

YEAR 7 ENGLISH LANGUAGE

WEEK 10- DISTANCE LEARNING PLAN

Name of the teacher: Ms. Sunita Chakraborty

Class and Section: YEAR 7

Subject: ENGLISH LANGUAGE

Week 10 : - 1ST - 5TH NOV'2020 - No. of lessons – 5 LESSONS

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

RESOURCE - FICTION ALTER EGO- BUILDING DETAIL

ZOOM LESSON 1 ALTER EGO- - BUILDING DETAIL - SENTENCES

ZOOM LESSON 2 - FICTION- ALTER EGO- BUILDING DETAIL – GRAMMAR- simple sentences

GC LESSON 3 - FICTION -ALTER EGO- BUILDING DETAIL

ZOOM LESSON 4 - FICTION- ALTER EGO- BUILDING DETAIL – WRITING

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

DATE/ LESSON No.	1ST -5TH NOV'2020 No. of lessons – 5 LESSONS

LESSON 1

**YR 7 LANG DLP
WK10- 1ST -5TH
NOV2020**

LESSON 2

Lesson 1- ASSESSMENT 2 – WRITING

LEARNING OUTCOMES:

Write a short story using a range of story features for effect with awareness of purpose and audience.

LEARNING OBJECTIVES:

Understand how to write a short story using a range of features for effect.

SUCCESS CRITERIA

I can

- **narrate, describe relevant ideas, information using appropriate vocabulary**
- **show awareness of audience and purpose**
- **organize ideas in paragraphs**
- **use accurate sentence structures, spelling and punctuation.**

ZOOM LESSON 2 – WEEK 10

LEARNING OUTCOMES:

- Understand how to elaborate simple sentences to provide narrative description
 - Understand how to build simple sentences

LEARNING OBJECTIVES: -

- Understand how to elaborate simple sentences to provide narrative description
- Understand how to use short, sentences for dramatic impact

SUCCESS CRITERIA

I can

- Understand how to elaborate simple sentences to provide narrative description
- Understand how to use short, sentences for dramatic impact

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 displays Display slide one of **Resource 9.3 (PP)** and ask students to discuss in pairs the question and come up with a definition of a sentence -*What is sentence?*

Class discussion -. Pairs feed back to the class and then as a whole class decide upon a definition

It can contain:

§ words § phrase(s)

– a group of words without a verb § clause(s)

– group of words including a verb.

There are different types of sentences: • simple • compound • complex.

Teacher displays the other slides and clarifies students understanding of a sentence is.

ACTIVITY 1

Students read aloud the extract in a previous lesson ‘The Witches’ describing the Grand Witch’s transformation

Teacher divides the students in break out rooms to discuss the given questions.

Very slowly, the young lady on the platform raised her hands to her face...The whole of that pretty face came away in her hands!

It was a mask!

1. Identify the types of sentences
2. What do you notice about the final sentence in contrast with the previous two sentences? What is the effect of this?
3. What is the effect of the adjectives 'young' and 'pretty' which are used to describe the witch's other self?
4. Look at the beginning of the first sentence. Why do you think Roald Dahl has chosen to begin it with the adverbial 'Very slowly'?
5. Try changing the word order by re-ordering the phrases and see what impact this has on the sentence.
 - The young lady on the platform raised her hands very slowly to her face.
 - On the platform the young lady very slowly raised her hands to her face.
 - Very slowly the young lady on the platform raised her hand to her face.

Do either of these combinations change the impact of the original sentence?
6. What important details do the adverbials 'very slowly' and 'to her face' reveal?

TEACHING ACTIVITY 2

Whole class discussion on the simple sentences

Teacher further explains DISPLAYING RESOURCE 9.4 –SIMPLE SENTENCES

PLEANARY

Few students explain simple sentences and their purpose

Draw conclusions about the structuring of sentences, among which may be:

- tension can be created by delaying key information until the end of a sentence
- key information can be emphasised by placing it at the front of a sentence.

TEACHING ACTIVITY 2

Teacher explains 'How to build simple sentences?'

