

**Dawood Public School**  
**Course Outline 2020-21 – Virtual Term Adjustment**  
**Cambridge O Level English Literature 2010**  
**Grade XI**

**Monthly Break Up For the Virtual Term (August 2020- December 2020):**

**Total Classes: 65 (5 classes per week)**

| Month            | Content                                                                                                  | Textbook References             |
|------------------|----------------------------------------------------------------------------------------------------------|---------------------------------|
| <b>August</b>    | ➤ Introduction of the play, The Crucible by Arthur Miller (History & Background)                         | • Arthur Miller, ‘The Crucible’ |
| <b>September</b> | ➤ Arthur Miller, ‘The Crucible’ Act 1-4                                                                  | • Arthur Miller, ‘The Crucible’ |
| <b>October</b>   | ➤ Introduction to Novel form<br>➤ Introduction to George Orwell’s <i>1984</i><br>➤ George Orwell, ‘1984’ | • George Orwell, ‘1984’         |
| <b>November</b>  | ➤ George Orwell, ‘1984’                                                                                  | • George Orwell, ‘1984’         |
|                  | <b>Revision for Mid-Year Examination</b>                                                                 |                                 |
| <b>December</b>  | <b>Mid-Year Examination</b>                                                                              |                                 |

**Dawood Public School**  
**Course Outline 2020-21**  
**Cambridge O Level English Literature 2010**  
**Grade XI**

**Monthly Course Distribution - original**

| Month     | Content                                                                                                                                                                                                                                                                                                                                               | Textbook References                                                                                                                      |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| August    | <ul style="list-style-type: none"> <li>Recap of previous work</li> <li><i>Not Waving but Drowning</i><br/>Stevie Smith</li> <li><i>Marrysong</i><br/>Dennis Scott</li> <li><i>Plenty</i><br/>Isobel Dixon</li> </ul>                                                                                                                                  | <ul style="list-style-type: none"> <li>Songs of Ourselves</li> </ul>                                                                     |
| September | <ul style="list-style-type: none"> <li><i>Romeo and Juliet</i>- Revision <ul style="list-style-type: none"> <li>➤ Act I</li> </ul> </li> <li><i>Romeo and Juliet</i> <ul style="list-style-type: none"> <li>➤ Act II</li> </ul> </li> <li><i>Those Winter Sundays</i><br/>Robert Hayden</li> </ul>                                                    | <ul style="list-style-type: none"> <li>Romeo and Juliet<br/>by William Shakespeare</li> <li>Songs of Ourselves</li> </ul>                |
| October   | <ul style="list-style-type: none"> <li><i>Rising Five</i><br/>Norman Nicholson</li> <li><i>The Stoat</i><br/>John McGahern</li> <li><i>Journey</i><br/>Patricia Grace</li> <li><i>On Her Knees</i><br/>Tim Winton</li> </ul>                                                                                                                          | <ul style="list-style-type: none"> <li>Songs of Ourselves</li> <li>Stories of Ourselves</li> </ul>                                       |
| November  | <ul style="list-style-type: none"> <li><i>The Moving Finger</i><br/>Edith Wharton</li> </ul>                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>Stories of Ourselves</li> </ul>                                                                   |
|           | Revision for Mid-Year Examination                                                                                                                                                                                                                                                                                                                     |                                                                                                                                          |
| December  | Mid-Year Examination                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                          |
| January   | <ul style="list-style-type: none"> <li><i>Romeo and Juliet</i> <ul style="list-style-type: none"> <li>➤ Act III, IV and V</li> </ul> </li> <li><i>Jane Eyre</i>- Revision <ul style="list-style-type: none"> <li>➤ Chapters 1-16</li> </ul> </li> <li><i>Jane Eyre</i> <ul style="list-style-type: none"> <li>➤ Chapters 17-38</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Romeo and Juliet<br/>by William Shakespeare</li> <li>Jane Eyre<br/>by Charlotte Bronte</li> </ul> |
| February  | Revision of Entire Syllabus                                                                                                                                                                                                                                                                                                                           |                                                                                                                                          |
| March     | Mock Examination                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                          |

