

Dawood Public School
Course Outline 2020-21 – Virtual Term Adjustment
English Literature
Grade VII

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

Total Classes: 13 (1 class per week)

Month	Content	References/Resources
August	Introduction to Virtual Classroom rules, important instructions, Knowledge Organizer	PPT and Soft copy
	Prose <ul style="list-style-type: none"> Introduction to Shakespeare Chapter 16 (Pages 167-230) 	Mining for Meaning
	Extended reading <ul style="list-style-type: none"> Introduction to author and context of the novel Chapter 1-4 	“The Prince And The Pauper” By Mark Twain
September	Poetry <ul style="list-style-type: none"> Sonnet “Shall I Compare Thee To A Summer’s day “ by William Shakespeare 	Mining for Meaning
	Prose <ul style="list-style-type: none"> Tension and Suspense Chapter 9(page 82-89) 	
	Extended reading (Plot and Setting) <ul style="list-style-type: none"> Chapter 5 – 10 	“The Prince and the Pauper” By Mark Twain

October	Prose <ul style="list-style-type: none"> Tension and Suspense Chapter 9(pages 90-97) 	Mining For Meaning
	Extended reading <ul style="list-style-type: none"> Chapters 11 – 16 	“The Prince And The Pauper” By Mark Twain
	Poetry Stopping by the Woods In A Snowy Evening By Robert Frost	Mining For Meaning
November	Revision for Mid-Year Examination	
December	Mid-Year Examination	

Dawood Public School
Course Outline 2020-21
English Literature
Grade VII

Monthly Course Distribution - Original

Month	Content	References/Resources
August	Introduction to Mat and Checking Symbols	Handouts
	Poetry <ul style="list-style-type: none"> Stopping By The woods On A Snowy Evening by Robert Frost 	
	Extended reading <ul style="list-style-type: none"> Introduction to author and context of the novel Chapter 1-4 	“The Prince And The Pauper” By Mark Twain
September	Poetry <ul style="list-style-type: none"> “Lucy Gray- or Solitude” by William Wordsworth Plot and Setting Sonnet “Shall I Compare Thee To A Summer’s day “ by William Shakespeare 	Mining for Meaning
	Prose <ul style="list-style-type: none"> Introduction to Shakespeare Tension and Suspense 	
	Extended reading <ul style="list-style-type: none"> Chapter 5 – 10 	“The Prince and the Pauper” By Mark Twain

October	Prose <ul style="list-style-type: none"> Introduction to Shakespeare Tension and Suspense Introduction into Drama 	Mining For Meaning
	Extended reading <ul style="list-style-type: none"> Chapters 11 – 16 	“The Prince And The Pauper” By Mark Twain
November	Revision for Mid-Year Examination	
December	Mid-Year Examination	

January	Poetry- <ul style="list-style-type: none">“My Parents Kept Me From Children Who Were Rough” by Stephen Spender“The Bells” By Edgar Allan Poe	Handout
	Prose <ul style="list-style-type: none">Media (analyzing advertisement) Drama <ul style="list-style-type: none">Introduction into Comedy, Drama/Tragedy	Mining For Meaning
	Extended Reading- <ul style="list-style-type: none">Chapters 17 – 22	“The Prince And The Pauper” By Mark Twain
February	Poetry <ul style="list-style-type: none">“The Seven Stages Of Man” by William Shakespeare	Handout
	Extended Reading <ul style="list-style-type: none">Chapters 23 -28	“The Prince And The Pauper” By Mark Twain
March	Prose <ul style="list-style-type: none">Narration	Mining For Meaning
	Extended Reading- <ul style="list-style-type: none">Chapter 29 -33	“The Prince And The Pauper” By Mark Twain
April	Revision for Final Examination	
May	Final Exams	

