

**YEAR 7 ENGLISH LANGUAGE**

**TERM- 2 - WEEK 1- DISTANCE LEARNING PLAN**

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

**Class and Section:** YEAR 7

**Subject:** ENGLISH LANGUAGE

**TERM 2 - Week 1 :** - 31<sup>ST</sup> JAN – 4<sup>TH</sup> FEB’2021 - No. of lessons – 5 LESSONS

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

**RESOURCE** - NON-FICTION – PRESENTING THE NATURALWORLD (SFW PGS - 43/44/45)

NON-FICTION- STORIES FROM NATURE (SFW PGS - 46/47)

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

|                             |   |
|-----------------------------|---|
| <b>DATE/<br/>LESSON No.</b> | <b>- 31<sup>ST</sup> JAN – 4<sup>TH</sup> FEB’2021 No. of lessons – 5 LESSONS</b> |
|                             |   |

**LESSON 1****ZOOM LESSON 1 – DISCUSSION OF ASYNCHRONOUS TASK ( 28THE JAN ‘2021)****LEARNING OUTCOMES:**

- To present and explain the effect of persuasive language used in slogans
- To listen and respond appropriately to questions and feedback to presentations.

**LEARNING OBJECTIVES: -**

- infer meanings of new words
- review persuasive patterns of language
- present slogans and annotate the patterns of language
- listen and respond appropriately to presentations, including to questions and feedback to presentations.

**SUCCESS CRITERIA****I can**

- infer meanings of new words from context
- annotate persuasive language in slogans and present it
- explain the persuasive effect of the patterns of language used in the slogans -- the rhyming words; imperative verbs; contrasts; abbreviations and clauses
- listen and respond appropriately asking questions and giving feedback to slogans created.

**INSTRUCTIONS to Students**

- in your **Note book**, make notes of the class discussion of the asynchronous task given on 28<sup>th</sup> Jan’2021
- [Your notes will help to answer questions posted in Google Classroom](#)

**TEACHING ACTIVITY 1:**

Using the images at the beginning of the lesson in the Student Book (**SFW PGS – 42 &43**) and

students' existing knowledge, briefly share examples of favourite nature documentaries and the typical stories and issues they cover.

Briefly collate feedback, then outline the broad aims of the unit:

- students will learn how to use the conventions and language typical of documentaries, which describe and inform viewers about the natural world and campaigns that focus on environmental issues.
  - Explain that good writers, directors and presenters know the impact they want to have on their audience and have clear reasons or purposes for presenting the natural world in a particular way.

### **ACTIVITY 1 – VOCABULARY**

Class discussion on words and meanings.

Using a dictionary write the meanings of these words:

| WORD          | MEANINGS   |
|---------------|--|
| slogan        | a short easily remembered phrase, especially one used to advertise an idea or a product                                  |
| Documentary   | a film or television or radio programme that gives facts and information about a subject                                 |
| Campaign      | a planned group of especially political, business, or military activities that are intended to achieve a particular aim: |
| Persuade      | cause (someone) to do something through reasoning or argument.   |
| Persuasive    | making you want to do or believe a particular thing  |
| Initiative    | the power or opportunity to act or take charge before others do  |
| Biodegradable | able to decay naturally and in a way that is not harmful to the environment  |
| blurb         | a short description of a book, film,   |
| pattern       | a particular way in which something is done, is organized, or happens  |

### **TEACHING ACTIVITY 2: PERSUASIVE PATTERNS OF LANGUAGE**

Review-

**rhyming words** - are two or more **words** that have the same or similar ending sound.

If they sound the same or similar, they **rhyme**.

For example: car and bar **rhyme**; house and mouse **rhyme**.

If the two **words** sound different, they do not **rhyme**.

**Imperatives** – sentences used to issue a command or instruction, make a request, or offer advice. ... In the **examples** of **imperative** sentences here, you'll note that each line is issuing a command of some sort: Pass the salt. Move out of my way!

**contrasts** – **Contrast** often **means** “opposite”: for **example**, black is the opposite of white, and so there's a **contrast** between black ink and white paper.

But **contrast** can also happen when the two things are just very different.

**clauses** - Colons (:) are used in sentences to show that something is following, like a quotation, example, or list. Colons can be used to separate two independent clauses. These are clauses that can stand alone as two complete thoughts.

- Never forget this point: think before you speak.
- The world is a stage: play your role well.

**Abbreviations** - a shortened form of a word or phrase.

UN is the abbreviation for the United Nations.

The letters i.e. are an abbreviation of a Latin phrase that means "that is."

