

YEAR 11 - English Language (IGCSE)

**Week 26 - DISTANCE LEARNING LESSON PLANS**

Name of Teacher: Sr. Nelly

Class and Section: YEAR 11G/H

Subject: English Language (IGCSE)

Week 25: 14<sup>th</sup> Feb. To 18<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**

<b>DATE</b>	<b>READING: NON-FICTION (Prose) – Review Study; Young and Dyslexic? By Benjamin Zephaniah</b>
<b>14<sup>th</sup> FEB. 2021 Sunday 3<sup>rd</sup> period</b>	<b>Review study – The Danger of A Single Story; Young and Dyslexic? Comparison of the two texts, Exam style questions</b>  <b>Lesson 1 - Zoom</b> Complete the previous lesson Class discussion: <b>Lessons we can learn from public speaking – The Danger of A Single Story</b> Teacher’s input Students ask questions and respond to others’ questions
<b>17<sup>th</sup> FEB. 2021 Wednesday 1<sup>st</sup> period</b>	<b>Lesson 2 – Zoom</b>  <b>READING: NON-FICTION (Prose) – Review Study; Young and Dyslexic? By Benjamin Zephaniah</b>  <b>Review study –</b>

**The Danger of A Single Story;  
Young and Dyslexic?  
Comparison of the two texts,  
Exam style questions**

Watch the video: <https://www.youtube.com/watch?v=aCt9iUMvUfU>  
Based on the video, write a paragraph expressing your feelings and thoughts about dyslexia  
2 or 3 students read their answer to the rest of the class  
Read the text – Young and Dyslexic pg. 122

**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

**18<sup>th</sup> FEB.  
2021  
Thursday  
5<sup>th</sup>&6<sup>th</sup>  
period**

**Lesson 3 – Zoom**

- Students give response and discuss the previous class homework

**Activity**

**Question:** Compare how the writers of both ‘The Danger of A Single Story’ and ‘Young and Dyslexic’ 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**

	<ul style="list-style-type: none"><li>- <b>Approach the text with care 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> <p><b>Lesson 4 – Zoom</b></p> <ul style="list-style-type: none"><li>- Discuss how to approach/answer the previous exam -style writing question- <b>‘Extreme situations bring out the best in all of us.’</b></li><li>- Students present their views.</li><li>- Teacher supports with concrete points</li><li>- Peer review</li></ul>