

Name of the teacher:	Ms. Anita Bhattacharya
Class and Section:	YEAR 8 E
Subject:	ENGLISH LANGUAGE
Week 3	13th SEPTEMBER– 17th SEPTEMBER
No. of lessons	5 LESSONS

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

Topic: UNIT 3 from *Skills for Writing - SPY FICTION*

Resource : from Student Book ' *Skills for Writing*' pages 2–3 -

ZOOM LESSON 1 and ZOOM LESSON 2 - 1.Going Undercover -Activity 1,2 and 3 (SFW pages 2 -3) - Identifying key ingredients of the spy fiction genre

- 1.Going Undercover -

ZOOM LESSON 3 - 1.Going Undercover - Activity 4(SFW page 4)- Identifying the four stages of narrative structure. Annotating summaries of spy stories.

ZOOM LESSON 4 - 1.Going Undercover - Activity 5 (SFW page 5) –Plot the structure, plan and write a spy story

HOMEWORK is given after ZOOM LESSON 1 and ZOOM LESSON 2 -SUBMISSION DATE –

ASSESSMENT for LEARNING : Students are assessed continuously for GC classwork; Homework and contributions during class discussions.

DATE /LESSON No.	ACTIVITY
LESSON 1 and LESSON 2 8E 13TH SEPT SUNDAY 3RD PERIOD	<p><u>ZOOM LESSON 1 and zoom lesson 2</u></p> <p>LEARNING OUTCOMES:</p> <ul style="list-style-type: none"> ▪ Collate prior knowledge of the spy fiction genre ▪ Identify and understand key features of the spy fiction genre and explain how they engage the reader <p><u>Learning Objectives:</u> -</p> <ul style="list-style-type: none"> • Understand key features of spy fiction genre and how they engage the reader • Express personal response to questions on features of spy fiction

Success Criteria:

I can

- collate prior knowledge of the spy fiction genre
- identify the key ingredients of the spy fiction genre and express my response to how they engage the reader.

Starter Activity– recalling prior awareness of features of spy fiction genre

Watch the teaser trailer video of the new James Bond film 'No Time to Die' below to get a better understanding of the features of the Spy fiction genre. In your Note book make a mind map of the features of the Spy fiction genre.

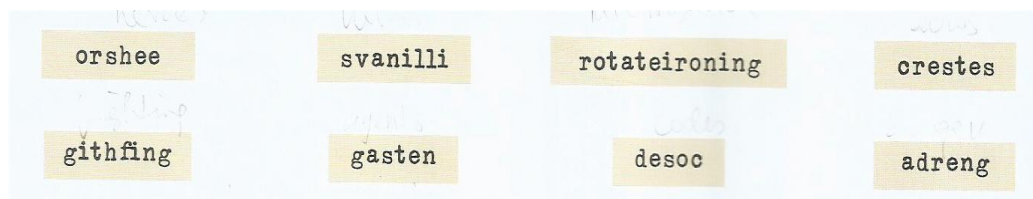
<https://www.youtube.com/watch?v=vw2FOYjCz38>

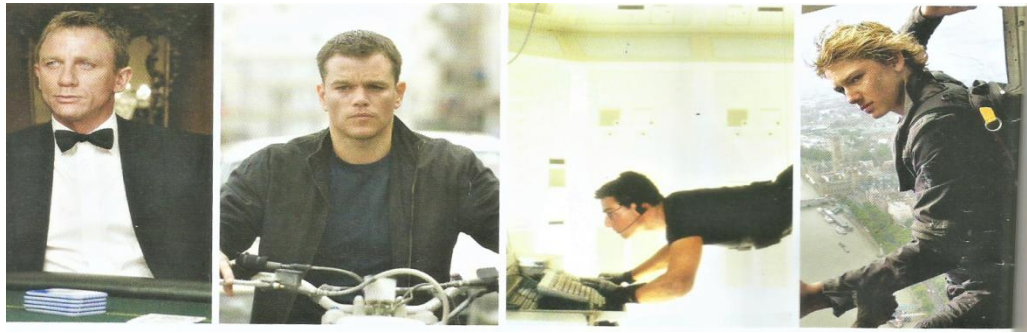
Based on the viewing of the video ,collate knowledge on

- famous spies like James Bond
- typical plots and key scenes
- character traits of spies
- classic characteristics of enemies
- typical endings etc.

