

YEAR 8 ENGLISH LANGUAGE

TERM 2 WEEK 3 – DISTANCE LEARNING PLAN

Name of the teacher:

Class and Section: YEAR 8

Subject: ENGLISH LANGUAGE

Week 3: 14th February- 18th 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-

- GUIDE/ INFORMATION LEAFLET

Overall Objectives:

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

Resources- Skills for Writing, Unit 4, Page 52-55

Information Leaflet on Surfing

(Shared on Google Classroom)

ZOOM LESSONS 1&2 - Zoom (SFW Unit 4, Chapter 2-Instruct)

ZOOM LESSONS 3&4 – Guide/ Information Leaflet (Planning)

ASYNCHRONOUS LESSON 5- Writing a Guide

DATE	ACTIVITY
SUNDAY L7&8	<p><u>LESSON 1&2- ZOOM</u></p> <p><u>Learning Outcomes:</u></p> <ul style="list-style-type: none">❖ Write a set of instructions using imperatives, verbs and adverbs❖ Understand the main features of an instruction text❖ Strengthen their vocabulary and their knowledge and understanding of parts of speech and grammatical rules <p><u>Learning Objectives</u></p> <ul style="list-style-type: none">❖ Understand how to use imperatives, adverbial phrases and ellipsis to write clear, concise instructions❖ Identify and explain the effect of using different types of sentences.❖ Review understanding of the use of imperatives, adverbial phrases and ellipsis to write clear, concise instructions

Success Criteria:

Students will be able to:

- ❖ Identify and explain the use of imperatives and verbs in an instruction text
- ❖ Infer the writer's intention and analyse some elements of the writer's success in achieving it
- ❖ Assess their own understanding of the language used in an instruction text.

Starter Activity: Explore the student's understanding of an information text.

Ask questions like:

- Where have you recently read an instruction text?
- How is instruction text linked to information text?
- Remind them of instructions for the examination, instruction regarding COVID protocol etc
- Have a short discussion on **the kind of language** used in such texts. **(main focus)**

How to tie a tie



Display the above image and ask whether it requires any instructions?

Why? Why not? Discuss when written instructions are mandatory?

How can images help in giving a better idea about the task?

Teacher-Input: Teachers link to previous learning and remind the class that there are four sentence functions. [Resource 2.3 \(PP\)](#) (slides 1–2)

Direct students' attention to the **end punctuation** in each case. How flexible is the choice?

- A statement must end with a full stop,
- a question with a question mark;
- must an exclamation end in an exclamation mark? Almost always.
- Must a command end in an exclamation mark? No, not always.

Whole class Activity: Use **slide 3** to test up to four volunteers' drawing skills, asking them to illustrate or verbally explain how the same sentence could be a statement, question, command

or exclamation, depending on the situation, for example:

- statement: someone pointing at and identifying a fire
- question: someone sniffing as though smelling smoke, wondering whether there is a fire
- exclamation: the panicked realisation that there is a fire
- command: someone giving orders to a firing squad.

Plenary: Drawing, images, use of end punctuation, types of sentences, layout and organisation ;choice of words and phrases are the structural features and language of Instruction texts that help to understand the task better

ACTIVITY 1:

STEP 1: The 6 Stack UP STACKING
The fastest way to build a 6 stack is called the 3-2-1 method.
Learn this method and practise it over and over.

1. Start with 6 cups.

2. Pick up 3 cups in right hand first and then 2 in left leaving 1.

3. Release bottom cup in right hand to right of centre cup. Release bottom cup from left hand to left of centre cup. Three cups now form the base of your pyramid.

4. Release next cup in right hand on top of centre and right cups that form base. Set cup in left hand next to it. Set last cup (in right hand) on top.

5. Place hands around sides of cups as shown.

TIP: When picking up more than one cup, hold cups loose with pinky under bottom cup. Spread cups apart with fingers.

TIP: Alternate your hands "Right, left, right, left, right."

TIP: Down stack
Move 1: Slide b
Move 2: Pick up

Watch the following videos to introduce the sport of speed stacking which will feature in the lesson.

<https://www.speedstacks.com/videos/4TDYEZaYBuw>

<https://www.youtube.com/watch?v=uWNtCCUsTd8>

Read the instructions given under activity 1 and discuss the following questions focusing on the methods used to make the instructions as clear and concise as possible:

1 How have the writer and designer of this text tried to make it easier and clearer for the reader to understand how to do the six stack? Think about:

- the words
- the images
- the presentation and layout.

STUDENT-LED ACTIVITY: Compare the instructive video and the written instructions. Which is clearer and easier to follow? Why/how?

Point out that the text in the video is just as scripted and carefully structured as any text!

Make notes on why you think one is easier than the other in your notebook.

TEACHER DIRECTED FOCUS: After having discussed the features of the instruction text. Teacher focuses on the Writer's Workshop on page 54.

Explore and test the students understanding of imperatives, adverbs, adverbial phrases and use of ellipses. Students can be encouraged to give examples of adverbial from their surroundings.

