

The Swot Shop

Advanced English Program

Year 7

Secondary B

Sample Lesson with Teacher Instructions

The Swot Shop

This is a sample lesson from the **Advanced English Program – Secondary B suited for Year 7 students**. It includes basic teacher instructions. This lesson runs for 2 hours.

All Swot Shop Programs are developed specifically for bright, gifted and motivated learners.

The Advanced English Program is conducted in ability streamed classes and taught by a qualified and experienced teacher.

The program is developed to enrich, enhance and complement the learning that students experience in school settings.

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ADVANCED ENGLISH – Secondary B

Sample lesson

Vocabulary Quiz

Students should complete the quiz in their booklet. Booklets are to be swapped and answers marked in class. Record the scores. Allow time to discuss the students' responses and answer any queries. Ensure that the correct answer has been recorded in students' booklets.

Collections

Students should complete this activity on the sheet provided. Mark in class. These words will form the basis of next week's quiz.

Review

Collect homework and hand any marked work back to students, commenting on any common problems. Allow students some time to read over your comments and ask any questions they might have. Encourage students to use this time to seek help with anything they may be finding difficult.

Hit and Run

- Discuss the pre-textual questions as a class.
- Read the poem to the class. Have students read the poem again, silently.
- Allow students time to make notes relating to the questions that follow on the lines provided. Discuss their responses as a class.

Description

- Read 'The Motorbike Track' and 'Storm at Sea'. Discuss both passages with the class. Allow students time to make notes relating to the questions that follow on the lines provided. Discuss their responses as a class.
- Read the material entitled 'Subjective and Objective Description'. As a class, analyse the differences between the two pieces of writing. Discuss the question that follows.
- Allow students time to complete the activity. Monitor their progress as they work. Discuss, as a class, what they had to do to transform a piece of objective description into a piece of subjective description.
- Explain the homework to the class.

Optional Activity: Adverbs

If time permits, following a class brainstorm, students should complete the sheet independently. Hand out answer sheets so students can mark their own work.

Homework

Students are to complete the description exercise for homework.

Vocabulary Quiz

1. Which of the following means *to turn aside from a set course or direction*?
a) avert b) deviate c) activate d) initiate
2. The students were told that the exam would be _____ until next week because of the storm.
a) postponed b) renovated c) comprehended d) foiled
3. When the curtain was drawn across the window, the view became _____.
a) baffled b) demolished c) reclined d) obscured
4. The coach tried to _____ a serious accident by warning the runners to slow down.
a) avert b) aspire c) postpone d) baffle
5. Which of the following does **not** mean "to reveal information"?
a) confess
b) disclose
c) divulge
d) obscure
6. The thieves' plans were completely _____ by a silent alarm that alerted the police.
a) apprehended b) foiled c) reclined d) emulated
7. The little boy wanted to _____ his father by learning to play the guitar just like him.
a) emulate b) divulge c) renovate d) postpone
8. Which of the following is closest in meaning *to renew or restore*?
a) renovate b) nourish c) deviate d) recline
9. After finishing her meal, she _____ comfortably in the large armchair.
a) alleviated b) reclined c) foiled d) divulged
10. The magician's trick continued to _____ the audience; no one could figure out how it was done.
a) admonish b) baffle c) postpone d) alleviate

Collections

Write the group term for each word. Choose your answers from the box.

flight spell medley course attack batch throng quiver

1 weather _____ 2 people _____

3 bread _____ 4 arrows _____

5 tunes _____ 6 steps _____

7 nerves _____ 8 treatment _____

shock wad tuft suite outfit litter series clan

9 people _____ 10 furniture _____

11 hair _____ 12 clothes _____

13 grass _____ 14 events _____

15 pups _____ 16 notes _____

term board run clutch pride cellar colony anthology

17 eggs _____ 18 lions _____

19 imprisonment _____ 20 poultry _____

21 poetry _____ 22 wine _____

23 gulls _____ 24 directors _____

committee skein bale yoke stud pod punnet galaxy

25 oxen _____ 26 wool _____

27 strawberries _____ 28 peas _____

29 horses _____ 30 people _____

31 stars _____ 32 hay _____

Next week's Vocabulary Quiz will be based on this activity.

