Yr.8 ENGLISH LANGUAGE   **WEEK 4 -DISTANCE LEARNING PLAN**

Name of the teacher:	Ms. Anita Bhattacharya
Class and Section:	YEAR 8 E
Subject:	ENGLISH LANGUAGE
Week 4	20th SEPTEMBER– 24th 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 6-7**

ZOOM LESSON 1 and ZOOM LESSON 2   - Spy Fiction -Grabbing your reader Activity 1- Prologue - lines 1-10 the extract taken from the very first page of 'The Bourne Identity' by Robert Ludlum. (SFW page 6)

ZOOM LESSON 3 - Spy Fiction -Grabbing your reader -Writer's Workshop (SFW page 7)

ZOOM LESSON 4 - Spy Fiction -Grabbing your reader -Activity 2 -What do better writers do? (SFW page 7)

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** **20TH SEPT** **SUNDAY** **3RD PERIOD**	**ZOOM LESSON 1 AND ZOOM LESSON 2** **LEARNING OUTCOMES:** ▪ **Understand how writers use the opening of their story to grab the reader's attention.** ▪ **Understand how writers can use personal pronouns ,determiners and noun phrases to achieve this.** **Learning Objectives: -** • Understand how writers use the opening of their story to grab the reader's attention. • Understand how writers can use personal pronouns ,determiners and noun phrases to achieve this. • Understand the writer's viewpoint. **Success Criteria:**

I can
- understand how writers use the opening of their story to grab the reader's attention.
- understand how writers can use personal pronouns ,determiners and noun phrases to achieve this.
- understand the writer's viewpoint.
.

Starter Activity–
recall key words ,features and ideas of the spy fiction genre taught in Week 3.

Teacher Activity-
Teacher explains how the opening of a story must grab the reader's attention.

ACTIVITY 1

Teacher guides students in
1.A class discussion on effective story openings .
2.Discussion on various language features-adjectives, verbs, pronouns, determiners ,noun phrases etc.   that can be used to make an opening effective**.**


ACTIVITY 2

Instruction to students

Read aloud lines 1-10 the extract taken from the very first page of 'The Bourne Identity' by Robert Ludlum.

- Read and annotate key words and ideas presented in the extract (SFW page 6)

- In your Note book, make notes of teacher's explanation of how writers use narrative structure to engage the reader.

- Your notes will help to :

  - answer questions given as Homework / questions posted in Google Classroom.

■ Plan your spy story and write your spy story
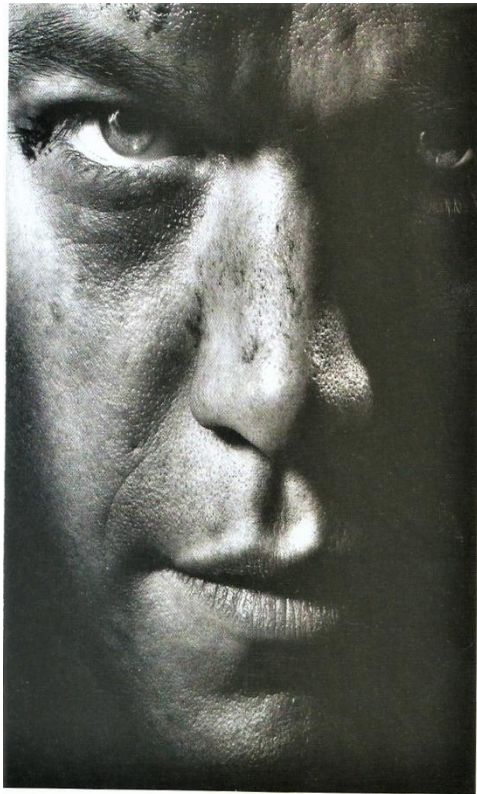
Prologue

She came out of the mist, and he was running, just as he had been for hours, days. It felt like he had been alone for weeks, his heart continually thundering inside his chest, his mind befogged with bitter betrayal. Sleep was unthinkable, rest a thing of the past.

Nothing was clear now except that she had come out of the mist after he had been certain – for the thirteenth, or was it the fifteenth, time? – that he had eluded her. But here she was, coming for him like a mythical exterminating angel, indestructible and implacable.

His life had been reduced to the two of them. Nothing else existed outside the wall of white – snow and ice and the wispy brushstrokes of fishing cottages, deep red with white trim, small, compact.

The mist burned like fire – a cold fire that ran up his spine and gripped the back of his neck.

Half-skating across a large frozen lake, he slipped, lost his gun, which went skittering over the ice. He was about to make a lunge for it when he heard the snap of a twig, as clear and sharp as a knife thrust.

Instead, he continued on, made for a stand of shivering pines. Powdery snow sprayed his face, coating his eyebrows and the stubble of a long flight across continents. He did not dare waste another moment looking back over his shoulder to check the progress of his pursuer.

