

**Dawood Public School**  
**Course Outline 2018-19**  
**English Literature**  
**Grade VIII**

**Monthly Break Up:**

<b><u>Month</u></b>	<b><u>Syllabus break-up</u></b>	<b><u>Reference/Resource</u></b>
<b>August</b>	Introduction to Mats and Grammar and punctuation symbols	Handouts
	Drama - Twelfth Night <ul style="list-style-type: none"> <li>● Introduction to Twelfth Night</li> <li>● Act 1 Scene 1</li> <li>● Scene 2</li> </ul>	Play by Shakespeare
<b>September</b>	Drama - Twelfth Night (Act 1 cont'd) <ul style="list-style-type: none"> <li>● Scene 3</li> <li>● Scene 4</li> </ul>	Play by Shakespeare
	Poetry <ul style="list-style-type: none"> <li>● She Dwelt Among The Untrodden Ways by William Wordsworth</li> </ul>	Handout
<b>October</b>	Drama - Twelfth Night (Act 1 cont'd) <ul style="list-style-type: none"> <li>● Scene 5</li> </ul>	Play by Shakespeare
	Poetry <ul style="list-style-type: none"> <li>● Muliebrity by Sujata Bhatt</li> </ul>	Handout
<b>November</b>	Prose <ul style="list-style-type: none"> <li>● There Will Come Soft Rains by Ray Bradbury</li> </ul>	Handout
	<b>Revision for Mid Year Examination</b>	
<b>December</b>	<b>MID YEAR EXAMINATION</b>	
<b>January</b>	Drama - Twelfth Night (Act 2) <ul style="list-style-type: none"> <li>● Scene 1</li> <li>● Scene 2</li> </ul>	Play by Shakespeare

	Poetry <ul style="list-style-type: none"> <li>● Mid-Term Break by Seamus Heaney</li> </ul>	Handout
<b>February</b>	Drama - Twelfth Night (Act 2 cont'd) <ul style="list-style-type: none"> <li>● Scene 3</li> </ul>	Play by Shakespeare
	Prose <ul style="list-style-type: none"> <li>● The Stroat by John McGahern</li> </ul>	Handout
<b>March</b>	Drama - Twelfth Night (Act 2 cont'd) <ul style="list-style-type: none"> <li>● Scene 4</li> </ul>	Handout
	Poetry <ul style="list-style-type: none"> <li>● Caged Bird by Maya Angelou</li> </ul>	Handout
<b>April</b>	<b>Revision for Final Examination</b>	
<b>May</b>	<b>FINAL EXAMINATION</b>	

**August:**

Content	Learning Objectives
<b>Drama - Introduction to Twelfth Night</b>	<ul style="list-style-type: none"> <li>● Name the two genres in which Shakespeare's plays often fall.</li> <li>● Identify and define rhythm in verse.</li> <li>● Identify the following literary devices: <ul style="list-style-type: none"> <li>➤ irony</li> <li>➤ personification</li> <li>➤ metaphor</li> <li>➤ simile</li> <li>➤ hyperbolic dialogue</li> </ul> </li> <li>● Differentiate between verse and prose.</li> <li>● Develop an appreciation for the themes in the play.</li> </ul>
<p><b>Academic Terms:</b> genre, metre, iamb, iambic pentameter, rhyming couplet, poetic verse, oxymoron, paradox, soliloquy, sub-plot, dramatic irony, pun, verse, prose, rhythm, literary devices</p> <p><b>Types of questions:</b></p> <ul style="list-style-type: none"> <li>● MCQs</li> <li>● Analysis</li> </ul>	

- Reference to Context
- Character Sketch

**Activities:**

- Students will engage in discussion-based class activity to ensure awareness of literary terms.
  - Students will come up with their own examples, for example, “Come up with a name that’s an iamb”, and “Say the sentence *I am* as an iamb.”
- Students will engage in classroom MCQ activity for identifying figurative language:
  - irony
  - personification
  - metaphor
  - simile
  - hyperbolic dialogue

**Surf the net:**

<http://www.sparknotes.com/shakespeare/twelfthnight/>  
<https://www.shmoop.com/twelfth-night/>  
<http://study.com/academy/lesson/twelfth-night-setting.html>

