

YEAR 7 ENGLISH LANGUAGE TERM- 2 - WEEK 8 - DISTANCE LEARNING PLAN

Name of the teacher: Ms. Sunita Chakraborty

Class and Section: YEAR 7

Subject: ENGLISH LANGUAGE

Week 8: - 21STMARCH – 25TH MARCH'2021 - No. of lessons – 5 LESSONS

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

RESOURCE - NON-FICTION – SPEECH – SFW-

NON-FICTION- WRITING TO SAVE THE WORLD – SFW- pg- 76

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

Topic: PRESENTING THE NATURAL WORLD

ZOOM-1 SPEECH (Contd) / ASSESSMENT -2

ZOOM-2 – WRITING TO SAVE THE WORLD

ZOOM-3 & 4- LETTER FORMAL AND INFORMAL (REINFORCEMENT)

GC- FORMAL AND INFORMAL LETTER

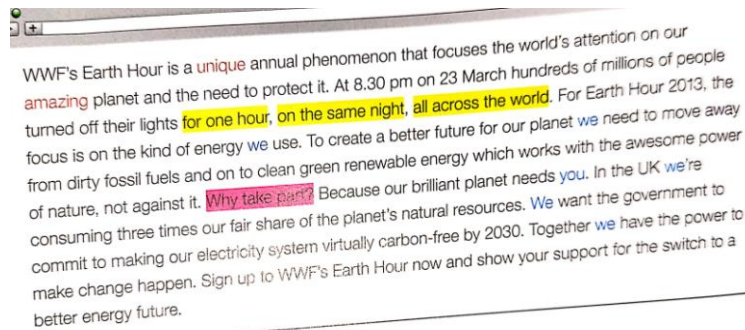
ASSESSMENT for LEARNING : Students are assessed continuously for Asynchronous /GC work; Homework, Class work and contributions during class discussions.

DATE/ LESSON No.	21ST MARCH – 25TH MARCH'2021 - No. of lessons – 5 LESSONS
WEEK 8	
LESSON 1	ZOOM LESSON 1- SPEECH CONTINUED / ASSESSMENT -2 -WRITING
LESSON 2	<p>ZOOM LESSON 2 - WRITING TO SAVE THE WORLD</p> <p><u>LEARNING OUTCOME:</u></p> <ul style="list-style-type: none"> • Understand the key features of a persuasive text. • Understand how to plan a persuasive campaign text <p>OBJECTIVES:</p> <ul style="list-style-type: none"> • Understand how writers use rhetorical devices to persuade • Explore different techniques and explain and comment on its impact • Recognise key features of persuasive campaigns and texts • Research, plan and write a campaign text <p>SUCCESS CRITERIA</p> <p>I can</p> <ul style="list-style-type: none"> • Skim and scan the text to identify writer’s purpose • Comment on what made the campaign successful. • annotate the Campaign text about WWF’s Earth Hour Annual event • Understand and explain the purpose of earth hour • Identify and understand language features used for persuasion <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>TEACHING ACTIVITY 1</p> <p>Teacher displays ‘Tiverton High School’s recycling campaign’ on YouTube followed by brief discussion on what made the</p>

students' campaign a success.

ACTIVITY 1

Read and annotate the Campaign text below about WWF's Earth Hour Annual event.



WWF's Earth Hour is a **unique** annual phenomenon that focuses the world's attention on our **amazing** planet and the need to protect it. At 8.30 pm on 23 March hundreds of millions of people turned off their lights **for one hour, on the same night, all across the world**. For Earth Hour 2013, the focus is on the kind of energy we use. To create a better future for our planet **we need to move away** from dirty fossil fuels and on to clean green renewable energy which works with the awesome power of nature, not against it. **Why take part?** Because our brilliant planet needs you. In the UK **we're** consuming three times our fair share of the planet's natural resources. **We** want the government to commit to making our electricity system virtually carbon-free by 2030. Together **we** have the power to make change happen. Sign up to WWF's Earth Hour now and show your support for the switch to a better energy future.

