

Yr.8 ENGLISH LANGUAGE**WEEK 7 -DISTANCE LEARNING PLAN**

Name of the teacher:	Ms. Anita Bhattacharya
Class and Section:	YEAR 8 E
Subject:	ENGLISH LANGUAGE
Week 7	11TH OCTOBER - 15TH OCTOBER
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 16-18

ZOOM LESSON 1 and 2 - Spy Fiction -Building character description- Activity 1- Scorpia Rising-lines 1-30 : the extract taken from the ninth book of 'The Alex Rider' series by Anthony Horowitz. (SFW page 16)

ZOOM LESSON 3 - Spy Fiction - Building character description -Writer's Workshop (SFW page 17)

ZOOM LESSON 4 - Spy Fiction - Building character description -Activity 2 –(SFW page 18)

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 11TH OCT 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 to describe a villainous character. <p><u>Learning Objectives:</u> -</p> <ul style="list-style-type: none"> Understand key words, and ideas presented in the text. Identify events Write the description of a character 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 <p><u>Success Criteria:</u></p> <p>I can</p> <ul style="list-style-type: none"> infer key words, and ideas presented in the text.

- identify events
- Describe a character in a precise and effective manner
- understand the use of various language features like noun phrases ,adjectives, adverbs and prepositional phrases in describing the appearance and actions of a villain.
- infer layers of meaning within the text.
- Interpret 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

LESSON 1

TEACHER ACTIVITY

Teacher explains the characteristics that make a compelling villain. Villains are the most interesting and engaging characters in a spy story. An effective villain is not simply a character who put the hero in danger. You also need to think about how they look and behave, why they are villains in the first place and whether they are villainous from head to toe.

Starter Activity– -

Teacher shows- Spies **Resource 5.5 PPT** (slides 3-6) and **Resource 5.6 (WS)- Active learn** to the students and asks students to describe the character's eyes shown in the picture .

Students will build on the description by adding adverbs, adjectives and prepositional phrases by the help of the explanation given in **Resource 5.6**.

ACTIVITY 2

Instructions to students:

Students read aloud the description of a spy story villain from 'Scorpia Rising'(lines 1-9-first paragraph)- the extract taken from the ninth book of 'The Alex Rider' series by Anthony Horowitz. (SFW page 16).

Read and annotate

- key words and ideas presented in the extract (SFW pages 16)

Identify

- narrator,
- characters,
- main event



His name was Zeljan Kurst and he was wanted by the police in seventeen different countries. He was the chief executive of the international criminal organization known as Scorpia and, as far as it was known, he had never been seen on the streets of London. However, MI6 had been tipped off that he was coming, and they had been waiting for him to land. The passport official was one of their secret agents. They were following him now...

Class discussion on the following questions:

1. Who is the narrator?
2. Who are the main characters?
3. What do you learn about the main character from the first paragraph? What qualities in the narrative show him as a negative character?
4. What is the main event ?

PLENARY:

Summarise

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

LESSON 2

Teacher guides students to continue reading 'Scorpia Rising'(lines10-22-paragraph 2)- the extract taken from the fifth book of 'The Alex Rider' series by Anthony Horowitz. (SFW page 16)

Zeljan Kurst was a large man with heavy, broad shoulders that formed a straight line on either side of an unnaturally thick neck. He was bald by choice. His head had been shaved and there was a dark grey shadow beneath the skin. His eyes, a muddy brown, showed little intelligence and he had the thick lips and small, squashed nose of a wrestler, or perhaps a bouncer at a shady nightclub. Many people had underestimated him and occasionally Kurst had found it necessary to correct them. This usually involved killing them.

Main Teaching Activity 1.

Discussion on how the character of Zeljan Kurst has been presented by the author.(Resource 5.8-WS-Active learn)

Students make notes as teacher explains.

