

Dawood Public School
Course Outline 2020-21 - Virtual Term Adjustment
English Language
Grade VIII

Monthly Break Up for the Virtual Term (August 2020- December 2020)

Total Classes: 26 (2 classes per week)

Month	Syllabus Break Down	Textbooks/ References/ Resources
August	Comprehension: <ul style="list-style-type: none"> Unit 1: <i>Art, Design and Fashion</i> <ul style="list-style-type: none"> ➤ Text 1A: Ex. 2, ➤ Text 1C: Ex. 7 a, b,8a and 9 ➤ Text 1G: Ex. 19,20 a, b and d ➤ Workbook: Ex. 1,2,3,4,5,6, and 10 Grammar: <ul style="list-style-type: none"> ➤ Rhetorical devices ➤ Colons ➤ Semi-colons ➤ Reflexive pronouns Writing: <ul style="list-style-type: none"> • <i>Discursive Essay</i> • <i>How to write a formal email</i> 	Cambridge Checkpoint English – Course book 9 Cambridge Checkpoint English – Workbook 9 Teacher given resources Teacher given resources
September	Comprehension: <ul style="list-style-type: none"> Unit 2: <i>Modern Living</i> <ul style="list-style-type: none"> ➤ Text 2B: Ex. 3a ➤ Text 2D: Ex. 9a, 14 ➤ Workbook: Ex. 1,2, and 13 Unit 3: <i>Language and Communication</i> <ul style="list-style-type: none"> ➤ Text 3B: Ex. 5c, 6c ➤ Text 3C: Ex. 9b, Grammar: <ul style="list-style-type: none"> ➤ Binomial pairs ➤ Modal verbs ➤ Adverbials Writing: <ul style="list-style-type: none"> • <i>Argumentative Essay</i> 	Cambridge Checkpoint English – Course book 9 Cambridge Checkpoint English – Workbook 9 Cambridge Checkpoint English – Course book 9 Teacher given resources Teacher given resources
October	Comprehension: <ul style="list-style-type: none"> Unit 4: <i>Division and Conflict</i> <ul style="list-style-type: none"> ▪ Text 4A: Ex 2b, and c ➤ Text 4E: Ex. 7a, b and c ➤ Workbook: Ex. 5 and 8 	Cambridge Checkpoint English – Course book 9 Cambridge Checkpoint English – Workbook 9

	<ul style="list-style-type: none"> • <i>Unit 5: Facing the Future</i> <ul style="list-style-type: none"> ➤ Text 5A: Ex. 2,3,4 ➤ Text 5E: Ex. 12,13 ➤ Workbook: Ex. 1,2,3,8, and 9 <p>Grammar:</p> <ul style="list-style-type: none"> ➤ Voice ➤ Adverbials ➤ Collocations <p>Writing:</p> <ul style="list-style-type: none"> • <i>Persuasive</i> <ul style="list-style-type: none"> ➤ Letters ➤ Essay 	<p>Cambridge Checkpoint English – Course book 9</p> <p>Cambridge Checkpoint English – Workbook 9</p> <p>Teacher given resources</p> <p>Teacher given resources</p>
November	Revision – Mid Year Examination	
December	Mid Year Examination	

