

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

Name of the teacher: Ms. Sunita Chakraborty

Class and Section: YEAR 7

Subject: ENGLISH LANGUAGE

Week 7: - 14TH MARCH – 18TH MARCH'2021 - No. of lessons –4 ZOOM + 1 GC = 5 LESSONS

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

RESOURCE - NON-FICTION – Greta Thunberg - Climate Change speech

NON-FICTION- PLANNING AND WRITING A SPEECH

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

Topic: PRESENTING THE NATURAL WORLD

ZOOM-1 - Greta Thunberg - Climate Change speech

GC --- Lesson 2

ZOOM- 2 & 3 - Planning and writing a persuasive speech.

ZOOM- 4- Speaking and listening - persuasive speech.

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

DATE/ LESSON No.	14 TH MARCH – 18 TH MARCH'2021 - No. of lessons – 5 LESSONS
WEEK 7	
LESSON 1	<p>ZOOM LESSON 1</p> <p><u>LEARNING OUTCOME:</u></p> <ul style="list-style-type: none"> • Understand the key features of a persuasive text. • Identify and infer the key features of speech <p>OBJECTIVES:</p> <ul style="list-style-type: none"> • Understand how writers use rhetorical devices to persuade • Explore different persuasive techniques and explain and comment on its impact <p>SUCCESS CRITERIA</p> <p>I can</p> <ul style="list-style-type: none"> • Skim and scan the text to identify writer's purpose • Read and annotate Greta Thunberg's speech • Identify the rhetorical devices used by the writer to persuade the reader <p><u>INSTRUCTIONS to Students</u></p> <ul style="list-style-type: none"> - in your Note book, make a mind map of examples of words and phrases that suggest key ideas, - <u>Your notes will help to answer questions posted in Google Classroom</u> <p>ACTIVITY 1 Either whole class or in groups – BREAKOUT ROOMS</p> <p>students read, discuss and annotate Greta Thunberg - Climate Change speech</p> <p>My message is that we'll be watching you.</p> <p>"This is all wrong. I shouldn't be up here. I should be back in school on the other side of the ocean. Yet you all come to us young people for hope. How dare you!</p> <p>"You have stolen my dreams and my childhood with your empty words. And yet I'm one of the lucky ones. People are suffering. People are dying. Entire ecosystems are collapsing. We are in the beginning of a mass extinction, and all you</p>

can talk about is money and fairy tales of eternal economic growth. How dare you!

"For more than 30 years, the science has been crystal clear. How dare you continue to look away and come here saying that you're doing enough, when the politics and solutions needed are still nowhere in sight.

"You say you hear us and that you understand the urgency. But no matter how sad and angry I am, I do not want to believe that. Because if you really understood the situation and still kept on failing to act, then you would be evil. And that I refuse to believe.

"The popular idea of cutting our emissions in half in 10 years only gives us a 50% chance of staying below 1.5 degrees [Celsius], and the risk of setting off irreversible chain reactions beyond human control.

"Fifty percent may be acceptable to you. But those numbers do not include tipping points, most feedback loops, additional warming hidden by toxic air pollution or the aspects of equity and climate justice. They also rely on my generation sucking hundreds of billions of tons of your CO₂ out of the air with technologies that barely exist.

"So a 50% risk is simply not acceptable to us — we who have to live with the consequences.

"To have a 67% chance of staying below a 1.5 degrees global temperature rise — the best odds given by the [Intergovernmental Panel on Climate Change] — the world had 420 gigatons of CO₂ left to emit back on Jan. 1st, 2018. Today that figure is already down to less than 350 gigatons.

"How dare you pretend that this can be solved with just 'business as usual' and some technical solutions? With today's emissions levels, that remaining CO₂ budget will be entirely gone within less than 8 1/2 years.

"There will not be any solutions or plans presented in line with these figures here today, because these numbers are too uncomfortable. And you are still not mature enough to tell it like it is.

"You are failing us. But the young people are starting to understand your betrayal. The eyes of all future generations are upon you. And if you choose to fail us, I say: We will never forgive you.

Lesson 2

TEACHING ACTIVITY & EXPLANATION of the main points of the speech and the persuasive techniques used

PLENARY: Review the main points of the speech and the effect of the persuasive techniques used.

LESSON 2 = Google Classroom ACTIVITY

Make notes on the rhetorical devices filling in the given table.