### 3. Assessment at a glance

All candidates take **both** components.

| Components                                                                                                                                                                                                                                                                                                      | Weighting |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| All candidates take:                                                                                                                                                                                                                                                                                            |           |
| <b>Component 1 Poetry and Prose</b> <b>1 hour 30 minutes</b><br><br>Candidates answer <b>two</b> questions, each on a different text.<br><br>There is a choice of two questions on each text.<br><br>All questions carry equal marks.<br><br>50 marks<br><br>Externally marked                                  | 50%       |
| <b>Component 2 Drama</b> <b>1 hour 30 minutes</b><br><br>Candidates answer <b>two</b> questions (these may both be on one play or they may be on two different plays).<br><br>There is a choice of two questions on each text.<br><br>All questions carry equal marks.<br><br>50 marks<br><br>Externally marked | 50%       |

### 4.2 Assessment objectives

The assessment objectives in Cambridge O Level Literature in English are:

- AO1** Show detailed knowledge of the content of literary texts
- AO2** Understand the ways literary texts can be interpreted from surface level to deeper awareness of ideas and attitudes and their contexts
- AO3** Recognise and appreciate ways in which writers use language
- AO4** Recognise and appreciate ways in which writers achieve their effects (e.g. structure, plot, characterisation, dramatic tension, imagery, rhythm, setting and mood)
- AO5** Communicate a sensitive and informed personal response to what is read.

### 4.3 Relationship between assessment objectives and components

The approximate weightings allocated to each of the assessment objectives are summarised below.

| Assessment objective | Component 1 | Component 2 | Weighting for qualification |
|----------------------|-------------|-------------|-----------------------------|
| AO1                  | 20%         | 20%         | 20%                         |
| AO2                  | 20%         | 20%         | 20%                         |
| AO3                  | 20%         | 20%         | 20%                         |
| AO4                  | 20%         | 20%         | 20%                         |
| AO5                  | 20%         | 20%         | 20%                         |

| Poetry                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Learning Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <ol style="list-style-type: none"><li>1. Stevie Smith, ‘Not Waving but Drowning’</li><li>2. Dennis Scott, ‘Marrysong’</li><li>3. Isobel Dixon, ‘Plenty’</li><li>4. Robert Hyden, ‘Those Winter Sundays’</li><li>5. Norman Nicholson, ‘Rising Five’</li></ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"><li>• Identify the literary devices used.</li><li>• Describe the effect of the devices used.</li><li>• Paraphrase the poem.</li><li>• List attributes of the title implied in the poem.</li><li>• Comment on how the main theme/different themes are portrayed in the poem.</li><li>• Identify the tone and mood of the poem.</li><li>• Apply the TPCASTT (<i>title, paraphrase, connotation, attitude, shift, title (again), and theme</i>) technique during analysis in class discussion.</li><li>• Comment on the rhyme scheme.</li><li>• Comment on form and structure of the poem.</li></ul> |
| <p style="text-align: center;"><b><u>‘Not Waving but Drowning’ by Stevie Smith</u></b></p> <p><b>Vocabulary:</b><br/>Academic Terms:<br/>repetition, enjambment, metaphor, irony, hyperbole, alliteration, imagery, consonance, refrain</p> <p>Enhanced Vocabulary:<br/>chap, larking, moaning</p> <p><b>Sample Questions:</b></p> <ol style="list-style-type: none"><li>1. What do you think the dead man died of? Did he literally drown, or is drowning a metaphor for some other fate? Was it an accident or did he take his own life?</li><li>2. Why did Stevie Smith write “Not Waving but Drowning?”</li></ol> <p><b>Internet Resources:</b></p> <ul style="list-style-type: none"><li>• <a href="https://www.youtube.com/watch?v=FKHWEWOrL9s">https://www.youtube.com/watch?v=FKHWEWOrL9s</a></li><li>• <a href="https://www.shmoop.com/not-waving-but-drowning/themes.html">https://www.shmoop.com/not-waving-but-drowning/themes.html</a></li><li>• <a href="https://poemanalysis.com/not-waving-but-drowning-by-stevie-smith-poem-analysis/">https://poemanalysis.com/not-waving-but-drowning-by-stevie-smith-poem-analysis/</a></li><li>• <a href="https://poemanalysis.com/biography-of-stevie-smith/">https://poemanalysis.com/biography-of-stevie-smith/</a></li><li>• <a href="https://literarydevices.net/not-waving-but-drowning/">https://literarydevices.net/not-waving-but-drowning/</a></li><li>• <a href="https://www.poetryfoundation.org/articles/68510/stevie-smith-not-waving-but-drowning">https://www.poetryfoundation.org/articles/68510/stevie-smith-not-waving-but-drowning</a></li><li>• <a href="https://www.jstor.org/">https://www.jstor.org/</a></li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p style="text-align: center;"><b><u>‘Marrysong’ by Dennis Scott</u></b></p> <p><b>Vocabulary:</b><br/>Academic Terms:<br/>metaphor, mood, rhythm, theme, alliteration</p> <p>Enhanced Vocabulary:<br/>learned her, shifted, quarried, wilderness, shape of shores</p> <p><b>Sample Questions:</b></p> <ol style="list-style-type: none"><li>1. Explore how the poet of ‘Marrysong’ expresses the varying shades of marriage and love.</li><li>2. Explore the ways in which the poet vividly conveys the relationship between husband and wife in ‘Marrysong’ by Dennis Scott.</li></ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