Dawood Public School
Course Outline 2020-21
English Language
Grade VIII

Monthly Break Up – Original

Month	Syllabus Break Down	Textbooks/ References/ Resources
August	1. Comprehension: <ul style="list-style-type: none"> Unit 1: Art, Design and Fashion <ul style="list-style-type: none"> ➤ Text 1A: Ex. 2, 3 and 4 ➤ Text 1C: Ex. 7, 8 and 9 ➤ Text 1G: Ex. 19, 20a, b and d ➤ Workbook: Ex. 1, 2, 3, 4, 5, 6, 8 and 10 2. Grammar: <ul style="list-style-type: none"> ➤ Rhetorical devices ➤ Colons ➤ Semi-colons ➤ Reflexive pronouns 3. Writing: <ul style="list-style-type: none"> Discursive Essay 	Cambridge Checkpoint English – Course book 9 Cambridge Checkpoint English – Workbook 9 Resources Resources
September	1. Comprehension: <ul style="list-style-type: none"> Unit 2: Modern Living <ul style="list-style-type: none"> ➤ Text 2B: Ex. 3, 4 ➤ Text 2D: Ex. 9, 10, 14 ➤ Workbook: Ex. 1, 2, 3, 4, 5, 6, 7 and 13 Unit 3: Language and Communication <ul style="list-style-type: none"> ➤ Text 3B: Ex. 5, 6c ➤ Text 3C: Ex. 9b, c and d 2. Grammar: <ul style="list-style-type: none"> ➤ Phrasal verbs ➤ Modal verbs ➤ Adverbials 3. Writing: <ul style="list-style-type: none"> Argumentative Essay 	Cambridge Checkpoint English – Course book 9 Cambridge Checkpoint English – Workbook 9 Resources Resources
October	1. Comprehension: <ul style="list-style-type: none"> Unit 4: Division and Conflict <ul style="list-style-type: none"> ➤ Text 4E: Ex. 7a, b and c ➤ Workbook: Ex. 5 and 8 Unit 5: Facing the Future <ul style="list-style-type: none"> ➤ Text 5A: Ex. 2, 3, 4 ➤ Text 5E: Ex. 12, 13 ➤ Workbook: Ex. 1, 3, 8, 9 and 10 2. Grammar: <ul style="list-style-type: none"> ➤ Voice 	Cambridge Checkpoint English – Course book 9 Cambridge Checkpoint English – Workbook 9 Resources

	<ul style="list-style-type: none"> ➤ Adverbials ➤ Collocations <p>3. Writing:</p> <ul style="list-style-type: none"> • <i>Persuasive</i> <ul style="list-style-type: none"> ➤ Letters ➤ Essay 	Resources
November	Revision for Mid-Year Examination	
December	Mid-Year Examination	
January	<p>1. Comprehension:</p> <ul style="list-style-type: none"> • Unit 6: Making Choices <ul style="list-style-type: none"> ➤ Text 6B: Ex. 4, 5a and c, and 6a and b. ➤ Text 6F: Ex. 12, 13, 14 and 15 ➤ Workbook: Ex. 3, 4 and 5 • Unit 7: Education Matters <ul style="list-style-type: none"> ➤ Text 7A: Ex. 2 ➤ Text 7B: Ex. 3 and 4 ➤ Workbook: Ex. 1-6 <p>2. Grammar:</p> <ul style="list-style-type: none"> ➤ Direct and Indirect Speech ➤ Prepositions ➤ Triple structures ➤ Antithesis ➤ Connotations <p>3. Writing:</p> <ul style="list-style-type: none"> • Persuasive: <ul style="list-style-type: none"> ➤ Print advertisements 	<p>Cambridge Checkpoint English – Course book 9</p> <p>Cambridge Checkpoint English – Workbook 9</p> <p>Resources</p> <p>Resources</p>
February	<p>1. Comprehension:</p> <ul style="list-style-type: none"> • Unit 7: Education Matters <ul style="list-style-type: none"> ➤ Text 7E: Ex. 10 ➤ Workbook: Ex. 1-6 • Unit 8: Caring and Sharing <ul style="list-style-type: none"> ➤ Text 8B: Ex. 3,4 ➤ Text 8F: Ex. 14a and c ➤ Workbook: Ex. 1-8 <p>2. Grammar:</p> <ul style="list-style-type: none"> ➤ Direct and Indirect Speech ➤ Prepositions ➤ Connotations ➤ Conjunctions and connectives <p>3. Writing:</p> <ul style="list-style-type: none"> • Argumentative: <ul style="list-style-type: none"> ➤ Forming an argument 	<p>Cambridge Checkpoint English – Course book 9</p> <p>Cambridge Checkpoint English – Workbook 9</p> <p>Resources</p> <p>Resources</p>
	<p>1. Comprehension:</p> <ul style="list-style-type: none"> • Unit 9: Crime and Law <ul style="list-style-type: none"> ➤ Text 9A: Ex. 2 	Cambridge Checkpoint English – Course book 9

