

YEAR 7 ENGLISH LANGUAGE

***REVISION* - DISTANCE LEARNING PLAN**

TERM- 2 - WEEK 11

Name of the teacher: Ms. Sunita Chakraborty

Class and Section: YEAR 7

Subject: ENGLISH LANGUAGE

Week 11: - 2nd MAY – 6TH MAY 2021 - No. of lessons – 5 LESSONS

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

RESOURCE - 'To build a fire' by Jack London

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

Topic: IMAGINATIVE WRITING

REVISION -19TH C FICTION -

ZOOM-1– IMAGINATIVE WRITING –PLANNING

ZOOM 2 – WRITING

ZOOM 3 – Discussion and feedback on selected pieces of Writing

ZOOM-4 & 5- 19TH C Fiction – 'To build a fire' by Jack London

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

DATE/ LESSON No.	2nd MAY - 6TH MAY 2021 - No. of lessons – 5 LESSONS
WEEK 11	
LESSON 1	<p data-bbox="357 203 745 235">ZOOM LESSON 1 Planning</p> <p data-bbox="357 267 735 300"><u>LEARNING OUTCOME:</u></p> <p data-bbox="357 316 1207 349">To write an imaginative story to engage and entertain readers.</p> <p data-bbox="357 430 577 462">OBJECTIVES:</p> <ul data-bbox="409 479 1995 673" style="list-style-type: none"> • To plan a range of imaginative ideas using narrative structure • To use varied vocabulary and sentence structures to write an imaginative story to engage and entertain readers. • Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences • Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. <p data-bbox="357 738 672 771">SUCCESS CRITERIA</p> <p data-bbox="357 787 441 820">I can</p> <ul data-bbox="409 836 2016 941" style="list-style-type: none"> • communicate my ideas clearly, effectively and imaginatively to entertain the readers • use a range of vocabulary (synonyms, powerful words and phrases) and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. <p data-bbox="357 950 829 982"><u>INSTRUCTIONS to Students</u></p> <ul data-bbox="409 1023 1396 1096" style="list-style-type: none"> - in your Note book, make a mind map of discussion on planning - <u>Your notes will help to answer questions posted in Google Classroom</u> <p data-bbox="357 1136 1879 1169">TEACHING ACTIVITY 1 – PLANNING – How to plan your answer in 5 minutes using the bullet points given.</p> <p data-bbox="357 1209 1186 1242">Q. Write about a time when you got something you wished for.</p> <p data-bbox="409 1242 903 1274">In your response you should consider:</p> <ul data-bbox="409 1282 892 1421" style="list-style-type: none"> • what you wished • interesting things about your wish • the people involved • how the experience ended

as well as any other ideas you might have.

- Every story has to start with an idea; what do you want your story to be about?

- **What you HAVE to do...**

1) EXPLORE IDEAS

- Be imaginative

2) ENTERTAIN YOUR READER

- Give them something to think about

3) PLAN

- Gather ideas and organise their order
- Questions to ask yourself...
- What do I want the reader to feel?
- Why am I writing this?
- Where am I setting this?
- What details do I need to include?
- A crisis
- (an interesting situation that provides a turning point)
- A resolution
- (things are sorted out...?)
-

PPT - PLANNING IMAGINATIVE WRITING

TEACHING ACTIVITY AND PLENARY

Class discussion and explanation checking student's understanding of how to plan using given the hints and clarifying doubts.

Teacher summarises all the main points to consider while writing a story. (Imaginative Writing)

LESSON 2

ZOOM LESSON 2– WRITING

Writing Task

TASK: IMAGINATIVE WRITING

Q. Write about a time when you got something you wished for.

In your response you should consider:

- what you wished
- interesting things about your wish
- the people involved
- how the experience ended

as well as any other ideas you might have.

**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 sentence such as questions, commands, exclamations, short sentences.

OR

Q. Look at the images provided. Write about a unique place you visited. You may wish to base your response on one of the images.

In your response you should consider:

- the place you visited
 - interesting things about the place
 - what you liked best
 - how the experience ended
- as well as any other ideas you might have.

**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 sentence such as questions, commands, exclamations, short sentences.



MARKING CRITERIA:

Range and relevance of imaginative and interesting narration or description of ideas; awareness of purpose and audience; coherent organisation of ideas to suit the form	_____ / 16
Appropriate use of vocabulary; accuracy of spelling, punctuation, grammar, sentence structure	_____ / 9
Total marks	_____ / 25

LESSON 4 & 5

ZOOM LESSON 4 & 5– FICTION- To Build a Fire by Jack London

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 and presentational 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 ‘To Build a Fire’ BY *by Jack London* and annotate

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) Work sheet attached

FICTION – READING

Day had broken cold and grey, exceedingly cold and grey, when the man turned aside from the main Yukon trail and climbed the high earth-bank, where a dim and little-travelled trail led eastward through the fat spruce timberland. It was a steep bank, and he paused for breath at the top, excusing the act to himself by looking at his watch. It was nine o'clock. There was no sun nor hint of sun, though there was not a cloud in the sky. It was a clear day, and yet there 5 seemed an intangible pall over the face of things, a subtle gloom that made the day dark, and that was due to the absence of sun. This fact did not worry the man. He was used to the lack of sun. It had been days since he had seen the sun, and he knew that a few more days must pass before that cheerful orb, due south, would just peep above the sky-line and dip immediately from view.

