

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

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

Total Classes: 39 (3 classes per week)

Month	Content	Textbook References
August	<ul style="list-style-type: none"> ➤ Isobel Dixon, 'Plenty' ➤ William Wordsworth, 'She Dwelt Among the Untrodden Ways' 	<ul style="list-style-type: none"> • Songs of Ourselves
September	<ul style="list-style-type: none"> ➤ Nathaniel Hawthorne, 'Dr Heidegger's Experiment' ➤ Edna St Vincent Millay, 'Sonnet 29' ➤ Elizabeth Barrett Browning, 'Sonnet 43' ➤ Adrienne Rich, 'Amends' 	<ul style="list-style-type: none"> • Stories of Ourselves • Songs of Ourselves
October	<ul style="list-style-type: none"> ➤ William Shakespeare, 'Twelfth Night' • Act II, Scene 1-5 • Act III, Scene 1-4 	<ul style="list-style-type: none"> • Twelfth Night by William Shakespeare
November	<ul style="list-style-type: none"> ➤ O Henry, 'The Furnished Room' Henry, 'The Furnished Room' ➤ Janet Frame, 'The Reservoir' ➤ Marghanita Laski, 'The Tower' 	<ul style="list-style-type: none"> • Stories of Ourselves
	Revision for Mid-Year Examination	
December	Mid-Year Examination	

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

Monthly Course Distribution - Original

Month	Content	Textbook References
August	<ul style="list-style-type: none"> Recap of previous work <i>Not Waving But Drowning</i> Stevie Smith <i>Marrysong</i> Dennis Scott 	<ul style="list-style-type: none"> Songs of Ourselves
September	<ul style="list-style-type: none"> <i>The Fall of the House of Usher</i> Edgar Allan Poe <i>Twelfth Night</i> - Revision <ul style="list-style-type: none"> ➤ Act I and II 	<ul style="list-style-type: none"> Stories of Ourselves Twelfth Night by William Shakespeare
October	<ul style="list-style-type: none"> <i>Twelfth Night</i> <ul style="list-style-type: none"> ➤ Act III <i>The Stroat</i> John McGahern 	<ul style="list-style-type: none"> Twelfth Night by William Shakespeare Stories of Ourselves
November	<ul style="list-style-type: none"> <i>The Moving Finger</i> Edith Wharton <i>Sonnet 29</i> Edna St Vincent Millay 	<ul style="list-style-type: none"> Stories of Ourselves Songs of Ourselves
	Revision for Mid-Year Examination	
December	Mid-Year Examination	
January	<ul style="list-style-type: none"> <i>The Lemon Orchard</i> Alex La Guma <i>Secrets</i> Bernard MacLaverty <i>Twelfth Night</i> <ul style="list-style-type: none"> ➤ Act IV and V 	<ul style="list-style-type: none"> Stories of Ourselves Twelfth Night by William Shakespeare
February	Revision for Final Examination	
March	Final Examination	

3. Assessment at a glance

All candidates take **both** components.

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

SYLLABUS BREAKDOWN

Poetry	
Content	Learning Objectives
<div>1. Stevie Smith, <i>‘Not Waving But Drowning’</i></div> <div>2. Dennis Scott, <i>‘Marrysong’</i></div> <div>3. Edna St Vincent Millay, <i>‘Sonnet 29’</i></div>	<ul style="list-style-type: none">Identify the literary devices used.Describe the effect of the devices used.Paraphrase the poem.List attributes of the title implied in the poem.Comment on how the main theme/different themes are portrayed in the poem.Identify the tone and mood of the poem.Apply the TPCASTT (<i>title, paraphrase, connotation, attitude, shift, title (again), and theme</i>) technique during analysis in class discussion.Comment on the rhyme scheme.Comment on form and structure of the poem.
<div><p><u>‘Not Waving but Drowning’ by Stevie Smith</u></p><p>Vocabulary:</p><p>Academic Terms:</p><p>repetition, enjambment, metaphor, irony, hyperbole, alliteration, imagery, consonance, refrain</p><p>Enhanced Vocabulary:</p><p>chap, larking, moaning</p><p>Sample Questions:</p><div><div>1.</div><div>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?</div></div><div><div>2.</div><div>Why did Stevie Smith write “Not Waving but Drowning?”</div></div></div> <p>Internet Resources:</p> <ul style="list-style-type: none">https://www.youtube.com/watch?v=FKHWEWOrL9shttps://www.shmoop.com/not-waving-but-drowning/themes.htmlhttps://poemanalysis.com/not-waving-but-drowning-by-stevie-smith-poem-analysis/https://poemanalysis.com/biography-of-stevie-smith/https://literarydevices.net/not-waving-but-drowning/https://www.poetryfoundation.org/articles/68510/stevie-smith-not-waving-but-drowninghttps://www.jstor.org/	
<div><p><u>‘Marrysong’ by Dennis Scott</u></p><p>Vocabulary:</p><p>Academic Terms:</p><p>metaphor, mood, rhythm, theme, alliteration</p><p>Enhanced Vocabulary:</p><p>learned her, shifted, quarried, wilderness, shape of shores</p><p>Sample Questions:</p><div><div>1.</div><div>Explore how the poet of ‘Marrysong’ expresses the varying shades of marriage and love.</div></div><div><div>2.</div><div>Explore the ways in which the poet vividly conveys the relationship between husband and wife in ‘Marrysong’ by Dennis Scott.</div></div></div>	

