

قسم اللغة الانكليزية

خمس محاضرات

محاضرات نموذجية لطلاب قسم اللغة الانكليزية المرحلة الاولى

اعداد

المدرس المساعد

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ماجستير في الادب الانكليزي

University of Diyala

A daily lesson plan    lesson : 1

College of Basic Education

Subject / literature

Department of English

Topic / poetry and its types

First class

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### **First : Behavioral objective :**

To enable the students to :

- Classify the poetry as a form of literature
- Distinguish between poetry and other types of literature
- Define the types of poetry

### **Second :Education Tools**

- Board

-Chalk (colorful)

-Video with Computer

### **Third : Teaching methods**

-Lecturing

-Questions and Answer

### **Fourth: Introduction / Review**

Before we start today's lesson I would like to remind you of some of the points we discussed in our previous lesson. In fact the topic we discussed in last lesson about introduction to English literature and the types of these form in different levels, relevant to our lesson today.

Today we are going to discuss together the poetry and its types in English literature.

### **Fifth: Presentation**

What is meaning poetry ?

Definition:

Generally speaking, poetry may be defined as a kind of language that comes more meaning than the ordinary language does. However, poets and literary critics have provided us with a number of definitions to this genre of literature. William Wordsworth for instance, defines poetry as "the imaginative expression of strong feeling". While Percy Shelley defines poetry as "the record of the best and happiest moments of the best and happiest minds". Matthew Arnold, on the other hand, thinks that "poetry is a criticism of life".

•Types of poetry: English poetry may be classified into the following types:

1. Descriptive poetry: It includes poetry which describes people or experiences, scenes or object, e.g. The dead crab by Andrew Young, and Winter by William Shakespeare.
2. Reflective poetry: It is the thoughtful poetry often containing a great deal of description which the poet's comment on, or from which he draws conclusions, sometimes these conclusions are directly stated, at other times implied e.g. Rupert Brooke's The Dead and Yeats' "An Irish Airman Foresees his Death".
3. Epic poetry: An epic is a long narrative poem of elevating style presenting characters of high position. In a series of adventures which form an organic whole through their relation to a central figure of heroic proportions and through their development of episode or events important to the history of a nation or a race e.g. Milton's "Paradise Lost".

4. Narrative poetry: It is that poetry which tells a story. It tends to be longer than other types of poetry, but it is comparatively easy to recognize the poet's intention.
  
5. Ballad poetry: A ballad is a narrative poem of an anonymous folk origin sung by minstrels to the accompaniment of music. There are two kinds of Ballad.
  - a. Popular ballad: It belongs to an old tradition of handing down stories in verse from one singer to another and from one generation to another. E.g. ThLordrandal and Sir PatricSpens.
  - b. Literary of a ballad which is the work of the individual poet whose name is associated poetry is with his work. A good example of this type of Coleridge's the rime of the ancient Mariner.
  
6. Satiric poetry: It is that poetry in which the vices and follies of the society and individuals are severely criticized and mocked e.g., Alexander pope's "Essay on criticism" and "The Daneiad".
  
7. Pastoral poetry: It refers to the poetry of the shepherd's life,It tends to praise the life of shepherds e.g.Miltones"Lycidas"
  
8. Allegorical poetry: It is that kind of poetry in which objects or persons in a narrative are metaphorically equated with meaning that lies outside the narrative itself. It represents one thing in the guise of another, e.g. Dryden"Absolom and Achotophel".
  
9. Song and lyrics: They refer to short poems that can be adapted for singing. They are subjective poems expressing the speakers emotions or thoughts or state of mind. They express strong personal feelings. Songs and lyrics are characterized by a simplicity of language, sincerity of feelings, smoothness of movements, and intensity of imagination. (40 mantes)

## Evaluation

Students understanding the lesson and will be assessed by asking them general questions about the material of the lecture :

Q1/ what is songs ?define it ?

Q2 / There are several types of songs . what are they ?

## Homework:

Prepare the next topic : The difference songs and lyrics

**University of Diyala**

**A daily lesson plan    lesson :1**

**College of Basic Education**

**Subject / literature**

**Department of English**

**Topic / song and lyrics its types**

**First class**

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**First : Behavioral objective :**

To enable the students to :

- Classify the song as a form of literature
- Distinguish between songs and other types of literature
- Define the types of songs in English literature

**Second :Education Tools**

- Board

-Chalk (colorful)

-Video with Computer

### **Third : Teaching methods**

-Lecturing

-Questions and Answer

### **Fourth: Introduction / Review**

Before we start today's lesson I would like to remind you of some of the points we discussed in our previous lesson . In fact the topic we discussed in last lesson about poetry and the types of these form in different levels , relevant to our lesson today .

Today we are going to discuss together the types of song and lyric and its types in English literature .

