

Dawood Public School
Course Outline 2019-20
English
Grade V

Monthly Course Distribution

Month	Syllabus	Textbook/Reference/Resource
August	1. Literature: <ul style="list-style-type: none"> A Clever Way to Catch the Thief (Fiction) 4-Year-Old-Survives 11 Days Alone in Siberian Forest (Non-Fiction) 	Collins Anthology 5
	2. Comprehension <ul style="list-style-type: none"> Unit 2: Strange school stories A Package for Mrs. Jewels 	Collins International Primary English Student's Book 5 Page 20
	3. Grammar <ul style="list-style-type: none"> Nouns Simple Present Tense (reinforcement) Punctuation Adjectives 	Work book 5
	4. Creative Writing <ul style="list-style-type: none"> Persuasive Writing Sentence Structures: Double adjective start 	
September	1. Literature <ul style="list-style-type: none"> The Adventures of Sherlock Holmes (Fiction) Cubs and Brownies to the Rescue (Non-Fiction) From a Railway Carriage (Poem) 	Collins Anthology 5
	2. Comprehension <ul style="list-style-type: none"> Unit 3: The Three Bears: Playing for real The Porridge Pincher 	Collins International Primary English Student's Book 5 Page 44-47
	3. Grammar <ul style="list-style-type: none"> Simple Past Tense (reinforcement) Prepositions(in, into, on, behind, from, over, with, up, of) Direct/Indirect Speech 	Work book 5 Page 10 English Student's Book 5 Page 53 Work Book 5 Page 23-25
	4. Creative Writing <ul style="list-style-type: none"> Play-script Writing Paragraph Writing 	Collins International Primary English Student's Book 5 Page 50-51
October	1. Literature <ul style="list-style-type: none"> Noisy Neighbour (Non-Fiction) The Tyger (Poem) 	Collins Anthology 5 Page 30 Collins Anthology 5 Page 23
	2. Comprehension <ul style="list-style-type: none"> Unit 7: Exploring Space How do astronauts live in space? 	Collins International Primary English Student's Book 5 Page 77
	3. Grammar <ul style="list-style-type: none"> Simple sentence (reinforcement) Clauses: main clause/subordinate clause Compound sentences (reinforcement) Suffixes 	Collins International Primary English Student's Book 5 Page 61,62, 69 Work Book 5 Page 31,39 Work Book 5 Page 18

	4. Creative Writing <ul style="list-style-type: none"> Letter Writing (Formal) 	
November	Revision for Mid-Year Examination	
December	Mid-Year Examination	
January	1. Literature <ul style="list-style-type: none"> The Elves and the Shoemaker (Fiction) How to be an Ancient Greek (I) (Non-Fiction) Jim Who Ran Away from His Nurse (Poem) 	Collins Anthology 5 Page39 Collins Anthology 5 Page69 Collins Anthology 5 Page 26
	2. Comprehension <ul style="list-style-type: none"> Unit 8: Here is the News News broadcast 	Collins International Primary English Student's Book 5 Page 87-90
	3. Grammar <ul style="list-style-type: none"> Present Continuous and Past Continuous Tense (reinforcement) Apostrophe Contractions Punctuation: comma, full stop, speech marks, mark of exclamation 	Collins International Primary English Student's Book 5 Page 94-95 Workbook Page 50-51
	4. Creative Writing <ul style="list-style-type: none"> Report Writing Descriptive essay 	Collins International Primary English Student's Book 5 Page 92-93
February	1. Literature <ul style="list-style-type: none"> The Golden Turtle (Fiction) Barack Obama: A Biography (Non-Fiction) 	Collins Anthology 5 Page 77 Collins Anthology 5 Page84
	2. Comprehension <ul style="list-style-type: none"> Unit 9: Our Changing Earth Biography of David Attenborough 	Collins International Primary English Student's Book 5 Page 101
	3. Grammar <ul style="list-style-type: none"> Punctuation (Reinforcement) Complex Sentence (reinforcement) 	Collins International Primary English Student's Book 5 Page 79 Workbook Page 44
	4. Creative Writing <ul style="list-style-type: none"> Writing a Biography Narrative Writing 	Collins International Primary English Student's Book 5 Page 102-103
March	1. Literature <ul style="list-style-type: none"> Walter Tull : Footballer, Soldier, Hero (Non-Fiction) Hand on the Bridge (Poem) 	Collins Anthology Page 86 Collins Anthology 5 Page 62
	2. Comprehension <ul style="list-style-type: none"> Unit 5: Songs of the sea The Whale Rider 	Collins International Primary English Student's Book 4 Page 55-56 Workbook Page 39
	3. Grammar <ul style="list-style-type: none"> Clauses: main clause & subordinate clause Present Perfect Tense Conjunctions 	Workbook Page 32

