

**REPUBLIC OF CAMEROON
PEACE-WORK-FATHERLAND**

**CENTRE REGIONAL DELEGATION OF SECONDARY EDUCATION
MEFOU & AFAMBA DIVISIONAL DELEGATION
GOVERNMENT BILINGUAL HIGH SCHOOL MFOU
ACADEMIC YEAR 2021/2022**

**REPUBLIQUE DU CAMEROUN
PAIX-TRAVAIL-PATRIE**

**DELEGATION REGIONAL DES ENSEIGNEMENT SECONDAIRES DU CENTRE
DELEGATION DEPARTMENTAL DE MEFOU & AFAMBA
LYCEE BILINGUE DE MFOU
ANNEE ACADEMIC 2021/2022**

ENGLISH LANGUAGE AND LITERATURE IN ENGLISH DEPARTMENT

ANNUAL SCHEME OF WORK FOR: 2021/2022 LOWER SIXTH LITERATURE IN ENGLISH

WEEKLY WORKLOAD: 6 HOURS

TERM WORKLOAD: 36 HOURS

ANNUAL WORKLOAD: 216 HOUR

CURRICULUM GOALS

ENABLE EVERY STUDENT TO DEVELOP THEIR PERSONALITY, BECOME CONSCIENTIOUS, AUTONOMOUS AND TO INCULCATE THE SPIRIT OF COOPERATION AND COLLABORATION. HE/SHE WILL BECOME A RESPONSIBLE AND DISCERNING INDIVIDUAL WHO CAN FULLY EXERCISE HIS/HER SOCIAL ROLES.

BY

TAMBEAGBOR CHARLES

JOSEPHUNE NGWINGTEH

MVO DORIS

DRAMA LOWER SIXTH

FIRST TERM LOWER SIXTH

WEEK		MATTER
		SEQUENCE I
1 st week	• Introduction to the A/L syllabus and its specifications. • The nature of Drama. • Forms of Drama: tragedy, comedy, tragicomedy	
2 nd week	• Forms of Drama (cont'd): melodrama, farce, morality plays, popular theatre. • Elements of drama: plot, conflict, characters, stagecraft.	
3 rd week	• Drama devices: irony, comic relief, soliloquy, aside, disguise, lampoon, chorus, foreboding. • Drama devices: main plot, subplot, play-within-a-play, prologue, epilogue, interlude, flashback, flash-forward.	
4 th week	• Biography of the author. • Afro-socio-cultural background of the play: marriage values, feminism, women rights and women empowerment. • Political background of the play: elections, corruption and dictatorship.	<u>And Palm wine will flow</u> by Bole Botake
5 th week	• Pages 7-17 : Exposition • Analyse and dramatic devices	Textual analysis of Act I
6 th week	.Revision & summative evaluation. .Correction of the 1st sequence test.	
		SEQUENCE II
7 th week	• Pages 18-27 • Analyses, plot summary	
8 th week	• Pages 28-37 • Character analyses, major themes, and dramatic techniques	Textual analysis
9 th week	• Pages 38-47 • Synopsis, themes .	
10 th week	• 48- 50 . Resolution • The play as a popular theatre and farce/satirical comedy.	
11 th week	• Characterization. • Review of work covered, general discussion and comments / appraisal.	
12 th week	• Evaluation.	

- **Correction of the 2nd sequence test.**

SEQUENCE III

- | | |
|-----------------------|--|
| 13 th week | <ul style="list-style-type: none"> • Review of stagecraft elements. • Analysis of setting. • Review of some stylistic devices. |
| 14 th week | <ul style="list-style-type: none"> • Review of themes: male chauvinism, female emancipation, politics, marriage squabbles, conflict of cultures, etc. |
| 15 th week | <ul style="list-style-type: none"> • Revision: sample A/L Literature questions and hints/techniques; focus on MCQs and essay questions with hints. • NB: This activity should be on-going from this moment. Therefore, the teacher must process the different questions types as often as possible; so as to train students adequately and thus leave them ever ready to answer examination questions. • Revision, (filling in marks and class councils), end of the First Term. |

