

Yr.8 ENGLISH LANGUAGE**WEEK 5 -DISTANCE LEARNING PLAN**

Name of the teacher:	Ms. Anita Bhattacharya
Class and Section:	YEAR 8 E
Subject:	ENGLISH LANGUAGE
Week 5	27th SEPTEMBER– 1st OCTOBER
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 8-11

ZOOM LESSON 1 and ZOOM LESSON 2 - Spy Fiction -Pace and Threat- Activity 1- Hurricane Gold- lines 1-44 : the extract taken from the first novel of 'The Young Bond' series by Charlie Higson. (SFW page 8-9)

ZOOM LESSON 3 - Spy Fiction - Pace and Threat -Writer's Workshop (SFW page 10)

ZOOM LESSON 4 - Spy Fiction - Pace and Threat -Activity 2 -What do better writers do? (SFW page 11)

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

Homework at the end of Zoom Lesson 1 and Zoom Lesson 3 Submission date:

DATE /LESSON No.	ACTIVITY
LESSON 1 and LESSON 2 8E 27TH SEPT SUNDAY 3RD PERIOD	<p><u>ZOOM LESSON 1 AND ZOOM LESSON 2</u></p> <ul style="list-style-type: none"> LEARNING OUTCOMES: Create a list of appropriate verbs to use in own writing for a specific effect <p><u>Learning Objectives:</u> -</p> <ul style="list-style-type: none"> Understand key words, and ideas presented in the text. Identify events Infer layers of meaning within the text. Understand how writer's use verbs to create a sense of danger and threat. Understand writer's purpose <p><u>Success Criteria:</u></p> <p>I can</p> <ul style="list-style-type: none"> Identify and explain key words, events and ideas presented in the text. infer layers of meaning within the text.

- explore the use of verbs to suggest threat and danger
- select suitable evidence
- express views about excitement and danger or threat that interested me

NOTE:

- 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

Starter Activity– max. 10 mins

Teacher explains how **pace and threat** are two key elements of a successful spy story and how writers use high level of pace and threat to hold the reader's attention.

Pace and threat

Look at the words below .

List the words that convey a sense of pace.

List the words that convey a sense of threat

speed trouble menace movement
fast-moving danger hazard action

pace	threat

Teaching Activity 1

Why are pace and threat key features of spy fiction?

How can writers create a sense of threat?

How can writers create a sense of pace?

Teacher's explanation

In a spy fiction the hero is constantly placed in dangerous and threatening situations-and moves fast often to escape from one dangerous and threatening situation to another!

In spy fiction, writers choose vocabulary, and different language techniques that emphasize danger, threat, shifts in action, events and situations creating excitement, suspense . In addition to the choice of vocabulary, language techniques , the writers organization of ideas in a variety of sentence structures and paragraphing serves writers intention or purpose to grab readers interest.

ACTIVITY 2 -

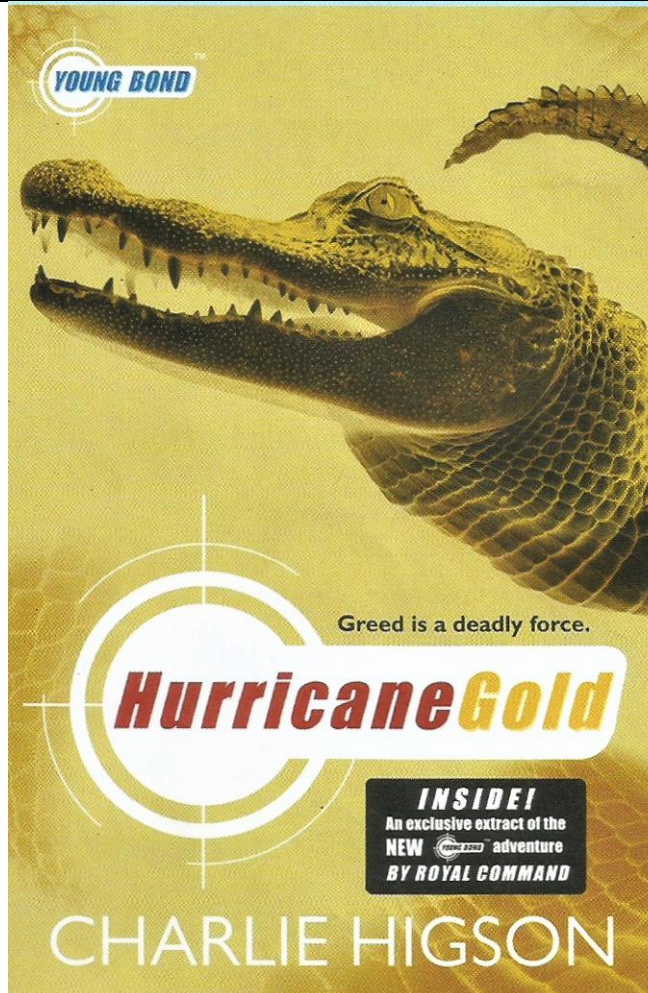
Read the extract taken from 'Hurricane Gold' ,the first novel of 'The Young Bond' series by Charlie Higson.