**Internet Resources:**

- <https://nijheer.wordpress.com/2011/11/10/analysis-marrysong-by-dennis-scott/>
- [https://prezi.com/1t4p8hy\\_j65r/marrysong-analysis/](https://prezi.com/1t4p8hy_j65r/marrysong-analysis/)

**‘Plenty’ by Isobel Dixon**

**Vocabulary:**

Academic Terms:

connotation, semantics, listing, alliteration, vivid adjectives, dichotomy, stoicism

Enhanced Vocabulary:

to run riot, clamped, disgorged, compliant, cascade, squabbles

**Sample Questions:**

1. Explore the ways in which memories of childhood are presented in ‘Plenty’.
2. Comment on the ways in which changes in perspective between childhood and adulthood are portrayed in ‘Plenty’.

**Internet Resources:**

- <https://hubpages.com/literature/Analysis-of-Poem-Plenty-by-Isobel-Dixon>
- <https://poemanalysis.com/plenty-by-isobel-dixon-poem-analysis/>
- <https://studymoose.com/isobel-dixon-uses-language-essay>
- <https://literature.britishcouncil.org/writer/isobel-dixon>
- <https://www.ukessays.com/essays/english-literature/feelings-of-isobel-dixon-and-mervyn-morris-english-literature-essay.php>
- <https://docs.google.com/document/d/16uWCnSZBvHCJ1Mitd7AgpWLkHBigo01pz88fySpLz3w/edit>
- <https://poetryprof.com/plenty/>

**‘Those Winter Sundays’ by Robert Hayden**

**Vocabulary:**

Academic Terms:

harsh consonants, shift in time

Enhanced Vocabulary:

blueblack, splintering, chronic, indifferently, austere

**Sample Question:**

1. Explore the ways in which the poet brings out the childhood memories of the speaker in the poem.

**Internet Resources:**

- <https://www.megaessays.com/viewpaper/28051.html>
- <https://www.shmoop.com/those-winter-sundays/love-theme.html>
- <https://www.cummingsstudyguides.net/Guides8/Winter.html>
- <https://sites.google.com/site/thosewintersundayshted/theme>
- <http://www.modernamericanpoetry.org/poem/those-winter-sundays>

**‘Rising Five’ by Norman Nicholson**

**Vocabulary:**

Academic Terms:

repetition, alliteration, metaphor, onomatopoeia

Enhanced Vocabulary:

rising, cones of light, season after blossoming, dust dissected, drop our youth, not living

**Sample Questions:**

- 1 Explore the ways in which the poet emphasizes the importance of living the life in the poem ‘The Rising Five’.
- 2 Comment closely on the poem Rising Five, looking in particular at how Nicholson uses imagery.