Activity 2

- 1 Read the campaign text below about WWF's annual Earth Hour event.
- 2 Explain in one or two sentences what Earth Hour is.
- 3 The writer of the campaign text has chosen language carefully to persuade readers to join the campaign. The text has been annotated to show some of these choices. Look at the annotations and answer the questions.
 - a **Synonyms** and related words that describe something extraordinary. Can you find two similar words?
 - b **Pronouns and determiners** used to involve the reader. Who does 'we' refer to? Why is it used so often?
 - c **Triad/rule of three**. What idea is stressed through repetition?
 - d **A rhetorical question** that makes the reader think about the answer. Why do you think this is also a very short sentence?
 - e Find the two imperative verbs used in the last sentence. Why do you think they are used at the end of the text?



TEACHING ACTIVITY AND PLENERY

Whole class discussion focusing on language features of the Earth Hour campaign text and their persuasive effects.

Teacher to consolidate understanding of language features used for persuasion.

Teacher further emphasises on how campaigns use powerful writing to protect the future of the planet and now it is there turn to write to Save the World!

Stress the audience and purpose for students' 'writing to save the world' task so that they can match to choice of issue. Students could conduct a survey amongst their friends to discover environmental issues which cause concern

ZOOM LESSON – 3 & 4 LETTER INFORMAL AND FORMAL

LEARNING OUTCOMES:

- To understand how letters can be used for various types of communication

LEARNING OBJECTIVES:

- To identify and understand the differences between formal and informal letter;
- To explore informal letter as regards layout, paragraphing and style;

SUCCESS CRITERIA:**Students will be able to:**

- identify the purpose of writing letters
- understand how these letters are organized
- identify and interpret key details from the letters using relevant evidence
- identify and explain the use of language and structural features

TEACHING ACTIVITY

- Teacher asks :

How can we communicate with other people?

What could be the purpose of a letter?

What are the differences between writing a letter and sending an email?

Why do people still send letters when email is quicker and cheaper?

- Students discuss the instances when people write letters. Their discussion is prompted by the following situation.
-make a complaint about a service in a restaurant;-thank someone for a present;-arrange a date to play tennis with someone;-make a booking at a hotel;-ask for someone's advice;-apply for a job;-apologise for something;-congratulate somebody;-give news;

ACTIVITY 1

Students answer the questions below

- When did you last write a letter and to whom?

- When did you last receive a letter and from whom?
- How did you feel when you last received a letter? Why

Activity 1- Read and annotate the letters filling the given table :

<p style="text-align: right;">64 Brown Lane, Foxhole, Devon, TQ9 7NJ 27th May 2012</p> <p>Dear Mr. Smith,</p> <p>I am writing to complain about the sprouts I bought from your shop last week. I came into your shop on Tuesday morning and bought 500g of fresh sprouts with a sell by date of 03.06.12 which, as you know, is next week.</p> <p>When I tried to cook the sprouts, I found they were rotten inside. I had peeled the sprouts and cooked them with chestnuts. It was not until I tried to eat them that I found they were rotten.</p> <p>This was disappointing, as I had nothing else to eat. Following the disappointment I was forced to go out and buy other food. As it was late at night the choice of shops was not very good and I had to settle for a tin of soup. I would like a full refund. I paid in cash and I enclose the receipt. Please contact me at the above address if you need to me come into the shop to pick up the refund, other please send me a cheque.</p> <p>Yours sincerely,</p> <p>Miss. F. Gardener.</p>	<p style="text-align: right;">64 Brown Lane, Foxhole, Devon, TQ9 7NJ Monday 13th June 2011</p> <p>Dear Natalie,</p> <p>How are you? Although I had a cold recently, I am fine now. The cold only lasted for a few days. Mum gave me some medicine that helped relieve the symptoms. My little brother got a cold too.</p> <p>Did you have a nice half term? I went to stay with my grandma Josie. I hadn't been to see her for a long time. We had lots of fun and she taught to how to cross stitch. We also went shopping and made cakes. I am very glad I went to stay.</p> <p>I am back at school now and we are learning about the Egyptians. So far we have found out how they built the pyramids. I'm really looking forward to finding out how they made people into mummies. My teacher is really cool. What is your school like? What are you learning at the moment?</p> <p>Dad told me today that we're going to Wales summer holiday. I am excited. I haven't been there before. We are going to West Wales and will stay in a static caravan near Town. Are you going on holiday this year?</p> <p>I better go and do my homework. My teacher wants me to do well at school and so do, so I better try my hardest!</p> <p>Lots of love,</p> <p>Francine</p>
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FEATURES

