

**YEAR 7 ENGLISH LANGUAGE**

**WEEK 11- DISTANCE LEARNING PLAN**

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

**Class and Section:** YEAR 7

**Subject:** ENGLISH LANGUAGE

**Week 11 :** - 8<sup>TH</sup> - 12<sup>TH</sup> NOV'2020 - 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- TENSION AND PACE- SFW- PAGES -30-33

**ZOOM LESSON 1 ALTER EGO- - TENSION AND PACE – READING-** extract *Cirque du Freak*

**ZOOM LESSON 2 - FICTION- ALTER EGO- TENSION AND PACE READING -** extract *Cirque du Freak*

**ZOOM LESSON 3 - FICTION -ALTER EGO- TENSION AND PACE - GRAMMAR- VARYING SENTENCE LENGTH**

**ZOOM LESSON 4 - FICTION- ALTER EGO- TENSION AND PACE -GC**

**ZOOM LESSON 5 - FICTION- ALTER EGO- TENSION AND PACE – WRITING**

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

|   |   |
|---|---|
| DATE/ LESSON No.  | 8 <sup>TH</sup> - 12 <sup>TH</sup> NOV'2020 No. of lessons – 5 LESSONS  |
|   | WK 11- 8 <sup>TH</sup> - 12 <sup>TH</sup> NOV2020   |
| <p><b>LESSON 1</b></p> <p><b>YR 7 LANG DLP</b><br/> <b>WK11- 8<sup>TH</sup> - 12<sup>TH</sup></b><br/> <b>NOV2020</b></p> | <p><b>LESSON 1&amp; 2</b></p> <p><b>LEARNING OUTCOMES:</b><br/> <b>Explain how short sentences are used to create tension and pace</b></p> <p><b><u>LEARNING OBJECTIVES:</u></b></p> <ul style="list-style-type: none"> <li>• Understand key words – tension and pace , and ideas presented in the text.</li> <li>• Understand how short sentences emphasise the tense moments in a narrative</li> <li>• Understand writer’s purpose</li> </ul> <p><b>SUCCESS CRITERIA</b></p> <p><b>I can</b></p> <ul style="list-style-type: none"> <li>• Identify and explain key words- tension and pace and events and ideas presented in the text.</li> <li>• Interpret writer’s use short sentences to create tension</li> <li>• Explain the write fulfils his purpose <b>of creating rhythm and pace with meaningful short sentences that suggest the mood of the story.</b></li> </ul> <p><b>ACTIVITY 1 :</b> Students mind map the words <b>rhythm and pace</b><br/> Rhythm : flow; movement; pattern; pulse swing ; tempo<br/> Pace: speed; gait; stride; tread;</p> <p>Teacher displays <b>Resource 10.1 (PP)RHYTHM AND PACE</b> and play the two music clips. (YouTube - ‘Beethoven-Moonlight Sonata (Mvt. 1)’ and ‘In the Hall of the Mountain King (Peer Gynt) by Edvard Grieg’.</p> |

-What the rhythm/pace of the pieces is and what mood is created by each?

**Teacher explains Rhythm and pace can also be used in sentences, often through sentence length and structure. Writers use sentence length and structure to create different rhythms to help to convey the meaning and mood of their text.**

Teacher shows examples of sentences which suggest different rhythm and pace (extract from the witches in Macbeth – can ‘hear’ the chanting/regular rhythm,

*Double, double toil and trouble;*

*Fire burn, and cauldron bubble.*

*Macbeth, William Shakespeare*

The start to *A Christmas Carol* which piques curiosity with a mixture of intriguing short sentences and a longer hyperbolic sentence).

*Marley was dead: to begin with. There is no doubt whatever about that. The register of his burial was signed by the clergyman, the clerk, the undertaker, and the chief mourner. Scrooge signed it.*

*A Christmas Carol, Charles Dickens*

**Highlight how writers use sentence length and structure to create different rhythms to help to convey the meaning and mood of their text.**

## LESSON 2

### LESSON -2

#### ACTIVITY 2:

#### 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](#)

Students read aloud and annotate the extract *Cirque du Freak* which describes a climactic moment in *Cirque du Freak*. A deadly poisonous spider, called Madame Octa that Darren has stolen from a vampire and tried to tame, bites his friend Steve when they are disturbed by Darren's sister Annie.

She saw Steve and the monstrous spider on his shoulder, its fangs glinting as though getting ready to bite, and she did the natural thing.

She screamed.

