

**YEAR 7 ENGLISH LANGUAGE TERM- 2 - WEEK 2- DISTANCE LEARNING PLAN**

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

**Class and Section:** YEAR 7

**Subject:** ENGLISH LANGUAGE

**Week 2 :** - 7<sup>TH</sup> FEB – 11<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 – DESCRIBING NATURE USING COMPARISONS (SFW PGS – 48-49)

**NON-FICTION- GETTING UP CLOSE (SFW PGS - 50/51)**

**Students' Access to Work:** Work sent to students through Google Classroom

**Topic:** PRESENTING THE NATURAL WORLD

**ZOOM-1- DESCRIBING NATURE USING COMPARISONS (SFW PGS – 48-49)**

**ZOOM-2 - DESCRIBING NATURE USING COMPARISONS (SFW PGS – 48-49)**

**GC- ACTIVITIES BASED ON COMPARISONS**

**ZOOM-3- GETTING UP CLOSE (SFW PGS - 50/51)**

**ZOOM-4 - PLANNING FOR SPOKEN LANGUAGE –BIOGRAPHY**

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

<b>DATE/ LESSON No.</b>	<b>7<sup>TH</sup> FEB- 11<sup>TH</sup> FEB'2021 - No. of lessons – 5 LESSONS</b>
<b>WEEK 2</b>	
<b>LESSON 1</b>	<p data-bbox="359 203 1543 235"><b>LESSON 1 - DESCRIBING NATURE USING COMPARISONS (SFW PGS – 48-49)</b></p> <p data-bbox="359 267 619 300"><b>ZOOM LESSON 1</b></p> <p data-bbox="359 332 724 365"><b><u>LEARNING OUTCOME:</u></b></p> <ul data-bbox="409 373 976 414" style="list-style-type: none"> <li>• recognise the effect of using comparison</li> </ul> <p data-bbox="359 422 619 462"><b>OBJECTIVES:</b></p> <ul data-bbox="409 479 1144 560" style="list-style-type: none"> <li>• understand the purpose of using comparison</li> <li>• comment on the impression the writer wants to create</li> </ul> <p data-bbox="359 584 724 625"><b>SUCCESS CRITERIA</b></p> <p data-bbox="359 641 451 673"><b>I can</b></p> <ul data-bbox="409 690 1333 803" style="list-style-type: none"> <li>• identify similes and metaphors</li> <li>• infer how writer's build visual details using of simile and metaphors</li> <li>• select relevant comparisons and invent three comparisons .</li> </ul> <p data-bbox="359 852 829 893"><b><u>INSTRUCTIONS to Students</u></b></p> <ul data-bbox="409 933 1690 1006" style="list-style-type: none"> <li>- in your <b>Note book</b>, make a mind map of examples of words and phrases that suggest key ideas,</li> <li>- <b><u><a href="#">Your notes will help to answer questions posted in Google Classroom</a></u></b></li> </ul> <p data-bbox="359 1039 745 1079"><b>TEACHING ACTIVITY- 1</b></p> <ul data-bbox="409 1128 1722 1177" style="list-style-type: none"> <li>➤ Show students the image of the Earth as a pale blue dot as seen from space( PG-48 -Activity1SFW)</li> </ul> <p data-bbox="359 1185 430 1218">Ask:</p> <ul data-bbox="409 1226 1732 1404" style="list-style-type: none"> <li>• What is this?</li> <li>• What are we looking at?</li> <li>➤ Encourage students to think individually about what this is, then share and compare ideas with class</li> <li>➤ Could further simplify asking the following questions that might help them engage with the image, e.g.</li> </ul>

- What do you first notice?
- What else do you see when you look more closely?
- Who might have taken this photograph?
- List nouns and noun phrases that describe what they see.

**WHOLE CLASS DISCUSSION:** Students share responses explaining what they see in the picture and list nouns and noun phrases describing what they see.

