

YEAR 7 ENGLISH LANGUAGE

WEEK 9- DISTANCE LEARNING PLAN

Name of the teacher: Ms. Sunita Chakraborty

Class and Section: YEAR 7

Subject: ENGLISH LANGUAGE

Week 9 : - 25TH Sept- 28TH OCT - No. of lessons – LESSONS

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

RESOURCE - FICTION ALTER EGO- CREATING SPLIT IDENTITY

ZOOM LESSON 1 ALTER EGO- - CREATING SPLIT IDENTITY- READING

**ZOOM LESSON 2 - FICTION- ALTER EGO-CREATING SPLIT IDENTITY – CIRQUE DU FREAK
GC LESSON 3 - FICTION -ALTER EGO- CREATING SPLIT IDENTITY - GRAMMAR**

ZOOM LESSON 4 - FICTION- ALTER EGO- CREATING- SPLIT IDENTITY - WRITING

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

DATE/ LESSON No.	- 25TH Sept- 28TH OCT No. of lessons – 4 LESSONS
WEEK 9	

LESSON 1

ZOOM LESSON 1 – WEEK 9

LEARNING OUTCOMES:

- Identify a narrative voice shift in an extract and describe its impact on the reader

LEARNING OBJECTIVES: -

- Understand change in narrative voice
- select a voice to describe the scene.
- understand key words, and ideas presented in the text.
- identify events
- understand the writer's purpose

SUCCESS CRITERIA:

I can

- look at the image and explain
- select a voice to describe the scene.
- infer layers of meaning within the text.
- Interpret the writer's purpose

INSTRUCTIONS to Students

- in your **Note book**, make a mind map of examples of words and phrases that suggest key ideas,
- [Your notes will help to answer questions posted in Google Classroom](#)

TEACHING ACTIVITY 1:

Teacher displays **Resource 8.1 (PP) Creating a voice** and asks students to look at the image and guess what has happened. **(AFL-SPEAKING & LISTENING)**

Students give feedback explaining it is a photo that was taken in the aftermath of the 2013 Oklahoma tornado.

Teacher divides students into groups (**breakout rooms**) and let them select a voice from those shown in the PP or give each group a card from **Resource 8.2 (WS)**

Voice of a reporter for the BBC
Voice of a reporter from Oklahoma
The woman carrying the child
The child being carried
Someone who used to live there but wasn't around when the tornado struck

which states the voice they will use to describe the scene encouraging them to make it as authentic as possible and really think about how their speaker will sound.

Teacher allots time limit of three minutes to prepare and then ask that the allocated spokesperson for each group comments on the picture using their 'voice.'

Class needs to guess at the intended effects.

Whole class: Discuss the different voices used and the impact of these on our feelings about the scene.

Plenary: Teacher summarises and gives feedback on:

- **similarities in the different voices**
- **explains how they differed**
- **explains how the speaker's voice showed or expressed his/her feelings about the scene**

TEACHING ACTIVITY 2

Teacher displays **Resource 8.3 (PP)**. **Narrative voice.**

Explains that narrative voice is very important in writing as it sets the tone and the 'feel'. A writer will create a speaker or speakers in their stories which have a distinctive style and type of storytelling. The narrative voice influences how we the readers respond to the story.

Groups: Recap on the various narrative voices they have encountered in the unit so far and the impact that these have had on them as readers. Share ideas with the class.

Teacher summarises the main points about how writers use narrative voice to **emphasise** the good and positive or bad and negative sides of the character and type of storytelling.

ZOOM LESSON 2

INSTRUCTIONS to Students

- in your **Note book**, make a mind map of examples of words and phrases that suggest key ideas,
- [Your notes will help to answer questions posted in Google Classroom](#)

Read the extract from *Cirque du Freak*, which is the next section of the text that they read in Lesson 7, and compare their own predictions with the text itself.

I walked around the back of her, my hands never leaving her flesh. I could feel the veins throbbing as I stroked them, and when I pressed down on one near the bottom of her neck, I could see it standing out, blue and beautiful, begging to be ripped open and sucked dry.

