

MARINA INTERNATIONAL SCHOOL

ENGLISH LITERATURE (EFL) SCHEME OF WORK

FORM 4 - TERM 1

WEEK	TOPIC	TOPIC DETAILS
1.1	Poetry	Recap of online lesson and 'After'
1.2	Prose (PURPLE HIBISCUS)	Elements of literary analysis: setting, plot theme characterization, conflict, narrative technique etc prose genres: gothic, thriller, tragedy, romance, biography, autobiography science fiction, travelogue.
2.1	Poetry: A Leave Taking (Part 4) Love, Wisdom and Age	Read the poem aloud and ask Learners to underline words they find difficult. Get Learners to provide their own responses to the following questions. <ul style="list-style-type: none">• Which words do you find most striking/vivid/disturbing/moving etc.• Which images are most striking or striking?• What are your impressions of the speaker?
2.2	Prose: (Purple Hibiscus) Chapter 1 Breaking Gods: Palm Sunday	Get Learners to set up a reading log, which could include: <ul style="list-style-type: none">• Brief synopsis of chapters• A time line of event• Characters and their relationship with each other• First impressions of main characters.
3.1	Poetry: A Leave Taking (Part 4) Love, Wisdom and Age	Read the poem aloud and ask Learners to underline words they find difficult. Get Learners to provide their own responses to the following questions. <ul style="list-style-type: none">• Which words do you find most striking/vivid/disturbing/moving etc.• Which images are most striking or striking?• What are your impressions of the speaker?
3.2	Prose: (Purple Hibiscus) Chapter 1 Breaking Gods: Palm Sunday	Get Learners to set up a reading log, which could include: <ul style="list-style-type: none">• Brief synopsis of chapters• A time line of event• Characters and their relationship with each other• First impressions of main characters.

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4.1	Poetry I Find No Peace (Part 4) Love, Wisdom and Age	Next, on a copy of the poem, Learners should make their own annotations of some examples of the following devices: <ul style="list-style-type: none"> • Sound, alliteration, assonance, onomatopoeia • Imagery: simile, metaphor, personification • Rhetorical: question, hyperbole, repetition, humour, irony
4.2	Prose (Purple Hibiscus) Chapter 2 Speaking With Our Spirits: Before Palm Sunday	Using an extract from the text, get Learners to answer the question: who is telling the story. Invite them to consider : <ul style="list-style-type: none"> • Who the narrator is • Whether they admire or dislike the narrator • Whether the narrative is told from the first or third person view point.
5.1	Poetry I Find No Peace (Part 4) Love, Wisdom and Age	Next, on a copy of the poem, Learners should make their own annotations of some examples of the following devices: <ul style="list-style-type: none"> • Sound, alliteration, assonance, onomatopoeia • Imagery: simile, metaphor, personification Rhetorical: question, hyperbole, repetition.
5.2	Prose (Purple Hibiscus) Chapter 2 Speaking With Our Spirits: Before Palm Sunday	Using an extract from the text, get Learners to answer the question: who is telling the story. Invite them to consider : <ul style="list-style-type: none"> • Who the narrator is • Whether they admire or dislike the narrator Whether the narrative is told from the first or third person view point.
6.1	Poetry I Hear an Army... (Part 4) Love, Wisdom and Age	Teacher devices an IGCSE style question on the set poem. Explain to Learners that the following words in questions are designed to elicit personal responses to the writing: <ul style="list-style-type: none"> • Memorable • Vivid • Striking • Sad
6.2	Prose (Purple Hibiscus) Chapter 3 Before Palm Sunday	Get Learners to identify the following aspects of prose fiction form: <ul style="list-style-type: none"> • Narration (moving the plot on) • Description (of characters, setting) • Dialogue (and how represented)
7.1	Poetry I Hear an Army... (Part 4) Love, Wisdom and Age	Teacher devices an IGCSE style question on the set poem. Explain to Learners that the following words in questions are designed to elicit personal responses to the writing: <ul style="list-style-type: none"> • Memorable • Vivid • Striking • Sad