SECOND TERM LOWER SIXTH

WEEK

MATTER

SEQUENCE III

- | | |
|-----------------------|---|
| 16 th week | <p><u>A Reason in the Sun</u> by Lorraine Hansberry</p> <ul style="list-style-type: none"> • Background : A Domestic Drama . • Introduction to the play. • A brief synopsis of the play. • List of characters. • Brief Biography of the playwright. |
|-----------------------|---|

- | | |
|-----------------------|---|
| 17 th week | <p>Textual analysis of Act I</p> <ul style="list-style-type: none"> • ACT 1 SCENE 1: The Younger family lives in a cramped, “furniture crowded” apartment that is clearly small for its five occupants in one of the poorer sections of outside Chicago. • Walter Lee wants to invest Mama’s 10000 dollars insurance check in a liquor venture with two of his friends. • Mama makes it clear that part of the money will o to Beneatha’s education in medical school. • ACT 1 SCENE 2: The following morning, Saturday is the day that the check is expected to arrive. • Review of work covered, general discussion and comments / appraisal |
| 18 th week | <ul style="list-style-type: none"> • Evaluation. • Correction of the 3rd sequence . |

SEQUENCE IV

19 th week	• TEXTUAL ANALYSIS OF ACT 11 • ACT 2 / SCENES 1: later that Saturday, dressed in her new Nigerian robes and her head dress, Benita dances to African Music while simultaneously giving Ruth an impromptu lesson in his significance. • Walter comes in, after having had a few too many drinks, and joins in Benita's ritualist dance. • The door bell rings suddenly, and George Murchison arrives from his theatre date with Benita, he gets into a heated with her over the history and heritage of Black people, all of which he belittles as insignificant, and then he antagonizes Walter by dismissing Walter's attempts to discuss his "big" business plans with him. •
20 th week	• ACT 2 / SCENES 2: • The scene opens a few weeks later, on a Friday night, parking crates filled the Yunger apartment in preparation for the move. • Benita and George come in from their date and after a brief disagreement, George leaves. • Mama, still smartens over Walter's previous accusation that she "butchered" his dream, decides to entrust Walter with the responsibility for the remaining money.
21 st week	• ACT 2 / SCENE 3 : • This scene begins one week later. Ruth and Benita are in good spirit, this is the day that the family will move to their new neighborhood. • Walter comes in and is dancing playfully with Ruth when a whiteman comes to the door asking for Lena Yunger. • The man, Carl Lindner, acting as representative of Clybourne Park Improvement Association, makes a very generous offer to buy the Yunger's new home.
22 nd week	Textual analysis of Act III • ACT 3 : • An hour later, having no knowledge of the Yunger's financial reversals, Asagai drops by the apartment hoping to help with the parking, but instead he is greeted by a changed Benita. • Benita wants and expects sympathy from Asagai but instead he upbraids her for her materialistic outlook • Shortly thereafter, we learn that Walter has decided to accept Lina's offer of paying them generously not to move in.
23 rd week	• Characterization, Themes, literary devices.
24 th week	• EVALUATION
25 th week	CORRECTION OF 4TH SEQUENCE EVALUATION
26 th week	• REMEDIATION

27th WEEK

- **END OF THE SECOND TERM / TAKE-HOME ASSIGNMENT (DRAMATIZATION).**
-

THIRD TERM LOWER SIXTH

WEEK	MATTER
	SEQUENCE V
28 th week	<u>A DANCE OF THE FOREST BY WOLE SOYINKA</u> • Background of the text: It is inspired by the Yoruba Believed System and Its an Allegory for Modern Nigerian Society. <i>A Dance of the Forests</i> is one of Wole Soyinka's best-known plays and was commissioned as part of a larger celebration of Nigerian independence. It was a polarizing play that made many Nigerians angry at the time of its production, specifically because of its indictment of political corruption in the country • Brief biography of the playwright. • Brief summary of the plot of the play.
29 th week	• <u>PART ONE:</u> • . The play begins with an introduction by Aroni, "the Lame One," laying out the circumstances of the play. Soyinka lists the characters, and describes them. • The play is unique in that it combines traditional aspects of Western drama—it is written like a European play—with the more nonlinear and symbolic modes of traditional African drama.
30 th week	• Revision and Evaluation. • Correction of the 5th sequence test.

