REPUBLIC OF RWANDA

KIGALI CITY

GASABO DISTRICT

SCHEME OF WORK FOR LITERATURE IN ENGLISH SENIOR FIVE

ACADEMIC YEAR 2022-2023 NUMBER OF PERIODS PER WEEK

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| DATES | WEEKS | UNIT TITLE | LESSON TITLE + EVALUATION | LEARNING OBJECTIVES  (Copied and adapted from the syllabus depending on the bunch of lessons)+ Key unit competence | METHODS AND TECHNIQUES | RESOURCES | OBSERVATIONS |
| 26-30/09/2022  03-07/10/22  10-14/10/2022  17-21/10/2022  24-28/10/2022 | Week  1  Week  2  Week 3  Week  4  Week  5 | **Unit 1:**  European literary tradition  (35periods) | **Lesson1**: Definition of literary tradition(**2periods)**  **Lesson2:** European Literary Tradition(**2periods)**  **Lesson3:** Introduction to different periods of European Literary Tradition.(**2periods)**  **Lesson4:** Classical and pre- classical antiquity.(**2periods)**  **Lesson5:** the super genres within poetry, in classical ancient Greek.(**2periods)**  **Lesson6**: The characteristic of Latin Literature, Early Latin Literature and Golden age**(2periods)**  **Lesson7:** the age of Ciceron, The Augustan Age and Empirical period**(2periods)**  **Lesson8:** Medieval Literature and Literature in Renaissance(**2periods)**  **Lesson9:** Baroque and classicism(**2periods)**  **Lesson 10: I**ntroduction to the novel “Animal Farm”+reading chapter one of the novel analyzing the key aspect of prose.  **Lesson 11:** Reading the rest of the chapters in groups(they read in groups)(use reciprocal teaching technique, to distribute the tasks)  **Lesson** **12**: analyzing the characters, plot, settings and themes from animal Farm**(2periods)**  **Lesson 13:** presentations of the animal farm (summarisers,…)  **Lesson 14:** Acting out the novel (animal Farm)(**1period**)  **Lesson 15:** discussing some statements from the story animal farm, using debate technique**(1period)**  **Lesson 16:** Watching a movie about animal farm**(2periods)**  **Lesson 17:** Using web spider technique, teacher recap all they learnt from unit one**(2periods)**  **Lesson 18**: end unit assessment **(1period)** | Knowledge and understanding:  List and describe the periods of European Literary tradition.  Recognize social, historical and political context in a novel.  Skills: Relate the specific context of a novel to the European Literary Tradition Traditions.  Develop an understanding of the importance of norms and traditional values  Explain how contexts help in the development of the plot in a novel.  Compare and contrast , historical and political context in texts from different periods in the European Literary Tradition.  Attitude and Values:  Broaden students’ literary and cultural horizons beyond the classroom through a set novel.  Appreciate that different people lived different lives at different historical times.  Critically evaluate how messages in a novel are conveyed in the light of specific contexts. | Question and answer  -Group discussion  -Research from library or internet.  -Posters.  -talking to the text  -4corners  -Quick speak  - GO-GO-MO  - Library research  -individual work  -Venn diagram  -group work  -think pair share  -write pair share  -Discussion and presentations.  -Round table.  -Brainstorming.  -Role play.  Reciprocal teaching(summarisers, questionners, connectors, predictors visualisers)  Debate  Web spider(they put the unit in the middle of the circle then use arrows to show all they learnt from the unit)  Audio visual strategy  Role play | Teacher training Manual, November,(2016) ;Literature in English for Rwandan Schools, Senior 4; Internet, Literature in English Syllabus Advanced LevelS4-S6  Rwanda Teacher Education Program, Teaching Methodologies; Instructional Manual(2016). |  |
