

YEAR 8 ENGLISH LANGUAGE

TERM 2 WEEK 8 – DISTANCE LEARNING PLAN

Name of the teacher:

Class and Section: YEAR 8

Subject: ENGLISH LANGUAGE

Week : 21st March- 25th 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:

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

Resources - To be posted on Google Classroom

ZOOM LESSONS 1 & 2 - Zoom (Eye-witness Account and Article)

ZOOM LESSONS 3 – Zoom (Comparison)

ASYNCHRONOUS LESSON 4

ZOOM LESSONS 5 – Zoom (Comparison Writing)

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">❖ Understand the key features of non-fiction texts.❖ Explore how writers are able to present their ideas effectively through the use of language and structure <p><u>Learning Objectives</u></p> <ul style="list-style-type: none">❖ Explore the writer's intention and analyze how key ideas are connected and presented❖ Analyze with increasing depth and selected details how the writer's choice of whole text structure, paragraph and sentence structure and vocabulary supports the writer's intention

Success Criteria:

Students will be able to:

- ❖ Identify and explain the use of language in non-fiction texts
- ❖ Infer the writer’s intention and analyse some elements of the writer’s success in achieving it
- ❖ Collaborate, discuss and present their own ideas in an interesting and engaging manner

Starter/Introduction/Recap of previous knowledge:

Brain storming of the word BLOOD SPORTS

- What do you think the word means?
- Does it have negative or positive connotations?
- Do you think sport is violent? If so why?

Teacher-Input: Introduce the sport of Badger Baiting with the following video and explain to the students when it originated and how it is still continuing though illegal.

<https://www.youtube.com/watch?v=kI3IB-PYNK0>

Whole Class Discussion: Discuss whether such sports are ethical? Students share their input and there is a whole class discussion of the same.

Teacher directed focus: Students read the two non-fiction texts- one is an **eye-witness account** and the other is a **newspaper article** (Students read the text aloud – one paragraph each)

Thursday night, Oct. 24, at a quarter before eight o'clock, the lovers of rat-killing enjoyed a feast of delight in a prodigious raticide at the Cockpit, Westminster. The place was crowded. The famous dog Billy, of rat-killing notoriety, 26 lbs. weight, was wagered, for twenty sovereigns, to kill one hundred rats in twelve minutes. The rats were turned out loose at once in a 12-foot square, and the floor whitened, so that the rats might be visible to all. The set-to began, and Billy exerted himself to the utmost. At four minutes and three quarters, as the hero's head was covered with gore, he was removed from the pit, and his chaps being washed, he lapped some water to cool his throat. Again he entered the arena, and in vain did the unfortunate victims labour to obtain security by climbing against the sides of the pit, or by crouching beneath the hero. By twos and threes they were caught, and soon their mangled corpses proved the valour of the victor. Some of the flying enemy, more valiant than the rest, endeavoured by seizing this heroic dog by the ears, to procure a respite, or to sell their life as dearly as possible; but his grand paw soon swept off the buzzers, and consigned them to their fate.

At seven minutes and a quarter, or according to another watch, for there were two umpires and two watches, at seven minutes and seventeen seconds, the victor relinquished the glorious pursuit, for all his foes lay slaughtered on the ensanguined plain. Billy was then caressed and fondled by many; the dog is estimated by amateurs as a most dextrous animal; he is, unfortunately, what the French Monsieurs call borgne, that is, blind of an eye. This precious organ was lost to him some time since by the intrepidity of an inimical rat, which as he had not seized it in a proper place, turned round on its murderer, and reprimed him by one bite of the privilege of seeing with two eyes in future.

The dog BILLY, of rat-killing notoriety, on the evening of the 13th instant, again exhibited his surprising dexterity; he was wagered to kill one hundred rats within twelve minutes; but six minutes and twenty five seconds only elapsed, when every rat lay stretched on the gory plain, without the least symptom of life appearing. Billy was decorated with a silver collar, and a number of ribband bows, and was led off amidst the applauses of the persons assembled."

Glossary

Prodigious	unusual, remarkable
Raticide	the murder of rats
Relinquished	gave up
Ensanguined	covered in blood
Inimical	unfriendly, hostile

BADGERS FALL PREY TO BLOOD SPORT REVIVAL
20,000 die in slaughter of the badger – Mark Townsend

Badger-baiting has become Britain's deadliest blood sport, with a record 20,000 deaths forecast this year.

An unexpected resurgence in the gruesome pursuit, in which dogs are set on badgers, has prompted the RSPCA and the police to launch the first national campaign next month aimed at capturing offenders. A £1,000 reward will be offered for anyone with information leading to a conviction for badger-baiting.

Chief Inspector Terry Spamer, of the RSPCA's special intelligence unit, said there had been an 'explosion' in killings of the protected species, Britain's largest carnivorous mammal, particularly in Wales, Lancashire, Yorkshire and Scotland.

The RSPCA has collated intelligence on 4,000 individuals suspected of involvement in the practice.

