand and interpret information, ideas and writer’s viewpoints.</b></li> <li>- <b>Analyse writer’s use of linguistic and structural devices and effects</b></li> <li>- <b>Able to explain how the two characters contrast</b></li> <li>- <b>Identify and explain the themes in the text</b></li> <li>- <b>Describe characters’ feelings</b></li> </ul> <p><b>LEARNING OUTCOME</b></p> <ul style="list-style-type: none"> <li>- Students will understand the difficulties and challenges faced by people who leave their homes to other countries in search for a better life.</li> <li>- Will learn to appreciate those who care and provide for them.</li> </ul>