



**ENGLISH AREA
ENGLISH LITERATURE
7TH GRADE
2010-2011**

TEACHER: Mr. Mauricio Martinez Martinez

GUIDE: 5 From: November 30th to December 15th (12 hrs)

UNIT: 2

TOPIC: EXPECT THE UNEXPECTED

SUBTOPICS:

- a. **Reading selection:** “The Necklace” by Guy De Maupassant.
- b. **Literary genre:** short story
- c. **Reading skills:** summarizing: a plot formula-SWBS
- d. **Literary devices:** third person limited point of view
- e. **Writer’s workshop:** extending the story. Write a paragraph telling what might happen after Mme. Forestier reveals that the necklace was a fake
- f. **RESEARCH: project :** *Music:* suppose you were to make a short film of “The Necklace”. Research songs to be used as soundtracks to express Mathilde’s feelings in the three most important moments in the story
- g. **Words to Own**

PERFORMANCES

- Analyzes and synthesizes “**The Necklace**” by Guy de Maupassant.
- Differentiates the third person limited point of view.
- Classifies Words to Own.
- Compares and contrasts verbal, dramatic and situational irony.
- Identifies plot in the story.
- Uses divergent thinking when writing and doing research projects

CONTENT FRAMEWORK

The following subtopics can be found on **Elements of Literature, Third Course Holt, Rinehart and Winston, a Harcourt company**

- Elements of literature: A third-person limited. P 220
- Words to own. Pp 221 to 228
- “**The Necklace**” by Guy de Maupassant. Pp 221 to 228

NEW VOCABULARY

Complete the vocabulary in the notebook. Look up the meaning according to the topic context by using the dictionary.

- | | | | | |
|----------------|---------------|---------------|----------------|--------------|
| 1.dowry | 7.privations | 13.prosperous | 19.instinctive | 25.dinginess |
| 2.incessantly | 8.exorbitant | 14.clerk | 20.cleverness | 26.worn-out |
| 3.disconsolate | 9.bureaucrat | 15.plainly | 21.sole | 27.draperies |
| 4.sphinx like | 10.tapestries | 16.afford | 22.grieved | 28.gnawed |
| 5.pauper | 11.charming | 17.grace | 23.niceties | 29.chambers |
| 6.Breton | 12.prospects | 18.breeding | 24.shabbiness | 30.butlers |

Subtopics	Homework
<ul style="list-style-type: none"> • Reading selection: “The Necklace” by Guy De Maupassant. 	Read “The Necklace” pp 220-228 and identify the narrator and the plot.
<ul style="list-style-type: none"> • Literary genre: short story 	Read “The Necklace” pp 220-228 and identify the characteristics of Short story.
<ul style="list-style-type: none"> • Reading skills: summarizing: a plot formula-SWBS 	Do content evaluation, practice and application and final evaluation.
<ul style="list-style-type: none"> • Literary devices: third person limited point of view 	Extract and copy in the notebook phrases from the story that use the third person limited point of view.
<ul style="list-style-type: none"> • Writer’s workshop 	extending the story. Write a paragraph telling what might happen after Mme. Forestier reveals that the necklace was a fake
<ul style="list-style-type: none"> • RESEARCH: project 	<i>Music:</i> suppose you were to make a short film of “The Necklace”. Research songs to be used as soundtracks to express Mathilde’s feelings in the three most important moments in the story
<ul style="list-style-type: none"> • Words to Own 	Extract and copy the sentences that contextualize the <i>words to own</i> from the reading.

CONTENT EVALUATION

Answer the following questions about “The Necklace” by Guy de Maupassant.

(Analyzing and Synthesizing)

1. Why would a visit to her friend distress Mathilde?
2. Why does the invitation to the ball upset Mathilde?
3. How would you use the “Somebody wanted...but...so...” formula to summarize the events in the story?
4. How can you describe Mathilde’s character?
5. How did Mathilde change ten years later?

Choose the correct sentence that correctly uses the word. (Classifying)

6. a. The boy played his drum *incessantly*.
b. The rain fell briefly and then stopped *incessantly*.
7. a. The pitcher was *disconsolate* after giving up the home run
b. *Disconsolate*, the winner smiled.
8. a. The *pauper* usually treated his friends.
b. Bankruptcy left her a *pauper*.
9. a. They hoped to withstand the *privations* of a long desert journey.
b. Howard was pleased with the holiday *privations*.
10. a. I refuse to pay the *exorbitant* rates at the new luxury hotel.
b. After the race, the runner finally felt *exorbitant*.

PRACTICE AND APPLICATION

Responding to literature (Analyzing and Synthesizing)

1. Why might the author step out from Mathilde's limited point of view?
2. What do Mathilde's comments reveal about her?
3. How would the effect of the passage in paragraph two p 225, differ if it were told from the first person point of view by Mme. Loisel?
4. What plot complication has arisen?
5. Can one incident really change the course of a person's life.