August

Content	Learning Objectives
1. Poetry <ul style="list-style-type: none">Stopping By The Woods In A Snowy Evening	<ul style="list-style-type: none">Recognize and explain the literary devices.List and describe the literary devices.Bring out theme with evidence
2. Extended Reading <ul style="list-style-type: none">Chapters 1-4	<ul style="list-style-type: none">Read and become familiar with vocabulary.Comprehend and respond to the social issues raised by the novel.Identify the elements of historical fiction.Record the main characters of the novel.Differentiate between the lifestyle of Tom and Edward Tudor.
<p><u>Topic 1: Poetry</u></p> <p>Vocabulary: <u>Academic terms</u> alliterations, personification, symbolism <u>Key words</u> downy flakes, harness bells, darkest evening of the year, queer</p> <p>Practice 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? <p>Surf the net https://www.enotes.com/topics/stopping-by-woods-snowy-evening</p> <p><u>Topic 2: Extended Reading</u></p> <p>Vocabulary: <u>Academic terms</u> comprehend, illustrate, infer <u>Key words</u> beggar, class differences, disparity of wealth, respect and reputation, socialite classes, Westminster’s Palace</p> <p>Practice Questions:</p> <ul style="list-style-type: none">Who is the author of the story?In what century did the story take place?Discuss the similarities and differences between the prince and the pauper. (resemblance, lifestyle). <p>Surf the net https://quizlet.com/119919141/prince-and-the-pauper-question-and-answer-flash-cards/</p>	

September

Content	Learning Objectives
1. Poetry <ul style="list-style-type: none">Lucy Gray -or solitudeThe Sonnet	<ul style="list-style-type: none">Summarize the content of the poem.Review the symbolic meaning in reference to the poet's point of view.

	<ul style="list-style-type: none">• Identify clues from the poem to infer what happened to Lucy Gray.• Comment on the following aspects of the sonnet:<ul style="list-style-type: none">➤ the length➤ syllables➤ rhyme scheme• Explain the symbolic meanings of the poem.
2. Extended Reading <ul style="list-style-type: none">• Chapters 5-10	<ul style="list-style-type: none">• Define words from the content by using dictionary.• Develop awareness of the plot.• Develop appreciation for classic literature.• Compose responses to questions by making connections between causes and effects.
3. Prose- <ul style="list-style-type: none">• Introduction to Shakespeare• Tension and Suspense	<ul style="list-style-type: none">• Appreciate and develop a taste for the poetic language used by Shakespeare.• Identify the short forms used in Shakespearean script.• Define tension and suspense.• Examine the different levels of tension:<ul style="list-style-type: none">➤ low➤ med➤ high➤ climax• Distinguish between the following elements of suspense in the given extract:<ul style="list-style-type: none">➤ high and low➤ medium and high➤ high and the climax
<p>Topic 1: Poetry</p> <p>Vocabulary: <u>Academic terms</u> imagery, lyrical ballads, symbolism <u>Key words</u> the minister-clock, yonder, comrade, faggot-band, blither, hawthorn brag, exaggeration, tone, metaphor, genre, temperate, untrimmed</p> <p>Practice Questions:</p> <ul style="list-style-type: none">• Enlist the phrases that indicate Lucy Gray’s loneliness.• What are the themes, mood and inspiration in the poem Lucy Gray?• 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 https://www.enotes.com/homework-help/what-summary-poem-lucy-gray-88809#answer-102809 https://www.enotes.com/topics/the-lucy-poem https://study.com/academy/lesson/shakespeares-sonnet-18-summary-theme-analysis.html https://www.enotes.com/homework-help/how-shakespeare-compare-his-friends-beauty-summer-722792#answer-801245 https://kabirmondal742121.wordpress.com/.../shall-i-compare-thee-to-a-summer's-day</p>	

Topic 2: Extended Reading

Vocabulary:

Academic terms

comprehend, illustrate, infer

Key words

Hereditary Diaperer, prithee, balked, banquet, halberdiers

Practice Questions:

- How would you feel at this portion of the reading if you were Tom or Edward? (nervous, happy, scared, excited)
- What do you think will happen in Chapter 11?

Surf the net

[The Prince and the Pauper Summary - eNotes.com](#)

Topic 3: Prose

Vocabulary:

Academic terms

The Elizabethan Period, condense, playwright

Key words

horror, thriller, elements, dingy, momentary glimpse, impression, setting, narration, tone

Practice Questions:

- What is the difference between tension and suspense?
- What is the connection between levels of tension and suspense and the line of raising action in Freytag’s triangle?
- What is climax?
- What do you think is the purpose of varying levels of tension in the story?
- What techniques does the author employ in order to intensify suspense?

