

**YEAR 7 ENGLISH LANGUAGE TERM- 2 - WEEK 5- DISTANCE LEARNING PLAN**

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

**Class and Section:** YEAR 7

**Subject:** ENGLISH LANGUAGE

**Week 5:** - 28<sup>TH</sup> FEB – 4<sup>TH</sup> MARCH'2021 - No. of lessons – 3 LESSONS

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

**RESOURCE** - NON-FICTION – CAMPAIGNING FOR NATURE - SFW ( PAGES 62-63)

NON-FICTION- GETTING INVOLVED ( PAGES 64- 67)

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

**Topic:** PRESENTING THE NATURAL WORLD

ZOOM-1 & 2 - ASSESSMENT 1

ZOOM-3 & 4 - CAMPAIGNING FOR NATURE - SFW ( PAGES 62-63) & GETTING INVOLVED ( PAGES 64- 67)

ZOOM 5- GC –TASK

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

DATE/ LESSON No.	28 <sup>TH</sup> FEB- 4 <sup>TH</sup> MARCH'2021 - No. of lessons – 5 LESSONS
WEEK 5	

## LESSON 1

### ZOOM LESSON 1-& 2 ENGLISH LANGUAGE ASSESSMENT

Teachers who do not have Assessments will have to plan carefully before sending the LP to your Classes

### ZOOM LESSON 3

#### LEARNING OUTCOME:

- Use personal pronouns, determiners which indicate possession and imperative verbs to involve the reader and make a text more persuasive

#### OBJECTIVES:

- develop active reading skills and strategies
- understand how campaign and slogans sum up issues and attract the reader's attention.
- Understand how campaign texts use personal pronouns, determiners which indicate possession, and imperative verbs to involve the reader and persuade them to take action

#### SUCCESS CRITERIA

##### I can

- Recall the patterns of language in a campaign text
- Use the information on the book cover, and explain what the campaign issue is.
- Infer details about Rebecca's successful campaign on banning plastic

#### INSTRUCTIONS to Students

- in your Note book, make a mind map of examples of words and phrases that suggest key ideas,
- [Your notes will help to answer questions posted in Google Classroom](#)

#### TEACHING ACTIVITY-1

- Teacher reviews the purpose of logo and slogan – convey a message
- Teacher further points out the round shape linked to the earth and to an eye or lens on the world; the colour green signifying the natural environment; the idea of an alternative, or clear, perspective on world events.
- Teacher emphasises the purpose of logos and slogans in summing up issues and drawing attention to them.
  - Teacher guides the students to look at a variety of campaign logos and select the two reasons why the organisations campaign
  - Discusses and clarifies the typical patterns of language ( rhymes; imperative verbs ; contrasts. Two clauses joined by a colon and abbreviations that are used to sum up issues and attract the reader’s attention.

### **TEACHING ACTIVITY 2:**

- Teacher encourages student to think about the title of a book cover entitled, *Ban the Plastic Bag: A Community Action Plan*.
- using the information on the book cover, ask them to explain what the campaign issue is.
- What would you expect to find in the book?
- Who do you think this book is aimed at?

Teacher takes feedback and guides the students about the imperative verb in the title

the mention of community action, as well as the graphics, e.g. whether they suggest a city or rural community.

### **ACTIVITY 1**

Read the newspaper article about the campaign to ban plastic bags in the town of Modbury and answer questions 1 and 2 in their note books

# Town dumps plastic bags

shopkeepers in the Devon town of Modbury are claiming a European first, by being entirely free of plastic bags. The idea has captured the imagination of communities across the UK who are now following suit.

Plastic bags have been consigned to the bin by traders in a Devon town in a bid to be more green. All 43 shopkeepers in Modbury are taking part, following a suggestion by a wildlife camerawoman who lives in the town.

Rebecca Hosking was moved to tears as she filmed marine life off Hawaii for the BBC2 programme, *Natural World*.

‘What really brought it home for me was one day filming a turtle,’ she said. ‘It had a plastic bag in its mouth and was slowly dying. There was nothing we could do.’

‘I turned the camera off and just broke down crying. We see pretty grim things all the time, but this was man-made and it bugged me and I wanted to do something about it.’

When Rebecca, 33, returned home to Modbury, she set out on a mission to turn the town plastic-bag-free and managed to convince each and every trader to get on board. The town’s Co-op has also joined in. On a busy day, the store could use 500 to 1,000 plastic bags, but those days are gone.

Now reusable cotton bags have been sent to every household. Plastic bag amnesty bins are dotted around Modbury, and those collected will be put to good use – in being recycled for furniture made entirely out of plastic waste.

‘We never thought it would take off like this,’ Rebecca told BBC Devon. ‘I just wanted to do my bit for the environment, but it’s just gone crazy. It’s shown that local communities can really make a difference.’

*Read the newspaper article about a small town in Devon that hit the headlines for banning plastic bags.*

- 1** *Explain in two or three sentences the aim of Rebecca's campaign and why it's important to her.*
- 2** *Quote two pieces of evidence from the report to show that Rebecca's campaign has been successful.*
- 3** *Some people won't understand why plastic bags are harmful to wildlife. Using evidence from the article, invent a one-sentence slogan that will help people make the connection and persuade them to stop using plastic bags.*

#### TEACHING ACTIVITY & PLENARY

Whole class discussion

teacher explains that it was Rebecca Hosking's first-hand experience of the effects of plastic waste on wildlife.

