

UNIT 1 Checkpoint English Year 7: The Senses

Term 3:

Recommended Prior Knowledge: Checkpoint English, Year 7, The Senses, Terms 1 and 2.

Context: The scheme of work uses a topic-based structure to develop students' abilities to use language effectively, to communicate in speech and writing and to respond with understanding and insight to a wide range of texts. The general topic linking the Year 7 activities is the senses (hearing, seeing, smelling, touching, tasting).

Outline: Activities cover the following skills: Use and understanding of synonym and antonym; use of conjunctions; using notes for speech; use of paragraphs; summarising; reading for explicit meaning; use of a thesaurus to develop vocabulary; writing to describe.

Learning Outcomes	Suggested Teaching Activities	Resources
<p>Participate in speaking and listening activities in order to discuss and prepare assignments.</p> <p>Learn a range of vocabulary appropriate to their needs, and use vocabulary in speech and writing to clarify meaning and to interest their audience.</p>	<p>Involve class in a discussion about the sense of touch. See resources for ideas.(1)</p> <p>Remind or introduce the terms synonym and antonym</p> <p>Introduce a list of sensations – dry, wet, sticky, hard, soft - as a starter for a word investigation. Use a thesaurus to find more synonyms and antonyms for these sensations.</p>	<p>(1)</p> <p>Get students to compile a list of reasons for touching things, such as recognition, security, guiding oneself, comfort, carrying out complex operations with the hands.</p>
<p>Use a range of increasingly complex sentence structures to communicate meaning and to give fluency to their speech and writing.</p>	<p>Use words from the lists of sensations to develop simple sentences with conjunctions. Use 'and' to develop similar ideas and 'but' to develop opposing ideas. Practise sentence construction using other conjunctions. (2)</p>	<p>(2)</p> <p>Conjunctions: and, but, so, when, as, after, before, although, because, since, if, which</p>
<p>Use a range of vocabulary and sentence structure to make speech interesting and convincing.</p>	<p>Talk about how different people seem to react to the sensations of heat and cold. Set half the class to write a short passage describing getting up in the morning in a hot place and the other half write about getting up in the morning in a cold place.(3)</p>	<p>(3)</p> <p>Framework: Remember you're the readers. You have got to make your audience feel hot or cold.</p>

	<p>Recognise explicit meaning, select, collate and summarise facts and ideas, using their own words where appropriate to demonstrate understanding</p> <p>Develop the ability to listen courteously to others and to be sensitive to turn-taking.</p> <p>Structure their writing, using paragraphs and sequencing events, details and ideas within paragraphs.</p> <p>Understand vocabulary and comment on a writer's use of language.</p>	<p>Read passages to the class. Get students to read an extract from a text describing extreme cold. Check for careful reading by asking them to summarise the extract, putting the main points in their own words.</p> <p>Put students into pairs and tell them to use the notes on Frostbite (4) to take it in turns to give a short talk to each other.</p> <p>Use the notes on Frostbite (4) to write a short passage. Draw attention to the use of full stops to demarcate sentences and the use of paragraphs to show different details and ideas.</p> <p>Talk about sensations of movement drawing attention to the word 'comparison'. Consider how an old person might feel and act when crossing a road compared with a young person.</p> <p>Read, Skating on Thin Lino – Gareth Owen.(5)The poet describes his sister's movements and his feelings about her skating. Draw students' attention to words and phrases which show this. (Or find and discuss another poem about movement). Use a thesaurus to develop 'movement' word list (6).</p>	<p>Useful phrases and words: the covers clung to my body the heat was stifling dripping with sweat couldn't bring myself to get out of bed frosty patterns on the window chilled to the bone sweltering, sweating, perspiring,panting,parched,shivering, perished,chilly,frozen, stone-cold</p> <p>(4) Notes on Frostbite What frostbite does Injures skin/frost forms in tissue cells Skin goes red>blisters>skin cells die When? Temperature of –12 degrees C normal, 0 degrees if body chilled/damp Results Chilblains (mild); Gangrene (loss of limb – dangerous) Affected: hands, heels, toes, ears, cheeks, chin. Treatment: immediate warmth, warm water. DO NOT massage vigorously.</p> <p>(5) Another Third Poetry Book compiled by John Foster OUP 1988 p.20</p>
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	<p>Write to imagine and to describe, review and comment.</p>	<p>Get students to write a poem or a descriptive passage of a person engaged in a sports activity, including their feelings about the observation.</p>	<p>(6) Movement word list: Hurtle, streak, swoop, plunge, spurt, accelerate.</p>
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