YEAR 7 ENGLISH LANGUAGE   WEEK 4 - DISTANCE LEARNING PLAN

Name of the teacher: Ms. Sunita Chakraborty

Class and Section: YEAR 7

Subject: ENGLISH LANGUAGE

Week 4 : - 20th Sept- -24th 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- CREATING A TONE OF AUTHORITY

1.   **RESOURCE - FICTION – ALTER EGO- CREATING A TONE OF AUTHORITY**

       ZOOM LESSON 1 ALTER EGO- CREATING A TONE OF AUTHORITY - extract from '*The Witches' by* Roald Dahl

        ZOOM LESSON 2 ALTER EGO- CREATING A TONE OF AUTHORITY - extract from '*The Witches' by* Roald Dahl
        HOMEWORK-1 and HOMEWORK-2: - SUBMISSION DATE- LESSON- 3 - ZOOM CLASS 3
        ZOOM LESSON 3 (extract from '*The Witches' by* Roald Dahl*)*

         GC : (*Writing)*

        ZOOM LESSON 4   Creating vivid images

DATE/ LESSON No.	20th Sept- -24th Sept No. of lessons – 5 LESSONS
WEEK 4	
20TH SEPT –YR 7E GIRLS 3RD & 4TH PERIOD ZOOM LESSON 1	**LESSON 1 to Lesson 4 - ALTER EGOS- CREATING A TONE OF AUTHORITY** **ZOOM LESSON 1** **LEARNING OUTCOME:** ▪ **Collate prior knowledge of the fairy tales genre** • **Understand the concept of ''suspension of disbelief''** **LEARNING OBJECTIVES: -** • Develop and adapt active reading and skills strategies. • Identify words and phrases that engage the reader. • identify and explain **how** the writer makes real and make believe characters. • explain the difference between the narrative and fairy tales that they have read **SUCCESS CRITERIA:** I can • understand how and why narrator speaks about witches and engages the reader • select examples of words and phrases and explain the effect on the reader. • List unique qualities of characters in fairy tales • Differentiate between real and unreal **INSTRUCTIONS to Students** - in your **Note book,** make a mind map of examples of words and phrases that suggest characters are real - **Your notes will help to answer questions posted in Google Classroom**

TEACHING : Brainstorming
Teacher asks students to

- call out the names of some fairy tales they have heard of.
- what characteristics identify a story as a fairy tale, (extend the discussion to which clichéd phrases they can think of that usually only appear in fairy tales; for example, 'Once upon a time', 'They lived happily ever after', 'the handsome prince', 'the wicked witch/stepmother', the enchanted forest', etc.,
- ask students what it is that makes fairy tales so obviously make-believe.

ACTIVITY 1 :
* Read the extract from the opening of 'The Witches' by Roald Dahl.

In fairy-tales, witches always wear silly black hats and black cloaks, and they ride on broomsticks.

But this is not a fairy-tale. This is about REAL WITCHES.

The most important thing you should know about REAL WITCHES is this. Listen very carefully. Never forget what is coming next.

REAL WITCHES dress in ordinary clothes and look very much like ordinary women. They live in ordinary houses and they work in ORDINARY JOBS.

That is why they are hard to catch. A REAL WITCH hates children with a red-hot sizzling hatred that is more sizzling and red-hot than any hatred you could possibly imagine.

Read the extract below from the opening of *The Witches.*

In fairy-tales, witches always wear silly black hats and black cloaks, and they ride on broomsticks.

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TEACHING ACTIVITY 1

Whole class discussion of the extract from the opening of *The Witches*

- Is the opening effective.?   (Teacher guides the students to identify key words which makes the opening. effective.)

- Does it engage their attention? Give examples of words and phrases that engaged them

Teacher takes feedback with a brief discussion of the effectiveness of the words and phrases.

Teacher explains with the following example, the common characterestics of witches and writer's purpose to create alternative selves or 'alter egos'.

