

YEAR 7 ENGLISH LANGUAGE

WEEK 5 - DISTANCE LEARNING PLAN

Name of the teacher: Ms. Sunita Chakraborty

Class and Section: YEAR 7

Subject: ENGLISH LANGUAGE

Week 5 : - 27th Sept- -1ST OCT - 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- CREATING VIVID IMAGES

ALTER EGO- DESCRIBING A TRANSFORMATION

1. RESOURCE - FICTION – ALTER EGO- CREATING VIVID IMAGES
2. -- ALTER EGO- DESCRIBING A TRANSFORMATION

ZOOM LESSON 1 ALTER EGO- CREATING VIVID IMAGES - extract from 'Queen' by David Grant'

HOMEWORK-1 – - SUBMISSION DATE- LESSON 2

ZOOM LESSON 2 ALTER EGO-DESCRIBING A TRANSFORMATION - extract from 'Metamorphosis' by Franz Kafka

HOMEWORK-2: - SUBMISSION DATE- LESSON- 3 - ZOOM CLASS 3

ZOOM LESSON 3 GRAMMAR – NOUN PHRASES (extract from 'Metamorphosis' by Franz Kafka)

PRE-MODIFIERS AND POST MODIFIERS

ZOOM LESSON 4 PLANNING TO WRITE A DESCRIPTION OF A TRANSFORMATION

ASYNCHRONOUS : Critical reading and analysis . to be turned in GC by students

ASSESSMENT for LEARNING : Students are assessed continuously for Asynchronous /GC work; Homework, Class work and contributions during class discussions.

DATE/ LESSON No.	27th Sept- -1 ST OCT - No. of lessons – 5 LESSONS
WEEK 5	
LESSON 1	<p>LESSON 1 to Lesson 4 - ALTER EGOS- CREATING VIVID IMAGES/ DESCRIBING A TRANSFORMATION</p> <p>ZOOM LESSON 1</p> <p><u>LEARNING OUTCOME:</u></p> <ul style="list-style-type: none"> • Re-write an extract choosing different verbs to identify the change in effect on the reader • Describe a creature using carefully selected verbs to create a picture in their reader's mind <p>OBJECTIVES:</p> <ul style="list-style-type: none"> • Understand how to use verbs to create a vivid image in the reader's mind <p>SUCCESS CRITERIA</p> <p>I can</p> <ul style="list-style-type: none"> • understand Verbs are frequently described as ‘doing words’ • understand that verbs describe much more than ‘actions • choose different verbs to create vivid images in the reader's mind. <p><u>INSTRUCTIONS to Students</u></p> <ul style="list-style-type: none"> - in your Note book, make a mind map of examples of words and phrases that suggest key ideas, - <u>Your notes will help to answer questions posted in Google Classroom</u> <p>TEACHING : Brainstorming 5 minutes max.</p>

Teacher asks students

- All sentences (other than minor sentences) include a verb. They are essential to the meaning of a sentence. **What verbs can you think of?**

- Act out these verbs
- laughing
- yawning
- standing.

Think of some more verbs and in your pairs take it in turns to act out the verb to your partner, who then has to guess what it is.

- Students make sentences with few verbs and others explaining the image created by the verbs.

ACTIVITY 1

- **Teacher displays slides on verbs and explains. Then,** asks students to experiment with different verb choices and explore the effects of these and whether they create different pictures in their minds.
- **Students re-read the extract from Queen by David Grant and change the VERBS in order to create a different image of the beasts altogether.**

The flames of a fire **flickered** and, around her, the green eyes of wolves **burned** in the darkness.

The wolves **crept** closer into the circle of firelight. The biggest wolf **threw** back its head and **howled** for joy.

The other wolves **circled** around her and their yellow teeth **clattered** as they **snapped** their drooling jaws and **thought** of the meal they would have.

- Teacher encourages students to experiment with different verb choices and explore the effects of these.
- Do they create different pictures in their minds? (Verb choice is helpful for AfL . This is outcome 1)
- Teacher takes feedback with a brief discussion of the effectiveness of the verbs and the images created.