March	<ul style="list-style-type: none"> ➤ Text 9C: Ex. 7 ➤ Text 9E: Ex. 11 ➤ Workbook: Ex. 1,2,3, 4,6 and 8 	Cambridge Checkpoint English – Workbook 9
	<p>2. Grammar:</p> <ul style="list-style-type: none"> ➤ Relative pronouns ➤ Collocations <p>3. Writing:</p> <ul style="list-style-type: none"> • Narrative: <ul style="list-style-type: none"> ➤ Short story 	<p>Resources</p> <p>Resources</p>
April	Revision for Final Examination	
May	Final Examination	

August

Content	Learning Objectives
1. Comprehension <ul style="list-style-type: none">Unit 1: Art, Design and Fashion<ul style="list-style-type: none">➤ Text 1A: Ex. 2, 3 and 4 (BK pg 1-2)➤ Text 1C: Ex. 7,8 and 9 (BK pg 5)➤ Text 1G: Ex. 19,20 a, b and d (BK pg 13)➤ Workbook: Ex. 1,2,3,4,5,6,8 and 10 (WB pg 1-7)	<ul style="list-style-type: none">Identify the following sentence structures:<ul style="list-style-type: none">➤ balanced sentences➤ triple structureUse the above in writing.Differentiate between paraphrasing and summarizing.Paraphrase the provided text.Extract content points according to the rubric from the given passage.Use the extracted content points to write a summary that:<ul style="list-style-type: none">➤ has own words➤ includes transitions/ linking wordsMake use of any five vocabulary words in sentences.
2. Grammar <ul style="list-style-type: none">➤ Rhetorical devices (BK pg 2-3)➤ Colons (BK pg 6)➤ Semi-colons (BK pg 7)➤ Reflexive pronouns (BK pg 9)	<ul style="list-style-type: none">Identify the following rhetorical devices:<ul style="list-style-type: none">➤ antithesis➤ metaphorsUse these rhetorical devices in writing.Differentiate between the functionality of colon and semi-colon.Use the following punctuation appropriately in writing:<ul style="list-style-type: none">➤ colon (:) ➤ semi colon (;)Identify reflexive pronouns.Use reflexive pronouns appropriately in writing.

3. Writing <ul style="list-style-type: none"> ➤ Discursive Essay (BK pg 14) 	<ul style="list-style-type: none"> • Identify a discursive piece of writing. • Recognize the following mentioned elements of discursive writing: <ul style="list-style-type: none"> ➤ position ➤ opinions of opponents ➤ opinions of followers ➤ arguments ➤ proves • Compose a discursive piece of writing.
<p>Vocabulary Development: intrigue, poignant, quirkiness, silhouettes, contemporary, phenomenon, apparition, fictitious, controversial, subversive, pioneer</p> <p>Academic Terms: content points, simple words, grammatical structure, length of words, repetition</p> <p>Types of Questions:</p> <ol style="list-style-type: none"> 1. Read and highlight the syntax (grammar structures) in a given text. (In book) 2. Summarize and paraphrase the given text. (In book) 3. Punctuate the given sentences. <ol style="list-style-type: none"> a. we had a great time in France the kids really enjoyed it b. some people work best in the mornings others do better in the evenings c. what are you doing next weekend 	

September

Content	Learning Objectives
1. Comprehension <ul style="list-style-type: none"> • Unit 2: Modern Living <ul style="list-style-type: none"> ➤ Text 2B: Ex. 3, 4 (BK pg 16-17) ➤ Text 2D: Ex. 9, 10, 14 (BK pg 23-24) ➤ Workbook: Ex. 1,2,3,4,5,6,7 and 13 (WB pg 8-14) • Unit 3: Language and Communication <ul style="list-style-type: none"> ➤ Text 3B: Ex. 5, 6 (BK pg 32-33) ➤ Text 3C: Ex. 9b, c and d (BK pg 34-35) 	<ul style="list-style-type: none"> • Recognize the following sentence structures: <ul style="list-style-type: none"> ➤ balanced phrases ➤ triple structures • Use the above in writing. • Identify the content points from the provided passage. • Summarize the given passage. • Identify from the passage: <ul style="list-style-type: none"> ➤ triple constructions ➤ balanced pairs of words • Convert the provided content points from the passage notes into complex sentences. • Substitute the word 'said' in the passage by different speech verbs.

