

YEAR 11 G/H - English Language (IGCSE)

**Week 10 - DISTANCE LEARNING LESSON PLANS**

Name of Teacher: Sr. Nelly

Class and Section: YEAR 11G/H

Subject: English Language (IGCSE)

Week 10: 1<sup>st</sup> Nov. to 5<sup>th</sup> Nov. Number of lessons - 4

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:** -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

<b>DATE</b>	<b>READING – FICTION (Poetry) ‘Still I Rise’ &amp; An Unknown Girl</b>
<b>WEEK</b>	<b>1<sup>ST</sup>. Nov. – 5<sup>th</sup> Nov. 2020</b>
<b>1<sup>st</sup> Nov. 2020 SUNDAY 3<sup>rd</sup> period</b>	<b>‘Still I Rise’ - MISSED LESSONS CARRIED FORWARD DUE TO PUBLIC HOLIDAY</b>  <b>Lesson 1 Zoom</b> <b>L.O):- Read and understand texts, interpreting information, ideas and viewpoints</b> <b>- Analyse writer’s use of linguistic and structural devices and the effects.</b>  <b>Introduction :</b> <ul style="list-style-type: none"><li>• Who is Maya Angelou?</li><li>• What do you understand about ‘black literary tradition’</li><li>• What do you know about civil rights</li><li>• Give examples of human rights activist you know and what they did.</li><li>• Are there times that you feel you might have been treated unfairly?</li></ul>

	<p>Read aloud the poem ‘<b>Still I Rise</b>’ by Maya Angelou page 249-250 of the text.</p> <ul style="list-style-type: none"> <li>- Explore the vocabulary used in the text and explain how they create meaning.</li> <li>- Identify the themes of the poem and list them down</li> </ul> <p><b>S.C:- I can</b></p> <ul style="list-style-type: none"> <li>-<b>Interpreting information, ideas and perspectives in the text.</b></li> <li>-<b>Infer the writer’s use of linguistic and structural devices to achieve purpose.</b></li> </ul> <p><b>Learning Outcome:</b></p> <ul style="list-style-type: none"> <li>- <b>Identify the language techniques in the text and explain their effect.</b></li> <li>- <b>Explain with understanding the use of linguistic and structural devices</b></li> <li>- <b>Analyse writer’s use of linguistic and structural devices and the effects.</b></li> </ul>
<p><b>4th Nov. 2020</b> <b>WEDNESDAY</b> <b>1<sup>st</sup> period</b></p>	<p><b>Lesson 2 Zoom – continue with</b> the poem ‘<b>Still I Rise</b>’ by Maya Angelou page 249-250 of the text.</p> <p><b>L.O):-</b> -<b>Explore the main ideas and themes</b></p> <ul style="list-style-type: none"> <li>- <b>Explore writer’s use of linguistic and structural devices and the effects.</b></li> <li>- <b>Analyse writer’s use of linguistic and structural devices and the effects.</b></li> </ul> <p><b>S.C:- I can</b></p> <ul style="list-style-type: none"> <li>-<b>Interpreting information, ideas and perspectives in the text.</b></li> <li>- <b>Infer the writer’s use of linguistic and structural devices to achieve purpose.</b></li> <li>- <b>Approach the text with an open mind.</b></li> </ul> <p><b>Learning Outcome:</b></p> <ul style="list-style-type: none"> <li>- <b>Identify the language techniques in the text and explain their effect.</b></li> <li>- <b>Explain with understanding the use of linguistic and structural devices</b></li> <li>- <b>Analyse writer’s use of linguistic and structural devices and the effects.</b></li> </ul> <ul style="list-style-type: none"> <li>- A quick recap of the previous lesson</li> <li>- Explore how the writer uses language and structure to create</li> </ul>