	<ul style="list-style-type: none"> Punctuation (Reinforcement) 	Collins International Primary English Student's Book 5 Page 71
	4. Creative Writing <ul style="list-style-type: none"> Essay Writing 	
April	Revision for Final Examination	
May	Final Examination	

August

Content	Learning Objectives
<p>Component: Literature</p> <ul style="list-style-type: none"> • Fiction: A Clever Way to Catch the Thief <ul style="list-style-type: none"> ➤ P.E.E paragraphs • Non Fiction: 4-Year-Old-Survives 11 Days Alone in Siberian Forest <p>Style Types:</p> <ul style="list-style-type: none"> ➤ Problem/solution ➤ Cause and effect ➤ Compare/contrast ➤ Description/list ➤ Time order/sequence 	<ul style="list-style-type: none"> • Annotate the given texts. • Differentiate between the genres of fiction and non-fiction. • Identify the following elements of a story: <ul style="list-style-type: none"> ➤ exposition ➤ rising action ➤ climax ➤ falling action ➤ resolution • Identify the 'tone' of a selected text. • Highlight evidence from text that supports the tone. • Analyze a paragraph according to: <ul style="list-style-type: none"> ➤ point ➤ evidence ➤ explanation • Compose a P.E.E paragraph on a selected character. • Suggest personal responses for the ending of a story in a P.E.E paragraph. • Identify the following non-fiction features of a given text: <ul style="list-style-type: none"> ➤ heading ➤ sub-heading ➤ bold words ➤ photographs • State the purpose of the author. • Identify 'style' of a given text. • Develop awareness for writer's effect. • Differentiate between facts and opinions. • Answer the given questions. • Use a dictionary to find meanings of key words. • Use vocabulary words in sentences.
<p>Comprehension</p> <ul style="list-style-type: none"> • Unit 1: <ul style="list-style-type: none"> ➤ Strange school stories: A Package for Mrs. Jewels 	<ul style="list-style-type: none"> • Skim a text and scan it for specific information. • Match American and Standard English terms with the same meaning. • Answer the given questions.

<p>Component: Grammar</p> <ul style="list-style-type: none"> • Simple Present Tense(reinforcement) • Nouns • Adjectives • Suffixes 	<ul style="list-style-type: none"> • Make sentences to express: <ul style="list-style-type: none"> ➤ habitual actions ➤ general truths ➤ emotions ➤ wishes • Use –s or –es to the root form. • Define the following: <ul style="list-style-type: none"> ➤ nouns ➤ adjectives ➤ suffix • List a variety of adjectives to describe nouns. • Identify adjectives in the given text. • List collective nouns for the given words. • Add suffixes to make adverbs. • Use suffixes to construct new words.
<p>Creative Writing</p> <ul style="list-style-type: none"> • Persuasive Writing: <ul style="list-style-type: none"> ➤ Develop content for a brochure advertising your own school • Paragraph Writing 	<ul style="list-style-type: none"> • Analyze the sample of brochures provided in the book. • Identify the following features of persuasive writing: <ul style="list-style-type: none"> ➤ present tense ➤ facts ➤ powerful verbs ➤ powerful adjectives ➤ powerful adverbs ➤ repeated words ➤ exclamation marks • Compose a brochure for DPS to include: <ul style="list-style-type: none"> ➤ information for the front cover with eye-catching graphics and a tagline ➤ information for the back cover e.g. telephone numbers, address, email id • Practice self-edit work through given checklist. • Brainstorm facts and ideas about polluting a certain habitat. • Write a paragraph on the consequences of polluting environment. • Use vocabulary words in the paragraph.

Vocabulary Words:

suspect, culprit, perplex, guilt, innocence, soot, emaciated, hamlet, traipsed, miracle, apparently, unexpectedly, eluded, glanced, belligerently, clenched, enormous, massive, tiny, fabulous, hideous, alarmed, delighted, distress, repulsive, overjoyed

Practice Questions for Literature:

1. Describe the character of rich man, based on what you learn in the extract.
2. How was it possible for the rescuers to find the little girl?

