

Yr.8 ENGLISH LANGUAGE WEEK 2 -DISTANCE LEARNING PLAN

Name of the teacher:	Ms. Anita Bhattacharya
Class and Section:	YEAR 8 E
Subject:	ENGLISH LANGUAGE
Week 2	6th SEPTEMBER– 10th SEPTEMBER
No. of lessons	– 5 LESSONS

Student's access to Work: Work sent to students through Class Group Gmail /Google Classroom

Topic: FICTION - *extract from the novel "The Eye of the World" by Robert Jordan.*

Overall Objectives:

- Revision of reading skills and strategies
- Identify and understand key words , phrases
- Understand main ideas about setting, events, characters
- Understand writer's use of language and structure
- Understand writer's purpose and viewpoints.
- Express viewpoints in response to ideas, events, characters

LEARNING OUTCOMES:

- **Revision of reading skills and strategies in Fiction and Non Fiction texts --**
-skim for writer's overall view and purpose ;
-scan the texts for key words and phrases to infer explicit and implicit information and ideas;
- briefly summarise events
- **Revision of the effect of writer's use of verbs, adjectives, noun phrases**
- **Revision of the effect of writer's use of punctuation, paragraphing**
- **Revision of writer's purpose and views**
- **Express personal response to writer's ideas, setting, events and characters**

Resources - pdf from the web-- *uploaded on Google Classroom.*

ZOOM LESSON 1

ZOOM LESSON 2 (*extract 2- continuation of the story -PDF from the web- lines 20 to 36*)

ZOOM LESSON 3 (web article - Spoilt for Choice.- PDF from the web-lines 1-19)

ZOOM LESSON 4 (continuation of the web article - Spoilt for Choice- PDF from the web-lines 20-36)

HOMEWORK is given on the last page.

DATE /LESSON No.	ACTIVITY
LESSON 1 –	<p>ZOOM LESSON 1 <i>An extract from the novel “The Eye of the World” by Robert Jordan --uploaded on Google Classroom.</i></p> <p>LEARNING OUTCOMES:</p> <ul style="list-style-type: none"> • Revision of reading skills and strategies -- <ul style="list-style-type: none"> -skim for writer’s overall view and purpose ; -scan the texts for key words and phrases to infer explicit and implicit information and ideas; - briefly summarise events <p>Learning Objectives: -</p> <p>To understand key words and main ideas from the extract To express personal response</p> <p>Success Criteria:</p> <p>I can Read aloud with understanding Scan for details and identify key words infer meanings of new words identify adjectives identify noun phrases infer main ideas and link to key words explain the implied meanings of the main ideas with evidence express my response to events</p> <p>ACTIVITY 1 – (extract 1 - PDF from the web -lines 1-19) Teacher/ student will read the extract - lines 1-19 from the story " The Eye of the World" .</p> <p>Instruction to students</p> <ul style="list-style-type: none"> • Read aloud lines 1– 15 of the extract and annotate key words and ideas presented by the writer. • In your Note book make a mind map of main ideas. <p><i>This extract is taken from the novel “The Eye of the World” by Robert Jordan. It is taken from the beginning of the novel, when the main character, Rand, is introduced</i></p> <p>Born below the <u>ever cloud-capped</u> peaks that gave the mountains their name, the wind blew east, <u>out across the Sand Hills</u>, once the <u>shore of a great ocean</u>,</p>

before the Breaking of the World. Down it flailed into the Two Rivers, into the tangled forest called the Westwood, and beat at two men walking with a cart and horse down the rock-strewn track called the Quarry Road. For all that spring should have come a good month since, the wind carried an icy chill as if it would rather bear snow. 7

Gusts plastered Rand al'Thor's cloak to his back, whipped the earth-coloured wool around his legs, then streamed it out behind him. He wished his coat were heavier, or that he had worn an extra shirt. Half the time when he tried to tug the cloak back around him it caught on the quiver swinging at his hip. Trying to hold the cloak one-handed did not do much good anyway; he had his bow in the other, an arrow nocked and ready to draw. 13

As a particularly strong blast tugged the cloak out of his hand, he glanced at his father over the back of the shaggy brown mare. He felt a little foolish about wanting to reassure himself that Tam was still there, but it was that kind of day. The wind howled when it rose, but aside from that, quiet lay heavy on the land. The soft creak of the axle sounded loud by comparison. No birds sang in the forest, no squirrels chattered from a branch. Not that he expected them, really; not this spring. 19

WORD BANK

streamed out - to move continuously in one direction
quiver - a long, thin container for carrying arrows
blast - a sudden strong blow of air
howled - to make a loud sound, usually to express pain, sadness, or another strong emotion
creak - to make a high noise, usually caused by a stiff material such as wood or metal that is made to move slightly
chattered- made high pitched sounds

ACTIVITY 2 –Find words nearly similar in meaning from the text:

1. smashed	
2. encourage	
3. covered	
4. spindle	

5. when an arrow is prepared on a bow for firing

ACTIVITY 3-

- Now re-read **lines 1-15**
- in your NOTEBOOK, make notes of teacher’s explanation of meanings and ideas.
- [Your notes will help to answer question posted in Google Classroom](#)
- Underline the key words and ideas in the extract .

