

Name of the teacher:	Ms. Anita Bhattacharya
Class and Section:	YEAR 8 E
Subject:	ENGLISH LANGUAGE
Week 10	1ST NOVEMBER - 5TH NOVEMBER
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 28-31

ZOOM LESSON 1 and ZOOM LESSON 2 - Spy Fiction -- Playing with Sentences -Activity 1 and 2 --
lines 1-12 : the extract taken from - Devil May Care ; a James Bond Novel, by Sebastian Faulks:
following on from the extract read on pages 22-23 (SFW page 29)

ZOOM LESSON 2 - Spy Fiction - Playing with Sentences - lines 13-24 : the extract taken from - Devil May Care ; a James Bond Novel, by Sebastian Faulks: following on from the extract you read on pages 22-23 (SFW page 29) -

ZOOM LESSON 3 - Spy Fiction - Playing with Sentences -Writer's Workshop (SFW page 30)

ZOOM LESSON 4 - Spy Fiction - Playing with Sentences -Activity 3 -(SFW page 31)

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

DATE /LESSON No.	ACTIVITY
LESSON 1 and LESSON 2 8E 1ST NOV SUNDAY 3RD PERIOD And 4TH PERIOD	<p><u>ZOOM LESSON 1 AND ZOOM LESSON 2</u></p> <ul style="list-style-type: none"> LEARNING OUTCOMES: Understand how sentences can be structured to create emphasis, pace ,tension and drama. <p><u>Learning Objectives:</u> -</p> <ul style="list-style-type: none"> Understand how swapping sentences doesn't change meaning of a sentence but changes emphasis. Understand key words, and ideas presented in the text. Identify events Understand how writers use different sentence lengths and different types of clauses to create pace, tension and drama.

- Understand the use of various language features like noun phrases ,adjectives, adverbs and prepositional phrases in describing the appearance and actions of a villain.
- Understand the writer’s purpose

Success Criteria:

I can

- swap sentences in order to understand how it doesn't change the meaning of a sentence but changes the emphasis.
- key words, events and ideas presented in the text.
- the use of various language features
- the writer’s purpose

NOTE:

- In your Note book, make notes of teacher’s explanation
- Your notes will help to :
 - Answer questions posted in Google Classroom

Starter Activity–

Recap on Activity 2 on page 27

Teacher shows a Youtube video recap quiz on Conjunctions

<https://www.youtube.com/watch?v=LXPBPo8wI6E>

Teacher then shows 8.3 (Interactive Resource) -Active learn to the students and asks students to swap sentences.

a As he fired his cheap disposable lighter
a voice spoke in the darkness,

b Ducking into the shadows
he glanced down for the fifth or sixth time
at his watch,

c He tapped the back pocket of his blue marie’s trousers
wrapped in a polythene bag
where
he carried twenty-five thousand new francs.

TEACHER ACTIVITY -1

Teacher explains how swapping the sentences two clauses did not destroy the sense or change the meaning of the sentence, but it did change the emphasis of the sentence. (Ref: PPT 8.2)

ACTIVITY 2

Instructions to students:

Students read lines 1-12 : the extract taken from - Devil May Care ; a James Bond Novel, by Sebastian Faulks: following on from the extract you read on pages 22-23 (SFW page 29)

Read and annotate

- key words and ideas presented in the extract (SFW pages 29)

Identify

- narrator,
- characters,
- main event

Hashim has met his contact and handing him over a large amount of money in exchange for a package.

The runner laid down a brown, canvas bag on the bottom of the steps and stood back. He had both hands in the pocket of his coat, and Hashim had no doubt that one would be clasping a gun. From the back pocket of his blue trousers, Hashim took out the polythene-wrapped money, then stepped back. This was how it was always done: no touching, and a safe distance maintained. The man bent down and took the money. He didn't pause to count it, merely inclined his head as he stowed the package inside his coat. Then he in turn stood back and waited for Hashim to move.

Hashim bent down to the step and lifted the bag. The weight felt good, heavier than he had known before, but not so heavy as to make him suspect it was bulked out with sand. The business was concluded and he waited for the other man to move off.