SEQUENCE VI

31st week

PART TWO:

- Obaneji says that the man who took the bribe for the lorry is just a small-time criminal and he will put his name in fine print,
-

when [Rola](#) exclaims, "He deserves to be hanged." [Demoke](#) talks about the fact that he works with fire as a carver, that he is not afraid of it, but that he would never want to die by being burned.

- While death is a major theme from the start as the central plot concerns the Dead Man and the Dead Woman, the play also explores the subject of death from the perspective of the living.
-

32nd week

PART THREE:

- [Agboreko](#) tells the Old Man that Aroni has taken the dead couple "under his wing." He then tells him about the revelation that [Rola](#) is actually Madame Tortoise, "...and they are strongly linked to her. Through what crime I do not know." The Old Man wants to know where Aroni plans to hold his ceremony, but Agboreko tells him he does not know, and that Murete will not tell him.
 - In the world of the play, the past and present are blurred in that people are strongly linked to their descendants even in the world of the present. The revelation that Rola is Madame Tortoise, for instance, is at once the revelation of the fact that she is the descendant of an infamous prostitute named Madame Tortoise, and also that she is Madame Tortoise in the present.
-

33rd week

PART FOUR:

- The [Forest Head](#) and Aroni talk about their powers over the four mortals. "They had no suspicion of you?" Aroni asks, to which the Forest Head replies, "Only uncertainty."
 - After much confusion and chaos, we find that Aroni and the Forest Head are in full control of what is going on. When they speak to one another, they discuss the fact that the assemblage of mortals is completely intentional.
-

34th week

PART FIVE :

- The [Dead Man](#) enters and says, "three lives I led since first I went away/But still my first possesses me/The pattern is unchanged." The [Forest Head](#) addresses the [Dead Man](#) as Mulieru and alludes to the fact that he once knew him.

-Each of the characters, save for the spirits and gods, has had some past experience that they carry with them into the theatrical present. In the world of the living, no one is ever just who they are born as; they also carry the story of who they were before with them into the present. This continuity is something close to reincarnation, but almost more immediate, as the separate lives are even less distinct, and present identities are laid over past ones more indiscernibly.

35th week

- Literary devices: Symbolism, allegory and motifs, metaphor and similes', irony, imagery.
- The Play as an Allegory for Nigerian Politics
- A Dance of the Forests 20th century Nigerian Theater

- Themes: reincarnation, dead etc
-

36th week

- **End-of-year examinations.**
 - **End of the year (and holiday assignment).**
-

PROSE LOWER SIXTH

PROSE LOWER SIXTH

It has been observed that teachers usually leave Prose Appreciation and hurry through it during the last two or three weeks just before the G.C.E. Examinations. The result is that the candidates usually perform very badly in it. It is suggested here that for the first seven to nine weeks, theoretical foreground should be done, which will enable the teacher to treat this Prose Appreciation facet. If well achieved, it will arm students with what it takes to tackle all the prose texts (even on their own). However, this is just a suggestion and any other well-thought out approach may be used.

FIRST TERM LOWER SIXTH

WEEK	MATTER
	SEQUENCE I
1 st week	• Introduction, a look at the syllabus and syllabus specifications. • General comments about the Advanced Level approach.

	What is Literature, the different genres and their characteristics, a focus on Prose and its types (picaresque, fable, non-fable, biography, autobiography, etc.)
2 nd week	- The novel and the common elements of Literature: plot, setting, point of view, characters, themes, style. - Prose text types: narrative (with the various points of view, flashback and stream-of-consciousness perspectives), descriptive, argumentative, expository, discursive, philosophical types with their various characteristics.
3 rd week	- The unseen prose appreciation text: types and characteristics. - Components of a text: setting, speaker, point of view, etc. - Prose appreciation: elements of meaning of words in context (sense, atmosphere, tone, feeling, intention, etc.)
4 th week	- Prose appreciation: structure, use of transition markers, forms and diction (signal words in passages). - Narrators in Prose: First Person, Third Person and all their nuances. - Focus on Prose narrative techniques.

5 th week	- Focus on diction, narrators and narrative techniques. - The writer's mood and intentions (e.g. sarcasm, humour, satire, pathos, irony, etc.) Revision in view of First Sequence Test.
6 th week	Evaluation. Correction of the 1st sequence test.