**Internet Resources:**

- <https://essaylead.com/analysis-rising-five-norman-nicholson-11099/>
- <http://sisliteraryclub.blogspot.com/2011/04/rising-five-by-norman-nicholson.html>
- <https://artscolumbia.org/literary-arts/prose/poem-rising-five-27255/>

| Short Stories                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Learning Objectives                                                                                                                                                                                                                                                                                                                                                                              |
| <div>1. <i>‘The Stoat’</i><br/>by John McGahern</div> <div>2. <i>‘Journey’</i><br/>by Patricia Grace</div> <div>3. <i>‘On her Knees’</i><br/>by Tim Winton</div> <div>4. <i>‘The Bath’</i><br/>by Janet Frame</div> <div>5. <i>‘The Moving Finger’</i><br/>by Edith Wharton</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"><li>• Identify ‘theme’ with evidences in the selected text.</li><li>• Identify the characteristics of short story from selected text.</li><li>• Highlight key phrases and words from selected text.</li><li>• Assign a literary device each for identified key words or phrases.</li><li>• Comment on the effect of identified key words or phrases.</li></ul> |
| <div><p><b><u>The Stoat by John McGahern</u></b></p><p><b>Vocabulary:</b><br/>Academic Terms:<br/>theme, protagonist, allegory, point of view</p><p>Enhanced Vocabulary:<br/>fairway, warren, deflect, mull, cumbersome, rueful, impart, aura, solemnity, foreboding, affront, woe, earnest, convulse, farce, bigwig, gaiety, serviceable, promenade, rheumatism, folly, uncanny, clinical, buffoonery, mordant</p><p><b>Sample Questions:</b></p><ol style="list-style-type: none"><li>1 What are the major themes highlighted by John McGahern in the story ‘The Stoat’.</li><li>2 Discuss the theme of death as portrayed in the short story ‘The Stoat’ by John McGahern.</li></ol><p><b>Internet Resources:</b></p><ul style="list-style-type: none"><li>• <a href="http://sittingbee.com/the-stoat-john-mcgahern/">http://sittingbee.com/the-stoat-john-mcgahern/</a></li><li>• <a href="https://journals.openedition.org/jsse/1009">https://journals.openedition.org/jsse/1009</a></li><li>• <a href="https://webclass.pagesperso-orange.fr/lycee/literature/mcgahern/the_stoat.htm">https://webclass.pagesperso-orange.fr/lycee/literature/mcgahern/the_stoat.htm</a></li><li>• <a href="https://www.vocabulary.com/lists/2240704">https://www.vocabulary.com/lists/2240704</a></li><li>• <a href="https://prezi.com/fnzzg9_sgpn0/the-stoat/">https://prezi.com/fnzzg9_sgpn0/the-stoat/</a></li></ul></div> |                                                                                                                                                                                                                                                                                                                                                                                                  |
| <div><p><b><u>Journey by Patricia Grace</u></b></p><p><b>Vocabulary:</b><br/>Academic Terms:<br/>point of View, setting, tone, symbolism, dialogue, repetition, imagery, personification, hyperboles</p><p>Enhanced Vocabulary:<br/>Maori, colonization, generational differences</p><p><b>Sample Question:</b></p><ol style="list-style-type: none"><li>1.How does Grace make you feel about the elderly narrator in <i>Journey</i>?</li></ol><p><b>Internet Resources:</b></p><ul style="list-style-type: none"><li>• <a href="https://www.youtube.com/watch?v=BMn4OccYD8E">https://www.youtube.com/watch?v=BMn4OccYD8E</a></li></ul></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                  |

- <http://sittingbee.com/journey-patricia-grace/>
- <https://prezi.com/wytkw1mhwedx/journey-patricia-grace-1980/>

**On her Knees by Tim Winton**

**Vocabulary:**

Academic Terms:

theme, point of view, tone, structure, critical analysis, historical context, plot, dialogue, character analysis, setting, genre, style, language, symbol

Enhanced Vocabulary:

affluence, dignity, self-respect, embarrassment, pride, class difference

**Sample Questions:**

1. Explore how the author creates the feeling of helplessness and despair.
2. Explore the ways in which the author shows the understanding relationship between the mother and son.

