

**YEAR 7 ENGLISH LANGUAGE**

**WEEK 7- DISTANCE LEARNING PLAN**

**Name of the teacher:** Ms. Sunita Chakraborty

**Class and Section:** YEAR 7

**Subject:** ENGLISH LANGUAGE

**Week 7 :** - 11<sup>th</sup> Sept- 15<sup>th</sup> OCT - 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- ADDING EMPHASIS

*ASSESSMENT1 – 7E- & 7F-11<sup>th</sup> OCTOBER- ZOOM LESSON-1-*

*7A,B,C,D -12<sup>TH</sup> OCTOBER –ZOOM LESSON 2*

**ZOOM LESSON 1 ALTER EGO- - ADDING EMPHASIS (READING)**

**ZOOM LESSON 2 ALTER EGO- ADDING EMPHASIS - \_extract from ‘THE WITCHES’ by ROALD DAHL**

**HOMework-1 – - ACTIVE LEARN task assigned**

**ZOOM LESSON 3 GOOGLE CLASSROOM - READING AND ANALYSIS**

**ZOOM LESSON 4 Feedback on GC / WRITING -SELF ASSESSMENT AND REVIEW**

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

<b>DATE/ LESSON No.</b>	<b>11<sup>th</sup> Sept- -15<sup>th</sup> OCT - No. of lessons – 5 LESSONS</b>					
<b>WEEK 7</b>						
<b>LESSON 1</b>	<p><b>Zoom lesson 1 – WEEK 7</b></p> <p><b>LEARNING OUTCOMES:</b></p> <ul style="list-style-type: none"> <li>• Understand how synonyms can be used to add different layers of meaning</li> </ul> <p><b>LEARNING OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• give varied synonyms for each word displayed</li> <li>• understand why synonyms are important</li> <li>• write a sentence or two using your own synonyms to describe something grotesque</li> </ul> <p><b>SUCCESS CRITERIA</b></p> <p><b>I can</b></p> <p>list synonyms</p> <p>understand why synonyms are important and their purpose.</p> <p>Use varied synonyms to create a grotesque image</p> <p><b>ACTIVITY 1</b></p> <ul style="list-style-type: none"> <li>➤ <b>Teacher displays <a href="#">slide 1</a></b> and explains the first slide to ensure understanding.</li> <li>• Students write down the synonyms of the words: joy - excitement -</li> <li>• Allow one minute for each synonym task and invite suggestions from the class and discuss.</li> </ul> <p><b>ACTIVITY 2</b></p> <p><b>Fill in the table with synonyms of the given words</b></p> <table border="1" data-bbox="457 1328 1570 1385"> <tr> <td data-bbox="457 1328 680 1385">walk</td> <td data-bbox="680 1328 903 1385"><i>stroll</i></td> <td data-bbox="903 1328 1125 1385"><i>saunter</i></td> <td data-bbox="1125 1328 1348 1385"><i>wander</i></td> <td data-bbox="1348 1328 1570 1385"><i>waddle</i></td> </tr> </table>	walk	<i>stroll</i>	<i>saunter</i>	<i>wander</i>	<i>waddle</i>
walk	<i>stroll</i>	<i>saunter</i>	<i>wander</i>	<i>waddle</i>		

<b>run</b>	<i>sprint</i>	<i>hurtle</i>	<i>gallop</i>	<i>dash</i>
<b>fast</b>	<i>Swift</i>	<i>rapid</i>	<i>brisk</i>	<i>quick</i>
<b>slow</b>	<i>leisurely</i>	<i>sluggish</i>	<i>unhurried</i>	<i>gradual</i>

➤ Whole class discussion on the responses

### TEACHING ACTIVITY

#### Teacher asks

- why synonyms are important – what is their purpose?
- What would writing be like without them?
- Teacher guides the students to create a model sentence to describe something creepy but in a simple way;
- for example, “the water in the pond was dark”, Does the second sentence create a more interesting image for you?
- build a more descriptive and effective version of the sentence by adding some synonyms. “*the water in the pond was murky*”.
- Teacher invites discussion about the effect these changes may have on the reader and compare with the original sentence.
- The word “murky” gives a more exciting and vivid description of the appearance of the pond water.

