

Yr.8 ENGLISH LANGUAGE

WEEK 11 -DISTANCE LEARNING PLAN

Name of the teacher:	Ms. Anita Bhattacharya
Class and Section:	YEAR 8 E
Subject:	ENGLISH LANGUAGE
Week 11	8TH NOVEMBER - 12TH NOVEMBER
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 32-33

ZOOM LESSON 1 and ZOOM LESSON 2 - Spy Fiction -- Breaking the Rules -Activity 1 - the extract taken from - The Hidden Man by Charles Cummings (SFW page 32)

ZOOM LESSON 3 - Spy Fiction - Breaking the Rules -Writer's Workshop (SFW page 33)

ZOOM LESSON 4 - Spy Fiction - Breaking the Rules -Activity 2 –(SFW page 33)

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 8th NOV 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 achieve different effects in writing by using short fragments of sentences. <p><u>Learning Objectives:</u> -</p> <ul style="list-style-type: none"> Understand what is meant by a minor sentence. how to distinguish between a sentence and a minor sentence. how to use minor sentences for effect. Identify events Explore the use of various language features used in the text. Understand the writer’s purpose <p><u>Success Criteria:</u></p> <p>I can</p> <ul style="list-style-type: none"> explain the meaning of a minor sentence

- deduce its effectiveness
- interpret key words, events and ideas presented in the text.
- analyze the use of various language features
- infer 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

Starter Activity–

Teacher shows a video , conducting a short quiz on minor or fragmented sentences:

<http://chompchomp.com/frag01/frag01.15.htm>

or

<http://www.slidermath.com/literacy/Fragment.shtml>

TEACHER ACTIVITY -1

Teacher goes on to explain what a minor sentence is .

Shows the PP 9.9 from Active learn and asks students to identify the minor sentences.

To explain how minor sentences differ from sentences, teacher shows Resources 9.4(INT) -past tense and 9.5(PP)- present tense -activities on the two tenses.

ACTIVITY 2

Instructions to students:

Students read lines 1-16 from the extract taken from - The Hidden Man by Charles Cummings

Read and annotate

- key words and ideas presented in the extract (SFW pages 32)

Identify

- narrator,
- characters,
- main event



The Russian is sitting alone on the driver's side of a rented Mercedes Benz. The key in the ignition has been turned a single click, just enough to power the radio, and it is snowing outside, wet flakes of soft ice falling like ash in the darkness. A song comes on, an old Sinatra tune the man has not heard in many years: Frank singing live to a room full of screaming Americans, hanging off his every note. Sometimes it feels as if his whole life has been lived inside pouked cars listening to the radio: sudden movements on side streets; a light snuffing out in a bedroom four floors up; moments of snatched sleep. Cars that smelled of imported cigarettes and the sweat of tired, unwashed men.

A young couple turn the corner into the street ahead of him, walking arm in arm with a jaunty, light-hearted step. Drunk, most probably, coming towards the car and laughing up at the falling snow. They are delighted by it, letting the



flakes melt in the palms of upturned hands, embracing one another as it settles in their hair and on their clothes. Like so many London girls, he thinks the woman is worryingly thin: legs like saplings in high-heeled shoes. He fears that she may topple over on the wet pavement and, if she hurts herself, he will have to get out of the car to help her. Then there will be two witnesses who have seen his face.



The song ends and fades into an advertisement narrated in slang and dialect, words he cannot make out. English is no longer clear to him; somehow, in recent years, the language has changed, it has moved away. The couple skip past the Mercedes and he watches them disappear down the street using the mirror on the passenger side. An old technique. No need even to turn his head.



Now he reaches down to switch off the radio and everything is once again silent. Just a very faint impression of traffic in the distance, the city's constant hum. Then, as an extension of the same movement, the Russian turns the catch on the glove box with his left hand, holds it as the casing falls open, and takes out the gun.

Class discussion on the following questions:

1. Who is the narrator?
2. Who is the main character? What do you learn about him ?
3. What is the main event ?

PLENARY:

Summarise

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

LESSON 2

Teacher guides students to continue lines 17-24 : from **the extract taken from - The Hidden Man by Charles Cummings**

Main Teaching Activity 1.

Students make notes as teacher explains.

Class Discussion -

1. The extract is written in the present tense. 'The Russian is sitting...' not the 'The Russian was sitting...' What effect do you think this has?
2. Look at the definition of a sentence-

	<p>A sentence is a group of words, usually containing a verb, that expresses a thought in the form of a statement, question, command, instruction, or exclamation and starts with a capital letter and ends with a period, question mark, or exclamation mark.</p> <p>Can you identify any sentences in the extract that do not fit this definition?</p> <p>3. Find sentences from the text that show the Russian is a shady character.</p> <p>HOMEWORK Teacher guides students to ACTIVITY IN ACTIVE LEARN posted on GC -Non-finite verbs and Minor sentences</p> <p><u>PLENARY for Lesson 1 and 2</u></p> <p>Teacher concludes the lesson recalling</p> <ul style="list-style-type: none"> • what is meant by a minor sentence. • how to distinguish between a sentence and a minor sentence. • Why do writers use a minor sentence?
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DATE /LESSON No	ACTIVITY
<p>LESSON 3 8E 9th NOVEMBER MONDAY 5TH PERIOD</p>	<p><u>LESSON 3</u></p> <p><u>GOOGLE CLASSROOM</u></p> <ul style="list-style-type: none"> • LEARNING OUTCOMES: Reviewing fragment sentences <p><u>Learning Objectives:</u></p> <p>Identify fragment sentences from various exercises given.</p> <p><u>Success Criteria:</u></p> <p>I can</p> <ul style="list-style-type: none"> • recall what minor sentences are and answer questions based on my understanding of fragment sentences <p><u>ACTIVITY 1</u></p> <p>Is it a Fragment or a Sentence?</p> <p>DIRECTIONS: Identify whether each set of words is a fragment or a sentence.</p> <p>1. Are my favorite books of all time. _____</p> <p>2. I used a yellow highlighter to make notes. _____</p>

