

**YEAR 8 ENGLISH LANGUAGE**

**TERM 2 WEEK 2 – DISTANCE LEARNING PLAN**

**Name of the teacher:**

**Class and Section: YEAR 8**

**Subject: ENGLISH LANGUAGE**

**Week 2: 7<sup>th</sup> February- 11<sup>th</sup>February**

**No. of lessons – 5 LESSONS**

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

**Topics: INFORM, EXPLAIN, DESCRIBE TEXTS-  
▪ ARTICLES**

**Overall Objectives:**

- Develop close reading skills, strategies
- Identify and understand key words
- Understand main ideas in a non-fiction text

**Resources- Jane Goodall: biography of a primatologist by Cynthia Stokes Brown**

**"More about Boy -Tales from Roald Dahl's Childhood"**

**(Shared on Google Classroom)**

**ZOOM LESSONS 1& 2 -- Jane Goodall: biography of a primatologist by Cynthia Brown&More about Boy -Tales from Roald Dahl's Childhood**

**ZOOM LESSON 3&4 - Zoom (Group Presentations)**

**ZOOM LESSON 5 –Writing Task (GC)**

<b>DATE</b>	<b>ACTIVITY</b>
<b>SUNDAY L7&amp;L8</b>	<b>ZOOM LESSON 1&amp;2</b>  <b><u>Learning Outcomes:</u></b> <ul style="list-style-type: none"><li>❖ To understand the terms biography and autobiography; its structure and purpose</li><li>❖ To compare and differentiate between a biography and an autobiography</li><li>❖ To understand how chronological structure works in biographies and autobiographies</li></ul>

### **Learning Objectives:**

- ❖ Skim and scan for details and identify key ideas
- ❖ Infer meanings of words in context
- ❖ Compare the difference in the use of language, form and structure in autobiography and biography

### **Success Criteria:**

Students will be able to:

- ❖ Summarize and synthesize key ideas in the text
- ❖ Infer meanings of words in context
- ❖ Infer main ideas and link to key words

### **ACTIVITY-1**

Ask a couple of students to look up and read out the dictionary definition of biography and autobiography.

### **WHOLE CLASS DISCUSSION**

- ❖ Have you read any other biographies or autobiographies?
- ❖ Whose autobiography /biography would you like to read?

### **TEACHER-LED ACTIVITY**

Teacher explains that the word autobiography comes from the Greek language and is a compound of autos (self) + bios (life) + graphe (write). It is an account of a person's life written by that person.

- ❖ Autobiographies/biographies follow the past, present and future tense in order!
- ❖ They usually begin with childhood – which is....
- ❖ Then teenage life which is.....
- ❖ Then the writing usually talks about the persons' current situation – which is.....
- ❖ Sometimes the biography/ autobiography talks about the persons' plans for the future – which is.....

### **STUDENT-LED ACTIVITY**

Students then read the extract on **Jane Goodall**, English primatologist and anthropologist, followed by class discussion on the following questions.

- ❖ Is this a work of fiction or non-fiction?
- ❖ Why would a person choose to write about another person?
- ❖ Would it be an easy task? Why?
- ❖ Discuss how a biography should be based on 'fact', not fiction.

Students skim and scan the following two extracts:

- ❖ Make a mind map in your Note book on main ideas.
- ❖ 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 .

**EXTRACT 1:**

**Jane Goodall: biography of a primatologist  
By Cynthia Stokes Brown**



*In 1960 Jane Goodall pioneered the study of chimpanzees in the wild, showing the world how similar chimpanzee behavior is to that of humans, and helping to demonstrate the close evolutionary relationship of the two species.*

**An early interest in animal life**

Jane Goodall was born in London, England, in 1934. Her parents were Mortimer Herbert Morris-Goodall, a car-racing businessman, and Margaret Myfanwe Joseph, a novelist who published under the name Vanne Morris-Goodall.

When Jane was just over a year old, her father gave her a stuffed toy, a lifelike replica

of a chimpanzee, named "Jubilee" after the first chimpanzee infant ever born at the London Zoo. The toy horrified some of her mother's friends, who thought that it would give Jane nightmares. They could not foresee the favorable influence it would have on her. 8

Goodall's interest in observing animal life showed up early. When she was 4, she wanted so badly to know how an egg came out of a hen that she hid inside a small henhouse for nearly four hours waiting to see it happen. Meanwhile, the whole household had been searching for her and had even reported her missing to the police. Goodall's fascination with Africa was aroused by reading *The Story of Doctor Dolittle* by Hugh Lofting. Lofting depicts Dolittle as a kindly doctor who travels to Africa and talks to animals. Jane also read all of the Tarzan books. Her mother encouraged her dream of studying animals in Africa — assuring her that she could do it if she worked hard and believed in herself. 17

### **WHOLE CLASS DISCUSSION**

1. *"They could not foresee the favorable influence it would have on her."* Explain the significance of this line.
2. What point of view has the writer used?
3. Why would a person choose to write a biography or autobiography?
4. What makes the lives of Jane Goodall so interesting?
5. What can you learn about Goodall by reading about her life?

### **EXTRACT 2**

***This extract is taken from "More about Boy-Tales from Roald Dahl's Childhood"***

The weather was exceptionally mild that Christmas holiday and one amazing morning our whole family got ready to go for our first drive in the first motor-car we had ever owned. This new motor-car was an enormous long black French automobile called a De Dion-Bouton which had a canvas roof that folded back. The driver was to be that twelve-years-older-than-me half-sister (now aged twenty-one) who had recently had her appendix removed. She had received two full half-hour lessons in driving from the man who delivered the car, and in that enlightened year of 1925 this was considered quite sufficient. Nobody had to take a driving-test. You were your own judge of competence, and as soon as you felt you were ready to go, off you jolly well went. 8

As we all climbed into the car, our excitement was so intense we could hardly bear it.

