

# YEAR 8- English Literature **REVISION** PLAN - DISTANCE LEARNING

## WEEK 11,12

**Class and Section:** YEAR 8 A

**Name of Teacher:** Merlin Annamma Philip

**Subject:** English Literature

**Week 11:** 2nd May, 2021 – 6<sup>th</sup> May, 2021 No. of lessons - 4

**Student's access to Work:** Work sent to students through Class Group g mail / Google Classroom

**Topic:** Poetry & Drama

### Overall Learning Outcomes:

- ☀ Promote **critical thinking**. Students learn to explore how poets use language and literary techniques, setting, characters, events to engage the readers.
- ☀ Interpreting and reflecting on content of the poem develops empathy
- ☀ Explore characters, events, and evident thematic aspects. (AO1)
- ☀ Explore conflict as a dramatic element that sets the action; interpret the dramatic purpose. (AO2)
- ☀ Express response to text with reasons and appropriate evidence. (AO1)
- ☀ Explore Shakespeare's use of language devices, drama techniques to convey ideas, events (plot), characters' actions, thoughts and feelings. (AO2)
- ☀ Reflect upon the plot development and employ **critical thinking** to explore how dramatists use language and literary techniques, setting, characters, events to engage the readers

### Poems are provided

Zoom Lesson 1: Pluck by Eva Dobell

Zoom Lessons 2: Pluck by Eva Dobell

Zoom Lessons 3: Extract from *The Merchant of Venice*

Zoom Lesson 4: Whole class discussion of extract from *The Merchant of Venice*

DATE/LESSON No.	ACTIVITY CLOSE READING OF POEMS
WEEK 11 & WEEK 12	2nd May, 2021 – 6 <sup>th</sup> May, 2021 9th May, 2021 – 13 <sup>th</sup> May, 2021
<b>LESSON 1</b> & <b>LESSON 2</b> 2 <sup>nd</sup> May, 2021	<u>Lessons 1 &amp; 2</u> <u>Zoom lessons 1 and 2</u>  <u>Learning Outcome:</u>

**8 A**  
**Sunday**  
**(3rd Period**  
**& 4<sup>th</sup> Period)**

**Frame a well – structured response that explores themes, poetic devices, form and structure used to create meaning and effect**

**Learning Objective:**

**Explore poet’s use of literary devices, form and structure to convey meaning, ideas, themes and perspectives**

**Success Criteria:**

- **I can identify the different poetic devices used in the poem**
- **I can explain the effect created by the uses of these devices**
- **I can explain poet’s use of form and structure to convey key ideas and perspectives**

**INDEPENDENT STUDENT ACTIVITY**

**Q.1. Consider how Eva Dobell presents the life of a soldier in the poem. In your answer, you should consider :**

- **the ideas in the poem** **8 MARKS**
- **the poet’s use of language** **6 MARKS**
- **the poet’s use of form and structure.** **6 MARKS**

**Use evidence from the poem to support your points. (20 marks)**

**Marking Criteria**

- **Interpret the ideas, themes to show understanding of poems. Support interpretations of the poems with textual evidence, including quotations, express informed personal response**

**..... / 08marks**

- **Analyse language used by the poet to convey information, events, ideas and viewpoints.**

**..... / 06 marks**

- **Analyse form and structure used by the poet to convey information, events, ideas and viewpoints, using appropriate vocabulary**

**..... / 06 marks**

**Total \_\_\_\_\_ / 20 marks**

**Teaching activity: Discussion and feedback - Whole class sharing of responses.**

4<sup>th</sup> May, 2021  
Lesson 3 &  
Lesson 4

8A  
Tuesday  
(5<sup>th</sup> Period &  
6<sup>th</sup> Period)

Lessons 3 & 4 : [Zoom lessons 3 and 4](#)

**Learning Outcome:**

**Close analysis of language, form and structure used in the extract**

**Explore character, incident and context**

**Learning Objective:** Close reading of the extract to analyse playwright's use of language, form and structure to convey meaning and ideas

**Success Criteria:** I can identify and explain playwright's use of language, form and structure to convey meaning and ideas

**INDEPENDENT READING**

**Read the extract from The Merchant of Venice. Answer the question with suitable textual evidence.**

**PORTIA**

(to BASSANIO) I pray you, tarry. Pause a day or two  
Before you hazard, for in choosing wrong  
I lose your company. Therefore forbear awhile.  
There's something tells me—but it is not love—  
5 I would not lose you, and you know yourself  
Hate counsels not in such a quality.  
But lest you should not understand me well—  
And yet a maiden hath no tongue but thought—  
I would detain you here some month or two  
10 Before you venture for me. I could teach you  
How to choose right, but I am then forsworn.  
So will I never be. So may you miss me.  
But if you do, you'll make me wish a sin,  
That I had been forsworn. Beshrew your eyes,  
15 They have o'erlooked me and divided me.  
One half of me is yours, the other half yours—  
Mine own, I would say. But if mine, then yours,  
And so all yours. Oh, these naughty times  
Put bars between the owners and their rights!  
20 And so, though yours, not yours. Prove it so.  
Let Fortune go to hell for it, not I.  
I speak too long, but 'tis to peize the time,  
To eke it and to draw it out in length,  
To say you from election.

**Q: 1a. Explore how Shakespeare presents the character of Portia in this extract.** In your answer, you must consider:

- what Portia says
- what she does
- how she reacts

Refer closely to the extract.

**Marking Criteria**

Analyse the language, form and structure used by a writer to create meanings, and effects, using relevant subject terminology. \_\_\_\_\_/20

**Q: 1b. Explore how Shakespeare presents love elsewhere in the play.** In your answer, you must consider:

- what is love
- how love is shown
- the effect of love has within the play

You could make a comment on

1. The historical setting and time
2. The reaction of the audience to the text in Shakespeare's time.

**Marking Criteria**

- Sustained use of critical style; expressing informed personal response. \_\_\_\_\_/15
- Understanding of the relationship between texts and contexts in which they were written. \_\_\_/5