A decade after the introduction of the Protection of Badgers Act, 1992, the comeback of badger-baiting has stunned animal welfare groups. The estimated death toll this year is double last year's, and far higher than the 13,987 foxes officially killed by hunts last season.

'It has become very prevalent in the last few months after dying off in the Eighties and Nineties,' said Spamer.

Police and the RSPCA are exasperated at the low number of successful convictions - five last year and not one to date in Scotland.

Highly organised gangs across the UK use terriers fitted with tracking devices to trap badgers in their underground setts. Once a badger is cornered, a pit is dug and terriers are dropped in to fight the animal, which is fearsome when cornered and attacked.

To give the dogs a chance, gangs often remove the claws and teeth of the badger or cut the hamstrings in its legs to ensure a closer, longer fight.

Evidence is also growing that some badgers are being transported back to gambling dens in cities, where up to £40,000 is reported to have changed hands on a fight.

Mike Sharratt, of Badger Watch in west Wales, said badgers had been sold for up to £500 to feature in such fights.

'These gangs operate very quickly. Once a badger is removed from its sett, it is often stabbed, shot or kicked and put in a sack for baiting later,' he said.

Officers believe some farmers encourage the killing of badgers on their land because they suspect that bovine tuberculosis is spread from badgers to cattle. The maximum sentence for baiting is six months' imprisonment and a £5,000 fine.

WHOLE CLASS DISCUSSION: Discuss the main ideas in both texts considering the difference in form- one being an eye-witness account and the other being a newspaper article.

- Consider the main purpose of both texts
- Consider the audience – how are they similar or different
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GROUP ACTIVITY: Individual-student-led Task: Students are divided into four groups and assigned the following tasks:

Group 1: (*Eye-witness account on rat baiting*) Answer the following questions: **(HA)**

1. What impression of the event do you think the writer wants to give the reader? Write down three words to describe it (but not words used in the extract).
2. Look carefully again at the three paragraphs. Write a numbered list of key events in this short event, summarising only the facts.
3. Underline three details in the paragraphs in which the writer expresses his opinion or interpretation of those events.
4. (a) What do the facts you noted in question 2 tell you about the event?
(b) What do the opinions you identified in question 3 tell you about the event?

Group 2: (*Eye-witness account on rat baiting*) Answer the following questions: **(AA,LA)**

1. Where does the event take place?
2. Give 4 details about the dog Billy.
3. Give words or phrases that the writer uses to describe the rats. What effect does this have?
4. How did people react to Billy after the fight?

Group 3: (*Badgers Fall Prey to Blood Sport Revival*) **(HA)**

1. Comment on how the writer uses facts to present the condition of badgers.
2. What is the full form of RSCPA?
3. Comment on the different ways in which the writer implores the reader to sympathise with the condition of badgers.
4. Why is the sport prevalent in spite of it being illegal?

Group 4: (*Badgers Fall Prey to Blood Sport Revival*) **(AA,LA)**

1. What is Badger Baiting?
2. How many foxes were killed by hunts in the previous season? Why is this information relevant?
3. Mention two instances of cruelty that badgers face.
4. Why do farmers encourage killing of badgers?

Teacher directed focus: Ask students to use some of the following words as they present their ideas.

Key phrases for student responses

- Connotes
- Alludes to
- Emphasizes
- Highlights
- Conveys
- Expresses
- States
- Suggests
- Advocates
- Implies
- Indicates

Students present their answers after discussion and the teacher encourages further discussion on the texts.

PLENARY

Whole class: Take feedback on the sequencing task.

**TUESDAY
L1**

LESSON 3 -- ZOOM

Learning Outcomes:

- ❖ Synthesize key ideas from different non-fiction texts
- ❖ Use words that indicate comparison like similarly, on the contrary etc. with clear understanding

Learning Objectives

- ❖ To **identify** the key ideas from the text and **interpret** the purpose.
- ❖ Identify and explore in some detail a range of specific similarities and differences in two texts, supported with a range of evidence synthesised from both

Success Criteria:

Students will be able to:

- Be able to identify points of comparison in the writers' ideas and perspectives, exploring how they are presented at word, sentence and text level, and their impact on the reader

Starter Activity:

Students recall the main ideas in the two texts discussed in the previous lesson:

<https://www.youtube.com/watch?v=6pRlaKq3L5I>

Use the following video to introduce the idea of comparing two texts.

Whole class:Class discussion on the following:

Brainstorm and ask students to share the kind of words that maybe used when comparing two

texts

Similarity	Differences
<ul style="list-style-type: none"> • Similarly..., • Equally..., • In the same way..., • Just as...so does..., • Both...and... 	<ul style="list-style-type: none"> • In contrast..., • However..., • On the other hand..., • Alternatively..., • In a different way.

