YEAR 8 ENGLISH LANGUAGE

TERM 2 WEEK 7 – DISTANCE   LEARNING PLAN

Name of the teacher:

Class and Section: YEAR 8

Subject: ENGLISH LANGUAGE

Week 1:14[th]March- 18[th]March

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-

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

Resources- To be posted on Google Classroom

ZOOM LESSONS 1&2 - Assessment/ Continue with Argumentative Speech
ASYNCHRONOUS LESSON 3- GC TASK
ZOOM LESSONS 4&5 – Planning and Writing an Argumentative Article

DATE	ACTIVITY
SUNDAY L7&8	**LESSON 1&2- ZOOM - Assessment/ Continue with Argumentative Speech**
TUESDAY L1	**LESSON 3 -- Asynchronous** **Learning Outcomes:** ❖ Understand the impact of signpost language and linkers on the reader ❖ Familiarise a number of linkers and signpost words **Learning Objectives** ❖ Understand how signpost/ linking words can link ideas to make ideas as clear as possible ❖ Consider relevant linking words that can be used in argumentative/ persuasive writing ❖ Demonstrate understanding of the relevance of signpost language and linkers

Students will be able to:

❖ Identify and use appropriate transition words to a given extract.
❖ Respond to the task by making relevant choices.
❖ Follow instructions clearly and submit work on time.

ACTIVITY 1: Adding Transition Words

Directions: The spaghetti recipe given below is missing some words. Read the recipe, then answer the following questions.

How to Make Spaghetti, in Five Easy Steps

_____1._____ collect the ingredients. _____2._____

put water into the pot and turn on the stove. _____3·_____

you wait, start cooking the sauce. When the water is boiling,

put the noodles into the pot. _____4·_____ ten minutes,

drain the noodles with a colander. _____5·_____, add

the sauce and cheese.

Which transition words fit the matching blanks? Circle the correct answer.

1. a. first
   b. next
   c. finally

2. a. next or then
   b. first or finally
   c. next or first

3. a. finally
   b. while
   c. next

4. a. after
   b. while
   c. next

5. a. finally
   b. while
   c. first

ACTIVITY 2: Identifying Signpost Language

Directions: Answer questions 1-5

1. Read some candidates' answers to questions in part 3 of the Speaking test. **What was the topic?**

A   No, I'm not sure I entirely agree with that because nowadays supermarkets tend to be located quite far away from residential areas. So if you haven't got a car, I think it would be really difficult to do your food shopping. In the past, you could walk to a local shop in your village. These days most of them have closed down as a result of supermarkets taking their trade away...

B   In my opinion, the main reason for the popularity of fast food is because it's so convenient. We're so readily tempted to a burger or a pizza because they're very easy to get hold of. You also see ads everywhere for fast food. And it always looks delicious so you think...'Mmm...actually a burger would be nice'...

C   Well, I suppose there are many differences, but I think the main one is that you tend to expect something more special...and probably less healthy, when you eat in a restaurant. Whereas when you eat at home, you've cooked it yourself so, unless you're a chef, it'll probably be less interesting, but not as unhealthy...

D   I really believe that in the future, we'll eat very different types of food. Firstly, I think people will definitely stop eating genetically modified food – it's got to be really bad for you. I doubt that people will just eat pills – eating is too pleasurable. If GM foods become less popular, I actually think that we might start to value healthy, tasty, natural food...

2. **Which person was asked to:**
   - compare two things
   - comment on the past and present
   - speculate about the future
   - explain / give reasons for something
   - agree or disagree with a statement

3. Underline the phrases which helped you answer the question above.

4. The speakers also used different phrases to <u>introduce their opinion</u>. **Circle the phrases that they used (e.g. Speaker 1 = *I think*...)**

5. **For each answer, what do you think the question was?**

| THU L3&
L4 | **LESSON 4& 5: ZOOM**
Learning Outcomes:

- Plan and write an argumentative text using presentational and linguistic devices learned.

Learning Objectives:

- Use ethos, pathos and logos to create an effective argument
- Review the techniques discussed in the previous lessons
- Plan and review a text's structure, paragraph and sentence structure and vocabulary to achieve clarity, precision, impact and intention

SUCCESS CRITERIA:
Students will be able to:
- Follow instructions clearly and submit work on time.
- Design an argumentative text using the given criteria

STARTER ACTIVITY: Teachers review the features of an argumentative text and ask students to recall persuasive techniques.

TEACHER INPUT: Teacher recalls the structure of an argumentative essay based on the video played in class.
https://www.youtube.com/watch?v=oAUKxr946SI

NDIVIDUAL/ GROUP WORK: PLANNING

Consider the following topics discussed during the previous week.

- Should self-driving cars be legal?
- Has the internet positively or negatively impacted human society?
- Should the death penalty be legal?
- Should animal testing be allowed?
- Should content on YouTube be better regulated?
- Is art education important?

Students may use the prompts below as well.

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In groups or as individual work, students plan their essay, considering at least 3 arguments. If it is done as group work, students share their ideas with the whole class. In case of individual work some students can share their ideas

TEACHER-DIRECTED FOCUS: Teacher can provide the following organizer for easier planning of their work.

How to Outline an Essay

An **essay** is a short composition that presents your view on a particular topic or subject. It contains three parts: an *introduction*, a *body*, and a *conclusion*.

Introduction. This is the first paragraph. It begins with a *topic sentence*, which introduces your topic in an interesting way. You can even use a question or an exclamation as a topic sentence! Next, write the three points you'll use to support your topic sentence.

Body. At least three paragraphs, each beginning with one of your *supporting points*. These support the idea you laid out in your topic sentence. Use specific examples or facts to support your ideas.

Conclusion. Rewrite your topic sentence in a new and interesting way. Then, summarize your thoughts in a *closing statement*.

Directions: Use the spaces below to outline your essay. Optional: Make further notes or write a rough draft of your essay on the back of this sheet.

INTRODUCTION.
Topic Sentence: _____
_____

Supporting points: 1. _____
2. _____
3. _____

BODY.
Paragraph: Supporting point #1 _____
Paragraph: Supporting point #2 _____
Paragraph: Supporting point #3 _____

CONCLUSION.
Restate topic sentence: _____
_____

Closing statement: _____
_____
_____

Lesson 5: Zoom
ACTIVITY 1: WRITING TASK
QN. Write an argumentative article for a newspaper based on the topic chosen.

*Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctua and grammar. **(15 marks)**

Review & Reflect*:* Peer/Self-assessment
Whole class: Take feedback based on the rubric

I reviewed my vocabulary and sentence structure choices to make sure I expressed my ideas as clearly and precisely as possible.	I reviewed my vocabulary and sentence structure choices to make sure I expressed my ideas as clearly and precisely as possible and to think about their impact on the reader.	I reviewed my vocabulary and sentence structure choices to make sure I expressed my ideas as clearly and precisely as possible and to help achieve my intention.