ACTIVITY 1 ([SFW page 2](#))

Look at the jumbled words below. Your mission is to decipher some key ingredients of an effective spy story. **You will use these to plan and write your own spy story in zoom lesson 3 and 4**





Activity 2:

1. How many of the spies and spy stories above do you recognize? Can you think of any other well-known fictional spies? Write down what you know about each one in the table below:

Name of spy	What I know about him

TEACHING ACTIVITY

- a. Teacher guides students to identify some of the key features of the spy genre. Ask students to support ideas with examples from stories/films.
- b. Teacher guides students to make a short list of qualities of a good spy.

2. What qualities should a good spy have? List the qualities.

A good spy should be:

Brave

Intelligent

.....

.....

.....

PLENARY for Lesson 1

Teacher **concludes lesson 1** recalling the key features of the spy story genre - key words and ideas related to the spy story genre.

LESSON 2
8E
13TH SEPT
SUNDAY
4TH PERIOD

HOMEWORK 1

Write the title of a spy story or film you have read or watched.

Write the ingredients that interested you and made it a good spy story.

ZOOM LESSON 2

LEARNING OUTCOMES:

- Collate prior knowledge of the spy fiction genre
- Identify and understand key features of the spy fiction genre and explain how they engage the reader

Learning Objectives: -

- Understand key features of spy fiction genre and how they engage the reader
- Express personal response to questions on features of spy fiction

Success Criteria:

I can

- collate prior knowledge of the spy fiction genre
- identify the key ingredients of the spy fiction genre and express my response to how they engage the reader

Starter Activity: Discussion of Homework

Two or three students read their completed Homework. Teacher monitors and gives feedback.

- In your Note book, make notes of teacher's explanation.
- Your notes will help to :
 - answer questions given as Homework / questions posted in Google Classroom.
 - Plan your spy story and write your spy story

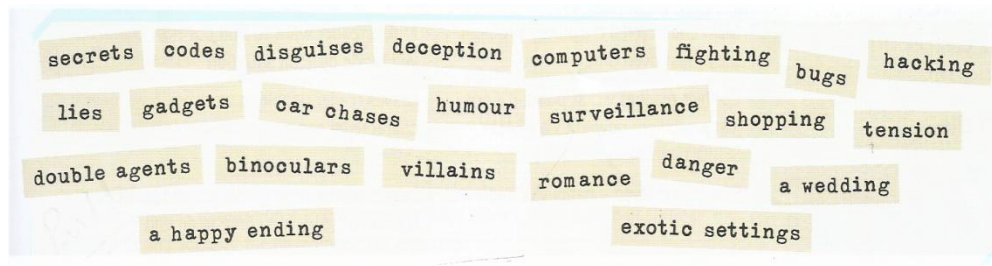
1. TEACHING ACTIVITY -- (SFW page 3)

1. Teacher guides students to identify some of the key ingredients of the spy story genre and to support and/or dispute each other's views, using examples from the genre.

ACTIVITY 3-

1. Stories and films in the spy genre share some key ingredients. These are what make them a spy story. Look at the ingredients below. Which of these ingredients do you think a good spy story:

a. MUST have? b. COULD have? c. SHOULD NOT have?



Use the table below to organize your ideas:

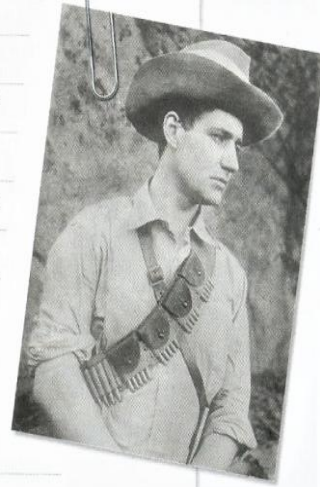
A good spy story - MUST have	A good spy story - COULD have	A good spy story - SHOULD NOT have

2. Read the information below about the real life spy Fritz Joubert Duquesne.

Fritz Joubert Duquesne

Scanned

- Born South Africa 1877
- Described as handsome, charming, fluent in several languages
- Joined South African army 1899; fought against and imprisoned by the British. Escaped by seducing prison guard's daughter
- Joined British army 1901 so he could return to war in South Africa and sabotage British
- Caught trying to kill British leader General Kitchener and imprisoned. Avoided death penalty by giving away South African army's secret codes (they were fakes)
- Escaped from prison, travelled to America, became spy for Germany in World War I, sabotaging British ships with bombs disguised as cargo
- Caught and imprisoned, faked paralysis for 2 years so he would be sent to prison hospital
- Escaped from prison hospital by cutting through bars of cell and scaling prison's walls dressed as a woman
- Disappeared for nearly 20 years
- Arrested by FBI in 1941 for leading a spy ring that had been giving secret information to Nazis since World War II started in 1939
- Imprisoned 1941-54
- Died 1956



Whole class: Discuss Activity 3, question 2, noting the ingredients/features that would make the basis of an engaging spy story.