1.   Look how the narrator describes the witches of fairy tales:

In fairy-tales, witches always wear silly black hats and black cloaks, and they ride on broomsticks.

a)   What are some other common characteristics of witches from fairy tales?

_____

_____

_____

b) In what ways are these fairy tale witches so obviously not real?

_____

_____

_____

TEACHING ACTIVITY 3: PLENARY

- Teacher concludes the lesson discussing the question
  - 'What techniques do authors use to help you believe in the story that they are telling?'
  - (Collate key ideas and introduce the term 'suspension of disbelief)
- Focus on key words and phrases which students have used – how it reflects the alter ego of the character.

HOMEWORK-1: Students post it in GC to the teacher. .

Fairy tale openings

In fairy tales, characters are often not what they seem. The witch in *Hansel and Gretel* disguises herself as a kindly old woman; the Beast is a handsome prince under a witch's spell in *Beauty and the Beast*; the wolf disguises himself as Red Riding Hood's grandmother. There are many more disguises and transformations in these tales, with some characters, both good and evil, having alternative selves or 'alter egos'.

1. Can you think of any other fairy tales when one character is disguised as another or transformed into something

else?

_____

_____

2. How do fairy tales usually begin?

_____

_____

3. Look at the fairy tale openings below. What features do they share? Make a list of any similarities.

> Once upon a winter's day, a Queen sat sewing at her open window. As she looked out at the snow that lay over the palace gardens, she pricked her finger with the needle, and three drops of blood fell on the snow, turning it rosy pink.

> Once upon a time, there was a poor woodcutter who lived in a cottage at the edge of a big forest. He had two children whom he loved very much: a boy called Hansel and a girl called Gretel. Sadly, their mother died when they were very young.

> There was once a rich merchant with three daughters. The two older girls were spoilt and wanted the finest things. But the youngest daughter was sweet natured and so lovely to look at that everyone called her Beauty.

_____

_____

_____

	4. What does this suggest about how real or unreal these stories are? _____ _____ _____ _____
ZOOM LESSON 2	**ZOOM LESSON 2** -- **uploaded on Google Classroom** **LEARNING OUTCOME:** • **Understand the use of repeated noun phrases to describe alter ego of characters and make stories real//believable** **LEARNING OBJECTIVES: -** • Identify words and phrases that describe character and engage the reader. • identify and explain **how** the writer makes real and make believe characters. • Differentiate between real and unreal characters **SUCCESS CRITERIA:** I can • understand how and why narrator speaks about witches and engages the reader • select examples of words and noun phrases and explain the effect on the reader. • List unique qualities of characters in fairy tales • explain the difference in the description of characters between the narrative and fairy tales that they have read **TEACHING ACTIVITY 1:** **Teacher explains with the following example,** the difference between this narrative and a fairy tale 5. Now look at how the writer describes the witches in this extract from the opening of *The Witches*

REAL WITCHES dress in ordinary clothes and look very much like ordinary women.

live in ordinary houses and they work in ORDINARY JOBS.

Explanation and Class Discussion
- Discuss how these witches differ from the witches of fairy tales

- what does this suggest about the difference between this narrative and a fairy tale?

  ➤ *Take feedback and highlight repetition of the noun phrases 'real witches'; 'ordinary women'; 'ordinary clothes'; 'ORDINARY JOBS', etc.*

NOUN PHRASES
TEACHING ACTIVITY 2

How do writers make the unbelievable sound believable?

Teacher introduces and define the term noun phrase and discuss the ways in which writers can make choices about how much detail to add around a noun phrase (for example, 'witches' or 'real witches').

Invite feedback on why the writer has chosen to use the noun phrase 'real witches' in a repeated fashion, and how this serves to draw a distinction between the make believe of fairy tales and the 'reality' of the narrative.

As a whole class, identify the noun phrases in the extracts

Noun phrases

Noun phrases give the reader key information about what the text is about.

Look at the text below. It is a sentence without the noun phrases. Can you guess what it is about?