**Internet Resources:**

- <http://sittingbee.com/on-her-knees-tim-winton/>
- <http://lgs.edu.pk/wp-content/uploads/2017/08/Grade7-8-English/ON%20HER%20KNEES%20-%20TIM%20WINTON.pptx>

**The Bath by Janet Frame**

**Vocabulary:**

Academic Terms:

antagonist, schizophrenic, point of view, conflict, theme, symbolism, structure

Enhanced Vocabulary:

anemone, stoke, arduous, venture, feat, fortnight, ebb, frail, flotsam, resolutely, stern, incredulous, billowing, reel, heave, sinuous, elaborate, fleck, whittle

**Sample Question:**

1. What are some of the main themes of Janet Frame's "The Bath"?

**Internet Resources:**

- <http://sittingbee.com/the-bath-janet-frame/>
- <https://www.alevellitnotes.com/janet-frame/the-bath/janet-frames-the-bath-an-overview>
- <http://nofrillsnzlit.angelfire.com/FrameDark2.html>

**The Moving Finger by Edith Wharton**

**Vocabulary:**

Academic Terms:

point of view, setting, tone, symbolism, dialogue, repetition, imagery, personification, aristocratic society, satire, dramatic irony, imperialism, industrialization

Enhanced Vocabulary:

irretrievable, niche, sedulous, insidious, omniscience, prodigality, sanguine, concede, complementary, husbandry, privation, indefatigable, arrears, illimitable, obtuse, derisive, retrospective, acquit, discretion, encroach, inextricably, desecrate, latent, jargon, abound, tentatively, efface, irrevocably, mausoleum, belie, superfluity, convalescence, prognostication, supersede, adjure, executor, bequeath, tenacity, tributary, ottoman

**Sample Question:**

1. Explain how Edith Wharton portrays the story 'Moving Finger' in light of its theme(s).

**Internet Resources:**

- <http://sittingbee.com/the-moving-finger-edith-wharton/>
- <https://prezi.com/rhmnrcdvfylr/the-moving-finger-analysis/>

- <http://www.academicde-stressor.com/the-moving-finger-by-edith-wharton/>

| Drama - <i>Romeo and Juliet</i> by William Shakespeare |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Play Progression                                       | Learning Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Act I Scene I-V                                        | <ul style="list-style-type: none"><li>• Describe what the Shakespearean stage looked like and how it differed from a modern stage.</li><li>• Describe the historical background of Elizabethan England (Shakespeare’s England).</li><li>• Explain the significance of the prologue.</li><li>• Comment on the structure of the prologue; a sonnet.</li><li>• Identify ‘vital’ words or phrases from the whole act.</li><li>• Summarize the events of Act I.</li><li>• Comment on the language and tone of the characters and the significance of the way they speak.</li><li>• Explain how the speeches of the play's principal characters develop the audience's understanding of the characters and the central ideas of the play.</li><li>• Describe the POV of the principal characters on marriage (like Capulet, Lady Capulet, Juliet and others).</li><li>• Define the term foreshadowing.</li><li>• Discuss the major and underlying themes.</li></ul> |
| Act II Scene I-VI                                      | <ul style="list-style-type: none"><li>• Define the term soliloquy.</li><li>• Describe how a soliloquy is different from speech.</li><li>• Define the term aside and discuss its significance.</li><li>• Describe how a playwright uses a soliloquy as a powerful dramatic device to get information across to the audience.</li><li>• Critically analyze principal characters of the play and the progress they have made so far in the play (character development).</li><li>• Sequence events in order.</li><li>• Identify plot events that build tension or suspense in Act II.</li></ul>                                                                                                                                                                                                                                                                                                                                                                  |
| Act III Scene I-V                                      | <ul style="list-style-type: none"><li>• List the literary devices used and describe their effect.</li><li>• Identify the major characters and plot points of Act III.</li><li>• Analyze how Shakespeare continues to develop timeless themes in the setting of Renaissance Verona.</li><li>• Categorize the love interests of the principal characters of the play, which one of them has acted ‘by the book’.</li><li>• Describe new characters introduced in Act III.</li><li>• Describe the nature of Juliet and Romeo’s interaction in Act III.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                 |