HOMEWORK 2

Q. Read again the factfile on Fritz Joubert Duquesne

Do you think it would make an exciting , engaging book? What ingredients does it have to make it a good spy story?

Teacher guides students about HOMEWORK 2

PLENARY for ZOOM LESSON 2

Teacher concludes the lesson recalling the key features/ingredients of a spy story and explaining why/how these features engage readers/audiences.

DATE /LESSON No	ACTIVITY
<p>LESSON 3 8E 14TH SEPT MONDAY 5TH PERIOD</p>	<p>LESSON 3 ZOOM LESSON 3</p> <p>LEARNING OUTCOMES:</p> <ul style="list-style-type: none"> • Plot own spy story using four-part narrative structure <p>Learning Objectives: -</p> <ul style="list-style-type: none"> • understand how writers use narrative structure to engage the reader • understand how to use narrative structure to plan a story <p>Success Criteria: I can</p> <ul style="list-style-type: none"> • identify the four stages of a spy story • identify words and phrases unique to spy stories • infer meanings of new words • infer main ideas and link to key words • express personal response to events <p>Instruction to students</p> <ul style="list-style-type: none"> • Read and annotate key words and ideas presented in Summaries of Spy stories given below . (SFW page 4)- • In your Note book, make notes of teacher’s explanation of how writers use narrative structure to engage the reader. • <u>Your notes will help to :</u> <ul style="list-style-type: none"> ■ <u>answer questions given as Homework / questions posted in Google Classroom.</u> ■ <u>Plan your spy story and write your spy story</u> <p><u>Teaching ACTIVITY 1 - understanding narrative structure</u> Teacher explains that stories are structured to engage the reader .This structure can be simplified into four basic stages.</p>

Look at the table below:

	What does it mean?	What effect does it have?
1 Exposition	Setting, characters and situation introduced	Gives reader enough information to engage them in story; makes them wonder how it will develop
2 Conflict	Main character(s) encounter problem they must overcome	Makes reader want to find out how characters will tackle difficult situation
3 Climax	Conflict reaches worst point; it's not just a problem now – it's a REALLY SERIOUS problem	Leaves reader unable to work out how main character(s) can ever solve problem
4 Resolution	Conflict resolved – happily or sadly	Leaves reader feeling relieved and satisfied that tension of story has come to an end

TEACHING ACTIVITY 2 _Teacher explains the word meanings, main events, characters, ideas in each summary

ACTIVITY 2-

Read the summaries of the spy stories given below. Identify the four stages of each story.

Moonraker

Hugo Drax owns a company that is building the first British nuclear missile. The British secret service suspects Drax of foul play and assigns secret agent **James Bond** to investigate. Bond discovers that Drax intends to use the missile to destroy London. As Drax is about to launch the missile, Bond resets the coordinates, sending the missile into the sea, where it kills Drax, who is attempting to escape by submarine.



Stormbreaker

Alex Rider is told that his uncle has been killed in a car crash. Alex suspects this is untrue and, on a visit to the bank where his uncle worked, sneaks into his office. Alex is caught and learns that his uncle was a spy for MI6 – and that he must take over his last mission, investigating the multimillionaire, Herod Sayle. Sayle is developing a new computer system called Stormbreaker and plans to donate one to every school in the UK. Alex is trained as an MI6 agent and sent to Sayle's production plant. Alex discovers that Sayle will use the computers to spread an epidemic of smallpox. Sayle tries to kill Alex but Alex escapes and manages to foil Sayle's plot with seconds to spare.



The Bourne Identity

A man wakes up suffering from amnesia. He learns that he was found floating in the sea with gunshot wounds, has had plastic surgery to hide his identity, and had the details of a secret bank account implanted in his body. The man discovers his name is **Jason Bourne** and that he worked for an organisation linked to the CIA. Bourne travels around France and America, trying to discover his true identity while fighting off a dangerous terrorist called Carlos. Eventually Bourne defeats Carlos' men and discovers the truth about himself...

Record the four stages of each text in the table below:

	Moonraker	The Bourne Identity	Stormbreaker
Exposition			
Conflict			
Climax			
Resolution			

ACTIVITY 3 – Find the meanings of the following words and phrases (dictionary work):

WORD	MEANING
Foul play	
Missile	
Implanted	
Submarine	
Investigating	

TEACHING ACTIVITY Teacher explains the word meanings, main events, characters, ideas in each summary

Class discussion- main events, characters, ideas in each summary.

