

Yr.8 ENGLISH LANGUAGE**WEEK 6 -DISTANCE LEARNING PLAN**

Name of the teacher:	Ms. Anita Bhattacharya
Class and Section:	YEAR 8 E
Subject:	ENGLISH LANGUAGE
Week 6	4TH OCTOBER - 8TH OCTOBER
No. of lessons	5 LESSONS

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

Topic: *UNIT 3 from Skills for Writing - SPY FICTION*

Resource : from Student Book ' *Skills for Writing*' pages 12-15

ZOOM LESSON 1 and 2 - Spy Fiction -Narrative Viewpoint- Activity 1- Scorpio-lines 1-30 : the extract taken from the fifth book of 'The Alex Rider' series by Anthony Horowitz. (SFW page 12-13)

ZOOM LESSON 3 - Spy Fiction - Narrative Viewpoint -Writer's Workshop (SFW page 13-14)

ZOOM LESSON 4 - Spy Fiction - Narrative Viewpoint -Activity 2 –Changing narrative viewpoint. (SFW page 14-15)

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

DATE /LESSON No.	ACTIVITY
LESSON 1 and LESSON 2 8E 4TH OCT SUNDAY 3RD PERIOD	<p><u>ZOOM LESSON 1 AND ZOOM LESSON 2</u></p> <ul style="list-style-type: none"> LEARNING OUTCOMES: learn different ways a story can be told through different characters. Understand the impact of third person narrative in the text. <p><u>Learning Objectives:</u> -</p> <ul style="list-style-type: none"> Understand key words, and ideas presented in the text. Identify events Infer layers of meaning within the text. Learn about the characters in the text and how they contribute to the story -telling Understand what is meant by narrative viewpoint Understand the impact that the narrative viewpoint can have on a text Understand the writer's purpose <p><u>Success Criteria:</u></p>

I can

- identify key words, events and ideas presented in the text.
- infer layers of meaning within the text.
- Interpret from whose point of view the ideas and events are presented
- explore the characters in the text and how they contribute to the story -telling
- select suitable evidence
- express views about the effect of the third person narrative in the extract

NOTE:

- In your Note book, make notes of teacher's explanation
- Your notes will help to :
 - Answer questions posted in Google Classroom

LESSON 1

Starter Activity– max. 10 mins-students have to identify the speaker.

Read the two passages given below.

Can you identify the speaker or the narrator in them?

Is it a character in the story?

Is it the writer?

1) The dew on the grass made my running shoes damp. It didn't bother me. The sound of my feet hitting the street formed a rhythm, a steady pattern of light thumps. I timed my breathing with the rhythm. These sounds filled my head. I thought of nothing other than the next step and keeping my tempo. I soared over the sidewalks like concrete clouds.

2) Red looked across the prairie. He didn't see anything concerning. He wondered why Texas Joe had hollered like that. Texas Joe turned to him. The ghost that Texas Joe had just seen was gone. Texas Joe swatted at the air. Now he felt crazy. "You have to believe me, Red. It was just here," said Texas Joe. Red scowled at him in disbelief. "What was just here, Joe?" he asked. Red was angry with Texas Joe for disturbing his sleep for no apparent reason.

ACTIVITY 2

Teacher then shows a video from Youtube on Narrative point of view(POV)

<https://www.youtube.com/watch?v=DsIKbwkuiVA>

Teacher then proceeds to explain-

1)what is narrative viewpoint

2)the effect of first person and third person narrative and

3)how the writer's choice of narrative viewpoint creates an impact on the text.

Teacher's Note:

In a work of fiction or nonfiction, the "third-person point of view" relates events using third-person pronouns such as "he," "she," and "they." The three main types of third-person point of view are:

1) Third-person objective: The facts of a narrative are reported by a seemingly neutral, impersonal observer or recorder. For an example, see "The Rise of Pancho Villa" by John Reed.

2) Third-person omniscient: An all-knowing narrator not only reports the facts but may also interpret events and relate the thoughts and feelings of any character. The novels "Middlemarch" by George Eliot and "Charlotte's Web" by E.B. White employ the third-person-omniscient point of view.

3) Third-person limited: A narrator reports the facts and interprets events from the perspective of a single character. For an example, see Katherine Mansfield's short story "Miss Brill."

4) In addition, a writer may rely on a "multiple" or "variable" third-person point of view, in which the perspective shifts from that of one character to another during the course of a narrative.

ACTIVITY 3-

Instructions to students:

Students read aloud 'Scorpia'(lines 1-9)- the extract taken from the fifth book of 'The Alex Rider' series by Anthony Horowitz. (SFW page 12).

