LGCSE
LITERATURE IN ENGLISH SYLLABUS

2020

INTRODUCTION

The Lesotho General Certificate of Secondary Education (LGCSE) Literature in English (0185) teaching syllabus is designed to equip teachers with the learning activities and assessment tasks, which are aligned with the learning outcomes that are intended in the teaching and learning of (LGCSE) Literature in English. This teaching syllabus is, therefore, in accordance with the examination syllabus. The latter assesses candidates who have completed a three-year programme at senior secondary level. It is designed to provide a basis for tertiary English courses in Lesotho and elsewhere, as well as laying a foundation for jobs and moulding professions that require empathy, communication and analytical skills. This qualification offers lots of opportunities to develop transferable skills, such as generating creative, individual responses to problems and writing accurately and clearly.

RATIONALE AND AIMS

The Lesotho General Certificate of Secondary Education (LGCSE). LGCSE Literature in English syllabus for Grades 10 and 11 respectively, encourages students to be enthusiastic, independent, imaginative, critical and analytical readers. It aims to increase their enjoyment of reading, helping to nurture a lifelong appreciation of literature. The specification deepens students' knowledge and understanding of a range of **poetry, prose and drama**, including texts by African and English writers. Students explore the impact of language, structure and form in the texts. Connecting the texts' ideas, themes and issues is another key focus. Students also learn how to explain settings, characters and themes creatively through social, cultural and historical contexts. They develop their ability to research, plan and prepare their responses using their own ideas and interests, as well as critical reading. Since, literary texts have a positive effect in the acquisition of English language, teachers of Literature in English are expected to incorporate English Language in the teaching of Literature in English so as to encourage learners to enhance their English language skills and performance.

GENERAL AIMS

The syllabus aims summarise the context in which you as the facilitator should view the syllabus content and describe the purpose of Literature in English as a subject.

The general aims of teaching Literature in English as a subject at Secondary level are to use **reading** and **writing** skills to:

- enjoy the experience of reading literature.
- experience literature's contribution to aesthetic, imaginative and intellectual growth
- communicate accurately, appropriately and effectively in spoken and written language.
- explore the contribution of literature to an understanding of areas of human concern.
- understand and respond imaginatively to literary texts from different periods and cultures.
- appreciate different ways in which writers achieve effects.
- read widely and understand how reading contributes to personal development.
- understand that creative writing is a means of self-expression and personal fulfilment.

Scope of content.

The study of Literature in English (0185) at this level is divided into the following genres: drama, poetry and prose (novel and short story). Therefore, the students are expected to answer one question from each genre. This means that they are bound to answer four questions which carry equal marks (25). The students answer three types of questions: passage-based, general essay and emphatic questions. These questions require a continuous writing.

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OVERVIEW.

By the end of LGCSE, learners should be able to:
1. appreciate the study of Literature in English.
2. analyse literary texts.
3. read a short story intensively with appreciation. TG
4. read a novel intensively with appreciation.
5. appreciate a poem. TG
6. read a drama with precision. TG
7. use Literature in English to address real life issues. TG
8. incorporate English Language in Literature in English.
9. compose poems using literary elements.
10. create works of fiction using literary elements. TG
11. dramatise literary texts. TG

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ACTIVITY PLAN.

By the end of LGCSE, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: The teacher should assess learner's ability to:	Suggested Resources
1. appreciate the study of Literature in English.	**Concepts** Literature Literature in English Literary texts/genres: - short story - novel - drama/play - poetry Aims/ objectives of Literature in English Purpose of studying Literature in English **Skills** Listening, speaking, reading, writing, summarising, editing, critical thinking, analytical, collaboration	• Teacher introduces learners to the study of Literature in English. • Teacher and learners discuss the difference between Literature in English and English Literature. • Teacher and learners discuss the aims of studying Literature in English. • In groups, learners discuss possible career options for students of Literature. • Teacher and learners discuss different literary genres. • In pairs, learners recall any interesting literary texts they have read and summarise them	define Literature in English. differentiate between Literature in English and English Literature differentiate between four literary texts. explain the aims of studying Literature in English. name possible career options for students of Literature. summarise any literary texts they have read. present their work, paying attention to the type of genre, its title, theme and characterisation.	Literary texts/genres

		coherently to each other.		
	Values and Attitudes Appreciation, tolerance, self-esteem, fluency, creativity	• Individually, learners present their work to the class, paying attention to the type of genre, its title, theme and characterisation.		