Practice Questions for Grammar:

1. Fill the following blanks by adding suffixes to the given root words in the brackets:
 - i. The class looked at the giant pizza _____. (hunger)
 - ii. My brother played his music so _____ (loud) that the police came!
2. List collective nouns for the given words:
 - i. A _____ of pigeons

ii. A _____ of books

3. Underline the nouns and circle the adjectives in the following sentences:-

i. There were red squares and yellow squares in the painting.

ii. The wobbly chair rocked on the irregular floor.

4. Underline all the adjectives in the given passage:

Our excellent school has huge fields and beautiful buildings. It is an established school, and is equipped with modern facilities. The teachers are all very intelligent and they love children, and are happy to help them. The atmosphere is relaxed and, because of this, we achieve fantastic results.

September

Content	Learning Objectives
<p>Component: Literature</p> <ul style="list-style-type: none"> • Fiction: The Adventures of Sherlock Holmes <p>The structure of mystery genre is divided into three categories:</p> <ul style="list-style-type: none"> ➤ Introduction: learn about the problem and meet characters ➤ Body: someone works to solve the mystery ➤ Conclusion: mystery is solved <ul style="list-style-type: none"> • Poetry: From a Railway Carriage 	<ul style="list-style-type: none"> • Annotate the given text. • Identify the following elements of mystery fiction: <ul style="list-style-type: none"> ➤ characters ➤ setting ➤ plot ➤ problem ➤ solution • Highlight the following structure of a mystery genre: <ul style="list-style-type: none"> ➤ introduction ➤ body ➤ conclusion • Analyze the model P.E.E paragraph for the main character. • Use a dictionary to find meanings of key words. • Use vocabulary words in sentences. • Answer the given questions. • Annotate the poem with symbols. • Identify rhyming scheme of the poem. • Bring out the tone of the poem with evidence. • Analyze the effect of visual images in the poem. • Identify the following poetic devices: <ul style="list-style-type: none"> ➤ simile ➤ personification ➤ alliteration • Analyze the effect of poetic devices in the poem. • Suggest a moral of the poem with evidence. • Answer the given questions in P.E.E paragraphs.
<p>Comprehension</p> <ul style="list-style-type: none"> • Unit 3: The Three Bears: Playing for real <ul style="list-style-type: none"> ➤ The Porridge Pincher 	<ul style="list-style-type: none"> • Read through the play script in a dramatic style. • Scan the script and about its features: <ul style="list-style-type: none"> ➤ stage directions ➤ dialogues ➤ setting ➤ props ➤ cue • Identify the importance of stage directions. • Change the text from direct to indirect speech. • Answer the questions independently in P.E.E paragraphs.

<p>Component: Grammar</p> <ul style="list-style-type: none"> • Simple past tense (reinforcement) • Prepositions • Direct Speech/indirect Speech 	<ul style="list-style-type: none"> • Make sentences to express:- <ul style="list-style-type: none"> ➤ completed actions in recent past ➤ completed actions in distant past • Insert the following prepositions to complete given sentences: <ul style="list-style-type: none"> ➤ in ➤ into ➤ on ➤ behind ➤ from ➤ over ➤ with ➤ up ➤ of • Change a direct statement into a reported speech. • Punctuate a given direct speech appropriately. • Identify and differentiate between direct and reported speech.
<p>Creative Writing</p> <ul style="list-style-type: none"> • Play-script Writing • Paragraph Writing 	<ul style="list-style-type: none"> • Plan and draft a play script independently by using the sample provided in the book. • Compose a descriptive paragraph using the following structures: <ul style="list-style-type: none"> ➤ simile beginning sentences ➤ double adjective sentences
<p>Vocabulary Words: parlor, reveal, antiseptic, bulge, stethoscope, hedges, troops, clammers, tramp, glimpse, grunted, fragile, storey, groaned, muttered, grabbed, collapsed, brochure, captions, graphics, eye-catching, tagline, nurtured, encouraged, development, skills, facilities, school motto, child-centered, storey, playground, spacious, extinct, dump, generation</p> <p>Practice Questions for Literature:</p> <ol style="list-style-type: none"> 1. Who was Irene Adler? 2. List down all the clues that made Sherlock Holmes believe that Watson had returned to his practice as a medical doctor. 3. What is the central idea of the poem? <p>Practice Questions for Grammar:</p> <ol style="list-style-type: none"> 1. Change the following sentences into simple past tense: <ol style="list-style-type: none"> i. Mother cooks delicious pasta every Sunday. ii. The boy cut his finger with a knife. 2. Complete the sentences with correct prepositions. <ol style="list-style-type: none"> i. Our class walked _____ the football field. ii. You have to be _____ time for school. 3. Change the following direct speech into reported speech: <ol style="list-style-type: none"> i. Goldilocks said, "I will pay for your chairs today." ii. Anna said to me, "My brother has been to Paris twice this year." 	