### **ACTIVITY 1**

*In 1990, the astronomer Carl Sagan asked the Voyager 1 spacecraft to photograph Earth from a distance of nearly 6 billion kilometres.*

*Watch the Carl Sagan's 'Pale Blue Dot' video carefully and pay attention to the comparisons he uses to describe the Earth.*

- What comparisons are used and what impression does he want to give the reader?

Students briefly share responses identifying comparisons and impression the writer wants to give the reader.

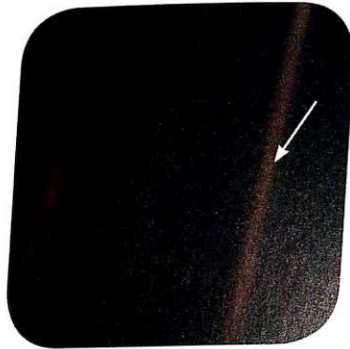
### **TEACHING ACTIVITY 2: PLENARY**

Teacher concludes the lesson discussing

- why comparisons are useful in describing the natural world.
- Stress that metaphors and similes are powerful tools for describing unusual or strange features.
- could point out that the names of many creatures are actually metaphors that emphasise an aspect of appearance or behavior, Eg. Venus Fly trap; seahorse; dragonfly; Poison Dart Frog.

- Teacher guides students about **HOMEWORK 1- - INVENT COMPARISONS**

**Students write the answers in their notebooks**



element that makes up a larger picture.

*A ... the size of a marble, the most beautiful you can imagine. That beautiful, warm, living object looked so fragile, so delicate, that if you touched it with a finger it would crumble and fall apart.  
(James Irwin)*

*B ... a sparkling blue and white jewel, a light, delicate sky-blue sphere laced with slowly swirling veils of white, rising gradually like a small pearl in a thick sea of black mystery.  
(Edgar Mitchell)*

### **Activity 1**

**1** Look at the photographs of Earth from space and read the astronauts' descriptions on the right.

**a** Which description paints the best picture for you?

Explain your choice.

**b** Using either of the photographs to help you, invent two or three comparisons of your own to describe Earth as seen from space.

## LESSON 2

### ZOOM LESSON 2

#### LEARNING OUTCOME:

Comment on the effectiveness of the different choices of similes and metaphors.

#### LEARNING OBJECTIVES:

- develop active reading skills and strategies
- understand how writers and presenters use simile and metaphor to describe the natural world
- explain if the comparison help to 'see' or understand the feature more clearly

#### SUCCESS CRITERIA: I can

- annotate the text and identify *Noun phrases; verbs; and Comparisons (metaphors and similes)*
- explain unusual comparisons which make us see the natural world in a new way.

#### **TEACHING ACTIVITY 1: Explanation, feedback and guidance on **HOMEWORK 1****

Few students share their comparisons and to describe the earth as seen from space.

#### **TEACHING ACTIVITY 2**

Teacher reviews Similes and Metaphors to consolidate understanding and clarify doubts.

#### **PPT - SIMILES AND METAPHORS**

#### **ACTIVITY 2- REINFORCEMENT ACTIVITY**

Students look at a variety of phrases which describe the natural world and identify similes and metaphors by completing **INTERACTIVE RESOURCE -3.3**

## ACTIVITY- 3

### Activity 2

- 1 Read these descriptions of sea creatures and for each one decide:
  - a Which creature is being described? Match the correct letters and numbers.
  - b What features of the creature are described and what are they compared to? Be as precise as possible.
  - c Is it a good comparison? Explain your answer.

A ... a long, torpedo-shaped body. At one end, surrounding a beak-like mouth strong enough to cut through steel cable, are five pairs of arms.

B ... a few metres away was a pointed nose, and a mouth lined with razor-sharp teeth, coming at him.

C ... the tail breaks the surface and rears up into the air, dripping with water. It is as wide as the wings of a small aircraft.

1 A great white shark

2 A blue whale

3 A giant squid

### What do better writers do?

Better writers:

- use similes and metaphors to surprise or shock us: unusual comparisons can make us see the natural world in a new way.