	<ul style="list-style-type: none"> • Make use of any five vocabulary words in sentences.
2. Grammar <ul style="list-style-type: none"> ➤ modal verbs ➤ phrasal verbs ➤ Adverbials 	<ul style="list-style-type: none"> • Identify modal verbs. • Differentiate between the following categories of modal verbs: <ul style="list-style-type: none"> ➤ probability ➤ obligation • Use the modal verbs in writing. • Recognize phrasal verbs. • Identify adverbials. • Distinguish between the adverbials of time, place and manner.
3. Writing <ul style="list-style-type: none"> • Argumentative Essay (BK pg 31) 	<ul style="list-style-type: none"> • Identify an argumentative piece of writing. • Recognize the following mentioned elements of argumentative writing: <ul style="list-style-type: none"> ➤ position ➤ reason ➤ evidence ➤ counters/ counter arguments • Compose an argumentative piece of writing.
<p>Vocabulary Development: infractions, detrimental, alleviates, emulate, vigilance, advent, prospective, sinister, dubious, unprecedented, epigrams, ambiguous, pragmatic, eluded, indigenous, vicinity</p> <p>Academic Terms: parts of speech, grammatical structure, length of words, repetition, equal importance</p> <p>Types of Questions:</p> <ol style="list-style-type: none"> 1. Look at the five uses of 'get' in the passage. Explain how they are different by replacing each with a paraphrase. 2. Summarize in one sentence the viewpoint of the writer on the subject of communication technology 	

October

Content	Learning Objectives
1. Comprehension <ul style="list-style-type: none"> Unit 4: Division and Conflict <ul style="list-style-type: none"> ➤ Text 4E: Ex. 7a, b and c (BK pg 48-49) ➤ Workbook: Ex. 5 and 8 (WB pg 27-29) Unit 5: Facing the Future <ul style="list-style-type: none"> ➤ Text 5A: Ex. 2, 3, 4 (BK pg 58-59) ➤ Text 5E: Ex. 12, 13 (BK pg 69-70) ➤ Workbook: Ex. 1, 3, 8, 9 and 10 (WB pg 31-39) 	<ul style="list-style-type: none"> Identify the following sentence structures: <ul style="list-style-type: none"> ➤ complex sentences ➤ compound sentences Use the above in writing. Comment on the effect of provided words or phrases from the passage. Write a one sentence summary of the passage. Identify the formal meaning of the provided words from the passage. Make use of any five vocabulary words in sentences.
2. Grammar <ul style="list-style-type: none"> ➤ Voice (BK pg 73) ➤ Collocations (BK pg 60) 	<ul style="list-style-type: none"> Distinguish between active and passive voice. Convert the voice of verbs in sentences. Identify and use the following in sentences: <ul style="list-style-type: none"> ➤ collocations ➤ adverbials
3. Writing <ul style="list-style-type: none"> Persuasive <ul style="list-style-type: none"> ➤ Letters ➤ Essay (WB pg 50) 	<ul style="list-style-type: none"> Recognize a persuasive piece of writing through: <ul style="list-style-type: none"> ➤ structure: <ul style="list-style-type: none"> ○ title ○ introduction ○ body ○ conclusion ➤ elements: <ul style="list-style-type: none"> ○ focus ○ organization ○ support ○ elaboration ○ style ○ conventions Write a persuasive piece of writing independently.