### **Fifth: Presentation**

#### **Types of song and lyrics:**

Songs and lyrics may fall into the following types:

1. Ode: It is a long elaborated lyric which is different from the short, simple lyric in that it deals with a more important theme using a more elevated style and employing a more complicated structure. In English poetry, there are three types of odes:
  - a. The Pindaric ode (after the Greek poet Pindar)
  - b. The Horatian Ode (after the roman poet Horace)
  - c. The Cowleyan Ode (after the English poet Cowley)
  
2. The Elegy: An elegy is a poem which indicates a lament or a song of mourning. It is a lyric composed to mourn the death of one person or all men. There are three types of elegy:
  - a. The Dirge: Which takes the form of a short, informal lamentation song.
  - b. The Monody: Which is intended to be sung by one person.
  - c. The Pastoral elegy: Which is the most formal and extended form of elegy.

3. The Sonnets: A sonnet is a lyric stanza form consisting of fourteen lines. It is of an Italian origin. It was brought to England in the early sixteenth century by Sir Thomas Wyatt and the Earl of Surrey.

Types of sonnets:

There are several types of sonnets, but there are two basic forms in English, the Italian (Petrarchan) sonnet, named after the Italian poet Petrarch, and the English (Shakespearean) sonnet, named after the English poet William Shakespeare.

1. The Petrarchan sonnets: They consist of two parts, the octave, the first eight lines, and the sestet, the last six lines. The rhyme scheme of the octave is always abbaabba. The sestet may have one of the following rhyme scheme cdcddc , cdecde , cddcee or ccdeed. Concerning the structure and the development of thoughts they state a problem or depict a situation in the octave and give the answers in the sestet. A good example of this type is Keats is on first looking into the Chapmans Homer.

2. The Shakespearean Sonnets: They consist of three parts called quatrains (4 lines each) rhyming, ababdcdefef, and a couplet of two lines rhyming, gg in the development of the structure of thoughts, they present the idea in a widening circle where each new quatrain shows another aspect of the main idea. The final couplet sums up the whole idea.

#### Homework:

Prepare the next topic : the poem a red red rose by Robert burns

University of Diyala

A daily lesson plan lesson :1

College of Basic Education

Subject / literature

Department of English

Topic / poem a red red rose by Robert Burns

First class

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#### First : Behavioral objective :

To enable the students to :

- Classify the poem as a form of literature
- Distinguish between poem and songs and other types of literature
- Define the types of poem in English literature

## **Second :Education Tools**

- Board
- Chalk (colorful)
- Video with Computer

## **Third : Teaching methods**

- Lecturing
- Questions and Answer

## **Fourth: Introduction / Review**

Before we start today's lesson I would like to remind you of some of the points we discussed in our previous lesson . In fact the topic we discussed in last lesson about songs and the types of these form in different levels , relevant to our lesson today .

Today we are going to discuss together the poem a red red rose by Robert burns in English literature .

## **Fifth: Presentation**

**The poem A red red rose by Robert burns**

**O my Luv'e's like a Red, Red Rose**

**That's newly sprung in June:**

**O my Luv'e's like the melodie**

**First Stanza**

**That's sweetly play'd in tune!**

**As fair art thou, my bonnie lass,**

**So deep in luv'e am I:**

**And I will luv'e thee still, my de**

**Second Stanza**

**Till a' the seas gang dry:**

**Till a' the seas gang dry, my dear,**

**And the rocks melt wi' the sun;**

**I will luv'e thee still, my dear,**

**Third Stanza**

**While the sands o' life shall run.**



And fare thee weel, my only Luve,

And fare thee weel a while!

And I will come again, my Luve, **Fourth Stanza**

Tho' it were ten thousand mile.

"Red Red Rose" is a love poem written to be sung. Robert Burns based it on a folk version of a song he heard on his travels. Burns completed the poem in 1794 in an English dialect called Scots for publication in collections of traditional Scottish ballads. The poet has written this poem in the form of a ballad, and divided it into four stanzas with four lines in each stanza.

**General meaning:** The poem is a description of a young beautiful woman.

**Detailed meaning:** The poet describes his lady and his great love for her. He promises her to be very faithful in his love. The poet expresses his feelings towards her by using very beautiful similes.

**In the first stanza:** We have two similes, the first one occurs when the poet likens his love (girl) to a fresh red rose. The second one occurs when the poet likens her to a sweet song.

**In the second and third stanzas:** The poet uses exaggeration to assure his beloved of his deep and everlasting love for her; his love for her will not cease until all seas so dry or the rocks melt with the sun or the sands of life come to end. It is clear that the poet wants to say that his love for his lady is not ending; it will continue forever.

**In the last stanza:** The poet takes leave of his lady, and pays his farewell by using another exaggeration. He will come back to her, although he may go ten thousand miles away from her.

