

Dawood Public School
Course Outline 2018-19
English Literature
Grade VII

Monthly Break Up:

Month	Syllabus Break Up	Books/References/Resources
August	Introduction to Mat and symbols	Handouts
	Poetry: <ul style="list-style-type: none"> Stopping By The Woods On A Snowy Evening Sonnet <ul style="list-style-type: none"> ➤ Shall I Compare Thee To A Summer's Day 	Robert Frost William Shakespeare
	Prose: Plot <ul style="list-style-type: none"> Chapter 6 	Mining For Meaning
	Novel : <ul style="list-style-type: none"> Introduction To Author And Context Chapters 1 – 4 	The Prince And The Pauper By Mark Twain
September	Poetry: <ul style="list-style-type: none"> Lucy Gray - or Solitude 	William Wordsworth
	Prose: <ul style="list-style-type: none"> Interpretation And Analysis (6.3) Essay Writing Skills (6.4) 	Mining For Meaning
	Novel: <ul style="list-style-type: none"> Chapter 5 – 10 	The Prince And The Pauper By Mark Twain
October	Poetry: <ul style="list-style-type: none"> The Bells 	Edgar Allan Poe
	Prose: Setting <ul style="list-style-type: none"> Chapter 7 	Mining For Meaning
	Novel: <ul style="list-style-type: none"> Chapters 11 – 16 	The Prince And The Pauper By Mark Twain
	Drama:-Introduction to Drama <ul style="list-style-type: none"> Chapter 11 	Mining For Meaning
November	Revision - Mid-Year Examination	
December	Mid-Year Examination	

January	Poetry: • My Parents Kept Me From Children Who Were Rough	Stephen Spender
	Prose: Character • Chapter 8	Mining For Meaning
	Novel: • Chapters 17 – 22	The Prince And The Pauper By Mark Twain
	Drama: • Chapter 12 (12.3, 12.4)	Mining For Meaning
February	Poetry: • The Eagle	Alfred Tennyson
	Prose: Tension And Suspense • Chapter 9 (9.1, 9.2)	Mining For Meaning
	Novel: • Chapters 23 -28	The Prince And The Pauper By Mark Twain
	Drama: • Revision of all concepts	Mining For Meaning
March	Prose:-Narration • Chapter 10	Mining For Meaning
	Novel: • Chapter 29 -33	The Prince And The Pauper By Mark Twain
April	Revision – Final Examination	
May	Final Examination	

August:

Content	Learning Objectives
<p>Poetry: Revision</p> <ul style="list-style-type: none"> • Stopping By The Woods In A Snowy Evening • The Sonnet <ul style="list-style-type: none"> ➤ Shall I Compare Thee To A Summer's day 	<ul style="list-style-type: none"> • Identify and understand the literary devices: <ul style="list-style-type: none"> ➤ alliteration ➤ personification • Give the meaning and effect of the literary devices. • Answer the given question independently with P.E.E. paragraphs: <ul style="list-style-type: none"> ➤ point ➤ evidence ➤ explain • Develop awareness for the structure of the Shakespearean sonnet. • Describe the structure of the Shakespearean sonnet. • Compare the structure of the Shakespearean sonnet with that of the modern sonnet. • Examine the structure of the poem in terms of: <ul style="list-style-type: none"> ➤ length ➤ syllable ➤ rhyme scheme

