

YEAR 7 ENGLISH LANGUAGE TERM- 2 - WEEK 10 - DISTANCE LEARNING PLAN

Name of the teacher: Ms. Sunita Chakraborty

Class and Section: YEAR 7

Subject: ENGLISH LANGUAGE

Week 10: - 25THMARCH – 29TH 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 - 19TH C FICTION - TREASURE ISLAND' BY R.L STEVENSON

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

Topic: WRITING A DIARY ENTRY

19TH C FICTION - TREASURE ISLAND' BY R.L STEVENSON

ZOOM-1 &2 – WRITING A DIARY ENTRY

ZOOM-3 & 4- 19TH C Fiction - TREASURE ISLAND' BY R.L STEVENSON

GC– GOOGLE CLASSROOM –TASK – Grammar and vocabulary exercises

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

DATE/ LESSON No.	25 TH MARCH – 29 TH MARCH'2021 - No. of lessons – 5 LESSONS
WEEK 8	
LESSON 1	<p>ZOOM LESSON 1 &2</p> <p><u>LEARNING OUTCOME:</u></p> <ul style="list-style-type: none"> • Write an effective diary entry, using appropriate features tone and language <p>OBJECTIVES:</p> <ul style="list-style-type: none"> • Show understanding and use of linguistic features in diary entry • To adhere to the form and structure • To be able to integrate appropriate language and linguistic devices <p>SUCCESS CRITERIA</p> <p>I can</p> <ul style="list-style-type: none"> • Write with clear purpose, even if it is not always consistent all the way through writing. • Writing shows some evidence of deliberate vocabulary choices. <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 asks the students to recall the features of dairy- PPT</p> <p>Diary Writing Must...</p> <ul style="list-style-type: none"> • include the date and/or time • be written in the first person. • tell events in chronological order. • describe the events from the writer’s point of view. • include personal emotions and feelings. • use paragraphs to organise writing (including an introduction and conclusion).

- use time conjunctions and adverbials.

Writing Task

Choose a character from the play

“A midsummer night’s dream

Cast of characters



Question 1 .- Now write a diary entry for your chosen character.

Consider:

About which event or which moment of the play you are writing in – characters don’t usually experience the same emotion from start to finish, it is usually a rollercoaster of emotion throughout.

- How did the character feel?
- What might **he/she** do about it?
- What is happening around **them**?
- Where are **they**?

**You will receive marks for spelling, punctuation and grammar.*

- *You should make sure you :*
- ** Check the spelling of words you have used*
- ** Try to use varied punctuation such as question marks, exclamation marks, semicolons, commas*
- ** Try to use different types of sentences such as questions, commands, exclamations, short sentences.*
- *(Total for Question 1 = 20 marks)*

ZOOM LESSON 3 - FICTION

LEARNING OUTCOME:

- Understand main ideas about setting, events, characters

OBJECTIVES

- To listen and respond appropriately to questions
- Develop close reading skills, strategies
- Identify and understand key words
- understand key ideas about events, characters
- To understand related vocabulary, grammar, and language features,
- To understand structural features

SUCCESS CRITERIA: I can

- Read aloud with understanding
- Scan for details and identify key words
- infer meanings of new words
- infer main ideas and link to key words
- explain the implied meanings of the main ideas, adjectives, noun phrases

ACTIVITY 1 :

In this lesson, student will read aloud a short extract of ‘TREASURE ISLAND’ BY R.L STEVENSON and explain the extract in detail.

INSTRUCTIONS

- in your NOTEBOOK, make notes of teacher’s explanation of meanings and ideas.
- [Your notes will help to answer question posted in Google Classroom](#)

TEACHING ACTIVITY 1 – Teacher / student will read extract 1 (lines 1 to 5 below)

Treasure Island is an adventure story set in the days of sailing ships and pirates. In this extract, a mysterious character arrives at the Admiral Benbow inn.