-- always wear -- ride on --.

Noun phrases

Now guess again. This time just the noun phrases have been included:

In fairy-tales, witches -- silly black hats and black cloaks, and they -- on broomsticks.

Noun phrases

Were your predictions correct?

In fairy-tales, witches always wear silly black hats and black cloaks, and they ride on broomsticks.

Noun phrases are important as they essentially tell us what the text is about.

Noun phrases

Noun phrases always include a noun:

In fairy-tales, witches always wear silly black hats and black cloaks, and they ride on broomsticks.

Noun phrases

Noun phrases can include pronouns:

In fairy-tales, witches always wear silly black hats and black cloaks, and they ride on broomsticks.

Noun phrases

Noun phrases can include adjectives:

In fairy-tales, witches always wear silly black hats and black cloaks, and they ride on broomsticks.

Noun phrases

Noun phrases can also include words and phrases which give the reader additional information:

In fairy-tales, witches always wear silly black hats and black cloaks, and they ride on broomsticks.

Teaching ACTIVITY 3 - Explanation and guidance on HOMEWORK 2

- Teacher invites feed back and tries to elicit that this use of repetition emphasises the certainty/authority with which the narrator speaks about witches and how this creates a sense that the narrative about to unfold is real, i.e. this is not the usual fairy tale.) The effect is that this both engages and frightens the reader.

TEACHING ACTIVITY : PLENARY

- Teacher concludes the lesson discussing the question
  - 'What techniques do authors use to help you believe in the story that they are telling?' (noun phrases; repetition of noun phrases)
  - (review the concept 'suspension of disbelief)

HOMEWORK 2 Students post it in GC to the teacher. .

1.Why do you think Roald Dahl uses the noun phrase 'REAL WITCHES'? What effect does it create?

_____

_____

_____

2. Why has the writer chosen to use the noun phrase 'real witches' in a repeated fashion?

_____

_____

3. Find other examples of repetition from the extract and explain the effect

_____

	_____ _____

ZOOM LESSO N 3	**ZOOM LESSON 3**
	Extract from '*The Witches' by* Roald Dahl -uploaded on Google Classroom
	
	LEARNING OUTCOMES
	
	    • Re-write an extract, changing the use of noun phrases and imperatives to alter the effect on the reader
	OBJECTIVES:
	
	    • Understand how writers use repeated nouns phrases and imperatives to create a sense of authority and engage the reader
	
	Success Criteria: I can
	    • Identify repetition of noun phrases , imperatives used by the writer
	    • explain the effect of writer's use of language - noun phrases and imperatives
	
	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 1 and Homework 2
	
	    • **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 similarities and differences**
	    • **Writer's use of noun phrases to create effect.**

<u>**TEACHING ACTIVITY 2**</u>- **Explanation of** *<u>imperatives.</u>*

An imperative verb is a word that instructs someone or thing to

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Imperatives

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ride on broomsticks.
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women. They live in ordinary houses and they work in ORDINARY JOBS.
That is why they are hard to catch.
A REAL WITCH hates children with a red-hot sizzling hatred that is more
sizzling and red-hot than any hatred you could possibly imagine.

- Teacher addresses the question 'How can I create a tone of authority in my narrative?'
- Teacher explains *<u>imperatives..</u>* **and how imperatives are used by writers to create a tone of authority**

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➢ Rewrite the extract from 'The Witches' to make the narrator sound less authoritative. (*you could think about changing the imperatives and /or the repetition of noun phrase*)
➢ Highlight two changes you have made and write two sentences explaining what the change is and the effect it has on

	your text, **TEACHING ACTIVITY : PLENARY** Teacher concludes the lesson discussing • how these language choices make the unbelievable, believable – in the extract from *The Witches* • the reader is commanded to believe the story through the use of imperative verbs and phrases and convinced through the use of repeated noun phrases that the story they are about to hear is very, very real.
LESSON 4 **GC** **–YR 7E GIRLS 3RD PERIOD**	**LESSON 4** **GOOGLE CLASSROOM** **LEARNING OUTCOMES** • **Rewrite a fairy tale opening using noun phrases and imperatives to create a sense of authority** **LEARNING OBJECTIVES: -** To rewrite a fairy tale opening using noun phrases and imperatives to create a sense of authority **SUCCESS CRITERIA:** I can • explore the use of the repetition of noun phrases and imperatives for emphasis. • understand the use of imperatives to create tone of authority. *Grammar Activity:* ***Review of basics about imperative verbs.***

