

YEAR 11 - English Language (IGCSE)

Week 9 and Week 8 - DISTANCE LEARNING LESSON PLANS

Name of Teacher: Sr. Nelly

Class and Section: YEAR 11G/H

Subject: English Language (IGCSE)

Week 8: 18th Oct. to 21st Oct. Number of lessons - 2

Student access to work: Work sent through Google Classroom

Topic: **READING – FICTION (Poetry)**

Overall Objective: **Read and understand texts, interpreting information, ideas and viewpoints**

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

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

Resources: Web article: <https://www.researchomatic.com/out-out-by-robert-frost-128468.html>

<https://poemshape.wordpress.com/2009/07/18/robert-frosts-out-out-2/>

Student Book English Language A

DATE	READING – FICTION (Poetry) Out, Out							
WEEK	18th Oct. – 22nd Oct. 2020							
Oct. 2020 lesson	<p>FICTION – Lesson 5 Zoom L.O):- Read and understand texts, interpreting information, ideas and viewpoints - Analyse writer’s use of linguistic and structural devices and the effects.</p> <p>Introduction: Present a brief biography of the writer – Robert Frost. Students talk about Robert Frost’s life and achievements Student report the information they have gathered from the web articles and present their view.</p> <p>Starter: Ask whether they have seen a Buzz saw What do they think about the Buzz saws and saw machines from the clip in the article?</p> <p>Read aloud the poem ‘Out, Out’ – by Robert Frost page 232-233 of the text book.</p> <p>Briefly discuss:</p> <ul style="list-style-type: none"> - How does the poet present the incident? - Think about the way a newspaper would describe this tragic event today in comparison with how the poet presents the incident. - Frost makes use of Macbeth’s reference to death as life’s ‘brief candle’ - going out. How might this apply to the situation that Frost describes in the poem? <p>Homework Copy and complete the following table, finding examples of each of the techniques and saying what you think is the effect is.</p> <p>Note - prepare to report and discuss in the next lesson</p> <table border="1" data-bbox="338 1305 1749 1374"> <thead> <tr> <th>LANGUAGE TECHNIQUE</th> <th>EXAMPLE</th> <th>EFFECT</th> </tr> </thead> <tbody> <tr> <td>Personification</td> <td>‘The buzz saw snarled and rattled’</td> <td>Makes the machine seem like a savage beast.</td> </tr> </tbody> </table>		LANGUAGE TECHNIQUE	EXAMPLE	EFFECT	Personification	‘The buzz saw snarled and rattled’	Makes the machine seem like a savage beast.
LANGUAGE TECHNIQUE	EXAMPLE	EFFECT						
Personification	‘The buzz saw snarled and rattled’	Makes the machine seem like a savage beast.						

Onomatopoeia		
Alliteration		
Oxymoron		
Direct speech		
Repetition		
Short sentence		
Idiom		
Pathos		
Dissonance		
Colloquialism		

S.C:- I Can

- Interpreting information, ideas and perspectives in the text.
- Infer the writer’s use of linguistic and structural devices to achieve purpose.
- Approach the text with an open mind.

Learning Outcome:

- Identify the language techniques in the text and explain their effect.
- Explain with understanding the use of linguistic and structural devices

Lesson 2 - Zoom

L. O: - Explore the main ideas and themes

- Explore writer’s use of linguistic and structural devices and the effects.

Class activity

Students report the work given as homework the previous lesson.
Discuss in details the language techniques and their effect

S.C:- I can

- **Interpreting information, ideas and perspectives in the text.**
- **Infer the writer's use of imagery, symbolism, rhyme scheme to achieve purpose.**

Learning Outcome:

- **Identify the language techniques in the text and explain their effect.**
- **Explain with understanding the use of linguistic and structural devices**
- **Analyse writer's use of linguistic and structural devices and the effects.**

Homework:

Although the boy is shown to be part of a family, he also seems to be quite isolated in the poem, and there is little sympathy for the rest of the family's attitudes. What does the poem's language show you about:

- The boy's sister
- The relationships within the family
- The family's reactions to the boy's tragic early death

Focus on the language referring to family and what this shows.

Submit your response to Google Classroom.

YEAR 11 G/H - English Language (IGCSE)

Week 9 - DISTANCE LEARNING LESSON PLANS

Name of Teacher: Sr. Nelly

Class and Section: YEAR 11G/H

Subject: English Language (IGCSE)

Week 9: 24th Oct. to 28th Oct. Number of lessons - 2

Student access to work: Work sent through Google Classroom

Topic: **READING – FICTION (Poetry)**

Overall Objective: **Read and understand texts, interpreting information, ideas and viewpoints**

Resources: -Students do research and read about slavery in the United States of America.

- About the civil rights movement
- Biography of Maya Angelou
- Find out about poetry of protests and give examples

Student Book English Language A

DATE	READING – FICTION (Poetry) ‘Still I Rise’
WEEK	24th Oct. – 28th Oct. 2020
Lesson 3	<p>Lesson 3 Zoom</p> <p>L.O):- Read and understand texts, interpreting information, ideas and viewpoints - Analyse writer’s use of linguistic and structural devices and the effects.</p> <p>Introduction :</p> <ul style="list-style-type: none"> • Who is Maya Angelou? • What do you understand about ‘black literary tradition’ • What do you know about civil rights • Give examples of human rights activist you know and what they did. • Are there times that you feel you might have been treated unfairly? <p>Read aloud the poem ‘Still I Rise’ by Maya Angelou page 249-250 of the text.</p> <ul style="list-style-type: none"> - Explore the vocabulary used in the text and explain how they create meaning. - Identify the themes of the poem and list them down <p>S.C:- I can -Interpret information, ideas and perspectives in the text. -Infer the writer’s use of linguistic and structural devices to achieve purpose.</p> <p>Learning Outcome:</p> <ul style="list-style-type: none"> - Identify the language techniques in the text and explain their effect. - Explain with understanding the use of linguistic and structural devices - Analyse writer’s use of linguistic and structural devices and the effects.
Lesson 4	<p>Lesson 4 Zoom</p> <p>L.O):- -Explore the main ideas and themes</p>

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

- A quick recap of the previous lesson
- Explore how the writer uses language and structure to create meaning.

Independent activity.

Re-read the poem individually

Use the list of themes identified in the previous lesson and find out their examples in the text.

Add your thoughts about how the language illustrates each theme

Class activity

- Students share their responses
- Class/Peer discussion

Plenary

- Student give a summary of the lesson
- Peer evaluation

TEACHER recalls the main skills taught with evidence

S.C:- I can

- Interpreting information, ideas and perspectives in the text.**
- Infer the writer's use of linguistic and structural devices to achieve purpose.**
- Approach the text with an open mind.**

Differentiated Learning Outcome:

- **Identify the language techniques in the text and explain their effect.**
- **Explain with understanding the use of linguistic and structural devices**
- **Analyse writer's use of linguistic and structural devices and the effects.**
