

Dawood Public School
Course Outline 2019-20
English Language
Class VII

Month	Syllabus Break Down	Textbooks/ References/ Resources
August	<p>Introduction to Mats and Checking Symbols</p> <p>Unit 1: Fire</p> <p>1. Comprehension:</p> <ul style="list-style-type: none"> • Text 1A • Text 1C <p>2. Grammar:</p> <ul style="list-style-type: none"> • Synonym • Adverbs & Adverbial Phrases • Present & Past Perfect Tense • Past Participles • Complex Sentences • Connectives <p>3. Creative Writing:</p> <ul style="list-style-type: none"> • News Report Writing <ul style="list-style-type: none"> ➤ Elements of a news report (heading, subheading, basic information, background information, current news etc) ➤ Structure of a news report • Leaflet Writing <ul style="list-style-type: none"> ➤ Elements of leaflet writing (numbers and bullet points, illustrations, imperative verbs, rhyme, alliteration) 	<p>Handouts</p> <p>Textbook: Cambridge Checkpoint English Stage 8</p> <p>Cambridge Checkpoint English Stage 8 (Workbook)</p> <p>Cambridge Checkpoint English Stage 8 (Workbook)</p> <p>Textbook: Cambridge Checkpoint English Stage 8</p>

<p>September</p>	<p>Unit 2: Games & Sport</p> <p>1. Comprehension:</p> <ul style="list-style-type: none"> • Text 2A • Text 2B • Text 2D <p>2. Grammar:</p> <ul style="list-style-type: none"> • Active & Passive Voice • Relative Pronouns & Clauses • Modal Verbs <p>3. Creative Writing:</p> <ul style="list-style-type: none"> • Diary Entry <ul style="list-style-type: none"> ➤ Elements of diary entry (narration, feelings, opinions, description etc) ➤ Structure of diary entry ➤ Diary entry for planning a surprise party • Descriptive Writing -- Unit 1: Fire <ul style="list-style-type: none"> ➤ Elements of descriptive writing (sensory details, figurative language, use of adjectives) ➤ Structure of descriptive writing (chronological structure) <p>Unit 3: Water</p> <p>1. Comprehension:</p> <ul style="list-style-type: none"> • Text 3D <p>2. Grammar:</p> <ul style="list-style-type: none"> • Punctuation • Non-sentences • Contrast & Parallel • Irregular Nouns and Verbs 	<p>Cambridge Checkpoint English Stage 8</p> <p>Cambridge Checkpoint English Stage 8 Workbook Textbook: Cambridge Checkpoint English Stage 8</p> <p>Textbook: Cambridge Checkpoint English Stage 8 Textbook: Cambridge Checkpoint English Stage 8</p> <p>Cambridge Checkpoint English Stage 8 (Workbook)</p> <p>Cambridge Checkpoint English Stage 8</p> <p>Cambridge Checkpoint English Stage 8</p>
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October	<p>Unit 4: The Feast</p> <p>1. Comprehension:</p> <ul style="list-style-type: none"> • Text 4B • Text 4E <p>2. Grammar:</p> <ul style="list-style-type: none"> • Time Adverbs • Synonyms • Using lists in description <p>Unit 5: Other Lives</p> <p>1. Comprehension:</p> <ul style="list-style-type: none"> • Text 5A • Text 5C <p>2. Grammar:</p> <ul style="list-style-type: none"> • Present Participles • Prefixes • Punctuation (Semicolon) • Connectives <p>3. Creative Writing</p> <ul style="list-style-type: none"> • Picture Description • Newspaper Job Advertisement <ul style="list-style-type: none"> ➤ Elements of job advertisement (introduction of the organization, job requirements, facilities and benefits etc) 	<p>Textbook: Cambridge Checkpoint English Stage 8</p> <p>Textbook: Cambridge Checkpoint English Stage 8 Cambridge Checkpoint English Stage 8 (Workbook)</p> <p>Textbook: Cambridge Checkpoint English Stage 8 Cambridge Checkpoint English Stage 8 (Workbook)</p> <p>Textbook: Cambridge Checkpoint English Stage 8 Cambridge Checkpoint English Stage 8 (Workbook)</p> <p>Textbook: Cambridge Checkpoint English Stage 8</p> <p>Textbook: Cambridge Checkpoint English Stage 8</p>
November	Revision for Mid-Year Examination	
December	Mid-Year Examination	