ACTIVITY 2: SHORT WRITING TASK

Activity 2

1 Write a set of instructions, explaining to the reader how to do something. It could be:

- how to do a particular move in a sport that you play
- how to cook something simple like a piece of toast or a boiled egg
- something else where you have to follow a series of steps in a particular order.

Aim to:

- use imperative sentences to give direct instructions
- modify your choice of imperative verbs with adverbs and adverbial phrases of time, manner or place to clarify the instructions
- use ellipsis to squeeze as much information into your instructions as possible.

SELF/PEER-ASSESSMENT: Using the following, students check their work. One or two students can share their work which maybe peer assessed by giving comments on *what has been done well* and *what to improve*.

What do better writers do?

- Better writers:
- aim to make their instructions as clear and concise as possible. They do this by using imperative sentences, including adverbs and adverbial phrases of time, manner and place to explain in what order and how each instruction should be followed
 - can also use ellipsis to keep their instructions concise. However, they are very careful to keep their meaning as clear as possible, even when they miss out some less important words.

Better writers/ speakers use appropriate language and structure to help readers understand the instructions clearly and successfully.

HOMEWORK: Teachers should assign task on the active-learn platform under the chapter named Instruct.

PLENARY

Teacher concludes the lesson recalling different types of sentences, their purpose and also recalls the main features of an instruction text.

**TUESDAY
L1
THURS
L 3**

LESSON 3&4 -- ZOOM

Learning Outcomes:

- ❖ **Appreciate the impact of effective language choices on the reader**
- ❖ **Discuss and plan an information leaflet/ guide using the appropriate linguistic and structural features.**

Learning Objectives

- ❖ Identify a range of key information
- ❖ Summarize and synthesize key ideas
- ❖ Explore the structural features used in an information leaflet/ Guide

Success Criteria:

Students will be able to:

- ❖ **Annotate features of an information leaflet or guide**
- ❖ Identify how the writer uses facts to inform the reader
- ❖ Respond to a text by making precise points and providing relevant evidence.
- ❖ Collaborate and plan on how to write a guide.

Teacher-led Activity : Read the following leaflet and discuss the main ideas, use of structure and language. Consider the following questions.

What is the purpose of the guide? **(To instruct and inform, as well as explain)**

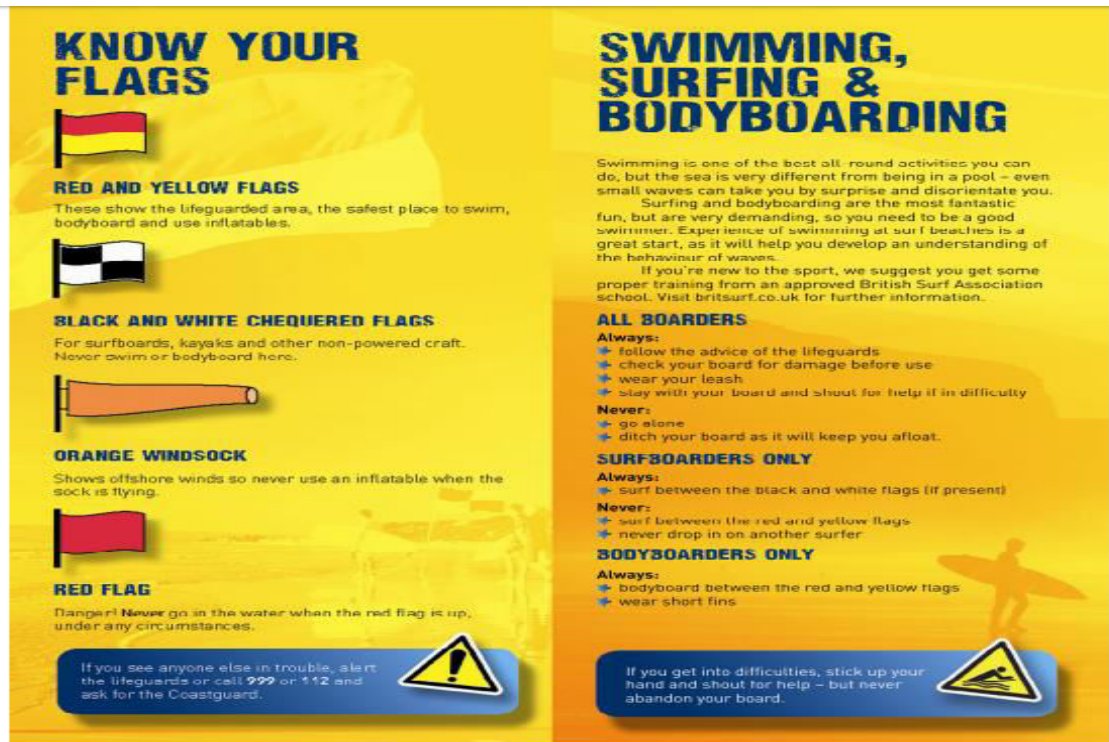
How has the writer made it attractive?