The sound alarmed me. My head turned, the flute slid from my lips, and my concentration snapped. My link to Madame Octa disintegrated. She shook her head, took a couple of quick steps closer to Steve's throat, then bared her fangs and appeared to grin.

Steve roared with fear and surged to his feet. He swiped at the spider, but she ducked and his hand missed. Before he could try again, Madame Octa lowered her head, quick as a snake, and sank her poison-tipped fangs into his neck!

### Whole class discussion-

1. What do you notice about the rhythm and pace of this extract?
2. What is the mood created?

Teacher takes feedback on ideas.

Highlight how **tension is heightened** through **the use of short sentences** and how the **longer sentences** build up **increasing pace** until the dramatic moment when the spider bites Steve.

### Students attempt the given question

Answer the Questions

1. How does the narrator make the spider seem terrifying?

---

---

---

**LESSON 3**

2. Look at these short simple sentences:

'She screamed.'    'The sound alarmed me.'    'My link to Madam Octa disintegrated.'

What is effective about these? Why has the writer used them?

---

3. Why do you think 'She screamed.' is written as one paragraph?

---

---

---

---

---

**TEACHING ACTIVITY AND PLENARY**

- Teacher encourages the class to share ideas
- explains that writers **use short sentences to create a short pause in the narration which emphasises the information in the sentence and creates a mood of tension.**

**ZOOM LESSON 3 – WEEK 11**

**LEARNING OUTCOMES:**

explanation of how sentence length is used to create tension and pace

**LEARNING OBJECTIVES:** -

Understand how sentence length can be used to suggest pace in a narrative

**SUCCESS CRITERIA**

**I can**

Explain how sentence lengths can be used to suggest pace in a narrative and create mood and atmosphere of tension.

### **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](#)

### **TEACHING ACTIVITY 1:**

Teacher asks students to imagine that they are drowning. This can be done using a quick visualisation asking the students to close their eyes and imagine the following:

*'You begin to struggle and fight for breath as the water crashes round you. You start to fight – your legs and arms flailing around wildly. You desperately try to push yourself to the surface. Try to breathe air...'*

'How did it feel to imagine this?

If you had to describe it to someone, how might you tell them? Slowly and leisurely? Or fast and panicky?'

Teacher invites responses and encourages students to explain why they might describe Slowly and leisurely? Or fast and panic?'

### **TEACHING ACTIVITY 2- Writer's workshop: how longer sentences create pace?**

- Teacher asks few students to re-read the extract aloud.
- This time think about the rhythm of the sentence as they read them .
- Listen for the way the short sentences create a tiny moment of pause, but listen also for the flow of the longer sentences.
- If they were reading this extract aloud to someone else, which sentences would they want to read fast as the action builds up?
- Look at the sentence again:

*She shook her head, took a couple of quick steps closer to Steve's throat, then bared her fangs and appeared to grin.*

- What difference would it make to the rhythm and pace of the writing if it was written as four short simple sentences?

*She shook her head. She took a couple of quick steps closer to Steve's throat. She then bared her fangs.*

## LESSON 4

*She appeared to grin.*

- Which example do you think is the most effective at creating pace? Why?

**Teacher invites responses and guides students.**

- Teacher asks student to look at the sentence the author uses to describe Steve's reaction:

He swiped at the spider, but she ducked and his hand missed.

How could this sentence be altered to change the pace of the sentence?

### **TEACHING ACTIVITY AND PLENARY**

**Whole class discussion and teacher consolidates explaining that writer's vary sentence lengths to build up tension and pace.**

### **LESSON 4 - GC-**

#### **LEARNING OUTCOMES:**

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

#### **LEARNING OBJECTIVES:**

- Unscramble letters to make words
- To review vocabulary and language features
- explore language and structural features used by the writer

#### **SUCCESS CRITERIA: I can**

- Unscramble letters to make words
- Infer the meaning of writer's use of language features
- Infer the purpose of writer's use of language features

**ACTIVITY 1:**

Unscramble the words. You can look for the words in the extract “*Cirque du Freak*” LINES 1-10

1. loerse- \_\_\_\_\_
2. eosdhlur - \_\_\_\_\_
3. rnsmtsuo - \_\_\_\_\_
4. neska - \_\_\_\_\_
5. dapsnep - \_\_\_\_\_

**ACTIVITY 2:** Mark the word outside the brackets that has a similar meaning to the words in both sets of brackets.

Example: (find discover) (stain blemish) freckle smudge **spot** see

1. (point direct) (purpose intention) goal aim motive guide
2. (trench drain) (abandon dump) drop gutter ditch leave
3. (talent ability) (present offering) gift bonus skill flair
4. (path route) (hunt pursue) way chase passage track

**ACTIVITY 3:**

The following extract describes Flip dreaming that he is drowning. He is a boy who has woken up in someone else’s body (his alter ego) and can’t get out. The situation is nightmarish.