October

Content	Learning Objectives
<p>Component: Literature</p> <ul style="list-style-type: none"> • Non-Fiction: Noisy Neighbour • Poetry: The Tyger 	<ul style="list-style-type: none"> • Predict the main idea of the text by discussing the topic. • Identify the structure and tone of the text. • Comment on the style of the text. • Identify imagery used in the selected poem. • Use imagery to describe something from personal experience. • Identify themes in the poem 'The Tyger'. • Identify how the poet symbolizes the different characters. • Compare and contrast the characters of the Tyger and lamb in the poem. • Answer the given questions.
<p>Comprehension</p> <ul style="list-style-type: none"> • Unit 7: Exploring Space How do astronauts live in space? 	<ul style="list-style-type: none"> • Skim the text and scan it for specific information. • Identify the purpose of the text. • Comment on the style of the text. • Answer the given questions.
<p>Component: Grammar</p> <ul style="list-style-type: none"> • Sentence structure of Simple sentence • Clauses: main clause/subordinate clause Sentence structure of Simple sentence • Compound sentences 	<ul style="list-style-type: none"> • Differentiate between a simple sentence and a compound sentence. • Differentiate between the main clause and the subordinate clause in given sentences. • Complete a main clause by providing a subordinate clause. • Construct compound sentences. • Identify present participles and auxiliary verbs in given sentences. • Complete sentences using correct verbs forms. • Identify the tense form in given verb list.
<p>Creative Writing</p> <ul style="list-style-type: none"> • Letter Writing (Formal) 	<ul style="list-style-type: none"> • Compare various informal and formal letters to identify the following differences: <ul style="list-style-type: none"> ➤ vocabulary ➤ style ➤ tone • Differentiate between formal and informal letters. • Compose a formal letter to include: <ul style="list-style-type: none"> ➤ address ➤ greeting ➤ body ➤ closing the message ➤ complimentary close <ul style="list-style-type: none"> ▪ yours faithfully or yours sincerely ➤ signature

Vocabulary Words:

forthwith, disregard, welfare, concerning, incessantly, immortal, sinews, aspire, anvil, supper, cultures, tresses

Practice Questions for Literature:

1. How can we explain the presence of evil in the world?
2. How does Blake use imagery to craft tone and convey a message?
3. In what ways is the tiger portrayed as both positive and negative? What could this suggest about natural world?

Practice Questions for Grammar:

1. Find the subject, verb and object in the following sentences. Underline the verb in red, circle the subject in green and the object in blue.
 - i. They sing strange and beautiful songs.
 - ii. Kahu's grandfather did not like new traditions.
2. Identify whether the following sentences are simple or compound:-
 - i. Kahu wanted to swim with the whales. _____
 - ii. She loved whales, so she disobeyed him. _____
3. In the following sentences, colour the main clause in red and the subordinate clause in blue:-
 - i. I love this story because it is funny.
 - ii. Phoebe goes red when she gets embarrassed.
4. Underline the auxiliary verb in the following sentences:-
 - i. Alexis and Zoey are finishing their math homework.
 - ii. Melissa is watching her favorite cartoon.
5. Complete the following sentences by using present participle of the verb given in brackets:
 - i. The journey was quite _____. (tire)
 - ii. Her story was so _____ (inspire) that they decided to publish as a book.