TEACHING ACTIVITY and EXPLANATION:

- Teacher models the same and explains the different images created
- The flames of a fire **glimmered** and, around her, the green eyes of wolves **sparkled** in the darkness. The wolves **tip-toed** closer into the circle of firelight. The biggest wolf **tipped** back its head and **whined** for joy. The other wolves **wandered** around her and their yellow teeth clattered as they **chomped** their drooling jaws and **pondered** of the meal they would have.
- Teacher explains that verb choices have the effect of creating a particular image of the wild things – could make the wolves seem wild; hungry; frightened ;

TEACHING ACTIVITY 2: PLENARY

Teacher concludes the lesson discussing the question

What techniques do authors use to help create vivid images?

What do better writers do?

Better writers:

- are aware of the effect they want to have on their reader
- choose verbs carefully in order to paint a picture in their reader's mind.

- Teacher guides students about Homework 1

Activity 2 below is HOMEWORK-1: Students post it in GC to the teacher. .

Activity 2

Write one or two sentences describing a dangerous animal (either real or imaginary). Use the questions below to help you.

- What does my animal look like?
- What features make it frightening?
- How can I use verbs to create a picture of a dangerous animal in the reader's mind?



LESSON 2

ZOOM LESSON 2 and Zoom lesson 3 -- uploaded on Google Classroom

LEARNING OUTCOME:

- Re-write a text using different noun phrases
- Explain writer's use of language to describe the transformation of Gregor Samsa

LEARNING OBJECTIVES:

- Develop active reading skills and strategies
- Understand how to use noun phrases to add descriptive detail

SUCCESS CRITERIA: I can

- understand the transformation of the character to his alter ego as the main event
- summarise the main event to show understanding of what happened to the character
- identify and explain how noun phrases describe the transformation of character
- identify and make notes of teacher's explanation of pre and post modified noun phrases to make my description vivid.(Zoom lesson 3)

TEACHING ACTIVITY 1: Explanation, feedback and guidance on **HOMEWORK 1**

Few students share their descriptive writing and the effect they hope it will have on the reader.
Discuss how effective each writer's choice of verbs is in creating an image in the reader's mind.

CHECK YOUR WRITING

Look back at your writing from Activity 2. Annotate your extract to explain some of the decisions you have made. It might look something like this:

Rising up on its enormous hind legs, it towered above the other animals. Briefly, it scanned the ground below. The creature then reared its ugly head and roared.

Verbs indicate the size of the creature which makes it seem threatening.

Verbs used to describe the creature's other movements and the sound it makes, all suggest its power.

TEACHING ACTIVITY 2

- **Recall** the fictional **characters and their alter ego** that you listed in Lesson 1.
- **Visualise** the **character transforming or changing into their alter ego**.
Take for example the character transforming into a snake with scales and slithering around

Individual feedback

Teacher asks students to describe orally how they looked in their mind's eye; how they moved; how they felt. (Outcome bullet pt 1)

Use a timer (2 minutes) and encourage students to think of lots of strange scenarios, letting their imaginations run wild.

Ask students what **words** they would use to describe what it was like to watch someone transforming like this.

Teacher takes feed back from a few volunteers

and explains the verbs and noun phrases students have used.

TEACHING ACTIVITY 3 – explanation of choosing descriptive noun phrases

Describing a transformation

Read the extract below. It is the opening to Kafka's *Metamorphosis*.

When Gregor Samsa awoke one morning from troubled dreams, he found himself changed into a monstrous cockroach in his bed. He lay on his tough, armoured back, and, raising his head a little, managed to see – sectioned off by his little crescent-shaped ridges into segments – the expanse of his arched, brown belly, atop which the coverlet perched, forever on the point of slipping off entirely. His numerous legs, pathetically frail by contrast to the rest of him, waved feebly before his eyes.

‘What’s the matter with me?’ he thought. It was no dream.

1. What has happened to the main character?

2. Look at this extract again:

When Gregor Samsa awoke one morning from troubled dreams,

- a.. Why do you think Kafka describes George's dreams as 'troubled'? How does this link to what follows?
- b. How do you think you would feel if you woke up as Gregor has done on this morning?
- c. How do you think the narrator feels about the events he is describing?