	<ul style="list-style-type: none"> • Identify and explain the symbolism in the poem. • Highlight the theme of the poem with evidence from text. • Answer the given question using P.E.E. paragraphs.
<p>Vocabulary: downy flakes, harness bells, darkest evening of the year, queer, brag, temperate, untrimmed</p> <p>Academic terms: alliteration, personification, exaggeration, tone, metaphor</p> <p>Sample Questions:</p> <ul style="list-style-type: none"> • What is the symbolic meaning of Stopping by Woods on a Snowy Evening? • What is the rhyme scheme for Stopping by Woods on a Snowy Evening? • How does Shakespeare compare his friend's beauty with the summer's day in "Sonnet 18"? • Give the substance of the poem "Sonnet 18 Shall I Compare Thee to a summer's Day". <p>Surf the net:</p> <ul style="list-style-type: none"> • https://www.enotes.com/topics/stopping-by-woods-snowy-evening • https://study.com/academy/lesson/shakespeares-sonnet-18-summary-theme-analysis.html • https://www.enotes.com/homework-help/how-shakespeare-compare-his-friends-beauty-summers-722792#answer-801245 • https://kabirmondal742121.wordpress.com/.../shall-i-compare-thee-to-a-summers-day. 	
<p>Novel:</p> <ul style="list-style-type: none"> • Chapters 1-4 	<ul style="list-style-type: none"> • Read the text and use a dictionary to identify the meaning of challenging vocabulary. • Use selected vocabulary for sentences. • Identify and discuss the social issues raised by the novel. • Identify the elements of historical fiction. • Describe the main characters of the novel. • Differentiate between the lifestyle of Tom and Edward Tudor.
<p>Vocabulary: beggar, class differences ,disparity of wealth, respect and reputation, socialite classes, Westminster's Palace</p> <p>Academic terms: comprehend, illustrate, infer</p> <p>Sample Questions:</p> <ul style="list-style-type: none"> • Who is the author of the story 'Prince and the Pauper'? • In what century did the story take place? • What are the prince and the pauper's names? • Describe the similarities and differences in the lifestyles of the price and the pauper. <p>Surf the net:-</p> <ul style="list-style-type: none"> • https://quizlet.com/119919141/prince-and-the-pauper-question-and-answer-flash-cards/ 	
<p>Prose:</p> <ul style="list-style-type: none"> • Plot 	<ul style="list-style-type: none"> • Differentiate between a plot and a story. • List different types of plot. • Reorganize the story into types of plots.

Vocabulary:

capture, main plot, snippets

Academic Terms:

chronologically, conflict, climax, conclusion

Sample Questions:

- Identify all the elements within the plot structure of any story.

Surf the net:

- <https://www.aerogrammestudio.com/.../e-m-forester-the-difference-between-story-and-pl..>
- <https://getfreewrite.com/blogs/writing-success/story-vs-plot>

September:

Content	Learning Objectives
Poetry: <ul style="list-style-type: none"> • Lucy Gray -or solitude 	<ul style="list-style-type: none"> • Summarize the poem in own words. • Review the symbolic meaning in reference to the poet's point of view. • Identify clues from the poem to suggest what happened to Lucy Gray. • Answer given questions using evidences from the poem. • Use highlighted vocabulary words in sentences.
Vocabulary: the minister-clock, yonder, comrade, faggot-band, blither, hawthorn Academic terms: imagery, lyrical ballads, symbolism Sample Questions: <ul style="list-style-type: none"> • Highlight the phrases that indicate Lucy Gray's loneliness. • What are the themes, mood and inspiration in the poem Lucy Gray? Surf the net: <ul style="list-style-type: none"> • https://www.enotes.com/homework-help/what-summary-poem-lucy-gray-88809#answer-102809 • https://www.enotes.com/topics/the-lucy-poem 	
Novel: <ul style="list-style-type: none"> • Chapters 5-10 	<ul style="list-style-type: none"> • Define words from the context by using a dictionary. • Develop awareness of the plot progression. • Develop appreciation for classic literature through comparative discussion. • Discuss the literature by making connections between causes and effects. • Answer the given questions.
Vocabulary: The Hereditary Diapered, prithe, balked, banquet, halberdiers Academic terms: comprehend, illustrate, infer	