Separate Spheres

After reading the text "Separate Spheres" answer the quiz. (Analyzing and Synthesizing)

READING MINI-TEST

MULTIPLE CHOICE

Literature and History:

SEPARATE SPHERES

Feature accompanying *The Necklace*

Pupil's Edition page 223

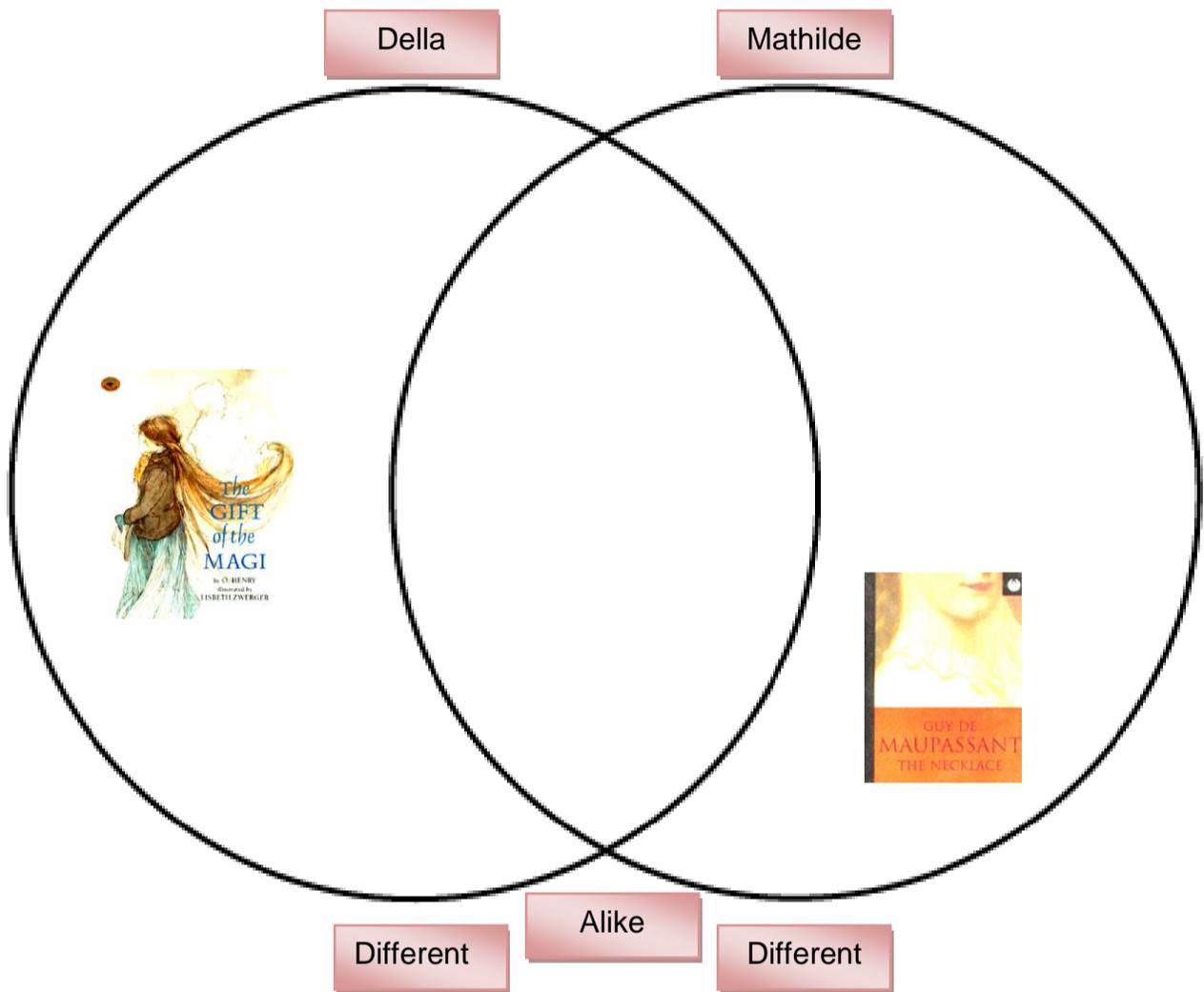
Directions: Read the passage. Then, read each of the following questions. Decide which is the best answer to each question. Mark the letter for that answer.

- 1 In the title and throughout the passage, the word spheres means—
 - A balls
 - B planets
 - C round objects
 - D worlds
- 2 In the first sentence, the word doctrine means—
 - F belief
 - G myth
 - H goal
 - J lie
- 3 Which of the following could women do according to the doctrines described in the passage?
 - A Vote
 - B Hold office
 - C Keep house
 - D Own property
- 4 What is this passage mainly about?
 - F How women gained their freedom
 - G How women were treated in France
 - H Why people moved to France
 - J What working conditions were like long ago
- 5 What was the main reason that life was better for upper-class women than for poor women?
 - A They had more rights.
 - B They could travel abroad.
 - C They did not have to do hard work.
 - D They could own their own homes.
- 6 Which types of laws would probably have been most helpful to poor French women?
 - F Labor laws
 - G Hunting laws
 - H Divorce laws
 - J Land-use laws
- 7 Which term best describes the work-places of the French garment industry?
 - A High-tech
 - B Rural
 - C Lonely
 - D Inhumane
- 8 What is the main purpose of this passage?
 - F To entertain
 - G To inform
 - H To instruct
 - J To persuade

WRITER'S WORKSHOP: extending the story. Write a paragraph telling what might happen after Mme. Forestier reveals that the necklace was a fake.

