



**HILLVIEW COLLEGE
SCHEME OF WORK**

**SUBJECT: English B FORM: Three (3) TEACHERS: FAH/AR/ NR
TERM: THREE (III) YEAR: 2020**

TOPIC	UNIT	OBJECTIVES	TEACHING/LEARNING ACTIVITIES	ASSESSMENTS	NOTES COMMENTS
1. Act THREE	DRAMA – William Shakespeare’s <u>The Tempest</u>	1. Identify setting and context in order to visualize the situation the scene changes as does the setting in Act 2. 2. Students should then learn to appreciate how these aspects influence the action 3. Recognize implicit themes 4. Understand character choice and characterization 5. Establish conflict 6. Detecting and understanding the apt use of literary devices	1. Examine the climax and its elements and apply to act32. 2. Discuss the development of different themes and characters and how it helps with the phase of them play. 3. Examine the issues of betrayal, colonization, love 4. Act 3		Obviously as the arena of the classroom has now shifted to online sessions, it provides with more freedoms to test different teaching tools ó videos, songs, online quizzes, online puzzles, so the teaching and learning activities are subject to change.
2. Sonnet Composed upon Westminster Birdge	POETRY – <u>World of Poetry</u>	1. Identify the voice of the speaker and deduce reasons and motives for the specific written form. 2. Identify the tone,	1. Oral discussions 2. Role play 3. Written responses to questions		

<p>3. West Indies USA</p>		<p>mood, register and code and appreciate their appropriateness.</p> <p>3. Understanding the connotative meaning behind words and phrases in order to establish thematic construct.</p> <p>4. Detecting and assessing the apt use of literary devices (imagery) with respect to thematic construct (war, horrors of war etc)</p> <p>1. Identify the voice of the speaker and deduce reasons and motives for the specific written form.</p> <p>2. Identify the tone, mood, register and code and appreciate their appropriateness.</p> <p>3. Understanding the connotative meaning behind words and phrases in order to establish thematic construct.</p>			
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<p>4. Orchids</p>		<p>4. Detecting and assessing the apt use of literary devices (imagery) with respect to thematic construct (oppression, freedom, patriotism)</p> <p>1. Identify the voice of the speaker and deduce reasons and motives for the specific written form.</p> <p>2. Identify the tone, mood, register and code and appreciate their appropriateness.</p> <p>3. Understanding the connotative meaning behind words and phrases in order to establish thematic construct.</p> <p>4. Detecting and assessing the apt use of literary devices (imagery) with respect to thematic construct (Race, youth, education)</p>			
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<p>5. God's Grandeur</p>		<ol style="list-style-type: none"> 1. Identify the voice of the speaker and deduce reasons and motives for the specific written form. 2. Identify the tone, mood, register and code and appreciate their appropriateness. 3. Understanding the connotative meaning behind words and phrases in order to establish thematic construct. 4. Detecting and assessing the apt use of literary devices (imagery) with respect to thematic construct (Race, prejudice, oppression) 			
<p>6. The Grandmothers</p>	<p>Two PROSE - Short story - <u>A World of Prose</u></p>	<ol style="list-style-type: none"> 1. Identify setting and context and how it affects the actions in the story 2. Identify and evaluate character and characterization 3. Identify and understand implicit 	<ol style="list-style-type: none"> 1. Reading and listening 2. Oral discussion 3. Written responses to questions 		

<p>7. To Da-Duh in Memorium</p>		<p>themes</p> <ol style="list-style-type: none"> 4. Detecting and understanding the apt use of literary devices <ol style="list-style-type: none"> 1. Identify setting and context and how it affects the actions in the story 2. Identify and evaluate character and characterization 3. Identify and understand implicit themes 4. Detecting and understanding the apt use of literary devices 			
<p>8. Mom Luby and the Social Worker</p>		<ol style="list-style-type: none"> 1. Identify setting and context and how it affects the actions in the story 2. Identify and evaluate character and characterization 3. Identify and understand implicit themes 4. Detecting and understanding the apt use of literary devices 			

<p>9. A Brighter Sun (Chapters 10-15)</p>	<p>PROSE - Novel – Samuel Selvon’s <u>A Brighter Sun</u></p>	<ol style="list-style-type: none"> 1. Identify setting and context and how it affects the actions in the story 2. Identify and evaluate character and characterization 3. Identify and understand implicit themes 4. Detecting and understanding the apt use of literary devices 			
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Respectfully submitted by
Ms Ali Hosein