

**YEAR 7 ENGLISH LANGUAGE**

**WEEK 6 - DISTANCE LEARNING PLAN**

**Name of the teacher:** Ms. Sunita Chakraborty

**Class and Section:** YEAR 7

**Subject:** ENGLISH LANGUAGE

**Week 6 :** - 4<sup>th</sup> Sept- -8<sup>th</sup> OCT - No. of lessons – 5 LESSONS

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

**RESOURCE** - FICTION ALTER EGO- DESCRIBING A TRANSFORMATION (writing)

**ALTER EGO- NARRATIVE VIEWPOINT**

**ZOOM LESSON 1 ALTER EGO- - DESCRIBING A TRANSFORMATION (writing)**

**ZOOM LESSON 2 ALTER EGO- NARRATIVE VIEWPOINT - \_extract from 'Metamorphosis' by Franz Kafka**

**HOMEWORK-1 – - ACTIVE LEARN task assigned**

**ZOOM LESSON 3 GOOGLE CLASSROOM - READING AND ANALYSIS**

**ZOOM LESSON 4 EXPERIMENTING WITH NARRATIVE VIEWPOINTS**

**ZOOM LESSON 5- WRITING -SELF ASSESSMENT AND REVIEW**

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

<b>DATE/ LESSON No.</b>	<b>4<sup>th</sup> Sept- -8<sup>th</sup> OCT - No. of lessons – 5 LESSONS</b>
<b>WEEK 6</b>	
<b>LESSON 1</b>	<p><b>Zoom lesson 1 – WEEK 6</b></p> <p><b>LEARNING OUTCOMES:</b></p> <ul style="list-style-type: none"> <li>• Re-write a text using different noun phrases</li> <li>• Describe a character’s transformation into their alter ego using noun phrases to build up descriptive detail</li> </ul> <p><b>LEARNING OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• use noun phrases to add descriptive details</li> </ul> <p><b>SUCCESS CRITERIA</b></p> <p><b>I can</b></p> <ul style="list-style-type: none"> <li>• Imagine a character and decide on the alter ego he transforms into</li> <li>• choose <b>nouns phrases to describe vividly the details of the character’s transformation</b></li> <li>• choose pre-modifiers and post-modifiers to create a specific visual image in the reader’s mind of the alter ego the character has transformed into</li> </ul> <p><b>ACTIVITY</b> Teacher guides and explains about the writing activity and the Marking <b><u>criteria</u></b></p> <p>- <b><u>What is the purpose of the writing?</u></b>  <b><u>Who is the audience?</u></b>  <b><u>What is the expectation?</u></b></p> <p><b>Question:</b> Imagine that you wake up in the morning and have been transformed into something gruesome. It can be anything you wish – let your imagination run wild!</p> <p>Your response could be real or imagined.</p> <p>Before you start writing:</p>

\*carefully choose vocabulary which will help to paint this picture

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.

Range and relevance of imaginative ideas; awareness of purpose and audience; coherent organisation of ideas	_____/ <b>6</b>
Appropriate use of vocabulary; accuracy of spelling, punctuation, grammar, sentence structure	_____/ <b>4</b>
<b>Total marks</b>	_____/ <b>10</b>

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<p><b>LESSON 2</b></p>	<div data-bbox="457 228 1848 667"> <hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/> </div> <p><b>ZOOM LESSON 2 - ALTER EGOS- NARRATIVE VIEW POINT</b></p> <p><b><u>LEARNING OUTCOME:</u></b></p> <ul style="list-style-type: none"> <li>• Identify the viewpoints used by the writer and write about the effect created.</li> </ul> <p><b>OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• Understand narrative viewpoints and why writers use it .</li> </ul> <p><b>SUCCESS CRITERIA</b></p> <p>I can</p> <ul style="list-style-type: none"> <li>• match the narrative definitions to the narrative terms</li> <li>• can identify first person and third person narrative.</li> <li>• can write about the effect created</li> </ul> <p><b><u>INSTRUCTIONS to Students</u></b></p> <ul style="list-style-type: none"> <li>- in your <b>Note book</b>, make a mind map of examples of words and phrases that suggest key ideas,</li> <li>- <u><a href="#">Your notes will help to answer questions posted in Google Classroom</a></u></li> </ul>
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**TEACHING : Brainstorming 5 minutes max.**

**Teacher displays Resource slide 5.1 and asks**

- -Who is a narrator?
- Is it always the narrator telling the story?
- How can you identify who is telling a story?

