

Name of the teacher:	Ms. Anita Bhattacharya
Class and Section:	YEAR 8 E
Subject:	ENGLISH LANGUAGE
Week 9	25TH OCTOBER - 29TH 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 26-27

ZOOM LESSON 1 - Spy Fiction -- Building Sentences -Writer's Workshop (SFW page 26)

ZOOM LESSON 2 - Spy Fiction - Building Sentences -Activity 2 –(SFW page 27)

ZOOM LESSON 3 - Revise Language Assessment 1

ZOOM LESSON 4- Continuation of revision of Language Assessment 1

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

DATE /LESSON No.	ACTIVITY
LESSONS 1 AND 2 8E 25TH OCT SUNDAY 3RD PERIOD	<u>ZOOM LESSONS 1 AND 2</u> LEARNING OUTCOMES: <ul style="list-style-type: none"> Understand how to use conjunctions and clauses to make your meaning clear. Learning Objectives: - <ul style="list-style-type: none"> Understand how to create more variety in the structure of sentences by linking them with conjunctions. Understand how to use coordinating conjunctions and coordinate clauses to make my meaning clear.

Success Criteria:

I can

- identify conjunctions; coordinating conjunctions; coordinate clauses
- Use conjunctions to link sentence structures and create a variety of sentences
- use coordinating conjunctions to make my meaning clear.
- use coordinating conjunctions and coordinate clauses to make my meaning clear.

Instruction to students

- Make notes on the discussion of the topic

TEACHING ACTIVITY 1

Look at the paragraph from the Devil May Care extract on SFW page 23:

Sticking a soft blue pack of Gauloises to his mouth, he wrapped his lips round a single cigarette and drew it out. As he fired his cheap disposable lighter, a voice spoke in the darkness. Hashim leaped back into the shadow, angry with himself that he'd allowed someone to observe him.

Now look at the same extract, rewritten using only short, simple sentences:

He stuck a soft blue pack of Gauloises to his mouth. He wrapped his lips round a single cigarette. He drew it out. He fired his cheap disposable lighter. A voice spoke in the darkness. Hashim leaped back into the shadow. He was angry with himself. He'd allowed someone to observe him.

Try reading both versions aloud.


Read the box below:

	The original	The rewritten version
a. Which one sounds better?		
b. Which one makes clearer sense?		
c. Which one is more interesting to read?		


d. Which version do you prefer? - the original or the rewritten version?
Write a sentence or two explaining your answer to question d. above.

Grammar check-

PLEASE WRITE IN YOUR NOTEBOOK and revise it before a test or exam or whenever you want to clear your doubt

 What is a Clause?

A clause is a group of words containing a subject and verb.

 What is A Phrase ?

A phrase is a group of words without a subject or a verb.

TEACHING ACTIVITY 2

To explain the use of Coordinating and Subordinating clauses Teacher shows from ACTIVE LEARN.

Read the box below:

Writer's Workshop

WRITER'S WORKSHOP: Varying sentence structure

How can I use coordinating conjunctions and coordinate clauses to make my meaning clear?

Look at this sentence from the extract on page 22:

He insisted on different locations and asked for fresh contacts, but it wasn't always possible.

The writer could have written this using three simple sentences.

He insisted on different locations. He asked for fresh contacts. It wasn't always possible.

Instead the writer decided to link these three clauses together using the coordinating conjunctions 'and' and 'but':

He insisted on different locations and asked for fresh contacts, but it wasn't always possible.

■ coordinate clause 1 ■ coordinate clause 2 ■ coordinate clause 3

Compare the version containing three simple sentences with the version using coordinating conjunctions. How do the coordinating conjunctions help the reader to understand the writer's meaning?

Coordinating conjunctions include:

and but or so

a. Refer to Resource 7.3 PP for details-

- Simple sentences are made up of one main clause, containing one verb:
- You can join two simple sentences into one sentence with a coordinating conjunction.
- Coordinating conjunctions include:

F = for

A = and

N = nor

B = but

O = or

Y = yet

S = so

Remember FANBOYS

- You can also link and extend sentences with a subordinating conjunction.
- Grammar Check-

When he peered into the darkness, he saw nothing.