Pre-textual Discussion Questions

1. There are many different attitudes to pet ownership in Australia. What do you think are some of the prevailing attitudes?
2. What is your opinion of the role of pets in a home? Are they equal members of the family or are they of lesser importance? Explain your opinion
3. It has been said that dogs in Australia are better fed than some humans living in developing nations. Do you believe this and what is your opinion of such a state of affairs, if it is true?

Poetry

'Hit and Run' is a very sad poem. It tells of the courageous death of a beautiful collie that has been struck by a speeding car. The driver of the car didn't even bother to stop to see if he could do anything to help the dog.

Hit and Run

They said he was done for – broken spine and all –
Just another hit and run;
'Still, if dogs will go roaming on the streets...'
Someone went to get a gun.

He was a collie with a golden coat
That was soaked with sun.
'Jolly fine dog' they said, 'and a pity to end this way
In a hit and run.'

His head was classic, marvellously wrought;
Nobility
In every line, in every movement
Dignity.

No shallow hate or fear
In his deep deep eyes;
Only a puzzled look, pained and strange,
Like one who tries

To repeat the familiar act and finds
His art gone.
'Here comes Harry with the gun' they said;
'Now it won't be long.'

He raised his shoulders on his two front paws
As if to go;
Dragged the wreckage of his body to the kerb,
Looked round with slow

Reproachful gaze at its uselessness
And, with a sigh,
Resigned himself to wait. The clouds were sleeping
And the sun was high.

‘It was a green car, and going like a jet,’
A youth said.
Business, no doubt – speed justified of course –
And, after all, a dead

Collie, golden as wheat in the sun,
Was a small price to pay
For the scheduled arrival, the luncheon sharp at one,
The mingling with gay

Sots to celebrate something or nothing...
Down by the school
The children were playing; some with a ball
Where the pines were cool

Shouted and sang. The whole yard
Echoed the fun –
‘When you hit the ball, run! Hit it and run! Hit and run!
Hit and run!’

I smoothed the rich warm silk of his neck.
He lifted his face
Gravely and his eyes smiled; even his thanks
Were said with grace.

They carried him to a vacant paddock then
And borrowed a spade.
He watched them gravely still
While they made

Their preparations. 'That's deep enough,' one said,
'Or we'll be here all day.'
So I gave him my heart
And walked away.

By now, I suppose, they have taken the sun
From his silken throat,
And are busy spading gobbets of dirty earth
Over his golden coat.

Colin Thiele

Questions

1. What feelings did this poem generate as you read it? How did the poet, Colin Thiele encourage you to feel sympathy for the animal?

2. The bystanders say the dog was "done for". What does this phrase suggest about their attitude to the animal?

3. What words does the poet use to suggest that the collie was a beautiful dog? How do these words create that impression?

4. How does the poet bring out the contempt he feels towards the driver of the car?

5. What impact does the game that the children are playing have?

6. The poem concludes with a vivid contrast between the collie's coat and the earth being thrown on top of it as he is being buried. Why has the writer done this?

Description

The reader's attention in this description is focused on a motorbike track after the crowd has departed. How does the writer successfully create the feeling of a place that has been abandoned?

The Motorbike Track

They returned to 106 and went south towards the track. The asphalt was black with rain, although only a few drops still fell. The camps alongside the road were bedraggled. Some had disappeared. Others had rigged up shelters, big sheets of plastic, ripped-down billboards propped on posts. Someone threw gasoline on a fire as they passed, and the flames shot fifty feet in the air. The track was half-deserted, the board fences dark with rain, the stands empty, and the parking lot churned to muck. The crowd had thinned a lot, both kinds of crowd, the serious fans and the funsters.

