

YEAR 7 ENGLISH LANGUAGE

WEEK 13- DISTANCE LEARNING PLAN

Name of the teacher: Ms. Sunita Chakraborty

Class and Section: YEAR 7

Subject: ENGLISH LANGUAGE

Week 13 : - 22TH - 26TH 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- EVALUATING A TEXT

ZOOM LESSON 1 &2 - EVALUATING – THE WITCHES BY ‘ROALD DAHL’

ZOOM LESSON 3 - FEED BACK AND DISCUSSION

ZOOM LESSON 4 - EVALUATING – BELLAS’S CLOSE ENCOUNTER –TWILIGHT –

ZOOM LESSON 5 - FEED BACK AND DISCUSSION - GROUP PRESENTATION

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

DATE/ LESSON No.	WK 13 – 22ND - 26TH NOV'2020 No. of lessons – 5 LESSONS
LESSON 1	<p>LESSON 1& 2</p> <p>LEARNING OUTCOME : <i>Evaluate</i> texts critically and support this with appropriate textual references</p> <p>OBJECTIVES</p> <ul style="list-style-type: none"> • To understand key words of the question and develop my ideas with examples from the text • To develop an understanding of the text • To summarise the main ideas of the text • To explore the themes with a range of quotations <p>SUCCESS CRITERIA I can</p> <ul style="list-style-type: none"> • understand key words of the question and develop my ideas with examples from the text <p>Evaluate How successfully Opinion Event Idea Theme Setting</p> <ul style="list-style-type: none"> • explain character’s reaction to the main event with example • express my opinion about the character • summarise the main idea of the text • identify the main theme of the text and recognise the relevance this has to my own and others’ experiences;

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 on Evaluation](#)

TEACHING ACTIVITY1

- Teacher lists the key words and discusses the meaning.

Evaluate

How successfully

Opinion

Event

Idea

Theme

Setting

- Teacher reinforces the meaning of the words

Critical:

- *'Examining and responding to a text in some detail, working like a detective to explore clues, make inferences and gather evidence.'*

Evaluation:

weighing up those clues, inferences and evidence to piece together your interpretation of the meaning and impact of a text

- teacher informs that students will be learning to write an evaluation question.
- **Question 4** assesses your ability to evaluate texts critically and support this with appropriate textual references.
- **This means that you will be asked to consider what the writer intended to achieve in the selected passage. Then you will need to say how far you feel that he or she achieved it. You must support your views with relevant quotations.**

- Understand what the writer has achieved in the passage
- Evaluate the effectiveness of the writer's choices (how does the writer achieve their
- Select relevant quotations and textual references to support your views
- **To help us 'critically evaluate,' we can ask ourselves the following questions as we read a text:**
- What do I think or feel about characters/events/setting/atmosphere/mood (whatever the question focuses on)?
- How does the writer make me think or feel these things?
- How well does he or she do it?

ACTIVITY 1

Students read the extract on 'The Witches' by Roald Dahl.

All the women, or rather the witches, were now sitting motionless in their chairs and staring as though hypnotised at somebody who had suddenly appeared on the platform. That somebody was another woman.

The first thing I noticed about this woman was her size. She was tiny, probably no more than four and a half feet tall. She looked quite young, I guessed about twenty-five or six, and she was very pretty. She had on a rather stylish long black dress that reached right to the ground and she wore black gloves that came up to her elbows. Unlike the others, she wasn't wearing a hat. 5

She didn't look to me like a witch at all, but she couldn't possibly not be one, otherwise what on earth was she doing up there on the platform? And why, for heaven's sake, were all the other witches gazing at her with such a mixture of adoration, awe and fear?

Very slowly, the young lady on the platform raised her hands to her face. I saw her gloved fingers unhooking something behind her ears, and then... then she caught hold of her cheeks and lifted her face clean away! The whole of that pretty face came away in her hands!

It was a mask! 10

As she took off the mask, she turned sideways and placed it carefully upon a small table near by, and when she turned round again and faced us, I very nearly screamed out loud.