### ACTIVITY 3

Look at the words in your Student Book, Activity 1, page 16.

shrivelled decayed crumpled frightful foul ghastly worm-eaten shrunken putrid  
rotting cankered  
worm-eaten maggots wizened horror fearsome

1. Are any of these words similar in meaning? Groups any words with similar meaning together into families. For example:

**Reduced in size**

**Decomposing**

**Terrifying**

Shrunken

Rotting

You can make up some more categories and put the same words into different 'families'.

2. What image do these words create in your mind?

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3. Lots of these words are synonyms (words that mean the same thing). Why do you think the writer has used lots of synonyms?

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4. Can you think of any more synonyms to add to the ones listed above?

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5. Write a sentence or two using your own synonyms to describe something grotesque.

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**LESSON 2**

**TEACHING ACTIVITY PLENARY**

- **The use of synonyms also helps to make your writing more vivid and to create a more intriguing image in the mind of the reader.**
- **writing much more captivating by choosing lively synonyms for the words in your sentences.**
- **replacing a word with an equivalent one, perhaps even a more specific one, can improve how you are communicating your ideas**
- **repeating the same words numerous times can make writing dull or uninteresting, unless it is for emphasis.**

**ZOOM LESSON 2 - ALTER EGOS- ADDING EMPHASIS - extract from 'THE WITCHES' by ROALD DAHL**

**LEARNING OUTCOME:**

- Understand how synonyms and intensifiers can be used to add emphasis to writing, creating a grotesque image

**OBJECTIVES:**

Comment on how synonyms and intensifiers can be used to add emphasis to writing, creating a grotesque image

**SUCCESS CRITERIA**

I can

- understand how synonyms and intensifiers add emphasis to particular idea or descriptions
- understand the effect created by a pair of synonyms.
- change intensifiers to create an impact in meaning of the sentences.

## **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:**

Read the extract below. It is from *The Witches* and describes the Grand High Witch's transformation from a 'pretty lady' into her alter ego, a grotesque looking witch.

Very slowly, the young lady on the platform raised her hands to her face. I saw her gloved fingers unhooking something behind her ears, and then... then she caught hold of her cheeks and lifted her face clean away! The whole of that pretty face came away in her hands!

It was a mask!

As she took off the mask, she turned sideways and placed it carefully upon a small table near by, and when she turned round again and faced us, I very nearly screamed out loud.

That face of hers was the most frightful and frightening thing I have ever seen. Just looking at it gave me the shakes all over. It was so crumpled and wizened, so shrunken and shrivelled, it looked as though it had been pickled in vinegar. It was a fearsome and ghastly sight. There was something terribly wrong with it, something foul and putrid and decayed. It seemed quite literally to be rotting away at the edges, and in the middle of the face, around the mouth and cheeks, I could see the skin all cankered and worm-eaten, as though maggots were working away in there.

There are times when something is so frightful you become mesmerized by it and can't look away. I was like that now. I was transfixed. I was numbed. I was magnetized by the sheer horror of this woman's features. But there was more to it than that. There was a look of serpents in those eyes of hers as they flashed around the audience.

### **Make notes on :**

- Who is the narrator
- What is the main idea of the text? **Which words or phrases can you give as supporting evidence.**

- How does the narrator feel when the young lady takes off the mask? What punctuation marks convey the narrator's feelings? (**structural feature**)
- What impression do you get of the witch's appearance? **Which words or phrases help paint this picture in your mind? (language feature)**

You can highlight these using different colours and note down their effects in annotations.

**NOTE TO TEACHERS. Where relevant, teachers can refer to the terms language and structure. Synonyms and intensifiers would be examples of writer's use of language.**

*It was so crumpled and wizened,*

'Crumpled' and 'wizened' are synonyms used by the writer to emphasise on the idea that the witch has an aged, ugly face.