Content	Learning Objectives
<p><b>Drama - Twelfth Night Act 1 Scene 1</b></p>	<ul style="list-style-type: none"> <li>• Summarize the scene.</li> <li>• Identify the characters introduced and distinguish between their character types.</li> <li>• Infer Duke Orsino’s character as delineated by his dialogues.</li> <li>• Describe what we can tell about Olivia.</li> <li>• Compare and contrast the characters of Orsino and Olivia.</li> <li>• Identify the devices used to set the scene.</li> <li>• Provide adequate references from the original text to substantiate claims about Orsino/Olivia.</li> </ul>

**Vocabulary:**

methought, pestilence, cloistress, rich golden shaft, surfeiting, hart, eye-offending brine

**Academic Terms:**

blank verse, exposition, romanticism/idealization, flamboyance, dichotomous

**Practice Questions:**

1. How is the scene set to bring out the rest of the plot of the play?
2. How many characters are introduced? Chalk their identifying traits.
3. What is the tone of the play? Give reasons to support your answer.
4. Is this scene verse or prose or both? Why?
5. What type of love does Orsino have and for whom?

**Surf the net:**<http://www.sparknotes.com/shakespeare/twelfthnight/><https://www.shmoop.com/twelfth-night/>

Content	Learning Outcomes
<b>Drama - Twelfth Night Act 1 Scene 2</b>	<ul style="list-style-type: none"> <li>● Identify the plot development in the scene.</li> <li>● Describe what kind of character Viola is with references from the original text.</li> <li>● Offer interpretation for why Viola chooses to disguise herself as a man.</li> <li>● Identify the themes apparent in the two scenes so far.</li> <li>● Identify the devices used and their effect on the reader.</li> </ul>

**Vocabulary:**

elysium, perchance, providence, peril, prattle, abjured

**Academic Terms:**

blank verse, exposition, gender identity, disguise, interpretation, gender norms

**Practice Questions:**

1. What's going on in the scene?
2. What themes are apparent in the first two scenes?
3. Identify, define and explain the effect of the literary devices used.
4. What kind of a character is Viola? Why does she decide to dress as a man?

**Surf the net:**<http://www.sparknotes.com/shakespeare/twelfthnight/><https://www.shmoop.com/twelfth-night/>**September:**

Content	Learning Objectives
<b>Drama - Twelfth Night Act 1 Scene 3</b>	<ul style="list-style-type: none"> <li>● Identify the major plot developments in the scene.</li> <li>● List and describe the literary devices used.</li> <li>● Suggest the effect of each literary device.</li> <li>● Analyse the new characters introduced.</li> <li>● Identify the tone of the scene with evidences.</li> <li>● Distinguish between the prose and poetic elements.</li> <li>● Develop awareness for the relationship between Sir Toby and Sir Andrew.</li> </ul>

**Vocabulary:**

woo, viol-de-gamboys, prodigal, coistrel, parish, wench, shrew, accost, galliard, caper

**Academic Terms:**

prose, exposition, crude, power imbalance, wit

**Practice Questions:**

1. What is Sir Andrew's relationship to Toby? Describe their relationship.
2. Is Sir Andrew portrayed as a suitable mate for Olivia? Why or why not? Support your answers with suitable references from the text.

**Surf the net:**

<http://www.sparknotes.com/shakespeare/twelfthnight/>

<https://www.shmoop.com/twelfth-night/>

Content	Learning Objectives
<p><b>Drama- Twelfth Night Act 1 Scene 4</b></p>	<ul style="list-style-type: none"> <li>● Identify the major plot developments and revelations.</li> <li>● List and describe the meaning and effect of literary devices used.</li> <li>● Highlight references to describe each main character's feelings towards each other.</li> <li>● Distinguish between the characters of Viola and Cesario.</li> </ul>
<p><b>Vocabulary:</b> semblative, nuncio, barful, strife</p> <p><b>Academic Terms:</b> blank verse, disguise, dramatic irony, irony, foreshadowing</p> <p><b>Practice Questions:</b></p> <ol style="list-style-type: none"> <li>1. How is Cesario (Viola) adjusting in the palace?</li> <li>2. What task has Cesario been entrusted with and why?</li> </ol> <p><b>Surf the net:</b>  <a href="http://www.sparknotes.com/shakespeare/twelfthnight/">http://www.sparknotes.com/shakespeare/twelfthnight/</a>  <a href="https://www.shmoop.com/twelfth-night/">https://www.shmoop.com/twelfth-night/</a>  <a href="https://www.cliffsnotes.com/literature/t/twelfth-night/summary-and-analysis/act-iii-scene-4">https://www.cliffsnotes.com/literature/t/twelfth-night/summary-and-analysis/act-iii-scene-4</a></p>	