Read and annotate

- key words and ideas presented in the extract (SFW pages 12

Identify

- narrator,
- characters,
- main event

Alex knew very little about his mother and father, John and Helen Rider. In his bedroom he had a photo of them: a watchful, handsome man with close-cut hair standing with his arm around a pretty, half-smiling woman. He had been in the army and still looked like a soldier. She had been a nurse, working in radiology. But they were strangers to him; he couldn't remember anything about them. They had died while he was still a baby. In a plane crash. That was what he had been told.

Now he knew otherwise.

The plane crash had been as much a lie as his uncle's car accident. Yassen Gregorovich had told him the truth on Air Force One. Alex's father had been an assassin – just like Yassen. The two of them had even worked together: John Rider had once saved Yassen's life. But then his father had been killed by MI6 – the very same people who had forced Alex to work for them three times, lying to him, manipulating him and finally dumping him when he was no longer needed. It was almost impossible to believe, but Yassen had offered him a way to find proof.

Go to Venice. Find Scorpia. And you will find your destiny...

Alex had to know what had happened fourteen years ago. Discovering the truth about John Rider would be the same as finding out about himself. Because, if his father really had killed people for money, what did that make him? Alex was angry, unhappy... and confused. He had to find Scorpia, whatever it was. Scorpia would tell him what he needed to know.



Class discussion on the following questions:

1. Who is the narrator?

2. Who are the main characters?

3. What is the main event ?

PLENARY:

Summarise

- main event, character and narrator

LESSON 2

Teacher guides students to

Continue reading 'Scorpia'(lines10-30)- the extract taken from the fifth book of 'The Alex Rider' series by Anthony Horowitz. (SFW page 12)

Main Teaching Activity 1.

Discussion on the characters in the text and how they contribute to the story-telling.

Students make notes as teacher explains.

1. What kinds of things do you learn about each of the characters in the extract?

2. Which character do you learn most about in the extract? Why do you think this is?

	Alex Rider	John Rider	Helen Rider	Yassen Gregorovich
Facts about their lives?				
Details about their appearance?				
Their thoughts?				

Alex Rider	John Rider	Helen Rider	Yassen Gregorovich

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Their feelings?				

PLENARY for Lesson 1 and 2

Teacher concludes the lesson recalling

- **how** does the third person narrative viewpoint in the writing help the reader to clearly or effectively understand the different kinds of things about the main character? (**Assessment for Learning = PEE**)
- which character do they learn most about and what is the viewpoint of that character (**Point**)
- the main event or what happens in the extracts with appropriate textual references
what kinds of things they learn about the characters (**evidence**)
- **explanation** of **what they (the readers) have understood** about the main character from the third person viewpoint is the effect
(explanation)

DATE /LESSON No	ACTIVITY
LESSON 3 8E 5TH OCTOBER MONDAY 5TH PERIOD	<p><u>LESSON 3</u></p> <p><u>GOOGLE CLASSROOM</u></p> <ul style="list-style-type: none"> • LEARNING OUTCOMES: Be able to Interpret the questions and answer relevantly with supporting textual references <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> • Review writer's use of language and structure to convey ideas, events, characters and viewpoints <p><u>Success Criteria:</u></p> <p>I can</p> <ul style="list-style-type: none"> • recall writer's use of vocabulary, language devices with textual evidence • review the impact that the narrative viewpoint can have on a text

- review writer's use of punctuation, long and short sentences.
Organization of ideas and events

You have studied the following elements in the UNIT on ***Spy Fiction***.

Lesson 1 – narrative structure to engage readers

Lesson 2-personal pronouns, determiners, noun phrases to grab reader's interest

Lesson 3 –impact of narrative viewpoint

Based on your understanding of writer's use of language and structure from the Lessons on Spy fiction, answer the following questions:

Read the extract from ***Scorpio*** by Anthony Horowitz on page 12 of SfW.

1. From lines 1 to 5, identify **the phrase** which shows that Alex did not know about his parents. (1 mark)
2. From lines 6 –14, give **two** details that explain what happened to Alex's father.

You may use your own words or quotation from the text.

3. In lines 15–30, how does the writer use language and structure to show the narrator's eagerness?

Support your views with reference to the text. (6 marks)

Resource 4.1

Fill the blanks to put the extract into **first person narrative**.

knew very little about mother and father, John and Helen Rider. In bedroom had a photo of them: a watchful, handsome man with close-cut hair standing with his arm around a pretty, half-smiling woman. He had been in the army and still looked like a soldier. She had been a nurse, working in radiology. But they were strangers to ; couldn't remember anything about them. They had died while was still a baby. In a plane crash. That was what had been told.

