



**Course:** 3° año A y B.  
**Year:** 2017  
**Subject:** Literature  
**Teacher:** Mariela Blasón, Eugenia Majó

### ARCHIVEMENT AIMS

- To encourage students to communicate effectively and appropriately in English.
- To provide students with enough practice in writing responses to Literature, especially literary essays.
- To help students gain confidence on their way to IGCSE English Literature Examination.
- To read, analyze and respond to literature from different periods and cultures.
- To explore the contribution of literature to an understanding of areas of human concern.
- To appreciate different ways in which writers achieve their effects.

### Specific Objectives

#### Students will have to demonstrate:

- their response to a text with some detail of narrative and situation;
- their knowledge of the text through close reference to detail and quotations;
- their understanding of characters, relationships, situations and themes;
- their understanding of the writer's intentions and methods, and some of the text's implications and attitudes;
- their ability to respond sensitively and in some detail to the way language works in the text, mainly language for specific effects.

### EXAM SYLLABUS

#### ➤ Prose

#### Short Stories



# Colegio Santa María

Mixto - Bilingüe

- *The Taste of Watermelon* by Borden Deal
- *Through the Tunnel* by Doris Lessing
- *The Third and Final Continent* by Jhumpa Lahiri
- *There Will Come Soft Rains* by Ray Bradbury

## **Novel**

- *The Phantom of the Opera* by Gaston Leroux\*  
\*This work will be used as input within the framework of the school annual project. Adaptations of some fragments are likely to be acted out or dramatised.

## **Literary concepts:**

- literary genre, historical context, allusion to literary works
- setting, elements of plot, characters and characterization, narrator, mood and atmosphere, suspense and tension
- symbolism, similes and metaphors, motivations and motifs, theory of coming of age (bildungsroman) and epiphany

## ➤ **Poetry**

- *Where I Come From* by Elizabeth Brewster
- *A Different History* by Sujata Bhatt
- *First Love* by John Clare
- *Home Thoughts from Abroad* by Robert Browning
- *Homeward Bound* by Paul Simon

## **Literary concepts:**

- structure of poems (lines, stanzas, length), rhyme and rhythm; voice; persona; mood and tone;
- alliteration and sounds, imagery; symbolism, metaphors and similes, synecdoche, paradox, juxtaposition, personification,

## **Assessment and evaluation criteria**

- Class work and commitment to the subject
- Written exams, assignments or worksheets
- Extensive reading: students will read one or two stories out of class. Later on, testing will take place in class.
- Mid-year exam
- Oral presentations (if necessary, to improve grades)



- Final exam

**Note:** The literary works on the current syllabus may be replaced by some other works in case some needs arise from students' interests and queries. Taking into account the flexible nature of this planning, the necessary changes will be made.

### **Bibliography**

- Reilly, G. And Wren, W. (2003). Skills in Fiction 3. Nelson Thornes- Framework English.
- Leroux, Gastón. The Phantom of the Opera (full text)
- Set of short stories, poems and handouts including activities designed or adapted by the teachers.