Content	Learning Objectives
<p><b>Poetry- She Dwelt Among The Untrodden Ways</b> by William Wordsworth</p>	<ul style="list-style-type: none"> <li>● List the literary devices used in the poem.</li> <li>● Describe the effect of each identified device.</li> <li>● Write about the unique structure and form of the poem.</li> <li>● Describe the character of Lucy as symbolised in the poem.</li> <li>● Explain the effect Lucy's death has on the speaker.</li> <li>● Categorize the genre of the poem.</li> <li>● Identify the features of romanticism in the poem.</li> <li>● Bring out the themes with evidences.</li> </ul>
<p><b>Vocabulary:</b> dwelt, untrodden</p> <p><b>Academic Terms:</b> romanticism, idealization of women, inner/outer beauty, nature, emotive, symbolism, metaphor</p> <p><b>Practice Questions:</b></p> <ol style="list-style-type: none"> <li>1. What are the devices used in the poem? What is their effect?</li> <li>2. What are the themes prevalent in the poem?</li> <li>3. How does Lucy's death appear to affect the speaker?</li> <li>4. What kind of a person was Lucy? Give references from the poem.</li> <li>5. How does the poem embody the aspects of romanticism so beautifully?</li> </ol> <p><b>Surf the net:</b>  <a href="https://www.poetryfoundation.org/poems/45549/she-dwelt-among-the-untrodden-ways">https://www.poetryfoundation.org/poems/45549/she-dwelt-among-the-untrodden-ways</a>  <a href="https://beamingnotes.com/2016/08/07/dwelt-among-untrodden-ways-summary/">https://beamingnotes.com/2016/08/07/dwelt-among-untrodden-ways-summary/</a>  <a href="https://www.cummingsstudyguides.net/Guides3/SheDwelt.html">https://www.cummingsstudyguides.net/Guides3/SheDwelt.html</a></p>	

**October:**

Content	Learning Objectives
<p><b>Drama- Twelfth Night Act 1 Scene 5</b></p>	<ul style="list-style-type: none"> <li>● List the literary devices used and describe their effect.</li> <li>● Categorize the main characters' respective love interests.</li> <li>● Describe the new characters introduced.</li> <li>● Describe the nature of Olivia and Cesario's interaction.</li> <li>● Identify the plot twist.</li> </ul>

**Vocabulary:**

lenten, syllogism, motley, botcher, dexterously, catechise, lechery, usurp, feign, nonpareil, foil character

**Academic Terms:**

blank verse, love triangle, disguise, gender

**Practice Questions:**

1. How is the character of Malvolio a 'foil'?
2. What are the literary devices used? Describe their effect.
3. Draw a chart depicting the main characters' respective love interests.
4. What can we tell about the new characters introduced?
5. Describe the intensity of emotions that are flowing freely in this scene.

**Surf the net:**

<https://www.cliffsnotes.com/literature/t/twelfth-night/summary-and-analysis/act-i-scene-5>

Content	Learning Objectives
<p><b>Poetry - Muliebrity by Sujata Bhatt</b></p>	<ul style="list-style-type: none"> <li>● Identify the tone and setting of the poem.</li> <li>● Identify the following devices in the poem:               <ul style="list-style-type: none"> <li>➤ metaphor</li> <li>➤ enjambment</li> <li>➤ polysyndetic listing</li> <li>➤ olfactory imagery</li> <li>➤ irony</li> <li>➤ repetition</li> <li>➤ juxtaposition</li> </ul> </li> <li>● Explain the effect of each device.</li> <li>● Identify and explain the themes of the poem.</li> <li>● Identify elements of reverence in the poem.</li> <li>● Identify elements of femininity in the poem.</li> <li>● Explain why the speaker does not want to use the girl as a metaphor.</li> </ul>

**Vocabulary:**

muliebrity, glistening, womanhood, femininity, dignity of labor, reverence, sacred

**Academic Terms:**

olfactory imagery, juxtaposition, enjambment, irony, polysyndetic listing

**Practice Questions:**

1. What does the poem Muliebrity emphasize?
2. How does the speaker emphasize the theme using literary devices?
3. What words in the poem indicate the speaker's respect for the girl?
4. What in the poem indicates the girl's femininity/grace?