3. Always seems to be falling down the stairs. _____
4. The dragonfly is a fascinating insect. _____
5. Happens every autumn. _____
6. If I should happen to make a mistake. _____

ACTIVITY 2

Fragments vs. Sentences

DIRECTIONS: Correct each fragment so that it is a sentence.

1. A really fun party.

2. Without any extra butter

3. Marley did, but.

ACTIVITY 3

Find the fragment in the sentences below . Revise it in the space provided.

1. Jason Smith, who was the first man from Georgia to serve on the ADFR Commission.

2. When I was given the opportunity to write a research paper on any topic of my choice.

3. Not just this wonderful appetizer, but the entire meal.

4. Making Florida the fourth largest state in the country.

	<p>5. Roddy Burdine set up his trading post along Brickell Avenue. And traded with settlers along the banks of the Miami River.</p> <hr/> <hr/>
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DATE /LESSON No	ACTIVITY
<p>LESSONS 4 AND 5 8E 11TH NOVEMBER WEDNESDAY 1ST PERIOD AND 2ND PERIOD</p>	<p><u>LESSONS 4 and 5</u></p> <p><u>ZOOM LESSONS 3 and 4</u></p> <p>LEARNING OUTCOMES:</p> <ul style="list-style-type: none"> • Understand how to use minor sentences to create a sense of pace and urgency. <p><u>Learning Objectives:</u> -</p> <ul style="list-style-type: none"> • Understand how to use minor sentences to create different effects. • Understand how minor sentences are different from other sentences. • Distinguish between finite and non-finite verbs. <p><u>Success Criteria:</u></p> <p>I can</p> <ul style="list-style-type: none"> • infer how minor sentences differ from sentences with finite verbs. • identify finite and non-finite verbs. • Use minor sentences to create tension and pace in my writing. <p><u>Instruction to students</u></p> <ul style="list-style-type: none"> • Make notes on the discussion of the topic <p><u>TEACHING ACTIVITY 1</u></p> <p>Teacher shows Resource 9.7 PP and explains what are finite verbs, infinite verbs and minor sentences, and why they are effective.</p> <p>Read the box below:</p>

WRITER'S WORKSHOP: Using minor sentences

How can I use minor sentences to give a sense of pace and urgency?

Minor sentences are a type of sentence that does not contain a main verb. They may contain no verb at all, or they may contain a **non-finite verb**.

A non-finite verb may be:

- a **present participle** ending in '-ing', such as 'sleeping' or 'running'
- a **past participle** ending in '-ed', such as 'killed' or 'watched' (there are, however, irregular past participles such as 'slept' or 'run')
- an **infinitive**, the basic form of a verb, which begins with 'to', such as 'to be' or 'to spy'.

Look at these examples of minor sentences from the extract on page 32:

Drunk, most probably, **coming** towards the car and **laughing** up at the falling snow. ■ non-finite verb (present participle)

An old technique. ← no verb

No need even **to turn** his head. ■ non-finite verb (infinitive)

Minor sentences are not often used in formal written standard English. However, they are regularly used in spoken English and frequently used in fiction. Writers use them to:

- give their writing a feel of spoken English – as though the writer is talking directly to the reader
- give their writing a sense of pace and urgency – as though the narrator is hurrying to get their story onto the page.

Activity 2

Students participate in the Interactive Activities 9.8a and 9.8b from Active Learn to identify non-finite verbs and minor sentences.

LESSON 4

ACTIVITY 3-
Teacher shows Resource 9.9 (INT) -effect of minor sentences

What do better writers do?
Better writers do not overload their writing with minor sentences. They add them to variety of simple, compound and complex sentences to give their writing pace and energy.

Activity 4- Writing Task

Students will write a short story extract in not more than a 100 words, in which their hero is waiting and watching for someone-just like the Russian in the

extract from 'The Hidden Man'

Teacher creates breakout rooms and divides the students into three groups. She shows the three pictures in Resource 9.10, based on which they will discuss about the ideas to use in the short extract.

They can make PPTS based on their ideas and the chosen group representative will present the story in class.

They can use the following ideas:

Where are the characters waiting?

What do they see as they wait?

How do they feel as they wait?

What kind of mood or atmosphere do you want to create in your extract?

What techniques will you use to give your writing tension and pace?

Plenary for Lessons 3 and 4:

- Teacher gives feedback on examples of verbs and minor sentences used by students to create a sense of pace and urgency.