FORMAL

INFORMAL

GREETINGS		
PURPOSE		
AUDIENCE		
LANGUAGE		
LANGUAGE		
LANGUAGE		
SIGNING OFF		

TEACHING ACTIVITY 2 – PPT - Reinforce formal letters

ACTIVITY 2

Read the letter written by J.Tickle giving his views on Technology

4 Shackleton Avenue,
Chadwick Park,
Widnes,
WA8 9NG

4th March 2016

Widnes Weekly News,
5 Bold Street,
Widnes,
WA8 6YR

Dear Editor,

Having recently read your article that suggests that teenagers’ minds are damaged by technology, I thought I would express my opinions on the matter. Although I respect the point of view of your article, and can see that many young people do rely too heavily on technology, I must disagree with your opinion. As a teacher, I am in day-to-day contact with teenagers and I think that technology is a tool that empowers young people and enriches their lives. **4**

I know that technology can be addictive and people seem more attached to screens than ever: from the television and iPads to mobile phones, however technology has the power to offer every individual an education. For the first time ever, the internet allows huge amounts of information to be available for free. To me, that’s amazing. I’ve had to confiscate my fair share of phones as a teacher, but I wouldn’t create a blanket ban if I could as the opportunities for research are simply too good to miss. **8**

I know that my classroom is more interactive and exciting thanks to technology: at the touch of my fingertips is the ability to play

videos, PowerPoints and instantly search the Internet for any information I need. Also, I use email to send and receive homework and help pupils to correct drafts of their written work. Although some people might feel that technology gets in the way of human interaction, I would argue the opposite: it brings us together. **12**

I love that I can use Facebook to see how my friends, who have emigrated abroad, are doing. I love that I can check the news on my phone wherever I am. I love that I can use my digital watch to measure my heart rate at the gym. Technology has become a huge part of my life and always for the better. The trick to technology is balance: if you check your smartphone fifty times a day, that's unhealthy. Moderation is key. You should control technology; don't let technology control you. **16**

Whether people want it to or not, technology is all around us: from CCTV cameras (that keep us safe) to iPods (that let us enjoy our music library on the go). It's here to stay and trying to fight it is a pointless battle. In my opinion, we should focus on the positives of technology and work to get the most of it.

Yours faithfully,

Mr J. Tickle

Questions

1. From lines 1 – 4, identify two phrases which describe the purpose of the letter.
2. In lines 6-10, identify **a word** which suggests **take away**
3. From lines 11 -20, give **two details** in favor of technology..
4. In this extract the writers has used language and structure to interest and engage the reader.
5. Read lines 4 -16 and answer Questions 5(a), (b), (c) and (d).
 - 5(a) Identify an example of an **co-ordinating conjunction** and explain how it engages the reader.
 - 5(b) Identify an example of a **prepositional phrase** and explain how it engages the reader.
 - 5(c) Identify an example of **a short sentence** and explain how it engages the reader.
 - 5(d) From lines 12- 19, choose two example of **structural features** and explain how it engages the reader.

