

YEAR 11 - English Language (IGCSE)

**Week 6 - DISTANCE LEARNING LESSON PLANS**

Name of Teacher: Sr. Nelly

Class and Section: YEAR 11G

Subject: English Language (IGCSE)

**Week 6:** 4<sup>th</sup> Oct. to 8<sup>th</sup> Oct. Number of lessons - 4

Student access to work: Work sent through Google Classroom

Topic: **NON-FICTION AND TRANSACTIONAL WRITING – ARTICLES**

**- UNSEEN TEXT AND SEEN TEXT**

Learning Outcomes: **Students will be able to:**

- **analyse Seen and Unseen texts critically and support with evidence.**
- **communicate critical and creative ideas and viewpoints clearly and persuasively using various linguistic devices, adapting to form, purpose and different readers.**

Resources: Newspaper article

Student Book English Language A

<b>DATE</b>	<b>NON-FICTION AND TRANSACTIONAL WRITING - ARTICLES</b>
<b>WEEK</b>	<b>4<sup>th</sup> Oct. – 8<sup>th</sup> Oct. 2020</b>
	<p><b><u>LESSON CARRIED FORWARD (missed lessons due to GL Exams)- UNSEEN TEXT</u></b></p> <p><b>Lesson 1 – Zoom</b> <b>L.O: - Be able to identify key arguments in a persuasive article and how they support the writer’s intention</b> <b>-Understand how the selection of key ideas and events supports the writer’s argument</b> <b>-Be able to comment on the writer’s possible intention and develop a personal response to it</b></p> <p><b>Starter</b> Recall the previous lesson Report and discuss the questions that had been given as homework previously. Link the present lesson by:</p>

- Asking students whether they have seen a racecourse.
- What do they know about racecourse?

**Activity**

Before reading the text, students attempt to answer the questions based on the UNSEEN TEXT “**Care About Horses? Then you should Boycott the Grand National.**”

1. From lines 1-10, select **two** words or phrases that describe how horses are treated
2. Look again at lines 11-22.

**In your own words**, explain what the writer’s thoughts and feelings are about treatment of horses.

3. From lines 23-31, describe the dangers and difficulties of a racehorse. You may support your answer with **brief** quotations.

**SCS: - I Can**

**- Understand how to tackle question 1-3 on an unseen text and write suitable answers**

**Discuss the UNSEEN TEXT:**

1. What sort of text is it?
2. What is the text about?
3. Who is the intended audience for the text?
4. What particular point is the writer trying to make?
5. What literary and linguistic techniques does the writer use?
6. How does the text make you feel personally?
7. What effects do these techniques have?

**HOMEWORK/ Classwork**

Re-read the article from “**Care About Horses? Then you should Boycott the Grand National.**”

1. How does the writer create a sense of excitement?

You should support your answer with close reference to the passage, including brief quotations.

**Qn on Seen Text**

**Remind yourself of the passage, from “A Game of Polo with a Headless Goat.” from Section A of the Anthology.**

**Q.4 How does the writer use language and structure to interest and engage the reader.** You should support your answer with detailed examples from both texts including brief quotations. (12 marks)

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	<p><b>This question is based on both Seen Text , from “A Game of Polo with a Headless Goat.” from Section A of the Anthology and Unseen Text , “Care About Horses? Then you should Boycott the Grand National.”</b></p> <p>Q.5 Compare how the writer’s present their ideas and perspectives about their experiences. Support your answer with detailed examples from both texts including brief quotations. ( 22 marks)</p> <p><b>S.C: - I Can</b></p> <ul style="list-style-type: none"> <li>- analyse language and structural devices with supporting details</li> <li>- can make connections between two texts to show understanding of different writers perspectives</li> <li>- organize and structure my analytical answers</li> </ul>
<p><b>7<sup>th</sup> Oct. 2020 Wednesday 1<sup>st</sup> period</b></p>	<p><b>Lesson 2 – Zoom</b> <b>WRITING ARTICLES</b></p> <p><b>Lesson Objectives: - Communicate clearly and write using various linguistic devices, adapting to various forms of different readers and purposes</b></p> <p><b>Introducing articles:</b> <b>Article:</b> is a piece of writing included in a newspaper or magazine. It is not the headline news but a discussion on a topic issue, often with particular point of view.</p> <ul style="list-style-type: none"> <li>- Non-fiction forms of writing</li> <li>- Different types i.e. Magazine, Newspaper, web-articles etc.</li> </ul> <p><b>What are the features of articles? (give a detailed explanation so students can have a clear understanding of features)</b></p> <ul style="list-style-type: none"> <li>• <b>Headline-</b> catchy, grabs reader’s attention</li> <li>• <b>Introduction-</b> engaging with clear main idea</li> <li>• <b>Body-</b> points organized with clear ideas</li> <li>• <b>Conclusion-</b> catchy and ties to the opening</li> </ul> <p>Discuss :</p> <p>Content Communicative achievement Organization Language/voice (tone, register)</p> <p><b>S.C: - I Can</b></p> <ul style="list-style-type: none"> <li>- Write using various linguistic devices, adapting to various forms for different readers and purposes</li> </ul>
<p><b>8<sup>th</sup> Oct. 2020 Thursday 5<sup>th</sup> &amp; 6<sup>th</sup> period</b></p>	<p><b>Lesson 3 – Zoom</b> <b>Lesson Objectives: - Communicate clearly and write using various linguistic devices, adapting to form, audience and purpose</b></p> <p><b>Examples of articles from Anthology</b></p>

- 1 Explorers or Boys Messing About
2. Young and Dyslexic? You've Got it Going on.

These are samples of articles from the anthology that we have seen and learned in class.

1. **Do internet research for 'Antarctic helicopter crash 2003.' Look at the original article then compare this with how it was reported at the time.**

**In groups or individuals, share your ideas on the following questions:**

- Do you think that it is fair that taxpayers have to pay for these explorers and others like them to be rescued?
- What do you see as the advantages and disadvantages of:
  - Requiring all explorers to buy additional insurance
  - requiring all explorers to buy licenses for the government, without which they would not be allowed to explore
  - requiring explorers to do community work to repay any taxpayers' money spent on rescuing them?

**OR**

2. **Research 'Young and Dyslexic' You've got it Going on.'**

In groups or individuals:

1. How inspiring do you think other Dyslexics would find this piece? Why?
  - Give facts and opinions
2. Zephania thinks a pictorial written language such as, the Chinese system, is easier to understand – do you agree? Can you think of any other examples? Think about how a letter represents a thing, and about representing sound.

**Choose either of the questions and prepare to present in class.**

**Learning outcome:**

- **Communicate clearly and write using various linguistic devices**
- **Research and compare the original text with how it was reported at the time.**
- **Be able to comment on the writer's possible intention and develop a personal response using facts**

**Success Criteria**

- **Examine and compare the original text with how it was reported at the time**
- **Analyze on the writer's possible intention and develop a personal response to it**

**Lesson 4 – Zoom**

	<p><b>Writing:</b></p> <p><b>Write a newspaper article giving your views on the statement: ‘Extreme situations bring out the best in all of us.’ In the article, you may include:</b></p> <ul style="list-style-type: none"><li>• Anecdotal incidents that support this statement.</li><li>• The positives and negatives of facing extreme situations</li><li>• Any other points you wish to make.</li></ul>