Teacher Activity-Teacher explains the word meanings, main events, characters, ideas in the extract.

Class discussion- main events, characters, ideas

1.Who is the narrator?

----
2. What is the setting ?

----
3. What is the situation ?

_____ **LESSON 2** **8E** **20TH SEPT** **SUNDAY** **4TH PERIOD**	-- --- 4. Who are the characters? --- --- --- 5. What is the main event? --- **ACTIVITY 3** Continue reading lines 11- 24 from the extract 'PROLOGUE' taken from the very first page of 'The Bourne Identity'by Robert Ludlum. - Read and annotate key words and ideas presented in the extract (SFW page 6) Class discussion- 1.What do you learn about the two characters in the extract? 2.What do you NOT learn about the man and woman ? 3.What impact do you think the writer wants this opening to have on the reader? Is it successful? Why? 4.What language and structural features are used to create tension and suspense? **ACTIVITY 4** **Grammar check -** - **Re-read key words and ideas presented in the extract 'PROLOGUE' .** - **Underline personal pronouns, determiners and noun phrases used to enhance the writing.** Find pronouns ,determiners ,verbs ,adjectives and noun phrases that enhance the quality of the writing and grab the reader's interest. How do personal pronouns help in creating suspense and tension? How do determiners help in creating suspense and tension? How do noun phrases help in creating suspense and tension? Read the table below to understand their importance :

WRITER'S WORKSHOP: Grabbing the reader's interest

Writers make choices about how much information to reveal to the reader, and the ways in which they will reveal it. Think about some of the questions below when you write the opening to your spy story.

What do I want my reader to know about the characters who appear in the opening of my story?

Personal pronouns (I, you, he, she, we, they) and **related determiners** (my, your, his, her, our, their) reveal little except the number of characters or the gender of the characters. Writers can use them to withhold information from the reader, making them ask questions like 'Who is this person?' This can engage the reader's interest by making them want to discover the answers.

Read the opening of *The Bourne Imperative* again. How would the impact of this opening be altered if the writer had used the characters' names – Jason Bourne and Rebeka – instead of the pronouns 'he' and 'she'?

What do I want my reader to know about the setting for the opening of my story?

The setting may not be the most interesting or attention-grabbing feature of a story opening. Writers might give the bare minimum of information to 'paint a picture' of the setting, leaving the reader to concentrate on the characters or the action.

Look at the nouns and **noun phrases** that the writer has used to describe the setting in the opening of *The Bourne Imperative*:

the mist   the wall of white   snow

the wispy brushstrokes of fishing cottages

ice   a stand of shivering pines

a large frozen lake

Is this enough, too little or too much information for the reader to picture the setting?

Based on your understanding, make a list of the language features used in the extract, in the table below:

Personal pronouns	Determiners	Noun Phrases

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 and tension

DATE /LESSON No	ACTIVITY
LESSON 3 8E 21ST SEPT MONDAY 5TH PERIOD	LESSON 3 GOOGLE CLASSROOM LEARNING OUTCOMES: - Understand how writers use the opening of their story to grab the reader's attention. - Understand how writers can use personal pronouns ,determiners and

noun phrases to achieve this.

Learning Objectives: -

- Understand how writers use the opening of their story to grab the reader's attention.
- Understand how writers can use personal pronouns ,determiners and noun phrases to achieve this.
- Understand the writer's viewpoint.

Success Criteria:

I can
- understand how writers use the opening of their story to grab the reader's attention.
- understand how writers can use personal pronouns ,determiners and noun phrases to achieve this.
- understand the writer's viewpoint.

Instruction to students

Re-read the 'Prologue'. Based on the class discussion on the 'PROLOGUE' in ZOOM LESSONS 1 and 2 ,answer the following questions:

1. Find the meanings of the following words and phrases (dictionary work) :

WORD	MEANING
exterminating	
implacable	
skittering	
stubble	
pursuer	

2.In the first paragraph why does the writer begin the story with the personal pronoun 'she'? How effective is it?

3.What language device has been used in the phrase ' his heart continually thundering inside his chest'? How does it create a sense of tension?

----

4. Explain the simile used in the second paragraph.

5.What is the meaning of the line 'His life has been reduced to the two of them'?

6.'The mist burned like a fire- a cold fire that ran up his spine and gripped the back of his neck'. How does the dash help in enhancing the sentence?

7.What kind of image does the noun phrase ' a cold fire' present? What is the writer's purpose in using it?

DATE /LESSON No	ACTIVITY
LESSON 4 8E 23rd SEPT WEDNESDAY 1ST PERIOD	LESSON 4 ZOOM LESSON 4 **LEARNING OUTCOMES:** ▪ **Write an effective story opening.** ▪ **Understand how writers use the opening of their story to grab the reader's attention.** **Learning Objectives:** • Understand how to write an effective story opening.

- Understand how writers use the opening of their story to grab the reader's attention.