SEQUENCE II

7 week	- Prose Appreciation: Stylistic value of some tenses. - The paragraph: the topic sentence, supporting sentences and general development. - Types of sentences: declarative, interrogative, negative, etc. - Prose appreciation: stylistic devices with focus on narrative devices and techniques for making valid statements about effectiveness.
8 week	- Differences between narrative techniques and narrative devices. - Narration, description, dialogue, action, interior monologue, the impression of others as techniques of characterization. - Qualities of good narrative, descriptive, argumentative and expository writing.
9 week	- A look at the prose appreciation question: its facets and specifications - Introducing the novel as a literary genre (its historical development) - The novel as a prose narrative: plot and point of view revisited and focus on high points (the introduction/exposition, complication/crisis, climax/turning point, resolution/denouement)
10 week	<u>THE LADY WITH A BEARD</u> by ALOBWED'EPIE Background of the text, Postmodernism, the meaning of the title.

	• Definition of culture, the importance and significance of African cultures..
	• Biography of ALOBWED'EPIE.
11week	• Setting. • Plot and plot pattern. • Structure. • Review of work covered, general discussion and comments on Prose Appreciation, question samples.
12 week	• Evaluation. • Correction of the 2nd sequence test.

SEQUENCE III

13week	Textual Analysis • Chapters 1-2: • In Emade's kitchen. Emade is cooking and her daughter Ntube admires the manner in which she peels cocoyam. • The so much talk about Ntube's fall and broken vessels, the villagers conspiracy against Emade. • Comments on narration, character/role played, style, setting and themes.
14 week	• Chapter 3 The sound of a drum to announce the death of a state animal, Emade is ban from all women associations at Atieg. • Chapter 4 Ntube is disturbed about the ban on Emade. Ahone visits Etieg to get her sister Emade. • Comments on narration, characters, style and setting.
15 week	• Chapter 5 and 6: • Ahone, Emade and Ntube leaves for Muabag village to visit Mechane. • The description of Mechane's hut. The burial preparation of Mechane by Emade and Ahone. • Comments on narration, characters, style, setting and themes • Revision, (filling in marks and class councils), take-home assignment, end of the First Term.

SECOND TERM LOWER SIXTH

WEEK	MATTER
SEQUENCE III	
16 week	• Checking of assignment and general review of material covered. • Chapter 7-8: • The entertainment during the burial of Mechane. • The diverse opinion as per the burial and how to dig the grave and if a coffin will get there on time. • Comments on narration, character/role played, style, setting and themes.
17 week	• Chapter 9- 10:

	• Traditional rites after the burial, discussion about the burial. • The pig Mr. Okore borrowed to dance with. • Review of plot, structure, setting, themes and style with notes. • Review for test: question sampling and honing of question attack skills.
18 week	• Evaluation. • Correction of the 3rd sequence test. • Review of setting, plot dynamics and narrative techniques

SEQUENCE IV

19 week	Textual Analysis • Chapter 11- 12: • Ahone invites Ntube to a naming ceremony. • Review of characterization and role play, style and language.
20 week	• Chapters 13-14 • Emade and Ahone are so happy living together. • Ahone makes preparations for Emade's return to Etieg. • Focus on the characters of Ahone and Emade.
21 week	• Chapters 15-16 • Emade worries about Ntube's safety. • Ahone is happy that the matter has been resolved: • Review of characterization/role play, style and themes.
22 week	• Chapters 17-18: • Emade goes to visit Sango Atume of Ndabekem. • A new soothsayer sprung up at Nzom and interpret the girls dreams.. • Comments on plot, character/role play, style, setting and themes.
23 week	• General review of <u>The Lady With A Beard</u> with emphasis on plot development, stylistics devices, characterization and thematic concern. • Review for test: question sampling and honing of essay question attack skills.
24 week	• Evaluation. • Correction of the 4th sequence test.

