

YEAR 11 - English Language (IGCSE)

**Week 25 - DISTANCE LEARNING LESSON PLANS**

Name of Teacher: Sr. Nelly

Class and Section: YEAR 11G/H

Subject: English Language (IGCSE)

Week 25: 7<sup>th</sup> Jan. to 11<sup>th</sup> Feb. Number of lessons - 4

Student access to work: Work sent through Google Classroom

Topic: **READING: NON-FICTION (Prose) - Paper 1: Review Study -Unseen texts, Comparison of non-fiction texts; (5)**

Overall Objective: **Paper 1: Review Study – Unseen texts, Comparison of non-fiction texts**

Resources: Student Book English Language A

DATE	LESSON CARRIED FORWARD <b>READING: NON-FICTION – Between a Rock and a Hard Place by Aron Ralston</b>
7 <sup>th</sup> Feb. 2021 Sunday 3 <sup>rd</sup> period	<b>Lesson 1 – Zoom</b> <b>L.O:</b> - 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.  <b>Lesson Activity (continuation of the previous lesson)</b> <ul style="list-style-type: none"><li>- Students to complete sharing their group presentation</li><li>- Guide the class to a deeper discussion</li><li>- Take notes</li><li>- Peer review</li></ul> <b>Homework</b>  <b>Writing</b> 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: <ul style="list-style-type: none"><li>• Anecdotal incidents that support this statement</li></ul>

	<ul style="list-style-type: none"> <li>• The positives and negatives of facing extreme situations</li> <li>• Any other points you wish to make</li> </ul> <p><b>S.C: -I can</b>  <b>Identify events that are of extreme situations</b></p> <p><b>Learning Outcome</b>  <b>Express views about extreme situations</b>  <b>Analyse the positives and negatives facing extreme situations</b></p>
<b>DATE</b>	<b>READING: NON-FICTION (Prose) – Paper 1: Review Study – Unseen texts, Comparison of non-fiction texts</b>
<b>10<sup>th</sup> FEB. 2021 Wednesd ay 1<sup>st</sup> period</b>	<p><b>Lesson 2 – Zoom</b>  <b>L.O:-</b>  <b>Exam style questions – unseen texts practice;</b>  <b>Review study –</b>  <b>The Danger of A Single Story;</b>  <b>Young and Dyslexic?</b>  <b>Comparison of non-fiction texts,</b>  <b>Exam style questions</b></p> <p>Watch the Youtube video  <a href="https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story/transcript">https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story/transcript</a></p> <ul style="list-style-type: none"> <li>• In groups, identify key parts of the speech</li> <li>• Analyse what the writer is trying to tell the readers</li> <li>• Engage the class to discuss in details what public speaking lessons we can learn from Chimamanda’s speech and give reference from the text i.e. <ul style="list-style-type: none"> <li>- Sharing your personal experiences</li> <li>- Tone of voice</li> <li>- Use of storytelling techniques</li> <li>- Learn from others</li> <li>- Speech delivery</li> <li>- Language</li> </ul> </li> </ul> <p><b>S.C: -I can</b></p> <ul style="list-style-type: none"> <li>- <b>Listen to the talk attentively with insight</b></li> <li>- <b>Approach the text with ease and understanding</b></li> </ul> <p><b>Learning Outcome:</b></p> <ul style="list-style-type: none"> <li>- <b>Respond to questions more effectively</b></li> </ul>
	<b>READING: NON-FICTION (Prose) – Review Study; Young and Dyslexic? By Benjamin Zephaniah</b>
<b>11<sup>th</sup> FEB. 2021 Thursda y</b>	<p><b>Lesson 3 – Zoom</b>  <b>L.O:-</b>  <b>Exam style questions – unseen texts practice;</b>  <b>Review study –</b></p>

6<sup>th</sup> & 7<sup>th</sup>  
period

**The Danger of A Single Story;  
Young and Dyslexic?  
Comparison of non-fiction texts,  
Exam style questions**

Complete the previous lesson: lessons we can learn from public speaking – The Danger of A Single Story

**Lesson 4 - Zoom**

Read the text – Young and Dyslexic

**Question:** Compare how the writers of both texts present their ideas and perspective to create effect

- Students compare the two texts – ‘The Danger of A Single Story’ and ‘Young and Dyslexic?’
- Students work in groups and list down the similarities and the differences between both texts and explain their effect (teacher visits the groups to offer support).
- Each group present their response through screen share for the others to see.
- Ask and answer questions
- Peer review

**S.C: -I can**

- **Read the text attentively with more insight**
- **Approach the text with ease and understanding**

**Learning Outcome:**

- **Respond to questions more effectively**

**Homework**

Analyse what the writer is saying in each of the examples from the text. One has been done.

EXAMPLE	WHAT THE WRITER IS SAYING
‘no compassion, no understanding and no humanity’	These words show Zephaniah’s view of his time in school.
‘She also said a point’	
‘such hard work that I would give up’	
‘But opportunities opened for me and they missed theirs’	
‘do I need an operation?’	
‘I don’t sit down and think, “how can I become white?”’	

You can add more examples