By the end of LGCSE, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: The teacher should assess learner's ability to:	Suggested Resources
2. analyse literary texts.	**Concepts** Literary texts: Elements of literature Language: - literal - figurative Point of view Diction **Skills** Listening, speaking, reading,	• Teacher and learners reflect on the different types of literary texts. • In groups, learners list extensive reading materials and categorise them accordingly. • In groups, learners identify the manner in which the author portrays a theme. • In groups, learners explore the strategies the author used to develop the plot.	list and categorise extensive reading materials accordingly. identify the manner in which the author portrays a theme. describe the strategies the author used to develop the plot. explain the manner in which the author portrays the characters to the reader. identify how the characters contribute to	Literary texts

	writing, summarising, editing, critical thinking, analytical, collaboration **Values and Attitudes** Appreciation Tolerance Self-esteem Fluency Creativity	• In pairs, learners discuss the manner in which the author portrays the characters to the reader. • In pairs, learners identify how the characters contribute to the development of the plot. • Learners identify aspects that determine the time and space in relation to the plot and theme. • In groups, learners explore the ways in which the author uses language to express their thoughts. • Learners identify the significance of the language used in the text. • In groups, learners explore occurrences of events to determine the writer's point of view.	the development of the plot. identify aspects that determine the time and space in relation to the plot and theme. describe how the author uses language to express their thoughts. identify the significance of the language used in the text. name occurrences of events that determine the writer's point of view.	

By the end of LGCSE, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: The teacher should assess learner's ability to:	Suggested Resources
3. read a short story intensively with appreciation.	**Concepts** Short story Elements of a short story: Figures of speech: Diction and vocabulary **Skills** Listening, speaking, reading, writing, editing, critical thinking, analytical, collaboration **Values and Attitudes** Appreciation Tolerance Self-esteem Fluency Creativity	• Teacher and learners reflect on the elements of a short story • Learners predict the contents of the story basing themselves on the title • Learners research on the background of the writer or of the text focussing on setting and theme • In groups, learners read through the short story and identify characters, main events and setting. • Learners present the sequence of events • In pairs learners describe the nature of a major and a minor characters • In groups learners identify a conflict in the story. • In pairs ,learners identify and discuss the themes employed in the story • Individually, learners find the meanings of unfamiliar words and	research on the background of the writer or the text focusing on the setting and theme. predict the contents of the story basing themselves on the title. read through the short story to identify and describe characters. identify main events, and setting then explain their effect on the theme. present the sequence of events. differentiate between characters and characterisation. explain and identify themes. identify the figures of speech and explain their implication.	Prescribed short stories textbooks. Teacher's Guide.

		expressions, write them in their vocabulary banks then use them in sentences	edit and present their work	
		• Teacher and learners reflect on figures of speech.		
		• In pairs learners identify figures of speech, idioms and proverbs used (if any and explain them).		
		• Learners edit and present their work		

By the end of LGCSE, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: The teacher should assess learner's ability to:	Suggested Resources

4. read a novel intensively with appreciation.	**Concepts**
	
	Novel:
	
	Elements
	  - setting
	  - events
	  - characters
	  - characterisation
		• Teacher and learners reflect on the elements of a novel.
		
		• Learners predict the contents of the novel, focusing on the tittle or the blurb
		
		• Learners research on the background of the author or the text focusing on
			describe elements of a novel.
			
			predict the contents of the novel, focusing on the tittle or the blurb.
			
			research on the background of the author or the text focusing on setting and theme.
				Prescribed novel.
				
				Dictionary.
				
				Reference materials.