Sentence patterns	Example	EFFECT
A rhetorical question that makes the reader think about the answer		
Imperative verbs that tell the reader how they should act		
Simple sentences with only one verb to sum up and emphasise ideas		
Parallelism of key ideas and sentence structures		
Triads or 'rule of three': three words, phrases or clauses listed for emphasis		
Short sentences		

	<p>Repetition to emphasise an idea.</p>			
	<p>Ethos - ethical appeal; establishes credibility and authority of speaker</p>			
	<p>Pathos Pathos-an appeal to the emotions</p>			
	<p>Logos- Use clear and reasonable ideas with proof (any statistics)</p>			
<p>LESSON 3 and 4</p>	<p>ZOOM LESSON – 2 & 3</p> <p>ACTIVITY 1 -- Discussion of Google classroom work</p>			

Teacher explains that the varied techniques are used by writer as an attempt to make the reader think in a certain way. These techniques can be used to intrigue, inspire, persuade or simply convey information to the reader.

ACTIVITY 2

PLANNING & WRITING A SPEECH

Write a speech to persuade student to act responsibly.

LEARNING OUTCOMES:

- To write a speech
- To use language and structure effectively to persuade and convince the audience

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:

Students will be able to:

- Use interesting and varied vocabulary to engage and entertain the reader
- Plan using rhetorical devices to persuade
- Structure their speech to grab the attention of their audience

TEACHING ACTIVITY -

Teacher explains **and models how to plan**

There are lots of tips out there with techniques to help you write a truly persuasive speech.

Speeches have been a powerful tool throughout history for creating change and empowering people all over the world.

This is done with the skill of persuasiveness.

One of the best techniques for persuasive writing is the AFORREST method

Teacher displays slides on A FORREST and guides students to plan their writing.

ALLITERATION

Alliteration is when you use two or more words that start with the same letter or sound.

For example: Pollution produces problems.

FACTS

A fact is anything that is proven to be true. Using strong evidence to back up your argument will make your speech much more effective.

For example: Exposure to air pollution can lead to serious respiratory problems like asthma.

OPINIONS

Using your own opinions in your speech makes it personal, more authentic, and believable. This allows your listeners to understand your line of thinking.

For example: I believe that climate change is the single biggest problem facing the world today.

RHETORICAL QUESTIONS

A rhetorical question is a question that is asked for dramatic effect or just to make a point. This makes your audience think more deeply about what you said, rather than to get an answer.

For example: Are you doing enough to protect your family from breathing in polluted air?

REPETITION

Repetition is when you repeat the same word or phrase to reinforce your point to your audience.

For example: Together we can make a difference to our

planet, our lives, and our future. Together, we can change the world.

EMOTIVE LANGUAGE

These are words and phrases that will help you make your audience feel a specific emotion. This could

be a positive emotion, like happiness, or a negative emotion, like anger or sadness.

For example: Climate change is destroying our environment and devastating people's lives all across the world.

STATISTICS

These are number-based facts.

For example: Poor air quality leads to the premature death of an estimated 40,000 people a year in the UK.

TRIPLETS

Also known as the 'rule of three', triplets are three words that you can put together to emphasise a particular point.

For example: By taking immediate, extensive and effective action on air quality today, we can help create a better future for our planet.

Some additional tips for writing a persuasive speech

KNOW WHAT THE GOAL OF YOUR SPEECH IS

What are you trying to make your audience do?

Motivate them to take action or simply to make them understand something

Do you want them to support your point of view?

Defining your goal before you start crafting your speech will make it easier to write.

DO LOTS OF RESEARCH

It is really important to know as much as you can about the topic you will be speaking about.

Use as many sources of information as you can find, but make sure they are trustworthy and not biased.

UNDERSTAND YOUR AUDIENCE

For example, if you are speaking to an audience that knows little about your topic you will need to provide more background and use simpler language. However, an audience made up of experts on the topic might find a simple speech boring.

Knowing who you will be delivering your speech to will help you make it more engaging for them

OUTLINE YOUR MAIN POINTS

To make your speech clear and structured, brainstorm the main points you want to cover.

As a general rule, **three key points is a good number.**

WRITE LIKE YOU TALK

A speech is meant to be spoken not read, so try and keep your words and sentences short and punchy so there's less chance of tripping up over a long phrase.

Reading your speech aloud as you're writing. That really helps with this.

END YOUR SPEECH WITH A CALL TO ACTION

After you've delivered your speech, you will want your audience to act on your argument.

Make sure the conclusion of our speech reminds your audience about what you have told them and makes it clear exactly what you hope they will do next.