November

Revision for Mid-Year Examination

December

Mid-Year Examination

January

Content	Learning Objectives
<p>Component: Literature</p> <ul style="list-style-type: none"> • Fiction: The Elves and the Shoemaker • Non Fiction: How to be an Ancient Greek. • Poetry: Jim Who Ran Away From His Nurse 	<ul style="list-style-type: none"> • Identify the mood of a selected fiction story • Develop awareness for the effect of capitalized words in the story: <ul style="list-style-type: none"> ➤ SNIP, SNIP, SNIP ➤ STITCH, STITCH ➤ TAP! TAP! TAP! • Identify the author's purpose in the extract. • Reflect on a selected non-fiction text and identify the setting. • Determine if the author is persuading or informing with evidence. • Contrast the two tribes identified in the given text by a Venn diagram. • Write a P.E.E paragraph about the differences in the tribes as mentioned in text. • Comment on the structure of the poem. • Identify the theme of the poem. • Identify the moral of the poem. • Construct personal responses that: <ul style="list-style-type: none"> ➤ focus on the question ➤ use subject terminology (e.g. verb, adjectives,..) to identify the tone of the poet ➤ make thoughtful comments inferred from the poem
<p>Comprehension</p> <ul style="list-style-type: none"> • Unit 8: Here is the News News broadcast 	<ul style="list-style-type: none"> • Read the text to scan specific information. • Identify the purpose of the following news articles: <ul style="list-style-type: none"> ➤ an international news article ➤ a national news article ➤ a sports news article • Differentiate between news report and news broadcast. • Identify tone of the language in a given news broadcast. • Identify the purpose of the given news broadcast. • Identify following features of a news broadcast: <ul style="list-style-type: none"> ➤ idiomatic phrases ➤ formal language ➤ eye-witness accounts ➤ experts opinions and explanations
<p>Component: Grammar</p> <ul style="list-style-type: none"> • Apostrophe • • Contractions • Punctuation: <ul style="list-style-type: none"> ➤ comma ➤ full stop 	<ul style="list-style-type: none"> • Construct sentences that have apostrophes for possessions and shortened forms • Use an apostrophe to make contractions • Punctuate dialogues using the following appropriately: <ul style="list-style-type: none"> ➤ capital letter ➤ full stop

<ul style="list-style-type: none"> ➤ speech marks ➤ exclamation marks 	<ul style="list-style-type: none"> ➤ comma ➤ question mark ➤ exclamatory mark ➤ speech marks
<p>Creative Writing</p> <ul style="list-style-type: none"> • Play script Writing • Sentence structure for Descriptive essay 	<ul style="list-style-type: none"> • Plan and draft a play script independently by using the sample provided in the book. • Compose a descriptive paragraph using the following structures: <ul style="list-style-type: none"> ➤ simile beginning sentences ➤ double adjective sentences ➤ sentence with alliteration

Vocabulary Words:
striding, hummed, beaming, scraps, skipping and scampering, pranced, magnificent, conference, environment, satellite, authorities, peninsula, politicians, retirement, blaze

Practice Questions for Literature:

1. Imagine you are one of the elves. Explain why did you help the shoemaker?
2. What moral values have you learned from this story?

Practice Questions for Grammar:

1. Punctuate the apostrophes in the correct places in these sentences:-
 - i. Shes coming to town to see her friends sister.
 - ii. I cant believe theyd watch such rubbish.
2. Complete these tables of contractions.

I am	I'm
They have	
Will not	
3. Punctuate the following dialogues using capital letter, full stop, comma, question mark, exclamatory mark and speech marks appropriately:-
 - i. he said how would you like to get some ice cream after the movie
 - ii. jane said to her friend oh gosh I cant believe how late I am today

February

Content	Learning Objectives
<p>Component: Literature</p> <ul style="list-style-type: none"> • Fiction: The Golden Turtle • Non-Fiction: Barack Obama 	<ul style="list-style-type: none"> • Annotate the given text. • Identify the genre of the selected extract. • Identify the author's purpose. • Use specific details from the story to describe the main character and plot. • Identify the structure and tone of the selected text. • Answer the given questions. • Use vocabulary words in sentences. • Identify the genre of the selected text. • Identify the author's purpose. • Scan specific information from the text. • Identify facts and opinion.

<p>Comprehension</p> <ul style="list-style-type: none"> Unit 9: Our Changing Earth Biography of David Attenborough 	<ul style="list-style-type: none"> Skim the selected text and scan it for specific information. Identify the following important elements of a biography: <ul style="list-style-type: none"> ➤ research (facts) ➤ timeline (phases of life) ➤ sequencing of events of life Gather information and compose a short biography of a selected personality. Answer the questions about the extract.
<p>Component: Grammar</p> <ul style="list-style-type: none"> Punctuation (Reinforcement) Complex sentences 	<ul style="list-style-type: none"> Punctuate sentences appropriately with: <ul style="list-style-type: none"> ➤ commas ➤ question marks ➤ exclamation marks Use punctuation to make the meanings of sentences clearer. Use the comma to separate clauses within sentences to clarify meaning in complex sentences.
<p>Creative Writing</p> <ul style="list-style-type: none"> Writing a Biography Narrative Writing 	<ul style="list-style-type: none"> Write a biography by researching the following information of a given author:- <ul style="list-style-type: none"> ➤ important dates ➤ personal information and facts ➤ books written ➤ achievements ➤ important events ➤ a quote