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Act IV Scene I-V                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"><li>• Analyze character motives and actions.</li><li>• Describe the events of Act IV.</li><li>• Analyze the importance of the language in Scene II: Juliet, Capulet, and Lady Capulet’s conversation.</li><li>• Analyze the result of Juliet’s lie; should we deceive others for our own good?</li><li>• Identify plot events that build tension or suspense in Act IV.</li></ul>                                                                                                                                                                                                                                                     |
| Act V Scene I-III                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"><li>• Summarize the plot of Act V.</li><li>• Describe the miscommunication that leads to the deaths of Romeo and Juliet in the play.</li><li>• Comment on the significance of Romeo’s language in Act V.</li><li>• Compare and contrast the actions and reactions of Romeo and Paris.</li><li>• Comment on the ending of the play.</li><li>• Write an alternative ending of the play.</li><li>• Identify the literary devices/figures of speech and their significance throughout the play.</li><li>• Sequence the timeline of the play.</li><li>• Identify plot events that build tension or suspense throughout the play.</li></ul> |
| <p><b>Vocabulary for Act I:</b></p> <p>Academic Terms:<br/>prologue, tragic hero, tragedy, antagonist, protagonist, dramatic irony, sonnet, blank verse, iambic pentameter, meter, couplet, pun, paradox</p> <p>Enhanced Vocabulary:<br/>adversaries, augment, belligerence, chaste, disposition, grievance, portentous, purge, rapier, transgression, augment, chaste, rapier, transgression</p> <p><b>Sample Questions:</b></p> <ol style="list-style-type: none"><li>1. What is the setting for the play?</li><li>2. What scene of conflict opens the action of the play?</li><li>3. Which character tries to stop the fighting among the servants?</li><li>4. Which character is aggressive and eager to fight?</li><li>5. What warning does the Prince give to anyone who breaks the peace again?</li><li>6. In what state of mind is Romeo when we first see him in the play?</li><li>7. Explain how Romeo finds out about the Capulet ball.</li><li>8. How does Benvolio try to remedy Romeo’s love sickness?</li><li>9. Why does Lady Capulet visit with Juliet? What questions does she ask her?</li><li>10. How do the Nurse and Lady Capulet feel about Paris?</li><li>11. Which character loves to talk?</li><li>12. Who is Queen Mab?</li><li>13. What premonition does Romeo have?</li></ol> <p><b>Vocabulary for Act II:</b></p> <p>Academic Terms:<br/>dialogue, soliloquies, asides, dramatic foil, stage directions, archaic words</p> <p>Enhanced Vocabulary:<br/>conjure, cunning, entreat, feign, intercession, invocation, loathsome, predominant, procure, vile</p> <p><b>Sample Questions:</b></p> <ol style="list-style-type: none"><li>1. How did Lord Capulet force the young ladies to dance with him?</li></ol> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