### Activity 3

## TEACHING ACTIVITY 3

In feedback,

- encourage students to be precise about the nature of the comparisons made by the writers:
- Exactly *what* is being compared with *what*, and what do those two things have in common?
- Does the comparison help us to 'see' or understand the feature more clearly?

#### ACTIVITY 4

Read and annotate the text.

#### Things that go chomp in the night

John Downer

It isn't a pleasant thought, but you're never alone in bed. As you snuggle up among the sheets and blankets, an army of tiny refuse-collectors sifts and chews its way through your dreams.

Beneath the sheets of even the cleanest bed lurk thousands of eight-legged scavengers. We never notice our uninvited guests because each one is smaller than a speck of dust. They are only able to survive in this seemingly barren landscape because, each night, cells flake from our skin surface and shower down on them like manna from heaven.

Sustained by this nutritious snowstorm, up to two million dustmites are able to survive in the average mattress...they graze the vast savannah of our sheets, like herds of miniature wildebeest.

- Fill in the given table identifying *Noun phrases; verbs; and Comparisons (metaphors and similes)*

Noun phrases	Verbs	Comparisons (metaphors and similes)

- Explain which comparison you think is most surprising or unusual.

*For teachers:*

*Noun phrases : two million dustmites /thousands of eight-legged scavengers/ our uninvited guests/ cells from our skin surface*

*Verbs: lurk /chew/ chomp/sift /graze/survive/flake/shower down*

*Comparisons (metaphors and similes): an army of tiny refuse-collectors/each one smaller than a speck of dust / like herds of miniature wildebeest/ the vast savannah of our sheets/ this seemingly barren landscape*

#### **TEACHING ACTIVITY 4 : Plenary**

- Teacher takes feedback from a few volunteers and explains

Better writer:

- use simile and metaphors to surprise and shock us: unusual comparisons can make us see the natural world in a new way.

### **LESSON 3- GOOGLE CLASSROOM**

#### **LEARNING OUTCOME:**

- explain why comparisons are useful in describing the natural world

#### **LEARNING OBJECTIVES:**

- understand that Similes and Metaphors are powerful tools for describing unusual or strange features
- invent your own description of a dustmite or another creature of your own choice.

#### **SUCCESS CRITERIA:**

**I can**

- infer how writers and presenters use simile and metaphor to describe the natural world
- create my own description of a dustmite or another creature using *Noun phrases; verbs; and Comparisons (metaphors and similes)*

#### **ACTIVITY 1**

<b>Noun phrases</b>	<b>Verbs</b>	<b>Comparisons (metaphors and similes)</b>
two million dustmites	lurk	an army of tiny refuse-collectors
thousands of eight-legged scavengers	chew chomp sift	each one smaller than a speck of dust like herds of miniature wildebeest
our uninvited guests	graze	the vast savannah of our sheets
cells from our skin surface	survive flake	this seemingly barren landscape



shower down
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- Make three different sentences from the table above? You can change the order of words and add words of your own.

For example:

*Like herds of miniature wildebeest, dustmites graze on cells from our skin.*

*Each uninvited guest is smaller than a speck of dust.*

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## ACTIVITY 2

Invent your own description of another creature of your own choice.

- Start by listing noun phrases that describe the creature's body – its legs, eyes, mouth and so on.
- Choose verbs that describe the way it moves.
- Finally, think of objects that you can compare your creature with, to paint a clear picture of it.
- Use your ideas to create different sentences describing your creature. Remember you can change the order of words and add extra words.