**Class discussion** : Look again at the slogans A–E. Use the chart below to record examples of the patterns of language used in these slogans.

- A** Never refuse to recycle and reuse.
- B** Recycle your trash or you'll trash the Earth.
- C** Don't throw it away: use it another day.
- D** Recycle today for a cleaner tomorrow.
- E** Don't be a fool: recycling is cool!

| PATTERN                                   | EXAMPLES         |
|---|------------------|
| words that rhyme                          |                  |
| imperative verbs that tell you what to do | B/D Recycle      |
| contrasts                                 | D today/tomorrow |
| two clauses joined with a colon           |                  |
| abbreviations                             |                  |

### **ACTIVITY 3**

Class discussion : **ACTIVITY 3**

Few students present their slogans and annotate the patterns of language used in their slogan and explain the persuasive effect

**Peers listen and respond appropriately asking questions and giving feedback to slogans created.**

### **PLENARY:**

Teacher explains that

- slogans use strong patterns of language that make it easy to remember them .
- Rhyming words; imperative verbs; contrasts; abbreviations and clauses are some of the persuasive techniques used in the slogans

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### **ZOOM LESSON 2 –**

#### **LEARNING OUTCOMES:**

- Show awareness of the purpose of typical stories and issues in popular films and documentaries about the natural world
- Discuss the language features used in titles and blurbs.

#### **LEARNING OBJECTIVES: -**

- **Understand typical stories and issues in popular films and documentaries about the natural world**

## **SUCCESS CRITERIA**

### **I can**

- identify the main idea of the interview
- annotate presentational and structural features
- match the titles of nature documentaries and the blurbs
- understand the purpose for making a nature documentary
- annotate key words and phrases
- explain the effect of words and phrases used in titles and blurbs
- listen to others' response and make notes
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### **INSTRUCTIONS to Students**

- in your **Note book**, make a mind map of examples of words and phrases that suggest key ideas,
- [Your notes can then be referred to later in the lesson.](#)

### **TEACHING ACTIVITY 1:**

Teacher asks students to list reasons about why people would watch nature documentaries?

Students respond giving reasons/purposes of their choice focusing on:

photography

Entertaining

Informative

Shows how to protect environment

### **ACTIVITY 2-**

Read the extract from an interview with Luc Jacquet, director of March of the Penguins. Think about the reasons he gives for making the film.

'I am particularly inspired by the sheer beauty of Antarctica, and I felt this was a great story for the

movies—the penguins living on the razor's edge. It's about the struggle between life and death. The penguins live where no other creature can. This is what struck me the most. How do they do it? How do they manage? I wanted to write a story that made the viewer feel like he or she was really right there with the penguins...to tell things more as I felt them, rather than to describe them as a scientist. In my opinion, the best way to protect the planet is to get people to like it. One protects what one loves. It's obvious that global warming has an impact on the penguins. But we have to find other ways to communicate to people about it, not just lecture them.'

Q. Why do you think Luc Jacquet made the *March of the Penguins* ? Read the list of possible reasons and score each one T(true), F(false) or N( not enough evidence)

- a. to show people how beautiful Antarctica is
- b. to make a lot of money
- c. to make people aware of the impact of global warming
- d. to make people cry
- e. to share his admiration for the way penguins survive

### **TEACHING ACTIVITY 2**

Whole class discussion clarifying reasons/purposes for making *March of the Penguins* and the intended impact on the audience.

- *Note any additional reasons given for making the film and its intended effect on the audience, for example by drawing attention to the importance given to telling a powerful story.*

Students consolidate their understanding of Luc Jacquet's extract and consider his reasons for making a nature documentary

**HOMEWORK 1**= Write a summary of the reasons Luc Jacquet gives for making the film, *March of the Penguins* and post in GC

### TEACHING ACTIVITY -3

Whole class discussion of **TITLE AND BLURB** ( given as **ASYNCHRONOUS TASK** on 28<sup>th</sup> January)

In the grid below, the titles of nature documentaries and the blurbs that go with them are mixed up. Can you draw arrows or use numbers to match them together? Think carefully about the clues you are using when you do this.

|   | <b>Title</b>                      |   | <b>Blurb</b>  |
|---|-----------------------------------|---|---|
| 1 | <i>Save the Bears</i>             | a | As the wildebeest slowly mass into a huge single herd, the sound and sight is staggering, a charging mass of energy that stretches from one horizon to the other. Experience a journey like no other on the planet. |
| 2 | <i>Polar Bears in Peril</i>       | b | Bears are going to die unless we help them.   |
| 3 | <i>The Trek of the Wildebeest</i> | c | Majestic and noble, the lion is the most relentless fighter on the planet. But as their lands are threatened by mineral mining, for these big cats every day represents a perilous struggle for survival.           |
| 4 | <i>The Last Roar of the Lions</i> | d | Polar bears have ruled the Arctic for 100,000 years, but now they're struggling for survival as the ice around them shrinks.  |

1 \_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_

### TEACHING ACTIVITY

#### a. What is the purpose of the titles and blurbs in a documentary?

Explanation = titles, taglines and blurbs are structural features that sum up the content of the nature story or issue in a few words.