<p>January</p>	<p>Unit 6: The Race</p> <p>1. Comprehension:</p> <ul style="list-style-type: none"> • Text 6A • Text 6B • Text 6C • Text 6D • Text 6F <p>2. Grammar</p> <ul style="list-style-type: none"> • Prepositions • Adverbs & Adverbial Phrases • Synonyms <p>3. Creative Writing</p> <ul style="list-style-type: none"> • News Article Writing <ul style="list-style-type: none"> ➤ Introduction of an article ➤ Difference between an article and a report ➤ Writing an article • Formal Letter Writing -- Unit 5: Other Lives <p>Unit 7: Time & History</p> <p>1. Comprehension:</p> <ul style="list-style-type: none"> • Text 7A • Text 7B <p>2. Grammar:</p> <ul style="list-style-type: none"> • Punctuation (dashes) • Rhetorical Questions • Prefixes 	<p>Textbook: Cambridge Checkpoint English Stage 8:</p> <p>Cambridge Checkpoint English Stage 8 (Workbook)</p> <p>Textbook: Cambridge Checkpoint English Stage 8 Cambridge Checkpoint English Stage 8 (Workbook)</p> <p>Textbook: Cambridge Checkpoint English Stage 8</p> <p>Cambridge Checkpoint English Stage 8 (Workbook)</p>
<p>February</p>	<p>Unit 8: Exotic Places</p> <p>1. Comprehension:</p> <ul style="list-style-type: none"> • Text 8A • Text 8F <p>2. Grammar:</p> <ul style="list-style-type: none"> • Synonyms • Punctuation (colon, semi colon, hyphen) • Connotations & Associations • Summary Writing <p>3. Creative Writing:</p> <ul style="list-style-type: none"> • Descriptive Writing (Essay) <ul style="list-style-type: none"> ➤ Elements of descriptive writing (sensory details, figurative language, use of 	<p>Textbook: Cambridge Checkpoint English Stage 8:</p> <p>Textbook: Cambridge Checkpoint English Stage 8 Cambridge Checkpoint English Stage 8 (Workbook)</p> <p>Textbook: Cambridge Checkpoint English Stage 8 Cambridge Checkpoint English Stage 8 (Workbook)</p>

	<p>adjectives)</p> <ul style="list-style-type: none"> ➤ Structure of descriptive writing (chronological structure) ➤ Describing a store house, using lots of adjectives and imagery <p>Unit 9: Travel & Transport</p> <p>1. Comprehension</p> <ul style="list-style-type: none"> • Text 9B • Text 9C <p>2. Grammar:</p> <ul style="list-style-type: none"> • Forming Adjectives & Adverbs • Intensifiers • Figures of Speech: <ul style="list-style-type: none"> ➤ Hyperbole ➤ Cliché <p>3. Creative Writing:</p> <ul style="list-style-type: none"> • Travel Writing <ul style="list-style-type: none"> ➤ Describing a town or place using descriptive words and imagery to evoke a strong sense of atmosphere 	<p>Textbook: Cambridge Checkpoint English Stage 8</p> <p>Textbook: Cambridge Checkpoint English Stage 8 Cambridge Checkpoint English Stage 8 (Workbook)</p> <p>Textbook: Cambridge Checkpoint English Stage 8 Cambridge Checkpoint English Stage 8 (Workbook)</p>
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March	<p>Unit 10: Animal Behaviour</p> <p>1.Comprehension:</p> <ul style="list-style-type: none"> • Text 10D <p>2.Grammar:</p> <ul style="list-style-type: none"> • Antonyms <p>Unit 11: Music & Dance</p> <ul style="list-style-type: none"> • Comprehension: Text 11B <p>1.Grammar:</p> <ul style="list-style-type: none"> • Active and Passive Voice • Time Adverbs • Punctuation (Comma, hyphen) • Figures of Speech: <ul style="list-style-type: none"> ➤ Litotes ➤ Understatement <p>2. Creative Writing: Advertisement Writing -- Unit 9: Travel & Transport</p> <ul style="list-style-type: none"> • Writing an advertisement. 	<p>Textbook: Cambridge Checkpoint English Stage 8</p> <p>Cambridge Checkpoint English Stage 8 (Workbook)</p> <p>Textbook: Cambridge Checkpoint English Stage 8</p> <p>Textbook: Cambridge Checkpoint English Stage 8 Cambridge Checkpoint English Stage 8 (Workbook)</p> <p>Textbook: Cambridge Checkpoint English Stage 8 Cambridge Checkpoint English Stage 8 (Workbook)</p>
April	Revision for Final Examination	
May	Final Examination	