WRITING A SPEECH

Writing task-

The local environment is the responsibility of the people who live there.' Write the text for a **speech** in which you persuade students to behave more responsibly to protect the local environment.

In your speech you should:

- explain importance of protecting environment
 - give some examples how students can behave responsibly
 - convince your audience that it is the responsibility of the people who live there
- as well as any other ideas you might have to engage and interest your reader.**

You should make sure you:

- ❖ Check the spellings of words you have used;
- ❖ Try to use varied punctuation such as question marks, exclamation marks, semicolons, colons and commas;
- ❖ Try to use different sentence types such as questions, commands, exclamations and statements;
- ❖ Try to use different sentence lengths such as short and long sentences.

LESSON 5

ZOOM LESSON 4

LEARNING OUTCOME

- talk confidently and listen attentively in a range of contexts.
- make a formal presentation in Standard English using appropriate rhetorical devices.
- choose and change the mood, tone and pace of delivery for particular effect.

LEARNING OBJECTIVES

To be able to identify what makes a successful speaker/listener

To establish rules for effective speaking and listening

SUCCESS CRITERIA

I can

- talk in a way that engages the attention and interest of listeners through variation (changing) of vocabulary and expression.
- Use range of ideas
- Use persuasive techniques
- use standard English to explain, explore or justify an idea in formal situations.

TEACHING ACTIVITY

- Teacher reviews and guides the students displaying PPT on Delivering speech
- Students present their speech and few students ask questions and comment on their peers presentation

The following grid can be used by the teacher to assess speaking and listening

PASS	MERIT	DISTINCTION
Straightforward ideas and information	Challenging ideas and information	Sophisticated ideas and information
Basic vocabulary	Range of vocabulary	Wide range of vocabulary
At attempt to organise and structure	Organises and structures clearly	Organises using arrange of strategies
COMMENTS:		

GOOGLE CLASSROOM – [Could be used for revision work for task during holidays](#)

LEARNING OUTCOME:

- Recognise sentence patterns used for persuasion
- Use persuasive sentence patterns in own writing

OBJECTIVES:

- Explore different techniques and explain and comment on its impact
- Read and annotate short speeches

SUCCESS CRITERIA**I can****ACTIVITY 1**

Read the short text on 'green energy'

What kind of footprint leaves a mark on the earth even though it can't be seen? It's called a carbon footprint. Whenever we burn fossil fuels - like coal, oil and gas - carbon dioxide gets into our planet's atmosphere, and it's making our planet dangerously warm. Our carbon footprint measures how much CO₂ we create as energy waste, and a big carbon footprint is bad for the Earth. So how can you tread more lightly? Waste a little less energy every day: walk instead of going in the car; switch off the lights when you leave a room; put on a jumper when you're cold instead of turning up the heat. We all leave footprints on the earth. Just make sure yours are small ones

How does this text use sentence patterns to persuade readers to reduce their carbon footprint? Annotate the text to highlight the patterns you can find and the effect they are intended to have on readers.

ACTIVITY 2

Read a short extract from John F. Kennedy - *The Decision to go the Moon* 1961 (President of USA in 1960s)

We choose to go to the moon. We choose to go to the moon in this decade and do the other things, not because they are easy, but because they are hard, because that goal will serve to organise and measure the best of our energies and skills, because that challenge is one that we are willing to accept, one we are unwilling to postpone, and one which we intend to win, and the others, too.

1. What is Kennedy explaining?
2. Identify repetition in line 1. Why do you think he repeats the statement?
3. Does this reason surprise you? Why do you think he uses contrasts such as *easy* and *hard* in his speech?

William Lyon Phelps - *The Pleasure of Books* 1933

(American speaker and university lecturer)

A borrowed book is like a guest in the house; it must be treated with **punctiliousness**, with a certain **considerate formality**. You must see that it sustains no damage; it must not suffer while under your roof. You cannot leave it carelessly, you cannot mark it, you cannot turn down the pages, you cannot use it familiarly. And then, some day, although this is seldom done, you really ought to return it .

***punctiliousness** - care*

***considerate formality** - kind/proper behaviour*

1. Identify a simile Phelps used to describe a borrowed book? How is this imagery effective?
2. What modal verbs does he use and how do they make him more persuasive?
3. What is the purpose of second person pronoun used by the Phelps?
4. Read the lines, *You must see that it sustains no damage; it must not suffer while under your roof.*
What is the purpose of semi-colon? Explain with reference to the text.