

Literature



Intro to play/author:

- Puzzle approach – give key objects/dates/words/images and research the author to find out how they're relevant
- Simple webquest
- Generate interest in the chosen text through visual clues/first impressions

Plot:

- Analysing key scenes – put text in order, give half the dialogue and they fit the rest in
- Create a timeline of events
- Get them to imagine how a happier ending could have happened
- Quotes – first letter of each word in the quote to learn

Themes:

- Identify exchanges which best illustrate the themes
- Give students key lines/quotes/events and they sort them by characters/identify the circumstances/theme
- A3 paper, different theme on each, they go round and add things until the pages are full. Then give each person/group a theme and they have to expand on the points in more detail (e.g. with textual evidence)
- Have a list of quotes organised by theme
- What is the author's message? What view are they trying to convey? Are they trying to change something?

Style:

Simple, concrete tasks: prepare a passage to focus on language:

- Highlight grammatical things e.g. adjectives
- Analyse what vocab is used and why (e.g. what mood do they create?)

Characters: They need to know:

- A character's relationship with other characters
- A character's relationship with events
- A character's relationship with the other
- How does the character develop over the work
- How can characters be grouped? E.g. man vs women/traits (e.g. kind or cruel)
- Create a character profile: factual and affective (e.g. what motives them/what influences them etc...) Give proof from the text about how we know these things
- Diamond ranking: could be characteristics or for e.g. who's most to blame for something
- Character continuum with adjectives:
 - Not at all/a little/quite/very/extremely
 - Never/rarely/sometimes/usually/consistently
- Sociograms (pg 128) – how are the characters connected? Could do red lines for positive connections/relationships, blue lines for negative
- Compare and contrast – give two characters and various descriptions – which fit each character? (could add blanket statements or red herrings)
- Have a list of quotes organised by character

Name of character:

Page	Quality (change in character)	Evidence from the text	Type of evidence (1-6)

How do we know?

1. By the character's actions
2. By what he or she says
3. By what another character says
4. By what the narrator says
5. The evidence is reliable
6. The evidence is implied rather than explicit

Writing:

- Simple starters: re-write useful sentences in different ways
 - Express a given point in the TL without reference materials
 - Generating new sentences
- Having an essay writing checklist
- Monitoring checklist (e.g. spelling and gender/ verb agreement/verb endings etc...)
- Model how to use these checklists in class. Don't make them too long, focus on errors which are easy to correct or serious enough to obstruct meaning
- Synonym sheets for common words
- Give them a basic passage and challenge them to change the lang as much as possible
- List of key phrases to use
- Reordering paragraphs for a coherent essay
- Having an exemplar plan
- Practice essays then peer review

Understanding essay titles

Verb	Key word	Focus
Examina Explica Comenta Analiza	Cómo El tema de El impacto de La evolución de La relación de El efecto de La importancia de	las técnicas de narración la técnica narrativa el estilo narrativo las técnicas estilísticas el uso de... la forma la estructura
Evalúa si Justifica	Tu respuesta	
		Opinion ¿Estás de acuerdo? ¿Piensas que...? ¿Por qué...? ¿Hasta qué punto...? En tu opinión...