August

Content	Learning Objectives
Unit 1: Fire	
1. Comprehension <ul style="list-style-type: none"> • Text 1A • Text 1C 	<ul style="list-style-type: none"> • Read the texts with accuracy and fluency. • Answer the given questions.
2. Grammar <ul style="list-style-type: none"> • Synonym (BK pg 3) • Adverbs & Adverbial Phrases (WB pg 5) • Present & Past Perfect Tense (WB pg 6-7) • Past Participles (WB pg 7) • Complex Sentences (BK pg 12) • Connectives (WB pg 8) 	<ul style="list-style-type: none"> • Develop awareness for 'synonyms'. • Identify synonyms. • Use synonyms effectively. • Identify the following in given texts: <ul style="list-style-type: none"> ➤ adverbs ➤ adverbial phrases • Compose sentences using adverbs and adverbial phrases. • Replace the adverbial phrases with a single verb. • Differentiate present perfect tense from present simple and present continuous tense. • Identify in text, where to use which tense. • Form perfect tense by recalling and using past participles. • Differentiate between past participle and present participle. • Punctuate complex sentences with commas appropriately. • Join pairs of sentences as complex sentences. • Construct complex sentences in creative writing. • Use connectives to form complex sentences. • Develop awareness for a variety of connectives, instead of few particular ones.

<p>3. Creative Writing</p> <ul style="list-style-type: none"> • News Report Writing (WB pg 4) • Leaflet Writing (BK pg 13-14) 	<ul style="list-style-type: none"> • Identify facts and opinions in a text. • Write a news report based on the facts provided and quote the witnesses with speech marks appropriately. • Perceive the significance of imperative verbs. • Develop awareness for the purpose and usage of leaflets. • Use imperative verbs appropriately to compose content for a leaflet. • Create leaflet using colourful pictures.
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Vocabulary Development:

charred, silhouetted, flicker, emphasised, receded, debris, descriptions, imagery, sequencing, chronological structure, headlines, sub-headings, informative

Types of Questions:

1. Write a synonym for each word:
 - Miniature
 - Wise
2. Utilize the adverbial phrases in sentences
 - Look closely: Danny the detective looked closely at the fingerprints
3. Identify the tense of the provided sentences:
 - Someone had broken the plate. (Past perfect tense)
 - During the summer holidays, he worked as a waiter for a week. (Past tense)
4. Convert the verbs into their present and past participles
 - Work: working (present participle) worked (past participle)
 - Swim: swimming (present participle) swum (past participle)
5. Combine the following pairs of simple sentences into complex sentences.
 - John went to the movies. He had a lot of work to do
6. Use connectives to formulate complex and compound sentences
 - Although he tried his best, he couldn't make it to the finals.
 - I had steak for lunch and Fred ate pasta.

September

Content	Learning Objectives
Unit 2: Games and Sport	
<p>1. Comprehension</p> <ul style="list-style-type: none"> • Text 2A • Text 2B • Text 2D (BK pg 16-24) 	<ul style="list-style-type: none"> • Read the text with fluency and understanding. • Answer the given questions about the text independently. • Analyse different characters. • Identify the genre of each text.