Noun phrases	Verbs	Comparisons (metaphors and similes)
its rounded back	prowl s	like a coat of armour

pin-like legs

scuttles

an alien from another planet

For example: *An alien from another planet, it scuttles across the floor on pin-like legs.*

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## **ZOOM LESSON 4 – LEARNING OUTCOMES**

- understand that documentary film makers use different camera shots to make close-up encounters with creatures memorable

### **LEARNING OBJECTIVES:**

- develop active reading skills and strategies
- Understand how creatures and settings in the natural world are described in close detail
- Explore the difference between past and present tense verbs
- Understand the purpose of making documentaries

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

- read the interview and infer Verity White's likes and dislikes and her personal qualities
- understand writer's choice of use of past and present tense
- explain that documentary film makers use different camera shots to make close-up encounters with creatures memorable; writers use words.
- Focus on details to recreate a scene

### **Instruction to students**

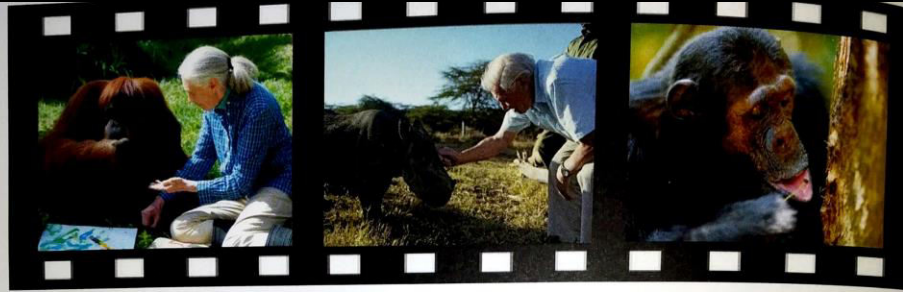
- Read and annotate the language features in the text that describe

- **infer the** key ideas,
- make notes of teacher's explanation of meanings and ideas

### **TEACHING ACTIVITY 1 :**

- Teacher: Using YouTube, students search for video clips of naturalists' close-up encounters with creatures such as David Attenborough's encounter with a blind baby rhino.
- Teacher asks students about their own and others' most memorable close encounters with creatures in the wild.
- ask students what scene from nature they would most like to capture in a photograph.
- Explain that Film-makers and writer's observe nature very carefully, giving us a close-up views of the natural world through photography or documentaries.

### **ACTIVITY 1**



### Activity 1

1 Read the interview with Verity White, a wildlife film-maker and producer. Using evidence from the interview, explain:

a What does Verity most and least enjoy about her job?

b Which of these skills and personal qualities are important in her job?

- patience
- courage
- knowledge about animals
- curiosity about nature.

c Would you like to do what she does? Explain why, or why not.

#### What do you get up to in an average day at work?

It differs all the time. Sometimes I'll spend the day walking through the Congo or getting stung by honeybees trying to get close-ups, other times I'm in the cosy edit in Bristol for weeks at a time.

#### What is the most challenging aspect of your job?

Being away from home for weeks at a time.

#### How long does it usually take to you to make a wildlife documentary?

It totally depends on time and budget. I made a film on African honeybees in a year; the 'Africa' series took four.

#### What is your favourite aspect of your job?

I love sitting in wild places, waiting for animals and behaviour. Sometimes it's for days at a time with hardly any sleep, but I get to make a connection with the earth that it's only possible to make by being totally still and silent. Your senses are heightened, smell, sight and hearing – everything becomes sharpened and for a brief time you can become a part of the landscape – it's magic! But it's not the only fun part: talking to scientists and finding amazing new stories is always exciting – marvelling at the animal kingdom then wondering how on earth to do the story justice on film is a fun challenge.

#### Have you ever had any dangerous experiences while filming wildlife?

Mostly whilst travelling – that's the most dangerous part! I climbed a tree once when an angry rhino got between me and the car. First and last tree I ever climbed...

### TEACHING ACTIVITY 1: Discussion and Explanation

Few students share their responses on Verity White's likes and dislikes and her personal qualities and also comment on their choice with reasons.

**ACTIVITY 2-** Read Jane Goodall's account of her close encounter with the chimpanzee she called David Graybeard.

I had had a frustrating morning, tramping up and down three valleys with never a sign or a sound of a chimpanzee...not only weary but soaking wet from crawling through dense undergrowth. Suddenly I stopped, for I saw a slight movement in the long grass about sixty yards away. Quickly focusing my binoculars, I saw that it was a single chimpanzee, and just then he turned in my direction. I recognised David Graybeard.