Read and annotate

- key words and ideas presented in the extract (SFW pages 8

Identify

- narrator,
- characters,
- main event,



James watched as the young man waved his gun at Precious and JJ.

‘Where’s your father?’ he yelled. ‘Tell me or I’ll hurt you.’

‘He’s not here,’ wailed Precious. ‘He’s flown down south. He won’t be back until after the storm.’

(As Precious said the word ‘storm’ three things happened at once. There was a terrific crack of thunder, the whole house shook and the lights went out.

The storm had finally arrived.

Precious screamed. The young man snarled at her to shut up. There was just enough light coming through the window for James to see him grab the two children and drag them out of the room.

James stayed put, breathing heavily. The intruders seemed to have come prepared, but with luck they wouldn't know that he was here at all.

James waited in the Wendy house for a full five minutes. Once he was sure that the man wasn't coming back he crept out of his hiding place and tiptoed over to the playroom door.

He hardly needed to be quiet. The storm was making a fearsome racket as it buffeted the house. There was a cacophony of different sounds; crashing, hissing, roaring, squealing, rumbling.

As he moved out into the corridor James felt the full force of the wind slam into the house like a physical object. He could actually feel the floor moving beneath his feet, and the walls seemed to sway and shudder. He glanced out of the window, but all he could see was a swirling maelstrom of cloud and rain. There was a startling flash and another blast of thunder, then a gust of wind so powerful it blew the windows in. The rain followed, hosing down the corridor in horizontal bars. The walls were instantly soaked and a picture flew off the wall.

PLENARY:

Take feedback

Or

- **identify** narrator,
- characters,
- main event

and briefly summarise the extract

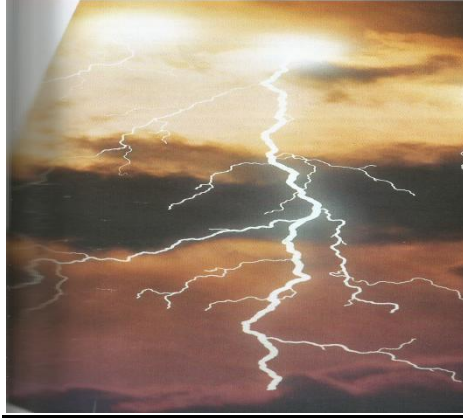
HOMEWORK 1

Write a summary of the extract in your own words:

Lesson 2

Teacher guides students to i

Continue reading lines 26-44 from the extract taken from 'Hurricane Gold', the first novel of 'The Young Bond' series by Charlie Higson



The noise from outside was like nothing that James had ever heard before, like boulders crashing down a mountainside. The wind was whipping around in the corridor and the house was vibrating as if at any moment it might crack up and be blown away.

James dropped to his knees and crawled along the sodden carpet as bits of debris were hurled past his head.

He reached the stairs and slid down them on his backside in the darkness. He made it safely to the lower landing and peered out between the banisters into the hallway below.