**Surf the net:**<https://prezi.com/egiqqrn1soyl/muliebrity-poem-analysis/><https://studymoose.com/analysis-of-poem-muliebrity-by-sujata-bhatt-essay>**November (First Week)**

Content	Learning Outcomes
<p><b>Prose - There Will Come Soft Rains by Ray Bradbury</b></p>	<ul style="list-style-type: none"> <li>● Cite references to support the identification of the genre as being science fiction.</li> <li>● highlight the following instances in the text:               <ul style="list-style-type: none"> <li>➤ imagery</li> <li>➤ situational irony</li> <li>➤ personification</li> </ul> </li> <li>● Identify the tone of the story with evidences.</li> <li>● Make inferences as to what has led to the state of the house.</li> <li>● Infer what 'fire' symbolises.</li> <li>● Identify similes and their effects.</li> </ul>
<p><b>Vocabulary:</b> cavorting, tremulous, perished, quenching, canvases, silhouette</p> <p><b>Academic Terms:</b> dystopia, symbolism, personification, nihilism, irony, social sensitivity, imagery</p> <p><b>Practice Questions:</b></p> <ol style="list-style-type: none"> <li>1. What hints does the writer drop to show that the house is empty?</li> <li>2. What has happened to the occupants? How can you tell? How is the story 'nihilistic'?</li> <li>3. How does the time period the story was written in affect its themes?</li> </ol> <p><b>Surf the net:</b>  <a href="https://www.enotes.com/topics/there-will-come-soft-rains/critical-essays/essays-criticism">https://www.enotes.com/topics/there-will-come-soft-rains/critical-essays/essays-criticism</a>  <a href="https://www.shmoop.com/martian-chronicles/there-will-come-soft-rains-summary.html">https://www.shmoop.com/martian-chronicles/there-will-come-soft-rains-summary.html</a>  <a href="http://www.bookrags.com/studyguide-softrains/themes.html#gsc.tab=0">http://www.bookrags.com/studyguide-softrains/themes.html#gsc.tab=0</a></p>	

**November (rest of) – Revision for Mid-Year Examination****December - Mid Year Examination**

January:

Content	Learning Objectives
<b>Drama- Twelfth Night Act 2 Scene 1</b>	<ul style="list-style-type: none"><li>● Summarize the scene.</li><li>● Identify the new characters and comment on their significance.</li><li>● List and define the literary devices used.</li><li>● Describe the effect of literary devices identified.</li><li>● Explain what Sebastian thinks happened to Viola.</li></ul>
<p><b>Vocabulary:</b> malignancy, distemper, whither, voyage, recompense</p> <p><b>Academic Terms:</b> blank verse, dramatic irony, revelation, suspense</p> <p><b>Practice Questions:</b></p> <ol style="list-style-type: none"><li>1. What are the devices used? Describe their effect.</li><li>2. What are the revelations in this scene? What device is this?</li><li>3. What is revealed to the audience as Sebastian and Antonio take the stage?</li></ol> <p><b>Surf the net:</b> <a href="https://www.cliffsnotes.com/literature/t/twelfth-night/summary-and-analysis/act-ii-scene-1">https://www.cliffsnotes.com/literature/t/twelfth-night/summary-and-analysis/act-ii-scene-1</a> <a href="https://www.litcharts.com/lit/twelfth-night/act-2-scene-1">https://www.litcharts.com/lit/twelfth-night/act-2-scene-1</a></p>	