Based on students responses teacher leads them to **Narrative viewpoint** and shares the learning outcome and objectives.

**TEACHING ACTIVITY 1:**

**Teacher displays slide 5.2 and explains the different narrative viewpoint.**

**Narrative viewpoint** is the point of view from which a story is told: it could be told in the **first person** ('I', 'me', 'we', etc.) by a character in the story or in the **third person** ('he', 'she', 'they', etc.) by a narrator who takes no immediate part in the story. Better writers are able to manipulate viewpoint deliberately.

Teacher takes feedback with a brief discussion about the differences between the two and how writers may use narrative viewpoint in their stories.

**ACTIVITY 2**

Why might they have written from a particular viewpoint? How may this affect the reader?

**ACTIVITY 3:**

Re-read the extract from *Metamorphosis* in the Student Book using ActiveTeach to display it.

When Gregor Samsa awoke one morning from troubled dreams, he found himself changed into a monstrous cockroach in his bed. He lay on his tough, armoured back, and, raising his head a little, managed to see – sectioned off by his little crescent-shaped ridges into segments – the expanse of his arched, brown belly, atop which the coverlet perched, forever on the point of slipping off entirely. His numerous legs, pathetically frail by contrast to the rest of him, waved feebly before his eyes.

'What's the matter with me?' he thought. It was no dream.

1. Whose point of view is this told from?

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2. What choices might the writer have made about whose point of view the story is told from? Add your ideas to the list below:

- ✓ The writer could have told this from the point of view of Gregor's father discovering him transformed into a cockroach.

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3. The narrator writes in an almost matter of fact way about an extraordinary event. What effect do you think this has on the reader?

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	<b>GOOGLE CLASSROOM</b> <u><b>LEARNING OUTCOME:</b></u> <ul style="list-style-type: none"> <li>• Identify the viewpoints used by the writer and write about the effect created.</li> </ul> <b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>• Understand narrative viewpoints and explain the effect created.</li> </ul> <b>SUCCESS CRITERIA</b> I can



- match the narrative definitions to the narrative terms
- can identify first person and third person narrative.
- can write about the effect created

### ACTIVITY 1

**Match the Narrative terms with their definitions**

NARRATIVE TERMS		DEFINITIONS
First-person narrative		The 'eyes' and 'voice' through which the story is voice through which the story is told. This can the story progresses.
Narrative viewpoint		More than one person is telling the story. The different narrators might see the same event in different ways.
Dual or multiple narrative		The story is told from the point of view of the main character who is directly involved in the action. 'I' and 'we' are used.
Third person narrative		The story is told from the point of view of someone who is not immediately involved but who is observing the action. 'He', 'she' and 'they' are used.

### ACTIVITY 2

**Read the extracts identifying the narrative view point and explain.**

One day a young woman looked out her apartment window and saw a man playing a guitar. "Cool," she thought as she swayed to his tune. A big brown dog joined the man and howled along with the music.

Then a man in pajamas yelled from another window, complaining that the noise woke him up and he was going to call the police. This man, who worked the night shift and had to sleep all day, liked cats better than dogs anyway. The young guitarist left.

**Narrative point of view – omniscient**

**Explanation :** *The narrator isn't a character in the story. The narrator knows what multiple characters are doing, thinking, and feeling.*

Oh, man! Just as I was finally dozing off, he starts playing that stupid guitar. I've already been fired from one job because I fell asleep on the night shift. Now it's going to happen again. I don't know which sounds worse, that tone-deaf guitarist or that yowling dog. I'm going to call the police.