GRAPHIC SUMMARY

Students will think about the characters and circumstances of two women- *Mathilde* in "The Necklace" and *Della* in "The Gift of Magi". They will use a Venn diagram to see how both women are alike and different.



NEW CONCEPTS

1. Irony
2. Dramatic irony
3. Situational irony
4. Verbal irony

RESEARCH

**PROJECT
FUNDACION GIMNASIO LOS PORTALES
ENGLISH DEPARTMENT
LITERATURE
2010 -2011**

Name: _____ Grade: _____ Date: _____

**-Expect the Unexpected-
Mini-Scale Project - Part II**

Due on / due by: _____

DIRECTIONS

- Make a list of songs. Look for songs related to love on the internet. Write a short list of them and identify what they express. Design a brochure and prepare a report for the entire class.

GUIDELINES

1. First, write a list of songs you have ever heard. Explain why you think they are romantic or not so romantic.
2. Then, Look for songs that appeal to your feelings.
3. Then, compare your findings with your classmates` and refresh your list of songs.
4. Be careful. Plagiarism is not allowed. You have to cite sources of information.

Checklist

Checkpoints	Due date	Student`s signature	Teachers` initials
1. Express your thoughts and personal feelings towards a song that has a special meaning to you in a five-paragraph-essay.	Friday, December 4		
2. Design a brochure about a song. You may want to include pictures, reactions and types of the song.	Friday, December 11		
3. Present an oral report about it.	Friday, December 15		

FINAL EVALUATION

Reading Skills and Strategies: Summarizing (Analyzing and Synthesizing)
On the line provided, write the letter of the *best* answer to each of the following items.

- ___ 6. Which of the following statements is the best summary statement of "The Necklace"?
- a. A woman who wants to make an impression goes to a dance.
 - b. An expensive necklace is lost and needs to be replaced.
 - c. In the pursuit of recognition, a woman is driven to a life of poverty.
 - d. A woman buys an expensive dress and borrows a necklace.
- ___ 7. Which of the following objects would have to be included in a summary of "The Necklace"?
- a. a rifle
 - b. Oriental tapestries
 - c. a necklace made of paste
 - d. an expensive fur

Literary Element: Point of View (Analyzing and Synthesizing)
On the line provided, write the letter of the *best* answer to each of the following items.

- ___ 8. The story's third-person limited point of view allows the reader to know
- a. what Mme. Forestier thinks about Mathilde
 - b. about the details of M. Loisel's clerk position
 - c. why Mathilde is unhappy with her life
 - d. what each character thinks of Mathilde
- ___ 9. The third-person limited point of view focuses on the feelings and thoughts of
- a. all the characters
 - b. one of the characters
 - c. two objective characters
 - d. the main characters

Vocabulary (Classifying)

On the line before each sentence, write the Word to Own that has a similar meaning to the italicized word or phrase in the sentence.

privations disconsolate exorbitant pauper incessantly

- _____ 10. Was the price of the diamond necklace *much too high* for Mme. Loisel?
- _____ 11. Mme. Forestier is naturally surprised to learn that the woman, who looks like a *very poor person*, is her old friend.
- _____ 12. One could say that Mme. Loisel brings all of her *hardships* on herself.
- _____ 13. She probably complains *constantly* to her hard-working husband.
- _____ 14. Perhaps we should pity the *very unhappy* Mme. Loisel.

The Necklace

Guy de Maupassant

Pupil's Edition page 220

Comprehension (Analyzing and Synthesizing)

On the line provided, write the letter of the *best* answer to each of the following items.

- ___ 1. Mathilde is envious of the social class and wealth of others because
- a. she has never enjoyed either position or wealth
 - b. she was born rich and wants more wealth
 - c. her husband is very demanding
 - d. her former classmate encourages her
- ___ 2. Which one of the following reasons most probably explains why the Loiseles do not tell Mme. Forestier that the necklace is lost?
- a. They fear financial ruin and poverty.
 - b. They do not care what anyone thinks about them.
 - c. The minister advises M. Loisel not to tell the truth.
 - d. They are ashamed to admit their carelessness.
- ___ 3. Mathilde seems happiest when
- a. she receives the invitation to the reception
 - b. she attends and dances at the reception
 - c. her husband gives her money to buy a new dress
 - d. Mme. Forestier lets her borrow the necklace
- ___ 4. Mme. Forestier responds to Mathilde's final revelation with
- a. cruel mockery
 - b. compassion and generosity
 - c. amazement
 - d. a scream of terror
- ___ 5. At the end of the story, it is clear that
- a. the Loiseles have suffered needlessly
 - b. the Loiseles soon will become wealthy
 - c. Mme. Forestier has two diamond necklaces
 - d. Mme. Forestier will help the Loiseles