- theme Background Figures of speech: Blurb Figures of speech Reading aloud Diction and vocabulary **Skills.** Listening Speaking Reading Writing Summarizing Editing Critical thinking Analytical Turn-taking Role-play Collaboration. **Values and Attitudes** Appreciation Tolerance Self-esteem Creativity.	the setting and theme. - In pairs, learners describe setting, focusing on its types. - In groups learners take turns to read through the chapters in order to identify the characters, main events and setting. - In pairs, learners identify and discuss the themes and sub-themes employed in the novel. - Learners present the sequence of events employed in each chapter and relate them to the theme. - In pairs learners describe the nature of major and minor characters. - In groups learners identify a conflict in the novel. - In pairs, learners role-play given parts in the novel. - Individually, learners identify unfamiliar words	describe setting, focusing on its types. read the story and identify the characters, main events and setting. present the sequence of events employed in each chapter and relate them to the theme. identify the characters and describe their traits. identify and describe theme and sub-themes. identify a conflict in the novel. role-play given parts in the novel. identify the figures of speech and explain their implication. name and explain idioms and proverbs used in the novel. identify unfamiliar words and expressions from each chapter. use unfamiliar words and expressions in

			and expressions, from each chapter, then find their meanings and use them in paragraphs. • Learners check meanings of those words and expressions from a dictionary and use them in paragraphs. • Teacher and learners reflect on figures of speech, • In pairs learners identify figures of speech, idioms and proverbs used (if any) and explain them • summarise chapters focusing on the identified themes. • Learners edit and present their work.	paragraphs. check meanings of unfamiliar words and expressions from a dictionary and use them in paragraphs. summarise chapters basing themselves on the identified themes. edit and present their work.	

By the end of LGCSE, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: The teacher should assess learner's ability to:	Suggested Resources
5. appreciate a poem	**Concepts** Poetry Classification: narrative - lyric - dramatic Structure: - title - stanza - lines - theme Figures of speech Vocabulary Elements: - rhyme - rhythm - Imagery - Persona/poet - Setting	• Learners research on the background of the poem/poet. • Learners predict the content of the poem, focussing on the title. • Learners take turns to read the poem aloud observing punctuation marks, pronunciation, rhyme and rhythm. • Learners read each stanza and interpret its meaning. • In small groups, learners identify figures of speech from the poem and give their meanings. • Individually, learners express their feelings in relation to the poem. • In pairs, learners identify the tone/mood. • In pairs, learners derive the theme and relate it	research on the background of the poem/poet. predict the content of the poem, focussing on the title. relate the title to the theme of the poem. read the poem aloud observing punctuation marks, pronunciation, rhyme and rhythm. read each stanza and interpret its meaning. Identify and explain figures of speech from the poem. write down their feelings in relation to the poem. identify the tone/mood. relate the theme to the poem. classify and explain the category of the poem.	Prescribed poetry textbook. Dictionary. Reference materials. Internet source. Teacher's Guide.

	- Background: poet/poem Tone/mood **Skills** Listening Speaking Reading Writing Editing role-playing critical thinking, analytical Collaboration. **Values and Attitudes** Appreciation Tolerance Self-esteem Creativity.	to the poem. • Teacher and learners discuss the different types of poems. • In groups, learners classify and explain the category of the poem. • In pairs, learners identify rhyme and rhythm. • Individually, learners identify imagery and determine which senses it appeals to. • Individually, learners identify unfamiliar words and expressions and give their contextual meanings. • Individually, learners write those words and expressions in their vocabulary banks and also use them in sentences. • Individually, learners write paragraphs to analyse a poem. • Learners edit and	identify rhyme and rhythm. identify imagery and determine which senses it appeals to. define unfamiliar words and expressions and give their contextual meanings. write meanings of words and expressions in their vocabulary banks. use words and expressions in sentences. analyse a poem. edit and present their work.	

			present their work.		

By the end of LGCSE, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: The teacher should assess learner's ability to:	Suggested Resources
6. read a drama with precision.	**Concepts** Drama/play: Elements of drama Fluency and pronunciation Diction and vocabulary Turn-taking **Skills** Listening Speaking Reading Writing Editing Dramatisation Role-play Critical thinking Analytical Conflict Summarising	• Teacher and learners reflect on the elements of drama. • Learners research on the historical background of the play and the playwright. • Learners brainstorm a relation between the title and the play. • Teacher and learners discuss the setting of a given scene in the play in relation to time, place, attire, language, music and events. • In pairs, learners identify the setting from a given scene. • Learners identify scenes	research on the historical background of the play and the author. brainstorm a relation between the title and the play. differentiate between scenes and acts. identify the setting and characters from a given scene. explain the setting of the play. differentiate between character and characterisation. identify the plot. explain the main theme and sub-themes of the	Prescribed drama textbook. Dictionary. Reference materials. Teacher's Guide.