| 31/10\_04/11  07-11/11/2022  14-18/11/2022  21-25/11/2022 | Week 6  Week 7  Week 8  Week  9 | Unit 2:  Understanding prose | **Lesson1:** reading the story “ civil peace” by chinua achebe ,(**2periods**)  **Lesson2:** analyzing plot, settings, characters, themes , point of view, atmosphere, audience and mood from the story civil peace(**2periods**)  **Lesson3:** types of plots+ types of characters(**2periods**)  **Lesson4:** the difference between theme and subject(**2periods**)  **Lesson 5**: introduction to the novel “the pearl”+ group formation(**2periods**)  **Lesson 6:** reading the novel” the pearl “ in groups(Summarisers, questionners, predictors, connectors and visualisers)(**2periods**)  **Lesson 7:** analyzing themes, characters and settings in the novel the pearl(**2periods**)  **Lesson 8:** discussing all the key aspects of prose in the novel the pearl(**2perios**)  **Lesson 9:** presentation of the groups  (group 1 and 2) (**2periods**)  **Lesson10:** presentation of the novel, group 3,4 and 5.(**2periods**)  **Lesson11**: acting out the novel “the pearl”(1period)  **Lesson 12:** watching the movie(the pearl)(1period)  **Lesson 13:** comparing novel, novella, and short story.(1period)  **Lesson 14:** comparing the novel the pearl to the novels learnt in the previous days (1period)  **Lesson 15**: discussing different statements from the novel” the pearl”(debate)(1period)  **Lesson 16** Dissertation questions about the pearl and animal farm(1period)  **Lesson 17**: recap of the whole unit (using jigsaw and gallery walk technique) + end unit assessment**(1period)** | Knowledge and understanding:  Identify the key aspects of analysis in a short story or novella.  Demonstrate how relationships among elements in a set novella or short story, advance its plot development.  Skills: Select an element of a set novella or short story and show its relationship to another element.  Examine how different aspects of a novella or short story relate to the author’s intentions and purpose.  Attitudes and values:  Appreciate that elements of set short story or novella are used for purpose.  Engage actively in creative writing.  Appreciate other student’s creativity in their writing. | Venn diagram (when comparing)  Debate  Jigsaw(teacher gives different topics to the groups)  Gallery walk(learners hang their works then move on the classroom, reading and commenting of different works, then after they comment in plenary with the teacher)  Audio-visual strategy.  Role play  internet. | Teacher training Manual,November,(2016) ;Literature in English for Rwandan Schools, Senior 4; Internet,Literature in English Syllabus Advanced LevelS4-S6  Rwanda Teacher Education Program, Teaching Methodologies;Instructional Manual(2016). |  |
| 28/11-02/12/2022  05-09/12/2022  12-16/12/2022  19-23/12/2022 | Week 10  Week 11  Week  12  Week  13 | Unit3:  Themes in African novel | **Lesson1**: themes and content in African novels**(1period)**  **Lesson2**: Introduction to the novel” a man of the people**(1period)**  **Lesson3:** reading the novel in groups (summarisers, questionners, ….)(**1period)**  **Lesson4:** presentations of the groups(summarisers, questionners,….)(**1period**)  **Lesson5:** analyzing the key aspecs of prose in groups **(1period).**  **Lesson6**: presenting the key aspects of prose**(1period)**  **Lesson7**: Discussing themes, characters and plotfromthenovelthepearl**+** Discussing the rest of the key aspect of prose from the novel, a man of the people.(**1period**)  **Lesson 8:** role playing a man of the people(**1period**)  **Lesson 9:** (question and answer technique)Describe cultural, economic, political and historical contexts highlighted in “A man of the people”, (**1period**)  **Lesson10:** debate about the novel, a man of the people(**1period**)  **Lesson11:** Using Speed dating technique, learners discuss different questions about all the novels learnt.(**1period)**  **Lesson12:** Comparing the specifique context of the novel “ a man of the people” the our Daily life(**1period)**  **Lesson13:** comparing and contrasting themes depicted in the novels learnt **+**  Dissertation questions about the novel A man of the people**(1period)**  **Lesson14:** Revision of all the content covered in unit three(2periods)  . end unit Assessment(**1period)**  Revision time + Exams  Marking and reports  END OF TERM2 | **Knowledge and understanding**  Identify and explain specific themes in a set novel.  