Are the instructions clear?
What more would you add? What would you omit?

ACTIVITY:

Students annotate the language and structural features of the given information text and share with peers

Teachers may guide them to recall the features discussed in Zoom Lessons 1 and 2 to annotate. (Teachers can assess for learning –AfL.This is evidence for Learning ladders)



Plenary: Teacher consolidates the features annotated and gives her feedback.

Teacher-led Activity/ explanation

Information leaflets normally focus on a particular subject. In leaflets it's not just the ideas, information and language that's important, but also the layout and organisation.

Structure - (Title and subheadings, varied font size, images, use of bullet points for concise organisation of information, use of punctuation for effect)

A guide might be a leaflet or handbook, giving instructions on a topic or procedure. It is typical for a guide to use subheadings so that the reader can see the main points at a glance. The order of these headings will depend on the purpose of the guide. For example, if the guide is to encourage people to visit a tourist attraction, the key areas of interest may feature first with cost and a map appearing at a later point.

Language

- As with all writing, the language should be suitable for **the audience**. In a guide aimed at children, the language will need to be easy for that age group to understand, but also exciting and lively enough to make them want to read it.

It is common:

- **to use imperatives** in a guide, eg ‘Go here’, ‘Pay attention to...’, ‘Sign up now’ – giving clear directions to the reader.
- To use imperative verbs ,eg ‘go’, ‘pay’, ‘follow’, ‘check’
- To use the **personal pronouns** ‘you’ and ‘your’ to directly address the reader.
- Use of superlative **adjectives**
- Use of **adverbials** – eg (**now, here, always, never**)
- **Conditional clauses/complex sentences** to caution, warn, alert the reader

Whole Class Discussion: Discuss the main features of an information leaflet or guide and ask students to consider the features they would use when writing a Guide. Ask them to create a mind-map on the same in their notebooks.

Review & Reflect: All students make a note of the features of an information guide: use of heading, subheadings, imperatives, second person pronoun etc. and consider what they would include in their writing

LESSON 4: (BREAKOUT ROOMS)

STUDENT-LED ACTIVITY- GROUP WORK: Planning to write an information leaflet/ Guide

Teacher explains the task and asks students to discuss and plan their ideas for the following topic: **HOW TO SURVIVE A ZOMBIE APOCALYPSE (Teachers are free to choose other challenging topics too)**

Students must consider the following before writing, you need to think about the design of your text and the choices you can make:

Choose your focus and intention

- What will you write about?
- What will be the intention of your writing?
- Who is your audience?
- What impact do you want your writing to have on them?

Gather your ideas Note down a lot of ideas and information that will help you achieve your intention.

Organise your ideas Decide on the best order in which to present your ideas.

Review your design

Put yourself in the reader’s shoes.

How will they respond to your ideas?

Have you organised your ideas in the most logical order?

As you write, consider your choice of tense, viewpoint and register

- ❖ **Tense:** How might you use tense? You may need to decide this once you have begun

to write.

- ❖ **Viewpoint:** Will you write in the first, second or third person?
- ❖ **Register :** formal, informal

REFLECTION/ REVIEW: Students present their ideas and share their discussion in class which will be reviewed by the teacher.

HOMEWORK:

Complete the following questions as HW

1. What does an imperative sentence do?

- a. Gives a command using an exclamation point (!) or a period (.)
- b. Asks a question using (?)
- c. States a fact using a period (.)

2. Which sentence is correct?

- a. Back away from the fire!
- b. Back away from the fire?

3. Does this sign show an imperative sentence



- a. No
- b. Yes

4. What end punctuation is used in an imperative sentence?

- a. An exclamation mark (!) or a period (.)
- b. A period (.) or a question mark?

5. Is this an imperative sentence?

Meet at the track at 7:00.

- a. Imperative
- b. Not Imperative

THU L4

LESSON 5: ASYNCHRONOUS

- ❖ **Writing an information leaflet/ guide using relevant language and structural features.**

Learning Outcomes:

- ❖ To understand the purpose of a guide
- ❖ To use language and structure effectively to provide information

Learning Objectives:

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

SUCCESS CRITERIA:

Students will be able to:

- Select appropriate ideas and instructions
- Use simple and concise vocabulary to engage and inform the reader
- Write in the second person and use present tense
- Use a variety of sentence types (some short, snappy ones to build tension)
- Use a variety of punctuation and use accurate spelling and punctuation

INDIVIDUAL WRITING TASK:

You are one of the few people in the UAE to have survived the zombie apocalypse. The zombies swept across the country for a month before they were stopped by NATO forces. Somehow you managed to keep yourself safe. Luckily for the rest of the world zombie virus was contained within the UAE. Due to your survival and youthful exuberance, you are now an international celebrity beloved by millions.

The New York Times has requested that you write a survival guide informing its readers what to do in the event of an American zombie attack.

Things to think about:

- You were in school when the zombies started attacking; what are four steps?
- What equipment or supplies should you gather?
- What difficulties did you face and how did you overcome them?