Teaching Activity: Teacher guides students to select noun phrases and explains how they build detail that describes the character's transformation to alter ego.

(If teacher refers to PEE= point, evidence, explanation of effect, she/he would be modeling the analytical focus on language)

1. Choose **examples of noun phrases, that describe what has happened to the main**

character? You may circle or highlight in your copy of the text

2. Why has the author chosen these noun phrases? Explain the impression they give of Gregor's transformation.

Example	Explanation of the effect

Teacher takes feed back and explains

- highlighting the keywords and phrases which describes the transformation. Outcome bullet pt 1)
- The use of Noun phrases to add descriptive details

~~Teacher guides students about **HOMEWORK 2** (PEE and focus on explanation of effect of writer's use of adjectives, verbs, adverbs, noun phrases)~~

HOMEWORK 2

Read again the extract below. It is the opening to Kafka's *Metamorphosis*. Complete the given table.

When Gregor Samsa awoke one morning from troubled dreams, he found himself changed into a monstrous cockroach in his bed. He lay on his tough, armoured back, and, raising his head a little, managed to see – sectioned off by his little crescent-shaped ridges into segments – the expanse of his arched, brown belly, atop which the coverlet perched, forever on the point of slipping off entirely. His numerous legs, pathetically frail by contrast to the rest of him, waved feebly before his eyes.

‘What's the matter with me?’ he thought. It was no dream.

	Example of writer's use of language	Explain why the writer has chosen to use it	Student can review the answer during discussion of HOMEWORK 2
	1. noun phrase - one morning		
	2 noun phrase - troubled dreams,		
	3. verb - changed		
	4. noun phrase monstrous cockroach		
	5. adverb entirely		
	6. adverb pathetically		
	7. give another example of noun phrase		
	8. give another example of verb		
	9. give another example of		

	adverb		
	<p>PLENARY</p> <ul style="list-style-type: none">• Teacher asks few students to summarise what has happened to the main character.• Teacher recalls the noun phrases, verbs, adverbs that build descriptive detail about the character's transformation. Teacher emphasises the Language focus using PEE . <p>Also introduces the story of <i>Metamorphosis</i> by Franz Kafka about a travelling salesman who one day awakens to find himself transformed into his alter ego</p> <hr/> <hr/>		

LESSON 3

ZOOM LESSON 3 –GRAMMAR – noun phrases; pre-modifiers ;post modifiers; articles

LEARNING OUTCOMES

- Explain writer's use of language (noun phrases; pre-modifiers ;post modifiers; articles) to describe the transformation of characters into their alter ego.

Learning OBJECTIVES:

- Understand how writers use adjective, noun phrases, pre-modifiers, post-modifiers add descriptive details

Success Criteria: I can

- Identify noun phrases used by the writer
- explain the effect of writer's use of language - adjectives, noun phrases , adverbs, prepositional phrases
- identify and make notes of teacher's explanation of pre and post modified noun phrases used by writers to make description vivid.

Instruction to students

- Read and annotate the language features in the text that describe
- 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 : CLASS DISCUSSION of HOMEWORK 2

- Teacher begins with feedback on class response to Homework 2
- Few students share their responses with the class.
- Teacher and students give feedback

- **Writer's use of noun phrases to create effect.**

TEACHING ACTIVITY 1: Discussion and Explanation (PPT)

- Characters often undergo surprising and instant transformations into their alter ego. Writers make careful language choices to give detailed, graphic descriptions of what their characters have changed into.
- Writers can add detail through their use of noun phrases, as the author of *Metamorphosis* has.
- Writers choose their nouns very carefully, for example, a noun Kafka chooses is 'cockroach'.
- To add descriptive detail to a noun you can ***pre-modify*** it with an adjective, for example:
 'monstrous cockroach'. The adjective – which describes the noun – comes before the noun and pre-modifies.

TEACHING ACTIVITY 2: Discussion and Explanation (PPT)

What effect does this word choice have on the reader?