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7.2	Prose (Purple Hibiscus) Chapter 3 Before Palm Sunday	Get Learners to identify the following aspects of prose fiction form: <ul style="list-style-type: none"> • Narration (moving the plot on) • Description (of characters, setting) Dialogue (and how represented)
8.1	Poetry Rooms (Part4) Love, Wisdom and Age	Read the poem aloud and invite feedback from learners, and encourage them to ask each other probing follow up question. Make the point that all readers of poetry sometimes find poems obscure or ambiguous; there is no correct answer and there can be alternative interpretations so long as they are supported by valid evidence from the text.
8.2	Prose Chapter 4 Before Palm Sunday	Focus on themes or subject matter. Encourage Learners to identify various themes in the text and say whether or not they find such themes relevant or interesting
9.1	Poetry Rooms (Part4) Love, Wisdom and Age	Read the poem aloud and invite feedback from learners, and encourage them to ask each other probing follow up question. Make the point that all readers of poetry sometimes find poems obscure or ambiguous; there is no correct answer and there can be alternative interpretations so long as they are supported by valid evidence from the text.
9.2	Prose Chapter 4 Before Palm Sunday	Focus on themes or subject matter. Encourage Learners to identify various themes in the text and say whether or not they find such themes relevant or interesting
10.1	Poetry Love in a Life (Part 4) Love Wisdom and Age	Next, on a copy of the poem, Learners should make their own annotations of some examples of the following devices: <ul style="list-style-type: none"> • Sound, alliteration, assonance, onomatopoeia • Imagery: simile, metaphor, personification Rhetorical: question, hyperbole, repetition.
10.2	Prose Chapter 5 Before Palm Sunday	Using an extract from the text, get Learners to answer the question: who is telling the story. Invite them to consider : <ul style="list-style-type: none"> • Who the narrator is • Whether they admire or dislike the narrator Whether the narrative is told from the first or third person view point.
11.1	Poetry Love in a Life (Part 4) Love Wisdom and Age	Read the poem aloud and invite feedback from learners, and encourage them to ask each other probing follow up question. Make the point that all readers of poetry sometimes find poems obscure or ambiguous; there is no correct answer and there can be alternative interpretations so long as they are supported by valid evidence from the text.

WEEK	TOPIC	TOPIC DETAILS
11.2	Prose Chapter 5 Before Palm Sunday	Focus on themes or subject matter. Encourage Learners to identify various themes in the text and say whether or not they find such themes relevant or interesting.
12.1	Poetry Waterfall (Part 4) Love, Wisdom and Age.	Teacher devices an IGCSE style question on the set poem. Explain to Learners that the following words in questions are designed to elicit personal responses to the writing: <ul style="list-style-type: none"> • Memorable • Vivid • Striking • Sad
12.2	Prose Chapter 6 Before Palm Sunday	Get Learners to identify the following aspects of prose fiction form: <ul style="list-style-type: none"> • Narration (moving the plot on) • Description (of characters, setting) Dialogue (and how represented)
13.1	Poetry (Revision)	Focus on Poet's use of figurative language: Teacher tells learners to select their favourite poem and identify memorable figures of speech used in it. They should also comment on their effectiveness.
13.2	Prose (Revision)	Focus on character and characterization: teacher leads in a discussion on the various characters in the text. Learners are encouraged to give reasons why they like or dislike certain characters.
14.1	Poetry (Progress check)	Teacher devices an IGCSE-style question on a set poem and tells students to attempt it as class work
14.2	Prose (Progress check)	Teacher devices an IGCSE-style question on the text and tells students to attempt it as class work.

ENGLISH LITERATURE (EFL) SCHEME OF WORK

FORM 4 - TERM 2

WEEK	TOPIC	TOPIC DETAILS
1.1	Poetry Verses Written On Her Death bed at Bath to Her Husband in London (Part 4) Love Wisdom and Age	Read the poem aloud and ask Learners to underline words they find difficult. Get Learners to provide their own responses to the following questions. <ul style="list-style-type: none">• Which words do you find most striking/vivid/disturbing/moving etc.• Which images are most striking or striking?• What are your impressions of the speaker?
1.2	Prose (Purple Hibiscus) Chapter 7 Before Palm Sunday	Teacher devices an IGCSE style question on the set text Explain to Learners that the following words in questions are designed to elicit personal responses to the writing: <ul style="list-style-type: none">• Memorable• Vivid• Striking• Sad
2.1	Poetry Verses Written On Her Death bed at Bath to Her Husband in London (Part 4) Love Wisdom and Age	Read the poem aloud and ask Learners to underline words they find difficult. Get Learners to provide their own responses to the following questions. <ul style="list-style-type: none">• Which words do you find most striking/vivid/disturbing/moving etc.• Which images are most striking or striking?• What are your impressions of the speaker?
2.2	Prose (Purple Hibiscus) Chapter 7 Before Palm Sunday	Teacher devices an IGCSE style question on the set text. Explain to Learners that the following words in questions are designed to elicit personal responses to the writing: <ul style="list-style-type: none">• Memorable• Vivid• Striking• Sad