<p>2. Grammar</p> <ul style="list-style-type: none"> • Active & Passive Voice (BK pg 17) • Relative Pronouns & Clauses (BK pg 20) • Modal Verbs (BK pg 20-21) 	<ul style="list-style-type: none"> • Identify active and passive voice in given text. • Convert active voice into passive voice and vice versa. • Identify relative pronouns and relative clauses. • Construct relative clauses. • Differentiate between the following two categories of modal verbs: <ul style="list-style-type: none"> ➤ obligation ➤ probability • Identify the usage of precise modal verbs.
<p>3. Creative Writing</p> <ul style="list-style-type: none"> • Diary Entry (BK pg 24-25, WB pg 11) • Descriptive Writing -- Unit 1: Fire (BK pg 14-15) 	<ul style="list-style-type: none"> • Analyse the manner of writing a diary by including the following elements in it: <ul style="list-style-type: none"> ➤ narration ➤ description ➤ opinion ➤ fact ➤ feeling ➤ a range of tenses ➤ complex sentences • Write a diary entry comprising of all the above-mentioned elements. <ul style="list-style-type: none"> ➤ Compose ideas and thoughts in a sequence. ➤ Create a piece of descriptive writing using: <ul style="list-style-type: none"> ➤ a variety of sentence structures ➤ descriptive words ➤ Refer to as many of the five senses to create imagery.
<p>Unit 3: Water</p>	
<p>1. Comprehension</p> <ul style="list-style-type: none"> • Text 3D (BK pg 37) 	<ul style="list-style-type: none"> • Comprehend the text. • Answer the questions given at the end of the text.

<p>2. Grammar</p> <ul style="list-style-type: none"> • Punctuation (BK pg 37-38) • Non-sentences (WB pg 22-23) • Contrast & Parallel (BK pg 38-39) • Irregular Nouns and Verbs (BK pg 43) 	<ul style="list-style-type: none"> • Place semi-colon at appropriate places. • Provide replacement of semicolon with comma or connective depending upon the requirement of the text. • Identify non-sentences. • Include non-sentences in writing. • Identify contrast and parallel. • Use contrast and parallel in writing. • Change into adjectives into irregular nouns. • Write past participle of irregular verbs.
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Vocabulary Development:
revival, professional, skilful, simultaneously, competitors, combinations, opposites, probability, obligation, finite verb, agent, subject, narration, facts, opinions, descriptions, future, plans, furnace, perspiration, desolation, drought

Types of Questions:

1. Change the active voice to passive voice.
 - Sam repaired the car.
2. Change the passive voice to active voice
 - The bills used to be paid by Jerry.
3. Formulate relative clauses
 - I have a blue watch and a yellow one; you can choose whichever you want.
4. Insert appropriate modal verb in the blanks
 - Horse riding is a popular activity in many parts of the world. There are things you must know for your safety before you get on a horse.
 - You should not stand behind the horse or you could be kicked.
5. Replace the semicolon with a connective or a comma
 - The sky grew black; it looked as if the moon had never been there.
 - The sky grew black and it looked as if the moon had never been there.
6. Identify whether the words are contrasts or parallels
 - Hot and sour (parallel)
 - Day and night (contrast)
 - Shiny and bright (parallel)

October

Content	Learning Objectives
Unit 4: The Feast	
1. Comprehension <ul style="list-style-type: none"> • Text 4B • Text 4E (BK pg 50-61) 	<ul style="list-style-type: none"> • Read the text with fluency and understanding • Answer the given questions about the text independently. • Analyse different characters in the text.
2. Grammar <ul style="list-style-type: none"> • Time Adverbs (WB pg 26) • Synonyms (BK pg 53,62) • Using lists in description (WB pg 29) 	<ul style="list-style-type: none"> • Recognize the following from given texts: <ul style="list-style-type: none"> ➤ time adverbs ➤ adverbial phrases • Include the time adverbs and adverbial phrases in writing. • Identify the usage of synonyms. • Replace words with their synonyms. • Identify lists to be used in descriptions. • Insert a comma appropriately.
Unit 5: Other Lives	
1. Comprehension <ul style="list-style-type: none"> • Text 5A • Text 5C (BK pg 64-69) 	<ul style="list-style-type: none"> • Read and comprehend the text. • Identify the genre of each text. • Compare and contrast two texts.
2. Grammar <ul style="list-style-type: none"> • Connectives (WB pg 34) • Punctuation (Semicolon) (WB pg 34) • Prefixes (WB pg 37) • Present Participles (WB pg 32) 	<ul style="list-style-type: none"> • Identify the use of connectives. • Utilize connectives to replace semicolons. • Place semi-colon between two independent clauses in a sentence. • Identify which pair of clauses are suited to have a semi-colon. • Learn the meanings of common prefixes given. • Form prefixes with given word stems, For example: <ul style="list-style-type: none"> ➤ pose – suppose ➤ cover – discover • Use present participles as adjectives • Connect sentences using present participles.