Success Criteria:
I can
- write an effective story opening.
- use the opening of my story to grab the reader's attention.

<u>**Instruction to students**</u>

- recall key features of spy fiction genre.
- recall how writers use the opening of their story to grab the reader's attention.
- recall how writers can use personal pronouns ,determiners and noun phrases to achieve this.
- 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 effective story openings to engage the reader.

- **<u>Your notes will help to answer question posted in Google Classroom</u>**

<u>**TEACHING ACTIVITY**</u>
Teacher explains how to write an effective story opening by . (SFW page 7)
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.
Teachers shows a video and a few story openings from the Student book and invites feedback through whole class discussion .

<u>**ACTIVITY 1**</u>
Watch the following Youtube video on story openings.

https://www.youtube.com/watch?v=G2vfrx-6Zdw

From the video what are the key techniques you learn about story openings?
What other key techniques could be used?

<u>**ACTIVITY 2**</u>
From the list given below tick the answers that you think could be used as techniques to open a thrilling spy story:

Describe a character

Describe a setting

Describe secondary characters

Describe both

Describe a peaceful scene

Start with action

Start with dialogue

Start with a rhetorical question

Start with romantic dialogue

Start with a statement

Start with a flashback

Start with a philosophical statement

You have to grab attention by

engaging the reader with a suspenseful opening answering the questions when, where, who and what

make the reader ask questions

introduce something appealing

introduce dramatic action

use various language devices like-

verbs, adjectives, pronouns and determiners and noun phrases (check zoom lesson 1 and 2)

Use structural devices like-

narrative viewpoint (first person or third person?)

rhetorical questions

long sentences

short sentences

The mood /viewpoint of the writer

ACTIVITY 3

Explain 'What do better writers do? '(SFW page 7)

Better writers know the effect they want their opening to have on the reader. They achieve this effect by deciding how much information to reveal about the characters, the setting and the action.

ACTIVITY 4

Look at the openings of the following extracts:

Extract 1:

Alex knew very little about his mother and father, John and Helen Rider. In his bedroom he had a photo of them: a watchful, handsome man with close-cut hair standing with his arm round a pretty, half-smiling woman.

He had been in the army and still looked like a soldier. She had been a nurse, working in radiology. But they were strangers to him; he couldn't remember anything about them. They had died while he was still a baby. In a plane crash. That was what he had been told.

Now he knew otherwise.

Extract 2:

He stepped out into the rain, looking rapidly back and forth beneath the sodium light. His face was a greyish brown, pocked and wary, with a large curved nose jutting out between black brows. He tapped the back pocket of his **ouvrier's** trousers, where, wrapped in a polythene bag he carried twenty-five thousand new francs . It was the largest amount he had ever had to deal with, and even a man of his experience was right to be apprehensive.

Re-read Activity 2.

What technique is used in Extract 1 to open the story? Do you find it effective?

_____

_____

What technique is used in Extract 2 to open the story? Do you find it effective?

_____

_____

Which extract do you find grabs your attention more? Why does it grab you attention more?

_____

After reading both extracts fill in the tables below :

EXTRACT 1:

Language /structural features used to grab your attention	Example	How it is effective

EXTRACT 2:

Language /structural features used to grab your attention	Example	How it is effective

PLENARY- Teacher recalls how to write an effective story opening and how to grab the reader's attention by using various techniques.

DATE /LESSON No	ACTIVITY

LESSON 5
8E
23RD SEPT
WEDNESDAY
2ND PERIOD
	LESSON 5
	ZOOM LESSON 4
	
	LEARNING OUTCOMES:
	  ▪ **Successfully write an opening for a story.**
	  ▪ **use various techniques to make the opening grab the reader's interest.**

Learning Objectives:
- To be able to write an effective opening for a story.
- To be able to use various techniques to make the opening grab the reader's interest.

Success Criteria:

I can
- write an effective opening for a story.
- use various techniques to make the opening grab the reader's interest.

Instruction to students

- recall key features of spy fiction genre.
- recall how writers use the opening of their story to grab the reader's attention.
- recall how writers can use personal pronouns ,determiners and noun phrases to achieve this.
- 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 effective story openings to engage the reader.

- Your notes will help to answer question posted in Google Classroom

TEACHING ACTIVITY

Teacher reviews skills taught in Zoom lesson 3 on how to write an effective story opening and how to make it grab the reader's attention . (SFW page 7)
Review on what better writers do.(SFW page7)
 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:

Based on the skills you have learnt in the previous Zoom lesson 3 ,write the opening three or four sentences of a spy story in which one character is being chased by another. You could chose a setting like either of those shown in the pictures below or you can choose your own.

Before you start writing :
- Decide what effect you want your opening to have on the reader
- Decide how much information you will reveal about the characters ,the setting and the action
- Note down some noun phrases you could use to help the reader picture the setting of your story

----