	<p>3) Based on your understanding of the text- SCORPIA -given in Zoom lessons 1 and 2 , answer the following questions:</p> <p>a. What is the meaning of the line 'Now he knew otherwise'?</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>b. Why do you think the third person narrative is effective in giving information about Alex's parents?</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>c. <i>'Go to Venice. Find Scorpia. And you will find your destiny....'</i></p> <p>Why is this paragraph in italics? From the narrative point of view, how is it different from the rest of the extract? What impact does it create?</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>
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DATE /LESSON No	ACTIVITY
LESSON 4 8E 7th OCTOBER WEDNESDAY 1ST PERIOD	LESSON 4 <u>ZOOM LESSON 3</u> LEARNING OUTCOMES: Be able to change third person narrative to first person narrative and vice-versa. <u>Learning Objectives:</u> - <ul style="list-style-type: none"> • Understand why it is necessary for a writer to decide who the narrator will be • Understand the advantages and disadvantages of first person and third person narratives . • Understand the effects of changing narrative viewpoints. • Rewrite narrative viewpoints. <u>Success Criteria:</u>

I can

- understand why it is necessary for a writer to decide who the narrator will be
- understand the advantages and disadvantages of first person and third person narratives .
- understand the effects of changing narrative viewpoints.
- rewrite narrative viewpoints.

Instruction to students

- Make notes on the discussion of the topic
- Your notes will help to answer question posted in Google Classroom

Whole class discussion on why it is necessary for a writer to decide who the narrator will be.

Before a writer starts writing a story, they must decide who will narrate it -from whose point of view the story will be told. This is called narrative viewpoint.

TEACHING ACTIVITY 1

Read the box below:

WRITER'S WORKSHOP: Deciding on narrative viewpoint

Before a writer starts writing a story, they must decide who will narrate it – from whose point of view the story will be told. This is called **narrative viewpoint**.

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

The following extract is taken from *Epitaph for a Spy* by Eric Ambler, a story told by the main character:

I was silent for a moment. There was something curious about the chemist's manner. His eyes, magnified by the thick pebble glasses he wore, remained fixed on mine. There was an odd look in them. Then I realised what the look was. The man was frightened.

This story is written in **first person narrative**. We are told everything that happens in the story from the point of view of a character in the story, using the pronouns 'I' and 'we'.

Choosing to write in **first person narrative** means:

- the writer can describe the main character's thoughts and feelings and point of view directly
- the reader may be more engaged with the story because they feel they are being told the story by someone who was there when it happened
- the writer cannot describe other characters' thoughts and feelings (such as the chemist's fear in the extract above) directly – the reader must learn about them through the first person narrator
- everything the writer wants the reader to see and hear must be seen and heard by the narrator.

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

Most spy stories are told using **third person narrative**. The story is told by a narrator using the pronouns 'he', 'she' and 'they'. The narrator does not take part in the action of the story – it's as though they are spying on the characters!

Look again at the example from *Scorpio*. The pronouns and related determiners have been highlighted. They show the story is being told by a third person narrator – someone outside the action of the story.

Alex knew very little about **his** mother and father, John and Helen Rider. In **his** bedroom **he** had a photo of **them**: a watchful, handsome man with close-cut hair standing with **his** arm around a pretty, half-smiling woman.

Choosing to write in **third person narrative** means:

- the writer can describe all the different characters' thoughts and feelings – although, like Anthony Horowitz, they may decide to focus on the main character for most of the story
- the writer can describe events that the main character does not see or hear.

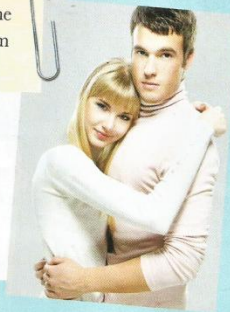
How do I choose?

Before deciding on the narrative viewpoint for your story, ask yourself the following questions:

Will my main character be present at all the events I want to include in my story?

Do I want to describe all the characters' thoughts and feelings directly ('She was angry') or indirectly, through the eyes of the main character ('I thought she looked angry')?

Will it be a more engaging story if the main character tells the reader directly about his or her experience?



What do better writers do?

Better writers think about the advantages and disadvantages of first and third person narrative and choose the narrative viewpoint that best suits the story they want to tell

ACTIVITY 2 (SFW pg 14 - Active learn Resource 4.4)

1.What would be the effect of changing the narrative viewpoint in the Scorpio extract below?

a .Try rewriting it in the first person from Alex's viewpoint.

Alex had to know what had happened fourteen years ago. Discovering the truth about John Rider would be the same as finding out about himself. Because, if his father really had killed people for money, what did that make him? Alex was angry, unhappy... and confused. He had to find Scorpio, whatever it was. Scorpio would tell him what he needed to know.

b. What effect has this change of narrative viewpoint had? Write two or three sentences explaining your ideas.