That face of hers was the most frightful and frightening thing I have ever seen. Just looking at it gave me the shakes all over. It was so crumpled and wizened, so shrunken and shrivelled, it looked as though it had been pickled in vinegar. It was a fearsome and ghastly sight. There was something terribly wrong with

it, something foul and putrid and decayed. It seemed quite literally to be rotting away at the edges, 15
and in the middle of the face, around the mouth and cheeks, I could see the skin all cankered and
worm-eaten, as though maggots were working away in there.

There are times when something is so frightful you become mesmerised by it and can't look away. I
was like that now. I was transfixed. I was numbed. I was magnetised by the sheer horror of this woman's
features. But there was more to it than that. There was a look of serpents in those eyes of hers as they
flashed around the audience. 20

- Teacher guides the students to annotate the text:
- Look carefully at the extract.
- First of all, establish what the writer's intentions are.
- Write one or two sentences to sum up what the writer's intentions are in relation to the statement.
Then, it might be easier to split the text into sections. Do any of the following apply:
 - Description of character (characterisation)
 - Character actions and dialogue
 - Setting
 - Atmosphere (mood)
 - Events
 - Make notes on the ones that apply, linking it to the task
 - Next, choose 4/5 quotations
 - Write each one down then look at the methods the writer uses such as:
 - Sentence structures
 - Verbs
 - Adverbs
 - adjectives
 - Lists
 - Any language features
 - Imagery
 - Dialogue

- Viewpoint

Read the extract from 'The Witches by Roald Dahl

Q4. In this extract Roald Dahl presents

- *the narrators' actions and speech*
- *the description of the real witch*
- *an atmosphere of tension and suspense.*

Explain how successfully the writer does this by giving your opinion on how well each one is presented.

Include examples from the text to support your answer.

- Teacher guides the students to

Read the questions closely .

Write down in your notebook which statements you think best reflect the writer's intentions:

a)To make the reader react

b)To describe the setting

c)To enable the reader to understand the purpose of the text

d)To introduce the main characters

e)To engage the reader's interest by describing the event that will start the plot

- **Aim for 6 points focused on the following areas:**

- **Setting:** Evaluate how the choice of setting affects the work's theme and mood.
- **Ideas:** What ideas or opinions are shown in the text? Evaluate the success of them.
- **Theme:** What is the writer trying to communicate overall? Evaluate the success of this.
- **Events:** Look at the plot's development: Is there an opening, climax, resolution? Evaluate how successfully the plot develops.
- **Mood and Tone:** Mood created in the reader and the speaker's tone. Do these facilitate the success of the text? Evaluate.

LESSON 3

Students are encouraged to make notes in their notebooks.

TEACHING ACTIVITY

Feed back and whole class discussion on the notes

Students write their answer to be discussed in the next class

ZOOM LESSON 3

Whole class discussion on the evaluation question.

Teacher invites students to read their answer

LEARNING OUTCOME :

Evaluate texts critically and support this with appropriate textual references

OBJECTIVES

- To give feedback on peers task during class discussion
- To develop an understanding of the text
- To summarise the main ideas of the text
- To explore the themes with a range of quotations

SUCCESS CRITERIA I can

- share my views during class discussions
- explain character's reaction to the main event with example
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ACTIVITY

Whole class discussion with students sharing their answer and commenting on peers work.

Teacher further guides students to write using effective sentence starters

- The characters are used effectively convey the idea that.....By using the event of...the writer clearly wants the reader to see ...
- The setting effectively reveals...
By setting the scene in...the writer effectively ...as it makes the reader feel/think/believe...this impression is then further reinforced by the writer's presentation of... which clearly suggest the idea that...
- This powerful theme of...is further reinforced when... suggesting...
The theme of..is effectively used to create...especially when the writer states...the theme is then further developed when... overall, the combination of these two examples is highly effective way of...as it makes the reader feel/think/believe
- The writer is clearly trying to convey the idea that...through the presentation of.. This event is highly significant in terms of ...as it reveals to the reader..
- The author creates a strong sense of...
- The powerful...used by the writer leaves a lasting impression of...
- The vivid imagery creates.... And effects the reader by making them...
- The use of ...is compelling and allows the reader to see the true....
- The use of the description of... is pivotal to the overall image that is created because...and the writer does this through the effective use of...
- The clever characterisation of...by the writer enables the reader to...

