

YEAR 11 - English Language (IGCSE)

Week 13 - DISTANCE LEARNING LESSON PLANS

Name of Teacher: Sr. Nelly

Class and Section: YEAR 11G/H

Subject: English Language (IGCSE)

Week 13: 22nd Nov. to 26th Nov. Number of lessons - 4

Student access to work: Work sent through Google Classroom

Topic: **NON-FICTION: FROM A PASSAGE TO AFRICA**

- **UNSEEN TEXT**

Overall Objective: **To read with insight and engagement, understanding the writer's use of linguistic and structural devices.**

Resources:

Student Book English Language A

DATE	LESSON CARRIED FORWARD
22nd Nov. 2020 SUNDAY 3rd period	READING: FICTION (Poetry and Prose Texts) 'Night' by Alice Munro Lesson 1 – Zoom L.O):- Read and understand texts, interpreting information, ideas and viewpoints - Analyse writer's use of linguistic and structural devices and the effects. Activity Students present their responses to the following questions done in groups in the previous lesson. <ol style="list-style-type: none">1. List down other themes you might find in the extract, and then comment on their effects.2. Draw a plot diagram that represents a common structural pattern and identify events from the text that correspond with the different stages of the plot of a short story.3. Students' presentation <ul style="list-style-type: none">- Each group to present their answer- Engage the class in discussion- Peer review S.C:- I can

	<ul style="list-style-type: none"> - Identify the language and structural features - Interpret information, ideas and perspectives in the text. - Infer the writer's use of linguistic and structural devices to achieve purpose. <p>Learning Outcome:</p> <ul style="list-style-type: none"> - Analyse the themes and setting - explain with evidence the use of language techniques and structural devices - Analyse writer's use of form and structure and the effects.
<p>DATE</p>	<p>NON-FICTION: FROM A PASSAGE TO AFRICA by George Alagiah</p>
<p>25th Nov. 2020 WEDNESDAY 1st period</p>	<p>Lesson 2 - Zoom L.O: - To read with insight and engagement, understanding the writer's use of linguistic and structural devices.</p> <ul style="list-style-type: none"> - Explore links and connections between writers' ideas and viewpoints. <p>Prior to the reading, students are asked to:</p> <ul style="list-style-type: none"> • Find some information about George Alagiah from the BBC website • Find out something about civil war in Somalia, which began in the 1990s. • Read 'From A Passage to Africa' by George Alagiah pg.104-105 <p>Starter Students share their ideas on the following questions.</p> <ul style="list-style-type: none"> - Why do you think people watch news on television? Do you watch it? If you don't, why not? - Have you ever watched a news programme reporting a war or a humanitarian crisis such as famine or earthquake? What do you remember about it and the effect it had on you? - Does television reporting of terrible events such as floods or famines help the people who are suffering? <p>Before reading the text in class, students answer the following question.</p> <ol style="list-style-type: none"> 1. In 'From A Passage to Africa', how does the writer use emotive description to capture the readers' feelings? Give examples from the text.

	<p>Read aloud the text ‘From A Passage to Africa’ by George Alagiah pg 104-105</p> <p>While reading:</p> <ul style="list-style-type: none"> • Students take note of the linguistic and structural devices • Striking events • Writer’s feelings <p>S.C: -I can</p> <ul style="list-style-type: none"> - Identify the events that influence the writer’s feelings - Infer the writer’s use of linguistic and structural devices to achieve purpose <p>Learning Outcome:</p> <ul style="list-style-type: none"> - Understanding the writer’s use of linguistic and structural devices. - Explain the writer’s feelings and emotions
<p>26th Nov. 2020 THURSDAY 5th period</p>	<p>Lesson 3 - Zoom</p> <p>L.O: - To read with insight and engagement, understanding the writer’s use of linguistic and structural devices.</p> <ul style="list-style-type: none"> - Explore links and connections between writers’ ideas and viewpoints. <p>Starter:</p> <ul style="list-style-type: none"> - Link to the previous lesson by briefly discussing what the text is about - Explain the writer’s experience - Point out striking events. - How does the writer challenge readers to think about their role? - Explain the writer’s feelings - What are your own feelings after reading the text? - What do you think about the role of a journalist? <p>Group Activity</p> <p>In groups, students discuss the following question: How does the writer use language and structure to create a sense of atmosphere?</p> <ul style="list-style-type: none"> - Groups report their answer - Guide the class to a deeper discussion - Peer review <p>HOMEWORK – QNS ON UNSEEN TEXT: ‘From the Empire of Genghis Khan’ by Stanley Stewart</p> <ol style="list-style-type: none"> 1. From lines 1-7, select two words or phrases that describe how the people approached the writer. 2. Look again at lines 12-20. <p>In your own words, explain what the writer’s thoughts and feelings are</p>

	<p>about the tradition.</p> <p>3. From lines 30-38, describe how the writer presents the arrival of the bride's camp. Support your answer with brief quotations.</p>
<p>26th Nov. 2020 THURSDAY 6th period</p>	<p>Lesson 4 - Zoom</p> <p>L.O: - To read with insight and engagement, understanding the writer's use of linguistic and structural devices.</p> <p>- Explore links and connections between writers' ideas and viewpoints.</p> <p>Starter Discuss responses to the homework questions given previously from the unseen text.</p> <p>Group Activity Compare how the writers of 'From the Empire of Genghis Khan' and 'From A Passage to Africa' present their ideas and perspectives on their experiences.</p> <ul style="list-style-type: none"> - Students tackle the question in their groups while the teacher visits each group to support them with ideas. - Groups report their answer - Peer review <p>S.C: - I Can</p> <ul style="list-style-type: none"> - Analyse language and structural devices with supporting details - Make connections between two texts to show understanding of different writers perspectives - Organize and structure my analytical answers <p>Learning Outcome:</p> <ul style="list-style-type: none"> - Explain with evidence the use of language techniques and structural devices - Link between writers' ideas and viewpoints