<p>Internet Resources:</p> <ul style="list-style-type: none"> • https://nijheer.wordpress.com/2011/11/10/analysis-marrysong-by-dennis-scott/ • https://prezi.com/1t4p8hy_j65r/marrysong-analysis/
<p style="text-align: center;"><u>‘Sonnet 29’ by Edna St Vincent Millay</u></p> <p>Vocabulary: Academic Terms: metaphor, mood, rhythm, theme, repetition, paradox</p> <p>Enhanced Vocabulary: pity, thicket, waning, ebbing, strewing, gale, tread</p> <p>Sample Questions:</p> <ol style="list-style-type: none"> 1. Discuss how Edna portrays her feelings in the poem ‘Sonnet 29’ using form, imagery and language features. 2. How are the themes of love and relationship presented in ‘Sonnet 29’? <p>Internet Resources:</p> <ul style="list-style-type: none"> • https://nijheer.wordpress.com/2011/11/10/sample-thematic-analysis-sonnet-29-marrysong/ • https://education.seattlepi.com/analysis-poem-pity-not-6565.html • https://studylib.net/doc/5304400/-pity-me-not-because-the-light-of-day--by-edna-st • https://studylib.net/doc/5711753/sonnet-29---english-language-and-literature • https://prezi.com/1o9ykr4lmiz3/pity-me-not-analysis/ • https://poemanalysis.com/pity-me-not-because-the-light-of-day-analysis/ • https://englishlanguageliterature.wordpress.com/2011/09/02/sonnet-29-analysis/ • https://slideplayer.com/slide/13303405/

Short Stories	
Content	Learning Objectives
<ol style="list-style-type: none"> 1. <i>The Stoat</i> by John McGahern 2. <i>The Moving Finger</i> by Edith Wharton 3. <i>The Fall of the House of Usher</i> by Edgar Allan Poe 4. <i>The Lemon Orchard</i> by Alex La Guma 5. <i>Secrets</i> by Bernard MacLaverty 	<ul style="list-style-type: none"> • Identify ‘theme’ with evidences in the selected text. • Identify the characteristics of short story from selected text. • Highlight key phrases and words from selected text. • Assign a literary device each for identified key words or phrases. • Comment on the effect of identified key words or phrases.
<p style="text-align: center;"><u>The Stoat by John McGahern</u></p> <p>Vocabulary: Academic Terms: theme, protagonist, allegory, point of view</p> <p>Enhanced Vocabulary: 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>Sample Questions:</p> <ol style="list-style-type: none"> 1 What are the major themes highlighted by John McGahern in the story ‘The Stoat’. 2 Discuss the theme of death as portrayed in the short story ‘The Stoat’ by John McGahern. <p>Internet Resources:</p> <ul style="list-style-type: none"> • http://sittingbee.com/the-stoat-john-mcgahern/ 	

- <https://journals.openedition.org/jsse/1009>
- https://webclass.pagesperso-orange.fr/lycee/literature/mcgahern/the_stoat.htm
- <https://www.vocabulary.com/lists/2240704>
- https://prezi.com/fnzzg9_sgpn0/the-stoat/

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

The Fall of the House of Usher by Edgar Allan Poe

Vocabulary:

Academic Terms:

archaic, symbol, medievalism, psychological disturbance, atmosphere, sublime, supernatural, quintessential, claustrophobia, unreliable narrator

Enhanced Vocabulary:

cataleptical, tract, insufferable, goad, sublime, grapple, annihilate, precipitous, sojourn, malady, munificent, paradoxical, phantasmagoric, trepidation, irredeemable, pallid, gossamer, dirge

Sample Questions:

1. What mood does Poe create at the beginning of the story, and how is that mood established?
2. How would you characterise Roderick Usher and his life? What does he consider to be the cause of his problems?