Vocabulary Words:

heaved, mocked, glinted, oars, harbor, riches, clustered, peered, bleak, reconcile, multiracial heritage, discrimination, inescapable, legislation, ghettos, attorney, district

Practice Questions for Literature:

- What are three details from 'How to be an Ancient Greek' that support the main idea?
- What would have you done with the golden turtle, if you were in place of Kobayashi Issei?
- What is the lesson that you have learned from this story?

Practice Questions for Grammar:

- Identify whether the following sentences are simple or compound:-
 - Kahu wanted to swim with the whales. _____
 - She loved whales, so she disobeyed him. _____
- Circle the coordinating conjunctions in the following sentences:-
 - You can get a piece of cake with a spoon, or with a fork.
 - Thomas will be late to work, for he has a dental appointment.

March

Content	Learning Objectives
<p>Component: Literature</p> <ul style="list-style-type: none"> • Non-Fiction: Walter Tull: Footballer, Soldier, Hero • Poetry: Hand on the Bridge 	<ul style="list-style-type: none"> • Identify the genre of selected extracts. • Identify the following important elements of a biography: <ul style="list-style-type: none"> ➤ research (facts) ➤ timeline (phases of life) ➤ sequencing of events of life • Gather information and compose a short biography of a selected personality. • Identify rhyming scheme of the poem. • Bring out the tone of the poem with evidence. • Analyze the following effects in the poem: <ul style="list-style-type: none"> ➤ use of visual images ➤ effect of repetition • Answer the given questions.
<p>Comprehension</p> <ul style="list-style-type: none"> • Unit 5: Songs of the Sea The Wale Rider 	<ul style="list-style-type: none"> • Skim the text and scan it for specific information. • Identify the genre of the extract. • Research and write about whales and their issues. • Read the given extract with fluency. • Answer the given questions independently.
<p>Component: Grammar</p> <ul style="list-style-type: none"> • Present Perfect Tense • Conjunctions • Punctuation (Reinforcement) 	<ul style="list-style-type: none"> • Make sentences to express the following: <ul style="list-style-type: none"> ➤ an action or situation that started in the past and continues in the present ➤ an action that that was completed in the very recent past, expressed by 'just' ➤ use has/have + past participle to form a sentence in present perfect tense • Define 'coordinating conjunction'. • Recognise and use conjunctions correctly in sentences. • Identify and compose compound sentences using conjunctions. • Punctuate given sentences appropriately.
<p>Creative Writing</p> <ul style="list-style-type: none"> • Story Writing: Fable • Character sketch 	<ul style="list-style-type: none"> • Identify the following elements of a fable: <ul style="list-style-type: none"> ➤ moral ➤ animals having human characteristics ➤ short and precise • Compose a fable. • Identify character traits and extract the portions of textual evidence to support them. • Identify adjectives that are common character trait words.

Vocabulary Words:

employment, discrimination, legislation, represented, convention, interrupt, mentioned, apparently, curiosity, delighted, angry, furious, outraged, frightened, nervous, anxious

Practice Questions for Literature:

1. What is the atmosphere like in the poem 'Hand in the Bridge'?
2. What is the mood of the poem 'Hand in the Bridge'?

Practice Questions for Grammar:

1. Fill in the blanks with the present perfect tense of the verb given in brackets:-
 - i. They _____ (leave) London this month.
 - ii. He _____ (work) for two months in this office.
2. Underline the main clause in the following sentences:-
 - i. We can always hope, because something good may happen.
 - ii. Pandora was curious, so she opened the box.
3. Complete the following sentences by adding a subordinate clause:-
 - i. Misako raised her hand, because _____.
 - ii. Ben was irritating her, so _____.
4. Choose the correct coordinating conjunctions to complete the following sentences:-
 - i. I am vegetarian, _____ I don't eat any meat. (but, so, and)
 - ii. It was cloudy and cold, _____ it didn't snow. (but, because, so)

April**Revision for Final Examination****May****Final Examination**