Vocabulary Development:

inevitable, unfettered, tedious, ubiquitous, tremulous, glowered, menace

Academic Terms:

main clause, subordinate clause, connectives, relative pronouns, subject, agent, object, verb forms, interchange, sequence of words, parts of speech, phrases, time, place, manner, verb detailing, ethos, pathos, logos, polite tone, persuasion, convincing

Types of Questions:

1. Identify adverbials used in the passage.
 - Our friends must **also** write a test.
 - He drives his car **carefully**.
2. Underline the topic phrases in the passage.
 - a. (Passage is in the book)

November

Revision for Mid-Year Examination

December

Mid Year Examination

January

Content	Learning Objectives
1. Comprehension <ul style="list-style-type: none"> • Unit 6: Making Choices <ul style="list-style-type: none"> ➤ Text 6B: Ex. 4, 5a and c, and 6a and b. (BK pg 77-78) ➤ Text 6F: Ex. 12, 13, 14 and 15 (BK pg 83) ➤ Workbook: Ex. 3, 4 and 5 (WB pg 40-48) • Unit 7: Education Matters <ul style="list-style-type: none"> ➤ Text 7A: Ex. 2 (BK pg 89-90) ➤ Text 7B: Ex. 3 and 4 (BK pg 91-92) ➤ Workbook: Ex. 1-6 (WB pg 49-57) 	<ul style="list-style-type: none"> • Identify and differentiate statements as facts or opinions. • Analyse use and purpose in writing. • Identify the following from the passage: <ul style="list-style-type: none"> ➤ antithesis/contrasts ➤ triple structures • Recognize informal language from the provided passage. • Analyze the explicit and implicit meaning of the highlighted words from the passage. • Make use of any five vocabulary words in sentences.

<p>2. Grammar</p> <ul style="list-style-type: none"> ➤ Direct and Indirect Speech (BK pg 83) ➤ Prepositions (BK pg 97) ➤ Triple structures ➤ Antithesis (BK pg 99) ➤ Connotations (BK pg 100) 	<ul style="list-style-type: none"> • Identify the following forms of speech: <ul style="list-style-type: none"> ➤ direct ➤ indirect • Construct and convert speech forms according to: <ul style="list-style-type: none"> ➤ time and place ➤ auxiliary verbs • Analyze the functionality of prepositions. • Insert appropriate prepositions in the provided passage. • Identify the following sentence structures: <ul style="list-style-type: none"> ➤ Triple structures ➤ Antithesis • Identify and differentiate between the following: <ul style="list-style-type: none"> ➤ denotation ➤ connotation
<p>3. Writing</p> <ul style="list-style-type: none"> • Persuasive: <ul style="list-style-type: none"> ➤ Print advertisements (BK pg 15) 	<ul style="list-style-type: none"> • Analyze print advertisements as a form of argumentative persuasive writing. • Design a print advertisement according to: <ul style="list-style-type: none"> ➤ structure ➤ style ➤ presentation ➤ product
<p>Vocabulary Development: fallacy, stifle, surfeit, eradicated, unorthodox, statements, perspectives, thoughts, beliefs, proven, accepted</p> <p>Academic Terms: repeated speech, reported speech, repetition, own words, speech verbs, relationship, position, grammatical structure, parts of speech, opposites, binomial pairs, explicit meaning, implicit meaning, feelings/emotions</p> <p>Types of Questions:</p> <ol style="list-style-type: none"> 1. How is it possible to distinguish between facts and opinions? <ol style="list-style-type: none"> a. The Nile is the longest river in the world. (Fact) b. The Nile is the most beautiful river in the world. (Opinion) 2. Identify the connotation and denotation of the following words: The blueberry is very blue. <ol style="list-style-type: none"> a. <u>connotation</u>: sad 	

- b. denotation: color blue
3. Construct a persuasive advert for your product idea.