The servants were being rounded up and herded into the dining room by two of the men. The raid had been planned like a military operation.

James was the only person who might be able to get out and go for help.

Main Teaching Activity 1.

Discussion on various language features- verbs, adjectives, pronouns, determiners, noun phrases and structural features such as long and short sentences, punctuation, paragraphing etc. that can be used to create pace and threat.

Students make notes as teacher explains.

Class discussion of questions on page 9

1. In this extract, James, Precious and JJ face two different threats at the same time-the threat of the intruders and the threat of the storm.

Give examples of **verbs, noun phrases** from the text that convey the threat of the intruders and the threat of the storm.

threat of the intruders	threat of the storm

2."James was the only person who might be able to get out and go for help."

What does this suggest about

a. the character of James?

b. the role of the hero in spy stories?

3. How does the writer use language to create a sense of threat?

- Consider similes and the effect of danger
- Select verbs and explain the effect

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4. How does the writer use sentence structures (length of sentences)to create pace in the narrative?

4.How does the sense of pace and threat interest the reader?

PLENARY for Lesson 1 and 2

Teacher concludes the lesson recalling

- the main event or what happens in the extracts with appropriate textual references
- the importance of language features- and how they help to create suspense, danger and threat

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DATE /LESSON No	ACTIVITY
LESSON 3 8E 28TH SEPT MONDAY 5TH PERIOD	<p><u>LESSON 3</u> <u>ZOOM LESSON 3 and 4</u></p> <p>LEARNING OUTCOMES: Write a short extract focusing on verb choice and paragraphing</p> <p><u>Learning Objectives:</u> -</p> <ul style="list-style-type: none"> • Review of writer's use of verb choice • Understand how writers organise information and ideas in long and short paragraphs • Understand how writers structure short paragraphs to create pace and dramatic impact in spy fiction <p><u>Success Criteria:</u></p> <p>I can</p> <ul style="list-style-type: none"> • Identify and explain how writers use verbs to describe gangsters thoughts and actions and create a sense of threat • Select evidence from the text • explore structure of sentence structures and paragraphing to create pace <p><u>Instruction to students:</u> In your Note book, make notes of teacher's explanation</p> <p>Teacher Activity- Teacher reviews with student in a class discussion on the choice of language , in particular verbs, to create a sense of pace and threat.</p> <p><u>ACTIVITY 1</u> <u>Verb Choice: what verbs do-</u></p> <p>Verbs can describe:</p> <ul style="list-style-type: none"> ▪ an action: 'He fell over the cliff.' ▪ a situation: 'He was on the floor.' ▪ a thought or feeling: 'He wondered why.' <p>Identify the verbs that create a sense of threat in the extracts below:</p> <p>Make a list of verbs from the text that convey a sense of pace and threat-</p>

Pace	Threat

ACTIVITY 2

Writer's Workshop:

Writers can create a sense of threat through the details they choose to describe ,but they can increase the sense of threat through the language they use to describe those details.

Look at the box below.

WRITER'S WORKSHOP: Creating a sense of pace and threat

How can I choose language to create a sense of threat?

Writers can create a sense of threat through the details they choose to describe, but they can increase the sense of threat through the language they use to describe those details.

Look at the **verbs** the writer has used to describe what one of the gangsters says and does:

'Where's your father?' he **yelled**.
'Tell me or I'll hurt you.'

Precious screamed. The young man **snarled** at her to shut up. There was just enough light coming through the window for James to see him **grab** the two children and **drag** them out of the room.

Now look at the **verbs** the writer has chosen to describe the impact of the storm:

James felt the full force of the wind **slam** into the house like a physical object. He could actually feel the floor moving beneath his feet, and the walls seemed to **sway** and **shudder**.

How effective are these verbs? Try replacing each one with a new verb to add to the sense of threat. For example, what is the effect of changing:

'Where's your father?' he yelled. to 'Where's your father?' he moaned.
or 'Where's your father?' he asked.

How effective are these verbs?

Make a list of some other verbs not found in the extract , that you could use to emphasize threat in a spy story.

