

## Yr.7 English Literature

### WEEK 5 - DISTANCE/BLENDED LEARNING PLAN

Name of the teacher: Mr. Julius.

Class and Section: YEAR 7B

Subject: ENGLISH LITERATURE

Week 5: 27<sup>th</sup> to 1<sup>st</sup> October 2020      No. of lessons - 4 LESSONS

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

Topic: POETRY: '*ELECTRONIC BRAIN, I WANT TRAINERS AND LIFE IS A BALL*' – NORMAN SILVER

#### Learning Outcomes for Poetry:

Students will be familiar with the terms related to poetry

be able to identify elements of poetry in the given poems;

understand how the ideas develop through the verses

express their response to the events, personae, themes in the poems

interpret questions and respond appropriately showing evidence of their knowledge and understanding of the poem

RESOURCES: POETRY: '*ELECTRONIC BRAIN, I WANT TRAINERS*, - *NORMAN SILVER*

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

DATE	ACTIVITY - CLOSE READING OF 'ELECTRONIC BRAIN', 'I WANT TRAINERS' & 'LIFE IS A BALL' – NORMAN SILVER
WEEK 5	27th September – 1st October, 2020
<p>Lesson 1 27<sup>th</sup> September, 2020, Sunday 7B (0 Period)</p> <p>Lesson 1</p>	<p><b>Zoom Lesson 1</b></p> <ul style="list-style-type: none"> <li>Continuation of Prose to guide students about Asynchronous lesson. Students attempt the work in Asynchronous lesson.</li> </ul> <p><b><u>Instruction to Students:</u></b></p> <ul style="list-style-type: none"> <li>write notes in your NOTEBOOK when the teacher is explaining and clearing the doubts.</li> <li><b>Your notes will help to answer questions in Asynchronous lesson</b></li> </ul> <p><b>You will be having a TEST in PROSE. (Your teacher will give you the date and other details.</b></p> <p><b>You have to re-read the three stories taught and be prepared.</b></p> <p><b>However, in the Asynchronous lesson, you will answer questions on ‘Romeo and Juliet’ and ‘Julius Caesar’.</b></p> <hr/> <ul style="list-style-type: none"> <li><b><u>Introduction to POETRY</u></b> – This week we will move on to Poetry.</li> </ul> <p><b><u>zoom lesson 1</u></b> ‘<i>Electronic Brain</i>’, <i>copies to be posted</i> .</p> <p><b>Learning Outcomes :</b></p> <ul style="list-style-type: none"> <li>➤ <b>Express personal response with evidence</b></li> </ul>

**L.O:** -

- Read a variety of poems effectively for meaning.
- Explore main ideas
- develop personal response to a poem

**SUCCESS CRITERIA:** - I can

- Skim, scan and annotate a poem
- identify and explain main idea with evidence
- express personal response with evidence

**Teaching Activity -**

In today's lesson, we will read and discuss in detail a poem, '*Electronic Brain*', the key event;

**Predictions:**

**How often did we ever think that we did not have big brain?**

**What did we feel about ourselves when we thought that we got the cleverest brain among our friends?**

**How would you feel if you were to think that someone else got cleverer brains than you did?**

Now read the poem, '*Electronic Brain*', written by Norman Silver who gives the computer an opportunity to tell us what it thinks about itself.

The poem, '*Electronic Brain*', by Norman Silver.

I personally like the poem, '***Electronic brain***' because of its choice of words as if the poet was really a computer.

***'Electronic Brain'***

<p>I am an intelligent machine  I read Computer Weekly magazine,  My ancestors were robotic,  their procedures idiotic-  with not much going on behind the screen.</p>	5
<p>I am an intelligent machine:  everything I say is really mean.  My dictionary's extensive,  my grammar's comprehensive,  I'm never flummoxed by the unforeseen.</p>	10
<p>I am an intelligent machine  my program lets me vary my routine.  I think it's prejudicial  to call me artificial-  I can tell you who I am and where we've been.</p>	15
<p>I am an intelligent machine  my processors are bug free and serene.  I have friendly interfaces,  gigantic databases.....  Oops! FATAL error: memory wiped clean.</p>	20

*Norman Silver*

**WHOLE Class Discussion**

- What do you think is the main idea of the poem?