<p>Sample Questions:</p> <ul style="list-style-type: none"> • In the plot as it has progressed thus far, how would you feel if you were Tom or Edward? • What do you think will happen in chapter 11? 	
<p>Prose:</p> <ul style="list-style-type: none"> • Interpretation and Analysis (6.3) • Essay Writing skills (6.4) 	<ul style="list-style-type: none"> • Identify the purpose of a plot in story writing. • List the elements which may comprise a plot. • Answer the given questions through analysis of: <ul style="list-style-type: none"> ➤ plot structure ➤ interpretation of character ➤ analysis of text
<p>Vocabulary: lingered, stroke, nervously, dynastic sense, dribbled, moth-like whiteness, splendor, grand-vazir, reluctance, obliged</p> <p>Academic terms: dramatic, setting, mood, atmosphere, critical analysis, implied meaning</p> <p>Sample Questions:</p> <ul style="list-style-type: none"> • Compose a short story describing a main event as the plot structure. • List different plot structures that may be used in story writing. <p>Surf the net</p> <ul style="list-style-type: none"> • http://www.syracusecityschools.com/tfiles/folder718/Unit%2003%20Literary_Analysis_vs_Plot_Summary_vs_Plot_Interpretation.pdf 	

October:

Content	Learning Objectives
<p>Poetry:</p> <ul style="list-style-type: none"> • The Bells 	<ul style="list-style-type: none"> • Identify the theme of the poem and understand its relevance to the author. • Analyze the poem using the TP-CASTT method: <ul style="list-style-type: none"> ➤ title ➤ paraphrase ➤ connotation ➤ attitude ➤ shift ➤ title – revisited ➤ theme • Compare the relation between the theme and other components of the text. • Provide evidence from the poem to support an interpretive point of view. • Answer the given questions.
<p>Vocabulary: sledges, crystalline, tintinnabulation</p> <p>Academic terms: onomatopoeia, diacopic</p>	

Sample Questions:

- How does the theme relate to the author's perspective?
- What is your personal opinion about this poem and why?

Surf the net:

- <https://www.shmoop.com/bells-poe/analysis.html>

Novel:

- | | |
|--|---|
| <ul style="list-style-type: none"> • Chapters 11-16 | <ul style="list-style-type: none"> • Describe Tom's character as the heir to the throne. • Comment on the decision Tom was compelled to take as the king to be. • Justify Tom's action to the authority he held. |
|--|---|

Vocabulary:

beruffled, haberdasheries, aristocracy, exulted, pathetically, imperceptibly

Sample Questions:

- "Explain, thou limb of Satan, or thy time is come!" roared the man of war. "Where is the boy?"
 - Who is 'the man of war' and what does this title indicate here.
 - Comment on the effect of the word 'roared'.
- What was the 'good dream' Tom had in Chapter 14.

Surf the net:

- The Prince and the Pauper Summary - eNotes.com

Prose:

- | | |
|---|--|
| <ul style="list-style-type: none"> • Setting
Chapter 7 | <ul style="list-style-type: none"> • Describe the purpose of 'setting' in prose. • Identify the types of setting. • Interpret and analyze setting in a given story. • Compose an essay to include the following settings: <ul style="list-style-type: none"> ➤ mood ➤ word choices ➤ feeling of the character ➤ any two symbolic representation of the situation or problem faced by the character ➤ hints about the future events |
|---|--|

Vocabulary:

hexagonal, radiance, swaddled lump of flesh, apertures, wuthering, gaunt, glade, yeomen, venison, draughts, ale, paraphernalia, astrologer

Academic terms:

Victorian, modernist, period, atmosphere, postcolonial, science fiction, futuristic

Sample Questions:

- Describe and summarize the setting of the story in your own words (extract will be provided).
- Employ repetition as a tool in developing an interesting paragraph.

Surf the net:

- [https://en.wikipedia.org/wiki/Setting_\(narrative\)](https://en.wikipedia.org/wiki/Setting_(narrative))
- <https://www.wikihow.com/Describe-the-Setting-in-a-Story>

<p>Drama</p> <ul style="list-style-type: none"> • Introduction to Drama Chapter 11 	<ul style="list-style-type: none"> • Define drama. • Differentiate between the following: <ul style="list-style-type: none"> ➤ drama and theatre ➤ drama and play ➤ play and film • Interpret a given drama to identify the following purpose: <ul style="list-style-type: none"> ➤ provoke reflection ➤ provoke discussion ➤ entertain ➤ encourage empathy • Develop awareness for the basic principles of effective drama to be: <ul style="list-style-type: none"> ➤ theory ➤ thinking creatively ➤ teamwork ➤ tenacity • Use selected vocabulary words in own sentences.
--	---

<p>Vocabulary: provoke reflection, empathy, comic, tragic</p> <p>Academic words: dramatic, emotive, tragicomedy, social drama, playwright</p> <p>Sample Questions:</p> <ul style="list-style-type: none"> • Why do you think people pay to watch a drama? • What do you think is the objective of drama?