- Through the use of dialogue, the writer enables the reader to see...
- By presenting the as ... the writer cleverly manipulates the reader in to...
- The narrator encourages the reader to marvel at... through the description of...
- Interestingly, the writer contrasts the movements of... through the use of powerful verbs ‘.....,’ suggesting....., with the movements of.... as ‘.....,’ creating the effect of...
- This impressive Is explained to the reader in some detail, creating....
- At this point in the extract, the viewpoint changes from... to and the reader is made aware of...

ACTIVITY

- Read the extract from Twilight,

I saw several things simultaneously. Nothing was moving in slow motion, the way it does in movies. Instead the adrenaline rush seemed to make my brain work much faster, and I was able to absorb in clear detail several things at once

Edward Cullen was standing four cars down from me, staring at me in horror. His face stood out from a sea of faces, all frozen in the same mask of shock. But of more immediate importance was the dark blue van skidding, tyres locked and squealing against the brakes, spinning wildly across the ice of the parking lot. It was going to hit the back corner of my truck, and I was standing between them. I didn’t even have time to close my eyes

Just before I heard the shattering crunch of the van folding around the truck bed, something hit me, hard, but not from the direction I was expecting. My head cracked against the icy blacktop, and I felt something solid and cold pinning me to the ground. I was lying on the pavement behind the tan car I’d parked next to. But I didn’t have a chance to notice anything else because the van was still coming. It had curled gratefully around the end of the truck and still spinning and sliding was about to collide with me again.

A low oath made me aware that someone was with me, and the voice was impossible not to recognise. Two long, white hands shot out protectively in front of me, and the van shuddered to a stop from my face, the large hands providentially into a deep dent in the side of the van’s body.

- Students read and annotate the text focusing on evaluation.

<p>LESSON 4& 5</p>	<ul style="list-style-type: none"> • Students makes notes in their notebook • Teacher reads out the question and divides students in groups of 5/6. <p>❖ Read the extract from Twilight, In this extract the writer presents</p> <ul style="list-style-type: none"> • Bella’s close encounter with the car • moment of tension and excitement • Bella’s thoughts and feelings <p>Explain how successfully the writer does this by giving your opinion on how well each one is presented. Include examples from the text to support your answer.</p> <ul style="list-style-type: none"> • Students share their ideas with their peer group and make a PPT to be shared with the class. • Each group to present their answer in PPT <p>TEACHING ACTIVITY PLEANARY Few students recall the points for evaluation guided by the teacher.</p> <p>LEARNING OUTCOME : <i>Evaluate</i> texts critically and support this with appropriate textual references</p> <p>OBJECTIVES</p> <ul style="list-style-type: none"> • To give feedback on peers task during class discussion • To develop an understanding of the text • To summarise the main ideas of the text • To explore the themes with a range of quotations <p>SUCCESS CRITERIA I can</p>
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Each group present their work followed by whole class discussion and teachers inputs on how to improve their answer

Teachers could guide using the following table

QUESTION 4			
	Evaluation and focus on the question	Use of textual detail (quotes)	Inference and analysis of the writer’s choices of language and structure
	Simple, limited	Simple, limited	Simple, limited, mostly paraphrasing/stating the obvious
	Some evaluation, some focus on the question	Some, appropriate	Attempts to comment on the effect

		Clear and relevant evaluation and focus on the question	A range, relevant	Clearly explains the effects
		Critical and perceptive/detailed; a convincing response to the focus of the question	A judicious (well-chosen) range	Analyses the effects
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