Reluctant to move first, Hashim faced the other man. He suddenly became aware of the noise around him – the roar of the traffic, the sound of rain dripping from the walkway on to the ground.

Something wasn't right. Hashim began to move along the wall, furtive, like a lizard, edging towards the freedom of the night. In two strides the man was on him, his arm across Hashim's throat. Then the unpainted wall smashed into his face, flattening the curved nose into a formless pulp. Hashim felt himself thrown face down on the concrete floor, and heard the click of a safety catch being released as a gun barrel pressed behind his ear. With his free hand, and with practised dexterity, the man pulled Hashim's arms behind his back and handcuffed them together.



Class discussion on the following questions:

1. Who is the narrator?
2. Who is the main character? What do you learn about him ?
3. What is the main event ?

PLENARY:

Summarise

- main event, character and narrator
- Information about the main character

LESSON 2

Teacher guides students to continue lines 13-27 : the extract taken from - Devil May Care ; a James Bond Novel, by Sebastian Faulks: following on from the extract you read on pages 22-23 (SFW page 29)

Main Teaching Activity 1.

Hashim has met his contact and handing him over a large amount of money in exchange for a package.

Students make notes as teacher explains.

Class Discussion -

1. Many of the sentences in the extract use the coordinating conjunction 'and' to link coordinate clauses. What effect does this have on the reader?
2. How else has the writer used different types of clauses and different sentence lengths to create pace, tension and drama in this extract?
 - a. Choose three sentences that you think have been written for effect.
 - b. For each one, write a sentence or two exploring the effect the writer wanted to achieve.

HOMEWORK

Teacher guides students to [ACTIVITY IN ACTIVE LEARN](#) posted on GC -Sentences for Effects

PLENARY for Lesson 1 and 2

Teacher concludes the lesson recalling

- how swapping sentences doesn't change meaning of a sentence but changes emphasis.

	<ul style="list-style-type: none"> key words and ideas presented in the text, identifying events and
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DATE /LESSON No	ACTIVITY
<p>LESSON 3 8E 2ND NOVEMBER MONDAY 5TH PERIOD</p>	<p><u>LESSON 3</u></p> <p><u>GOOGLE CLASSROOM</u></p> <ul style="list-style-type: none"> LEARNING OUTCOMES: re-organizing the structure of sentences <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> Review how writers often use simple sentences ,constructed with carefully selected detail and language choices ,but do not overload their sentences with description understand how re-organizing the structure of sentences changes its emphasis and effect. <p><u>Success Criteria:</u></p> <p>I can</p> <ul style="list-style-type: none"> recall how writers often use simple sentences without overloading them with description re-organizing the structure of sentences. To emphasise the effect <p>1) You remember what better writers do? Recap on Activity 2 page 27 Better writers often use simple sentences ,constructed with carefully selected detail and language choices ,but do not overload their sentences with description.</p> <p>Now look at the sentence from the extract:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>A short figure in an army greatcoat came into the sodium light.</p> </div> <p>Try changing the writer's choices:</p> <ol style="list-style-type: none"> Think of a noun to replace 'figure'. Think of a verb to replace 'came'. Think of an adjective to replace 'short'. Think of a prepositional phrase to replace 'in an army greatcoat '. Think of an adverb or adverbial phrase to replace ' into the sodium light'.

What is the effect of each of the changes you have made?

Now compare the original sentence
 'A short figure in an army greatcoat came into the sodium light.'
 with
 'Into the sodium light, in an army greatcoat, came a short figure.'

How has the new version changed the emphasis and effect of the sentence?
 Has it made it more or less dramatic and tense?

2) Look again at the extract on pages 22-23.
 a. What do you think will happen next? Write the next paragraph of the story.
 Aim to write at least three simple sentences ,using carefully chosen nouns and
 verbs and developing them with adjectives, adverbs, adverbial phrases or
 prepositional phrases. Always think about the effect it will have on the reader.

DATE /LESSON No	ACTIVITY
LESSONS 4 AND 5 8E 4TH NOVEMBER WEDNESDAY 1ST PERIOD AND 2ND PERIOD	<u>LESSONS 4 and 5</u> <u>ZOOM LESSONS 3 and 4</u> LEARNING OUTCOMES: <ul style="list-style-type: none"> ● Structuring sentences for effect <u>Learning Objectives:</u> - <ul style="list-style-type: none"> ● Understand how to structure sentences to create different effects. ● Understand how the length and structure of a sentence impact the

reader .

Success Criteria:

I can

- use sentences of different lengths and structure to create an impact on the reader .

Instruction to students

- Make notes on the discussion of the topic

TEACHING ACTIVITY 1

Recap on Activity 1 page 28. Teacher creates breakout rooms and instructs students to make sentences with a variety of combinations given in the box below. Time limit -5mns (REF -PPT 8.1)

Playing with sentences:



- he spoke
- his mouth curled into a sneer
- both hands clenched into fists
- I could see nothing
- he cracked his knuckles
- the sound rang in my ears

because
when
if
until
although
as

and
but
so

- his fingers drummed on the desk
- a vein pulsed in his forehead
- it was dark
- his face loomed in front of me
- his eyes flickered
- neither of us moved

ACTIVITY 2

Writers Workshop: (SFW page 30)

WRITER'S WORKSHOP: Structuring sentences for effect

How can I structure my sentences to create different effects?

Short sentences can be used to create tension or a moment of dramatic impact.

Something wasn't right.

Coordinate clauses can convey lots of information or a series of events.

The runner laid down a brown, canvas bag on the bottom of the steps **and** stood back.

Using the coordinating conjunction 'and' conveys a sense of pace, of events moving quickly, adding tension to the scene.

Subordinate clauses can add detail or give information about two events happening at the same time.

Then the unpainted wall smashed into his face, flattening the curved nose into a formless pulp.


Subordinate clauses can be positioned to delay dramatic moments in your story, giving more emphasis and impact.

Hashim began to move along the wall, furtive, like a lizard, **edging towards the freedom of the night.**

The writer delays and emphasises the drama and tension of Hashim edging towards the freedom of the night by positioning it at the end of the sentence.

What do better writers do?

Better writers craft their sentences carefully. They think about the length and structure of their sentences, and the impact each one will have on the reader, whether it's to convey information, to emphasise a particular point, or to increase the pace, tension or drama of their story.



Teacher shows PPT 8.4 and explains how better writes use short sentences, coordinate clauses and subordinate clauses to structure sentences.

LESSON 4

ACTIVITY 3 (SFW page 31)

Teacher shows PPT 8.5 and explains on sentence structure ,variety and effect. Based on their understanding from the lesson students will write a short extract from a spy story where the hero is waiting to meet someone .

Activity 3

1 You are going to write a short extract from a spy story. In the extract, like Hashim in the *Devil May Care* extract, your hero is waiting to meet someone. Who might they be meeting?

- Another spy to find out what information they have discovered?
- A mysterious stranger who has sent them a text, naming the time and place to meet but not revealing their name?
- Someone who has top secret information to sell?
- Or someone completely different?

You could describe:

- your hero waiting for the person to arrive
- the appearance of the person they are meeting
- what happens when they meet
- all or some of the above, or something completely different.

2 Write your extract, focusing on the structure, variety and effect of your sentences. You could include:

- a short sentence for dramatic impact
- a series of coordinate clauses to give a sense of pace
- subordinate clauses to give the reader lots of descriptive detail
- a subordinate clause positioned to save the most important, or dramatic, or tense part until the end of the sentence
- any other effect you can create using sentence length or structure.



After completing your writing check your writing:

CHECK YOUR WRITING

1 Look back at your writing from Activity 3. Annotate your writing to explain some of the decisions you made about sentence length and structure, and the effect they created.

2 Which column in the table below do you think best describes your writing?

I used a variety of simple sentences, coordinate and subordinate clauses and coordinating and subordinating conjunctions.	I used a variety of simple sentences, coordinate and subordinate clauses and coordinating and subordinating conjunctions, some of which I chose for effect.	I used a variety of simple sentences, coordinate and subordinate clauses and coordinating and subordinating conjunctions, choosing and structuring them carefully to achieve the effect I wanted to create.
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Plenary for Lessons 3 and 4:

Teacher recalls how to structure sentences to create different effects and how the length and structure of a sentence impact the reader .