Internet Resources:

- <https://www.vocabulary.com/lists/244132>
- <https://www.gradesaver.com/the-fall-of-the-house-of-usher/study-guide/summary-the-tale>

<p style="text-align: center;"><u>The Lemon Orchard by Alex La Guma</u></p> <p>Vocabulary: Academic Terms: racism, symbolism, supernatural, irony, personification, diction</p> <p>Enhanced Vocabulary: monotonous, muzzle, jeer, flank, silhouette, corduroy, myriad, audacity, rambling, quicksilver</p> <p>Sample Questions:</p> <ol style="list-style-type: none">How has La Guma conveyed his anti-racism message through ‘The Lemon Orchard’?Explore how La Guma uses language to create a sense of menacing, foreboding violence in the story ‘The Lemon Orchard’. <p>Internet Resources:</p> <ul style="list-style-type: none">http://sittingbee.com/the-lemon-orchard-alex-la-guma/http://www.markedbyteachers.com/gcse/religious-studies-philosophy-and-ethics/in-the-lemon-orchard-la-guma-uses-a-number-of-techniques-to-convey-his-concerns-for-prejudice-and-discrimination-against-blacks-while-he-does-not-directly-tell-the-reader-to-condemn-racism.htmlhttps://thelemonorchard.wordpress.com/2013/11/25/the-lemon-orchard/https://hong19096.wordpress.com/category/the-lemon-orchard-by-alex-la-guma/	
<p style="text-align: center;"><u>Secrets by Bernard Mac Laverty</u></p> <p>Vocabulary: Academic Terms: theme, point of view, tone, structure, critical analysis, historical context, plot, dialogue, character analysis, setting, genre, style, language, symbol</p> <p>Enhanced Vocabulary: infidelity, secret adult grief, curiosity</p> <p>Sample Questions:</p> <ol style="list-style-type: none">In the short story ‘Secrets’ by Bernard Mac Laverty, how does the last paragraph help us to relate to the themes and plot of the story?In the story ‘Secrets’, how does the writer convey, in the beginning of the story, a sense of sorrow and mourning? <p>Internet Resources:</p> <ul style="list-style-type: none">https://igcserevision.wordpress.com/english/english-literature-0486/stories-of-ourselves/secrets/http://sittingbee.com/secrets-bernard-maclaverty/	

Drama - <i>Twelfth Night</i> by William Shakespeare	
Play Progression	Learning Objectives
Act I Scene I-V	<ul style="list-style-type: none">Describe what the Shakespearean stage looked like and how it differed from a modern stage.Describe the historical background of Elizabethan England (Shakespeare’s England).Describe the political significance to ‘Twelfth Night’.Explain the term ‘comedy’ in drama.Describe the structure of Shakespearean comedy.Explain the significance of a ‘prologue’.Comment on the structure of the prologue; a sonnet.Identify ‘vital’ words or phrases from Act I.

	<ul style="list-style-type: none">• Summarize the events of Act I.• Comment on the language and tone of the characters and the significance of the way they speak.• Describe the qualities, attributes and significance of a Shakespearean ‘fool’.• 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.• Describe the POV of the principal characters on the idea of love.• Identify and describe the main and sub plots in Act I.• Discuss the major and underlying themes in Act I.• Define the term ‘dramatic irony’ and explain its usage.• Define the term soliloquy.• Describe how a soliloquy is different from a speech.• Explain how a playwright uses a soliloquy as a powerful dramatic device to get information across to the audience.
Act II Scene I-V	<ul style="list-style-type: none">• Critically analyze principal characters of the play and the progress they have made so far in the play (character development).• Sequence events in order.• Define the following terms and describe usage in the Act:<ul style="list-style-type: none">➤ mistaken identity➤ identity crisis• Discuss the theme ‘appearance vs reality’ for the following:<ul style="list-style-type: none">➤ Olivia➤ Viola➤ Orsino➤ Feste➤ Malvolio➤ Andrew• Identify plot events that lead to the gulling of Malvolio later in the play.• Define the term ‘puritan’.• Comment on the relationship between:<ul style="list-style-type: none">➤ Antonio and Sebastian➤ Olivia and Viola➤ Orsino and Viola• Comment on the ‘festive’ mood in Scene III and its outcome.• Comment on the representation of different social classes as depicted in the progression of Acts I and II.• Analyze the language of important scenes.• Comment on the significance of ‘songs’ in the play.