TEACHING ACTIVITY

Teacher guides students to identify key words and ideas;
Teacher explains the word meanings, main events, characters, ideas, language and structural features.

Class discussion:

- = main events, characters, ideas,
- = verbs, adjectives and noun phrases

(focus of teaching – detailed teaching of the main features of Fiction)

1. Who is the narrator?
2. What is the setting ?
3. What is the situation ?
4. Who are the characters?
5. What is the main event?
6. Select examples of powerful verbs, adjectives and noun phrases and explain why the writer has used those

PLENARY

Teacher concludes the lesson recalling
= the **main event** or what happens in the extract with appropriate textual evidence

LESSON 2

GOOGLE CLASSROOM 1

Success Criteria:

I can

Scan for details and identify key words
infer meanings of new words
infer main ideas and link to key words
explain the implied meanings of the main ideas with evidence of verbs, adjectives and noun phrases

Based on your reading of the extract (lines 1-19) from " *The Eye of the World* ", answer the following questions:

1. What used to be the shore of a great ocean?

- a. Quarry Road
- b. Two Rivers
- c. Sand Hills
- d. Westwood

2. From lines 3-7 find **two adjectives** that describe the beauty of the place.

3. Give **two examples of words or phrases** that show the strength of the wind.

4. Explain the line ' the wind carried an icy chill as if it would rather bear snow'.

5. 'The wind howled when it rose, but aside from that, quiet lay heavy on the land.'
Explain the **two contrasting ideas** the author has presented in this lines .

6. 'Not that he expected them, really; not this spring.'

What does this line suggest about Rand's feelings? He was

- a. unhappy
- b. surprised
- c. realistic

	d. pessimistic
LESSON 3	<p>ZOOM LESSON 2: <i>(extract 2- continuation of the story -PDF from the web- lines 20 to 36)</i> - uploaded on Google Classroom.</p> <ul style="list-style-type: none"> • Revision of the effect of writer’s use of verbs, adjectives, noun phrases • Revision of the effect of writer’s use of punctuation, paragraphing • Revision of writer’s purpose and views • Express personal response to writer’s ideas, setting, events and characters <p>L.O: - To</p> <ul style="list-style-type: none"> • Develop close reading skills, strategies • Identify and understand key words • Understand main ideas about events, characters • Identify and understand language and structural features. • Understand writer’s purpose and viewpoints <p>Success Criteria: I can Read aloud with understanding Read for details and identify key words Infer main ideas and link to key words Explain the implied meanings of the main ideas with examples of language from the text Explain the implied meanings of the main ideas with examples of structure from the text</p> <p><u>Instruction to students</u></p> <ul style="list-style-type: none"> • Find the meanings of the highlighted words in <u>lines 20-36</u> • Read and annotate key words and ideas presented by the writer. • Make a mind map in your Note book, examples of words and phrases that describe and infer the key ideas, and make notes of teacher’s explanation of meanings and ideas • <u>Your notes will help to answer questions posted in Google Classroom</u> <p>In this lesson, teacher/student will read aloud <u>lines 20-36</u> of the extract and explain the extract in detail. She /He will ask you questions and clear your doubts.</p> <p><u>TEACHING ACTIVITY</u></p>

ACTIVITY 1 – Feedback on class response to Google Classroom work.

ACTIVITY 2- Teacher/ student will read aloud lines 20-36 of the extract

ACTIVITY 3 - Review writer's choice of language to describe the main ideas in lines 20-36 of the extract

Only trees that kept leaf or needle through the winter had any green about them. Snarls of last year's bramble spread brown webs over stone outcrops under the trees. Nettles numbered most among the few weeds; the rest were the sorts with sharp burrs or thorns, or stinkweed, which left a rank smell on the unwary boot that crushed it. Scattered white patches of snow still dotted the ground where tight clumps of trees kept deep shade. Where sunlight did reach, it held neither strength nor warmth. The pale sun sat above the trees to the east, but its light was crisply dark, as if mixed with shadow. It was an awkward morning, made for unpleasant thoughts. 28

