

## Cambridge International AS & A Level Literature in English 9695

Introduction to Literature – Lesson 6: Narrative aspects		
<b>Learning objectives:</b>	By the end of this lesson learners will be able to: <ul style="list-style-type: none"> <li>understand the different aspects of narrative and how these contribute to the text.</li> <li>recognise different aspects of narrative.</li> </ul>	
<b>Lesson objectives:</b>	<ul style="list-style-type: none"> <li>Learners will be able to analyse ways in which the author of the text creates meaning and effect through narrative devices.</li> <li>Learners will explore the presentation of dialogue and the use of chronology in a text.</li> </ul>	
<b>Vocabulary:</b>	chronology, sequence, point of view, voice, beginnings, endings, dialogue, patterns, narrative gaps, direct/indirect speech, tagged/untagged speech.	
<b>Previous learning:</b>	Learners have explored aspects of context, character, plot, themes and language in earlier lessons.	
Plan		
	Activities	Guidance
<b>Beginning</b>	<p>In groups, learners think of a traditional fairy-tale or folk tale. Discuss how the story would alter if told using:</p> <ul style="list-style-type: none"> <li>a different point of view?</li> <li>a different setting?</li> <li>a different sequence of events?</li> <li>an additional character?</li> <li>a different beginning or ending?</li> </ul>	<p>Explain that when we are exploring narrative it is useful to consider narrative aspects including setting/places, handling of time and chronology, characters/relationships, point of view/narrative voice, voice (dialogue, direct address, tags, representations of speech and thought), beginnings and endings, imagery, motifs and symbolism.</p>
<b>Middle</b>	<p><b>Setting:</b> Ask learners what do we mean by setting?</p> <p>Answers may include: setting, environment, location, place, habitat, backdrop, scene, timeframe.</p> <p>Learners read the extract or short story and then in pairs or small groups, consider the following:</p> <ul style="list-style-type: none"> <li>Where is the extract/short story set?</li> <li>When does the action occur? Past? Present? Future?</li> <li>Is it a recognisable place or a futuristic, post-apocalyptic place? Is this an imagined world/time?</li> <li>Is the setting isolated or somewhere with lots of people?</li> <li>What effect does the setting produce?</li> <li>What is the difference in our expectations when reading a text set in a real or imaginary place?</li> </ul>	<p>Setting is an important element of an extract or short story. Learners who quickly identify a sense of place in their response will be in a good position to speculate on why a writer uses a location and draw parallels between the writer's own period and the extract's setting, as well as analysing the setting's effect on characters.</p>

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After discussing the above, pairs of learners think of examples of a text where the use of setting has affected their experience of reading a work of literature.

**Time:** Explore the idea of chronology with the class. Discuss with learners the possible effects of flashback, flash-forward, prolepsis, foreshadowing, repeating the telling of an incident, revealing the end at the beginning of the novel.

**Voice:** Learners provide a definition of 'description' and 'dialogue'. Discuss: How important are description and dialogue? Are they secondary to plot and character, for example?

In groups, learners analyse the extract/short story in terms of the writer's use of description and dialogue. Learners then discuss how much 'time' the extract spends on each.

Learners produce an annotated copy of their extract at the end of the lesson.

**Character:** Choose sections from an extract or short story where character is revealed through dialogue. Ask learners if the interaction between characters is significant? Learners underline key words and phrases that reveal aspects of character. Discuss as a class.

- Do the characters' words contradict how they behave?
- Does the reader sense that there is honesty/dishonesty here? Is a character hiding something?
- Is there something about their language that is revealing?
- Is the narrator giving a biased view of a character?

**Point of View:** Ask learners whether the gender of the narrator has a bearing on their understanding of the text.

- What characteristics of the text are they using to inform their opinions?
- What expectations might they have of male / female / other narrators?
- Is the narrator adopting a distinct standpoint?
- How does the narrator present male/female/other characters in the text?
- Is the narrative voice the same/different gender as the writer? How might that

Chronology is very important, and learners need to be clear on the structure of their texts. Novels can be challenging for learners because of their length. It is important that learners establish a way of making notes under chapter headings as they work through the novel. Learners can then prepare a timeline of the chronology of key events.

The task is to reinforce the basics of literature, the key elements of any novel – describing and transcribing spoken language. Use any textual examples here which are rich in either dialogue or description. Learners may also produce their own suggestions. Drama texts could be compared with the use of dialogue in prose. Learners could debate which seems the more natural form of speech.

Here we are focusing on the way writers use dialogue as a way of establishing character. It is important to focus on method, meaning or the role of a character within the extract or short story, rather than character studies.

To discuss 'varying interpretations' of literature, learners will need to provide different ways of looking at their works, for instance, a feminist perspective. This perspective can be offered in relation to any text, regardless of its author, but there is an expectation from some critics, e.g. that literature written by women will give a female point of view of the world.

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	<p>impact on the experiences being portrayed?</p> <ul style="list-style-type: none"> <li>• What does the text show us about life as a woman / man / other?</li> <li>• How might the text change if written in the third person?</li> </ul> <p><b>Resources:</b> An extract or short story that includes sections of dialogue and description and is written in the first person.</p>	<p>It is crucial that learners can differentiate between women writers and feminist writers. This can often cause confusion if terms are misapplied.</p> <p>Learners need to be aware that writers may identify as other genders and consider how this may impact on the narrative style.</p>
<b>End</b>	Discuss how exploring a text through setting, time, character, voice and point of view may help with structuring a response to a question.	
Additional information		
Differentiation		Assessment
Select extracts that are more accessible or more challenging in terms of language choices for learners. Different pairs/groups can work on different extracts or different sections of an extract. Select from the activities suggested based on your learners' current understanding.		Set a follow-up homework where learners write about two contrasting passages of dialogue exploring the ways in which the writers use dialogue in these passages to convey character and attitudes.
Follow-up work		
Explore key moments from set works and consider how different aspects of narrative can be applied to these through close analysis.		