Yr.8 ENGLISH LANGUAGE

WEEK 9 - DISTANCE LEARNING PLAN

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	ACTIVITY
/LESSON No.	
LESSONS 1	
AND 2	ZOOM LESSONS 1 AND 2
8E 25TH OCT SUNDAY 3RD PERIOD	LEARNING OUTCOMES: • Understand how to use conjunctions and clauses to make your meaning clear.
	Learning Objectives: -
	 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.

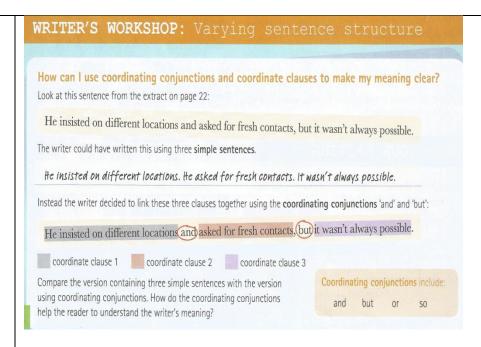
Now look at the same extract, rewritten using only short, simple sentences:

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-		
		before a test or exam or
whenever you want to c	<u>lear your doubt</u>	
♣ What is a Clause?)	
A clause is a group of wo		and verb.
♣ What is A Phrase		
A phrase is a group of wo	ords without a subject or	a verb.
TEACHING ACTIVITY 2		
To explain the use of Coshows from ACTIVE LEAR		ting clauses Teacher
Read the box below:		
Writer's Workshop		



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

- The subordinate clause does not make sense without the main clause.
- Subordinating conjunctions include:

because

if

although

until

when

that

DATE /LESSON No

Student Activity-

ACTIVITY

Resource 7.5 Active Learn INTERACTIVE-choose the correct option -which sentence has a subordinating conjunction?

ZOOM LESSON 2 ACTIVITY 1 25TH OCT Teacher continues to explain how to use subordinating conjunctions and **SUNDAY** subordinate clauses to make meaning clear. **4TH PERIOD** Read the box below: continuation of Writer's Workshop How can I use subordinating conjunctions and subordinate clauses to make my meaning clear? Now look at this sentence from the extract on page 23: As he fired his cheap disposable lighter, a voice spoke in the darkness. The writer could have written this using two simple sentences. He fired his cheap disposable lighter. A voice spoke in the darkness. Instead the writer decided to link these two clauses using the subordinating conjunction 'as'. As he fired his cheap disposable lighter, a voice spoke in the darkness. subordinate clause main clause although as when Compare the version containing two simple sentences with the if whenever because version using a subordinating conjunction. How does the

subordinating conjunction help the reader to understand

the writer's meaning?

unless

whereas

while

until

STUDENT ACTIVITY -

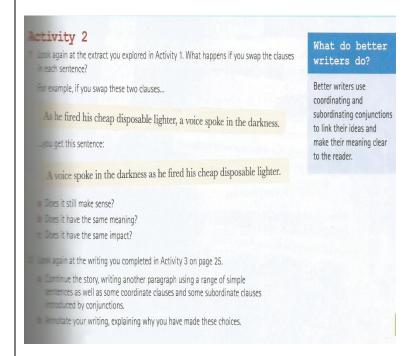
Resource 7.6 PP-Restructuring sentences:

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,



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:

- a. Think of a noun to replace 'figure'.

b. Think of a verb to replace 'came'. c. Think of a adjective to replace 'short'. d. Think of a prepositional phrase to replace 'in an army greatcoat '. 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?

•	happen next? Write the n	
Aim to write at least thre verbs and developing the		•
	ways think about the effec	
CHECK YOUR WRIT:	ING	
Look back at your writing from A	LNG tivity 3 above. Annotate your writing, explain	ining your choices and the effect
Look back at your writing from Arthey created.	stivity 3 above. Annotate your writing, explai	ining your choices and the effect
Look back at your writing from Arthey created.		ining your choices and the effect
Look back at your writing from Arthey created.	stivity 3 above. Annotate your writing, explai	ining your choices and the effect
Look back at your writing from Arthey created. Which column in the table below	tivity 3 above. Annotate your writing, explaid you think best describes your writing?	I used a variety of adjectives,
Look back at your writing from Arthey created. Which column in the table below	tivity 3 above. Annotate your writing, explaid you think best describes your writing? I used a variety of adjectives, adverbial phrases and prepositional phrases to	I used a variety of adjectives, adverbial phrases and prepositional
Look back at your writing from Arthey created. Which column in the table below	tivity 3 above. Annotate your writing, explaid you think best describes your writing?	I used a variety of adjectives,

LESSONS 4 AND 5 8E 28TH OCTOBER WEDNESDAY 1ST AND 2ND PERIOD LEARNING OUTCOMES: Based on the understanding of the text ,students will be able to answer the given questions LEARNING OBJECTIVES: Recall • the main ideas and events in the text • the purpose of the text • key ideas from words and phrases in the text

 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.

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

There was a thin, crisp, continuous patter 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.

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.

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

DATE /LESSON No	ACTIVITY
	LESSON 5
	Students continue reading aloud the given passage:
	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 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
	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.
	2. Look at the table. Underline the conjunctions in the following sentences and identify whether they are coordinating or subordinating conjunctions:

T	- c	
Sentence	Type of	Particular effect created
	conjunction	
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...