SEQUENCE V

25 week	Textual Analysis of <u>ANTHILLS OF THE SAVANNAH</u> BY CHINUA ACHEBE • Background of the text.
---------	--

	• Biography of Chinua Achebe
26 week	• Chapter 1-2 and 3: • First witness: Christopher Oriko. A heated conversation between his excellency and Christopher Oriko, the commissioner for information. • The chapter opens as professor Okong is led to his excellency's office and instructed to receive a delegation that has travelled from Abazon to declare their loyalty to his excellency. • A phone call between Chris and Ikem, the editor of the gazette.
27 week	• Chapter 4, 5 and 6: • Ikem is talking with his girlfriend and explaining to the reader that his neighbor beat his wife with some irregularity. • Ikem and Mad Medico meeting for drinks, Mad Medico is the nickname for John Kent, who is neither a doctor nor mad. • Beatrice. This is the first chapter where Beatrice Chris's girlfriend narrates. It begins with someone calling for her on the phone and her first instinct is to think there has been an accident and Chris is involved. • Revision / recording of marks and class councils. • End of the Second Term / take-home assignment.

THIRD TERM LOWER SIXTH

WEEK	MATTER
	SEQUENCE V
28 week	• Chapter 7, 8 and 9: • Beatrice reflects on her life and the public perception of her in the beginning of this chapter. • The story about the daughter of God Idemili and her creating civilization with the help of water. • “view of struggle”. Ikem is driving towards the presidential palace for personal reasons rather than professional ones when the chapter opens. • Examine the Victorian era of the 19th Century English society, the Aristocracy fading, the Middle class rising and factory workers/Hands/Peasants downtrodden.
29 week	• Chapter 10, 11 and 12: Thematic study • Impetuous son: this chapter begins with a poem “Africa” by David Diop. Ikem is with Mad Medico and suddenly two taxi drivers arrive at the door to salute him. • Ikem is exhilarated after the taxi drivers visit, and he sits down to think about the events and their words carefully. • The chapter opens with Ikem to give a lecture to a packed auditorium, and it appears that his popularity has grown since his suspension from the national Gazette. • Review for test: question sampling and honing of essay question attack skills
30 week	• Evaluation.

-
- **Correction of the 5th sequence test.**
-

SEQUENCE VI

31 week	• Chapter 13, 14 and 15: • One of the answers Ikem provided to a question during the university speech has been taken out of context, and the following morning, Gazette runs a headline that says, “Ex Editor Advocate Regicide” • Beatrice awakes to a phone call instructing her to move to horse, a code word for Chris, but she does not know if the call is genuine or not. • Chris has been relying on a network of allies to hide in Bassa after Ikem's death, but the new announcement that Chris was involved in the coup attempts threatened his safety further. • Questions and their interpretation. (especially two-sided questions)
32 week	• Chapter 16, 17 and 18 : Review of the novel from a general and discussion perspective. • Chris and Emmanuel decide to go to Abazon, which was the natural choice as it was Ikem's province • Chris had never travelled of Bassa by bus before and the bus ride begins a transformation. • .Beatrice has decided to have a naming ceremony for Elewa's daughter, and she wants to make sure the name is appropriate as the baby would have a difficult life ahead of it.
33 week	• General revision with focus on essay questions. • Questions on prose appreciation and context questions.
34 week	• Promotion examinations
35 week	• Recording of marks.
36 week	• Class councils. • End of the year (and holiday assignment).

POETRY LOWER SIXTH

POETRY LOWER SIXTH

The poems indicated below for demonstration are mere proposals and the approach might be subjective. Teachers should use their own approaches and especially use any poems they find handy or relevant. The key is: “**CONSTANT PRACTICE**”.

WEEK	SUBJECT MATTER	SUGGESTED SKILLS	SUGGESTED ACTIVITY	SUGGESTED OUTCOME(S)
	FIRST TERM: LOWER SIXTH ARTS			
	SEQUENCE I			
1	-POETRY APPRECIATION -Revision of basic concepts, definitions, characteristics, conventions.	-Recall -Information gathering -Note-taking -Organizing information	-Question and answer -Explanation -	-Ability to explain related concepts
2	-Meaning in poetry, sound devices, sense devices.	Recall -Information gathering -Note-taking	-Question and answer -Explanation	-Ability to explain related concepts