Describe cultural, economic, political and historical contexts highlighted in set novels.  Restate recurring themes in African novel.  **Skill**:  Analyze how contexts contribute to the development of the themes in set novels.  Compare the specific contexts of set novel to students’ own experience.  **Attitudes and Values**:  Appreciate that texts are written and read in specific contexts.  Explore how writers’ personal experiences, beliefs and values may influence the themes in a set novel.  **Key unit competence**: To be able to analyze major and minor themes in African novels and evaluate how they fit into specific historical, economic, social, and cultural contexts. | Reciprocal teaching  Role play  Question and answer.  Internet.  Question and answer  -Group discussion  -Research from library or internet.  -Posters.  -talking to the text  -4corners  -Quick speak  - GO-GO-MO  - Library research  -individual work  -Venn diagram  -group work  -think pair share  -write pair share  -Discussion and presentations.  -Round table.  -Brainstorming.  -Role play. | Teacher training Manual,November,(2016) ;Literature in English for Rwandan Schools, Senior 4; Internet,Literature in English Syllabus Advanced LevelS4-S6  Rwanda Teacher Education Program, Teaching Methodologies;Instructional Manual(2016). |  |

TERM TWO

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| 09-13/01/  2023  16-20/01/  2023  23-27/01/2023  30/01-03/02/  2023  6-10/2/2023 | WEEK1  WEEK2  WEEK 3  WEEK 4  WEEK 5 | **Unit3:**  Themes in African Novels  **/35periods** | **Lesson1:** Introduction to themes in African Novels(observing the picture and discussing the three questions)**(2periods**)  NB: a homework about reading an extract about mine boy and answering questions on activity 3.0)  **Lesson2:**Introduction to historical themes.  NB: homework (application activity 3.1)(**2periods**)  **Lesson3:** historical themes in mine boy **(1period**)  **Lesson4**: Introduction to Political themes+ reading an extract frommine boy p53.**(2periods**)  **Lesson5**: Introduction to economic themes + extract from a man of the people. **(2periods**)  **Lesson6**: Introduction to cultural themes+ extract from a man of the people. (**2periods**)  **Lesson7**: introduction to social themes+ extract from Mine Boy. (**1period)**  **Lesson8**: The students scan out the setting from the two novel.(**2periods**)  **Lesson9**: The students scan out again the plot from the two novels**(2period)**  **Lesson10**: group work finding out the characters in the two novels(**2periods)**  **Lesson11:** Group work: Finding out the themes in the two novels.  **(1period**)  **Lesson12**: Presentation of the settings and plot from the two novels**.(Mine boy and a man of the people)(2periods**)  **Lesson13:** Presentation of the characters and themes from the two novels**.(2periods)**  **NB:** a homework(summarizers, questioners, connectors, predictors, visualisers )of the two novels.  **Lesson14:** presentation of the summarizers in both novels**(2periods**)  **Lesson15**(Presentation of the questioners, connectors and predictors in both novels. **(2period**)  **Lesson16:** Presentation of the visualizers in both novels.**(2periods**)  Lesson17:students roleplay the novel boy (2periods)  Lessonc18: students roleplay a man of the people.(2periods)  **Lesson19: End unit assessment(1period)** | **Knowledge and understanding**  Identify and explain specific themes in a set novel.  Describe cultural, economic, political and historical contexts highlighted in set novels.  Restate recurring themes in African novel.  **Skill**:  Analyze how contexts contribute to the development of the themes in set novels.  Compare the specific contexts of set novel to students’ own experience.  **Attitudes and Values**:  Appreciate that texts are written and read in specific contexts.  Explore how writers’ personal experiences, beliefs and values may influence the themes in a set novel.  **Key unit competence**: To be able to analyze major and minor themes in African novels and evaluate how they fit into specific historical, economic, social, and cultural contexts. | -Question and answer  -Group discussion  -Research from library or internet.  -Posters.  -talking to the text  -4corners  -Quick speak  - GO-GO-MO  - Library research  -individual work  -Venn diagram  -group work  -think pair share  -write pair share  -Discussion and presentations.  -Round table.  -Brainstorming.  -Role play.  **Evaluation Procedures:** Oral, Written and practical activities. | Teacher training Manual, November,(2016) ;Literature in English for Rwandan Schools, Senior 4; Internet, Literature in English Syllabus Advanced LevelS4-S6  Rwanda Teacher Education Program, Teaching Methodologies; Instructional Manual(2016). |  |
| 13-17/2/2023  20-24/2/2023  27/2- 03/3 | WEEK 6  **WEEK 7**  **Week8** | **Unit 4:** Epic poetry /**25 periods** | **Lesson1**: Introduction to Epic poetry(analyzing two extract: one from mwindo epic, another one from shaka the Zulu king.**(2periods)**  NB: a homework about the birth of Shaka.  **Lesson2:** correction of the homework+ analysis of the extract from the song of Lawino. **(2periods)**  NB: a homework: reading an extract from the legend of Liyongo.  **Lesson3:** The characteristics of an epic poem+ correction of the homework**(2periods)**  **Lesson4:** Reading and analyzing a poem: the death of my father.**(2periods)**  **Lesson5:** Review of poetic devices(Alliteration, Repetition,  Personification, assonance, simile, metaphor, consonance and synecdoche.)**(2periods)**  **Lesson6**: Reading and analyzing the poem(A warrior sings his praises) **(1period)**  NB: Homework: reading and analyzing the poem: Black Cry and prison song.  **Lesson7:** Analysing the poems: Black cry and prison song **(2periods)**  **Lesson8:** (introduction to rhyme and rhythm )**(2periods)**  **+** Review the rhyme(perfect rhyme(feminine or masculine),imperfect rhyme, rhyme scheme, end-rhyme and internal rhyme**) (2periods)**  NB: a homework: showing the rhyme in the poems (Herny King and, Boyhood dreams.)  **Lesson9:I**ntroduction to the rhythm (**2periods**)  **Lesson10:** naming the feet according to the structure of their syllables(Iamb, Anapest, Trochee, Dactyl) (**1period**)  **Lesson11**: Naming the lines according to the number of their feet **(2period)**  **Lesson12:** exercise about naming the feet and lines.**(1period)**  **Lesson13:** End unit assessment**(1period)** | **Knowledge and understanding:**  Demonstrate understanding of selected epics ste and written in different contexts and from various parts of the world.  Name the main characteristics of an epic .  **Skills:** Read and interpret epics set and written in different context and from various parts of the world.  Analyze and explain how the themes are developed in epics set and written in different contexts  and from various parts of the world.  Identify the characteristics of epic in the text.  **Attitudes and values:**  Awareness that themes in epics written in different contexts and from various parts of the world represent a particular view or comment on life.  Show interest to read and analyze epics from different contexts and from various parts of the world.  **Key unit competence:**  To be able to make connections between epics from different parts of the world, with regard to their themes to show different times and cultures. | -Question and answer  -Group discussion  -Research from library or internet.  -Posters.  -talking to the text  -4corners  -Quick speak  - GO-GO-MO  - Library research  -individual work  -Venn diagram  -group work  -think pair share  -write pair share  -Discussion and presentations.  -Round table.  -Brainstorming.  -Role play.  **Evaluation Procedures:** Oral, Written and practical activities. | Teacher training Manual, November,(2016) ;Literature in English for Rwandan Schools, Senior 4; Internet, Literature in English Syllabus Advanced LevelS4-S6  Rwanda Teacher Education Program, Teaching Methodologies; Instructional Manual(2016). |  |