When he peered into the darkness-subordinate clause

he saw nothing-main clause

	<ul style="list-style-type: none"> The subordinate clause does not make sense without the main clause. Subordinating conjunctions include: because if although as until when that <p>Student Activity-</p> <p>Resource 7.5 Active Learn INTERACTIVE-choose the correct option -which sentence has a subordinating conjunction?</p>
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<p>DATE /LESSON No</p> <p>ZOOM LESSON 2</p> <p>8E</p> <p>25TH OCT</p> <p>SUNDAY</p> <p>4TH PERIOD</p>	<p>ACTIVITY</p> <p><u>ACTIVITY 1</u></p> <p>Teacher continues to explain how to use subordinating conjunctions and subordinate clauses to make meaning clear.</p> <p>Read the box below : continuation of Writer's Workshop</p> <div style="border: 1px solid #ccc; padding: 10px; background-color: #f0f8ff;"> <p>How can I use subordinating conjunctions and subordinate clauses to make my meaning clear?</p> <p>Now look at this sentence from the extract on page 23:</p> <p style="background-color: #fff9c4; padding: 5px;">As he fired his cheap disposable lighter, a voice spoke in the darkness.</p> <p>The writer could have written this using two simple sentences.</p> <div style="border: 1px solid #ccc; padding: 5px; margin: 5px 0;"> <p><i>He fired his cheap disposable lighter. A voice spoke in the darkness.</i></p> </div> <p>Instead the writer decided to link these two clauses using the subordinating conjunction 'as'.</p> <p style="background-color: #fff9c4; padding: 5px;">As he fired his cheap disposable lighter, a voice spoke in the darkness.</p> <div style="display: flex; align-items: flex-start; margin-top: 10px;"> <div style="margin-right: 20px;"> <p>■ subordinate clause</p> <p>■ main clause</p> </div> <div> <p>Compare the version containing two simple sentences with the version using a subordinating conjunction. How does the subordinating conjunction help the reader to understand the writer's meaning?</p> </div> </div> <div style="border: 1px solid #ccc; padding: 5px; margin-top: 10px; background-color: #fff9c4;"> <p>Subordinating conjunctions include:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px 10px;">although</td> <td style="padding: 2px 10px;">as</td> <td style="padding: 2px 10px;">when</td> </tr> <tr> <td style="padding: 2px 10px;">whenever</td> <td style="padding: 2px 10px;">if</td> <td style="padding: 2px 10px;">because</td> </tr> <tr> <td style="padding: 2px 10px;">unless</td> <td style="padding: 2px 10px;">while</td> <td style="padding: 2px 10px;">until</td> </tr> <tr> <td style="padding: 2px 10px;">whereas</td> <td></td> <td></td> </tr> </table> </div> </div>	although	as	when	whenever	if	because	unless	while	until	whereas		
although	as	when											
whenever	if	because											
unless	while	until											
whereas													

STUDENT ACTIVITY -

Resource 7.6 PP-Restructuring sentences:

Students restructure sentences by swapping subordinate clauses.

Activity 2-

Students conclude with ACTIVITY 2 on page 27 -continuing the story.

Write another paragraph .

Use coordinate clauses and subordinate clauses introduced by conjunctions,

Activity 2

Look again at the extract you explored in Activity 1. What happens if you swap the clauses in each sentence?

For example, if you swap these two clauses...

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

...you get this sentence:

A voice spoke in the darkness as he fired his cheap disposable lighter.

Does it still make sense?
Does it have the same meaning?
Does it have the same impact?

Look again at the writing you completed in Activity 3 on page 25.

- Continue the story, writing another paragraph using a range of simple sentences as well as some coordinate clauses and some subordinate clauses introduced by conjunctions.
- Annotate your writing, explaining why you have made these choices.

What do better writers do?

Better writers use coordinating and subordinating conjunctions to link their ideas and make their meaning clear to the reader.

Plenary: Plenary on lessons 1 and 2

Teacher recalls the use of Coordinating and Subordinating clauses and how to use them to make meaning clear.

LESSON 3
8E
26TH OCTOBER
MONDAY
5TH PERIOD

GOOGLE CLASSROOM

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

Learning Objectives:

- 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.

Success Criteria:

I can

- explain why simple sentences are constructed with carefully selected detail and language choices
- explain why writers do not overload their sentences with description
- re-organize the structure of sentences to change its emphasis and effect.

1) You remember what better writers do?

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:

- 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.

CHECK YOUR WRITING

● Look back at your writing from Activity 3 above. Annotate your writing, explaining your choices and the effect they created.

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

I used some adjectives and adverbs to develop my simple sentences.	I used a variety of adjectives, adverbial phrases and prepositional phrases to develop my simple sentences, some of which I chose for effect.	I used a variety of adjectives, adverbial phrases and prepositional phrases to develop my simple sentences, all carefully chosen to achieve the effect I wanted to create.
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<p>LESSONS 4 AND 5 8E 28TH OCTOBER WEDNESDAY 1ST AND 2ND PERIOD</p>	<p><u>LEARNING OUTCOMES:</u> Based on the understanding of the text, students will be able to answer the given questions</p> <p><u>LEARNING OBJECTIVES :</u></p> <p>Recall</p> <ul style="list-style-type: none">• the main ideas and events in the text• the purpose of the text• key ideas from words and phrases in the text
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- select and explain sentences with coordinate conjunctions used by the writer.