#### b. identify the key words that show

What the story is about .....

Who is involved .....

Where it happens .....



**Review of words and phrases as reinforcement activity**

a **word** is a letter or group of letters that has meaning when spoken or written.

a **phrase** is a group of words that stands together as a single grammatical unit, typically as part of a clause or a sentence.

A phrase does not contain a **subject** and **verb** and, consequently, cannot convey a complete thought.

**c. Find /annotate examples of powerful words and phrases or language features that attracted your attention.**

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**d. Explain the effect of the examples**

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**PLENARY**

Teacher recalls the main points covered :-

titles, taglines and blurbs sum up the content of the nature story or issue in a few words; Key words are used to give key information about what, where and who of the story or issue; powerful words and phrases are used to attract the attention of the audience, and for suggesting the angle that will be covered or the writers'/directors' reasons and purposes for presenting nature as they do.

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## LESSON 3– GC

### LEARNING OUTCOMES:

- Demonstrate or show understanding of writer’s language choices in documentary titles and blurbs .

### LEARNING OBJECTIVES

- Understand writers use of language to achieve effects
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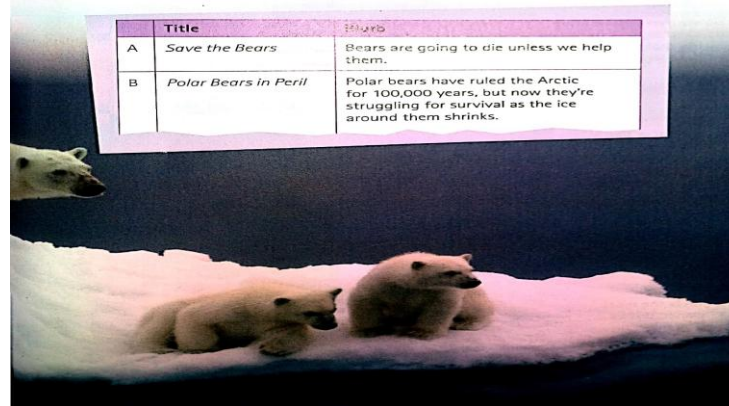
### SUCCESS CRITERIA:

- Express reasons and justify my choices
- Write examples of documentary titles and blurbs for different language features .

**NOTE TO TACHERS** (The following activity is suitable for students who need support )

#### Activity 3

- 1 The photograph is a still from a documentary about polar bears affected by global warming.
  - a Decide which title and blurb best sum up the documentary.
  - b Write a short paragraph explaining the reasons for your choice.



|   | Title                       | Blurb  |
|---|-----------------------------|--|
| A | <i>Save the Bears</i>       | Bears are going to die unless we help them.  |
| B | <i>Polar Bears in Peril</i> | Polar bears have ruled the Arctic for 100,000 years, but now they're struggling for survival as the ice around them shrinks. |

|   | <b>Title</b>                      |   | <b>Blurb</b>  |
|---|-----------------------------------|---|---|
| 1 | <i>Save the Bears</i>             | a | As the wildebeest slowly mass into a huge single herd, the sound and sight is staggering, a charging mass of energy that stretches from one horizon to the other. Experience a journey like no other on the planet. |
| 2 | <i>Polar Bears in Peril</i>       | b | Bears are going to die unless we help them.   |
| 3 | <i>The Trek of the Wildebeest</i> | c | Majestic and noble, the lion is the most relentless fighter on the planet. But as their lands are threatened by mineral mining, for these big cats every day represents a perilous struggle for survival.           |
| 4 | <i>The Last Roar of the Lions</i> | d | Polar bears have ruled the Arctic for 100,000 years, but now they're struggling for survival as the ice around them shrinks.  |

**Refer to Activity 3 on page 45 of your text SfW .**

Write the answer to

1 a. Decide which title and blurb best sum up the documentary ,

b. Write a short paragraph explaining the reasons for your choice.