3	Diction and syntax, form and structure, poet's attitude and ton.	Information gathering	Question and answer	Ability to assimilate
	Meaning of a poem, total impression	Organizing information	Explanation	Ability to recall
4	GEOFFREY CHAUCER: THE GENERAL PROLOGUE TO THE CANTERBURY TALES			
	-Chaucer's life, birth, education, career, -Characteristics of the Medieval period(1350-1500), beliefs, social life, education	Reading -Recall -Information gathering -Note-taking -Organizing information	Interpretation -Reading aloud -Question and answer -Elucidation	-Ability to establish context within which characters are to be studied and analyzed.
5	-Introduction to the Canterbury Tales -Classification of Pilgrims 1-The idealized: Knight, Squire, Clerk, Yeoman, ploughman, Parson 2- The Ecclesiastics: The Monk, Prioress, Summoner, Friar, Pardoner 3- The Professionals: The Shipman, Doctor, Merchant, Sergeant 4- The Crooks: miller, Reeve, Manciple 5- The Epicureans: The Franklin, Wife of Bath, Cook, Host, Guildsmen -Physical appearance and impact on character, dressing, attire, equipment	-Reading -Recall -Information gathering -Note-taking -Organizing information	-Interpretation -Reading aloud -Question and answer -Elucidation	-Ability to describe pilgrims according to expectations and behaviour.
6	Revision -First period evaluation -Correction of first period evaluation	-Feedback -Problem Recognition -Problem solving -Analysis -Corrective self-awareness	-Question and answer -Assessment/ Evaluation	-Summative evaluation
7	-The significance of the prologue, Spring, Setting, - Physical Portrait of PilgrimsI: knight, Squire, yeoman(idealism, impact of medieval society, Chaucer's descriptive language	Reading -Information gathering -Note-taking -Focusing -Application	-Interpretation -Reading aloud -Question and answer -Elucidation	-Ability to describe pilgrims according to expectations and behaviour

	SEQUENCE II			
8	- Physical Portrait of Pilgrims II : Poor Parson, Ploughman, prioress, Summoner (dress, equipment, idealism)	Reading -Recall -Information gathering -Note-taking -Organizing information	-Reading -Discussion -Elucidation -Interpretation -Question and answer	-Ability to describe pilgrims according to expectations and behaviour
9	-Physical Portrait of Pilgrims III : Friar, pardoner, -Revision of the apostate Ecclesiastics	-Feedback -Reading -information gathering	-Individual and group presentation -Explanation -Question and answer	-Ability to describe pilgrims according to expectations and behaviour
10	-Physical Portrait of Pilgrims IV : The Merchant, Sergeant at Law, Shipman	-Reading -information gathering -Note-taking	-Reading -Discussion -Elucidation -Interpretation -Question and answer	-Ability to describe pilgrims according to expectations and behaviour
11	-Physical Portrait of Pilgrims V : The Doctor, Miller, Manciple, Reeve, Wife of Bath, Guildsmen, Cook	-Reading -information gathering -Note taking -Expression -Application	-Individual and group presentation -Explanation -Question and answer	Ability to describe pilgrims according to expectations and behaviour
12	-Second period evaluation -Review of The Franklin's portrait -Correction of evaluation	-Problem solving -Feedback -Amelioration/ Remediation	-Discussion -Explanation -Question and answer	-Summative evaluation
13	-Physical Portrait of Pilgrims VI: The Franklin -The Epilogue- Authorial intrusion-Host's intervention -Significance of the Epilogue -Revision of portraits	-Reading -Creative thinking and analysis -Note-taking	-Individual and group presentation -Explanation -Question and answer	Ability to describe pilgrims according to expectations and behaviour
	SEQUENCE III			
	GEOFFREY CHAUCER: THE MERCHANT'S PROLOGUE AND TALE			
14	-General introduction to <u>The Merchant's Prologue and Tale</u> : Plot encapsulation	-Reading -Analysis -Information gathering	-Reading aloud -Discussion -Explanation	-Ability to describe characters according to expectations and behaviour