**Narrative point of view : first person**

**Explanation :** *He uses the pronoun I and tells only his own thoughts and feeling*

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He found a good spot in front of Park View Apartments and started playing soulfully on his guitar. He wanted an audience and needed money. After one song, he spotted a cute girl at a window, applauding madly. A dog howled with the music, but the guitar player let him stay, hoping the dog might attract some donations. Then he heard a man yelling about calling the police—clearly not a music lover.

**Narrative point of view : Third-Person-**

**Explanation:** *The story is told from the guitarist point using the pronoun he. We don't know what other characters are thinking.*

At dawn, Mae Tuck set out on her horse for the wood at the edge of the village of Treegap. She was going there, as she did once every ten years, to meet her two sons, Miles and Jesse, and she was feeling at ease. At noon time, Winnie Foster, whose family owned the Treegap wood, lost her patience at last and decided to think about running away.

**Narrative point of view :**

**Explanation:**

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**ACTIVITY 3: Select the correct answer.**

**1. When choosing a narrative view point , the author needs to consider**

**a. Which viewpoint would make the most interesting story**

	<p>b. which character's most sound intelligent likely to enough to tell a story</p> <p>c. what the protagonist will be doing</p> <p>d. how far the narrator will be able to see.</p> <p><b>2. An example of first-person point of view would be</b></p> <p>a. You can see the top of the houses from this balcony</p> <p>b. the boy ran but could not get anywhere</p> <p>c. when she was tired she finally sat down.</p> <p>d. I couldn't believe what was in front of me</p>
	<p><b>ZOOM LESSON 4</b></p> <p><b><u>LEARNING OUTCOME:</u></b> To understand how to apply narrative view point in your own writing.</p> <p><b><u>LEARNING OBJECTIVES:</u></b></p> <ul style="list-style-type: none"> <li>• Understand how narrative viewpoint can affect the reader's response to a text</li> <li>• Apply this understanding to your own writing</li> </ul> <p><b><u>SUCCESS CRITERIA: I can</u></b></p> <p>Think about the advantages and disadvantages of the first person and third person narrative Choose the best viewpoint that suits my story</p> <p><b>TEACHING ACTIVITY 1: Explanation, feedback and guidance on <b>HOMework 1&amp; GC TASK</b></b></p> <p>Few students share their responses and the explain how the different viewpoints effect the readers.</p> <p><b>ACTIVITY 2: DECIDING ON NARRATIVE VIEWPOINT</b></p>

## WRITER'S WORKSHOP: Deciding on narrative viewpoint

Before a writer starts writing their story they must decide who will narrate it – the 'eyes' and 'voice' through which the story is told. This is called the **narrative viewpoint**. This can change as the story goes along.

### Do I want my story to be told from one person's viewpoint?

A story can be told from the point of view of the main character who is directly involved in the action. 'I' and 'we' are used. This is called **first-person narrative**.

Here is another extract from *The Witches*.

I myself had two separate encounters with witches before I was eight years old. From the first I escaped unharmed, but on the second occasion I was not so lucky. Things happened to me that will probably make you scream when you read about them. That can't be helped. The truth must be told.

Here we are told everything that happens in the story from the point of view of a character involved in the story, using the pronoun 'I'. The narrator directly addresses the reader, using the second person pronoun 'you'.

Choosing to write in first-person narrative means:

- the writer can describe the main character's thoughts and feelings directly
- the reader might be more engaged because the story is told by someone who was there.

What might some of the limitations of using a first-person narrative be?

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### ACTIVITY2:

Reading of the extract to identify the narrative viewpoint.

What might some of the **limitations of using of a first-person narrative be?**

### TEACHING ACTIVITY2

Teacher takes feed back and explains

*first-person can be very limiting.*

*The reader can only experience the world through that character's eyes, so as a writer you cannot share the thoughts and feelings of others, only your narrator's interpretation of them*

### ACTIVITY 3

### Do I want my story to be told by a narrator who is not involved in the story?

A story can also be told from the viewpoint of someone who is not immediately involved but who is observing the action. The pronouns 'he', 'she' and 'they' are used. This is called **third-person narrative**.