Teacher invites feedback and explains – *enables the readers to visualize* .

Creates a vivid description in the reader's mind

Reader's empathise with his situation

- Good writers can also ***post-modify*** their noun phrases. This means adding more detail after the noun phrase. One way of doing this is by using a ***prepositional phrase***.
- Look at an example from the extract:

‘the expanse of his arched, brown belly’

TEACHING ACTIVITY 3: Discussion and Explanation (PPT)

Why do you think this detail is important?

- **Teacher invites feedback and explains:** *adjective choice can create a strong visual image of the creature through careful selection.*
- *The prepositional phrase provides **specific detail** or specification (for example, the ridges on his back).*

Grammar basic - Review of Prepositions

- A **preposition** explains a relationship between two parts of a sentence, most often related in space and time.

Here are some prepositions writers use and you often use:

about; against; among; at; before; behind; between; down; except; from; in; near; of; outside; over; past; than; to; under; up; with; without

Prepositional phrase

- A **prepositional phrase** will begin with a preposition and it can **post-modify** a noun: ‘a monstrous cockroach in his bed’

TEACHING ACTIVITY 4 : PLENARY

Teacher concludes the lesson discussing how good writers pre- and post-modify their noun phrases to make their descriptions vivid. Explains

how these language choices

- *enable the readers to visualize .*
- *Creates a vivid description in the reader’s mind*
- *Makes the reader’s empathise with his situation*

	<ul style="list-style-type: none"> ➤ <i>creates a strong visual image of the creature</i> ➤ <i>provides specific detail or specification</i>
LESSON 4	<p>LESSON 4 – ZOOM LESSON</p> <p>LEARNING OUTCOMES:</p> <ul style="list-style-type: none"> • Planning to describe a character’s transformation into their alter ego using noun phrases to build up descriptive detail <p>Learning OBJECTIVES:</p> <ul style="list-style-type: none"> • Understand how to use adjective, noun phrases, pre-modifiers, post-modifiers add descriptive details <p>SUCCESS CRITERIA</p>

I can

- Use **nouns phrases are to add descriptive details**
- use adjectives, prepositions as pre-modifiers to nouns
- use prepositional phrases as post- modifiers to noun phrases to create a strong visual image in the reader's mind about the character's transformation into his/her alter ego

Activity 1-PLANNING- WRITING A Description of a transformation

- What is the **purpose** of the writing?
Who is the **audience**?
What is the **expectation**?

1. Imagine that you wake up in the morning and have been transformed into something gruesome. It can be anything you wish – let your imagination run wild!
 - a) Note down some nouns and articles which describe the thing that you have been transformed into.
 - b) Pre-modify some nouns with an adjective which suggests what the reader should think or feel about this creature.
 - c) Add a prepositional phrase which makes your description as vivid as possible.

Articles	Adjectives	Nouns	Prepositional phrases
An	incredible	creature	with its fangs bared

	2. Highlight the noun phrases and verbs in your word bank which you think really help to create a vivid description of the thing you have transformed into.			

LESSON 5

TEACHING ACTIVITY : guidance/explanation of ASYNCHRONOUS lesson

- **PLENARY** : Teacher reminds students to
 - Consider and note a range of alternatives for pre- and post-modification of nouns when completing the Activity.
 - The adjective choice is sometimes about physical description (for example, hairy, speckled) and sometimes it tells the reader how to think about the noun (for example, terrifying; ordinary; monstrous).
 - Think about how adjective choice can create a strong visual image of the creature through careful selection.
 - The prepositional phrase provides further detail or specification (for example, the ridges on his back).
 - The table could be used to experiment with vocabulary choice.
 - Encourage students to explain their final decisions in terms of the impact they wanted to have on the reader.
- Example: They could explain their use of adjective to modify nouns, verbs to modify nouns and describe movement, changing actions of character that transform to alter ego, prepositions to add specific details. (differentiation through outcome)

LESSON 5

ASYNCHRONOUS – to be turned in GC by students

LEARNING OUTCOMES

- Explain writer's use of language (noun phrases; pre-modifiers ;post modifiers; articles) to describe the transformation of characters into their alter ego.