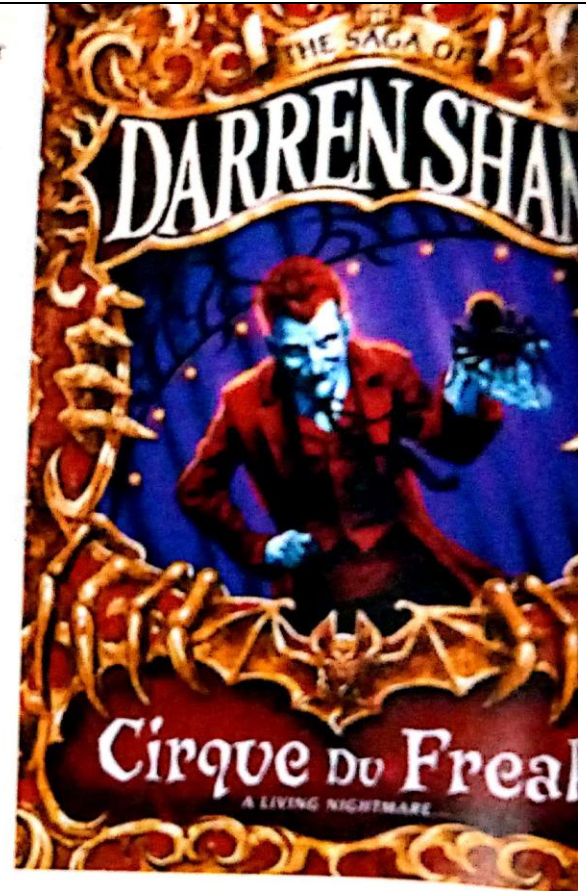
I bared my teeth and leaned forward, jaws wide open.

At the last moment, as my lips touched her neck, I caught sight of my reflection in the mirror and thankfully that was enough to make me pause.

The face in the mirror was a twisted, unfamiliar mask, full of red eyes, sharp wrinkles and a vicious grin. I lifted my head for a closer look. It was me but at the same time it wasn't. It was like there were two people sharing one body, a normal human boy and a savage animal of the night.

As I stared, the ugly face faded and the urge to drink blood passed. I gazed at Annie, horrified. I'd been about to *bite* her! I would have *fed* on my own sister!

I fell away from her with a cry and covered my face with my hands, afraid of the mirror and what I might see. Annie staggered backwards, then looked around at the bathroom in a dazed kind of way.



Ask students to **predict** what might happen next

- 1 Were your predictions about what might happen right?
- 2 Do you prefer your own predictions or the choice that the author made? Why?
- 3 Which two noun phrases describe the boy and his alter ego?

MAIN TEACHING ACTIVITY

Make notes on :

- Who is the narrator?
- What is your impression of Darren?
- **What is his alter ego**
- **How does his narrative voice show his alter ego?**
- **Which two noun phrases describe the narrator and his alter ego**
- What is the main idea of the text? Which words or phrases can you give as supporting evidence?
- Can you identify the type of story ?
- **How does the narrative voice emphasise the alter ego and reveal the type of story?**

Teacher explains the narrative voice of the first person narrator, the boy, the words and phrases (language) the first person narrator, the boy uses to describe his actions, thoughts and feelings help the reader to understand the narrator's alter ego and the type of story. The change in narrative voice shows the narrator's realisation of his evil thirst to suck blood(alter ego) and the change to his real good self.

LESSON3

PLENARY

Invite feedback and discussion focusing on how the author wants us to feel about the narrator here and how this is achieved.

LESSON 3 - GC – WEEK 9

LEARNING OUTCOMES:

- Identify a narrative voice shift in an extract and describe its impact on the reader

LEARNING OBJECTIVES: -

- read and identify a shift in a narrative voice
- understand key words, and ideas presented in the text.
- identify events
- understand the writer’s purpose

SUCCESS CRITERIA:

I can

- read and identify a shift in a narrative voice
- understand key words and ideas presented in the text.
- Comment on the effectiveness in portraying a split identity
- understand the writer’s purpose

ACTIVITY 1

Look at this section of the text from *Cirque du Freak*, which describes how Darren Shan reacts to his sister and to his own alter ego.

I walked around the back of her, my hands never leaving her flesh. I could feel the veins throbbing as I

stroked them, and when I pressed down on one near the bottom of her neck, I could see it standing out, blue and beautiful, begging to be ripped open and sucked dry.

I bared my teeth and leaned forward, jaws wide open.

At the last moment, as my lips touched her neck, I caught sight of my reflection in the mirror and thankfully that was enough to make me pause.

The face in the mirror was a twisted, unfamiliar mask, full of red eyes, sharp wrinkles and a vicious grin. I lifted my head for a closer look. It was me but at the same time it wasn't. It was like there were two people sharing one body, a normal human boy. And a savage animal of the night.

As I stared, the ugly face faded and the urge to drink blood passed. I gazed at Annie, horrified. I'd been about to bite her! I would have fed on my own sister!