1. Look at the second paragraph :

- a. What is Anthony Horowitz suggesting about the character Zeljan Kurst?
- b. Read the lines below. Explain what each of them suggest:

	<p>c. Re-read paragraphs one and two. Which paragraph tells more about the character-the description of who he is and what he does? Which paragraph describes his appearance and actions?</p> <p>HOMEWORK Teacher guides students to ACTIVITY IN ACTIVE LEARN-MODIFIED NOUN PHRASES</p> <p>PLENARY for Lesson 1 and 2</p> <p>Teacher concludes the lesson recalling how to describe a character in a precise and effective manner</p> <ul style="list-style-type: none"> • understand the use of various language features like • noun phrases ,adjectives, adverbs and prepositional phrases in describing the appearance and actions of a villain.
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DATE /LESSON No	ACTIVITY
LESSON 3 8E 12TH OCTOBER MONDAY 5TH PERIOD	<p><u>LESSON 3</u></p> <p><u>GOOGLE CLASSROOM</u></p> <ul style="list-style-type: none"> • LEARNING OUTCOMES: Be able to Interpret the questions and answer relevantly with supporting textual references <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> • Review writer’s use of language and structure to convey ideas, events, characters and viewpoints

Success Criteria:

I can

- recall writer's use of vocabulary, language devices with textual evidence
- review the impact that the narrative viewpoint can have on a text
- review writer's use of punctuation, long and short sentences. Organization of ideas and events

1. Read the passage below :

Based on your understanding of character description ,answer the following questions:

Mark Twain, The Adventures of Huckleberry Finn (19th century fiction)

He was most fifty, and he looked it. His hair was long and tangled and greasy, and hung down, and you could see his eyes shining through like he was behind vines. It was all black, no gray; so was his long, mixed-up whiskers. There warn't no color in his face, where his face showed; it was white; not like another man's white, but a white to make a body sick, a white to make a body's flesh crawl – a tree-toad white, a fish-belly white. As for his clothes – just rags, that was all. He had one ankle resting on t'other knee; the boot on that foot was busted, and two of his toes stuck through, and he worked them now and then. His hat was laying on the floor – an old black slouch with the top caved in, like a lid.

a. Find a simile in lines 1-3 and explain how it helps in creating an impact.

b. Explain in detail the repetition of the word 'white'. What effect does it have on the reader?

c. Give two examples of adjectives that describe man's shabby appearance.

2. Based on Resource 5.6 (WS) Precise description-



a .Write one sentence describing the Bond villain's eyes.

b. Choose one further feature of this character's appearance. How could you describe it? Gather as many descriptive ideas as you can in the table below.

Adverbs	Adjectives	Prepositional phrases

3. Choose some of the vocabulary you collected in question 2 to write one or two sentences describing a feature of this character.

DATE /LESSON No	ACTIVITY
LESSONS 4 AND 5 8E 14th OCTOBER 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"> Write vivid descriptions, especially of villains,by expanding noun phrases .

Learning Objectives: -

- Understand how to write the description of a character in a precise and effective manner
- Understand the use of various language features like noun phrases ,adjectives, adverbs and prepositional phrases to create interesting characters, especially in describing the appearance and actions of a villain.
- Understand how to use longer noun phrases

Success Criteria:

I can

- describe a character in a precise and effective manner
- use various language features like noun phrases ,adjectives, adverbs and prepositional phrases to create interesting characters, especially in describing the appearance and actions of a villain.
- use longer noun phrases to describe a character

Instruction to students

- [Make notes on the discussion of the topic](#)
- [Your notes will help to answer question posted in Google Classroom](#)

Whole class discussion on

1.What language choices would help to add effective detail about characters-

- Adjectives
 - Adverbs
 - Prepositional phrases
- which create longer noun phrases

2. How different language choices affect description

3. The impact of these choices on the reader.

[Teacher's Note: Refer to Resources **5.7,5.9** and **5.10** in Active Learn for discussion on longer noun phrases, creating effective character descriptions and prepositional phrases]

TEACHING ACTIVITY 1

Read the box below:

WRITER'S WORKSHOP: Creating effective characters

To create an engaging spy story, writers need to create interesting characters – and one of the most important characters in this genre is the villain.

What language choices will help me add effective detail about characters?