Learning OBJECTIVES:

- Understand how to use adjective, noun phrases, pre-modifiers, post-modifiers add descriptive details

Success Criteria: I can

- Identify noun phrases used by the writer
- explain the effect of writer's use of language - noun phrases , verbs, prepositional phrases

Independent ACTIVITY

Re-read the extract from Queen by David Grant. And answer the given questions.

The flames of a fire flickered and, around her, the green eyes of wolves burned **in the darkness**.

The wolves crept closer **into the circle of firelight**. The biggest wolf threw back its head and howled for joy.

The other wolves circled **around her** and their yellow teeth clattered as they snapped their drooling jaws and thought **of the meal** they would have.

Answer the following questions.

A. Copy the four examples of prepositional phrases heighlighted in red. For each prepositional phrase, explain why the writer has used it.

1.Example:

Explanation:.....

.....

2.Example:

Explanation:

.....
.....

3.Example:

Explanation:

.....
.....

4.Example:

Explanation:

.....
.....

B. Select two examples of verbs and explain what each verb describes.

.....
.....
.....
.....

C. Select two examples of noun phrases and explain what each noun phrase describes.

.....
.....

.....
.....

D. Who is an alter ego?

.....

E. What have you understood about how writers describe alter ego? Explain in detail with two examples from your library book.

You may use an image of 6 lines from your library book.

Note for the Teacher

This exercise is suitable as pre-reading exercise.

Teaching should lead to students achieving the outcome .

Teaching should focus on students selecting noun phrases, verbs and how they build detail that describes the transformation to alter ego

PRE-reading

Read the text and match the meanings with the words in the text

- 1 divided into a separate sections.
- 2 weak and delicate.
- 3 frightening appearance
- 4 sit on something
- 5 a narrow raised band on a surface.
- 6 causing feelings of sadness or sympathy
- 7 curved shape
- 8 weak way
- 9 protected by a strong covering
- 10 a large, open area

, sectioned frail monstrous perched ridges pathetically crescent feebly armoured expanse

WEEK 6 - Writing (modified plans to align with Assessment Policy requirements)

ZOOM lesson for WEEK 6	<p>Zoom lesson 1 – WEEK 6</p> <p>LEARNING OUTCOMES:</p> <ul style="list-style-type: none">• Re-write a text using different noun phrases• Describe a character’s transformation into their alter ego using noun phrases to build up descriptive detail <p>Learning objectives:</p> <ul style="list-style-type: none">• use noun phrases to add descriptive details <p>SUCCESS CRITERIA</p> <p>I can</p> <ul style="list-style-type: none">• Imagine a character and decide on the alter ego he transforms into• choose nouns phrases to describe vividly the details of the character’s transformation• choose pre-modifiers and post- modifiers to create a specific visual image in the reader’s mind of the alter ego the character has transformed into <p>ACTIVITY Teacher guides and explains about the writing activity</p> <ul style="list-style-type: none">- <u>What is the purpose of the writing?</u> <u>Who is the audience?</u> <u>What is the expectation?</u>- <u>Teacher must share the criteria</u>
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Question: Imagine that you wake up in the morning and have been transformed into something gruesome. It can be anything you wish – let your imagination run wild!

Your response could be real or imagined.

Before you start writing:

*choose the character and decide the alter ego(or transformation you want the readers to see)

*carefully choose vocabulary which will help to paint this picture

Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.

You should make sure you:

- check the spelling of words you have used
- try to use varied punctuation such as question marks, exclamation marks, semicolons, commas
- try to use different types of sentences such as questions, commands, exclamations, short sentences.

Range and relevance of imaginative ideas; awareness of purpose and audience; coherent organisation of ideas	_____/ 6
Appropriate use of vocabulary; accuracy of spelling, punctuation, grammar, sentence structure	_____/ 4
Total marks	_____/ 10

[illegible]

Note for the Teacher

This exercise is suitable as pre-reading exercise.

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PRE-reading

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