	-The Merchant's Prologue and Tale: --The Prologue: Setting, Merchant's portrait -Tale - Characteristics of love, Paradox of marriage(Old January=May) May's deceptive, promiscuity and lies telling nature	-Note-taking		
15	-Januarys' grief and predicament -use of vegetation -Suspense	-Information gathering -Recall -Note-taking	-Reading aloud -Discussion -Explanation	Ability to describe characters according to expectations and behaviour
16	-Placebo and Justinus argument -Damaian and his emotion as per May's wedding. -Marriage versus age -What May thinks about January sexuality -General revision: plot, themes(marriage, love, marriage, truth, nobility)	-Application -Creative/Critical thinking -Question and answer -Note-taking	-Individual and group presentation -Explanation -Question and answer	Ability to describe characters according to expectations and behaviour

SECOND TERM: LOWER SIXTH ARTS

WEEK	SUBJECT MATTER	SUGGESTED SKILLS	SUGGESTED ACTIVITY	SUGGESTED OUTCOME(S)
17	-Review of previous term's work -Analysis of The General Prologue and The Merchant's prologue and Tale: -Setting: Physical, Geographical, Historical, psychological and effectiveness	-Application -Creative/Critical thinking -Question and answer -Note-taking	-Individual and Group presentation -Discussion -Explanation	-Ability to described setting
18	-Third period Evaluation -Themes: Sex, materialism, solitude, -STYLE: Narrative technique- First person and Third person, authorial interposition(intrusion), Direct speech and Effectiveness	-Information gathering -Creative/Critical thinking -Application -Question and answer -Note-taking	-Individual and Group presentation -Discussion -Explanation	-Ability to analyse themes
19	-Themes: Truth and Honesty, Love and Marriage, Nature and Age	-Analysis -Note-taking	-Individual and Group presentation -Discussion	-Ability to analyse themes
SEQUENCE IV				

20	-STYLE: Use of Irony(verbal, rhetorical, situational, dramatic and Effectiveness - Use of suspense -Use of symbolism -Descriptive Details	Creative/Critical thinking -Application -Question and answer -Note-taking	-Individual and Group presentation -Discussion -Explanation	-Ability to analyse style
21	-use of allusion: Literary, Biblical, epistolary device -use of Humour(situational, exaggeration, parody, burlesque, pun, incongruity -Satire, -Use of comparison/contrast Chaucer's poetic quality	-Information gathering -Creative/Critical thinking -Application -Note-taking	-Individual and Group presentation -Discussion -Explanation	-Ability to analyse style
22	-Chaucer's dramatic quality: use of dialogue, character description, use of monologue, soliloquy, and their effectiveness -Contemporary link -Medieval link	-Information gathering -Creative/Critical thinking -Application -Note-taking	-Individual and Group presentation -Discussion -Explanation	-Ability to analyse character themes, style
23	-Characterization: January, May, Damian, Placebo and Justinus. -Chaucer's language: Figurative language, imagery, rhetoric -The role of women	Information gathering -Creative/Critical thinking -Profiling -Application -Note-taking	-Question and answer -Application -Individual and group presentations	-Ability to analyse language and style
24	-Fourth Period Evaluation -Correction of the test	-Problem recognition and solving -Application -Feedback	-Discussion -Explanation	-Summative evaluation
25	-Chaucer as a novelist: Qualities of the novel found in the poem -Revision for Fourth Period Evaluation	Information gathering -Creative/Critical thinking -Profiling -Application -Note-taking	-Question and answer	-Ability to recall stored knowledge
SEQUENCE V				
JOHN KEATS: SELECTED POEMS				
26	-JOHN KEAT'S Biography. -List of John Keats selected poems under study.	-Information gathering -Organizing	-Selective reading -Explanation -Interpretation	-Ability to describe characters according to expectations and behaviour