	<p>meaning.</p> <p><b>Independent activity.</b>  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</p> <p><b>Class activity</b></p> <ul style="list-style-type: none"> <li>- Students share their responses</li> <li>- Class discussion and Peer assessment</li> </ul> <p><b>Plenary</b></p> <ul style="list-style-type: none"> <li>- <b>Selected Student/s give a summary of the lesson</b></li> <li>- <b>Teacher recalls the main skills taught</b></li> </ul>
<b>DATE</b>	<p><b>READING – FICTION (Poetry) An Unknown Girl</b></p> <p><b>Prior to the lesson</b></p> <ul style="list-style-type: none"> <li>• Students do research and find information about the writer – Moniza Alvi</li> <li>• Her background</li> <li>• Pakistani culture</li> <li>• Read Moniza’s poem, ‘Presents from my Aunts’ to understand better her attitudes.</li> </ul>
<p><b>5th Nov. 2020</b>  <b>THURSDAY</b>  <b>5<sup>th</sup> period</b></p>	<p><b>Lesson 3 Zoom and Lesson 4 Zoom</b></p> <p><b>Learning Outcome:</b></p> <ul style="list-style-type: none"> <li>- <b>Identify the language techniques in the text and explain their effect.</b></li> <li>- <b>Explain with understanding the use of linguistic and structural devices</b></li> <li>- <b>Analyse the writer’s cultural words and effects.</b></li> </ul> <p><b>L.O):- Read and understand texts, interpreting information, ideas and viewpoints</b></p> <ul style="list-style-type: none"> <li>- <b>Analyse writer’s use of linguistic and structural devices and the effects.</b></li> </ul> <p><b>Starter</b></p> <ul style="list-style-type: none"> <li>- What do you know about your country of origin?</li> <li>- Do you have people/relatives there?</li> <li>- Think about your life experience in another country</li> <li>- Are you planning to go back to your country of origin in the future?</li> </ul> <p><b>Introduce Moniva Alvi – ‘An Unknown Girl’</b></p> <ul style="list-style-type: none"> <li>- Her background</li> <li>- Watch a video clip of one of her poems –‘Presents from my</li> </ul>

	<p><b>Aunts'</b> to better understanding the writer's culture  <a href="https://www.youtube.com/watch?v=cjfQdcYjtYQ">https://www.youtube.com/watch?v=cjfQdcYjtYQ</a></p> <p>Briefly discuss the video: What do you think are the writer's feelings about the place she came from and the culture?</p> <p><b>Read aloud the poem 'An Unknown Girl' by Moniza Alvi - pg.237-238 of the text book.</b></p> <ul style="list-style-type: none"> <li>- Students write a sentence on their notebook on what they think about the story of the poem</li> <li>- 2 or 3 students read their responses</li> <li>- The rest of students give their views</li> <li>- Identify and write down the cultural words used in the text. What is the effect?</li> </ul> <p><b>S.C:- I can</b></p> <ul style="list-style-type: none"> <li>- <b>Interpret information, ideas and perspectives in the text.</b></li> <li>- <b>explain the writer's feelings and culture</b></li> <li>- <b>Approach the text with an open mind</b></li> <li>- <b>Explain the contrast between the two cultures</b></li> </ul>
<p><b>5th Nov. 2020</b>  <b>THURSDAY</b>  <b>6<sup>th</sup> period</b></p>	<p><b>Lesson 4 Zoom</b></p> <p><b>L.O):- Read and understand texts, interpreting information, ideas and viewpoints</b></p> <ul style="list-style-type: none"> <li>- <b>Analyse writer's use of linguistic and structural devices and the effects.</b></li> </ul> <p>Discuss:</p> <ul style="list-style-type: none"> <li>- The story of the poem</li> <li>- Cultural alienation</li> <li>- Language and structure</li> <li>- themes</li> </ul> <p>Explore the idea of belonging and identity through:</p> <ul style="list-style-type: none"> <li>- Personal narrative</li> <li>- Repetition</li> <li>- Cultural allusion</li> <li>-</li> </ul> <p><b><u>PLENARY:</u></b>  <b>Teacher recalls the main themes, poet's use of language, form and structure</b></p> <p><b>S.C:- I can</b></p> <ul style="list-style-type: none"> <li>- <b>Interpret information, ideas and perspectives in the text.</b></li> <li>- <b>Infer the writer's use of linguistic and structural devices to achieve purpose.</b></li> <li>- <b>Approach the text with an open mind.</b></li> </ul>