Writers can add detail and depth to character descriptions with carefully chosen **adjectives**, **adverbs** or **prepositional phrases**. These are some of the choices you can make:

- a You could use **adjectives** (words that add descriptive information to nouns) to form noun phrases:

a large man adjective noun

- b You could use an **adverb** (adverbs can add descriptive information to adjectives) to **pre-modify** your chosen adjective:

an unnaturally thick neck adverb adjective noun

- c You could **post-modify** your chosen noun with a **prepositional phrase** (phrase that can add descriptive information to nouns):

a large man with heavy, broad shoulders adjective noun prepositional phrase

a dark grey shadow beneath the skin adjectives noun prepositional phrase

How do different language choices affect description and its impact?

Look at some of the sentences from the *Scorpio Rising* extract again – but now with all the adjectives and prepositional phrases removed.

Zeljko Kurst was a man He was bald His head had been shaved and there was a shadow His eyes showed intelligence and he had the lips and nose of a wrestler, or perhaps a bouncer at a nightclub.

Compare the sentences above with the extract on page 16. How have these changes affected the impact of the description on the reader?

Teacher's Note: Refer to Resources 5.7, 5.9 and 5.10 in Active Learn

	for discussion on longer noun phrases, creating effective character descriptions and prepositional phrases.
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DATE /LESSON No	ACTIVITY
LESSON 5 8E 14th OCTOBER WEDNESDAY 2ND PERIOD	LESSON 5 <u>ZOOM LESSON 4</u> LEARNING OUTCOMES: <ul style="list-style-type: none"> • Write vivid descriptions, especially of villains, by expanding noun phrases . <p><u>Learning Objectives:</u> -</p> <ul style="list-style-type: none"> • Understand how to write the description of a character in a precise and effective manner • Understand the use of various language features like noun phrases ,adjectives, adverbs and prepositional phrases to create interesting characters, especially in describing the appearance and actions of a villain. • Understand how to use longer noun phrases <p><u>Success Criteria:</u></p> <p>I can</p> <ul style="list-style-type: none"> • describe a character in a precise and effective manner • use various language features like noun phrases ,adjectives, adverbs and prepositional phrases to create interesting characters, especially in describing the appearance and actions of a villain. • use longer noun phrases <p>Teacher Activity</p> <p>What do better writers do?</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Better writers expand nouns with expanded noun phrases with the help of adjectives, adverbs and prepositional phrases to make their descriptions of characters and settings more vivid for the reader.</p> </div>

Instructions to students: Whole class discussion -students will write down notes in their notebooks

1.You have already planned a spy story in a previous lesson.

a. What kind of villain would you like to have in it?

b. Write down three to five words or phrases that sum up the impression you want your villain to have on your reader. You could write down ideas like:

I want the reader to think my villain is	A detail I could use to suggest this could be
<i>ruthless and cruel</i>	<i>blue eyes – cold, emotionless, staring</i>
<i>involved in violence</i>	<i>scar on face</i>

c. Now note down some descriptive details you could use to create this impression. Write your ideas in the table below

I want the reader to think my villain is:	A detail I could use to suggest this could be:

2.a. Write two sentences describing your villain, using only nouns that have not been modified.

b .Add some adjectives to pre- or post-modify each of your nouns.

c. Add some adverbs to pre-modify one or two of your adjectives.

d. Add some prepositional phrases to post-modify one or two of your nouns.

e. Which of your choices are effective? Which are not? Decide which to keep and which to cross out.

CHECK YOUR WRITING

➔ Look back at your writing from Activity 2 question 2.

1 a Does your description effectively suggest the character you imagined in Activity 2 question 1?

b Which of your decisions work well in establishing this character? Write a sentence or two explaining how.

c How could you add even more vivid detail and variety to your description?

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

I chose some adjectives and adverbs deliberately to describe a villainous character.

I chose some adjectives, adverbs and prepositional phrases deliberately to create the impression I wanted my reader to have of this villain.

I carefully and deliberately chose a varied range of adjectives, adverbs and prepositional phrases to create the impression I wanted my reader to have of this villain.