The man flung a look back along the way he had come. The Yukon lay a mile wide and 10 hidden under three feet of ice. On top of this ice were as many feet of snow. It was all pure white, rolling in gentle undulations where the ice-jams of the freeze-up had formed. North and south, as far as his eye could see, it was unbroken white, save for a dark hair-line that curved and twisted from around the spruce-covered island to the south, and that curved and twisted away into the north, where it disappeared behind another spruce-covered island. This dark 15 hair-line was the trail--the main trail--that led south five hundred miles to the Chilcoot Pass, Dyea, and salt water; and that led north seventy miles to Dawson, and still on to the north a thousand miles to Nulato, and finally to St. Michael on Bering Sea, a thousand miles and half a thousand more.

But all this--the mysterious, far-reaching hairline trail, the absence of sun from the sky, 20 the tremendous cold, and the strangeness and weirdness of it all--made no impression on the man. It was not because he was long used to it. He was a new-comer in the land, a chechaquo, and this was his first winter. The trouble with him was that he was without imagination. He was quick and alert in the things of life, but only in the things, and not in the significances. Fifty degrees below zero meant eighty odd degrees of frost. Such fact impressed him as being cold 25 and uncomfortable, and that was all. It did not lead him to meditate upon his frailty as a creature

of temperature, and upon man's frailty in general, able only to live within certain narrow limits of heat and cold; and from there on it did not lead him to the conjectural field of immortality and man's place in the universe. Fifty degrees below zero stood for a bite of frost that hurt and that must be guarded against by the use of mittens, ear-flaps, warm moccasins, and thick socks. **30** Fifty degrees below zero was to him just precisely fifty degrees below zero. That there should be anything more to it than that was a thought that never entered his head.

QUESTIONS:

1. The words *intangible pall* in line 6 tell us that
 - a. The weather is terrible.
 - b. The man should be cautious on his travels.
 - c. Something bad will happen.
 - d. The landscape will play an important role in the story.

2. In lines 5-8, what intrigues the narrator about the man in the story?
 - a. He is not concerned with the possibility of dying
 - b. He is walking alone in such a dangerous landscape.
 - c. He has no fear of death or interest in philosophical problems such as the meaning of life.
 - d. He looked back the way he had come.

3. In line 9, the metaphor that *cheerful orb* refers to
 - a. The light of the day
 - b. A fire in the distance.
 - c. The moon.
 - d. The sun.

4. In the line, '*it was a steep bank, and he paused for breath at the top, excusing the act to himself by looking at his watch*' the writer suggests that the man is
 - a. A determined individual who does not like to admit that he needs to rest.
 - b. Unfit and must rest.

- c. Not used to walking in harsh weather.
- d. Determined to reach his destination.

5. The description of the landscape in the second paragraph suggests that the narrator
- a. Feels a sense of awe towards nature.
 - b. Is impressed by its size and beauty.
 - c. Has visited there himself.
 - d. Understands the dangers of the landscape

6. The attitude towards the man described in this extract is one of
- a. Criticism
 - b. Admiration
 - c. Disbelief
 - d. Confusion

7. The tone of this extract is best described as
- a. Anxious
 - b. Gloomy
 - c. Suspenseful
 - d. Mysterious

8. But all this – *the mysterious, far-reaching hair-line trail, the absence of sun from the sky, the tremendous cold, and the strangeness and weirdness of it all* – made no impression on the man.

The list within the two dashes in this sentence shows

- a. The many difficult conditions the man is confronted with.
- b. Different obstacles in this landscape.
- c. The ignorance of the man to the dangers of the environment.
- d. The writer's attitude to the man's ignorance.

SPELLING, PUNCTUATION AND GRAMMAR

1. Insert **one comma** in the correct place in the sentence below.

Every night, Dad and my brother take the dog for a walk.

2. Insert **a pair of brackets** in the correct place in the sentence below.

Using public transport (such as buses and train) can reduce pollution.

3. Tick one box to show where a **hyphen** is needed in the sentence below.

The class teacher praised the well- behaved and helpful group of year six children.

4. Circle two words in the sentence below that are **synonyms** of each other.

Having queued for over an hour, Sanjit found that his tolerance was being severely tested.
Most of the children had lost patience and gone elsewhere.