SUCCESS CRITERIA :

I can

- Identify the main ideas and events in the text
- Interpret the purpose of the text
- Infer key ideas from words and phrases in the text
- Identify sentence structures with co-ordinate conjunctions
- Identify sentence structures with co-ordinate clauses
- Explain writer's use of coordinate conjunctions and clauses with evidence

Students read aloud the given passage:

A sound of quick steps broke the silence of the moor. Crouching among the stones we stared intently at the silver-tipped bank in front of us. The steps grew louder, and through the fog, as through a curtain, there stepped the man whom we were awaiting. He looked round him in surprise as he emerged into the clear, starlit night. Then he came swiftly along the path, passed close to where we lay, and went on up the long slope behind us. As he walked he glanced continually over either shoulder, like a man who is ill at ease. 6

'Hist!' cried Holmes, and I heard the sharp click of a cocking pistol. 'Look out! It's coming!'

There was a thin, crisp, continuous pattering from somewhere in the heart of that crawling bank. The cloud was within fifty yards of where we lay, and we glared at it, all three, uncertain what horror was about to break from the heart of it. I was at Holmes's elbow, and I glanced for an instant at his face. It was pale and exultant, his eyes shining brightly in the moonlight. But suddenly they started forward in a rigid, fixed stare, and his lips parted in amazement. At the same instant Lestrade gave a yell of terror and threw himself face downward upon the ground. I sprang to my feet, my inert hand grasping my pistol, my mind paralyzed by the dreadful shape which had sprung out upon us from the shadows of the fog. 14

Discussion on the following questions:

1. Who is the narrator?
2. What is the main event ?
3. Who are the main characters?
4. Identify two noun phrases and explain why the writer has used it.

	<p>5.Explain the use of the hyphen in the phrase 'silver-tipped bank'.</p> <p>6.What does the adverb 'continually' in the phrase ' continually over either shoulder' suggest about the approaching man?</p> <p>7.Find and explain any two adjectives that express Sherlock Holmes' attitude towards the whole situation.</p> <p>8. 'Hist!' cried Holmes, and I heard the sharp click of a cocking pistol. 'Look out! It's coming!'</p> <p style="padding-left: 40px;">Identify and explain the effect of writer's use of punctuation</p> <p>9. Find three examples of sentences with coordinate conjunctions and explain how they create a sense of danger and fear</p> <p>10. Find three examples of coordinate clauses and explain how they create a sense of danger and fear.</p>

DATE /LESSON No	ACTIVITY
	<p><u>LESSON 5</u></p> <p><u>Students continue reading aloud the given passage:</u></p> <p>A hound it was, an enormous coal-black hound, but not such a hound as mortal eyes have ever seen. Fire burst from its open mouth, its eyes glowed with a smouldering glare, its muzzle and hackles and dewlap were outlined in flickering flame. Never in the delirious dream of a disordered brain could anything more savage, more appalling, more hellish be conceived than that dark form and savage face which broke upon us out of the wall of fog. With long bounds the huge black creature was leaping down the track, following hard upon the footsteps of our friend. 20</p> <p>So paralyzed were we by the apparition that we allowed him to pass before we had recovered our nerve. Then Holmes and I both fired together, and the creature gave a hideous howl, which showed that one at least had hit him. He did not pause, however, but bounded onward. Far away on the path we saw Sir Henry looking back, his face white in the moonlight, his hands raised in horror, glaring helplessly at the frightful thing which was hunting him down. 24</p> <p>1.a.Find a word that means 'ghost'. Why has the writer used it? b. Identify the sentence that uses thermal imagery to describe the hound , and explain how it creates an impact c. Identify a triad used in the extract and explain the writer's purpose.</p> <p>2. Look at the table. Underline the conjunctions in the following sentences and identify whether they are coordinating or subordinating conjunctions:</p>

Sentence	Type of conjunction	Particular effect created
A hound it was, an enormous coal-black hound, but not such a hound as mortal eyes have ever seen		
As he walked he glanced continually over either shoulder, like a man who is ill at ease.		
Then he came swiftly along the path, passed close to where we lay, and went on up the long slope behind us		
So paralyzed were we by the apparition that we allowed him to pass before we had recovered our nerve.		

Plenary for Lessons 3 and 4:

Teacher concludes the lesson recalling

- key words and ideas presented in the text, identifying events and
- how conjunctions are used to create particular effects- sense of danger, fear, atmosphere of suspense, mystery...

