

NAPARIMA COLLEGE SCHEME OF WORK

ENGLISH LITERATURE FORM 3 N.A.P.S

TERM 3 2018

S. SIEUNARINE

WEEK NO.	TOPIC	OBJECTIVE(S) Students should be able to:	TEACHING STRATEGY	RESOURCES	HOMEWORK
1-2	<p><u>POETRY</u></p> <p>The Carpenter's Complaint</p> <p>Richard Cory</p> <p>Parasite</p>	<p>Analyze the effectiveness of language; *dialect</p> <p>Identify and comment on dominant literary device(s) in poem.</p> <p>*Satire, hyperbole, irony , repetition</p> <p>Thematic concerns – Injustice, Death, Human cruelty, Human compassion, Disguise and Deception,</p> <p>Judgement(perception), Dreams and aspirations</p> <p>Type of poems- narrative, ode...</p> <p>Utilize technical aspects of the genre to appreciate and understand poems theme –message- rhyme, rhythm, mood, tone, structure, physical layout etc.</p> <p>Identify and analyze literary devices/techniques ; commenting on the impact they have on the</p>	<p>Reading</p> <p>Class discussion</p> <p>Story telling</p> <p>Paired work/ group work</p> <p>Role playing</p> <p>Analysis using M-I-L-T-S Technique</p> <p>Participative/ Active Teaching/Learning</p>	<p>Text book- The World of Poetry</p> <p>Power point presentations</p> <p>Handouts</p> <p>Web sources</p>	

<p>3/4</p>	<p><u>PROSE</u> – The Chrysalids Chapters 12-17</p> <p>Style of writing</p> <p>Prose Analysis</p>	<p>meaning/ understanding of poems: hyperbole, satire, dialect, irony repetition, metaphor, simile, personification, symbolism, contrast.</p> <p>Understand the influences of the time the novel was written and also to appreciate the experiences the author had that helped create the piece. Understand and evaluate how writers use linguistic, structural and presentational devices to achieve their desired effects. Analysis of various novels under the following categories:- Plot development (Linear, Flashback, etc.) Structure of novel and Narrative form. Characterization. (revelation and development) Language in context Thematic concerns: Heroism, Dreams, Disguise and Deception, Betrayal, Love... Conflict(internal and external) Imagery and Symbolism</p>	<p>Multiple Intelligences- worksheets</p> <p>Oral and written assignments, Group work.</p> <p>Critical reading and listening</p> <p>Timed practice questions exercises.</p> <p>Group work</p> <p>Discussion Critical thinking through questioning (guided oral discussions</p>	<p>Text – The Chrysalids</p> <p>Power point presentations</p> <p>Handouts</p> <p>YouTube videos</p> <p>Movie clips</p> <p>Web sources</p>	
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	<p><u>DRAMA-</u></p> <p>The Merchant of Venice</p> <p>All of Act 3 Scenes 1-</p>	<p>Examine Act Three in detail to clarify and expand on the action as the Act progresses.</p> <p>Identify elements of drama and comment on how they fuse to create the piece.</p> <p>Understand the dramatic structure, symbolism, imagery, allusion, dramatic irony, audience participation...</p> <p>Establish the function of character and technical devices relating to the play's themes. Construct a framework for the appreciation of the genre.</p>	<p>and written questions)</p> <p>Role playing Cognitive – memory and recall techniques</p> <p>Active/participative teaching and learning activities Shared reading</p> <p>Dramatization</p>	<p>Text – A Merchant Of Venice</p> <p>Handouts</p> <p>Power point presentations</p> <p>Web sources</p> <p>YouTube videos</p>	
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