ACTIVITY 2-

- The writer has used verbs to describe what one of the gangsters says and does to increase the sense of danger and threat

Identify the verbs that create a sense of threat in the extracts below:

a. 'Where's your father?' he **yelled**. 'Tell me or I'll hurt you.'

	<p>b. Precious screamed. The young man snarled at her to shut up. There was just enough light coming through the window for James to see him grab the two children and drag them out of the room.</p> <ul style="list-style-type: none"> • The writer has used verbs to describe the impact of the storm and to increase the sense of danger and threat <p>c. James felt the full force of the wind slam into the house like a physical object. He could actually feel the floor moving beneath his feet, and the walls seemed to sway and shudder.</p> <p>Teacher guides students about HOMEWORK 2</p> <p>PLENARY for Lesson 3</p> <ul style="list-style-type: none"> ▪ the importance of language features, verbs that describe characters actions, thoughts and events and how they help to create suspense, danger and threat <p>HOMEWORK 2</p> <p>3. How does the writer use language to interest and engage the reader in the extract?</p> <hr/> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>
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DATE /LESSON No	ACTIVITY
LESSON 4 8E 30th SEPT WEDNESDAY 1ST PERIOD	<p>ZOOM LESSON 4</p> <p>LEARNING OUTCOMES:</p> <p>Write a short extract focusing on verb choice and paragraphing</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Understand why writers structure their ideas in long and short paragraphs • Understand how writers structure short paragraphs to create pace and dramatic impact in spy fiction

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Success Criteria:

I can

- Show awareness of the effect of writers use of paragraphs – long paragraphs to express information and short paragraphs for suspense, tension and dramatic effect (**Assessment for Reading**)
- choose verbs effectively to write my own spy story.
- Vary the length of paragraphs to create pace and dramatic impact in my writing. (**Assessment for writing**)

Instruction to students

- [Your notes will help to answer question posted in Google Classroom](#)

TEACHING ACTIVITY

Teacher explains how paragraphs are used to create pace in writing.

(SFW page 10)

Teachers shows a video and invites feedback through whole class discussion .

ACTIVITY 1

Watch the following Youtube video on paragraphing-

<https://www.youtube.com/watch?v=9hsPNjEMOJ0>

From the video what are the key techniques you learn about paragraphing?

What other key techniques could be used?

ACTIVITY 2

Read the text below for a better understanding of why paragraphs are used:

How can I use paragraphs to create pace in my narrative?

There are four reasons to start a new paragraph in your writing:

- when you change the subject or focus of your story
- when you change to a new setting
- when you change to a new time
- when a different character begins speaking.

However, writers often ignore these rules when they want to create a sense of pace. In the Young Bond extract, the writer has used lots of short paragraphs as he quickly moves his focus from the gangsters to the storm to James Bond's movements through the house.

Look at the shortest paragraph in the extract: **The storm had finally arrived.**

The writer has isolated this sentence in its own, very short paragraph to give this moment more dramatic impact and heighten the threat of the storm.

Are there any other sentences in the extract that would make an effective short paragraph?

Select other sentences in the extract that would make an effective short paragraph?

ACTIVITY 3

Explain 'What do better writers do?' (SFW page 11)

Better writers :

- are aware of the effect they want to have on their reader.
- choose vocabulary such as verbs very carefully to achieve this effect.
- vary the lengths of their paragraphs ,using longer paragraphs to convey information, and shorter paragraphs for dramatic impact.

ACTIVITY 4

Look at the paragraphing in this version of the extract. What effect does it have? --

James watched as the young man waved his gun at Precious and JJ. 'Where's your father?' he yelled. 'Tell me or I'll hurt you.' 'He's not here,' wailed Precious. 'He's flown down south. He won't be back until after the storm.' As Precious said the word 'storm' three things happened at once. There was a terrific crack of thunder, the whole house shook and the lights went out. The storm had finally arrived. Precious screamed. The young man snarled at her to shut up. There was just enough light coming through the window for James to see him grab the two children and drag them out of the room. James stayed put, breathing heavily. The intruders seemed to have come prepared, but with luck they wouldn't know that he was here at all. James waited in the Wendy house for a full five minutes. Once he was sure that the man wasn't coming back he crept out of his hiding place and tiptoed over to the playroom door.