November	Revision for Mid-Year Final Examination
December	Mid-Year Examination

January:

Content	Learning Objectives
<p>Poetry:</p> <ul style="list-style-type: none"> • My Parents Kept Me From Children Who Were Rough Page 33 	<ul style="list-style-type: none"> • Relate the background of the poet to the poem. • Identify the themes depicted in the poem. • Critically analyze the poem. • Compare the rough behavior of boys to the suggested animals. • Answer the given questions.

<p>Vocabulary: rough, stripped, country streams, jerking hands, bark at our world, lithe</p> <p>Academic terms: enjambment, imagery, simile</p> <p>Sample Questions:</p> <ul style="list-style-type: none"> • Highlight the themes in the poem with evidences. • Summarise the poem.

Surf the net:

- <https://docs.google.com/document/d/1zroYS0dvSqosdgrFvnc3iD-2Yil1ztE1GrQJq9ecLyE/edit#>
- <https://poemanalysis.com/my-parents-by-stephen-spender-poem-analysis/>

Novel:

- | | |
|--|---|
| <ul style="list-style-type: none">• Chapters 17 – 22 | <ul style="list-style-type: none">• Recollect the major events of the novel thus far.• Describe the plot of the story as it has progressed.• Explain some of the themes that run throughout the tale.• Prepare a character description of all the major characters of the novel.• Identify the tone of the story with evidence. |
|--|---|

Vocabulary:

ruffian, whither, contemptuously, cadences, contriving, sublimities, eloquence, deity, ejaculating, hostilities, prodigious, bombardment, prudently

Academic terms:

tone, imagery, figurative language

Sample Questions:

- Compare the Prince as he was with the Tramps and as he was with the Peasants.
- Describe the character of Hugo

Prose:

- | | |
|---|--|
| <ul style="list-style-type: none">• Character
Chapter 8 | <ul style="list-style-type: none">• Analyze the personality of a selected character.• List the personality traits of a selected character.• Identify the following types of character:<ul style="list-style-type: none">➤ main character➤ supporting character➤ minor character➤ the protagonist➤ the antagonist➤ character foil➤ stereotype➤ flat characters➤ round characters➤ static characters➤ dynamic characters• Interpret and analyse the characters through:<ul style="list-style-type: none">➤ appearance➤ behavior➤ background➤ relationship with others➤ words and thoughts |
|---|--|

Vocabulary:

snobbish melancholic, suspicious, egocentric, paranoid, altruistic, stoic

Sample Questions:

- Read the given text to identify the character types.
- Identify the main characters in the given scene. Why would you consider them to be the main characters compared to the rest? Give reasons to your answer.

Surf the net:

- <https://study.com/academy/.../character-in-literature-definition-types-development.htm>.

Drama:

- Chapter 12
- Describe how the following serves as a purpose for comedy in a drama:
 - to entertain the audience
 - cause the audience to laugh
 - provide humor
 - to poke fun at other people or society
 - to laugh at ourselves
- Develop awareness that comedy offers the following:
 - comic situation
 - comic characters
 - humor in language
- Suggest how a piece of writing can be described as the following:
 - a serious drama
 - a tragedy
- Develop a serious drama after identifying the following:
 - target audience and theme
 - the problem
 - setting

Vocabulary:

coughing fit, noble figure, flaw, tragic consequences, dilemma,

Academic terms:

exaggerated events, slapstick, puns, verbal wits

Sample Questions:

- Discuss the elements that can be used to develop a comedy and tragic drama.
- Prepare a comedy script using the necessary elements required.

