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Introduction

This book is intended for teachers who are designing lessons based on the *Poetry 1 and Poetry 2 Get ready for SEC English Literature Workbooks* for students. Teachers will find guidelines and teaching tips that will make for a fuller and richer use of the Student's Workbooks while allowing space for the teacher's personal pedagogy. The instructions and suggestions follow the rationale that underpins the Student's Workbook, namely that getting ready for an English Literature examination can be structured, enjoyable, thought-provoking, and worthwhile if students are sufficiently supported. The tasks in the Student's Workbook and the suggestions for handling those tasks in the Teacher's Book aim to render studying literature an experience beyond examination preparation.

Each of the twelve Units is similarly organised and each focuses on a set examination poem and an unseen poem. For both poems, teachers will find an *Introduction* to the poem, followed by a section called *Procedure*, and a *Conclusion*. Next follows a section on *Comparing the two Poems*, another on a *Personal Response* to the poem, and a task that wraps up the Unit under *Conclusion to the Unit*. Some alternative introductory and concluding tasks provide an opportunity to meet the learners where they are. Teachers will also find answer keys to all closed tasks, while some other tasks that call for a personal response from students are left to the teacher's judgement, though the scaffolding in the student's book provides useful direction. Also useful in the Appendix is a list of suggested strategies for checking answers in class, and teachers are encouraged to consult this when the guidelines indicate that the teacher should check students' answers. The Appendix also shows a list of strategies for follow-up Introductions that can be used when studying a poem requires more than one lesson.

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Tasks 8 – 12

T asks Ss to read the poem again and to work through 8 to 12. T may organise pair work / group work / carousel as appropriate and may break up the 4 tasks or allow Ss to finish all the task before checking answers.

Ans: 8. *magic and miracle* 9. *burst* 10. *“fiery fireworks” The alliteration of “f” is similar to the sound made by the burning parts as they fall to the ground.*
11. a. *“eye” in the last line stands for the people gazing up at the fireworks display.*
b. *It is clever because “eye” rhymes with “sky” in the previous line.* 12. *Ss’ own answers*

Task 13

T sets the gap-fill task for homework or schoolwork and uses individual / pair / group work. For differentiation T may ask higher-achieving Ss to attempt the completion of the analysis initially without the help of the word bank.

Ans: 1. *inspired* 2. *true* 3. *amazed* 4. *fill* 5. *memorable* 6. *splendid* 7. *depicted*
8. *burning* 9. *burns* 10. *colourful* 11. *reminds* 12. *yellow* 13. *designed*
14. *dark* 15. *sparkling*

Conclusion to the poem

T invites Ss to think of a piece of music that can be played in the background to accompany a recitation of this poem. If access to the internet is available, T can search for this music; alternatively, the task can be assigned as homework.

The Light of the Night by Alex

Introduction

Task 14

T tells Ss that in preparation for a poem written by a young schoolboy about lightning, they are to note down with the help of their elbow partner, as many things as they know about this natural phenomenon. Then, as they watch the video showing footage of 10 lightning strikes caught on camera, to write down some points about whatever was new to them.

https://www.youtube.com/watch?v=2wY_t7zVIXY

Task 15

After allowing a short time for Ss to compare notes, T recites the poem and asks Ss to listen out for anything that matches what they had noted down. T takes some points from Ss and writes these up on the board.