WEEK	TOPIC	TOPIC DETAILS
3.1	Poetry Rhyme of the dead self (Part4) Love, Wisdom and Age	Read the poem aloud and invite feedback from learners, and encourage them to ask each other probing follow up question. Make the point that all readers of poetry sometimes find poems obscure or ambiguous; there is no correct answer and there can be alternative interpretations so long as they are supported by valid evidence from the text.
3.2	Prose (Purple Hibiscus) Chapter 8 Before Palm Sunday	Provide sets of quotations relating to key characters in the text and ask Learners to do the same. Learners should be encouraged to write essays on at least one major character in the text.
4.1	Poetry Rhyme of the dead self (Part4) Love, Wisdom and Age	Read the poem aloud and invite feedback from learners, and encourage them to ask each other probing follow up question. Make the point that all readers of poetry sometimes find poems obscure or ambiguous; there is no correct answer and there can be alternative interpretations so long as they are supported by valid evidence from the text.
4.2	Prose (Purple Hibiscus) Chapter 8 Before Palm Sunday	Provide sets of quotations relating to key characters in the text and ask Learners to do the same. Learners should be encouraged to write essays on at least one major character in the text.
5.1	Poetry Stanzas Written in Dejection, Near Naples (Part 4) Love, Wisdom and Age	Arrange Learners in pairs and ask them to read sections of the poem to each other, emphasizing the poet's use of <ul style="list-style-type: none"> • Rhythm • Rhyme • Enjambment/run-on-lines
5.2	Prose (Purple Hibiscus) Chapter 9 Before Palm Sunday	Focus on setting and atmosphere. Get Learners to identify the different settings in the text and how the atmosphere changes as the plot progresses.
6.1	Poetry Stanzas Written in Dejection, Near Naples (Part 4) Love, Wisdom and Age	Arrange Learners in pairs and ask them to read sections of the poem to each other, emphasizing the poet's use of <ul style="list-style-type: none"> • Rhythm • Rhyme • Enjambment/run-on-lines
6.2	Prose (Purple Hibiscus) Chapter 9 Before Palm Sunday	Focus on setting and atmosphere. Get Learners to identify the different settings in the text and how the atmosphere changes as the plot progresses.

WEEK	TOPIC	TOPIC DETAILS
7.1	Poetry Nearing Forty (Part 4) Love, Wisdom and Age	Next, on a copy of the poem, Learners should make their own annotations of some examples of the following devices: <ul style="list-style-type: none"> • Sound, alliteration, assonance, onomatopoeia • Imagery: simile, metaphor, personification • Rhetorical: question, hyperbole, repetition, humour, irony.
7.2	Prose Chapter 10 Before Palm Sunday	Focus on minor characters and their importance in plot development. Get Learners to identify such characters and their roles in the text.
8.1	Poetry Nearing Forty (Part 4) Love, Wisdom and Age	Next, on a copy of the poem, Learners should make their own annotations of some examples of the following devices: <ul style="list-style-type: none"> • Sound, alliteration, assonance, onomatopoeia • Imagery: simile, metaphor, personification • Rhetorical: question, hyperbole, repetition, humour, irony.
8.2	Prose Chapter 10 Before Palm Sunday	Focus on minor characters and their importance in plot development. Get Learners to identify such characters and their roles in the text.
9.1	Poetry Now Let No Charitable Hope (Part4) Love, Wisdom and Age	Focus on gender issues in poetry. Get Learners to write about their impressions of the speaker in this poem.
9.2	Prose Chapter 11 Before Palm Sunday	Focus on female characters in the text. Get Learners to explain why they like or dislike them.
10.1	Poetry Now Let No Charitable Hope (Part4) Love, Wisdom and Age	Focus on gender issues in poetry. Get Learners to write about their impressions of the speaker in this poem.
10.2	Prose Chapter 11 Before Palm Sunday	Focus on female characters in the text. Get Learners to explain why they like or dislike them.

ENGLISH LITERATURE (EFL) SCHEME OF WORK

FORM 4 - TERM 3

WEEK	TOPIC	TOPIC DETAILS
1.1	Poetry An Essay on Criticism (Part 4) Love, Wisdom and Age	Teacher devises an IGCSE-style question in the set poem, and explain to Learners that the following words in questions are designed to elicit personal responses to the writing: <ul style="list-style-type: none">• Memorable• Vivid• Striking• Sad
1.2	Prose (Purple Hibiscus) Chapter 12 Before Palm Sunday	Focus on conflict in the development of the plot: conflict between characters, generation conflict and conflict between tradition and change
2.1	Poetry An Essay on Criticism (Part 4) Love, Wisdom and Age	Teacher devises an IGCSE-style question in the set poem, and explain to Learners that the following words in questions are designed to elicit personal responses to the writing: <ul style="list-style-type: none">• Memorable• Vivid• Striking• Sad
2.2	Prose (Purple Hibiscus) Chapter 12 Before Palm Sunday	Focus on conflict in the development of the plot: conflict between characters, generation conflict and conflict between tradition and change.
3.1	Poetry The Character of a Happy Life(Part 4) Love Wisdom and Age	On a copy of the poem, Learners should make their own annotations of some examples of the following devices: <ul style="list-style-type: none">• Sound: alliteration, assonance, onomatopoeia• Imagery: simile, metaphor, personification• Rhetorical: question, hyperbole, repetition, humour, irony.
3.2	Prose (Purple Hibiscus) Chapter 13 Before Palm Sunday	Focus on conflict in the development of the plot: conflict between characters, generation conflict and conflict between tradition and change