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**ACTIVITY 2**

Use the table below to help you think about some of the typical language features used in titles and blurbs. Fill in your own examples in the space provided.

| <b>Feature</b> | <b>Example</b> | <b>Can you...</b> |
|----------------|----------------|-------------------|
|----------------|----------------|-------------------|

|  |   |   |  |
|--|---|---|--|
|  | <p>A colon used to introduce an example or expand an idea</p> | <p>This is life in summer:<br/>hot, humid and vast.</p> | <p>Think about documentary titles you have heard and write another example here:</p>   |
|  | <p>A rhetorical question used to make the reader think</p>    | <p>Who is the king of the desert?</p>                   | <p>Think about documentary blurbs you have heard and write another example here:</p>   |
|  | <p>Simple sentences</p>                                       | <p><i>Save the Bears</i></p>                            | <p>Think about documentary titles you have heard and write another example here:</p>   |
|  | <p>Alliteration (repeating consonant sounds)</p>              | <p><i>Polar Bears in Peril</i></p>                      | <p>Think about documentary blurbs you have heard and write another example here:</p> <p>Now use alliteration to invent a new title for a documentary about <b>protecting penguins or leopards</b> and write it here:</p> |

Lessons 4 and 5 would be  
ZOOM LESSON 3 and 4

**LEARNING OUTCOMES:**

- **Write an explanation of the effects of language choices in documentary titles and blurbs**
- **Write a tagline and blurb for a documentary**

**LEARNING OBJECTIVES**

Understand how titles, taglines and blurbs are used to summarise stories and issues to attract attention

**SUCCESS CRITERIA:**

- Make notes and discuss the tagline and the effect it creates.
- Explain the effect of use of language in titles, blurbs and taglines.
- Understand the effect of noun and noun phrase choices in the titles and blurbs
- Experiment with different head nouns, exploring how this can change the meaning and impact

**INSTRUCTIONS to Students**

- In your **Note book**, make notes on the *March of the Penguins* official trailer - the tagline and the effect it creates.
  - **Your notes can then be referred to later in the lesson.**

**TEACHING ACTIVITY 1**

Teacher displays a documentary title, *Life on Earth*, on PPT

- Using a dictionary and thesaurus to help, students to list as many synonyms and related words as possible for each of the nouns in the title (e.g. life: growth, existence, survival; earth: world, planet, globe).

### Teaching Activity – Use of Nouns and Noun Phrases (PPT)

- Teacher discusses (PPT – NOUNS AND NOUN PHRASES) and emphasises the effect of noun and noun phrase choices in the titles and blurbs and to consolidates or extend understanding of use of noun phrases for summarising information and attracting the reader’s attention.

**Skills for Writing**

**What is a noun?**  
A noun is a word that names people, places, events, ideas and objects:

- Antarctica
- continent
- South Pole
- wilderness
- oceans
- wildlife
- bird
- Emperor penguin
- journey
- survival

**Nouns**  
Nouns are important in descriptions of the natural world because they tell us quickly **what** is happening, **where** it happens and **who** is involved:

- In Antarctica, Emperor penguins make a long **journey** across the ice to breed.
- The **males** look after the **egg** for two months while the **females** return to the **sea** to feed on **fish, squid** and **krill**.

**Choosing nouns carefully**  
You can sound like an expert when you describe the natural world by choosing nouns carefully and precisely. Instead of 'lumps of ice' you could say:

- glaciers
- icebergs
- ice shelf
- ice sheet
- permafrost

**What is a noun phrase?**  
A noun phrase refers to the information added to the main, or 'head', noun in a sentence. It can go before or after the head noun:

- the sheer beauty of Antarctica
- oceans rich in krill and plankton
- a frozen wilderness
- the frozen continent at the southern tip of the earth
- an incredible journey
- a journey like no other on the planet

**Skills for Writing**

**How can I build a noun phrase?**  
You can put **adjectives** before the noun:

- icy winds
- massive blue glaciers
- a vast unexplored wilderness

You can put **adjectives** after the noun:

- the penguins, exhausted
- the males, protective and caring
- their journey, long and difficult

**Skills for Writing**

**How can I build a noun phrase?**  
You can add detail with an **adverb** and **adjective**:

- severely cold climate
- strangely shaped icebergs

A noun phrase is only part of a sentence. You will need to complete the sentence with a **finite verb**:

- The female penguins, remarkably resilient, travel over 80 km to find food for the chick.

**Skills for Writing**

**How can I build a noun phrase?**  
Other ways of building noun phrases include:

- using **who, which** or **that**:
- The penguins' **claws, which are sharp and strong**, help them grip the ice as they shuffle along.
- The **males, who are left behind**, protect the egg until the chick hatches.

using a **preposition** (e.g. with, at, from, on, in, across, between):

- With their strong sharp claws, penguins can grip the ice easily.
- The journey from the breeding colony to the sea is over 80 km.