A simple sentence doesn't have to be simple always. It reveals lots of information and can be manipulated

to achieve various effects. This is an example from Cirque du Freak of a simple sentence that has been elaborated by the author by adding details:

With one angry gesture, I swallowed the contents of the bottle

A simple sentence has only one clause or is a main clause. A clause is a group of words including a verb.

- So the writer may have started with the sentence:

I swallowed the contents.

- They might then have expanded the **Noun phrase**:

I swallowed the contents of the bottle

Details can be added to make it more interesting, for example:

- by using an **adverbial phrase** to say **how** he swallowed it

With one gesture, I swallowed the contents of the bottle.

- by using **adjective(s)** to describe **what** the gesture was like

With one **angry** gesture, I swallowed the contents of the bottle.

- by using an **adverb** to say **when** he swallowed the contents of the bottle

Suddenly, with one angry gesture, I swallowed the contents of the bottle.

ACTIVITY 1

1. Write a simple sentence and elaborate it in this way. Consider which version of your sentence you prefer.

Would you always want to add this much details to every sentence?

2. Look at the last sentence from the extract on page 26

‘It was a mask’

Why has Roald Dahl used a short simple sentence here? Do you think it is effective?

TEACHING ACTIVITY AND PLENARY

Whole class discussion on simple sentences and short sentences and the impact it creates on the readers

Teacher consolidates explaining that writer's try to build up as much details as they can about settings, characters and events in their sentences. They also often use short, simple sentences for dramatic impact in their stories.

LESSON 3 - GC-

LEARNING OUTCOMES:

- **Be able to Interpret the questions and answer relevantly with supporting textual references**

LEARNING OBJECTIVES: -

- to attempt quizzes on their understanding and knowledge of the vocabulary
- explore language and structural features used by the writer

SUCCESS CRITERIA:

I can

- attempt quizzes on their understanding and knowledge of the vocabulary
- explore language and structural features used by the writer

Mark the word outside the brackets that has a similar meaning to the words in both sets of brackets.

Example: (find discover) (stain blemish) freckle smudge spot see

(point direct) (purpose intention) goal aim motive guide

(trench drain) (abandon dump) drop gutter ditch leave

(talent ability) (present offering) gift bonus skill flair

(path route) (hunt pursue) way chase passage track

Complete the word on the right so that it means the opposite, or nearly the opposite, of the word on the left. Example: smooth - rough

sweet _ i t _ _ r

poor _ _ e a l h _ _ _

dry _ o _ s t

bright s _ _ _ d y

temporary _ e r m _ n _ _ t

Find the word that means the same, or nearly the same, as the word on the left.

Example: small tiny strong large soft

assist treat remedy cure aid

glad comforted pleased comical witty

shovel excavate sift tunnel scoop

ring around shape band tunnel

Read this passage carefully and answer the questions that follow

The First Day

Daniel felt as if he was being swallowed alive as he walked down the rowdy corridor and squinted through

the thick lenses of his spectacles at the school hall beyond. The corridor was like the throat of a terrifying beast and he was sliding down it into the big belly that was the school hall.

He knew what would happen when he got there. All the new pupils, like himself, would be sitting in rows waiting for the headmaster to make his welcome address. The headmaster at St Joseph's was a towering, severe man who could strike fear into any pupil. He was not a man who would put up with any nonsense whatsoever. Daniel knew this. He knew it because when Mr Graham was not busy being the headmaster, he was busy being Daniel's dad. Now, of course, his dad would be able to do both simultaneously and Daniel was sure that he would never hear the end of it from his classmates. He felt thoroughly miserable; he was never going to make any friends.

"Hello," a voice said behind him. "You must be new too. My name's Rachael."

The girl was stunning. She thrust her hand out confidently towards Daniel, while he gaped at her.

"Dennis!" he blurted, finally shaking her hand, "I mean... Daniel. My name's Daniel."

"Don't you know your own name?" Rachael laughed. She didn't seem to be nervous at all.