February

Content	Learning Objectives
1. Comprehension <ul style="list-style-type: none"> Unit 7: Education Matters <ul style="list-style-type: none"> ➤ Text 7E: Ex. 10 (BK pg 96-97) ➤ Workbook: Ex. 1-6 (WB pg 49-57) Unit 8: Caring and Sharing <ul style="list-style-type: none"> ➤ Text 8B: Ex. 3,4 (BK pg 104-106) ➤ Text 8F: Ex. 14a and c (BK pg 114-115) ➤ Workbook: Ex. 1-8 (WB pg 58-65) 	<ul style="list-style-type: none"> Identify the following for a list of words: <ul style="list-style-type: none"> ➤ synonyms ➤ meanings Analyse the syntax of a passage. Use the following in writing: <ul style="list-style-type: none"> ➤ prepositions ➤ conditional verb forms ➤ prefixes ➤ tenses Recognise double and triple structures. Practice and evaluate punctuation in writing Perform the following: <ul style="list-style-type: none"> ➤ genre transformation ➤ mind-mapping (process of generation of ideas) ➤ informal to formal language Make use of any five vocabulary words in sentences.
2. Grammar <ul style="list-style-type: none"> ➤ Direct and Indirect Speech ➤ Connotations ➤ Conjunctions and connectives 	<ul style="list-style-type: none"> Convert the provided passages from direct to indirect speech and vice versa. Distinguish between positive and negative connotation. Figure out the positive and negative connotation words from the provided short passages. Identify the functionality of connectives and conjunctions. Insert appropriate connectives in writing.
3. Writing <ul style="list-style-type: none"> Argumentative: <ul style="list-style-type: none"> ➤ Forming an argument 	<ul style="list-style-type: none"> Form an argument from given information.
Vocabulary Development: burgeoning, exterminated, conducive, implementation, affluence, bleak, fatigue, extravagance	

Academic Terms:

similar meanings, comma, colon, semicolon, conversion, types of tenses

Types of Questions:

1. List the number of uses in the passage of:

a. double structures

buy a bucket of chicken and have a barrel of fun

b. triple structures

To make the people see, to make the people think and to make the people feel

2. Identify usages of the following in the passage, and explain their purpose:

a. Intensifiers

Intensifiers are an essential way of showing emotion, or showing the range of an emotion, as well as elevating your speech to a fluent level.

b. Time Adverbials

Adverbs of time tell us **when** an action happened, but also **for how long**, and **how often**. Adverbs of time are invariable. They are extremely common in English. Adverbs of time have standard positions in a sentence depending on what the adverb of time is telling us.

c. Personal Pronouns

A **personal pronoun** is a short word we use as a simple substitute for the proper name of a person.

March

Content	Learning Objectives
1. Comprehension <ul style="list-style-type: none"> Unit 9: Crime and Law <ul style="list-style-type: none"> ➤ Text 9A: Ex. 2 (BK pg 118-119) ➤ Text 9C: Ex. 7 (BK pg 124-125) ➤ Text 9E: Ex. 11 (BK pg 129-133) ➤ Workbook: Ex. 1, 2, 3, 4, 6 and 8 (WB pg 66-72) 	<ul style="list-style-type: none"> Analyze the following punctuations: <ul style="list-style-type: none"> ➤ ironic inverted commas ➤ possessive apostrophe ➤ ellipsis Identify parts of speech for a list of words. Analyze the effect of a double negative. Make use of any five vocabulary words in sentences.
2. Grammar <ul style="list-style-type: none"> ➤ Relative pronouns ➤ Collocations 	<ul style="list-style-type: none"> Identify relative pronouns. Use appropriate relative pronouns in writing. Analyse the functionality of collocations. Figure out collocations from the provided sentences.
3. Writing <ul style="list-style-type: none"> Narrative: <ul style="list-style-type: none"> ➤ short story 	<ul style="list-style-type: none"> Set a story line according to: <ul style="list-style-type: none"> ➤ the narrative viewpoint

<ul style="list-style-type: none"> Complaint Letter 	<ul style="list-style-type: none"> ➤ the characters ➤ opening ➤ climax ➤ ending (open or resolved) <ul style="list-style-type: none"> Write a complaint letter.
<p>Vocabulary Development: affluence, dithered, scrimped, daunted, glee, implacable, tenacity, gesticulations, apparition, affably, accomplices, motley, insignia, disgorging, unkempt, forfeit, possession, belonging, mystery, suspense</p> <p>Types of Questions:</p> <ol style="list-style-type: none"> Give the part of speech for words selected from the passage. <ol style="list-style-type: none"> Jones deals honestly with all his customers (adverb modifying verb) The presentation was not entirely boring. (adjectival phrase) Write adjectives of your own to describe the landscape and setting of the passage. A large outcropping of bundled roots from the remains of a dead baobab had broken free from the hard pack alongside the road and needed to be negotiated, a dry wadi that crossed the highway required downshifting to safely cross 	

April

Revision for the Final Term Examination

May

Final Term Examination
