

**YEAR 8 ENGLISH LANGUAGE**

**WEEK 13 – DISTANCE LEARNING PLAN**

**Name of the teacher:** Ms. Anita Bhattacharya

**Class and Section:** YEAR 8 E

**Subject:** ENGLISH LANGUAGE

**Week 13:** 22nd November -26th November      **No. of lessons – 5 LESSONS**

**Student's access to Work:** Work sent to students through **Class Group Gmail** /Google Classroom

**Topic:** 19<sup>TH</sup> CENTURY FICTION - extract from the story "Frankenstein" written by Mary Shelly

**Overall Objectives:**

- Develop close reading skills, strategies
- Identify and understand key words
- Understand main ideas about setting, events, characters

**Resources-** Resource File Pages 45-46 -*An extract from the story "Frankenstein" written by Mary Shelly--19th century Fiction -- uploaded on Google Classroom.*

**ZOOM LESSON 1** (extract 1- lines 1 to14)

**ZOOM LESSON 2** (extract 1- lines 15 to 28)

DATE	ACTIVITY
<b>SUNDAY 8E 3RD PERIOD</b>	<b>LESSON 1 –  ZOOM LESSON 1</b> <i>An extract from the story "Frankenstein" written by Mary Shelly--19th century Fiction -- uploaded on Google Classroom.</i>  Learning Outcomes:

- selecting details, reasons, information from the text
- explaining with reference to the text to support inferences/narrative points of view/opinions
- exploring writer’s purpose, and effect of use of language features

**Learning Objectives:** -

To retrieve information from a given extract  
 To understand key words and main ideas from the extract  
 To understand language and structural features.  
 To interpret the Writer’s purpose.

**Success Criteria:**

I can  
 retrace information  
 read aloud with understanding  
 scan for details and identify key words  
 infer meanings of new words  
 infer main ideas and link to key words  
 explain the implied meanings of the main ideas  
 identify adjectives  
 identify noun phrases

**ACTIVITY 1** – (extract 1- page 45 of Resource File lines 1 to 14)

Teacher/ student will read the extract -lines 1 to 14- page 45 from the story "Frankenstein" .

*This is an extract from the preface of Mary Shelly's "Frankenstein". The given extract is narrated by Robert Walton, an Arctic seafarer whose letters open and close the novel. It narrates Walton's first encounter with Victor Frankenstein .Walton picks the bedraggled Victor Frankenstein up off the ice and helps nurse him back to health.*

**Instruction to students**

- Read aloud lines 1 – 14 of the extract and annotate key words and ideas presented by the writer.
- Make a mind map in your Note book on main ideas.

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**WORD BANK**

Forbear - politely or patiently restrain an impulse to do something; refrain.  
 Possession - the state of having, owning, or controlling something.  
 Compassed - surround or hem in on all sides.  
 Comrades - a colleague or a fellow member of an organization.  
 Perceived - become aware or conscious of (something); come to realize or understand.  
 Being(noun) - a real or imaginary living creature or entity, especially an intelligent one.  
 Vessel- a ship or large boat.

Apparently- as far as one knows or can see

August 5th, 17—  
To Mrs. Saville, England

So strange an accident has happened to us that I cannot forbear recording it, although it is very probable that you will see me before these papers can come into your possession.

Last Monday (July 31st) we were nearly surrounded by ice, which closed in the ship on all sides, scarcely leaving her the sea-room in which she floated. Our situation was somewhat dangerous, especially as we were compassed round by a very thick fog. We accordingly lay to, hoping that some change would take place in the atmosphere and weather. 7

About two o'clock the mist cleared away, and we beheld, stretched out in every direction, vast and irregular plains of ice, which seemed to have no end. Some of my comrades groaned, and my own mind began to grow watchful with anxious thoughts, when a strange sight suddenly attracted our attention and diverted our solicitude from our own situation. We perceived a low carriage, fixed on a sledge and drawn by dogs, pass on towards the north, at the distance of half a mile; a being which had the shape of a man, but apparently of gigantic stature, sat in the sledge and guided the dogs. We watched the rapid progress of the traveller with our telescopes until he was lost among the distant inequalities of the ice. 14

**ACTIVITY 2** –Starter exercise- Match the following words with their meanings:

1.solicitude	a. obtained an advantage or benefit
2.encounter	b. be a sign of; indicate
3.profit	c. unexpectedly be faced with or experience (something hostile or difficult).
4.diverted	d. forcing (someone) to do something through reasoning or argument
5.persuading	e. die, especially in a violent or sudden way.
6.perish	f. care or concern for someone or something
7.denote	g. a person's natural height
8.stature	h. caused (someone or something) to change course or turn from one direction to another

**ACTIVITY 3-**

- Now re-read **lines 1 – 14**
- in your NOTEBOOK, make notes of teacher's explanation of meanings and ideas.
- [Your notes will help to answer question posted in Google Classroom](#)
- Underline the key words and ideas in the extract .

