

Yr.7 English Literature

WEEK 7- DISTANCE/BLENDED LEARNING PLAN

Name of the teacher: Mr. Julius.

Class and Section: YEAR 7B

Subject: ENGLISH LITERATURE

Week 7: 11th to 15th 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 :

Students will be able to explore elements of poetry,

read and understand a poem;

understand how the ideas and themes develop through the poem

understand the poet's use of language, poetic devices and structure

interpret questions and respond appropriately showing evidence of knowledge and understanding of the Norman Silver poems

express their personal response to the ideas, themes and viewpoints.

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

DATE	ACTIVITY - CLOSE READING OF 'ELECTRONIC BRAIN', 'I WANT TRAINERS' & 'LIFE IS A BALL' – NORMAN SILVER
WEEK 7	11th October – 15th October, 2020
<p>Lesson 1 11th October, 2020, Sunday 7B (0 Period)</p>	<p>Learning Outcomes :</p> <ul style="list-style-type: none"> ➤ be able to explore elements of poetry in a given poem; ➤ understand how the ideas, and themes develop through the poem <p>Zoom Lesson 1</p> <p><u>L.O:</u> -</p> <ul style="list-style-type: none"> ➤ Read a poem effectively for meaning. ➤ Explore the elements of a poem ➤ Express personal response to the poem <p><u>SUCCESS CRITERIA:</u> - I can</p> <ul style="list-style-type: none"> ➤ Skim, scan and annotate the poem ➤ Infer, deduce and explain ideas from the poem ➤ Explain poet's use of language ➤ express personal response with evidence ➤ <p>INSTRUCTION TO STUDENTS</p> <ul style="list-style-type: none"> • write notes in your NOTEBOOK when the teacher is explaining and clearing the doubts. • Your notes will help to answer the questions in the Asynchronous Exercise. <p>Task for zoom lesson 1</p> <ul style="list-style-type: none"> • Make a mind map of what you understand about the title: <i>'Life Is A Ball'</i>. You may use PEE structure to help you.

Reading the poem, *'Life is a Ball'*

'Life is a Ball'

**Nobody loves me
no one at all.
To them it's a game
with me as the ball.**

**They kick me around
from one post to the other.
You know who I mean –
the old man and my mother.**

**I've tried to complain
but the linesman's blind.
He won't flag offside
when they're unkind.**

**Nobody cares
the way that I am booted.
I've asked to be mended
or substituted**

**But the crowd shouts:
Why are we waiting?
The coach doesn't bother
that my air's deflating.**

Whether fair or foul

**the game continues
till my leather's worn
to its bare sinews.**

Teacher's Explanation and Discussion

The Teacher reads and explains the poem to the students and enables their understanding of the key ideas that run through the poem in order to guide them to correctly answer the question in the Asynchronous exercise.
(The teacher explains that some poems offer you the chance to understand a subject by comparing one thing with another. In 'Life is a Ball', you will look at how an extended comparison works. the poem is a "conceit": a poetic technique which helps to paint an evocative picture through the description made from the beginning to the end of the poem, the idea is developed.

Task 1

- **Selected student/s or teacher reads the poem aloud.**

Task 2

Carefully read through the poem again and match the following words and phrases to the meanings on the right-hand side of the box.

Words and phrases	Meanings
linesman	Taken off during a match
deflating	Slang for father
substituted	Worn down so it is in a poor condition
Old man	Referee's assistant
Worn to its bare sinews	Loosing air, becoming flat

- **Look at the following four reactions to the poem.**

(i) Which response gets the sense of the poem best?

a. It's like the adults give out rules but then, they, themselves ignore them.

b. A football gets kicked around and some kids get passed from one person to another; especially when grown-ups are busy.

c. You can picture somebody who can't get a support from anyone.

d. It's good because adults are always saying things that make children feel deflated.

(ii) Rank the responses in order where 1 is the most effective and 4, the least effective.

What is your initial response to the poem?

- **Teacher takes feedback of students' response to and first impressions of the poem**

Task 3:

Teacher explains

In the previous two poems, we discussed about a computer and then a child who were complaining about their life experiences.

Today we will meet another child who is also complaining about his living. The poet does this by comparing different things in each situation.

Predictions:

Discuss in pairs who or what the things in the list below could be in the poem.

The first one is done for you as an example to show you what to do.

Football	me, everyone, young people <i>is the football a picture of one person, or all people, or young people in particular?</i>
Footballers	adults, mother, father, parents
crowd	friends, family, all the other adults, everyone
linesman	judge, policeman, teacher, social worker
coach	older brother/sister, PE teacher, head teacher, form teacher
offside	unfair punishment, being hit, sarcasm, being cheated

Class discussion and explanation

PLENARY: Teacher summarizes how the poet uses conceit to create an evocative picture of human life among the young in general and how we can be models in either making or marring life for others.