Teacher Input: Teacher explains the strategies used to compare two texts:

- A non-fiction text is based on **real-life** events and issues and often contains **facts** and **information**, for example, news articles and blogs.
- **Comparing** non-fiction involves focusing on **similarities and differences**.
- Comparing could focus on **form, purpose, language choices** and **structure**.

Comparing non-fiction can focus on the similarities between the texts - things they have in common. You can also contrast texts and focus on their differences - things that set the texts apart from each other. You could compare and contrast the following:

- **form** - what types of text - letter, news report, etc. - are they?
- **purpose** - what job - persuading, informing, advertising - is each text doing?
- **subject matter** - what are the texts about?
- **language choices** - what kinds of words, images or rhetorical devices are being used?
- **structure** - how is the text ordered? how are the sentences structured?
- **tone** - what is the overall tone or mood of the writing?
- **viewpoints and values** - how does each writer view their subject?(writer's perspective)

It can sometimes be tricky to structure your writing when making a comparison. It's helpful to have some **sentence starters** and **linking words** that compare:

- **Similarly**
- **Likewise**
- **Equally**

There are also helpful sentence starters and linking words that contrast:

- **In contrast**
- **In comparison**
- **However**

Whole class discussion: Discuss some of the basic similarities and differences between the two texts in question

Point	Text 1	Text 2
Form and POV	Eye-witness account, first person POV	Newspaper Article, third person POV
Use of language	Formal and Descriptive	Formal and informative
Subject matter	Animal Baiting presented as a thrilling experience	Animal Baiting presented as a cruel sport

Teacher-directed focus: Display the following model comparison response between the two texts discussed

*‘These two non-fiction texts **both** deal with the subject of animal sport but use **different ways** to engage the audience. The eye-witness account focuses on how rat-baiting is an exhilarating sport that entertained many viewers. **On the contrary**, the more recent newspaper article focuses on the crime of ‘badger-baiting’ in the UK. Text 1 uses more descriptive details and imagery to engage the reader, **whereas** the newspaper article uses statistics and facts to give weight to their arguments.*

Individual Student Activity: Students attempt to write a similar comparison which will be shared on padlet.

Whole class discussion: Teacher reads out some of the responses and comments on what went well and what can be improved.

PLENARY:

Teacher recalls the points discussed on how to compare two texts.

Non-fiction texts are all around us, and comparing them can help you become more aware of how language is being used in society. Comparing non-fiction texts can often prompt you to notice things that you might not have considered about a text in isolation.

THU L3

LESSON 4: ASYNCHRONOUS

Learning Outcomes:

- ❖ Plan and make notes on comparing two non-fiction texts

Learning Objectives:

- ❖ Identify relevant points and find supporting evidence
- ❖ Review the techniques discussed in the previous lessons

SUCCESS CRITERIA:

Students will be able to:

- Follow instructions clearly and submit work on time.
- Use critical thinking skills to respond to the task

ACTIVITY 1 :Answer the following questions

A non-fiction text is focused on ...

- A. Real-life events
- B. A writer’s imagination
- C. Fictional stories

A diary is an example of ...

- A. Flash fiction
- B. Non-fiction
- C. Fiction

Comparing and contrasting texts means looking at ...

- A. Similarities
- B. Differences
- C. Similarities and differences

Which of these words can be used to show a similarity between two texts?

- A. However
- B. Conversely
- C. Likewise

Comparing non-fiction texts might include a focus on ...

- A. Purpose and form
- B. Genre and setting
- C. Plot structure

ACTIVITY 2: Complete the following table based on the Eye-witness Account and the Newspaper Article

Point of Comparison	Text 1 (Evidence and explanation)	Text 2 (Evidence and explanation)
Purpose		
Language choices		
Structure		
Tone		
Viewpoints and Values		
Other ideas		

THU L4

LESSON 5 -- ZOOM

Learning Outcomes:

- ❖ Synthesize key ideas from different non-fiction texts
- ❖ Use words that indicate comparison like similarly, on the contrary etc. with clear understanding in one's own writing

Learning Objectives

- ❖ Consider tone and register in comparing two texts.
- ❖ Identify and explore in some detail a range of specific similarities and differences in two texts, supported with a range of evidence synthesized from both

Success Criteria:

Students will be able to:

- Be able to write a comparison answer synthesizing ideas from two non-fiction texts

Teacher-directed focus: Teacher recalls and reviews the discussion on comparing two texts. Display the model response so that students know how to frame their answers.

Individual student-led Activity: **Write the following tasks in the notebook**

Q.The writers of 'The Eye-Witness Account' and 'Badgers Fall Prey to Blood Sport Revival' both present animal sports. How are the ways in which they present the sport and its impact similar or different?

Use evidence from both texts to support your answer. (10 marks)

Review & Reflect: Peer/Self-assessment

Individual work: After having completed the task students review their own writing based on the following:

1. Make a sound comparison
2. Support points with relevant, focused quotations
3. Comment on the impact of the writer's choices
4. Synthesize points and comments effectively
5. Develop a perceptive analysis of the impact of the writer's choices