*Metamorphosis* is written in the third person. The author is omniscient (all knowing). He knows what the characters are thinking and comments upon it in the third person, for example:

'What's the matter with me?' he thought. It was no dream.

Writing in the third person means:

- the writer can describe different characters' thoughts and feelings
- the writer can describe events that the main character does not see or hear.



### ACTIVITY 2

Why do you think the author of <i>Metamorphosis</i> chose to write in a third person narrative?	
What effect does this have on the reader?	
How would this extract be different if it was written as if told to us directly by	

	<p><b>Gregor?</b></p> <p><b>TEACHING ACTIVITY 3</b> – explanation of choosing chose to write in a third person narrative and the effect on th reader  <i>The <b>advantage</b> of third person is that the author can write from a broader perspective.</i>  <i>The <b>disadvantage</b> is that it can be difficult to establish connection with the reader. Third Person Limited - This point of view is limited to one character. The narrator only experiences what this one character experiences.</i></p> <p><b>PLENARY</b></p> <ul style="list-style-type: none"> <li>Teacher asks few students to summarise THE ADVANTAGES AND DISADVANTAGES OF NARRATIVE VIEWPOINTS.</li> <li>Teacher consolidates the main points shared by students.</li> </ul>
<b>LESSON 5</b>	<p><b>ZOOM LESSON 5- EXPERIMENTING WITH NARRATIVE VIEWPOINTS</b></p> <p><b>LEARNING OUTCOMES</b></p> <ul style="list-style-type: none"> <li><b>Rewrite a text using a different viewpoint and examine the impact of this change</b></li> </ul> <p><b>Learning OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>Understand how narrative viewpoint can affect the reader’s response to a text</li> </ul> <p><b>Success Criteria:</b> I can</p> <ul style="list-style-type: none"> <li>Understand how narrative viewpoint can affect the reader’s response to a text</li> <li>Experiment with different view points and examine the impact of this change</li> </ul>

## ACTIVITY 1:

### Changing narrative viewpoint

Imagine that you are the author of *Metamorphosis* and you are experimenting with how you will use narrative viewpoint to describe Gregor's transformation.

**Write one or two paragraphs in first person describing the moment Gregor transforms into a cockroach.** You could choose one or more of the scenarios below. The first sentence has been modelled for you.

Before you begin, think about:

- the narrative viewpoint that you will use and the impact that this will have on the reader
- how you want the reader to react. Do you want them to be frightened, appalled, sympathetic, shocked, etc? Choose your vocabulary carefully in order to achieve your intended reader response.

1. Write from the point of view of the cockroach, pleased at your emergence from the horrible human body that you have been imprisoned in.

I've woken from strange dreams to discover that I've finally escaped from my human self; I'm now what I was always meant to be: a glorious cockroach.

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2. Write from Gregor's viewpoint, shocked and alarmed at the creature you have turned into.

My dreams last night were disturbing but waking is so much worse... it cannot be, it is impossible and yet I know I have changed, transformed into the ugliest of creatures – a monstrous cockroach!

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3. Write as if you are someone in Gregor's family discovering him during or after his transformation.

At first everything seemed as normal that morning, but it was soon to change when I looked into my brother's bedroom and saw a monstrosity that was no longer my brother.

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4. Write as if you are Gregor's employer coming to pick him up after he has failed to turn up to work the morning of his transformation.

It was very unusual for Gregor not to turn up to work and we needed him that day so I walked to his house, which is near the office, to get him. The sight which met my eyes will stay with me for the rest of my life.

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### **TEACHING ACTIVITY PLENARY**

#### **Discussion and Explanation**

#### **Check your writing**

Look back at your writing and consider the following questions.

- Have I effectively described the narrator's reaction to the transformation?

- Have I chosen a narrative viewpoint that has an impact on the reader? Does it have the intended effect on the reader?

Which column best describes your use of narrative viewpoint? Add examples from your writing as evidence.



I try to show a viewpoint in my writing but I don't always do that all the way through it.

I use a straightforward viewpoint which I keep throughout my writing.

I develop my ideas appropriately and establish a clear viewpoint and add detail where possible.

### **Evidence**