2. Who recognizes Romeo's voice at the feast and becomes furious because he is allowed to stay?
3. Instead of returning home, where does Romeo go after the ball?
4. What is a soliloquy and how is it used in Act II, Scene II?
5. By whose name does Mercutio call for Romeo?
6. How does Romeo learn of Juliet's love for him?
7. What does Romeo say helped him climb over the high walls of the Capulet orchard and find Juliet's window?
8. What do Romeo and Juliet exchange?
9. What do Romeo and Juliet plan to do the next day?
10. To what does Romeo compare Juliet's beauty?
11. Who keeps interrupting the balcony scene?
12. Why does Juliet ask Romeo not to swear by the moon?
13. About what does the Friar caution Romeo?
14. Why does the Friar agree to marry Romeo and Juliet?
15. Who has sent Romeo a challenge for a duel?
16. What excuse is Juliet going to give for going to Friar Laurence's cell?
17. How does the Nurse react when she finally returns and how does she feel about the marriage?
18. The Friar warns Romeo again about something. What is it?
19. How many people know of the marriage?

**Vocabulary for Act III:**

Academic Terms:

dialogue, soliloquies, asides, dramatic foil, stage directions, tragic hero, tragedy, antagonist, protagonist, dramatic irony

Enhanced Vocabulary:

abhor, banishment, calamity, commend, dexterity, discord, eloquence, prevail, reconcile, vengeance

**Sample Questions:**

1. How does Tybalt insult Romeo and try to get him to fight him?
2. Why won't Romeo fight Tybalt?
3. How does Romeo react to the news that he is banished from Verona?
4. Who tells Romeo that the Prince has banished him?
5. What upsets Romeo the most about being banished?
6. What is significant about the lark and the nightingale?
7. What vision does Juliet have as Romeo is leaving?
8. Who comes to visit with Juliet early that morning?
9. What news does Lady Capulet give to Juliet?

**Vocabulary for Act IV:**

Academic Terms:

dialogue, soliloquies, asides, dramatic foil, stage directions, archaic words, sonnet, blank verse, iambic pentameter, meter, couplet, pun, paradox, prologue, tragic hero, tragedy, antagonist, protagonist, dramatic irony

Enhanced Vocabulary:

abate, array, beguile, bier, dirge, distraught, fester, prostrate, shroud

**Sample Questions:**

1. What reason does Paris give the Friar for the hasty marriage?
2. How long will it take for the sleeping potion to take effect?
3. Where will Juliet be put after her family believes that she is dead?
4. Who will be waiting in the tomb when Juliet awakens from the sleeping potion?
5. What change does Lord Capulet make in the wedding plans?
6. If the potion does not work, what does Juliet plan to do?
7. What vision makes Juliet find the strength to go ahead and drink the potion?

8. How will Romeo know about the plans?
9. How do the Capulets know that Paris is approaching?
10. How do the wedding preparations change after they find Juliet?
11. How does the County Paris react to the death of Juliet?
12. How does Act IV come to an end?

**Vocabulary for Act V:**

Academic Terms:

dialogue, soliloquy, aside, dramatic foil, stage directions, archaic words, sonnet, blank verse, iambic pentameter, meter, couplet, pun, paradox, prologue, tragic hero, tragedy, antagonist, protagonist, dramatic irony

Enhanced Vocabulary:

apothecary, amorous, conspire, devise, dispose, paramour, sepulcher, tedious, unsavory, woe

**Sample Questions:**

1. What is the purpose of including details about Romeo’s dream?
2. Why does Paris go to Juliet’s grave? What does this say about him?
3. How are Juliet and Romeo’s deaths symmetrical?
4. What theme/idea does this symmetry reinforce?
5. How do the families resolve their feud?
6. Who, in your opinion, is the biggest victim in the tragedy of Romeo and Juliet?