It was not very long after this that there occurred the first of the mysterious events that rid us at last of the captain, though not, as you will see, of his affairs. It was a bitter cold winter, with long, hard frosts and heavy gales; and it was plain from the first that my poor father was little likely to see the spring. He sank daily, and my mother and I had all the inn upon our hands, and were kept busy enough without paying much regard to our unpleasant guest. 5

Teacher guides students to identify key words and ideas;

ACTIVITY 2 -(refer to example – lines 1 to 5) and Underline the key words and ideas in lines 6 to 16.

It was one January morning, very early -a pinching, frosty morning -the cove all grey with hoar-frost, the ripple lapping softly on the stones, the sun still low and only touching the hilltops and shining far to seaward. The captain had risen earlier than usual and set out down the beach, his cutlass swinging under the broad skirts of the old blue coat, his brass telescope under his arm, his hat tilted back upon his head. The last sound I heard of him as he turned the big rock was a loud snort of indignation, as though **10** his mind was still running upon Dr. Livesey.

Well, mother was upstairs with father and I was laying the breakfast-table against the captain's return when the parlour door opened and a man stepped in on whom I had never set my eyes before. He was a pale, tallowy creature, wanting two fingers of the left hand, and though he wore a cutlass, he did not look much like a fighter. I had always my eye open for seafaring men, with one leg or two, and I **15** remember this one puzzled me. He was not sailorly, and yet he had a smack of the sea about him too. 'Come here, sonny,' says he. 'Come nearer here.'

I took a step nearer. 'Is this here table for my mate Bill?' he asked with a kind of leer.

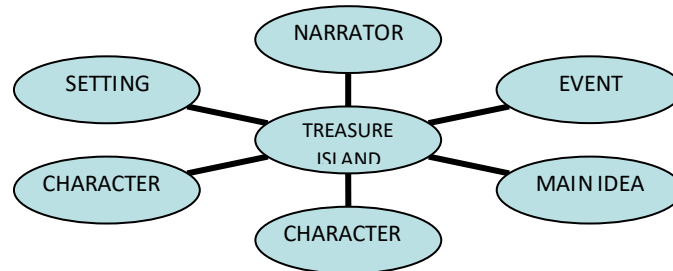
I told him I did not know his mate Bill, and this was for a person who stayed in our house whom we called the captain.

‘Well,’ said he, ‘my mate Bill would be called the captain, as like as not. Now, is my mate Bill in this here house?’

I told him he was out walking. ‘Which way, sonny? Which way is he gone?’

25

Teacher explains the word meanings, setting, main events, characters, ideas and students mind map words and phrases



TEACHING ACTIVITY 1 –

Teacher will explain:

Language features with evidence highlighted in lines 17-34 (Can colour code the examples)

- Verbs, adverbs, adjectives, noun phrases,
- use of personification, simile;

Structural features with evidence

- use of exclamation marks
- short sentence
- compound sentences
- repetition

From lines 1 to 16, find words with similar meanings to these definitions:

1. obvious
2. attention
3. strong wind

4. anger
5. a strike
6. frozen dew

1

plain 2 regard 3.gales 4. Snort 5. Smack 6.frosts

1. Who is the narrator of Treasure Island?
 - a. Jim Hawkins
 - b. Billy Bones
 - c. Black Dog
 - d. Dr Livesey

2. Who was the "tallowy" seafarer who surprises Bill at the inn?
 - a. Dr. Livesey
 - b. Pew
 - c. Black Dog
 - d. Jim

3. What name does the visitor use to refer to the captain?
 - a. James
 - b. Jack
 - c. Bill
 - d. Jim

5. Re-read lines 5. Underline the meaning of the phrase 'He sank daily...' in the context of the story.
 - a) his father was falling ill everyday
 - b) his father was becoming more ill/weaker every day
 - c) his father's feet were sinking everyday
 - d) his father was getting disappointed everyday

6. Is the narrator a child or an adult? Find two pieces of evidence.

7. The visitor is described as ‘*He was a pale, tallowy creature, wanting two fingers of the left hand, and though he wore a cutlass, he did not look much like a fighter.*’

What does the phrase **wanting two fingers of the left hand** mean?

Why did the author use the word **wanting**?