Without thinking he touched the nock of the arrow; it was ready to draw to his cheek in one smooth movement, the way Tam had taught him. Winter had been bad enough on the farms, worse than even the oldest folk remembered, but it must have been harsher still in the mountains, if the number of wolves driven down into the Two Rivers was any guide. Wolves raided the sheep pens and chewed their way into barns to get the cattle and horses. Bears had been after the sheep, too, where a bear had not been seen in years. It was no longer safe to be out after dark. Men were the prey as often as sheep, and the sun did not always have to be down. 36

(focus of teaching – detailed teaching of writer's choice of language and structure to describe the main events and situation, thoughts and feelings of characters)

ACTIVITY4-

Class Discussion and explanation to check your understanding of the events and to clear your doubts.

Questions:

1. What kind of vegetation was present in the place?
2. Select examples of powerful verbs, adjectives and noun phrases and explain how the writer's description of the vegetation emphasize the bleakness of the place?
3. Why couldn't the sun create a feeling of pleasantness ?
4. Describe the harshness of the winter with evidence

PLENARY

	<p>Teacher concludes the lesson recalling</p> <p>What is writer’s purpose? How does he achieve his purpose?</p>
<p>LESSON 4</p>	<p>LESSON 4 ZOOM LESSON 3</p> <p>Web article - Spoilt for Choice.- PDF from the web-lines 1-19 - uploaded on Google Classroom.</p> <p><u>ACTIVITY 1</u> – (web article - PDF from the web -lines 1-19) Teacher/ student will read the article - lines 1-19 from the Web article - Spoilt for Choice story .</p> <p><u>Instruction to students</u></p> <ul style="list-style-type: none"> • Read aloud lines 1– 19 of the article and annotate key words and ideas presented by the writer. • Make a mind map in your Note book on main ideas. <p>LEARNING OUTCOMES:</p> <ul style="list-style-type: none"> • Revision of reading skills and strategies in Non Fiction text -- -skim for writer’s overall view and purpose ; -scan the texts for key words and phrases to infer explicit and implicit information and ideas; - briefly summarise main ideas and information <p>L.O.-</p> <ul style="list-style-type: none"> • Understand key words and main ideas from the article. • Express personal opinion. <p>S.C.-</p> <ul style="list-style-type: none"> ▪ I can understand key words and main ideas from the article. ▪ Based on my understanding the text ,I can express personal opinions . <p>Spoilt for Choice</p> <p>Have you ever panicked when faced with too much choice and not been able to decide what to eat in the canteen? Or which flavor crisps to buy? Or what channel to watch on TV? You are not alone. We now have so much choice in our lives that psychologists believe it is making us unhappy. Most superstores provide us with more than 40,000 products and each year they add more: one major supermarket</p>

chain boasts that they sell 146 different kinds of cereal, 60 kinds of bread and over 400 soft drinks. They even sell 36 different kinds of milk! Of course, it doesn't stop at groceries – just think of the choice there is when it comes to clothes, shoes, accessories, mobile phones, DVDs, gadgets ... 9

According to Barry Schwartz, an expert in human behavior, people like having some choice, for example deciding which cereal to have for breakfast. But if people feel they are constantly being bombarded by a hail of products, they end up finding it difficult to make a choice at all. Schwartz explains what happened when he found himself trying to buy a pair of jeans: 14

'I just wanted to buy an ordinary pair. But I discovered that they didn't exist any more. Instead there were relaxed fit, easy fit, button fly, zip fly, boot-leg, stone-washed...The jeans I got were OK, but because there were so many to choose from and I'd spent so much time searching, I thought they'd be perfect - but they weren't!' 19

ACTIVITY 2 –Find words nearly similar in meaning from the text:

additions; decorations	
subject (someone) to a continuous flow of questions, criticisms, or information	
get startled; overreact	
to be there	
furnish; serve	

ACTIVITY 3-

- Now re-read lines 1-19
- in your NOTEBOOK, make notes of teacher's explanation of meanings and ideas.
- [Your notes will help to answer question posted in Google Classroom](#)
- Underline the key words and ideas in the article .

TEACHING ACTIVITY

Teacher guides students to identify key words and ideas;
Teacher explains the word meanings, main events, characters, ideas, language and structural features.