			-Question /Answer -Group and individual presentations	
27	-Characteristics of 18 th Century English society: transient sensation or passion, enduring, dream or vision/ reality, joy/ melancholy, the ideal/ the real, mortal/ immortal, life/ death, separation/ connection/ desiring to escape passion.	-Problem recognition and solving -Information gathering -Organizing	-Explanation -Interpretation -Question /Answer	-Ability to identify and analyse aspect of 18 th century life
	EVALUATION	-Problem recognition and solving -Information gathering	-Explanation -Interpretation -Question /Answer	-Ability to identify and analyse aspect of 18 th century life
THIRD TERM: LOWER SIXTH ARTS				
28	-Aspects of Romanticism, vivid imagery. Characteristics of Romantic Poetry.	-Information gathering -Organizing	-Explanation -Interpretation -Question /Answer	-Ability to identify and analyze aspects of style
29	POEM 1: “On First Looking Into Chapmans Homer”. Meaning of the poem Subject matter, sense device, diction and syntax, sound devices, form and structure, poet’s attitude, tone brief summary of the poem. POEM 2: “Keen, Fitful Gusts”. Meaning of the poem. Subject matter, sense devices, diction and syntax, sound devices, form and structure, poets attitude, tone, brief summary.	-Selective reading -Explanation -Interpretation	Selective reading -Explanation -Interpretation -Question /Answer -Group and individual presentations	-Ability to identify and analyze characteristics of an epic
30	-Fifth period Evaluation	-Problem recognition and solving -Information gathering	-Interpretation -Question /Answer	-Ability to describe characters according to expectations and behaviour

	SEQUENCE VI			
31	-POEM 3: “To My Brothers”. Meaning of the poem. Subject matter, sense devices, diction and syntax, sound devices, form and structure, poet’s attitudes, tone brief summary. POEM 4: “On The Grasshopper And The Cricket”. Meaning of poem. Subject matter, sense device, diction and syntax, sound devices, form and structure, poet’s attitude, tone, brief summary. Subject matter, sense devices, diction and syntax, sound devices, form and structure, poet’s attitudes, tone brief summary.	-Information gathering -Organizing	-Selective reading -Explanation -Interpretation -Question /Answer -Group and individual presentations	-Ability to describe characters according to expectations and behaviour
32	POEM 5: “On The Sea” Meaning of the poem. Subject matter, sense devices, diction and syntax, sound devices, form and structure, poet’s attitudes, tone brief summary. POEM 6: “Lines Rhymed In Letter Received”. Subject matter, sense devices, diction and syntax, sound devices, form and structure, poet’s attitudes, tone brief summary. POEM 7: “Stanzas” Meaning of the poem. Subject matter, sense devices, diction and syntax, sound devices, form and structure, poet’s attitudes, tone brief summary.	-Information gathering -Organizing		-Ability to analyze plot and style
33	POEM 8: “On Sitting Down To Read King Lear Once Again”. Meaning of the poem.	-Selective reading -Explanation -Interpretation -Question /Answer	-Interpretation -Question /Answer -Group and individual presentations	-Ability to describe characters according to expectations and behaviour

	Subject matter, sense devices, diction and syntax, sound devices, form and structure, poet's attitudes, tone brief summary. POEM 9 : "When I Have Fear" Meaning of the poem Subject matter, sense devices, diction and syntax, sound devices, form and structure, poet's attitudes, tone brief summary. POEM10 "Bright Star" Meaning of the poem Subject matter, sense devices, diction and syntax, sound devices, form and structure, poet's attitudes, tone brief summary. POEM 11"On A Dream" Meaning of the poem. Subject matter, sense devices, diction and syntax, sound devices, form and structure, poet's attitudes, tone brief summary.			
34	POEM 12 "La Belle Dame Sans Merci" Meaning of the poem. Subject matter, sense devices, diction and syntax, sound devices, form and structure, poet's attitudes, tone brief summary. POEM 13: "To Autumn". Meaning of the poem. Subject matter, sense devices, diction and syntax, sound devices, form and structure, poet's attitudes, tone brief summary. POEM 14: "Lines On The Mermaid Tavern" Meaning of the poem.	-Selective reading -Explanation -Interpretation -Question /Answer	-Interpretation -Question /Answer -Group and individual presentations	-Ability to analyze plot and style

	Subject matter, sense devices, diction and syntax, sound devices, form and structure, poet's attitudes, tone brief summary.			
35	POEM 15: "Ode To A Nightingale"," Ode On Indolence", "Ode On Melancholy", "Ode On A Grecian Urn", "Ode To Fancy". Meaning of the poem. Subject matter, sense devices, diction and syntax, sound devices, form and structure, poets attitudes, tone brief summary.	-Explanation -Interpretation -Question /Answer	-Interpretation -Question /Answer-Group and individual presentations	-Ability to analyze themes and characters
36	-Sixth Period Evaluation	-Problem recognition and solving	-Interpretation -Question /Answer	-Summative evaluation