

**YEAR 7 ENGLISH LANGUAGE**

**WEEK 3 - DISTANCE LEARNING PLAN**

**Name of the teacher:** Ms. Sunita Chakraborty

**Class and Section:** YEAR 7

**Subject:** ENGLISH LANGUAGE

**Week 3 :** - 13th Sept- -17th Sept No. of lessons – 5 LESSONS

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

**Topic:** ALTER EGO- DISCOVERING HIDDEN SELF

1. RESOURCE - FICTION – ALTER EGO- DISCOVERING A HIDDEN SELF

ZOOM LESSON 1 ALTER EGO- DISCOVERING HIDDEN SELF

ZOOM LESSON 2 ALTER EGO- DISCOVERING HIDDEN SELF

**HOMEWORK-1: SUBMISSION DATE- LESSON- 2 - ZOOM CLASS 2**

ZOOM LESSON 3 (*Extract - Buddy by Nigel Hinton - lines 1-15-main ideas, language Features*)

ZOOM LESSON 4 (*Extract - Buddy by Nigel Hinton - lines 1-15 structural features*)

**HOMEWORK-2: SUBMISSION DATE-**

DATE/ LESSON No.	13th Sept- -17th Sept No. of lessons – 5 LESSONS
WEEK 3	

## **LESSON 1 - ALTER EGOS-DISCOVERING A HIDDEN SELF**

**ZOOM LESSON 1 and ZOOM LESSON 2 -- uploaded on Google Classroom**

### **LEARNING OUTCOME:**

- Collate names of fictional characters with their alter egos and explore the qualities of each
- Write a description of an alter ego

### **LEARNING OBJECTIVES: -**

- Develop and adapt active reading and skills strategies.
- understand the concept of alter ego
- Understand how adjectives, noun phrases, verbs are used to describe characters
- Understand how to use punctuation and paragraphing in writing.

### **SUCCESS CRITERIA: I can**

- Discuss how authors use the alter ego to explore split identity.
- List characters and the qualities of their alter ego
- State the differences between the qualities of the character and their alter ego
- I can use adjectives, noun phrases, verbs to describe the character of an alter ego
- I can use punctuation marks to express mood, thoughts and feelings of the character.
- I can organise ideas in paragraphs.

### **INSTRUCTIONS to Students**

- in your **Note book**, make a mind map of examples of words and phrases that suggest key ideas,
- **[Your notes will help to answer questions posted in Google Classroom](#)**

### **TEACHING ACTIVITY 1 :**

**Teacher** shows images of singers who have alter egos and ask what they all have in common. Introduce the concept of an alter ego.

Explanation: Draw out the idea that an alter ego is like having an ‘other self’, allowing the character to be something other than themselves.

Purpose :It creates freedom from self-constraint and enables some characters to explore an alternative world.

Mind map synonyms and antonyms of the word Alter Ego:

Doppelganger.

evil twin.

second **self**.

Companion

Other self

shadow

#### **Antonyms for *alter ego***

foe

enemy

antagonist

enemy

villian

**ACTIVITY 1** : Discuss why the people pictured might wish to have an alter ego (Activity 1, question 1).

Feedback ideas to the class and record as a spider diagram.

Teacher instructs students to Go to YouTube and search for ‘Beyonce admits alter ego’.

Whole class discussion on Beyonce’s use of her alter ego Sasha Fierce and how it enables her to become someone else and perform without inhibitions.

**TEACHING ACTIVITY 3** –

**Teacher asks students to fill in the given worksheet with Fictional characters and their alter egos**

Think of some fictional characters who transform into their alter egos (for example, Clark Kent's alter ego is Superman, Bruce Wayne's is Batman and Dr Jekyll's is Mr Hyde).

List the qualities of one or two of the characters that you have noted down and then the qualities of their alter ego. For example:

<b>Character</b>	<b>Alter ego</b>
<b>Clark Kent</b> shy clumsy bumbling quiet hardworking kind	<b>Superman</b> confident powerful superhuman strong caring


What are the differences between the qualities of the character and their alter ego? How is the author using the concept of the alter ego?

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**TEACHING ACTIVITY 3    TEACHER'S EXPLANATION and CLASS DISCUSSION**

Identify the characters/alter egos that the students are familiar with and discuss how their characters change once they become their alter ego. Explain how writers use the concept of the alter ego in order that the **students can use these ideas in their own descriptive writing.**

**ACTIVITY 4:**

1.     Think of an alter ego that you would like to have or invent an alter ego for someone you know, for example, a teacher, a dinner lady, your doctor or a family pet.
  
2.     Write down what your alter ego would be like using the following questions to help you.

What qualities would your alter ego have?

Do they have any super powers?

Would they be a force for good or evil or perhaps both?

Does he/she/it have any sinister characteristics?

Does your alter ego look any different from his/her/itself?

3. Highlight any key words/phrases that you have used which you think most effectively describe your alter ego.

## **TEACHING ACTIVITY 4: PLENARY**

Teacher concludes the lesson discussing ACTIVITY 4

Focusing on key words and phrases which students have used – how it reflects their character.