- **Teacher will guide about the up-coming Poetry Test on 26th Oct. 2020**

Lesson 2

Zoom Lesson 2

Learning Outcomes :

- **be able to explore key features of poetry and explain the key ideas and viewpoints**
- **understand and explain the poet's use of language, poetic techniques and structure**

Zoom Lesson 2

L.O: -

- **Read a poem effectively for meaning.**
- **Explore the elements of a poem**
- **Express personal response to the poem with evidence**

SUCCESS CRITERIA: - I can

- Skim, scan and annotate a poem
- Infer, deduce and explain main ideas and viewpoints of the poem
- develop personal response with evidence

INSTRUCTION TO STUDENTS

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

Read the poem, '*Life Is A Ball*' and annotate the following points:

- Key words and phrases related to the story of the poem.
- The feeling you get about experiencing life in this way.
- The use of any figure of speech purposefully used to convey meaning.
- The structure of the poem.

Task 1:

Teaching Activity – Exploring the poem, '*Life is a Ball*'

Teacher will explain in detail

- **The story of the poem,**
- **Feelings triggered from time to time**

- **In the poem, '*Life is a Ball*', the narrator thinks that life is a game of football because**

- **How is the narrator feeling? Why?**

The narrator is sad and frustrated because

Task 2:

Teacher explains

- Use of key language and structural features
- Review of criteria for personal response when answering questions in poetry-

The narrator compares living to a game of football. Describing one thing to another like this is called metaphor. But when the description runs through a poem or piece of writing, it is called an extended metaphor. This is often used to build up a strong and coherent picture of a character or a situation.

Task 1.

1. What two things are being compared in the title of the poem?

2. What type of structure is used in the comparison? Explain with evidence.

3. Select 3 other examples from the poem and explain how the poet develops the comparison. Write your answer in paragraphs.

Task 2:

Carefully read through the poem again and pick any other poetic techniques used by the poet and explain the effect.

Consider the following:

- **Repetition**
 - **Alliteration**
 - **Rhyming words**
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-
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Lesson 3

Lesson 3

Zoom 3 Lesson 3: Comparing *'I Want Trainers'* and *'Life is a Ball'*.

LEARNING OUTCOME

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

L.O: -

- **Read both poems effectively for meaning.**
- **Explore the key elements of the poems**
- **Express personal response to the poems with evidence**

SUCCESS CRITERIA: - I can

- Skim, scan and annotate both the poems
- Infer, deduce and explain ideas from the poems
- develop personal response with evidence from the poems

Discussion and explanation:

In the previous lesson, we discussed about a young person who thought that he had been abandoned to himself and so was feeling sad and frustrated about life.

In today's lesson, we will compare two of Norman Silver's poems, *'I Want Trainers'*, and *'Life is a Ball'*. Consider the following as you read and annotate both the poems.

- The poet's **use of words and phrases**,
- The key ideas and themes in the poems
- **Poet's use of form and structure**,

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,
that make your every footstep 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, 10

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

- Is the poet expressing the same ideas or feelings in the title of both the poems?
- What about the speakers, are they similar?

TEACHER :

The speaker in the both poems may not always be the poet. In *'I Want Trainers'*, you would have experienced the difference between a poem's creator and a poem's 'voice'; is this the same with *'Life is a Ball'*?

TASK 1.

1. Identify words and phrases that help to give you a picture of the narrator in the poems. Are they similar? Explain

2. Do the narrators experience a similar feeling?

Task 3:

In both the poems, the poet attempts to create vivid pictures in the mind of his readers. Yet, how different are the devices used? Or do you find some similarity in some of the devices applied?

Lesson 4: Asynchronous Lesson.

LESSON OUTCOMES:

- interpret questions and respond appropriately showing evidence of knowledge and understanding of the poems

Success Criteria: I can

- Read silently with clear understanding of the poems
- deduce information about key ideas and themes
- infer importance of ideas, themes and use of language
- write my personal response, using evidence from the poems

Re-call the key ideas of the poems, *'I Want Trainers'*, and *'Life is a Ball'*.

Answer the following questions?

Read the poems again and answer the questions below it.

1. Which of the two poems do you like? Give two reasons why.

2. What concerns do the narrators of both the poems express?

3. Which particular phrase in *'Life is a Ball'* means the same as 'my parents'?

4. Identify and explain an extended metaphor in the poem, *'Life is a Ball'*. Refer closely to the poem.

5. What lesson do you learn from reading the poem, *'Life is a Ball'*?