Ex. 1. What is the antonym of these imperatives?

a. Sit down. _____   c, Hurry up _____

b. Turn on the radio. _____   d Finish eating _____

2. Write an instruction for each situation.

a. Tom is reading in the dark

b . The phone is ringing.

c. Someone is sleeping in the class.

Look at the opening to the following fairy tale:

Once upon a time there was a man and his wife who had the bad luck to live next door to a witch. They longed to have a child, and at last their wish was granted.
One day when the wife had a craving for a wild garlic, called Rapunzel, growing in the witch's garden. Her husband picked some for her and she ate it. The next day he went back for more. And on the third … the witch pounced on him!

  ➢ Try to write this opening so that it sounds less make- believe.
  ➢ Use the questions below to help you think about how to create a sense of authority in your writing
     so the reader believes that events that you are relaying actually happened.

	➢ How can I make my writing seem real? ➢ What choices can I make to create the narrator's tone of authority? ➢ Check your writing ➢ Look at your writing and comment upon the choices that you have made. ➢ Highlight the following • The imperative • Words that suggest that you know the couple, which makes them seem more real • names and refer to the witch as their neighbor rand an unpleasant woman to make them all seem ordinary • Repeat adjectives and noun phrases to suggest how normal these people and their surroundings are which makes them believable characters
LESSON 5 **Zoom lesson 4**	**LESSON 5** **Zoom lesson 4** **LEARNING OUTCOMES:** • choose different verbs to create an effect on the reader **OBJECTIVES:** • Understand how to use verbs to create a vivid image in the reader's mind **SUCCESS CRITERIA** **I can** • 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.

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**

ACTIVITY 1 :

Teacher asks students

- listen to the text read out by Teacher/student -– *The Eagle* by Tennyson

The Eagle

BY ALFRED, LORD TENNYSON

He clasps the crag with crooked hands;
Close to the sun in lonely lands,
Ring'd with the azure world, he stands.

The wrinkled sea beneath him crawls;
He watches from his mountain walls,
And like a thunderbolt he falls.

- Make notes of what is described as a picture in their mind
- describe in writing or draw the images that they imagined.

TEACHING ACTIVITY 1 - TEACHER'S EXPLANATION and CLASS DISCUSSION

Students share their ideas with the class.

Teacher guides focussing the discussion on what words /verbs in particular helped students picture the scene in their minds.

Teacher explains that writers use visual imagery to paint a vivid image in their reader's mind, which helps them to engage more with the text.

ACTIVITY 2

Read the following extract from Queen by David Grant. In the story, a girl called Rosie dreams that she becomes Queen of Wolves; she becomes her alter ego.

When she woke, she was surprised to find she was not in her bedroom. She was outside in the dark night, lying on a carpet of leaves, amongst dark trees. 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.

Rose pulled her red cape tightly around her shivering shoulders and stood up and made herself as tall as she could and tried to speak without shaking.

"Who do you wolves think you are? Why do you not bow down to your queen?" she said.

TEACHER'S EXPLANATION and CLASS DISCUSSION

1. What images are created in your mind of the wolves? Write down a few words to describe what they look and sound like.

_____

_____

_____

2. How do you think the writer wants the reader to feel about the wolves? Make a note of what you would say or do if you met them.

_____

_____

_____

3. What kind of reader do you think this is written for? How can you tell?

_____

_____

_____