**TEACHER** takes feedback and explains the main idea as the issue of a computer that speaks and thinks highly of its personality, and the overconfidence with which it holds itself up as unique piece of unmatched value from past to present, albeit its unbeatable vulnerability.

### **PLENARY**

Poems can be structured to make you feel you are waiting for something to happen –that’s often part of the fun.

**ACTIVITY:** Teacher briefly explains:

### **What to do with a poem:**

- Carefully read through the poem.  
Pick out words and phrases in the first stanza that show that this modern computer does not think much of earlier models.
- Talk about the poem; **use four ways into the poem:**  
**STORY:** What is the poem about? Some poems tell stories, others describe something, or some moment or feeling.

What is this poem about? What is it doing?

- **FEELING:** What feelings does the poem evoke in you, the reader?
- **PATTERN/ STRUCTURE:** How is the poem arranged on a page?

### **IMAGE:**

- What pictures does the poem create in your mind?

**TASK 1. Vocabulary building 5 minutes**

Match the following vocabulary words to the meanings provided.

ancestors	connections between computer users
extensive	biased, unfair
flummoxed	calm
prejudicial	very large
Serene	a group of lines that go together in a poem, also called a verse
interfaces	confused
Stanza	people from whom you are descended, such as great-grandparents

Class discussion of answers.

### Teaching Activity – Exploring the poem, *‘Electronic Brain’* .

Teacher will read and explain in detail

- Development of the ideas in the poem,

Teacher summarizes how the poet presents the overconfidence of a computer; it being unreliable; and poet’s viewpoints about the ‘voice’ of the machine and its vulnerability in the scheme of human events.

**PLENARY:** Teacher recalls what students should look for when they read a poem – the words/phrases that express main ideas; thoughts and feelings described in the poem; how ideas are structure or patterned on the page; poetic techniques ; the images created

## Lesson 2

### Asynchronous lesson

## Lesson 2

### Asynchronous Lesson

#### Learning Outcomes :

- interpret questions and respond appropriately showing evidence of knowledge and understanding of the key events and characters in the story

#### Learning Objective:

#### Success Criteria: I can

- Read silently with clear understanding of the text
- deduce information about key events and characters
- infer importance of events, characters and their interactions
- write my personal response, using evidence from the story

#### Task 1

Sequence the main events of *Romeo and Juliet*, by unscrambling the following words correctly and using some in sentences to talk about the events in *Romeo and Juliet*. Include as much details as you wish in each sentence.

(A)

- In your Note book :

(i) Unscramble the following words and look for the antonyms of 2, 4, 6, 8, and 10 in the context of the story, '*Romeo and Juliet*'.

1. anover -

2. dharet -

3. doweb -

4. dietafurin -

6. studriner -

7. garriame -

8. tregofting -

9. sendezvour-

5. crateshag -

10. nobstiate -

B. Which of the characters in the story is best described by what we think and say?

1. She was naive and gullible. She found Romeo lying by her side and although his body was still a little warm from life, she drew his dagger and sank it in her heart.
2. They greeted each other in reconciliation and dared not think of avenging the death of anyone they had lost.
3. Transformed and filled with anger, he snatched his friend's sword and used it to run through his in-law.
4. A coward, he would not obey his ruler but would not stay away from a group of merry friends who found fun even in disorder.
5. Stupidity at its core, lawless and reckless people who neglected love, peace and harmony but chose to be killed and maimed by their own kind.

**Task 2:**

- write notes in your NOTEBOOK when the teacher is explaining and clearing the doubts.
- Your notes will help to answer questions in Asynchronous lesson

**Re-call the events of the story , '*Julius Caesar*' pages 40 - 49**

**Read the following extract and answer the questions below it.**

Cassius knew his friend was angry, but he was a friend of Caesar too. Besides, anger alone would achieve nothing: was he ready to act? Brutus looked at him long and hard, then nodded his head. He agreed to help kill Caesar. Once convinced of a cause, Brutus was no coward who shrank from acting on his convictions.