Details showing the success of the campaign include:

the town is 'entirely free of plastic bags';

other communities have followed Modbury's lead;

all shopkeepers are taking part in the scheme;

plastic is being recycled to make furniture;

and Rebecca's view that the response to the campaign has 'just gone crazy'.

Teacher recaps and checks students' understanding of the purpose of slogans and their typical patterns of language

Whole class discuss Activity 1, question 3 and agree on a suitable slogan that will sum up the issue and attract attention, e.g.

'Don't make wildlife choke on your plastic bag waste.'

## **ZOOM LESSON 4**

### **LEARNING OUTCOME:**

Use personal pronouns, determiners which indicate possession and imperative verbs to involve the reader and make a text more persuasive

Evaluate news paper article (AO4)

### **OBJECTIVES:**

- Understand how campaign texts use personal pronouns, determiners which indicate possession, and imperative verbs to involve the reader and persuade them to take action
- Explain with reference to the text to support inferences/ points of view/opinions
- Explore different techniques and explain and comment on its impact

### **SUCCESS CRITERIA**

#### **I can**

- Understand the use of pronouns and determiners in campaigns
- Clearly explain ideas, events, themes or settings.
- Select references that are appropriate and relevant to the points being made.

### **INSTRUCTIONS to Students**

- in your **Note book**, make a mind map of examples of words and phrases that suggest key ideas,
- **[Your notes will help to answer questions posted in Google Classroom](#)**

## TEACHING ACTIVITY 1

Teachers asks few students to recall pronouns and determiners and their purpose.

**ACTIVITY 1 - Read the campaign text and answer the questions in your notebook.**

### **Do you love our planet?**

Our planet is a beautiful place. Everybody has the right to enjoy a clean and green environment. We must take care of our planet so that we can enjoy its beautiful scenery and superb wildlife now and in the future. Clean neighbourhoods are vital to our happiness. We want everyone to live in pleasant and attractive places. Imagine parks and beaches filled with litter. Would you want to spend time there? We can't let this happen. We need your help. Respect your planet.

Join us in showing how much you love our planet by donating to our charity today.

Q. The underlined words refer to each time?

- a The personal pronoun 'we' is used four times. Who does it refer to each time?
- b The indefinite pronouns 'everybody' and 'everyone' are used. What does this tell you about the aims of the campaign?
- c Count how many times 'you' and 'your' are used. Why do you think these pronouns and determiners are repeated so often?
- d Look at the whole text and find the imperative verbs. What three things should the reader do?
- e Write another short sentence to end the text, using an imperative verb to show the reader a fourth thing they can do to respect our planet. You could use any of these imperative verbs or choose your own:

help

protect

save

make sure

show

prove

act

stop

clean up



### **TEACHING ACTIVITY:**

Class discussion and teacher gives feedback

Teacher explains that campaigns want your support and so they speak directly to you and tell you what you can do to help.

- Pronoun and determiners like ‘you’, ‘your’, ‘we’, ‘us’, ‘our’, ‘everybody’, are used to make the reader feel involved and responsible.
- Imperative verbs as in ‘*respect your planet*’ and ‘*join us*’ tell the reader what to do.

### **ACTIVITY 2 – EVALUATING A NEWSPAPER ARTICLE**

**In groups (BREAKOUT ROOMS) students** read the newspaper article about the *campaign to ban plastic bags in the town of Modbury* and evaluate following the given guidelines

Aim for 6 points focused on the following areas:

- Setting: Evaluate how the choice of setting affects the work’s theme and mood.
- Ideas: What ideas or opinions are shown in the text? Evaluate the success of them.
- Theme: What is the writer trying to communicate overall? Evaluate the success of this.
- Events: Look at the organization of ideas . Evaluate how successfully the ideas are organized.
- Mood and Tone: Mood created in the reader and the speaker’s tone. Do these facilitate the success of the text? Evaluate.

### **INSTRUCTIONS to Students**

- in your **Note book**, make a mind map of examples of words and phrases that suggest key ideas,
  - [Your notes will help to answer questions posted in Google Classroom](#)
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## LESSON 5- GOOGLE CLASSROOM

### LEARNING OUTCOME:

Use personal pronouns, determiners which indicate possession and imperative verbs to involve the reader and make a text more persuasive

Evaluate news paper article (AO4)

### OBJECTIVES:

- Rewrite a campaign texts using personal pronouns, determiners which indicate possession, and imperative verbs to involve the reader and persuade them to take action
- Explain with reference to the text to support inferences/ points of view/opinions
- Explore different techniques and explain and comment on its impact

### SUCCESS CRITERIA

#### I can

Rewrite a campaign texts making it more persuasive

Evaluate the newspaper article about the *campaign to ban plastic bags in the town of Modbury*

### ACTIVITY 1

Make this campaign text more persuasive by including:

- **personal pronouns and determiners that will involve the reader**
- **imperative verbs that tell the reader what they should do.**

There is too much litter in the school, especially at the end of break and lunchtime. Students drop cans, sweet wrappers, plastic cups and food containers. Litter blows around the playground and onto the school field. This makes the school look a mess. Even worse, plastic can harm or kill wildlife. The problem needs sorting out. Students should use the recycling bins.

### ACTIVITY 2

	<p>. This extract presents:</p> <ul style="list-style-type: none"><li>• information about how plastic is dangerous to the environment</li><li>• the steps taken by the shopkeepers in the Devon town of Modbury</li><li>• thoughts and feelings of the public</li></ul> <p>Explore how successfully the writer does this by giving your opinion on how well each one is presented. Include examples from the text to support your answer. (8marks)</p>