February:

Content	Learning Objectives
<p>Poetry:</p> <ul style="list-style-type: none">• The Eagle Page 1	<ul style="list-style-type: none">• Identify the figurative language in the poem which falls in the following poetic devices:<ul style="list-style-type: none">➤ alliteration➤ metaphor➤ symbolism➤ onomatopoeia➤ hyperbole➤ imagery• Assess the mood of the poem.• Discuss the structure of the poem.• Identify the imagery in the second stanza and describe the effect it creates.

Vocabulary:

clasps, crag, crooked hands, lonely lands, thunderbolt, azure, wrinkled

Academic terms:

hyperbole, symbolism, imagery, simile, word play, form, metre

Sample Questions:

- From whose perspective is the poem written? Does the poem change perspectives at any point?
- How does gender play out in the poem? Why is the eagle a male? Would the poem be different if the eagle were a female?

Surf the net:

- <https://www.shmoop.com/eagle-tennyson/analysis.html>

Novel:

- | | |
|--|--|
| <ul style="list-style-type: none"> • Chapters 23-28 | <ul style="list-style-type: none"> • Recollect the major events of the novel in the story thus far. • Describe the progression of the plot of the story. • Discuss the development of some of the themes that run throughout the tale. • Develop awareness for character development in plot progression. • Identify the tone of the story with evidence. |
|--|--|

Vocabulary:

decorum, malfeasance, sanctorum, undulations, pot-hooks, paltry, manacled, frettered, obscene, repudiated, precipitating, mendeth

Sample Questions:

- What is the author's purpose of writing 'The Prince and The Pauper'?
- Describe any one theme that is identified in the story.

Surf the net:

- <http://www.awerty.com/princeandthepauper2.html>

Prose:

- | | |
|--|---|
| <ul style="list-style-type: none"> • Tension and Suspense
Chapter 9 | <ul style="list-style-type: none"> • Define the terms 'tension' and 'suspense'. • Identify the following different levels of tension in a given story: <ul style="list-style-type: none"> ➤ low ➤ medium ➤ high ➤ climax • Distinguish between the following elements of suspense in a given extract: <ul style="list-style-type: none"> ➤ high and low ➤ medium and high ➤ high and the climax |
|--|---|

Vocabulary:

concealing, instinctively, interminable journey, fumbled, tenderly caressed, clamped, brooding,

Academic terms:

conflict, anticipatory, sequencing, thriller, engaging

Sample Questions:

- Read the given story and identify the different levels of tension.
- Use 'suspense' as a technique in to draft a story.

Drama:	
<ul style="list-style-type: none"> • Revision of all concepts 	

March:

Content	Learning Objectives
Novel: <ul style="list-style-type: none"> • Chapters 29-33 	<ul style="list-style-type: none"> • Discuss personal likes and dislikes in the story. • Recreate the ending with a different climax. • Comment on the change of lifestyle of Tom and Edward due to the switch. • Identify different elements of tension and suspense throughout the story.
Vocabulary: grandeur, coronation, vassals, largess, fealty, relict, remonstrance	
Sample Questions: <ul style="list-style-type: none"> • Why was the reign of King Edward VI considered to be merciful? Support the answer with evidence. • Recreate the character of Tom using comedy. • Give the story a tragic ending. 	
Prose: <ul style="list-style-type: none"> • Narration Chapter 10 	<ul style="list-style-type: none"> • Define the term 'narration'. • Identify the following elements of narration in the given text: <ul style="list-style-type: none"> ➤ point of view ➤ perspectives ➤ style • Describe the following different styles of narration: <ul style="list-style-type: none"> ➤ angry-critical ➤ sarcastic-ironic ➤ humorous-lighthearted and entertaining ➤ reflective-philosophical ➤ informal-casual ➤ formal-conventional • Compare and contrast the 'point of view' and the 'style' of a given text. • Interpret and analyse the narrative style in a selected text.
Vocabulary: reliability, omniscient	
Academic terms: credibility, narrative attitude, tone, perspective,	
Sample Questions: <ul style="list-style-type: none"> • Exercise 10 D page 111-113 	

April	Revision for Final Examination
May	Final Examination 2018-19