As Caesar passed that day through a shadowy archway, a blind fortune-teller sitting in the darkness called out to him: 'Caesar! Beware the ides of March! Beware! It chilled him to the marrow, that cry. It stayed in his mind, and he was relieved when the fifteenth day of the month – the Ides – dawned without incident. His wife had dreamed of murderers lying in wait for him, such fearful dreams that she begged him not to go out. But Caesar was not one to let dreams, or a woman's fretting, unnerve him. Let his enemies read something into the current spate of evil portents and omens; Caesar had nothing to fear. 'Cowards die of fright every day of their lives,' he told his wife. 'A brave man has to face death only once.' So he set off for the Capitol, the city's centre of government. 'The Ides have come,' he told the blind fortune-teller blithely as he

passed by.

‘Yes, but not gone yet,’ replied the old man.

The usual enthusiastic crowds surged forward – cheering admirers, people urging their request on Caesar, senators in their white and purple robes, military men in leather and metal. They jostled and pressed closer, blocking Caesar’s way into the Capitol.

Suddenly, naked blades caught the sunlight.

1. Who does the word “friend”, in line 1 refer to?

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2. “*Was he ready to act?*” What does Cassius want this person to do?

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**3. What is your impression of Julius Caesar? Support with textual references. (9 marks )**

**In your answer, consider**

- **What Julius Caesar says and does**
- **What others say about him and do to him**
- **Your views about him**

**Remember to answer in complete sentences and in paragraphs.**

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## LESSON 3

### Zoom 2 Lesson 2

***'Electronic Brain', Norman Silver.***

**Learning Outcomes :**

- **Discuss key ideas, themes and viewpoints in the poem with evidence**
- **express their response to the ideas, use of diction, poetic techniques ,themes and viewpoints**

**L.O: -**

- Read ***'Electronic Brain' aloud***
- Explore the key ideas, themes, and use of poetic techniques,
- Express personal response with evidence from the poem

**Success Criteria: I can**

- answer with clear understanding of the poem
- deduce information about key ideas, and themes
- identify poetic techniques and explain the effect in the poem
- interpret importance of ideas, themes and techniques
- express my understanding of ideas and viewpoints

**Task 1 Read *'ELECTRONIC BRAIN'* by Norman Silver**

- revise your summary and the notes of the ideas, themes and viewpoints of Zoom 1, which you made in your Note book
- continue writing notes in your NOTEBOOK when the teacher is explaining and clearing the doubts
- Your notes will help to answer questions

### Teaching Activity – Exploring ‘*ELECTRONIC BRAIN*’ by Norman Silver.

- Recall the main ideas discussed in zoom lesson 1.

### Class discussion and explanation

In zoom lesson 1, we discussed about the overconfident computer that thinks it is beyond compare with previously made computers and its outstanding features that give its uniqueness and hence its pride.

In today’s lesson, we will continue with

- Writer’s **use of diction**,
- Use of personification and repetition
- Possible themes and viewpoints,
- Are robots more intelligent than humans? Which of them would be of greater advantage to any institution?

### Teaching ACTIVITY 1:

From time to time, writers give human characteristics to something that is not human. In this poem, it is the computer that speaks like a human being.

Q, Choose **three phrases** that give the impression that the computer is overconfident.  
Explain why you chose them.

Look at this example and its explanation.

The computer says it is “*never flummoxed by the unforeseen*”. The suggestion here is that it can cope with just

anything. The emphasis should probably be on the word "*never*", which suggests that the computer is completely reliable.

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**ACTIVITY 2:**

Personification can affect our feelings about what is being described. Complete these sentences to show your response to the personification.

**The best thing about the computer being the ‘voice’ of the poem is**

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**It gives you the impression that**

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**ACTIVITY 3:**

**In a poem, repetition is usually done with great care and for a specific reason.**

a. What words are repeated in every stanza of the poem?

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b. What is the effect of these words coming up again and again?