**TEACHING ACTIVITY**

**Teacher guides students to identify key words and ideas;  
Teacher explains the word meanings, main events, characters, ideas, language and structural features.**

**Class discussion on the following:**

**(focus of teaching – detailed teaching of the main features)**

1. Who is the narrator? What is the form of writing?
2. What is the setting ? ( ship / sea / weather)
3. What is the situation ?
4. Who are the characters?
5. What is the main event?

Teacher explains how to use the PEE method to evaluate the text.

Use each paragraph to make at least one main point. A paragraph could contain:

- a link to the focus of the question
- try and use the key word or phrase from the question
- some evidence from the text to support what you think
- this will probably include something on language or structure
- a discussion of the evidence, and links to any other possible evidence

Using a few connectives could help link your ideas:

Firstly...  
On the one hand...  
On the other hand...  
Similarly...  
In contrast...  
However...  
Alternatively...  
Finally...

**PLENARY**

Teacher concludes the lesson recalling the main event or what happens in the extract.  
Recalls the PEE method.

**SUNDAY  
8E  
4TH**

**LESSON 2**

**PERIOD**

**GOOGLE CLASSROOM 1**

**Success Criteria:**

I can

Analyze vocabulary, language and structure in the given extract

Scan for details and identify key words

infer meanings of new words

infer main ideas and link to key words

explain the implied meanings of the main ideas

identify adjectives

identify noun phrases

**Based on your reading of the extract (lines 1-14 ) from "Frankenstein", answer the following questions:**

1. Explain, **in your own words**, the main event described in lines 1-14.

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2.What is the meaning of the line "...scarcely leaving her the sea-room in which she floated "?

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3. What was the reason for the narrator's "anxious thoughts"?

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4.In lines 11-13 find adjectives that describe the 'being' which the passengers saw.

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5. Find a noun phrase in the last line and explain how it creates an effective image of the ice.

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<p><b>MONDAY 8E 5TH PERIOD</b></p>	<p><b>LESSON 3</b></p> <p><b>ZOOM LESSON 2:</b> <i>An extract from the story "Frankenstein" written by Mary Shelly--19th century Fiction -- uploaded on Google Classroom.</i></p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> <li>• Evaluate the processed information</li> <li>• selecting details, reasons, information from the text</li> <li>• explaining with reference to the text to support inferences/narrative points of view/opinions</li> <li>• exploring writer's purpose, and effect of use of language features</li> </ul> <p><b><u>L.O:</u></b> -</p> <p>To</p> <ul style="list-style-type: none"> <li>• Explore language and structural features in the given extract</li> <li>• Develop close reading skills, strategies</li> <li>• Identify and understand key words</li> <li>• Understand main ideas about events, characters</li> <li>• Understand writer's purpose</li> </ul> <p><b>Success Criteria:</b></p> <p>I can  read aloud with understanding  read for details and identify key words  infer main ideas and link to key words  explain the implied meanings of the main ideas  identify language and structural features.</p> <p><b><u>Instruction to students</u></b></p> <ul style="list-style-type: none"> <li>• <b>Find the meanings of the highlighted words in <u>lines 15 – 28</u></b></li> <li>• Read and annotate key words and ideas presented by the writer.</li> <li>• Make a mind map of key ideas in your Note book, and make notes of teacher's explanation of meanings and ideas</li> <li>• <b><u><a href="#">Your notes will help to answer questions posted in Google Classroom</a></u></b></li> </ul> <p><b>In this lesson, teacher/student will read aloud <u>lines 15 – 28</u> of the extract from 'Frankenstein' and explain the extract in detail. She/He will ask you questions and clear your doubts.</b></p>	

## TEACHING ACTIVITY

**ACTIVITY 1 – Feedback on class response to Google Classroom work.**

**ACTIVITY 2 - Review** main ideas of the extract lines 1 to 14

**ACTIVITY 3- Teacher/ student will read aloud lines 15 – 28 of the extract from 'Frankenstein' and explain the extract in detail :**

This appearance excited our unqualified wonder. We were, as we believed, many hundred miles from any land; but this apparition seemed to denote that it was not, in reality, so distant as we had supposed. Shut in, however, by ice, it was impossible to follow his track, which we had observed with the greatest attention.

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About two hours after this occurrence we heard the ground sea, and before night the ice broke and freed our ship. We, however, lay to until the morning, fearing to encounter in the dark those large loose masses which float about after the breaking up of the ice. I profited of this time to rest for a few hours.<sup>21</sup>

In the morning, however, as soon as it was light, I went upon deck and found all the sailors busy on one side of the vessel, apparently talking to someone in the sea. It was, in fact, a sledge, like that we had seen before, which had drifted towards us in the night on a large fragment of ice. Only one dog remained alive; but there was a human being within it whom the sailors were persuading to enter the vessel. He was not, as the other traveller seemed to be, a savage inhabitant of some undiscovered island, but a European. When I appeared on deck the master said, “Here is our captain, and he will not allow you to perish on the open sea.”

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- (focus of teaching – detailed teaching of the main events and situation, use of commas, use of conjunctive adverbs)

### **ACTIVITY4-**

#### **Class Discussion and explanation:**

- questions to check your understanding and will clear your doubts.