He was squatting beside the red earth mound of a termite nest. I saw him carefully push a long grass stem down into a hole in the mound. After a moment he withdrew it and picked something from the end with his mouth. I was too far away to make out what he was eating, but it was obvious that he was actually using a grass stem as a tool.

For an hour David feasted at the termite mound and then wandered slowly away. When I was sure he had gone, I went over to examine the mound...I picked up one of his discarded tools and carefully pushed it into a hole myself. Immediately I felt the pull of several termites as they seized the grass, and when I pulled it out there were a number of worker termites and a few soldiers, with big red heads, clinging on...

- Explain that Jane Goodall wrote this account many years after the event took place.
- Check students' understanding of the extract by asking:
  - Why has she never forgotten this incident?
  - Why was it such a memorable encounter for her?
  - Which details in Jane Goodall's account are the most important and memorable?
  - Choose one sentence from each paragraph and explain your choice.

**TEACHING ACTIVITY 2 - CLASS DISCUSSION AND FEEDBACK:**

- Elicit that it was unexpected; she didn't know chimps could use objects like tools;
- she realised that David Graybeard was as clever as a human.
- Few students comment on the most important and memorable accounts

**ACTIVITY- 3** - Explore the difference between past and present tense verbs by completing [Resource 4.4 \(INT\)](#)

### Should I write in the past tense or the present tense?

Good writers know which **verb tense** to use in their writing and the effect they want to achieve. Jane Goodall is recounting an event from many years ago, so she chooses **past tense verbs** to tell the story:

'He was squatting beside the red earth mound of a termite nest. I saw him carefully push a long grass stem down into a hole in the mound.'

But in his account of dustmites, John Downer chooses **present tense verbs**:

'As you snuggle up among the sheets and blankets, an army of tiny refuse-collectors sifts and chews its way through your dreams.'

He wants us to feel that dustmites are in bed with us every night!

- 1 Read the second paragraph of Jane Goodall's account again, but change all the past tense verbs into the present tense as you read. What difference does it make?
- 2 Using present tense verbs, write a short script for the voiceover to accompany your storyboard. Write one sentence for each frame, for example: *The chimp pokes a grass stem into the termite mound and holds it there for a while.*

### **TEACHING ACTIVITY 4: PLENARY**

Teacher concludes the lesson discussing

## CHECK YOUR WRITING

- ➔ In your short voiceover script, highlight the verbs you have used. Are they in the present tense?
  - Read your script aloud, preferably to a partner so that you can ask for their feedback to these questions:
  - Are events clearly described?
  - Does the script sound like the voice of an expert on the natural world?

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### ➤ The purpose of making documentaries

- Explain that documentary film makers use different camera shots to make close-up encounters with creatures memorable; writers use words.

## HOMEWORK 2

Using the worksheet on Shot types create a story board to recreate this scene. for Jane Goodall's – **TO BE UPLOADED IN GC**

## Shot Types

There is a convention in the video, film and television industries which assigns names and guidelines to common types of shots, framing and picture composition. The list below briefly describes the most common shot types (click the images for more details).

Notes:

- The exact terminology varies between production environments but the basic principles are the same.
- Shots are usually described in relation to a particular subject. In most of the examples below, the subject is the boy.
- See below for more information and related tutorials.



**EWS (Extreme Wide Shot)**

The view is so far from the subject that he isn't even visible. Often used as an establishing shot.



**VWS (Very Wide Shot)**

The subject is visible (barely), but the emphasis is still on placing him in his environment.



**WS (Wide Shot)**

The subject takes up the full frame, or at least as much as comfortably possible.  
*AKA: long shot, full shot.*



**MS (Mid Shot)**

Shows some part of the subject in more detail while still giving an impression of the whole subject.