5. What kind of **clause** is underlined in the sentence below?

If they could afford to, the ancient Romans ate well.- SUBORDINATE

6. Insert a **dash** in the correct place in the sentence below.

It was a very exciting lesson - we learnt how parachutes work and designed one of our own.

7. Insert a **colon** in the correct place in the sentence below.

Joshua had mastered two new skateboarding skills: he could do a perfect aerial jump and execute a complete 180 degree turn.

8. Which underlined word is an **adverb**?

Tick one

- a. The spring garden look lovely.
- b. My little sister has a wobbly tooth.
- c. The clothes are folded neatly.
- d. Her brown hair is long and curly.

9. Rewrite the sentence below in the **passive**. Remember to punctuate your answer correctly.

The wind damaged the fence . The fence was damaged by the wind

10. Circle the **co-ordinating conjunction** in the sentence below.

If you want to enter the competition, you can send your idea by e-mail or by post.

11. The spelling mistake in each sentence has been highlighted. Write the correct spelling of each highlighted word in the box.

- a. In the dead of night, Georgia sat hugging her legs in bed. The atmosfere was tense. atmosphere
- b. Mother's idea of comfortable acomodation is certainly unconventional,' she thought to herself. Accommodation

TEACHING ACTIVITY AND PLENARY

Class discussion and explanation checking student's understanding of extract and clarifying doubts.

Teacher summarises all the main ideas with textual evidence

TEACHER'S REFERENCE

- 1. The words *intangible pall in line 6* tell us that
 - e. **The weather is terrible.**
 - f. The man should be cautious on his travels.
 - g. Something bad will happen.
 - h. The landscape will play an important role in the story.

- In lines 5-8, what intrigues the narrator about the man in the story?
 - e. He is not concerned with the possibility of dying
 - f. He is walking alone in such a dangerous landscape.
 - g. He has no fear of death or interest in philosophical problems such as the meaning of life.
 - h. He looked back the way he had come.

- In line 9, the metaphor that *cheerful orb* refers to
 - e. The light of the day
 - f. A fire in the distance.
 - g. The moon.
 - h. The sun.

- In the line, '*it was a steep bank, and he paused for breath at the top, excusing the act to himself by looking at his watch*' the writer suggests that the man is
 - e. A determined individual who does not like to admit that he needs to rest.
 - f. Unfit and must rest.
 - g. Not used to walking in harsh weather.
 - h. Determined to reach his destination.

- The description of the landscape in the second paragraph suggests that the narrator
 - e. Feels a sense of awe towards nature.
 - f. Is impressed by its size and beauty.
 - g. Has visited there himself.
 - h. Understands the dangers of the landscape

- The attitude towards the man described in this extract is one of
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 - h. Confusion

- The tone of this extract is best described as

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- But all this – *the mysterious, far-reaching hair-line trail, the absence of sun from the sky, the tremendous cold, and the strangeness and weirdness of it all* – made no impression on the man.

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e. The many difficult conditions the man is confronted with.

f. Different obstacles in this landscape.

g. The ignorance of the man to the dangers of the environment.

h. The writer's attitude to the man's ignorance.

SPELLING, PUNCTUATION AND GRAMMAR

12. Insert **one comma** in the correct place in the sentence below.

Every night, Dad and my brother take the dog for a walk.

13. Insert **a pair of brackets** in the correct place in the sentence below.

Using public transport (such as buses and train) can reduce pollution.

14. Tick one box to show where a **hyphen** is needed in the sentence below.

The class teacher praised the well-behaved and helpful group of year six children.

15. Circle two words in the passage below that are **synonyms** of each other.

Having queued for over an hour, Sanjit found that his **tolerance** was being severely tested.
Most of the children had lost **patience** and gone elsewhere.

16. What kind of **clause** is underlined in the sentence below?

If they could afford to, the ancient Romans ate well.- **SUBORDINATE**

17. Insert a **dash** in the correct place in the sentence below.

It was a very exciting lesson - we learnt how parachutes work and designed one of our own.

18. Insert a **colon** in the correct place in the sentence below.

Joshua had mastered two new skateboarding skills: he could do a perfect aerial jump and execute a complete 180 degree turn.

19. Which underlined work is an **adverb**?

Tick one

e. The spring garden look lovely.

f. My little sister has a wobbly tooth.

g. The clothes are folded **neatly**.

h. Her brown hair is long and curly.

20. Rewrite the sentence below in the **passive**. Remember to punctuate your answer correctly.

The wind damaged the fence . **The fence was damaged by the wind**

21. Circle the **co-ordinating conjunction** in the sentence below.

If you want to enter the competition, you can send your idea by e-mail or by post.

22. The spelling mistake in each sentence has been highlighted. Write the correct spelling of each highlighted word in the box.

c. In the dead of night, Georgia sat hugging her legs in bed. The atmosfere was tense. **atmosphere**

d. **M**other's idea of comfortable acomodation is certainly unconventional,' she thought to herself. **accomodation**