Teacher also guides students that they could use the same as a model for their own writing

### **Activity 5 Descriptive Writing.**

**Students write in zoom lesson 2 and post it in GC to the teacher.**

#### **Writing a short description of your alter ego**

Use your notes from **Activity 2** to write a short description of your imagined alter ego.

Before you start writing think and **make notes** about the following:

- how you will introduce your alter ego effectively
- the language that you will use to describe the key characteristics of your alter ego
- the setting in which you might wish to place your alter ego
- how you want your reader to respond to him/her/it.

#### **HOME WORK 1 Research and reference**

- Students to think about another alter ego (is the alter ego from the past or present; are they an author, artist, actor, musician, politician, scientist, etc?)
- research to develop the character of their alter ego. For example, if their alter ego is from the past, they need to research that period in history; if their alter ego is an evil doctor, they could research infamous doctors.
- Their alter ego may not even be a person – it may be an animal, for example, and students would need to research the characteristics of that animal.
- Make notes of the characteristic qualities with supporting evidence of words and phrases.

## ZOOM LESSON 3

Extract - 'Buddy' by Nigel Hinton' uploaded on Google Classroom

### LEARNING OUTCOMES

- understand how writer's use of language (verbs, adjectives, noun phrases) express his viewpoints
- understand the purpose of dialogues in narrative is to create tone of immediacy, and involve the readers

### OBJECTIVES:

To

- Understand writer's use of noun phrases and verbs
- Understand writer's use of dialogues
- Understand writer's purpose and viewpoints

### **Success Criteria:**

I can

Identify a verb; an adjective and noun phrase

Identify and explain the effect of writer's use of language - adjectives, noun phrases that describe characters

Explain the tone of immediacy created through writer's use of dialogues

Explain the effect of verbs, adjectives and noun phrases

### Instruction to students

- Read and annotate **examples of verbs, adjectives and noun phrases** that **describe** and **infer the** key ideas,
- make notes of teacher's explanation of meanings and ideas
- **[Your notes will help to answer questions posted in Google Classroom](#)**

### **TEACHING ACTIVITY 1 : EXPLANATION and CLASS DISCUSSION**



- Teacher begins with feedback on class response to Homework
- Few students share their responses with the class.
- Teacher and students give feedback
- Detailed discussion of the main ideas with textual evidence
- Writer's use of varied language and structural features to create effect.

**TEACHING ACTIVITY 2 : Teacher / student will read extract**

**INSTRUCTIONS to Students for pre-reading ( lines 1- 10)**

**Read lines 1- 10 from the extract extract from “Buddy’ by Nigel Hinton and annotate**

- key words and phrases presented by the writer.
- Make a mind map in your **Note book**, examples of words and phrases that suggest key ideas,
- Write down the doubts that you want to ask your teacher

**In this extract thirteen- year old buddy is about to go to school with his dad to meet his teacher, Mr. Normington.**

## Buddy

Buddy thought he was going to die when his dad came downstairs ready to go at six-thirty. He was dressed in his complete **Teddy Boy** outfit – drainpipe trousers, drape jacket with velvet collar, bootlace tie, thick crepe-soled shoes and fluorescent green socks. His hair was slicked back with oil and it was obvious that he'd taken great care to look as tidy as possible. He'd dressed himself in his 'best' for the occasion.

### Word bank

**Teddy Boy** – a popular fashion for young men in the mid-1950s

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### Word bank

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### WORD MEANINGS

**ACTIVITY 2** – Find words that match the meanings :

1. bright lights	weakly
2. sudden accident or catastrophe	slicked
3. lacks strength or force	drainpipe
4. specially made tidy	disaster
5. trousers with narrow legs	fluorescent

### ACTIVITY 3-

- Now re-read **lines 11-20**
- 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 .

'Well, it's just ... Mr Normington ... won't like it.'

'He'll 'ave to lump it then, won't he?' There was defiance in his dad's voice but a touch of sadness, too, and Buddy knew he'd hurt him.

The walk to school seemed to take ages. His dad was right.

20 What did it matter what Mr Normington thought? It wasn't as if his dad looked scruffy or dirty – he looked really smart. But he did look different. Even some of the people in the street looked twice as they walked past.



#### TEACHING ACTIVITY

**Teacher discusses and guides students to identify key words and ideas;  
Teacher explains the word meanings, main events, characters, ideas,**

**PLENARY: Class discussion: (focus of teaching – detailed teaching of the main features of Fiction)**

- How features of fiction are used to express main ideas
- characters
- character's thoughts, feelings and how it is conveyed
- writer's viewpoints

**ACTIVITY 2** - Review writer's choice of language to describe the main ideas in lines 1-20 of the extract .  
In this extract the writer has used language to interest and engage the reader.

(a) Identify three language features from the extract. For **each one** you should:

- identify an example from the extract
- explain how it interests and engages the reader.