3. Creative Writing

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| <ul style="list-style-type: none">• Picture Description (BK pg 60)
• Newspaper Job Advertisement (BK pg 74) | <ul style="list-style-type: none">• Identify the following mentioned elements of picture description through given exemplar:<ul style="list-style-type: none">➤ enhanced adjectives➤ range of vocabulary➤ expressions and opinions• Write a picture description to include all elements.
• Identify the following mentioned elements in an exemplar of a newspaper job advertisement:<ul style="list-style-type: none">➤ job title➤ description of an ideal candidate➤ job details➤ company's information➤ salary and benefits➤ directions• Write a newspaper job advertisement by utilizing all required elements. |
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Vocabulary Development:

adverbials, time, manner, place, interlinked thoughts/ideas, independent clause, dependent clause, emboldened, astonishment, petition, alms, yield, prominence, gregarious, unobtrusive, embellish, salivated, expressions, opinions, adjectives, directions, appealing, audience, display.

Type of Questions:

1. Identify adverbial phrase in the provided sentence
 - We will meet for the group work in the evening. (adverbial of time)
2. Provide synonyms of the following words
 - Enormous – huge
 - Salient – important
3. Use commas to separate items in a series
 - I'll have pickles ketchup mustard and onions on this hot dog
4. Insert any semicolons or commas needed in the following sentences.
 - He slept through his alarm luckily his first class was cancelled.

November

Revision for Mid-Year Examination

December

Mid-Year Examination

January

Content	Learning Objectives
Unit 6: The Race	
1. Comprehension <ul style="list-style-type: none"> • Text 6A • Text 6B • Text 6C • Text 6D • Text 6F (BK pg 77-88) 	<ul style="list-style-type: none"> • Read the text with fluency and understanding. • Answer the given questions about the text. • Identify the genre of each text.
2. Grammar <ul style="list-style-type: none"> • Synonyms (BK pg 91) • Adverbs & Adverbial Phrases (WB pg 40) • Prepositions (BK pg 77-78) 	<ul style="list-style-type: none"> • Comment on the purpose and usage of synonyms. • Identify new words for speaking and writing. • Analyze the terminology of time adverbs. • Identify time adverbs in the given text. • Use time adverbs in a piece of writing. • Identify the usage of prepositions. • Insert prepositions correctly in the given text. • Use prepositions in their writing wisely.
3. Creative Writing <ul style="list-style-type: none"> • News Article Writing (BK pg 83) • Formal Letter Writing-Unit 5: Other Lives (WB pg 39) 	<ul style="list-style-type: none"> • Distinguish between news article and news report. • Identify format of writing news article. • Write a news article containing opinions and personal view points. • Identify the elements of a letter. • Apply the elements to write a formal letter.
Unit 7: Time & History	
1. Comprehension <ul style="list-style-type: none"> • Text 7A • Text 7B (BK pg 95-100) 	<ul style="list-style-type: none"> • Read the text with fluency and understanding. • Answer the given questions. • Identify the genre of each text.