Crumpled suggests the face has been squashed or hit by something,

Wizened suggests the face is dried up and old looking

Thus using the synonyms the writer intensifies the image the reader has of the witch's old and unpleasant face. ( a good example of PEE. This is a model answer on language feature asked in TESTS. The pattern would help students to do well in tests and exams.)

**TEACHING ACTIVITY:**

Whole class discussion with some students reading their responses

Teacher guides the students reviewing synonyms - **writer's workshop.**

.Discuss briefly first impressions of the character created through the choice of synonyms.

Roald Dahl uses synonyms and related words for heightened impact to describe the transformation of the Grand High Witch's face.

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Teacher displays the PPT and explains **INTENSIFIERS**

discuss how the text is altered without the intensifiers (less shocking, hyperbolic, attention-grabbing, etc).  
shows the extract with and without the intensifiers, which can be displayed in class for comparison and to aid discussion.

**Intensifiers (adverbs of degree) adds more emphasis to the meaning of a word or phrase.**

### **ACTIVITY 2**

Re-write their sentences from Activity 1 using intensifiers.

### **SELF ASSESSMENT**

Does your use of Intensifiers change the meaning or impact of the sentence.

### **TEACHING ACTIVITY 2 AND PLENARY ( Teachers, please spend time on the Plenary)**

Feedback on students responses

Discuss how they change the meaning of their sentences

Encourage students to think about when intensifiers are used effectively and when they become overused and lose their impact in their writing. (imp. Focus for critical writing and imaginative writing)

### **Homework/ActiveLearn:**

Students should complete ActiveLearn exercises **Synonyms** and **Intensifiers and qualifiers**

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### **LESSON 3**

#### **GOOGLE CLASSROOM**

#### **LEARNING OUTCOMES:**

- Understand how synonyms can be used to add different layers of meaning
- Understand how synonyms and intensifiers can be used to add emphasis to writing, creating a grotesque image

#### **LEARNING OBJECTIVES:**

- give varied synonyms for each word displayed
- understand why synonyms are important
- write a sentence or two using your own synonyms to describe something grotesque
- Comment on how synonyms and intensifiers can be used to add emphasis to writing, creating a grotesque image

#### **SUCCESS CRITERIA**

##### **I can**

- understand why synonyms are important and their purpose.
- Use varied synonyms to create a grotesque image
- understand how synonyms and intensifiers add emphasis to particular idea or descriptions
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### ACTIVITY 1

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they flashed around the audience.

**COMPLETE THE FOLLOWING TABLE**

<b>Language techniques</b>	<b>Example of writer's use of language</b>	<b>Explain why the writer has chosen to use it</b>	<b>Give another example</b>	<b>Explain why the writer has chosen to use it</b>
<b>1. noun phrase -</b>	<i>gloved fingers</i>			
<b>2 intensifier</b>	<i>very</i>			
<b>3. verb -</b>	<i>unhooking</i>			
<b>4. synonyms</b>	<i>shrunken and shrivelled</i>			
<b>5. adverb</b>	<i>carefully</i>			





**Continuation of zoom 4**

**LEARNING OUTCOME:**

- Re-write a text choosing synonyms and intensifiers, describing the impact that this has on the reader

**LEARNING OBJECTIVES:**

Write own extract describing a teacher's transformation using synonyms and intensifiers

**SUCCESS CRITERIA:**

**I can**

Use synonyms to emphasise the horror

Use intensifiers to heighten the impact .

**ACTIVITY 1:**

- Imagine that one of your teachers removes her mask from his or her face in one of your lesson to reveal something truly horrible underneath or imagine that a very ugly teacher takes off his/her mask to reveal an incredibly beautiful face underneath.

**PLANNING :**

Synonyms which describe what you have just seen	INTENSIFIERS FOR YOUR SYNONYMS

- Highlight the ones that you think are the most effective

Write a few sentences describing what lies behind the mask of your teacher

Before you start writing think about:

- what effect you want to have on your reader
  - choosing language carefully and adding emphasis where you think it is necessary
- annotate your extract to explain some of the decisions you have made



**synonyms**

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**Intensifiers**

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