Content	Learning Objectives
<b>Drama- Twelfth Night Act 2 Scene 2</b>	<ul style="list-style-type: none"><li>● List the devices used and describe their effect.</li><li>● Describe Malvolio's behavior.</li><li>● Describe the twist which occurs in the scene.</li><li>● Explain Cesario's feelings at the end of the scene.</li></ul>
<p><b>Vocabulary:</b> hither, peevishly, hither, fadge, waxen, dote</p> <p><b>Academic Terms:</b> dramatic irony, revelation, soliloquy, disguise, messenger</p> <p><b>Practice Questions:</b></p> <ol style="list-style-type: none"><li>1. List the devices used and describe their effect.</li><li>2. How did Malvolio behave with Cesario?</li></ol>	

3. Why did Olivia return the ring?
4. How does Cesario react to this?
5. What is the “knot” Cesario refers to?

**Surf the net:**

<http://www.sparknotes.com/shakespeare/twelfthnight/section4.rhtml>

Content	Learning Objectives
<p><b>Poetry - Mid Term Break by Seamus Heaney</b></p>	<ul style="list-style-type: none"> <li>● List and describe the effect of the devices used.</li> <li>● Describe what the poem is about.</li> <li>● Identify the tone and theme of the poem.</li> <li>● Describe what the speaker puts in focus.</li> <li>● Identify elements of stoicism in the poem.</li> <li>● identify symbolism in the poem.</li> </ul>
<p><b>Vocabulary:</b>            cooed, knelling, stanced, poppy</p> <p><b>Academic Terms:</b>            euphemism, alpha-male, stoicism, rite of passage, detached, mourning</p> <p><b>Practice Questions:</b></p> <ol style="list-style-type: none"> <li>1. What is the poem about?</li> <li>2. What are the devices used in the poem? What is their effect?</li> <li>3. What does “poppy bruise” mean?</li> <li>4. What does “poppy bruise” symbolize?</li> <li>5. What is the theme of the poem?</li> <li>6. What is the speaker’s tone?</li> <li>7. Where is the speaker’s focus? Why?</li> </ol> <p><b>Surf the net:</b>  <a href="https://www.poetryfoundation.org/poems/57041/mid-term-break">https://www.poetryfoundation.org/poems/57041/mid-term-break</a>  <a href="http://www.sheerpoetry.co.uk/gcse/seamus-heaney/notes-on-selected-poems/mid-term-break">http://www.sheerpoetry.co.uk/gcse/seamus-heaney/notes-on-selected-poems/mid-term-break</a>  <a href="https://letterpile.com/writing/Analysis-of-Poem-Mid-Term-Break-by-Seamus-Heaney">https://letterpile.com/writing/Analysis-of-Poem-Mid-Term-Break-by-Seamus-Heaney</a></p>	

February:

Content	Learning Objectives
<p><b>Drama - Twelfth Night Act 2 Scene 3</b></p>	<ul style="list-style-type: none"> <li>● List and describe the effect of literary devices used.</li> <li>● Describe the actions of Maria and Malvolio.</li> <li>● Suggest the reasons for their reactions.</li> <li>● Comment upon the relationship between Maria and Malvolio.</li> <li>● State what Maria plans to do and why.</li> <li>● Identify foreshadowing in the scene.</li> </ul>
<p><b>Vocabulary:</b> troth, stoup, impetico, gratillity, whipstock, testril, mirth, mellifluous</p> <p><b>Academic Terms:</b> verse, deception, disguise, performance, class/masters and servants</p> <p><b>Practice Questions:</b></p> <ol style="list-style-type: none"> <li>1. What are the literary devices used? Describe their effect.</li> <li>2. Why was Maria agitated?</li> <li>3. What did Malvolio do?</li> <li>4. What does Maria plan to do? Why?</li> <li>5. Will her plan work? Why or why not?</li> </ol> <p><b>Surf the net:</b>  <a href="http://www.sparknotes.com/shakespeare/twelfthnight/section5.rhtml">http://www.sparknotes.com/shakespeare/twelfthnight/section5.rhtml</a>  <a href="https://www.cliffsnotes.com/literature/t/twelfth-night/summary-and-analysis/act-ii-scene-3">https://www.cliffsnotes.com/literature/t/twelfth-night/summary-and-analysis/act-ii-scene-3</a>  <a href="https://www.shmoop.com/twelfth-night/act-2-scene-3-summary.html">https://www.shmoop.com/twelfth-night/act-2-scene-3-summary.html</a></p>	