WEEK	TOPIC	TOPIC DETAILS
4.1	Poetry The Character of a Happy Life(Part 4) Love Wisdom and Age	On a copy of the poem, Learners should make their own annotations of some examples of the following devices: <ul style="list-style-type: none"> • Sound: alliteration, assonance, onomatopoeia • Imagery: simile, metaphor, personification • Rhetorical: question, hyperbole, repetition, humour, irony.
4.2	Prose (Purple Hibiscus) Chapter 13 Before Palm Sunday	Focus on conflict in the development of the plot: conflict between characters, generation conflict and conflict between tradition and change.
5.1	Drama Othello: Introduction: Act1 Scenes 1&2	Draw attention to the distinctive features of a play, designed for performance on the stage in front of an audience. Ask Learners to identify the different types of stage directions in their set drama texts
5.2	Prose (Purple Hibiscus) Chapter 14 The Pieces of Gods: After Palm Sunday	Focus on narrative technique and its effectiveness.
6.1	Drama (Othello) Act 1 Scenes 1&2	Draw attention to the distinctive features of a play, designed for performance on the stage in front of an audience. Ask Learners to identify the different types of stage directions in their set drama texts.
6.2	Prose (Purple Hibiscus) Chapter 14 The Pieces of Gods: After Palm Sunday	Focus on narrative technique and its effectiveness.
7.1	Drama Othello: Act 1, Scene 3	Get Learners to compile a quotation plus comment table to record their ideas about specific characters and themes.
7.2	Prose (Purple Hibiscus) Chapter 15 After Palm Sunday	Focus on narrative technique and its effectiveness.
8.1	Drama Othello: Act 1, Scene 3	Get Learners to compile a quotation plus comment table to record their ideas about specific characters and themes.
8.2	Prose (Purple Hibiscus) Chapter 15 After Palm Sunday	Focus on narrative technique and its effectiveness.

WEEK	TOPIC	TOPIC DETAILS
9.1	Drama Othello: Act 2, Scenes 1&2	Select a pivotal moment from the play and ask Learners to explore the following: <ul style="list-style-type: none"> • The precise effects of the Writer's use of particular words or lines spoken by characters. • The way the extract is organized : how it begins, develops and ends together with some notable shifts in topic tone and mood. • The dramatic impact of the extract on the audience.
9.2	Prose (Purple Hibiscus) Chapter 16 After Palm Sunday	Focus on the climax of the story. Ask Learners to justify what they consider to be the climax of the story. (Note that answers are bound to vary).
10.1	Drama Othello: Act 2, Scenes 1&2	Select a pivotal moment from the play and ask Learners to explore the following: <ul style="list-style-type: none"> • The precise effects of the Writer's use of particular words or lines spoken by characters. • The way the extract is organized : how it begins, develops and ends together with some notable shifts in topic tone and mood. • The dramatic impact of the extract on the audience.
10.2	Prose (Purple Hibiscus) Chapter 16 After Palm Sunday	Focus on the climax of the story. Ask Learners to justify what they consider to be the climax of the story. (Note that answers are bound to vary)
11.1	Drama Othello: Act 2, Scene 3	Set learners and IGCSE-style question on the Writer's presentation of a main theme in the play. Ask Learners to plan (5 mins) and the write their response (40 mins.)
11.2	Prose (Purple Hibiscus) Chapter 17 A Different Silence: The Present	Set learners and IGCSE-style question on the Writer's presentation of a main theme in the novel. Ask Learners to plan (5 mins) and the write their response (40 mins.)
12.1	Drama Othello: Act 2, Scene 3	Set learners and IGCSE-style question on the Writer's presentation of a main theme in the play. Ask Learners to plan (5 mins) and the write their response (40 mins.)
12.2	Prose (Purple Hibiscus) Chapter 17 A Different Silence: The Present	Set learners and IGCSE-style question on the Writer's presentation of a main theme in the novel. Ask Learners to plan (5 mins) and the write their response (40 mins.)