**Internet Resources:**

- <https://ed.ted.com/on/x6x1uQVv>
- <http://www.sparknotes.com/shakespeare/romeoandjuliet/>
- <https://www.shmoop.com/romeoandjulier/>
- <http://study.com/academy/lesson/romeo-juliet-setting.html>

| Novel - <i>Jane Eyre</i> by Charlotte Bronte |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Story Progression                            | Learning Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>Chapter (1-38)</b></p>                 | <ul style="list-style-type: none"> <li>Describe the elements of romanticism.</li> <li>Explain the term ‘gothic’.</li> <li>Elaborate on the status of women in the Victorian Era.</li> <li>Comment on the structure, form, and themes of the novel.</li> <li>Identify the general plot of the novel according the elements of a story.</li> <li>Inspect the key events in identified chapters.</li> <li>Develop character sketches of the different characters in Jane Eyre</li> <li>Describe the qualities and traits associated with the ideal Victorian woman.</li> <li>Read given passages applying the ‘close reading’ technique.</li> <li>Use new vocabulary in assigned work.</li> <li>Identify the Victorian elements in the novel.</li> <li>Recognize the Gothic and Bildungsroman element in the novel.</li> <li>Comment on how plot progression plays a vital part in Jane’s character development.</li> </ul> |

Academic Terms for the Novel:

bildungsroman, gothic, romanticism, supernatural, Byronic hero, autobiography

## **Chapters 1-20**

### **Vocabulary:**

Enhanced Vocabulary:

impediment, venerable, relic, prattle, stagnation, rookery, thwart, dispose, grimace, brooch, physiognomy, condole, propitious, novice, portfolio, suffusion, affability, philanthropist, haughty, gregarious, inopportune, pique, insolence, salubrious, innate, fallible, coquetry, gnome, consecrate, inamorata, resolute, subjoin, exigency, destitute, paroxysm, stupefy, vex, surfeit, charwoman, sonorous, equestrian, countenance, saturnine, blunder, anathema, incredulity, complacency, multitudinous, pungent, insipid, beguile, aquiline, lassitude, susceptible, scrutiny, chagrin, enigma, adhere, dowager, volatile, juncture, charlatan, inflammatory

### **Sample Questions:**

1. Jane's move to Thornfield marked a dramatic shift in her life. Why, however, after months of being there is she only merely satisfied with her new life? Why does she still long for more experience of the world?
2. Brontë again blurs reality with fantasy. What is the importance of attributing supernatural qualities to the first meeting between Jane and Mr. Rochester?
3. Explain how Brontë's practice of using nature as a metaphor for explaining life's trials is characteristic of Romanticism.

## **Chapters 21-30:**

### **Vocabulary:**

Enhanced Vocabulary:

vicinage, acumen, automaton, talisman, impediment, inanition, expostulate, Impetus, avaricious, eschew, remonstrance, odious, emaciated, pallid, quiescent, remuneration

### **Sample Questions:**

1. Interpret Jane Eyre's dreams at Thornfield (Part Three: Chapter 25). What literary and psychological purposes do they serve? Explain whether you find them plausible or implausible, and why.
2. Explain the multiple ironies of Rochester's conversation with Jane in Part Three: Chapter 23. What is Brontë's purpose here? What dramatic techniques does she employ?

## **Chapters 31-38:**

### **Vocabulary:**

Enhanced Vocabulary:

elysium, morass, ebullition, coadjutor, superfluity, veneration, diffidence

### **Sample Questions:**

1. How does Jane Eyre compare to Bertha Mason?
2. Considering his treatment of Bertha Mason, is Mr. Rochester a sympathetic or unsympathetic character?
3. How does Mr. Rochester compare to St. John Rivers?

### **Internet Resources:**

- <http://crossref-it.info/textguide/jane-eyre/9/0>
- <https://www.owleyes.org/text/jane-eyre/analysis/historical-context>
- [http://www.bbc.co.uk/schools/gcsebitesize/english\\_literature/prosejaneeyre/0prose\\_janeeyre\\_contrev3.shtml](http://www.bbc.co.uk/schools/gcsebitesize/english_literature/prosejaneeyre/0prose_janeeyre_contrev3.shtml)
- <https://www.cliffsnotes.com/literature/j/jane-eyre/character-analysis/jane-eyre>

- <https://www.shmoop.com/jane-eyre/literary-devices.html>
- <https://www.enotes.com/topics/jane-eyre/in-depth>
- <http://www.sparknotes.com/lit/janeeyre/>
- <https://www.gradesaver.com/jane-eyre>