Type of language	Example	Explanation of the effect of the language

**TEACHING ACTIVITY 2-Detailed explanation and clarification of doubts.**

**Why is dialogue important?**

- **It breaks up the narrative.**
- **Makes our writing lively.**
- **Helps to understand the thoughts and feelings or reactions of characters**

- **Excellent for showing reactions to events and relationship between characters.**
- **It helps to tell the story from different viewpoints.**

#### **TEACHING ACTIVITY 4: PLENARY**

Teacher concludes the lesson recalling or summarising

- the **main event** or what happens in the extract
- writer's choice of language
- purpose of dialogue

#### **LESSON 4**

#### **ZOOM LESSON 4**

#### **LEARNING OUTCOMES**

- **Revision of the effect of writer's use of punctuation, paragraphing**
- **Revision of writer's purpose and viewpoints**

#### **LEARNING OBJECTIVES: -**

To identify the main punctuation marks

To interpret the Writer's purpose.

#### **SUCCESS CRITERIA:**

I can

Identify punctuation marks = dash, question mark, inverted commas in dialogue

explain the implied meanings of writer's use of dash; semi colon, questions;  
effect of use of dialogue  
short questions  
repetition

**TEACHING ACTIVITY 1 : EXPLANATION and CLASS DISCUSSION**

**TEACHING ACTIVITY 3: DIALOGUE IN NARRATIVE**

here are some rules to follow when writing direct dialogue in your narratives:

**Rule #1:** Use quotation marks to indicate the words that are spoken by the characters.

**Example:** "Help me!" exclaimed the little girl.

**Rule #2:** Always begin a new paragraph when the speaker changes.

**Example:**

"I am coming home," Sue announced. "I am really tired and can't work anymore."

"Okay, I think you should do that," her husband agreed.

**Rule #3:** Make sure the reader knows who is doing the talking.

**Rule #4:** Use correct punctuation marks and capitalization.

**Example:**

"May I buy a new pair of shoes?" Lauren asked her mom.

Note that the quotation marks are outside the end punctuation of the quote; the rest of the sentence has its own end punctuation.

**Teacher explains and ask students to give example from the text Buddy.**

**Rule #1:** Use quotation marks to indicate the words that are spoken by the characters.

**Example:**

**Rule #2:** Always begin a new paragraph when the speaker changes.

**Example:**

**Rule #3:** Make sure the reader knows who is doing the talking.

**Example:**

**Rule #4:** Use correct punctuation marks and capitalization.

**Example:**

### **Detailed explanation of USE OF PUNCTUATION IN the extract Buddy**

**Explanation =**

Writer's use of punctuation to create meaning and effects

Use of inverted commas

Writer's use of paragraphing to organize and structure main ideas and develop events of the story

Writer's use of short and long sentences to express characters thoughts and feelings, describe events, settings.

Use of repetition for emphasis

Select examples from the text and discuss the writer's purpose and the effects

Teacher guides students to explain writer's use of selected punctuation marks and the effect

### **TEACHING ACTIVITY 3 / PLENERY**

**Review of the main points about structure and the effects created with examples from the text**

### **HOMework-2**

Read the extract, 'Buddy' and use table 1 and 2 to make notes of words/phrases, punctuation marks, different types of sentences that helps

you to understand about :

a.) Buddy's actions, thoughts and feelings about his dad's appearance.

b.) dad's actions, thoughts and feelings about his appearance.

<b>Example of words / phrases</b>	<b>What it tells about Buddy's thoughts and feelings about his dad's appearance</b>
<b>Punctuation marks</b>	<b>what it tells about Buddy's thoughts and feelings about his dad's appearance</b>
<b>Types of sentences</b>	<b>what it tells about Buddy's thoughts and feelings about his dad's appearance</b>

**LESSON 5 –**

**GOOGLE CLASSROOM**

- **Review of the effect of writer's use of verbs, adjectives, noun phrases in fiction texts**



- Review of the effect of writer's use of dialogues , punctuation, paragraphing
- Review of writer's purpose and views

**LEARNING OBJECTIVES: -**

- Understand language and structural features
- Interpret writers purpose and viewpoints.

**SUCCESS CRITERIA:**

I can

- read with understanding
- 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 examples of words and phrases, personification
- writer's use of punctuation, sentence structures , repetition
- write meaningful answers

Answer the followings questions:

1. Re-read lines 6, why has the writer quoted the word 'Best' ?

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2. The writer used ellipses in lines 16 to

- a. Create a pause to make the reader think
- b. Create a pause to indicate conflict

- c. Create a pause to express a mood
- d. Create a pause to confuse the reader

3. Re-read lines 19 and identify the technique use by the writer to interest and engage readers.

- a. Humor
- b. Exaggeration
- c. Narration
- d. Description

4. In lines 22, the writer uses the conjunction '*But*' suggests

- a. A cause or reason
- b. An additional idea
- c. A contrast between ideas
- d. A result

5. 'Buddy's stomach turned to water and Buddy felt sick.' This sentence is an example of

- a. compound sentence
- b. imperative sentence
- c. simple sentence
- d. complex sentence

Q6. What do you learn about both Buddy and his dad from this extract?

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