

YEAR 11 - English Language (IGCSE) TERM 2

Week 24 - DISTANCE LEARNING LESSON PLANS

Name of Teacher: Sr. Nelly

Class and Section: YEAR 11G/H

Subject: English Language (IGCSE)

Week 24: 31st. Jan. to 4th Feb. Number of lessons - 4

Student access to work: Work sent through Class Group Gmail/ Google Classroom

Topic: **READING: NON-FICTION - BETWEEN A ROCK AND A HARD PLACE**

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	READING: NON-FICTION – Between a Rock and a Hard Place by Aron Ralston
31st JAN. 2021 SUNDAY 3rd period	Lesson 1 – Zoom L.O: - To read with insight and engagement, understanding the writer's use of linguistic and structural devices. - Explore links and connections between writers' ideas and viewpoints. Starter : <ul style="list-style-type: none">• Introduce the writer• Background and context• Ask students whether they have experienced a situation/challenge where they needed help to come out of it or to overcome the difficulty Students share their ideas about <ol style="list-style-type: none">1. What attracts people to potentially dangerous outdoor activities and sports. Is it a love for adventure? A sense of boredom? Or something else entirely?2. Share accounts of survival or lucky escapes that you have heard or read about. Read aloud the text ' Between a Hard Rock and a Hard Place ' page 118-119 of the text book. While reading students take note of: <ul style="list-style-type: none">• The linguistic and structural devices

	<ul style="list-style-type: none"> • 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>3rd FEB. 2021 Wednesday 1st period</p>	<p>Lesson 2 - 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 - Explain the writer's feelings - Point out striking events. - How does the writer challenge readers who like climbing and hiking? - What are your own feelings after reading the text? <p>Group Activity</p> <p>In 4 groups, students discuss the following question:</p> <ol style="list-style-type: none"> 1. Identify different pieces of information or descriptive detail given in the passage. Explain how each detail help us to understand the writer's character or feelings. 2. Identify the language techniques that the writer has used. Give examples of these techniques and their effect. 3. Ralston uses a variety of sentence types to make his writing interesting. Write down the type of sentences i.e. long, short, incomplete sentences. Give examples of each type and their effect. <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"> - Demonstrate understanding the writer's use of linguistic and structural devices. - Explain the writer's feelings and emotions

<p>4th Feb. 2021 Thursday 5th & 6th period</p>	<p>Lesson 3 – Zoom L.O: - To read with insight and engagement, understanding the writer’s use of linguistic and structural devices. - Explore links and connections between writers’ ideas and viewpoints.</p> <p>Lesson Activity</p> <ul style="list-style-type: none"> - Groups report their answer from the previous lesson - Guide the class to a deeper discussion - Peer review <p>Lesson 4 – zoom / GC</p> <p>Writing Write a magazine article giving your view on the statement: ‘Extreme situations bring out the best in all of us.’ In the article, you may include:</p> <ul style="list-style-type: none"> • Anecdotal incidents that support this statement • The positives and negatives of facing extreme situations • Any other points you wish to make <p>S.C: -I can Identify events that are of extreme situations</p> <p>Learning Outcome Express views about extreme situations Analyse the positives and negatives facing extreme situations</p>