<p>2. Grammar</p> <ul style="list-style-type: none"> • Punctuation (dashes) (WB pg 45) • Rhetorical Questions (BK pg 101) • Prefixes (WB pg 46-47) 	<ul style="list-style-type: none"> • Differentiate between dashes and hyphens. • Identify when to use dashes correctly. • Identify the functionality of rhetorical questions. • Recognize rhetorical questions in texts. • Use rhetorical questions in creative writing. • Give meanings of given prefixes. • Form prefixes with given word stems For example: <ul style="list-style-type: none"> ➤ pose–suppose ➤ cover–discover
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Vocabulary Development:

jubilant, unassailable, treacherous, and phenomenal, rhetorical questions, persuasion, implicit meaning, summarization, morals, sonnet, word order, intensifiers, article, informative, report, precise, opinions, perspectives, negotiate, eloquence, excavators, imperturbable, longevity

Types of Questions:

1. Provide three synonyms of the mentioned words:
 - Sketch: drawing, figure, illustration
 - Destiny: fate, providence, God’s will
 - Mercy: grace, forgiveness, pity
2. Replace the word ‘then’ with a precise time adverb.
 - Then he picked himself up from his fall. (immediately)Then he found that he was in a cave.(soon)Then he could see that it was a store room.(later)
3. Insert prepositions correctly in the provided blanks.
 - There will always be mistakes made, but you should not dwell on them.
 - You can consider the mistakes later, and learn from them.
4. Identify the rhetorical question in text 7b (the age of the tortoise)
 - How can you not be moved by the extraordinary slow-motion world of a tortoise?

February

Content	Learning Objectives
Unit 8: Exotic Places	
<p>1. Comprehension</p> <ul style="list-style-type: none"> • Text 8A • Text 8F (BK pg 111-125) 	<ul style="list-style-type: none"> • Read the text with fluency and understanding. • Answer the given questions about the text independently. • Identify the genre of each text.

<p>2. Grammar</p> <ul style="list-style-type: none"> • Synonyms (BK pg 112) • Punctuation: colon, semi colon, hyphen (WB pg 52) • Connotations & Associations (WB pg 53) • Summary Writing (BK pg 112) 	<ul style="list-style-type: none"> • Analyse and comment on the purpose and usage of synonyms. • Identify new words for speaking and writing. • Recognize the different punctuation marks along with their functionality. • Distinguish between the usage of colon and semi-colon. • Use the following correctly in a piece of writing: <ul style="list-style-type: none"> ➤ colon ➤ semi colon ➤ hyphen • Identify places in text where colon, semi colon and hyphen should be used. • Identify the difference between connotations and associations. • Use connotations to improve writing. • Extract content points from the given text. • Arrange the content points logically in order to write a summary. • Write a summary with content points with: <ul style="list-style-type: none"> ➤ own words ➤ transitions and connectives
<p>Unit 9: Travel & Transport</p>	
<p>1. Comprehension Texts</p> <ul style="list-style-type: none"> • Text 9B • Text 9C (BK pg 131) 	<ul style="list-style-type: none"> • Read the text with fluency and understanding. • Answer the given questions about the text. • Identify the genre of each text.

<p>2. Grammar:</p> <ul style="list-style-type: none"> • Forming Adjectives & Adverbs • Intensifiers • Figures of Speech: Hyperbole, Cliché 	<ul style="list-style-type: none"> • Distinguish between the terminologies of adjectives and adverbs. • Suggest an adjective and an adverb together as a descriptive device. • Insert specific adjectives to add imagery to a selected text. • Identify intensifiers. • Comment on the usage and significance of intensifiers. • Use the following intensifiers in writing: <ul style="list-style-type: none"> ➤ very ➤ completely ➤ extremely ➤ quite • Identify cliché and hyperbole in the given text. • Modify clichés to make them modern. • Form your own hyperbole to use in writing.
<p>3. Creative writing:</p> <ul style="list-style-type: none"> • Travel Writing 	<ul style="list-style-type: none"> • Identify the purpose of vivid descriptions (imagery) in writing. • Brainstorm five new words (enhanced adjectives) from dictionary or thesaurus to use in own writing. • Compose a paragraph about travel.
<p>Vocabulary Development: illumination, evidently, vociferation, tapestry, savagery, secluded, awe-inspiring, exotic, authentic, idyllic</p> <p>Type of Questions:</p> <ol style="list-style-type: none"> 1. Write synonyms for the following words: <ul style="list-style-type: none"> ➤ Abrupt ➤ Annoyance 2. Read each sentence below and insert the punctuation marks in it. <ul style="list-style-type: none"> ➤ There are so many things to do in London ___ there's the theatre, the shopping, the sights and the parks. ➤ David read the letter and he smiled ___ 'I've got the job.' 3. Write down the connotations and associations of the following adjectives <ul style="list-style-type: none"> ➤ Magical – wand (connotation) 4. Describe the following nouns with an adjective and an adverb together as a descriptive device <ul style="list-style-type: none"> ➤ Villa: beautifully decorated villa 	