From *Into the Road*, by Adrienne Richard

The violence of a storm at sea is captured in this description. The main character, Mafatu, struggles to keep his canoe afloat in the huge seas. What words does the writer use to describe the sounds of the storm heard by the boy?

Storm at Sea

The sky darkened. A burst of lightning lit up the sea with supernatural brilliance. An instantaneous crack of thunder shattered the world. Lightning again, striking at the hissing water. Mafatu watched it with fascinated eyes. Now it was all about him. It ran to the end of the boom in globes of fire that exploded and vanished, and in the awful moment of its being it revealed mountain shapes of dark water, heaving, shouldering... How long could this frail craft of wood and sennit resist? Under the combined attack of wind and sea it seemed that something must inevitably give way. The wind shrilled a fiercer note. Spray stung the boy's flesh, blinded his eyes, chilled his marrow.

From *The Boy Who Was Afraid*, by Armstrong Sperry

Questions

The Motorbike Track

How does the writer create the feeling of a place that has been abandoned? Think about the visual images that the writer uses to create this impression.

Storm at Sea

How does the writer create a vivid image of the violence of the storm? Think about the words that are used and the various senses to which the writer appeals in the passage.

Objective and Subjective Description

When describing objectively, the writer is a kind of camera, recording precisely and impersonally. Read the example which is a description of a lake in Maine:

In shape the lake resembles a gently curving S, its long axis lying almost due north-south. The shoreline is ringed by rocks of all sizes, from huge boulders to tiny pebbles – the detritus of the ice age. Beyond the rocks the forest comes almost to the water's edge. Mostly pine and hemlock, it contains a few hardwoods – maple, oak, birch. Here and there an old pine, its roots washed nearly clean of support, leans crazily over the water, seeming about to topple at any instant. But it never does; trees fall this way for years.

When describing subjectively, the writer is no longer an impartial observer. The words have overtones of value and personal feeling which colours the description. The example below, written by Jack London, tells what impressions the slums of London make on him.

No more dreary spectacle can be found on this earth than the whole of the "awful East," with its Whitechapel, Hoxton, Spitalfields, Bethnal Green, and Wapping to the East India Docks. The colour of life is grey and drab. Everything is helpless, hopeless, unrelieved, and dirty. Bath tubs are a thing totally unknown, as mythical as the ambrosia of the gods. The people themselves are dirty, while any attempt at cleanliness becomes howling farce, when it is not pitiful and tragic. Strange, vagrant odours come drifting along the greasy wind, and the rain, when it falls, is more like grease than water from heaven. The very cobblestones are scummed with grease.

Jack London

Are *The Motorbike Track* and *Storm at Sea* objective or subjective? Justify your answer.

Adverbs

An adverb adds meaning to a verb by telling how, when, where or why a thing is done.

1. Most adverbs end in 'ly'. As a class brainstorm and write a list of adverbs which do not end in 'ly'.
2. From the following list of adverbs, select the most suitable to fill in the blanks in the sentences:

lovingly	visibly	promptly	haltingly	late	yet	accidentally
anxiously	eventually	somewhere	reprovingly	cheaply	early	

- a) _____ the council decided that it must act
_____ in order to secure the land.
- b) Trembling _____ the frightened child walked
_____ onto the stage.
- c) _____ in the crowd a voice cried _____,
"Have they found him _____?"
- d) "This boy came _____," said the teacher
_____, "and wants to leave _____"
- e) The mother _____ caressed her child whom she had
hurt _____.

3. Create effective adverbs to fill the spaces in this passage:

There were others in there _____, waiting, eight of them huddled
_____ in a corner, their eyes fixed _____ on his.
They were dressed _____, as he was, in pale sheepskin jackets
and trousers, with matching boots, and caps pulled down over their ears. Most, like
him, were in their mid teens; and their faces, pinched as much by fear as with cold,
seemed _____ familiar, as though he had known them all his life.
One, a girl with intense dark eyes, nodded towards the end of the room. When he
failed to respond, she nodded _____, more
_____ than before, her lips forming words _____.

