

UNIT 1 Checkpoint English Year 7 – The Senses

Term 2:

Recommended Prior Knowledge: Checkpoint English, Year 7 The Senses, Term 1.

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: Reading for explicit meaning; small group discussion and role play; descriptive writing with an explanation; instructional writing; use of note taking; writing to inform; use of verbs; verb suffixes 'ed' and 'ing'; use of adverbs of manner; use of suffix 'ly' to create adverbs; use of speech marks in narrative writing.

	Learning Outcomes	Suggested Teaching Activities	Resources
	<p>Recognise explicit meaning; select, collate and summarise facts and ideas, using their own words where appropriate to demonstrate understanding.</p> <p>Explain writers' choice of words.</p> <p>Use correct grammar, including verbs, tense and word order.</p>	<p>Discuss how important colour is in people's lives. Read a selection of story and information texts which give descriptions of colour. Summarise and make notes from information about places and animals.</p> <p>Focus on words and phrases which suggest colour and discuss how effects are created. E.g. explain why 'sun-baked ground' and 'blaze of coloured clouds' suggest colour. Which colours? Look at poems which show feelings when we think of colour. (1)</p> <p>Use passages to identify verbs and their usage as 'action' words. Draw attention to the verb endings 'ed' and 'ing' as an opening to discuss how verb suffixes change tense. Practice</p>	<p>(1) Unit 3 Checkpoint English 1 Sue Hackman, Alnan Howe, Sue Bonnett, Hodder Murray ISBN 0340887338</p> <p>(2) Example of simple present: I work hard. Example of continuous present: I am working hard. Example of simple past: I worked hard. Example of continuous past: I was working hard.</p>

	<p>Write to inform, explain, describe.</p> <p>Begin to make significant contributions to group discussions and help to plan and to give group presentations.</p> <p>Use full stops, capital letters and commas and question marks to make meaning clear.</p> <p>Practise note-taking</p> <p>Write to inform, instruct and explain.</p>	<p>writing sentences in the simple and continuous present and the simple and continuous past. (2)</p> <p>Use 'Breakfast to Dinner' – Julie Holder to discuss how the poet has used verbs in the structure of the poem.(3)</p> <p>Choose an animal, bird or insect that you like or dislike. Write a description of it and explain why you like or dislike this creature. Use framework (4) to structure and give detail to your explanation.</p> <p>Talk about using smelling and tasting to warn you of things that are bad for you.</p> <p>In small groups discuss and collect 'favourite smells' and 'favourite and worst tasting foods'. Report findings back to class.</p> <p>Discuss taking notes from passages of information. Use notes about taste (5) to write a paragraph of information. Remind students of importance of capital letters, full stops and commas to make the meaning clear.</p> <p>Practise note taking from non-fiction texts.</p> <p>Talk about the different smells generated by cooking. Use a recipe to discuss instructional writing. Make a list of all the instructional verbs in the</p>	<p>Key Stage 3 Classbook English - John Green – Letts Educational 2000.</p> <p>(3)'Another Third Poetry Book' Oxford University Press 1988, 0199171238</p> <p>(4) Framework: its appearance, including its colours its shape its movements its sounds its behaviour why you like/dislike it</p> <p>(5) Notes about taste:</p> <ul style="list-style-type: none"> • taste identifies sweet/sour/bitter/salty. • done by taste buds (women have more than men) • taste buds on tongue and roof of mouth • sweetness=front of tongue • bitterness=back of tongue • salt/sour sides of tongue • you need saliva before you can taste • your taste is connected to your sense of smell. <p>(6) Framework</p>
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	<p>recipe. Use a recipe as framework (6) to write a recipe for one of your favourite foods. You could also try some mock recipes such as 'Dracula's favourite soup'. Instructions need to be clear and well ordered. Practise writing instructions and compare lists of verbs used. Consider the format of an instructional text. What else might be useful to add to the text: diagrams, labels, headings, sub-headings etc.</p> <p>In groups discuss the issue of food as entertainment or a matter of survival. In what way is food important to a culture? Is too much money spent on promoting and using food for profit, when some people are starving?.</p> <p>Get students to read Prose Extract (7) (or another prose extract of your choice relating to food). Question for careful reading. Discuss why the family were repeatedly embarrassed and why it was not their fault. If Prose extract (7) used, draw attention to how they carry out two of the embarrassing actions to introduce adverbs; 'busily pulled the strings out of our celery', 'helpfully carried over some dining chairs'.</p> <p>Practise writing sentences which use adverbs to modify how an action is done. (8) Draw attention to the use of the suffix 'ly' to create adverbs.</p>	<p>Start with an interesting introduction (you could say why the meal is one of your favourites, or when you have it etc.). List the ingredients. The method – a list of stages in the cooking. Finally some hints on how to serve it.</p> <p>(7) Prose extract The All American Slurp. Lesley Namioka reprinted from Visions, ed Gallo by permission of Ruth Cohen, inc. Literary Agent, in Autobiographies, ed Foster, OUP 1991, 019831265 p 39-40</p>
Speak to discuss and to argue in groups.		
Recognise explicit meaning , select, collate and summarise facts and ideas, using their own words where appropriate to demonstrate understanding.		
Use and spell adverbs correctly.		
Write to explore, imagine and entertain.		

	<p>Use punctuation to present dialogue.</p> <p>Practise speaking fluently at an appropriate pace Practise speaking clearly at an appropriate volume Use a range of vocabulary and sentence structure to make speech interesting and convincing.</p>	<p>Discuss the use of meals to celebrate. Design and write an invitation to a celebration meal. See Resources (9) for framework.</p> <p>Discuss the use of the presentation of dialogue in narrative writing (speech marks). Write an extract from a story that is centred round a meal. Make the focus of the writing the conversations the characters have to enable the practice of the use of speech marks.</p> <p>In small groups role play a situation relating to food and eating (e.g. a waiter and customers in a restaurant).</p>	<p>(8) Key Stage 3 Classbook English, John Green Letts Educational</p> <p>(9)</p> <ul style="list-style-type: none"> • What is being celebrated? • When it will take place? • Where it will take place? • Special dress requirements <p>Make the design and format suit the occasion.</p>
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