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**ACTIVITY 4:**

**Re-read the last line of the poem. What is the effect of putting the final words in capital letters? Discuss what it means and how far you think it changes the effect of the whole poem.**

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**Teacher will guide about  
HOME WORK:**

**6. Write a short piece in the voice of a modern mobile phone.**

- a. Think about all the advantages of mobile phones.**
- b. Let your phone be as big-headed as the computer.**
- c. Have a twist in your final sentence.**

**PLENARY** Teacher enables the students to recall the main points about '*Electronic Brain*', how the computer is overconfident of its own capabilities without realising at the same time that it is completely unreliable; especially if

<p><b>LESSON 4</b></p>	<p>its user is imprudent.</p> <p><b>ZOOM LESSON 3</b></p> <p><b>LEARNING OUTCOMES:</b></p> <ul style="list-style-type: none"> <li>• Discuss key ideas, themes and viewpoints in the poem with evidence</li> <li>• express personal response to the ideas, use of diction, poetic techniques ,themes and viewpoints</li> </ul> <p><b>LESSON OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>➤ To read and annotate the poem, <i>‘I Want Trainers’</i></li> <li>➤ To explore key ideas, themes and viewpoints with evidence</li> <li>➤ To express personal response to the ideas, themes, viewpoints and use of poetic techniques</li> </ul> <p><b>SUCCESS CRITERIA: I can</b></p> <ul style="list-style-type: none"> <li>➤ answer with clear understanding of the text</li> <li>➤ deduce information about key ideas, themes and viewpoints</li> <li>➤ interpret importance of events, characters and their interactions</li> <li>➤ understand the themes, viewpoints and poetic techniques used</li> <li>➤ express my understanding of characters and their action</li> </ul> <p><b>REVIEW OF HOMEWORK:</b></p> <p><b>Discussion and explanation:</b></p>
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**In zoom lesson 2, we discussed about the overconfident computer that thinks it is beyond compare with previously made computers, its outstanding features yet its vulnerability and unreliable nature that that diminishes its pride.**

**In today's lesson, we will read another poem, by Norman Silver, '*I Want Trainers*'.**

- Writer's **use of diction**,
- **The poet and the voice in his poem**
- **Possible themes and viewpoints**,

**The poem, '*I Want Trainers*', by Norman Silver.**

I Want Trainers

I want trainers

that stand out in a crowd

that mark you number one on the block

that raise you off the concrete,

that stamp your identity on the streets,

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that make your every footsteps a dance,

that find their own way through town,

that magnetize the eyes of your mates,

with innersoles like trampolines,

with tongues that reach your knees,

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with laces that hang loose,  
with gold-plated lettering,  
with treads deeper than tractor wheels,  
with footprints that spell danger,  
with hugely inflated price-tags, 15

because the way I am I'm a nonentity,  
because even Sam has a pair,  
because you love me and you're my parents,  
because feet need all the attention they can get,  
because I'm suffering severe shoe envy, 20  
because what I wear is what I am,  
because if I don't get them I might as well be DEAD!

*Norman Silver*

### **Whole Class discussion**

- What do you think is the main idea of the poem?

#### **Teacher Explains:**

The speaker in a poem may not always be the poet. In *'I Want Trainers'*, you will experience the difference between a poem's creator and a poem's 'voice'.

Norman gives a young person the opportunity to speak in the poem, expressing his opinion and feeling.

**The key event is the issue of a young speaker who wants a designer shoes, and promises to die if his parents would not provide him with the shoes.**

**Class discussion**

**Let us discuss the following questions to help us to understand the poem.**

**1. Identify 5 pronouns used by the poet ?**

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**2. Why does the poet use these pronouns?**

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**2. The narrator is the person who tells you what is going on.**

**a. Do you think the narrator in this poem is a male or a female? What is your evidence?**

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**b. What age might the narrator of the poem be? Explain why.**

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**3. Narrators often provide detail and opinion. Re-read the poem, then copy and complete the table below, adding your own thoughts.**

<b>Detail and opinions about</b>	<b>Words and phrases from the poem</b>	<b>Explanation.</b>
<b>What trainers do</b>		<b>It makes the owner sound important</b>
<b>What they should be like</b>	<b>‘with innersoles like trampolines’</b>  <b>‘with .....</b>	
<b>Why the trainers are needed</b>		<b>The simile suggests ....</b>

**5. Put the following statements in order with the one that describes the poem most effectively first.**

- The poem shows how important trainers are.
- The poem shows how expensive trainers can be.

	<ul style="list-style-type: none"><li>• The poem shows how young people think too much of trainers.</li><li>• The poem shows how parents don't take trainers seriously.</li></ul> <p>Stanza 2 is full of exaggerated descriptions. Explain how you felt when you read the descriptions.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p><b>PLENARY</b> Teacher recalls the main points about the narrator. Students express their response to the poem.</p>
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