TEACHING ACTIVITY AND PLENARY

Class discussion of answers and teacher clarifies doubts

ZOOM LESSON – 4

LEARNING OUTCOME:

- To write a formal letter using the conventions of formal/informal letter writing

OBJECTIVES:

- Understand the conventions of informal & formal letter –writing: layout, paragraphing and style; to analyse a sample of informal letter as regards layout, paragraphing and style;
- Write a letter to the Head teacher of your school explaining your campaign to Save the Natural World and persuading your school to support it.

SUCCESS CRITERIA

I can

- use paragraphs to make the letter clear and easy to follow
- use pronouns, determiners and imperative verbs to involve the reader and persuade them to take action.
- Use rhetorical devices for emphasis and persuasion:
 - repetition for key ideas and parallel sentence structures
 - rhetorical questions to make the reader think; triads or rule of three; simple sentences with one verb to sum up and emphasis ideas
- Link ideas together using conjunctions

PLAN

Follow the steps below to collect ideas and make important decisions before you start writing.

- 1 What issue will you choose for your campaign? Saving tigers? Protecting the rainforests? Creating a 'green' school? You can use any of the ideas in this unit or choose an issue in the natural world that concerns you.
- 2 Research facts about your issue and choose the ones that will best inform students about it and persuade them to support your campaign.
- 3 Decide what kind of event you want to hold at school to promote your campaign.
- 4 Decide on a short, catchy slogan that will sum up the campaign issue and help to promote the event.
- 5 Plan how many paragraphs you will need in your letter. You will need to:
 - explain the name and aim of your campaign
 - explain what the issue is and why you think it's important
 - explain what event you want to hold at school and why you want to hold it.

WRITING- Write the answer on A4 paper AND upload on Google classroom

TASK:

Write a letter to the Head teacher of your school explaining your campaign to Save the Natural World and persuade the Head teacher to support your campaign.

In your letter you should :

*Explain clearly what the issue is

*Persuade the Head teacher to support your campaign.

You should also include a campaign name and slogan.

You can include a logo design if you like.

Read the useful tips given by the RSPCA .

The RSPCA has some useful tips for campaign letter-writing:

- Always include your name and address.
- Get to the point quickly and deal with one clear topic: 'I am concerned about...'
- Explain how you are affected by the issue: 'I am shocked that... I am saddened by... I strongly believe that...'
- Explain what your views are: 'We should all be concerned about the issue of recycling because...'; 'Unless we protect endangered species like tigers...'

Be polite and formal, not rude or aggressive: remember, you are asking the headteacher to support your campaign and promote it at school.

Be positive at the end of your letter or email: 'I look forward to hearing from you'; 'I will be able to answer any questions you have.'

Use persuasive language – remember you are competing with other students and want the headteacher to choose your campaign to promote.

Marking criteria:

Range and relevance of informative and persuasive ideas;
 awareness of purpose and audience;
 use of appropriate form

coherent organization of ideas to suit the form _____ / 12

Appropriate use of vocabulary;
 accuracy of spelling, punctuation, grammar, sentence structure _____ / 8

Total marks _____ / 20

GOOGLE CLASSROOM – Could be used for revision work for task during holidays

LEARNING OUTCOME:

- Revise letters –informal and formal

OBJECTIVES:

Recap on informal letter writing

to improve vocabulary by playing diverse word games

SUCCESS CRITERIA:

I can recap on form of informal letter writing

I can improve my vocabulary by playing diverse word games

ACTIVITY 1**Choose the correct answer:**

1. When do we use the phrase "Why don't we...?" in informal letters?

- a. To ask for information
- b. To give advice
- c. To suggest something to do
- d. To report something

2. Idioms and slang are okay in _____

- a. informal letters
- b. neutral letters
- c. formal letters

3. Fill in the blanks with the correct words:

In the beginning of an informal letter we write:

It's great _____ hear _____ you

- a. to / of
- b. to / about

- c. to / from
- d. about / from

4. In the beginning an informal letter we can write:

It's been such a long time _____

- a. since 1992
- b. since we wrote to each other.
- c. to see you again
- d. for your last email

5. We can begin a sentence with :

_____ me know if my help has been useful.

- a. Let
- b. Tell
- c. Allow
- d. Say

6. To finish an informal letter we can write:

All the _____

- a. better
- b. wishes
- c. love
- d. best

ACTIVITY 2

Read the TEXT A and TEXT B and identify formal and informal letter

What is the purpose of each letter?