**The poet's Intention:** the poet wants to express his deep and faithful love for his lady.

**Poet's Intention:** The poet wants to express his deep and faithful to his lady.

**The poetic devices:**

1. **Structural device:**
  - a. **Illustration:** red rose, melody, seas
  - b. **Repetition:** my dear, my love

2. **Sense devices:**
  - a. **Simile:**"my love is like a red red rose" oh my is like the melodie"
  - b. **Metaphor in:** And fare thee well, my only lure
  
3. **Sound devices:**
  - a. **Alliteration:** red, red, rose, my , melodie, lure, like
  - b. **The rhyme scheme is (abcb).**

**Homework:**

**Prepare the next topic : the sonnet Let me not on marriage a true minds by Shakespeare**

**University of Diyala**

**A daily lesson plan lesson :1**

**College of Basic Education**

**Subject / literature**

**Department of English**

**Topic / sonnet let me not by Shakespeare**

**First class**

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**First : Behavioral objective :**

**To enable the students to :**

- Classify the sonnet as a form of literature**
- Distinguish between sonnet and poems and other types of literature**
- Define sonnets in English literature**

**Second :Education Tools**

-Board

-Chalk (colorful)

-Video with Computer

### **Third : Teaching methods**

-Lecturing

-Questions and Answer

### **Fourth: Introduction / Review**

Before we start today's lesson I would like to remind you of some of the points we discussed in our previous lesson . In fact the topic we discussed in last lesson about sonnet and the types of these form in different levels , relevant to our lesson today .

Today we are going to discuss together the sonnet Let me not by Shakespeare in English literature .

### **Fifth: Presentation**

#### **The Sonnet Let not on marriage true minds by Shakespeare**

**Let me not to the marriage of true minds**

**Admit impediments. Love is not love**

**Which alters when it alteration finds,** **First Stanza**

**Or bends with the remover to remove:**

**O, no! it is an ever-fixed mark,**

**That looks on tempests and is never shaken;** **Second Stanza**

**It is the star to every wandering bark,**

**worth's unknown, although his height be taken.**

Love's not Time's fool, though rosy lips and cheeks

Within his bending sickle's compass come;

Love alters not with his brief hours and weeks,                      Third Stanza

But bears it out even to the edge of doom.

If this be error and upon me proved,

I never writ, nor no man ever loved.                      Couplet

Sonnet 116 is one of the most famous of the sonnets for its stalwart defense of true love. The sonnet has a relatively simple structure, with each quatrain attempting to describe what love is (or is not) and the final couplet reaffirming the poet's words by placing his own merit on the line.

**General Meaning:** The poem is talking about the constancy of true love (friendship).

**Detailed Meaning:** In this sonnet William Shakespeare gives a definition of true love and constant friendship (marriage of true minds). And attempts to define love, by telling both what it is and is not.

In the first quatrain: He tells us that the "marriage of the true mind", strong love between two friends should be like the union of two people in the marriage: a union which should admit no obstacle and mind no difficulty. He then defines love or friendship in negative terms: love is not....."

In the second quatrain: He expands the definition of love by using positive terms, "love is .....", expressed through imagery which is different from that used in the first quatrain.

In the third quatrain: He adds to the definition of love three more statements; two in the negative, "Love's not time's fool", "Love alters not ..." and one in positive terms "but bears it out..".

In the couplet: He comes to clinching the whole idea in an epigrammatic and bold statement of confidence in his own view of constant love between friend:

If this be error and upon me proved

I never writ, nor no man ever loved

The poet's Intention:Shakespeare wants to start his idea about friendship (true) love. It should be unchangeable, and it does not change when it finds changes in the loved one.

Homework:

Prepare the next topic : the Short story and its types

University of Diyala

A daily lesson plan

lesson :3

College of Basic Education

Subject / Adverbs

Department of English

Topic / Types of Adverbs

Second class

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First : Behavioral objective :

To enable the students to :

-Classify the grammar form another topic

-Distinguish between adverbs and other types of grammar

-Define the types adverb

## **Second :Education Tools**

-Board

-Chalk (colorful)

-Video with Computer

## **Third : Teaching methods**

-Lecturing

-Questions and Answer

## **Fourth: Introduction / Review**

Before we start today's lesson I would like to remind you of some of the points we discussed in our previous lesson . In fact the topic we discussed in last lesson about adjectives and the types of these to our lesson today .

Today we are going to discuss together the Adverbs and types in English language.

## **Fifth: Presentation**

Adverbs are modifiers they generally modify or add meaning of verbs ,adjective and adverbs

And there are many types of adverbs:

1-adverbs of manner which express how an action was done e.g. The little boy behaved badly

2- time when an action was done .e.g. The man said, I will do the work today

3- place which express where an action was done . I shall stand there

4- frequency which answer the question.He always does his work well

5-===== degree which express to what extent to what degree. The coffee is very bad

6-===== Interrogative such as where ,how , why. When are you going

7-===== quantity .Henry works very little

### **Evaluation**

Students understanding the lesson and will be assessed by asking them general questions about the material of the lecture :

**Q1/ what is adverbs? Define it ?**

**Q2 / There are several types of adverbs . what are they ?**

**Homework:**

**Prepare the next topic : The difference between the adverb and adjective**