| 06-10/03/2023  13-17/03/2023  20-24/03/2023  27-31/03/2023 | **WEEK 9**  **WEEK 10**  **Week11**  **Week12** | **Unit5:** Odes./**25 periods**  REVISION PERIOD + NON SERIAL EXAMS  EXAMINATION PERIOD | **Lesson1**: Introduction to the Classes of poetry (Narrative, Lyrical and Dramatic poetry)(**1period**)  NB: Reading a poem: An Unlucky Lover(answering questions about it and deciding what class it could be.)**(1periods)**  **Lesson2:** Correction of the homework + introduction to the odes.(Reading and analyzing a poem called “Ode to a rainy day”)**(1periods)**  and reading an ode to Ethiopia.  **Lesson3**: Elegy(reading and analyzing two poems: Christine and Pardon me) **(2periods)**  **Lesson4**: Ballad: Reading and analyzing the poem: The cool fountain  + The unique features of ballad**(1period)**  NB: homework: Reading a poem called No color God.  **Lesson5:** Analysing a poem: No color God (**1period**)  **Lesson6:** Acrostic poem+ Application activity**(1period**)  **Lesson7:** Concrete poem+ application activity “this bottle” **(1period**)  **Lesson8:** Haiku and Tanka +a poem “Peace in the summer and a poem “saying goodbye (**1period**)  **Lesson9:**sonnet+ The Negro’s Tragedy(**1period**)  NB: in a homework, students read the following poems,(in some ways, Expatriate’s Lament, and early Springs)  **Lesson10:**presentation of the homework**(1period**)  **Lesson11**: Epigram + application activity5.9 + Enjambment + application activity 5.10  **(1period**)  **Lesson13**: End unit Assessment**(1period**)  END OF TERM TWO | **Knowledge and understanding:**  Specify the characteristics of different kinds of poems.  Demonstrate understanding how the atmosphere is created in odes.  **Skills:**Identify  techniques  to create certain atmospheres in poems.  Apply knowledge about the characteristics of epigrams to practice writing poetry.  **Attitudes and values:**  Appreciate that poems create specific atmospheres.  Actively engage in reading and writing poetry.  **key unit competence:** To be able to identify and analyse odes and explore the atmosphere created in them. | -Question and answer  -Group discussion  -Research from library or internet.  -Posters.  -talking to the text  -4corners  -Quick speak  - GO-GO-MO  - Library research  -individual work  -Venn diagram  -group work  -think pair share  -write pair share  -Discussion and presentations.  -Round table.  -Brainstorming.  -Role play.  **Evaluation Procedures:** Oral, Written and practical activities. | Teacher training Manual, November,(2016) ;Literature in English for Rwandan Schools, Senior 4; Internet, Literature in English Syllabus Advanced LevelS4-S6  Rwanda Teacher Education Program, Teaching Methodologies; Instructional Manual(2016). |  |
| 17-21/4/2023  24-28/04/2023  01-05/5  08-12/05/2023 | **WEEK 1**  **WEEK2**  **WEEK 3**  **WEEK 4** | **Unit6:** Rhythm in African poetry/**25per** | **Term three:**  **Lesson1**: Introductory activity (reading the Lullaby.)  **(2 periods**)  **Lesson2**: a poem “Grass will grow”  NB: a homework about reading “The beloved”  (**2periods)**  **Lesson3** poem analysis “The beloved"+ differentiating the meaning of rhythm in poetry and rhythm in words(**2periods**)  **Lesson4**: reading and analyzing an extract from the poem “Rhythm of Africa”(1p**eriod**)  **Lesson5**: Combination of Rhythm and rhyme(analyzing the poem” a freedom song) (**2periods)**  **Lesson6**: Review of poetic devices(Onomatopoeia, assonance and alliteration: analyzing the poem: Song of the worker(**2periods)**  **Lesson7**: Analysing the poem: Money-Changers (**2periods**) + Reading anonymous “The Lord’s Prayer”  **Lesson8(**Alliteration, Assonance and consonance**)** + analyzing a poem: Superstition (**2period**)  **Lesson9:** Group discussion and presentation, about two poems: To a small boy who died at Diepkloof Reformatory and an African Thunderstorm.  (**2 periods)**  **Lesson 10**: Presentation of the first poem.**(**2periods)  **Lesson11**: Presentation of the second poem. (**2periods**)  **Lesson12:** Class discussion that summarizes the whole unit.(**2periods)**  **Lesson13:** using back to the board technique, make a recap of the whole unit(**2periods**)  **Lesson13: End unit assessment. (1period)** | **Knowledge and understanding:**  Demonstrate understanding of what rhythm is. Describe the rhythm in selected poems.  Recall the use of poetic devices in poetry.  **Skills:**  Identify rhythm patterns in poems.  Analyze and explain the relationship between rhythm.  Recite poetry in front of others.  **Attitudes and values :**Appreciate the  Aesthetic qualities of language used in a poem to achieve certain effects.  Demonstrate self confidence when reciting poetry in front of others.  Accept the recitation of others with appreciation.  **Key unit competence**: To be able to identify rhythm in selected poems from Africa and understand its relationship to the context of the poems. | -Question and answer  -Group discussion  -Research from library or internet.  -Posters.  -talking to the text  -4corners  -Quick speak  - GO-GO-MO  - Library research  -individual work  -Venn diagram  -group work  -think pair share  -write pair share  -Discussion and presentations.  -Round table.  -Brainstorming.  -Role play.  **Evaluation Procedures:** Oral, Written and practical activities. | Teacher training Manual, November,(2016) ;Literature in English for Rwandan Schools, Senior 4; Internet, Literature in English Syllabus Advanced LevelS4-S6  Rwanda Teacher Education Program, Teaching Methodologies; Instructional Manual(2016). |  |
| 15-19/05/2023  22-26/05  29/05-02/6  05-09/06/  2023 | **WEEK 5**  **WEEK 6**  **WEEK 7**  **WEEK 8** | **Unit7:**  Development  of European  Drama.(40periods) | **Lesson1**:Introductory activity(an extract from an enemy of the people)  (**2periods)**  **Lesson2**: Introduction to the periods in the development of European Drama.(**1period**)  **Lesson3**: Ancient Greek drama(reading and analyzing an extract about Oedipus and Priest)**(2periods**)  **Lesson4**: Medieval/Mystery play (Reading an extract about Cain and Abel)(**2periods**)  **Lesson5**: Farce(reading and analyzing an extract from “The farce of master Pierre Patelin)(**2periods)**  **Lesson6**: Commedia Dell’Arte (Reading and discussing an extract about Pantalone)(**2periods)**  **Lesson7**: Modern drama (Reading and analyzing Act II, scene 1,from an enemy of the people**. (2periods**)  **Lesson8:** Application activity 7.2.5(an extract from an enemy of the people) **(1period)**  **Lesson9:** Reading the whole story in “an enemy of the people” splitting a class into 5 groups, and assign them with different tasks(summarizers, questioners, predictors, connectors and visualizers)**(2periods**)  **Lesson 10**: Reading and analyzin an enemy of the people in groups**(2periods**)  **Lesson13**: Presentation of the summarizers +Presentation of the questioners.  (**2periods**)  **Lesson14:**Presentation of the predictors and connectors(**1period)**  **Lesson15:** discussions about the characters in the play.  **(1periods)**  **Lesson16:**discussions about the themes(**1period)**  **Lesson17:**Discussions about the plot and the setting**(1period)**  **Lesson18:** Acting out the whole story in the play “an enemy of the people.”  (**1period)**  **Lesson19: End unit assessment. (1period)** | **Knowledge and understanding:**  Demonstrate how the context of a play influences its themes and messages.  Describe the different periods in the development of drama.  Describe the themes and messages in selected plays.  **Skills:**Relate the themes and messages in dramas to the historical period they were written in.  