**Skills for Writing**

**Noun phrases can be short or long**

- The Emperor **penguin** is well adapted to life in the Antarctic.
  - Does this description give you enough information?
  - What words could you add?
- Sleek and streamlined, with four layers of scale-like waterproof feathers which protect them from the icy winds and snows of even the coldest winter, the Emperor **penguin**, the largest of all the penguin species, is well adapted to life in the Antarctic.
  - Does this description give you too much information?
  - Which words could you cut out?

**Skills for Writing**

**Task**

Write a sentence describing the weather in an Antarctic winter.

Build detail around the head noun **climate**.

- Students experiment with different head nouns, exploring how this can change the meaning and

impact of some of the noun phrases on the reader

- Whole class discussion on why other choices may have a different effect on the reader.

**ACTIVITY:**

**Students watch the *March of the Penguins* official trailer and make notes on**

- What do the images tell you about the story?
- Which sentence from the voiceover would you choose as the film's tagline?

**Whole class discussion** and **Teacher's explanation** of the tagline in the trailer and the effect it creates.

**Refer to Page 46 =**

**Whole class discussion of the title, *The Trek of the Wildbeest*, the tagline and the blurb**

**Explanation:**

.... in summaries, every word counts, and that writers of nature documentaries carefully choose their nouns, and the information attached to them, to convey precise information and to attract attention.

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**ACTIVITY**

**- TITLES, TAGLINES AND BLURBS**

Look at the film poster for *The Last Roar of the Lions*, a documentary about lions battling for survival in the Okavanga Delta in Africa, as mining companies move in to search for precious metals.

- a. What does the image tell you about the story?

b. Complete the empty boxes in the chart.

|         |   | What effect does it have? |
|---------|---|---------------------------|
| Title   | <i>The Last Roar of the Lions</i>   |                           |
| Tagline | Only the strongest survive.   |                           |
| Blurb   | Majestic and noble, the lion is the most relentless fighter on the planet. But as their lands are threatened by mineral mining, for these big cats every day represents a perilous struggle for survival. |                           |

#### TEACHING ACTIVITY

Few students share their ideas with the class.

Teacher consolidates stressing on

- how powerful the lion appears
- lions are powerful but threatened/endangered species
- human encroachment threatens their existence.

Blurb=*Majestic and noble, the lion is the most relentless fighter on the planet. But as their lands are threatened by mineral mining, for these big cats every day represents a perilous struggle for survival.*

In the blurb, the writer uses an expanded noun phrase about the lion: ‘ *the most relentless **fighter** on the planet* ’

Why do you think the writer chose the noun ‘*fighter*’?

*What do the other details in the noun phrase tell you?*



-The key noun phrases in the blurb summarise information and attract attention

**TEACHER EXPLAINS THE HOMEWORK - 2.** (Page 47 Activity 2 1 b. and c.)

**Homework/ActiveLearn:**

### Activity 2

- 1 Read the fact file for the film *Polar Bear: Spy on the Ice*.
  - a Is it a good film title? Write a short paragraph explaining what you think.
  - b Write a tagline that sums up the story and attracts attention.
  - c Look back at the blurbs for *The Trek of the Wildebeest* and *The Last Roar of the Lions*. Use them as models to write a blurb for *Polar Bear: Spy on the Ice*. Write two or three sentences that summarise the story and make it sound interesting and exciting.

#### Fact file

Documentary made in 2011  
David Tennant is the narrator  
Shot mainly using hidden spy cameras  
Gets closer than ever before to polar bears' lives  
Shows the struggles they face as their ice-world shrinks

1. Page 47 Activity 2 1 b. and c.

**b. Write a tagline that best sums up the story, *Polar Bear: Spy on Ice* and attracts attention.**

**c. Look back at the blurbs for the *Trek of the Wildebeest* and *The Last Roar of the Lions*. Use them as models to write a blurb for *Polar Bear: Spy on the Ice*.**

**Write two or three sentences that summarise the story and make it sound interesting and exciting.**

**OR**

2. Students should complete ActiveLearn exercises **Nouns and noun phrases** to develop their understanding of nouns and noun phrases and explore the effect that they create

### PLENARY :

- -the summative text (blurb) , the title and tagline are used to summarise stories and make them sound interesting or exciting  
in summaries, every word counts. The writers of nature documentaries carefully choose their nouns, and the information attached to them, to convey precise information and to attract attention