	Prediction Collaboration. **Values and Attitudes** Appreciation Tolerance Self-esteem Creativity.	and acts in a play and draw the difference. • Learners choose roles and take turns to read for the class observing correct pronunciation and stage directions. • Teacher and learners discuss plot. • Teacher and learners discuss themes and sub-themes. • Learners use dictionaries to find meanings of unfamiliar words and expressions and write them in their vocabulary banks. • In groups, learners describe the characters through what they say, do and think as well as what others say about them. • Teacher selects scenes in which a lot of stage directions are prevalent for learners to role-play. • Learners explain the	play. read fluently for the class observing correct pronunciation. use dictionaries to find meanings of unfamiliar words and expressions and write them in their vocabulary banks. describe the character trait. role-play the selected scenes. explain the main theme of the play. summarise the play. edit and present their work. edit and present their work. edit and present their work.	

			main theme of the play.		
			• Learners identify a conflict and discuss how it is resolved.		
			• Individually, learners summarise the play in relation to the given boundary.		
			• Learners edit and present their work.		

By the end of LGCSE, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: The teacher should assess learner's ability to:	Suggested Resources
7. use Literature in English to address real life issues.	**Concepts** Real life issues: Theme Language: - literal and figurative Setting Character analysis Point of view/narrator	Teacher creates scenarios based on different life issues for learners to provide solutions. From given literary text that addresses some real life situations, learners identify judgements based on the character's behaviour. Learners debate on a given controversial topic from a text using either a balanced	solve real life problems. identify judgements based on character's behaviour. debate on a given controversial topic using either a balanced or biased approach. select a character and give its character traits, then compare it with real	Intensive readers Teacher's Guide Extensive readers

Plot Argument: - balanced - biased Culture: - cultural aspects: Stereotype Facts vs opinion **Skills** Listening Speaking Reading Writing Critical Analytical Collaborative. **Values and attitudes** Respect Sensitivity Awareness.	or biased approach. In groups, learners select a character and give its character traits, then compare it with real life people with similar traits. In pairs, learners identify the point of view and determine real life issues addressed by the narrator. Teacher and learners discuss the concept culture and its different aspects. In groups, learners explain how different cultural aspects found in the text relate to real life experiences. Learners explore the language used by different characters to determine their social classes. Learners edit and present their work.	life people with similar traits. identify the point of view and determine real life issues addressed by the narrator. define culture and explain its different aspects. explain how different cultural aspects found in the text relate to real life experiences. identify the language used by different characters to determine their social classes. edit and present their work.	

By the end of LGCSE, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: The teacher should assess learner's ability to:	Suggested Resources
8. incorporate English Language in Literature in English.	**Concepts** Literature in English English Language Reading Comprehension Directed writing Grammatical aspects Figurative language Themes and sub-themes Character and characterisation Tone and register Cohesion and coherence	Teacher and learners read an extract from a text. In groups, learners identify topic sentences, supporting details, key words and linking words from a given extract. From a given short story, learners identify and list main events in chronological order. From a given extract, learners identify literal and figurative expressions and give their meanings. In pairs, learners identify the tone reflected in a given text. In groups, learners identify themes and sub-themes from a given narrative comprehension passage. Teacher and learners debate on character traits of	read an extract from a text. identify topic sentences, supporting details, key words and linking words from a given extract. identify and list main events in chronological order. identify literal and figurative expressions and give their meanings. identify the tone reflected in a given text. identify themes and sub-themes from a given narrative comprehension passage. debate on character traits of individual characters. identify figurative language used in the passage.	Prescribed literary texts English Language texts Reference materials

		individual characters. In groups, learners identify figurative language used in the passage. In groups, learners identify imagery from the given extract and determine which senses the imagery appeals to. Teacher gives learners phrases and sentences for them to replace with imagery. In pairs, learners discuss the effect of imagery in the passage. From a given extract, learners answer Reading for Meaning questions. From a given extract, learners answer Reading for ideas questions. Individually, learners use information from the text to complete a cloze passage. Teacher assigns learners a directed writing question for them to respond using information from a given	identify imagery from the given extract and determine which senses the imagery appeals to. replace phrases and sentences with imagery. explain the significance of imagery in the given passage. answer Reading for meaning questions. answer Reading for ideas questions. use information from the text to complete a cloze passage. respond to a directed writing question using information from a given text. answer Reading for ideas questions. use information from the text to complete a cloze	

		text. Learners edit and present their work.	passage. answer a directed writing question using information from a given text. edit and present their work.	

By the end of LGCSE, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: The teacher should assess learner's ability to:	Suggested Resources

9. compose poems using literary elements.	**Concepts**
	
	Poetry
	
	Structure
	
	  - title
	  - lines
	  - stanza
	  - theme
	  - rhyme
	
	  - rhythm
	
	Figures of speech
		Teacher and learners discuss different themes in which poems can be composed.
		
		In groups, learners categorise and break the themes into manageable titles.
		
		Learners brainstorm and cluster points for different titles.
		
		In pairs, learners choose a title and compose their poems using figures of
			brainstorm on different themes in which poems can be composed.
			
			categorise and break the themes into manageable titles.
			
			brainstorm and cluster points for different titles.
			
			compose poems using figures of speech.
			
			distinguish between the structure and elements
				poetry texts.
				
				Internet .
				
				The national anthem: (local/international).

	Vocabulary

Elements of a poem

Skills
Listening
Speaking
Reading
Writing
Contextualisation
Creativity
Collaboration.

Values and attitudes
Appreciation
Tolerance
Self-esteem
Creativity. | speech.

Teacher and learners discuss the structure and elements of poetry.

Learners give an account of what influenced them to write the poem(s).

Learners explore different lyrics, poems, songs and national anthems for different elements of poetry.

In pairs, learners choose a title and compose their poems using figures of speech.

Teacher and learners discuss the grading rubric. | of poetry.

justify why they have written that particular poem.

explore different lyrics, poems, songs and national anthems for different elements of poetry.

compose poems using figures of speech.

answer a guided question using a grading rubric. | |

By the end of LGCSE, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: The teacher should assess learner's ability to:	Suggested Resources
10. create works of fiction using literary elements.	**Concepts**

Fiction: | Teacher and learners reflect on the features of a narrative essay. | identify elements of fiction from a given text.

write stories | Short stories texts. |

	- short stories - novel Narrative essay Framework of a novel: - background - plot - theme - characters - point of view Character Characterisation Setting Plot structure: Theme Literary techniques: Language: literal and figurative tone and register diction	In pairs, learners identify elements of fiction from a given text. In groups, learners write stories incorporating elements of fiction. Teacher and learners discuss different literary techniques. Learners identify literary techniques from a given text. Learners apply literary techniques in their stories. Learners modify their stories incorporating literary techniques. In groups, learners brainstorm on possible themes. Learners brainstorm on possible titles for a novel. Learners develop a framework for a novel. Learners write the first chapter of a novel.	incorporating elements of fiction. identify literary techniques from a given text. apply literary techniques in their stories. brainstorm on possible themes and titles of a novel. develop a framework for a novel. write the first chapter of a novel.	Novels. Narrative essays. Teacher's Guide.

	Skills Listening Speaking Reading Writing Collaboration Tolerance Creativity Pragmatism. **Values and attitudes** Respect Acceptance Consideration Sensitivity.			

By the end of LGCSE, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: The teacher should assess learner's ability to:	Suggested Resources
11. dramatise literary texts.	**Concepts** Literary texts: Character Characterisation Setting	Learners reflect on literary texts and glossary of dramatic terms. In groups, learners act out stage directions from a given drama scene. In groups, learners	act out stage directions from a given drama scene. dramatise monologue and soliloquy. act out a scene and an act.	Drama. Short Story. Novel.