**MCU (Medium Close Up)**

Half way between a MS and a CU.



**CU (Close Up)**

A certain feature or part of the subject takes up the whole frame.





**ECU (Extreme Close Up)**  
The ECU gets right in and shows extreme detail.  
Variation: Choker



**Cut-in**  
Shows some (other) part of the subject in detail.



**CA (Cutaway)**  
A shot of something other than the subject.



**Two-Shot**  
A shot of two people, framed similarly to a mid shot.



**(OSS) Over-the-Shoulder Shot**  
Looking from behind a person at the subject.



**Noddy Shot**  
Usually refers to a shot of the interviewer listening and reacting to the subject.



**Point-of-View Shot (POV)**  
Shows a view from the subject's perspective.



**Weather Shot**  
The subject is the weather. Can be used for other purposes, e.g. background for graphics.

See also:

- Camera Angles
- The Rules of Framing
- The Rule of Thirds
- Crossing the Line (Reverse Cuts)
- Dutch Tilt
- Talking Head
- Pickup Shots

Imagine that you are producing a film about Jane Goodall and want to recreate this scene. You have 12 seconds of film you can use for it – enough for 3 or 4 frames only. Decide which details you will focus on. You can annotate the text to show this.

I had had a frustrating morning, tramping up and down three valleys with never a sign or a sound of a chimpanzee...not only weary but soaking wet from crawling through dense undergrowth. Suddenly I stopped, for I saw a slight movement in the long grass about sixty yards away. Quickly focusing my binoculars, I saw that it was a single chimpanzee, and just then he turned in my direction. I recognised David Graybeard.

He was squatting beside the red earth mound of a termite nest. I saw him carefully push a long grass stem down into a hole in the mound. After a moment he withdrew it and picked something from the end with his mouth. I was too far away to make out what he was eating, but it was obvious that he was actually using a grass stem as a tool.

For an hour David feasted at the termite mound and then wandered slowly away. When I was sure he had gone, I went over to examine the mound...I picked up one of his discarded tools and carefully pushed it into a hole myself. Immediately I felt the pull of several termites as they seized the grass, and when I pulled it out there were a number of worker termites and a few soldiers, with big red heads, clinging on...

Use the frame below to create a storyboard for the scene.

Sketch or describe what				
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	viewers will see in each frame					
	Write details of length and type of shot, e.g. 4 secs CU (Close Up)					
	Write the voiceover script for each frame – the words viewers will hear, matched to each shot					

**LESSON 5**

**LESSON 5 – ZOOM LESSON- SPOKEN LANGUAGE**

**LEARNING OUTCOMES:**

**To speak about a person who has inspired you the most.**

**LEARNING OBJECTIVES:**

- Demonstrate presentation skills in a formal setting
- Listen and respond appropriately to spoken language, including to questions and feedback on presentations
- Use spoken Standard English effectively in speeches and presentations.

**SUCCESS CRITERIA**

- Use mind maps ;
- Create timeline;
- Develop questioning skills;
- Realise the difference between open and closed questions;
- Realise the difference between fact and opinion;
- Develop the skills of making notes;  
Expand notes;
- To speak confidently
- To listen and respond to presentations

➤ Do some fact-finding research. Just follow these three steps.

**1. Pick a Subject**

Choose someone you want to write about. FOR EXAMPLE ; your family member; hero; idol;

**2. Ask Questions**

Brainstorm a list of questions about this person. Here are a few samples to help get you started:

- Where was this person born? In what year?
- Where did this person grow up?
- What does/did this person do for a living?
- Why is this person famous? What did/does this person do to become famous?
- How has this person made an impact on others' lives?

Questions may vary.

- Think about what you really want to know about the person.
- in your [Notebook](#) to record your questions, answers. **(Planning to be uploaded)**
- Now that you've have a list of facts, you are ready to write your biographical sketch.

**Independent writing Task:** Write up their findings into biography.

Prepare to present your work and comment on your peers work.

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