"You're the head teacher's son, aren't you? Everyone says he's intimidating but my brother Tom, who's in the year above us, says that his bark is worse than his bite. It'll be weird for you, calling your dad 'Sir', won't it?"

"Yeah, I suppose," Daniel mumbled. He couldn't believe his luck: Rachael wanted to be his friend. Daniel thought secondary school might not be so bad after all.

Circle the letter of the correct answer

1. Which word best describes how Daniel feels at the start of the passage?

A Anxious

B Excited

C Unlucky

D Angry

Explain your choice with suitable evidence from the text.

2. Which of these statements is true?

- A There is a beast in the school hall.
- B Daniel cannot see the school hall.
- C There are no other children in the corridor.
- D Daniel wears glasses.

3. Which **Adjective** best describes what Daniel's father looks like?

- A Bald
- B Tall
- C Thin
- D Broad

4. Daniel tells Rachael that his name is Dennis at first. Why do you think he does this?

- A She approached him from behind so he was surprised.
- B He doesn't want to be Rachael's friend.
- C He was nervous because she was so pretty.
- D He did not like being called Daniel.

5. How does Daniel think the other pupils will treat him?

- A They will be unkind and unfriendly.
- B They will be nervous but welcoming.
- C They will be kind and friendly.
- D They won't know what to say to him.

6. How do you think Rachael's brother Tom knows what the headmaster is like?

- A Tom is a friend of Daniel's.
- B He has heard what the headmaster is like.
- C The headmaster knows Tom's parents.
- D He already goes to the school.

LESSON4

7. How do you think Daniel feels at the end of the passage?

A Miserable

B Relieved

C Shocked

D Uncomfortable

Explain commenting on writer's choice of language and structure

8.How has the writer used language and structure to describe Daniel's first day in school? (6marks)

ZOOM LESSON 4 – Planning, Writing and Peer assessment – A MOMENT OF CRISIS

WRITING

DISCUSS GC TASK

LEARNING OUTCOMES:

Describe a crisis moment using different sentence lengths for effect

LEARNING OBJECTIVES: -

Describe a crisis moment using different sentence lengths for effect

Use varied sentence structures to create the desired effect in my writing

SUCCESS CRITERIA:

I can

Describe a crisis moment using different sentence lengths for effect

Use varied sentence structures to create the desired effect in my writing

TEACHING ACTIVITY

- ✓ Teacher displays the images in Activity 2 in the Student Book and explain the activity.

- ✓ Teachers asks few students to interpret the images in their own words

An example *She hid her face behind her legs. She had to look out. She had to see what was there. It had to be gone by now.*

Consider whether any of your sentences might be effective as a more elaborated simple sentence. See the prompts below to help you to elaborate your sentence:

Choose different nouns. Show more by using adjectives.

Add more information with adverbials (words or phrases that tell you when, where or how something happens)

She desperately concealed her face behind her trembling limbs in the cold room.

She concealed her face behind her trembling legs in the cold room.

She hid her face. Her legs trembled. The room was cold.

- ✓ Teacher models the activity using the drowning extract and discuss how the tension and urgency is heightened through the use of short, simple sentences.

Review analysis question:

This time he is underwater, running, feet sinking deeper and deeper into the bed. The surface is within his reach if he raises his arms, but he can't get his head out of the water.

How does Flip feel here? Do you think the author effectively conveys his feelings?

- frightened/terrified he might die
- anxious
- desperate to breathe
- filled with panic

- *The sentence structure mimics Flip's quick movements.*
- *The sentences are long, building up the pace and reflecting Flip's growing anxiety as he struggles to free himself.*
- *Use of connective 'and' shows how he is situation is worsening 'deeper and deeper' as*

does connective 'but': 'but he can't get his head out of the water.'

- ✓ Give students some time to choose a picture and come up with a few ideas and then, before they write their paragraph, collate some ideas and make notes

 - ✓ : Each student completes Activity 2 then swaps their writing with a partner and completes the *Check your writing* tasks, annotating their partner's writing using the bullet points to aid them.
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