	<p>Now look at the paragraphing in this version of the extract. What effect does it have?</p> <p>James watched as the young man waved his gun at Precious and JJ.</p> <p>‘Where’s your father?’ he yelled. ‘Tell me or I’ll hurt you.’</p> <p>‘He’s not here,’ wailed Precious. ‘He’s flown down south. He won’t be back until after the storm.’</p> <p>As Precious said the word ‘storm’ three things happened at once.</p> <p>There was a terrific crack of thunder, the whole house shook and the lights went out.</p> <p>The storm had finally arrived.</p> <p>Precious screamed.</p> <p>The young man snarled at her to shut up.</p> <p>There was just enough light coming through the window for James to see him grab the two children and drag them out of the room.</p> <p>James stayed put, breathing heavily.</p> <p>The intruders seemed to have come prepared, but with luck they wouldn’t know that he was here at all.</p> <p>James waited in the Wendy house for a full five minutes.</p> <p>Once he was sure that the man wasn’t coming back he crept out of his hiding place and tiptoed over to the playroom door.</p> <p>PLENARY-</p> <ul style="list-style-type: none"> Teacher recalls how the writer has used short paragraphs effectively in spy stories to create a sense of pace and increase the sense of threat Likewise in GC, students will write a short extract in paragraphs, using the verbs in appropriate places to suggest danger, action or pace,
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DATE /LESSON No	ACTIVITY
LESSON 5 8E 30th SEPT WEDNESDAY 2ND PERIOD	<p>LESSON 5</p> <p>GOOGLE CLASSROOM</p> <p>LEARNING OUTCOMES:</p> <ul style="list-style-type: none"> Write a short extract using effective verbs and paragraphs to convey a sense of pace and threat. <p>Learning Objectives:</p> <ul style="list-style-type: none"> Understand why writers structure their ideas in long and short paragraphs Understand how writers structure short paragraphs to create pace and dramatic impact in spy fiction

Success Criteria:

I can

- use verbs effectively to convey pace and threat in a short paragraph
- use appropriate paragraphing to convey pace and threat in a short paragraph

Instruction to students

Based on the understanding of the zoom lessons 1,2,3 and 4 ,write a short extract of a spy story (**in 5-10 sentences**),where you use effective verbs and paragraphs to create a sense of threat and pace.

Your extract of a spy story could describe a

- a hero being threatened by a villain or villains, like the gangsters in 'Hurricane Gold'.
- a hero being threatened by a difficult situation ,like the storm in 'Hurricane Gold'.
- Or something else.

You can use the list of verbs you had made in Zoom lesson 3. The verbs can describe the way the character speaks or acts or his/her situation.

yelled	running	lunge	shudder	skittering
snarled	thundering	slam	eluded	shivering
grab	slipped	sway	burned	sprayed

You can use a variety of paragraph lengths, as you have learnt in Zoom lesson 4, to make your writing interesting.

Check your writing .Read the instructions given below:

CHECK YOUR WRITING

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

he hurtled through the trees, the jungle just a blur of green. He could hear them, hear their angry shouts as they smashed through the dense undergrowth just metres behind him.

And then silence.

⬇ Which column best describes your use of paragraphing and verb choice?

- pronouns and determiners make reader wonder who these people are and what is going on
- verb choices create a sense of movement and pace
- short, one-sentence paragraph suggests a sudden, unexpected change

I used some paragraphs to organise my main ideas.	I used paragraphs throughout and had some success with creating a sense of pace with my paragraphs.	I used paragraphs clearly and effectively throughout to give my story a sense of pace.
I chose some verbs deliberately, but some verb choices did not contribute to the sense of threat.	Most of my verb choices were deliberate and contributed to the sense of threat.	I chose all of my verbs carefully and deliberately to create a sense of pace and threat.

Annotate:
