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fields of vision

Teacher's Book

Literature
in the English language



Introduction	6
Modular Paths	16
Where to find material.....	23
Cross-Curricular Project	25
Filmography	29
Worksheet.....	43
Literature Resources on the Internet	44
Keys	49
Module A.....	50
Module B.....	55
Module C.....	60
Module D.....	65
Module E.....	74
Module F.....	90
Module G.....	104
Module H.....	121
Visual Links.....	137
Tests	143
Keys to Tests	253

Introduction



English literature is a vast and varied field of study in which several different organising principles can be used to create rewarding and effective syllabi. Perhaps the most familiar organising principle is chronology. Based on the analysis of representative texts and the study of the historical and literary background, the **chronological approach** provides students with an overview of the development of English literature and gives them the opportunity to appreciate the greatest literary achievements in the language. *Fields of Vision*, which is made up of an introductory module on genre and literary technique and seven chronological macro-modules, contains all the material that is necessary for the teacher who wishes to use this approach.

While a chronological approach is valid for many teachers, others find themselves in teaching situations where time restraints or other factors make it unsuitable. A **modular approach** to the teaching of literature offers these teachers an effective alternative by providing meaningful frameworks in which they can organise their work. *Fields of Vision* makes the building of modules simple and straightforward.

What is a Module?



Module (from *modulus*, the Latin word for 'small measure') means 'one of a set of separate parts which, when combined, form a complete whole'. In education a module is a unit of teaching/learning that:

- has precise objectives and content;
- is self-contained;
- is limited in time (10-30 hours);
- is assessable.

The sum of the modules chosen by a teacher constitutes his/her complete teaching syllabus.

Modules have the following features:

Level	the complexity of the module, which is indicated by the terms <i>basic</i> or <i>advanced</i> .
Time	the estimated time that it will take to complete the module.
Objectives	the skills students acquire in the course of the module.
Materials	the texts, music and visual stimuli the students analyse.
Assignments	the tasks the students are called upon to perform.
Extensions	links to European literature and other forms of artistic expression.
Evaluation	the intermediary and final testing of both oral and written skills.

Types of Modules



Fields of Vision facilitates the construction of four basic module types: Period, Genre, Theme, Critical Analysis. A sample of each of these module types can be found at the beginning of each volume.

Period

A module based on **Period** gives the students an overview of the literature that was produced in a specific historical era. The students become familiar with the most representative works of the period and deepen their understanding of the

texts by analysing the historical and literary background and the lives of the Authors. Links to literature from other European countries (**Meanwhile, Elsewhere**), and to visual arts (**Visual Links**) help the students to contextualise and more fully appreciate the material they are studying. A **Cross-Curricular Link** suggests how the major themes addressed in the module can be linked to other subjects.

This type of module teaches students to recognise a particular **Genre** or subgenre and the techniques which are specific to it. They learn how the genre first developed and how it has evolved through different historical periods. Basic information about genre and the accompanying literary techniques are provided in **Module A** and in the section on **Genres** at the end of each volume. **Visual Links** and **Link to the world of music** encourage students to draw comparisons between literary genres to other forms of artistic expression. In the **Writers' Workshops** they are encouraged to experiment with the techniques associated with the genre in their own creative writing. In the **Meanwhile, Elsewhere** section they explore how genre is exploited by writers from other European countries.

In a module based on **Theme** students see how one of the universal themes in literature has been dealt with throughout the ages in Fiction, Poetry and Drama. They examine how major writers have viewed the same subject at different times and in greatly differing contexts. They are invited to express their own views on the theme both in classroom discussions and in their creative writing. In the section **Link to the world of music** they can examine how the theme is dealt with by contemporary songwriters, and in the **Visual Links** section they can also analyse how the theme is presented in visual arts.

A module based on **Critical Analysis** allows the students to see literature from the writers' perspective. It encourages them to examine how great writers shape their thoughts into language and gives them the opportunity of experimenting with some of the techniques in their own creative writing. It also gives them a deeper understanding of how literary texts work and a fuller appreciation of the art of writing. Essential material for this approach can be found in **Module A**, where the major literary techniques are explained and exemplified. The **Writers' Workshops** may prove a useful guide when choosing texts, as they often focus on the analysis of specific literary techniques.

How to build a Module



To facilitate the construction of modules the **Table of Contents** in *Fields of Visions* has been organised into columns, each of a different colour and each associated with one of the four basic module types. The columns indicate:

- which **period** the Author belongs to;
- which **genre** he/she employs;
- which **themes** he/she deals with;
- which **literary or stylistic techniques** he/she uses.

The course consists of an introductory module and seven period macro-modules from which **period modules** of varying length and difficulty can easily be formed. **Genre-modules**, **theme-modules** or **critical analysis-modules** can be constructed by referring to the appropriate column. For example, if a teacher wishes to build a theme-based module, he/she can find the relevant material by consulting the blue 'Theme' column in the Table of Contents.

Genre

Theme

Critical Analysis

Table of Contents

A Step-by-Step Guide to a Module based on a Theme



The following is a detailed description of one of the four sample modules presented at the beginning of each volume. Time calculations have been made on the basis that a lesson lasts 50 minutes.

Theme: The many faces of love

QUESTIONS TO ASK WHEN CHOOSING A THEME

- Is this a theme which will interest and motivate the students?
- Does this theme allow the students to analyse texts from all three major genres: fiction, drama and poetry?
- Does this theme involve working on texts from different historical periods?
- Will the students be able to explore the theme in other forms of artistic expression, such as visual arts and music?
- Can this theme be linked to other subjects on the students' curriculum?
- Is it possible to collaborate with other teachers on producing a cross-curricular project on this theme?

Objectives: To analyse the theme of love in literature throughout the ages.
To study how different Authors dealt with the theme of love in poetry, fiction and drama.
To examine the theme of love in songs and compare songs to literary works.
To write and talk about issues related to the texts.

- Reflect on what you wish the students to do in the course of the module and formulate a series of objectives that are appropriate to their linguistic and literary competence. Ensure that the objectives involve both writing and speaking skills.

Basic level: Teaching Units 1-3

Time: 10 hours (including evaluation)

Advanced level: Teaching Units 1-5

Time: 15 hours (including evaluation)

- Decide whether the students should explore the theme at a basic or advanced level. The basic level should be based on texts that are more linguistically and conceptually accessible to the students. Themes that you consider fundamental to the students' literary and cultural development should be dealt with at an advanced level.
- Work out the amount of time you think will be spent in completing the modules, taking into consideration:
 - the number of texts;
 - the number and type of tasks;
 - whether the activities will be carried out in class under your supervision, or at home by the students autonomously.

As a general guideline, modules should cover a minimum of 10 hours and a maximum of 30 hours.

Teaching Unit 1 (basic level, 2 lessons)

Material	Assignments
<i>He Wishes for the Cloths of Heaven</i> by W.B. Yeats (Text G25, p. G111) Out (p. G112)	► Analyse the theme of pure, romantic love in a 20th-century poem. ► Identify metaphor and references to light. ► Write down what you would give to a loved one.
Extension: <i>Link to the world of music</i> (p. G112)	► Compare Elton John's 'Your Song' to Yeats's poem.

Lesson 1

The text is chosen for its brevity and linguistic accessibility. With the help of the glossary, students should be able to read the poem and do the comprehension exercises on their own.

- Read the poem aloud in class.
- Correct the Comprehension tasks.
- Do the Analysis tasks.

50 minutes in total

Lesson 2

The **Out** activity involves the students in a creative activity which may be oral or written. The **Link to the world of music** shows how the theme that the students have analysed in Yeats's poem is dealt with by a contemporary singer/songwriter. Students should be encouraged to find recorded versions of the song which they can listen to in class.

- Allow students the time to carry out the **Out** task and to share their responses with their classmates. 10 minutes
- Read the lyrics, listen to the song and do the follow-up tasks. 40 minutes

Teaching Unit 2 (basic level, 5 lessons)

Material	Assignments
Lead in (p. C10) <i>Romeo and Juliet</i> by William Shakespeare Text C2 (p. C10)	► Define what love is for you. ► Read, analyse and understand two texts from a Renaissance play. ► Reflect on the intensity of the lovers' passion. ► Trace how dramatic tension is built up in the text. ► Think of examples of suspense in books, films etc. ► Focus on the theme of love and death. ► Identify dramatic irony, personification and metaphor. ► Talk about love between members of opposing groups.
Text C3 (p. C13) Writers' Workshop (p. C12) Out (p. C13)	
Extensions: <i>Link to the world of music</i> (p. C16) Visual Link C3	► Identify elements from the play in the Dire Straits song 'Romeo and Juliet'. ► See how the theme has been dealt with in modern film versions.

As preparation for this Teaching Unit, teachers might ask their students to read the two texts from *Romeo and Juliet* at home and do the Comprehension tasks.

Lesson 1

- Do the **Lead in** task which invites the students to formulate their own definitions of love. Allow students the time to write their definitions and read them aloud in class. 10 minutes
- Listen to the recording of Text C2 in class.

- Do/Correct the Comprehension tasks.
- Do the Analysis tasks.

40 minutes in total

Lesson 2

- Read Text C2 in parts. Ask students to highlight elements in the text which convey the intensity of the lovers' passion. **25 minutes**
- Do the **Writers' Workshop** task on Dramatic Tension. Discuss how this technique is used to heighten the emotional impact of the scene. **25 minutes**

Lesson 3

- Read Text C3 in class.
- Correct the Comprehension tasks. **35 minutes**
- Do the Analysis tasks and the **Writers' Workshop** task on dramatic irony.
- Read the text in parts, and have a short class discussion on the theme of love and death/people who die for love. **15 minutes**

As preparation for Lesson 4 students could be asked to form groups and to do research on the historical and political background to conflicts involving opposing factions. For example Catholics and Protestants in Northern Ireland, Palestinians and Israelis in Israel, Indians and Pakistanis in Kashmir, etc.

Lesson 4

- Ask a spokesperson for each group to give a five-minute presentation of their findings. The presentation will help students to improve their language skills and provide feedback to the teacher for future language lessons.
- At the end of the presentation discuss what would happen if members of the opposing groups fell in love.

Lesson 5

- Read/Listen to the Dire Straits song 'Romeo and Juliet' and find elements it has in common with the play as suggested in the **Link to the world of music** (p. C16). **30 minutes**
- Do the **Visual Links** tasks which invite students to reflect how the play has been dealt with in modern film versions. **20 minutes**

Teaching Unit 3 (basic level, 2 lessons)

Material	Assignments
<i>Jane Eyre</i> by Charlotte Brontë (Text F8, p. F29) Writers' Workshop (p. F31) Out (p. F31)	► Analyse the theme of love denied in a Victorian novel. ► See how the protagonist's character is defined through dialogue. ► Have a class discussion about acting on principle.

As preparation for Lesson 1 teachers might ask students to read the text at home and do the Comprehension tasks.

Lesson 1

- Read the text in class.
- Do/Correct Comprehension tasks.
- Do Analysis tasks.

50 minutes in total

Lesson 2

- Analyse how the protagonist's character is defined through dialogue. Identify points in the text where the protagonist is speaking with her heart and where she is speaking with her head. **30 minutes**
- Have a class discussion about whether or not Jane was right to stifle her love for Rochester in order to uphold a principle. Is acting on principle always correct? **20 minutes**

Teaching Unit 4 (advanced level, 2 lessons)

Material	Assignments
<i>Funeral Blues</i> by W.H. Auden (Text G31, p. G132)	► Analyse the theme of love and bereavement in a 20th-century poem. ► Examine the images in the poem. ► Listen to the poem and decide if it would make a good song.
Extension: <i>Link to the world of music</i> (p. G134)	► Compare 'Funeral Blues' with the song 'Dreamin' by Lou Reed.

Lesson 1

- Read the short poem *Funeral Blues* in class and do the Comprehension and Analysis tasks.
- Analyse the imagery in the poem which conveys the idea of lost love.

50 minutes

In preparation for Lesson 2 students should find recordings of Blues music.

Lesson 2

- Listen to a recording of Blues music and discuss the features of Blues music.
- Discuss whether the poem would make a good song, and decide what type of music would suit it.
- Compare the theme of 'love and loss' in Auden's poem and in Lou Reed's song 'Dreamin'.

25 minutes

25 minutes

Teaching Unit 5 (advanced level, 3 lessons)

Material	Assignments
Lead in (p. H90) <i>The English Patient</i> by Michael Ondaatje Text H21 (p. H90) Text H22 (p. H94) Out (p. H96)	► Think of novels, films etc. where wartime romance is a theme. ► Read, analyse and understand two texts from a 20th-century novel. ► Analyse the theme of love and danger. ► Analyse the theme of love across time and distance. ► Think and talk about the special bonds that exist between people who are in love.

In preparation for Lesson 1 students could read Text H21 from *The English Patient* and do the Comprehension tasks.

Lesson 1

- Lead in. Discussion about novels or films about wartime romances. Students give reasons why more people fall in love during wars than in times of peace.

15 minutes

- Read the text in class.
- Do/Correct the Comprehension tasks.
- Do the Analysis tasks.

35 minutes

In preparation for Lesson 2 students could read Text H22 from *The English Patient* and do the Comprehension tasks.

Lesson 2

- Read the text in class.
- Do/Correct the Comprehension tasks.
- Do the Analysis tasks.

50 minutes

Lesson 3

- Discuss how in *The English Patient* love:
 - helps Kip and Hana to overcome their fear of danger.
 - transcends the barriers created by time and distance.
- Do the **Out** activity in which students discuss how special bonds exist between people who are in love.

50 minutes