I fell away from her with a cry and covered my face with my hands, afraid of the mirror and what I might see. Annie staggered backwards, then looked around the bathroom in a dazed kind of way.

1. In the extract from *Cirque du Freak* there is a shift in narrative voice. Look at the extract again. Which part of the text is from the vampire's perspective and which is from the boy's perspective?

2. What is it that makes him shift his perspective from his alter ego back to his 'real' self? What do you notice about how the voice changes?

3. Do you think this extract is effective in portraying a split identity? Why?

4. Explain what you have understood about change in narrative voice?

After Darren Shan in *Cirque du Freak* realises that he nearly gave into his alter ego's lust for blood (his sister's blood!) he reflects upon the following.

It couldn't be controlled. The thirst for blood was something I wouldn't be able to beat. I didn't even have to see spilt blood now. Just thinking of it had been enough to bring out the monster in me.

I stumbled to my room and collapsed upon my bed. I cried as I lay there, because I knew my life as a human had come to an end. I could no longer live as plain old Darren Shan. The vampire in me could not be controlled. Sooner or later it would make me do something terrible and I would end up killing Mum or Dad or Annie.

I couldn't let that happen. I wouldn't. My life was no longer important, but those of my friends and family were. For their sakes, I would have to travel far away, to a place where I could do no harm.

5 a. Why does Darren decide to 'travel far away'?

5 b. Which narrative voice is Darren using? Is it that of his alter ego or of himself?

5 c. How does the writer make this clear?

TEACHING ACTIVITY & PLENARY

Feedback ideas to the class discussing how the mirror is used as a device to reflect Darren's other self – which makes him see his alter ego objectively.

It is an image he recoils from and we hear the voice of his 'real self', demonstrating the split identity.

The voices are distinctly different:

the first is consumed by his need for blood and sees his sister as a means of getting it;

the second is horrified at the very thought of feeding on his sister and distraught at the vampire that he has become.

Teacher displays **Resource 8.5 (PP)**

Changing narrative voice can be used to visually demonstrate the split in narrative voice.

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I bared my teeth and leaned forward, jaws wide open.

At the last moment, as my lips touched her neck, I caught sight of my reflection in the mirror and thankfully that was enough to make me pause.

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As I stared, the ugly face faded and the urge to drink blood passed. I gazed at Annie, horrified. I'd been about to *bite* her! I would have *fed* on my own sister!

I fell away from her with a cry and covered my face with my hands, afraid of the mirror and what I might see. Annie staggered backwards, then looked around the bathroom in a dazed kind of way.

LESSON4

ZOOM LESSON 4 – WEEK 9- WRITING

DISCUSS GC TASK

LEARNING OUTCOMES:

Write a short extract which uses a shift in narrative voice

LEARNING OBJECTIVES: -

Use a shift in narrative voice in your own writing

SUCCESS CRITERIA:

I can

- share ideas about the voice I wish to create for my alter ego
- consider the impact of shift in narrative voice on the reader.

TEACHING ACTIVITY

Teacher guides the students through Activity 2, question 1, encouraging them to share their ideas about the voice they wish to create for their alter ego and how they will make it distinctive.

1. Think about the alter ego that you have created in previous lessons. Imagine what kind of voice they might have. Consider the following:

- How will they speak and sound?

- Do you want your reader to like/dislike/trust/distrust them?

-
-
-
- Briefly describe the voice that you would use.
-
-
-

2. Think of something that could happen to make the other self (your original character) view his/her alter ego, undergoing an inner crisis. You will use this point to switch the narrative voice to show the split identity. It might be that your alter ego:

- sees a reflection of him/her self
- has an out of body experience and looks at other self as an observer
- sees the response of a friend/relative and suddenly sees him or her self as they are seen by others
- catches a glimpse of their other self on CCTV.

3. Consider the impact that you want this shift in narrative voice to have. Write a paragraph which shows the point in which the crisis peaks and the voice changes.

Pairs/Individuals: Peer- or self-assess their writing using *Check your writing* in the Student Book.

CHECK YOUR WRITING

➔ Look back at the extract you have just written and annotate it. Highlight the techniques that you have used. It might look something like this:

➔ Write a couple of sentences explaining how you have demonstrated a shift in narrative voice and what impact this has on the reader.

Preparing to pounce on my prey, I glanced up. A CCTV image loomed above me.

Stunned and shocked, I found myself reeling back. What was this creature? The

grainy image showed me what I had not seen, what I had refused to accept until now.

Shift in narrative voice from the alter ego who is ready to 'pounce' on 'her' 'prey' to the narrator who has seen herself on CCTV and wonders what 'this creature' is, revealing the split identity.