Read the extract and then note down your responses to the questions.

This time he is underwater, running, feet sinking deeper and deeper into the bed. The surface is within his reach if he raises his arms, but he can’t get his head out of the water. He has to breathe. The compulsion to inhale is huge. But he can’t, he mustn’t. Still he runs, getting nowhere, each frantic step burying his feet in the wet sand until he is no longer able to lift them. Finally, with one great gulp, he opens his mouth, his lungs, to the flood of foul seawater. Alex woke up. Sat up in bed. His heart was racing and he gasped for air as though he’s actually been drowning.

4. How does Flip feel here? Do you think the author effectively conveys his feelings?



**LESSON 5**

---

---

---

---

5. Look at the first two sentences. How do they help to create pace?

---

---

Now look at the following three short sentences.

He has to breathe. The compulsion to inhale is huge. But he can't, he mustn't.

6. What happens to the rhythm of the writing here? Do you think it is effective at conveying Flip's growing sense of panic?

---

---

---

---

7. How did you respond to the last three sentences? How do you think the writer uses sentence length to make you feel like this?

---

---

---

---

## ZOOM LESSON 5 – WRITING

### DISCUSS GC TASK

Teacher displays slides 10.3 and provides some example answers to questions.

*How does Flip feel here? Do you think the author effectively conveys his feelings?*

- *frightened/terrified he might die*

- *anxious*

- *desperate to breathe*

- *filled with panic.*

- *The sentence structure mimics Flip's quick movements.*
- *The sentences are long, building up the pace and reflecting Flip's growing anxiety as he struggles to free himself.*
- *Use of connective 'and' shows how he is situation is worsening 'deeper and deeper' as does connective 'but': 'but he can't get his head out of the water.'*

*Now look at the following three short sentences:*

*He has to breathe. The compulsion to inhale is huge. But he can't, he mustn't.*

*What happens to the rhythm of the writing here?*

*Do you think it is effective at conveying Flip's growing sense of panic?*

*Short sentences heighten the dramatic impact of Flip being unable to breathe anything other than water.*

*It's terrifying and we share Flip's overwhelming sense of fear.*

### LEARNING OUTCOMES:

Write a piece of text varying sentence length to create rhythm and pace

### LEARNING OBJECTIVES: -

- Understand how short sentences emphasise the tense moments in a narrative

- Understand how sentence length can be used to suggest pace in a narrative

**SUCCESS CRITERIA:**

I can

- **Predict what is likely to happen with some evidence**
- **Vary sentence length to create rhythm and increase or decrease the pace .**
- **Use varied sentence lengths to describe what might happen to Flip**

**TEACHING ACTIVITY**

- : Encourage class to think about what may happen next to Flip.
- Volunteers share their predictions and note feedback
- Whole class: Create a couple of sentences and as a class revise these checking that they have used sentence length to create rhythm and pace
- Teacher displays the images in Activity 3 in the Student Book and explain the activity.  
**Think about what could happen to Flip and write the next few sentences describing what you imagine.**  
**Think about how you vary your sentences length to create rhythm and pace.**
- Teachers asks few students to interpret the images in their own words
- Each student completes Activity 2 then swaps their writing with a partner and completes the *Check your writing* tasks, annotating their partner's writing using the bullet points to aid them.

**Check your writing**

Look back at your writing from Activity 2. Annotate your extract to explain some of the decisions that you have made. It might look something like this:

He clutched at his throat, still dry and raw. He needed air. Needed it desperately. He tried to

keep his growing hysteria from surfacing but it was of no use. He began to wheeze, struggling for air, his panic causing his airways to constrict rapidly.

**Longer sentences** suggest how events are happening in quick succession, increasing the pace and the fear that Flip feels.

**Short sentences** create dramatic impact and makes the reader pause, highlighting Flip's desperation for air.

Highlight which column you think best describes your writing:



I try to create a sense of pace through my use of longer sentences and at times I create tension through my use of short, simple sentences.

I create pace through my use of longer sentences and I create tension through my use of some short simple sentences.

I can create and sustain a clear sense of pace through my use of longer sentences and I can heighten the tension of my writing by my use of short, simple sentences.