- Valley: densely populated valley
 - Mountain: steeply jagged mountain
5. Identify whether the following are hyperbole or cliché
- It was so cold I saw polar bears wearing jackets. (hyperbole)
 - If I can't get a Smartphone, I will die. (hyperbole)

March

Content	Learning Objectives
Unit 10: Animal Behaviour	
1. Comprehension <ul style="list-style-type: none"> • Text 10D (BK pg 147) 	<ul style="list-style-type: none"> • Read the text with fluency and understanding. • Answer the given questions about the text. • Identify the genre of each text.
2. Grammar <ul style="list-style-type: none"> • Antonyms (WB pg 69) 	<ul style="list-style-type: none"> • Identify synonyms and antonyms. • Understand that words have opposite meanings. • Use synonyms and antonyms effectively.
Unit 11: Music & Dance	
1. Comprehension Texts <ul style="list-style-type: none"> • Text 11B (BK pg 159) 	<ul style="list-style-type: none"> • Read the text with fluency and understanding. • Answer the given questions about the text. • Identify the genre of each text.
2. Grammar: <ul style="list-style-type: none"> • Active and Passive Voice (WB pg 79) • Time Adverbs (BK pg 161) • Punctuation: comma, hyphen (WB pg 77) • Figures of Speech: litotes, understatements (BK pg 165-167, WB pg 76-77) 	<ul style="list-style-type: none"> • Differentiate between the situations for the usage of active and passive sentences. • Convert active verbs into passive and passive verbs into active in sentences. • Identify the functionality of time adverbs. • Use time adverbs appropriately in their writing. • Differentiate between the usage of 'for' and 'since' and use these correctly in sentences. • Identify the individual significance of comma and hyphen as punctuation marks. • Use commas and hyphen appropriately in sentences. • Identify litotes and understatements. • Suggest synonyms for litotes. • Differentiate between understatement (opposite of hyperbole) and hyperbole. • Develop some litotes to use in writing sentences.

3.Creative Writing:

- Advertisement Writing -- Unit 9: Travel & Transport (BK pg 134)
- Recognize the significance of advertisement writing.
- Identify the important elements included in advertisement writing.
- Identify and use rhetorical questions.
- Identify and use evocative language.
- Identify and use words to depict imagery.
- Use advertising language (persuasive language) to compose an advertisement of an island for tourism.

Vocabulary Development:

exaggerations, double negative, restrained, minimization, irony, prodigy, composer, opera

Type of Questions:

1. Write an the antonym of:
 - Early
 - Rough
2. Identify the voice found in the following sentences and then convert the sentence in its opposite voice.
 - We are going to watch a movie tonight. (active)
A movie is going to be watched by us tonight.
 - A scathing review was written by the critic. (passive)
The critic wrote a scathing review.
3. Choose whether the following sentences sound better with a comma or without a comma
 - 'Mimi, will you play something for us?'
 - 'Mimi will you play something for us?'
 - Four-year-old Mimi, will give her first performance tomorrow.
Four-year-old Mimi will give her first performance tomorrow.
 - Mimi wanted to learn the piano, after watching her brother practising.
Mimi wanted to learn the piano after watching her brother practising.
4. Identify whether the following are litotes or understatement
 - The ice cream was not too bad. (litotes)
 - William Shakespeare was not a bad playwright at all. (litotes)

April

Revision for Final Examination

May

Final Examination