'How fast will it go?' we cried out.

'Will it do fifty miles an hour?'

'It'll do sixty!' the ancient sister answered. Her tone was so confident and cocky it should have scared us to death, but it didn't.

'Oh, let's make it do sixty!' we shouted.

'Will you promise to take us up to sixty?'

'We shall probably go faster than that,' the sister announced, pulling on her driving-gloves and tying a scarf over her head in the approved driving-fashion of the period.

**WHOLE CLASS DISCUSSION**

Class Discussion on the main ideas in text two.

How has the writer used language and structural features to make the extract funny and interesting?

How old is the narrator? How do we know that?

Find words and phrases that show the attitude of Dahl's sister.

**COMPARISON OF TWO TEXTS**

What is the difference between the books written about Jane Goodall and the book written by Roald Dahl?

Discuss the differences using ppt and ask students to fill in the **comparison worksheet**.

COMPARISON BETWEEN BIOGRAPHY AND AUTOBIOGRAPHY

	JANE GOODALL <i>(Give evidence from the text)</i>	ROALD DAHL <i>(Give evidence from the text)</i>
<i>Order of Events (chronological/non chronological)</i>		
<i>Point of View</i>		
<i>Who is the narrator?</i>		
<i>Objective/ Subjective</i>		
<i>Use of language</i>		

**PLENARY:**

Teacher recalls the meaning of the term 'autobiography', its structure and purpose and differentiates between a biography and an autobiography

### BIOGRAPHY

- tells us about the person's environment;
- what effect that person has had on others;
- shows that the author knows a lot about the person;
- telling facts about a real person's life;
- showing the truth, the person's strengths and weaknesses;
- tells us why this person is interesting;
- tells us how the writer feels about the person;
- is written in the third person.

### AUTOBIOGRAPHY

- is written by the central person in the book;
- shows the emotions and feelings of the writer;
- tells of the people who have had the biggest influence on the author's life;
- recounts the main significant events that have changed and influenced the author;
- is written in the first person.

**ACTIVITY: Convert the biography into an autobiography (check last slide of ppt attached)**

### HOMEWORK:

- Students will be divided into 5 groups.
- From the list provided, they will choose one important personality, research, collaborate and present their biography in an interesting manner.
- Guidelines for the presentation should be sent on GC.

**TUESDAY  
L1  
THURSDAY  
L3**

### LESSON 3&4 -- ZOOM LESSON

#### Learning Outcomes:

- ❖ To collaborate and cooperate with group members to create an appropriate presentation
- ❖ To understand the features of a biography
- ❖ To listen and provide clear feedback to peers

#### Learning Objectives:

- ❖ To prepare and organise appropriate and interesting presentation
- ❖ To be aware of the range of suitable presentational styles
- ❖ To display awareness of their audience

**Success Criteria:**

Students will be able to:

- ❖ Express ideas and opinions in a formal setting
- ❖ Organise a presentation for maximum impact on an audience
- ❖ Achieve the purpose of the presentation
- ❖ Listen carefully and respond appropriately to questions

**TEACHER-LED ACTIVITY**

Teacher reviews the guidelines given for the presentation and give the students 5-10 minutes to prepare and discuss.

**STUDENT-LED ACTIVITY**

Each group present their ideas based on the guidelines provided.

Students are sent a copy of the assessment rubric. They peer assess and self asses using the rubric. The rubric can be used as a guide while providing feedback.

Student presentation will help with:

- Communication Skills: In a group while sharing your ideas and listening to others will automatically improve your communication skills.
- Divergent Thinking: In a group when you present your points you would think and consider all possible points on the topic and thus you improve your thinking process also.
- Analytical skills: You should have enough analytical ability to analyse the topic and the points and then present them in front of others for discussion. You need to be careful so that there is no logical inconsistency in your points.
- Research Skills

**(Guidelines and rubric are attached)**

**PLENARY:**

Teacher provides his/her feedback on the presentation in addition to the feedback given by peers.

**THURS  
L4**

**LESSONS 4**

**LESSON 5- GC**

- ❖ Writing about a significant experience that made a difference in your life is a short piece of autobiographical writing. **It should be your real life experience.**
- The autobiographical account could be about an incident that changed your life;
- A person, who had a strong influence on you and made you think differently
- A visit to a place that had a significant influence and the experience of visiting the place made changes in your life.

**Learning Outcomes:**

- ❖ To understand the purpose of an autobiography
- ❖ To use language and structure effectively to convey ideas
- ❖ To understand how chronological structure works in autobiographies

**Learning Objectives:**

- To write accurately and effectively for different purposes and audiences
- To describe, narrate, explain, give information
- To select, organize and emphasize facts, ideas and key points

**SUCCESS CRITERIA:**

**Students will be able to:**

- Select appropriate incidents or experiences from my life
- Use interesting and varied vocabulary to engage and entertain the reader
- Write in the first person and use past tense
- Include thoughts and feelings as well as facts
- Use a variety of sentence types (some short, snappy ones to build tension)
- Use a variety of punctuation and use accurate spelling and punctuation

**Qn.**

**Write an autobiographical account describing a memorable event or a person who has influenced you. Recall the features of an autobiography as you write your account.**

**(20 marks)**