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?

7. Why does Bond discover about Drax?

8. List three things that Bourne learns about himself.

9. Why does Alex sneak into his Uncle's office?

10. Select examples of powerful verbs, adjectives and noun phrases and explain why the writer has used those.

ACTIVITY 4 - (Can be continued in Zoom Lesson 4 if short of time)

Use your answers to Activity 2 - zoom lesson 3 to compare the three stories. Make notes on some of the similarities and some of the differences.

	Moonraker	The Bourne Identity	Stormbreaker
Similarities			
Differences			

PLENARY

Teacher concludes the lesson recalling
= the **main event** or what happens in the extracts with appropriate textual references .
= the four stages of narrative structure evident in the summaries of the spy stories

DATE /LESSON No	ACTIVITY
LESSON 4 8E	LESSON 4 ZOOM LESSON 4

16TH SEPT
WEDNESDAY
1ST PERIOD

LEARNING OUTCOMES:

- Plot the plan of your own story using four-part narrative structure. to create tension
- Write a short spy story using the key features and four-part narrative structure

Learning Objectives:

- Understand how to use narrative structure to plan a short story

Success Criteria:

I can

- use narrative structure to plan a short story
- plot my own spy story using four-part narrative structure
- plan and use words and ideas related to the spy fiction genre in my story to create tension and engage the reader

Instruction to students

- recall key features of spy fiction genre.
- recall the four stages of a narrative structure.
- Recall on key words and ideas presented by the writers in (SFW page 4- Summaries of Spy stories) .
- 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 how writers use narrative structure to engage the reader.
- [Your notes will help to answer question posted in Google Classroom](#)

TEACHING ACTIVITY

Teacher explains how to plan the plot of a story. (SFW page 5)
Invite feedback, discuss and validate as wide a range of ideas as possible. Encourage students to take inspiration from (but not to copy!) others' ideas.

ACTIVITY 1

Class discussion-

1. Who is the main hero of your story ?
2. Who are the other characters?
3. Where will the story be set? (setting)
4. Plan the four stages of your story: exposition, conflict, climax and resolution.

Exposition	
-------------------	--

Conflict	
Climax	
Resolution	

5. Use the key ingredients you have identified previously in Zoom lesson 1. What other key ingredients could be effective?

6. Re-read the list of words and ideas you have collated on spy fiction. Use/incorporate them in your writing.

ACTIVITY 2

Explain 'What do better writers do?' (SFW page 5)

Better writers

- Use key features of their chosen genre, but avoid directly copying ideas
- Plan their stories, thinking about the effect they want each stage to have on the reader
- Keep the readers GUESSING...engage the reader by creating suspense

ACTIVITY 3

Compare and discuss plans with other students. Complete the *Check your writing* task with a partner. Are partners agreeing?

CHECK YOUR WRITING

→ Look back at your story planning in Activity 5. What effect do you want each stage of your story to have on the reader? Annotate your plan, explaining the effect you want it to have and how you think it will achieve this.

↓ Which column in the table below do you think best describes your planning?

I can plan a spy story using the four-part story structure of exposition, conflict, climax, resolution.

I can plan a spy story using the four-part story structure, developing some of my ideas in detail.

I can use my own ideas to plan an original spy story using the four-part story structure, developing most of my ideas in detail.

I have used some of the key ingredients of the genre, thinking about the effect some of them will have on the reader.

I have used a range of the genre's key ingredients, thinking about how they will grab and hold the reader's interest.

I have selected a variety of the genre's key ingredients by carefully considering the effect they will have on the reader.

PLENARY

Invite feedback from students and discuss any issues, difficulties, etc. encountered and ask volunteers to suggest solutions or advice.

Could a plot be changed to make it more engaging? Or perhaps a greater variety of language features; vocabulary or sentence types could be used?

Volunteers share particularly successful, effective plans for discussion and supportive comment.

DATE /LESSON No	ACTIVITY
<p>LESSON 5 8E 16TH SEPT WEDNESDAY 2ND PERIOD</p>	<p>LESSON 5 GOOGLE CLASSROOM</p> <p>LEARNING OUTCOMES:</p> <ul style="list-style-type: none"> ▪ Plot own spy story using four-part narrative structure to create tension ▪ Plan a short story ▪ Write a complete short story using the key features of a particular genre