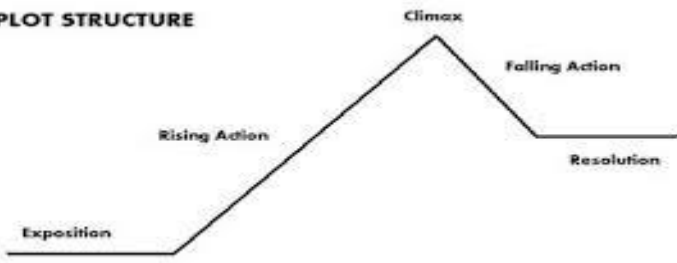|				
	Structure of a plot	dramatise monologue and soliloquy.	identify a theme in an act.	Narrative Poem.
	Structure of a play:	Learners act out a given scene and an act.	narrate the plot of a play.	Teacher's Guide.
	- scenes			
	- acts	In groups, learners identify a theme in an act.	identify and explain the effect of language used in the play.	
	Theme	In groups, learners narrate the plot of a play.	identify props and costume used in the play.	
	Glossary of dramatic terms:			
	Language:	In groups, learners identify the language used in the play and give its effect.		
	Literal and figurative			
		In groups learners identify props and costume used in the play.		
	Skills Listening Speaking Reading Writing Collaboration Confidence Fluency Projection.			
	Values and attitudes. Appreciation Tolerance self-esteem creativity.			

Learning Outcomes	Concepts to be guided
LO 1. appreciate the study of Literature in English.	Aims and purpose of teaching Literature: As the facilitator, you must read the aims of teaching Literature in English from the preface. Then instill the importance of teaching Literature in English to the students. Discuss career guidance with them, particularly with Literature in English related subjects. E.g. Social Sciences, Anthropology, and its relevance in the English Language classroom.
LO 3. read a short story intensively with appreciation.	**Figures of speech**: As the facilitator, teach and provide learners with examples of each figure of speech - **simile**: a figure of speech that makes a comparison, showing similarities between two different things. Unlike a metaphor, a **simile** draws resemblance with the help of the words "like" or "as." Therefore, it is a direct comparison. - - **metaphor**: a figure of speech that makes an implicit, implied, or hidden comparison between two things that are unrelated, but which share some common characteristics. In other words, a resemblance of two contradictory or different objects is made based on a single or some common characteristics. - - **personification**: a form of figurative language in which something that is not human is given human characteristics. This device is often used in poetry to enhance the meaning and beauty of poems. - - **hyperbole**: a figure of speech that involves an exaggeration of ideas for the sake of emphasis. It is a device that we employ in our day-to-day speech. - - **irony**: a contrast or incongruity between expectations for a situation and what is reality. This can be a difference between the surface **meaning** of something that is said and the deeper **meaning**. It can also be a difference between what might be expected to happen and what actually occurs. -

	- **oxymoron**: a form of a paradox where two contradictory words are used together. e.g, *clearly, confused; alone, together*
	-
	- **alliteration:** a **literary** device where two or more words in a phrase or line of poetry share the same beginning consonant sound. ... One of the primary purposes of **alliteration** is to emphasize something important that the writer or speaker would like to highlight.
	-
	- **Repetition**: a **literary** device that repeats the same words or phrases a few times to make an idea clearer and more memorable. As a rhetorical device, it could be a word, a phrase, or a full sentence, or a poetical line repeated to emphasize its significance in the entire text.

Elements of a short story:

- **Characters**: any person, animal, or figure represented in a **literary** work. **Characters** are essential to a good story, and it is the main **characters** that have the greatest effect on the plot or are the most affected by the events of the story.
- **Characterisation**: a **literary** device that is used step-by-step in l**iterature** to highlight and explain the details about a character in a story. ... The final part shows how others in the story respond to the character's personality.

- **Setting:**.The physical and social context in which the action of the story occurs. In most cases, the setting about social conditions, historical time, geographical locations, weather, immediate surroundings, and timing. These are all different aspects of **setting**.

- **Plot:** a sequence of events that binds the actions together.

- **conflict:** is defined as any struggle between opposing forces. Usually, the main character struggles against some other force. This type of **conflict** is what drives each and every story. Without it, the story would have no point or purpose

- theme

LO 5. appreciate a poem.	**Elements of a poem**: - rhyme - rhythm - Imagery - Persona/poet - Setting - Background: poet/poem
12. LO 6. read a drama with precision.	**Elements of drama** - background - act - scene - setting - events/plot - theme - stage directions - conflict - resolution - characters - characterisation
LO 7. use Literature in English to address real life issues.	**Examples of real life issues**: - emotional