Act III Scene I-IV	<ul style="list-style-type: none">• Explain the term ‘pun’ and discuss its significance and use in the play with reference to Olivia/Feste dialogue.• Describe the events of Act III.• List the literary devices used in Act III and describe their effect.• Describe the ‘Puritan’ ideology and Shakespeare’s views about Puritans.• Comment on the effect of gulling of Malvolio• Analyze the language of the important scenes in Act III.• Describe the effect and significance of ‘comic relief’.
Act IV Scene I-III	<ul style="list-style-type: none">• Describe the events of Act IV.• Comment on the use of ‘dark humour’ and ‘dark imagery’.• Discuss the consequences of ‘mistaken identity’.• Analyze the language of the important scenes in Act IV.• Identify the various representations of love presented in the text.
Act V Scene I	<ul style="list-style-type: none">• Identify the literary devices and figures of speech in Act V.• Describe the significance of identified literary devices and figures of speech throughout the play.• Highlight the timeline of the play.• Write an alternative ending including Malvolio.• Comment on the following major themes of the play:<ul style="list-style-type: none">➤ love➤ marriage➤ mistaken identity➤ class differences
<p>Vocabulary for Act I: Academic Terms: dramatics, puns, humour, iambic pentameter, stage directions, dramatic irony</p> <p>Enhanced Vocabulary: lenten, foolery, botcher, motley, Madonna, infirmity, zanies, fie, lechery, personage, feigned, reverberate, peevish</p> <p>Sample Questions:</p> <ol style="list-style-type: none">1. How does Shakespeare make this moment in the play so dramatic?2. Explore how Shakespeare uses language to create a comedic tone in his play ‘Twelfth Night’. <p>Vocabulary for Act II: Academic Terms: oxymoron, ancient astrology, near-anagrams, orthographic, aural reinforcement of the riddle of identity, double negative, religious allusion, synecdoche, apostrophe, levels of love, dramatic irony, duping, allusion</p>	

Enhanced Vocabulary:

malignancy, distemper, recompense, mere extravagancy, the breach of the sea, fadge, pregnant enemy, thriftless, diluculosurgere, stoup, equinoctial, gartillity

Sample Questions:

1. What is your first impression of Sebastian? Does he seem better suited to a tragedy or a comedy?
2. How does Shakespeare's use of dramatic irony (the audience knowing something that the characters don't) shift Sebastian's story from a tragic one to a comic one?
3. What might Shakespeare be suggesting about love by incorporating this love triangle?
4. How does Shakespeare make Scene V so memorable for the audience?
5. Evaluate the linguistic feature in the scenes of Act II.

Vocabulary for Act III:

Academic Terms:

ironic, sexual innuendo, ruse, deception

Enhanced Vocabulary:

tabor, wanton, orb, gait, maugre, woo, chide, coffer, upbraid

Sample Questions:

1. Describe the irony in the depiction of Feste's character.
2. Why are Malvolio's yellow stockings, cross-gartered so outlandish based upon his character?

Vocabulary for Act IV:

Academic Terms:

slapstick physical comedy, visual humour, rhyming quatrain, dark imagery, caprice, oxymoron, soliloquy, parody

Enhanced Vocabulary:

lubber, malapert, dissemble, hyperbolic fiend, barricadoes, dispossess, perdie, shent, counsel, plight me, chantry by

Sample Questions:

1. Disguises and changes of clothing are central to the plot of Twelfth Night. Which characters in the play spend time in disguise, and how is this thematically important?
2. When Feste is dressed up as Sir Topas, he pretends to be academic and philosophical. This is known as a parody, as he is mocking the language and logic of educated churchmen of the time. What 'bad' Latin does he use to show he is mocking the language?
3. How far do you agree that the trick played on Malvolio is more cruel than comic?

Vocabulary for Act V:

Academic Terms:

complication, resolution, denouement

Enhanced Vocabulary:

grapple, beguile, usurp, edify, mettle, coxcomb

Sample Questions:

1. How does Olivia put two-and-two together to figure out what has really happened to Malvolio?
2. How does Olivia react when she learns who she's really married to?

Internet Resources:

- http://www.bbc.co.uk/schools/gcsebitesize/english_literature/dramatwelfthnight/twelfthnight_context/revision/1/
- <http://www.jiffynotes.com/TwelfthNight/HistoricalContext.html>
- <https://www.gradesaver.com/twelfth-night/study-guide/summary-act-3>

- <http://www.sparknotes.com/shakespeare/twelfthnight/section7/>
- <https://www.litcharts.com/lit/twelfth-night/act-3-scene-1>
- <https://www.vocabulary.com/lists/1042638>
- http://www.sparknotes.com/shakespeare/twelfthnight/section9/?quickquiz_id=1505
- <https://study.com/academy/lesson/twelfth-night-act-4-summary-analysis.html>
- <https://www.vocabulary.com/lists/1042655>
- <https://www.litcharts.com/lit/twelfth-night/act-5-scene-1>
- <https://www.cliffsnotes.com/literature/t/twelfth-night/summary-and-analysis/act-v-scene-1>