Class discussion main events, characters, ideas, verbs, adjectives and noun phrases

	<p>(focus of teaching – detailed teaching of the main features)</p> <ol style="list-style-type: none"> 1. What is the main idea in the text? 2. How does the title help in the understanding of the topic? 3. Why do you think too much choice causes problems? 4. What kind of language and structural features are used to make the article distinctive? 5. What is the writer's purpose here? 6. Do you agree with the writer's viewpoint? <p>PLENARY</p> <p>Teacher concludes the lesson recalling</p> <ul style="list-style-type: none"> = the main event or what happens in the article and = the description of actions, thoughts and feelings (writer's use of language)
<p>LESSON 5</p>	<p>LESSON 5 ZOOM LESSON 4</p> <p>Continuation of the article 'Spoilt for Choice'-PDF from the web- lines 20 to 36) - uploaded on Google Classroom.</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • Revision of the effect of writer's use of verbs, adjectives, noun phrases in Non fiction texts • Revision of the effect of writer's use of punctuation, paragraphing • Revision of writer's purpose and views <p>L.O.-</p> <ul style="list-style-type: none"> • Understand language and structural features • Interpret writers purpose and viewpoints. <p>S.C.-</p> <ul style="list-style-type: none"> ▪ I will be able to understand language and structural features ▪ I will be able to interpret writers purpose and viewpoints. <p><u>Instruction to students</u></p> <ul style="list-style-type: none"> • Find the meanings of the highlighted words in <u>lines 20-36</u> • Read and annotate key words and ideas presented by the writer. • Make a mind map in your Note book, examples of words and phrases that describe and infer the key ideas, <p>and make notes of teacher's explanation of meanings and ideas</p> <ul style="list-style-type: none"> • Your notes will help to answer questions posted in Google Classroom

In this lesson, teacher/student will read aloud lines 20-36 of the article 'Spoilt for Choice' and explain the article in detail. She /He will ask you questions and clear your doubts.

TEACHING ACTIVITY

ACTIVITY 1 – Feedback on class response to Zoom lesson 4.

ACTIVITY 2 - Review writer's choice of language to describe the main ideas in lines 20-36 of the article.

ACTIVITY 3- Teacher/ student will read aloud lines 20-36 of the extract from 'Spoilt for Choice' and explain the article in detail :

David Shanks, another expert, supports Schwartz's view: 'Firstly, so much choice makes decision-making increasingly complex. Secondly, we feel bad every time we do make a choice because it seems we are missing out on other opportunities. And this makes us feel unhappy with what we have chosen. We only think about what we still want to buy, rather than appreciating what we have.' 24

Experiments suggest that the less choice we have, the easier it is to choose. For example, people who were offered six kinds of jam to choose from, bought more jam than those who were offered 24 different varieties to try. Another experiment showed that giving students a choice of fewer essay topics made them produce better work. Yet the number of consumer choices available to us continues to multiply and we are still seduced by the idea that more choice must be better. So every shopping trip becomes a marathon task. 31

But if all this choice is actually causing us stress, what can we do about it? We could stop worrying about everyday choices and save our decision-making effort for serious things that really merit time and effort. We need to live in the moment, appreciate what we have and not think about all the other things that we could choose instead. 36

ACTIVITY 4-

Class Discussion and explanation:

- questions to check your understanding of the events and will clear your doubts.

	<p>1. How does the direct quote given by David Shank support Schwartz' view?</p> <p>----- ----- -----</p> <p>2. Why is it easier to choose if we have less to choose from?</p> <p>----- -----</p> <p>3. Find two examples of comparative adjectives from the text.</p> <p>-----</p> <p>4. Explain the meaning of the noun phrase 'a marathon task'.</p> <p>----- -----</p> <p>5. 'But if all this choice is actually causing us stress, what can we do about it?' How does the rhetorical question make the text more interesting?</p> <p>----- -----</p> <p>6. What are the two solutions the author provides the reader, to stop stressing about too much choice?</p> <p>a.----- -----</p> <p>b.----- -----</p>
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Zoom lesson 1 HOMEWORK 1

Q 1. Write a summary of the main event.

Q 2. What is your response to the introduction of Rand? Give evidence.

Zoom lesson 2 HOMEWORK 2

Q.1. How has the writer described the vegetation? Explain the effect with examples of writer's use verbs, adjectives, noun phrases, and punctuation.

Write your answer in paragraphs

(for teachers)

Fiction ACTIVITY 2 –Find words nearly similar in meaning from the text:

1. smashed	Flailed
2. encourage	reassure
3. covered	plastered
4. spindle	axle

5. when an arrow is prepared on a bow for firing	nocked
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NF Activity

ACTIVITY 2 –Find words nearly similar in meaning from the text:

additions; decorations	accessories (for teachers)
subject (someone) to a continuous flow of questions, criticisms, or information	bombarded
get startled; overreact	panicked
to be there	exist
furnish; serve	provide