	- health - educational - social - political - economical - religious
LO 10. compose work of fiction using literary elements.	**Plot structure**: the plot in either fiction or drama can be described as a sequence of events that binds the actions together. Each **event** causes or leads to the next. **Events** of the plot reveal a problem **called** the conflict. The situation and the characters involved are revealed in the exposition of the plot. Below is a pyramid of plot structure **PLOT STRUCTURE** Climax Falling Action Rising Action Resolution Exposition - exposition: is the first part of the plot sequence in a story. It is the beginning of the story where the characters and setting are introduced. This **literary** device is used to introduce background information about events, settings, characters, or other elements of a work to the audience or readers. Therefore, e**xposition** is crucial to any story, for without it nothing makes sense. -

- **Rising action** in a plot is a series of relevant incidents that create suspense, interest, and tension in a narrative. In **literary** works, a **rising action** includes all decisions, characters' flaws, and background circumstances that together create turns and twists leading to a climax.

- complication and development: is the catalyst that begins the major conflict.

- climax/crisis: is the turning point in the story that occurs when characters try to resolve the **complication.**

- falling action/catastrophe: This literary device wraps up the narrative, resolves its loose ends, and leads toward the closure.

- resolution/denouement: This **literary** device **means** the unfolding or solution of a complicated issue in a story. Technically, **resolution** is also known as a "denouement." Considering that it ends a

- **Literary techniques:**

- **Chronological:** the arrangement of events in the order in which they happen on a timeline. This is a straightforward beginning, middle, and end set-up.

  The sequence of events is the order of **events** as they occur in a story. To find the **sequence of events**, you should think about what happens in the beginning, middle, and end of the story. Additionally, you should look for transition words to help understand the order of the **events**.

- **flashback**: Flashbacks are scenes that are inserted in a story that take the reader back to an earlier time. They are flashed back to an event that happened in the past.

- **foreshadowing**: a **literary** device in which a writer gives an advance hint of what is to come later in the story. **Foreshadowing** often appears at the beginning of a story, or a chapter, and helps the reader develop expectations about the coming events in a story. There are various ways to create **foreshadowing**.

- **suspense**: is the intense feeling that an audience goes through while waiting for the outcome of certain events. It basically leaves the reader holding their breath and wanting more information. The amount of intensity in a **suspenseful** moment is why

	it is hard to put a book down.
LO 11. dramatise literary texts.	**Glossary of Dramatic terms:** - monologue, dialogue, soliloquy, - theatre, stage, stage directions - stage manager, acting/actors - costume, props, cue **Definition of Dramatic terms** - **Monologue**: comes from the Greek words monos, which means "alone," and logos, which means "speech." It is a **literary** device that is the speech or verbal presentation given by a single character in order to express his or her collection of thoughts and ideas aloud. - **Dialogue**: a **literary** technique in which writers employ two or more characters to be engaged in conversation with one another. - **Soliloquy**: comes from a combination of the Latin words *solo*, and loquor which means "to himself," and *loquor*, which means "I speak. Soliloquy"is a speech that reveals a character's internal thoughts, motivations, or plans. Characters usually deliver soliloquies while they are alone, but if other characters are present, they remain silent and appear to be unaware that the character is talking. When delivering soliloquies, characters often seem to be "thinking out loud." - **theatre**: **Theatre** is a collaborative form of performing art that uses live performers, typically actors or actresses, to present the experience of a real or imagined event before a live audience in a specific place, often a stage - **stage:** The **stage** serves as a space for **actors** or performers and a focal point for the members of the audience. - **stage** directions: an instruction in the text of a play indicating the movement, position, or

	tone of an actor, or the sound effects and lighting.
	- **stage** manager: the person responsible for the lighting and other technical arrangements for a stage play.
	- **Acting**: **Acting** is an activity in which a story is told by means of its enactment by an **actor** or actress who adopts a character
	- **Actors**: Ppeople who acts or performs on the stage.
	- Costume: special kind of clothing's worn by actors on stage in order to aid dramatic actions and interpretations.
	- **props**: formally known as **(theatrical) property** is an object used on stage or screen by <u>actors</u> during a <u>performance</u> or <u>screen production</u>. In practical terms, a prop is considered to be anything movable or portable on a stage or a set, distinct from the actors, scenery, costumes, and electrical equipment
	- **cue:** a thing said or done that serves as a signal to an actor or other performer to enter or to begin their speech or performance.