Novel - 1984 - by George Orwell	
Story Progression	Learning Objectives
<p>Part One: Chapters (1-8) Part Two: Chapters (9-17) Part Three: Chapters (18-23)</p>	<ul style="list-style-type: none"> • Describe what the novel 1984 entails. • Distinguish between a dystopia and a utopia. • Explain what the term ‘dystopia’ means. • Explain some of the commonalities of a dystopian society. • Comment on the structure, form, and themes of the novel. • Identify the general plot of the novel. • Analyse the key events in the chapters. • Comment on the development of the traits of different characters. • Discuss the historical context in which George Orwell wrote <i>1984</i>. • Evaluate which aspects of Orwell’s vision of the future appear to have been accurate and which have been wrong. • Examine how a repressive society controls its citizens and their thoughts through: <ul style="list-style-type: none"> ➤ isolation ➤ suppression of emotions ➤ control of information ➤ alienation • Compare Orwell’s view of the class structure in <i>1984</i>'s society and the relationship of that society to events in 1949. • Identify Newspeak words and analyze their significance. • Identify and analyze the literary elements in the story

Vocabulary

Academic Terms:

dystopia, double think, The Book, Airstrip One, Hate Week, Ingsoc, Jus Primae Noctis, Miniluv, Minipax, Minitrue, thought crime, thought Police, Two Minutes Hate, vaporized, The Revolution, nationalism, censorship, Orwellian, Panopticism, propaganda, surveillance, Utopia

Enhanced Vocabulary:

Inscrutable, discountenanced, gamboling, multifarious, venerate, aquiline, stratum, palimpsest, fulminate, anodyne, sinecure, niggling, proletarian, wainscoting, fecundity, spurious, oligarchy, truncheon, forlorn

Elements of Literature:

antithesis, dystopia, irony, metaphor, oxymoron, parable, paradox, satire, symbolism, verisimilitude

Sample Questions:

1. Compare and contrast Julia and Winston. How does each rebel against the Party, and are these rebellions at all effective?
2. Trace Winston's path towards destruction. Where do we first see his fatalistic outlook? Is his defeat inevitable?
3. Discuss the role of technology in Oceania. In what areas is technology highly advanced, and in what areas has its progress stalled? Why?
4. Discuss the role of Big Brother in Oceania and in Winston's life. What role does Big Brother play in each?
5. Discuss contradiction in Oceania and the Party's governance, i.e. Ministry of Love, Ministry of Truth, Ministry of Plenty, Ministry of Peace. Why is such contradiction accepted so widely?
6. Discuss and analyze the role O'Brien plays in Winston's life. Why is he such a revered and respected character, even during Winston's time in the Ministry of Love?
7. Discuss the symbolic importance of the prole woman singing in the yard behind Mr. Charrington's apartment. What does she represent for Winston, and what does she represent for Julia?
8. 1984 is a presentation of Orwell's definition of dystopia and was meant as a warning to those of the modern era. What specifically is Orwell warning us against, and how does he achieve this?
9. Analyze the interactions between Winston and the old man in the pub, Syme, and Mr. Charrington. How do Winston's interactions with these individuals guide him towards his ultimate arrest?
10. Analyze the Party's level of power over its citizens, specifically through the lens of psychological manipulation. Name the tools the Party uses to maintain this control and discuss their effectiveness.
11. Outline the social hierarchy of Oceania. How does this hierarchy support the Party and its goals?

Internet Resources:

- <https://quizlet.com/23243066/1984-george-orwell-vocabulary-list-flash-cards/>
- <https://www.vocabulary.com/lists/236361>
- <https://www.thoughtco.com/1984-vocabulary-4685440>
- https://study.flashcardmachine.com/study.php?k=4YC5E3Q3S2U85SM3J66A9HZ3U9R62VR4F27V7W4D9GD7L3Z53N3JU2J74FZ86U4X¤t_card=9&side=back&source=pub.pub_details&save_d_id=
- <https://www.gradesaver.com/1984/study-guide/glossary-of-terms>
- <http://mentalfloss.com/article/64492/we-novel-inspired-george-orwells-1984>
- <https://literarydevices.net/1984-themes/>
- <https://www.theguardian.com/books/2009/may/10/1984-george-orwell>
- <https://literarydevices.net/10-imaginative-similes-in-1984/>