Questions:

1. Who is the apparition?
2. Why didn't he seem far away?
3. Why was it impossible to follow his tracks?
4. Why didn't the ship leave before morning?
5. Whom did the sailors find on the sledge?

**ACTIVITY 5 –explanation of**

	<ul style="list-style-type: none"> <li>- use of commas,</li> <li>- use of conjunctive adverbs</li> </ul> <p>Look at the underlined words "<u>however</u>" and "<u>in reality</u>", in the extract (lines 15-18).</p> <p>They are called <b>conjunctive adverbs and adverbial phrases</b>; for example, in the line " Shut in, however, by ice" the word 'however' joins the parts of the sentence 'shut in' and 'by ice'.</p> <p>They are used to show sequence, contrast, cause and effect, and other relationships.</p> <p>Here are <b>some common conjunctive adverbs</b>:</p> <p>accordingly, again, also, as a result, besides, consequently, finally, for example, further, furthermore, hence, however, in addition, indeed, in fact, still, that is, then, therefore, thus, in particular, instead, likewise, meanwhile, moreover, namely, nevertheless, of course, otherwise.</p> <p>Visit this site for some interesting information on conjunctives:  <a href="https://web.cn.edu/kwheeler/gram_conj_adv.html">https://web.cn.edu/kwheeler/gram_conj_adv.html</a></p> <p>Questions:</p> <p>1. Can you identify one more conjunctive adverb or adverbial phrase between lines 22-24?</p> <hr/> <hr/> <p>2. How does the conjunctive adverb along with the comma help to make the writing more interesting?</p> <hr/> <hr/> <hr/> <hr/>
<p><b>WEDNESDAY</b>  <b>8E</b>  <b>1ST PERIOD</b></p>	<p><b>LESSON 4</b>  <b>GOOGLE CLASSROOM 2 - why?</b>  <b>Success Criteria:</b></p> <p>I can</p> <ul style="list-style-type: none"> <li>scan for details and identify key words</li> <li>infer meanings of words in context</li> <li>infer main ideas and link to key words</li> <li>explain the implied meanings of the main ideas</li> <li>identify adjectives</li> <li>identify noun phrases</li> </ul>

1. Write the meanings of these words in lines 15 to 28 to complete the table

word	meaning
appearance	
apparition	
apparently	
occurrence	
drifted	

2. Answer the following questions.

Explain the usage of the noun phrase 'unqualified wonder' and how it creates an effect on the readers' mind.

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3. Underline the correct answer

The apparition was not, in reality, so distant as the passengers had supposed it would be because

- a. they could see it in front of them.
- b. the ice around created an illusion of distance.
- c. absence of other humans , apart from the apparition ,on the vast land in front of them, created a feeling of distance.

4. Find *two adjectives* which describe the icebergs.

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5. Underline the correct answer

The sailors did not leave at night because

- a. they were afraid their ship would get hit by an iceberg.
- b. they thought the apparition would come.
- c. they were scared they would get lost in the dark.
- d. they wanted to take rest.

6. What does the narrator imply by the line "a savage inhabitant of some undiscovered island"?

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<b>WEDNESDAY 8E 2ND PERIOD</b>	<b>LESSON 5: ZOOM LESSON 3</b>  <b>LEARNING OBJECTIVES:</b> <ul style="list-style-type: none"><li>• gain greater understanding about how conjunctive adverbs work</li><li>• <b>to improve vocabulary by playing diverse word games</b></li></ul> <b>SUCCESS CRITERIA:</b> <ul style="list-style-type: none"><li>• I can gain greater understanding about how conjunctive adverbs work</li><li>• <b>I can improve my vocabulary by playing diverse word games</b></li></ul> <b>ACTIVITY 1-</b>  1.The following exercises will help you gain greater understanding about how conjunctive adverbs work. Choose the best answer to complete each sentence  a. You need to put more effort into your work; _____, you won't get a passing grade.  A. moreover B. otherwise C. unless D. instead  b. The tree has developed a large crack over the years; _____, it will have to be cut down for safety's sake.  A. for example B. however C. eventually D. likewise  c. It would be nice to spend our vacation on the beach in Jamaica: _____, it would be fun to hike the Swiss alps.  A. on the other hand B. as a result C. indeed D. therefore  d. She is a very smart girl; _____, it's not at all surprising that she does everything perfectly.	<b>S</b>
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A. again B. besides C. contrarily D. therefore

**ACTIVITY 2:**

**Write these in the order of size beginning with the smallest:  
(take the help of a dictionary if needed)**

1. dromedary, rabbit, tiger, elephant, mouse
2. melon, cherry, grapefruit, plum, lemon
3. wind, breeze, gale, hurricane, zephyr
4. cod, shark, swordfish, herring, guppy

**ACTIVITY 3:**

**Each of the following words begin with 'ph', that sounds as 'f'. Find the words:**

- a. Taken with a camera.
- b. Highly inflammable chemical used in the manufacture of matches.
- c. Doctor.
- d. A person who collects stamps.
- e. A game bird.