Who is the intended audience?

Text A

Dear Ms Roberts,

I am writing in reference to your advertisement for summer language courses abroad. I would like to receive more detailed information about the courses you offer. I would be able to attend a course for two or three weeks in June. Could you please send me more information and details of prices?

I would particularly like to know how many students attend the school, and the maximum number of students per class. I would also like to know the resources the school has. Your article mentioned a language library and fully equipped computer rooms. Would it be possible to use these facilities also in the evenings? Could you inform me of the staff? Are they all qualified teachers?

I would be grateful if you could send me more details regarding the social and sports programmes offered. Are the activities included in the price of the course?

Furthermore, I would appreciate your informing me on the amenities near the school.

I look forward to receiving your reply.

Yours sincerely,

Text B

Dear Madam,

I bought a bar of your "Dark Fantasy Delight" chocolate at my neighbourhood store and it was all mouldy with little white specks in it. Of course the chocolate was on the shelf for too long and it went bad. Anyway, I unwrapped the wrapper and ate a piece, it was absolutely disgusting and made me sick to my stomach and so now I want my money back!

If you don't give me my money back I think that I'll go to my lawyer and have him start legal proceedings against you and your chocolate company. Sometimes you manufacturers of chocolate bars think that you can get away with murder!

You'd better send me the money or better yet, you could even send me a year's supply of decent chocolate.

I want an answer and I want it fast.

Yours,

Robert Black

ACTIVITY 4

Formal letters are written for different purposes such as to complain, to request information, to give information, in response to a letter or a fax, to confirm details, to apply for a position, etc. They are letters that are written to people you do not know well or might not know at all so you should use a more formal, polite tone.

Below are some phrases and types of language that you could find in letters. Decide whether the phrase or type of language would be found in a formal or informal letter and put a tick in the proper column.

Phrase or Type of Language	Formal	Informal
"I am sorry to inform you that..."		
phrasal verbs; idioms and slang		
"I am very grateful for..."		
"Why don't we..."		
contracted verb forms		
"Yours faithfully", "Yours sincerely", "Yours", "Best wishes", "Write soon"		
polite phrases		
refers to reason for writing		
"I look forward to receiving your reply".		
"nevertheless," "therefore"		
"but"		
P.S.		
"Everything is OK."		
simple linkers, e.g. then, later, so		

ACTIVITY 5

Sentence Stems by Function

Look at the jumbled words below and put them in a logical order so as to make a full sentence. All the phrases deal with formal expressions.

1. as as could goods please possible replace soon the you damaged ?
2. am delighted examination have I inform passed that to you you your
3. about am at college courses enquire I to writing your
4. forward I look receiving reply to your
5. allow apologise for had have me please problems the to you
6. , be complain done forced is director the this to to unless we will
7. a cannot I offer refund regret inform that to we you you

8. a addressed enclosed envelop find please stamped self
9. 16th about enquiring for June letter of thank vacancies you your
10. 16th April letter of reference to with your
11. advertisement in reference the Times to with your
12. about be college could grateful I if information me send would you your
13. complain am to writing I

Indicate the function of each of the above phrases. One has been done as an example.

Opening a letter:

-phrase 3: I am writing to enquire about your college

Giving good news:

Giving bad news:

Complaining:

Explaining that something is included in the letter:

Requesting and/or demanding action:

Warning or threatening:

Requesting information:

Requiring a reply:

Apologising:

