#### Yr.8 ENGLISH LANGUAGE

#### **WEEK 10 - DISTANCE LEARNING PLAN**

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	ACTIVITY
No.	
LESSON 1 and LESSON 2	ZOOM LESSON 1 AND ZOOM LESSON 2
8E 1ST NOV SUNDAY 3RD PERIOD And 4TH PERIOD	<ul> <li>LEARNING OUTCOMES:</li> <li>Understand how sentences can be structured to create emphasis, pace ,tension and drama.</li> <li>Learning Objectives: -         <ul> <li>Understand how swapping sentences doesn't change meaning of a sentence but changes emphasis.</li> <li>Understand key words, and ideas presented in the text.</li> <li>Identify events</li> <li>Understand how writers use different sentence lengths and different types of clauses to create pace, tension and drama.</li> </ul> </li> </ul>

- 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

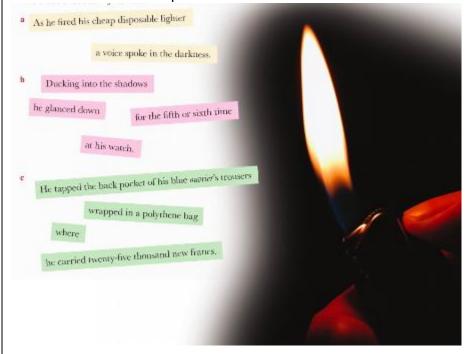
## Starter Activity-

Recap on Activity 2 on page 27

Teacher shows a Youtube video recap quizz 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.



### **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 litted 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 craffic, 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

<u>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)</u>

### 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**

<u>Teacher guides students to ACTIVITY IN ACTIVE LEARN posted on GC -Sentences for</u> 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> <li>key words and ideas presented in the text, identifying events and</li> </ul>

DATE (15000000				
DATE /LESSON No	ACTIVITY			
LESSON 3	LESSON 3			
8E				
2ND NOVEMBER MONDAY	GOOGLE CLASSROOM			
5TH PERIOD	• LEARNING OUTCOMES:			
	re-organizing the structure of sentences			
	Learning Objectives:			
	<ul> <li>Review how writers often use simple sentences, constructed with carefully selected detail and language choices, but do not overload their sentences with description</li> </ul>			
	<ul> <li>understand how re-organizing the structure of sentences changes its emphasis and effect.</li> </ul>			
	Success Criteria:			
	<ul> <li>recall how writers often use simple sentences without overloading them with description</li> <li>re-organizing the structure of sentences. To emphasise the effect</li> </ul>			
	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.			
	Now look at the sentence from the extract:			
	A short figure in an army greatcoat came into the sodium light.			
	Try changing the writer's choices:			
	<ul><li>a. Think of a noun to replace 'figure'.</li><li>b. Think of a verb to replace 'came'.</li><li>c. Think of a adjective to replace 'short'.</li><li>d. Think of a prepositional phrase to replace 'in an army greatcoat '.</li></ul>			
	e. Think of a 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	LESSONS 4 and 5
4TH NOVEMBER WEDNESDAY	ZOOM LESSONS 3 and 4
1ST PERIOD AND 2ND PERIOD	LEARNING OUTCOMES:
ZIND PERIOD	Structuring sentences for effect
	<u>Learning Objectives:</u> -
	<ul> <li>Understand how to structure sentences to create different effects.</li> <li>Understand how the length and structure of a sentence impact the</li> </ul>

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:

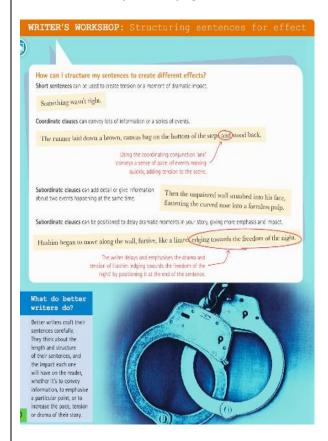


<ul><li>he spok</li></ul>	e because	and	<ul><li>his fingers</li></ul>
<ul><li>his mou</li></ul>	th when	but	drummed
curled i	nto if	so	on the desk
a sneer	until		<ul><li>a vein</li></ul>
<ul><li>both ha</li></ul>	nds although		pulsed in hi
clenche	d as		forehead
into fist	S		<ul><li>it was dark</li></ul>
• I could s	see		<ul><li>his face</li></ul>
nothing			loomed in
<ul><li>he cracl</li></ul>	ked		front of me
his knud	ckles		<ul><li>his eyes</li></ul>
• the sou	nd		flickered
rang in	my		<ul> <li>neither of</li> </ul>
ears			us moved



### **ACTIVITY 2**

Writers Workshop: (SFW page 30)



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

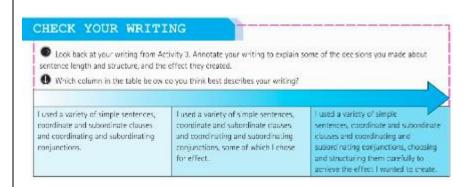
### **LESSON 4**

**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.



After completing your writing check your writing:



### 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 .