Content	Learning Objectives
<p><b>Prose - The Stoat by John McGahern</b></p>	<ul style="list-style-type: none"> <li>● Explain the relationship between the protagonist and his father.</li> <li>● Explain the relationship between the protagonist and the uncle.</li> <li>● Infer why there is a marked difference between the two dynamics.</li> <li>● Deduce the father's character by his mannerisms and treatment of Miss McCabe.</li> <li>● List and explain the effect of the devices used.</li> <li>● Explain what the repeated paragraph aims to symbolise.</li> </ul>

**Vocabulary:**

stoat, aura, charade, eke, buffoonery, deflected

**Terms:**

self-preservation, companionship, commitment, projection

**Practice Questions:**

1. How is the protagonist's relationship with his father as compared to his relationship with his uncle?
2. How does the protagonist's father feel about the uncle? How can you tell?
3. What does the father's treatment of Miss McCabe suggest of his character?
4. What does the repeated paragraph symbolise?

**Surf the net:**

[http://ayapasuprep.weebly.com/uploads/2/1/9/6/21967966/%E2%80%9Cthe\\_stoat%E2%80%9D\\_by\\_john\\_mcgahern.pdf](http://ayapasuprep.weebly.com/uploads/2/1/9/6/21967966/%E2%80%9Cthe_stoat%E2%80%9D_by_john_mcgahern.pdf)

[http://webclass.pagesperso-orange.fr/lycee/literature/mcgahern/the\\_stoat.htm](http://webclass.pagesperso-orange.fr/lycee/literature/mcgahern/the_stoat.htm)

**March**

Content	Learning Objective
<b>Drama- Twelfth Night Act 2 Scene 4</b>	<ul style="list-style-type: none"> <li>● Summarize the plot.</li> <li>● List and describe the effect of literary devices used.</li> <li>● State what Cesario tries to do.</li> <li>● Describe what Orsino and Cesario have different opinions about.</li> <li>● Identify what Cesario's true intentions are.</li> <li>● State why the confession wasn't really a confession.</li> </ul>

**Vocabulary:**

giddy, skittish, unstaed, spinster

**Academic Terms:**

verse, melancholy, desire, deception, disguise, gender, madness, class/masters and servants, confession

**Practice Questions:**

1. What are the devices used? Describe their effect
2. What is the joker's song about? How does it tie into the scene?
3. How does Cesario try to get Orsino to stop his advances toward Olivia?
4. What do Orsino and Cesario have different views about?
5. How does the scene end?

**Surf the net:**

<http://www.sparknotes.com/shakespeare/twelfthnight/section5.rhtml>

<https://www.shmoop.com/twelfth-night/act-2-scene-4-summary.html>

Content	Learning Objectives
<b>Poetry - Caged Bird by Maya Angelou</b>	<ul style="list-style-type: none"> <li>● List the devices used and describe their effect.</li> <li>● Describe what's happening in the poem.</li> <li>● Describe the tone and theme of the poem.</li> <li>● Explain what the speaker is trying to express.</li> <li>● Explain the extended metaphor.</li> </ul>
<p><b>Vocabulary:</b> trill, clipped, stalks, Civil War, segregation, black codes, Jim Crow, extended metaphor, ostracisation</p> <p><b>Practice Questions:</b></p> <ol style="list-style-type: none"> <li>1. What contrast is the speaker drawing in the poem?</li> <li>2. What are the literary devices used in the poem? Describe their effect.</li> <li>3. What is the message of the poem?</li> <li>4. How does the speaker use symbolism?</li> </ol> <p><b>Surf the net:</b>  <a href="https://www.poetryfoundation.org/poems/48989/caged-bird">https://www.poetryfoundation.org/poems/48989/caged-bird</a>  <a href="https://www.enotes.com/topics/caged-bird">https://www.enotes.com/topics/caged-bird</a>  <a href="https://www.enotes.com/homework-help/topic/caged-bird">https://www.enotes.com/homework-help/topic/caged-bird</a></p>	

**April – Revision for Final Examination**

**May - Final Examination**