	<hr/> <hr/> <hr/> <hr/> <p>2. What would be the effect of playing with the narrative viewpoint in the Epitaph for a Spy extract below?</p> <p>a. Try rewriting the paragraph in the third person.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>I was silent for a moment. There was something curious about the chemist's manner. His eyes, magnified by the thick pebble glasses he wore, remained fixed on mine. There was an odd look in them. Then I realised what the look was. The man was frightened.</p> </div> <p>b. What effect has this change of narrative viewpoint had? Write two or three sentences explaining your ideas.</p> <hr/> <hr/> <hr/> <hr/> <p>PLENARY- Teacher recalls</p> <ul style="list-style-type: none"> why it is necessary for a writer to decide who the narrator will be understand the advantages and disadvantages of first person and third person narratives .
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DATE /LESSON No	ACTIVITY
LESSON 5 8E 7th OCTOBER	LESSON 5 ZOOM LESSON 4

**WEDNESDAY
2ND PERIOD**

LEARNING OUTCOMES:

- Write short paragraphs of the same story using different viewpoints .

Learning Objectives:

- Understand the impact that the choice of narrative viewpoint can have on a text.
- Use narrative viewpoints effectively to make writing interesting

Success Criteria:

I can

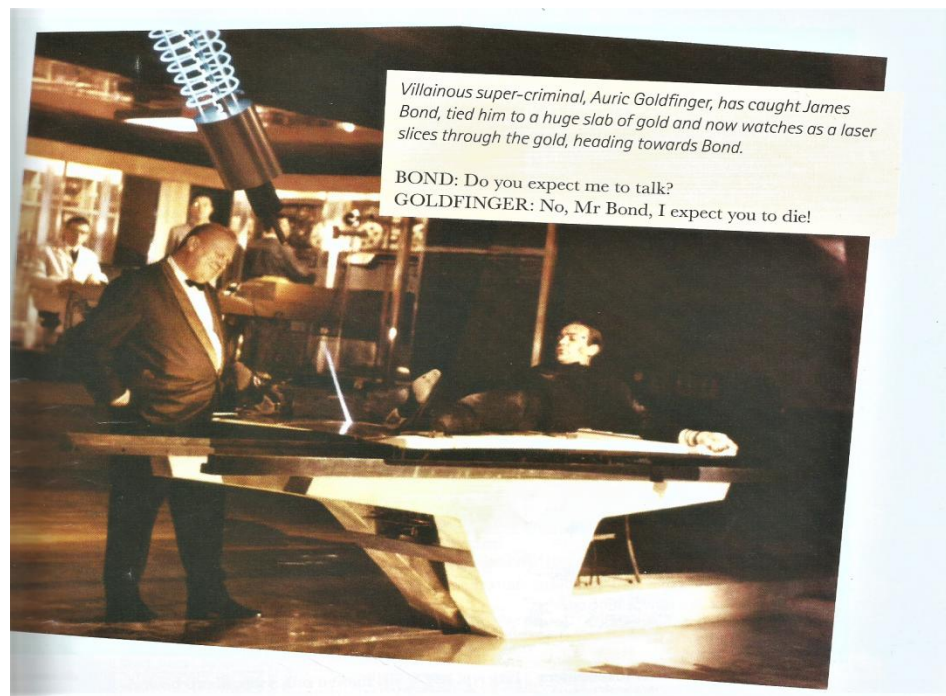
- Choose narrative viewpoint to have specific effect on the story and reader.
- use narrative viewpoints effectively to make my writing interesting

Instruction to students:

Watch a Youtube video on an extract from the James Bond film 'Goldfinger'

<https://www.youtube.com/watch?v=wzwPI1zJ9K0>

Then look at the image and script extract from the same scene:



ACTIVITY 1: Brainstorm ideas on the following questions. Feel free to share your ideas with your classmates:

	<p>1. Write a paragraph (3-4 lines) telling the story of this scene from either the viewpoint of Bond or Goldfinger. Write your story in the first person narrative.</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>2. Write a paragraph (3-4 lines) telling the story of this scene in the third person.</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>3. What difference do the different viewpoints make to the telling of the story? Which one do you think the writer should choose to tell this part of the story? Why do you think so?</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>
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TEACHER'S COPY

Yr.8 English Language GC WEEK 6 (4th – 8th Oct.2020)

You have studied the following elements in the UNIT on ***Spy Fiction***.

Lesson 1 – narrative structure to engage readers

Lesson 2–personal pronouns, determiners, noun phrases to grab reader’s interest

Lesson 3 –impact of narrative viewpoint

Based on your understanding of writer’s use of language and structure from the Lessons on Spy fiction, answer the following questions:

Read the extract from ***Scorpio*** by Anthony Horowitz on page 12 of SfW.

1.From lines 1 to 5, identify the phrase which shows that Alex did not know about his parents.
(1 mark)

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.....

2.From lines 6 –14, give **two** details that explain what happened to Alex’s father.

You may use your own words or quotation from the text. (2marks)

1.....
.....
2.....
.....

3.In lines 15–30, how does the writer use language and structure to show the narrator’s eagerness?

Support your views with reference to the text. (6 marks)

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