ACTIVITY 2

Underline the correct answer

1. "Is this here table for my mate, Bill?" he asked with a kind of leer.
What does **leer** mean?
 - a. lacking strength
 - b. feeling sorry for
 - c. a facial expression of contempt or scorn
 - d. a brutal fellow
2. Give two examples of the stranger’s friendly behavior towards the narrator.
3. What is your impression about visitor? Give evidence.

TEACHING ACTIVITY

Class discussion and explanation of **language and structural features** and clarifying doubts.

PLENARY

Teacher summarises all the main ideas with textual evidence; the language and structural features and the effect reinforcing student’s understanding

LESSON 5 - ASYNCHRONOUS - Grammar and vocabulary exercises

LEARNING OBJECTIVES:

to improve vocabulary by playing diverse word games

SUCCESS CRITERIA:

I can

improve my vocabulary by playing diverse word games

review apostrophe, synonyms and antonyms

ACTIVITY 1:

In the extract '**TREASURE ISLAND**' BY R.L STEVENSON the writers has used language and structure to interest and engage the reader.

Read lines 6 -25 and answer Questions (a), (b), (c) and (d).

- (a) Identify an example of a **hyphen** and explain how it engages the reader. (3mks)
- (b) Identify an example of a *noun phrase* and explain how it engages the reader. (3mks)
- (c) Identify an example of *repetition* and explain how it engages the reader. (3mks)
- (d) From lines 13- 19, choose two examples of *structural features* and explain how it engages the reader. (6mks)

ACTIVITY 2:

Treasure Island Word Search

K D N A L S I K R B T P O J U M U
C K A W M T P Y W D R U S R O L P
A A K J A G L W E G Y Z E T K S Y
P R M L P L J R N Z O V H R H K I
T H D U O M U A X G L E E M Q S H
A L U J I T I E N I R Y G A N F L
I P R P N X R S S E K H P R R H B
N H L E P U U L N V M N M O L B Y
Y D V Q S Q B H G I Z G A O I C E
M D O A Z E K W P W K F S N A I D
A X E C I I S A M E U W R V S V M
M R J V T A H B B R W V A Y T O P
T V K N F O O T O C X U T H O I B
T T M X R Z R S D Z C E S R H B V
X P L W P O E E S E N O B S G N Y
M I B S M M Z A E T A R I P V X W
N U C O S Z Z D W G P X K D H C L

- | | | | |
|-----------|--------|---------|----------|
| adventure | bones | broom | captain |
| crew | doctor | hawkins | island |
| jane | jolly | map | maroon |
| mother | pirate | sail | sea |
| ship | shore | silver | treasure |

ACTIVITY 3: APOSTROPHES.

*They have two different meanings-they show where **letters have been left out** and they **show possession**.*

So far, most writers remember to use apostrophes to show that letters are missing from that spot in a contraction.

do + not -----don't

is not-----isn't

he will -----he'll

they are -----they're

of the clock-----o'clock

what is up?---what's up?

We also but less reliably use them with an 's' to indicate possession, as in the child's toy or the dog's leash.

These possessive apostrophes may actually be contractions. In the 1700's "his" after the owner's name showed possession, as in Billy Bones His Fancy ----- Billy Bones' Fancy

*Although practice differs, if the word already ends in "s," most prefer to just add the apostrophe without another "s."
John Smith His Book ----- John Smith's book .*

Fill in the blanks with correct apostrophe.

1. This exercise will help you use _____ correctly.
 - a. Apostrophes
 - b. Apostrophe's

2. We heard the _____ voices from the other room.
 - a. children's
 - b. childrens'

3. _____ not him.
 - a. Its
 - b. It's

4. _____ that person.
 - a. Whos
 - b. Who's

5. I borrowed my _____ car yesterday.
 - a. parents
 - b. parents'

6. Complete the word on the right so that it has a SIMILAR meaning to the word on the left.

CEASE S _ _ _

HOAX T _ _ CK

MEAGRE ST _ _ _ Y

MARINER SA _ _ _ R

ACTIVITY 4: Complete the word on the right so that it has a OPPOSITE meaning to the word on the left.

MODERN A _ _ I _ _ T

BROAD N _ _ _ _ W

STRONG W _ _ _ K

SMOOTH C _ _ _ _ E