Apply techniques of improvisation to perform selected scenes from a drama.  **Attitudes and values:**  Appreciate how theme a and messages changed in different periods of time.  Actively engage in miming and improvising selected scenes from plays.  Show respect for other students when they participate in miming or improvising selected scenes from plays.  **Key unit competence:** To be able to understand how dramas developed throughout different periods of time and relate their development to different themes and messages. | -Question and answer  -Group discussion  -Research from library or internet.  -Posters.  -talking to the text  -4corners  -Quick speak  - GO-GO-MO  - Library research  -individual work  -Venn diagram  -group work  -think pair share  -write pair share  -Discussion and presentations.  -Round table.  -Brainstorming.  -Role play.  **Evaluation Procedures:** Oral, Written and practical activities. | Teacher training Manual, November,(2016) ;Literature in English for Rwandan Schools, Senior 4; Internet, Literature in English Syllabus Advanced LevelS4-S6  Rwanda Teacher Education Program, Teaching Methodologies; Instructional Manual (2016). |  |
| 12-16/06/2023  19-23/06/2023  26-30/06/  2023  03-07/07/2023  10-14/7  17-19/07 | **WEEK 9**  **WEEK 10**  **WEEK**  **11**  **WEEK 12**  **WEEK 13** | **Unit8:** Language used in Drama**/32periods**  **REVISION + NON SERIAL EXAMS**  **SERIAL EXAMS,**  **MARKING + REPORTS**  **PNLE** | **Lesson1**: Introduction to the play “the Caucasian chalk circle” + giving the tasks to groups(summarizers, questioners, predictors ,connectors and visualizers)**(2periods)**  **Lesson2:** Reading the caucasian chalk circle in groups**(1period)**  **Lesson3**: Presentation of the summarizers, and connectors**(1period)**  **Lesson4**: Presentation of the questioners, predictors, and visualizers **(1period)**  **Lesson5**: Acting out the play “the Caucasian chalk circle” (**2periods)**  **Lesson6:** Introduction to language use in drama.  (**2periods)**  **Lesson7**: Tone in Drama(Reading and analyzing an extract from “the crucible”)  NB: Homework :Reading an extract from the crucible, in activity 8.(**2periods)**  **Lesson8**: Atmosphere in drama. (analyzing extract from the crucible) (**2periods)**  **Lesson 9**: Review literary devices (dramatic metaphor)  NB: Exercise: reading an extract from “Julius Caesar” and answering the questions about it.  **(2periods)**  **Lesson10**: Alliteration +Repetition. (**1period)**  **Lesson11:** Assonance + Rhyme in drama(**1period**)  **Lesson12**: Rhythm in Drama. (2periods)  **Lesson16:** End unit assessment. **(1period**) | **Knowledge and understanding**  Recall understanding of literary devices.  Describe the atmosphere and the tone in selected dramas.  Demonstrate understanding of the importance of dramatic techniques in creating tone and atmosphere.  **Skills :**Perform dialogue in front of an audience.  Identify rhyme and rhythm in plays after listening to them.  Infer the tone and the atmosphere of a play from the literary devices used.  **Attitudes and values:**Actively participate in performing a dialogue with other students.  Appraise other students’  performance of dialogue from plays.  **Key unit competence:** To be able to explore the use of language in drama to create tone and atmosphere | -Question and answer  -Group discussion  -Research from library or internet.  -Posters.  -talking to the text  -4corners  -Quick speak  - GO-GO-MO  - Library research  -individual work  -Venn diagram  -group work  -think pair share  -write pair share  -Discussion and presentations.  -Round table.  -Brainstorming.  -Role play.  **Evaluation Procedures:** Oral, Written and practical activities. | Teacher training Manual, November,(2016) ;Literature in English for Rwandan Schools, Senior 4; Internet, Literature in English Syllabus Advanced LevelS4-S6  Rwanda Teacher Education Program, Teaching Methodologies; Instructional Manual(2016). |  |