Surf the net

<https://writing.stackexchange.com/questions/26959/what-is-the-difference-between-tension-suspense-and-mystery>
<https://thewritepractice.com/7-steps-to-creating-suspense/>
<https://www.writersdigest.com/qp7-migration-conferencesevents/nine-tricks-to-writing-suspense-fiction>

October

Content	Learning Objectives
1. Extended Reading <ul style="list-style-type: none">• Chapters 11-16	<ul style="list-style-type: none">• Discuss the situation in which Tom was compelled to take a decision as the king.• Describe how Tom did justice to the authority he held.• Identify Tom’s character type.• Analyse how words and actions of characters drive the plot further.
2. Prose <ul style="list-style-type: none">• Introduction To Shakespeare• Tension and Suspense	<ul style="list-style-type: none">• Analyse the following aspects of Shakespearean language:<ul style="list-style-type: none">➤ wordplay and puns➤ mood➤ sound imagery

	<ul style="list-style-type: none">➤ imaginary world➤ tension➤ conflict• Interpret and analyse techniques of tension.• Identify aspects of suspense in the selected play.• Write an analytical paragraph according to PEE structure.
3. Drama <ul style="list-style-type: none">• Introduction to Drama	<ul style="list-style-type: none">• Define drama.• Distinguish between the following:<ul style="list-style-type: none">➤ drama and theatre➤ drama and play➤ play and film• Describe the purpose of drama.• List the basic principles of effective drama.
<p><u>Topic 1: Extended Reading</u></p> <p>Vocabulary: <u>Academic terms</u> comprehend, illustrate, infer, explicit, implicit, pun, onomatopoeia <u>Keywords</u> beruffled, haberdasheries, aristocracy, exulted, pathetically, imperceptibly</p> <p>Practice Questions:</p> <ul style="list-style-type: none">• What are some reasons that common people never believed Edward?• Why did Miles Hendon help Edward?• How do you think would Tom behave if he knew Edward’s suffering?• What is Tom’s first act as a King?• What predictions can be made based on his first judgment? <p>Surf the net The Prince and the Pauper Summary - eNotes.com https://www.shmoop.com/literature-glossary/ https://www.shmoop.com/the-prince-and-the-pauper/</p> <p><u>Topic 2: Prose</u></p> <p>Vocabulary: <u>Academic terms</u> Victorian, modernist, postcolonial, futuristic, pun, tension, suspense, cliff hanger, ambiguity, hints, mood, build-up <u>Key words</u> art thou, prithee, thine, alas, implied meaning, audience</p> <p>Practice Questions:</p> <ul style="list-style-type: none">• Summarize what is happening in the scene in your own words?• What words and images suggest the setting of the scene?• How do puns add to the humor of the scene?• Where are the key moments of tension and conflict in the scene?• How does Shakespeare use language to convey the sense of tension?• If you had to direct this scene, how would you do it? <p>Surf the net</p>	

<http://go.to.tripod.com/shakespeare/spintro.htm>
<https://www.shmoop.com/william-shakespeare/>
<https://www.biography.com/writer/william-shakespeare>
<http://writingco.com/pdf/LV471DVG.pdf>

Topic 3: Drama

Vocabulary:

Academic terms

theater, drama, play, script, conflict, film, theory, tenacity, comic, tragic

Key words

reflection, provoke, discussion, entertain, persuade, encourage, empathy, teamwork

Practice Questions:

- Based on the opening of the play predict further plot development.
- What is your impression of the characters of the play?
- Why do you think the playwright wrote this play?
- What is the purpose of drama?
- State differences between play and film, drama and play, drama and theater.

Surf the net

<https://www.slideshare.net/betaynugraha20/introduction-to-drama-13264073>

November

Revision for Mid-Year Examination
--

December

Mid-Year Examination

January

Content	Learning Objectives
1. Poetry <ul style="list-style-type: none">• My Parents Kept Me From Children Who Were Rough• The Bells	<ul style="list-style-type: none">• Relate the background of the poet to the poem.• Identify the themes depicted in the poem.• Critically analyse the poem.• Compare the rough behavior of boys to the suggested animals.• Answer the question in accordance with the plan.• Analyse figurative language using words and phrases within the context of the poem.• Compare the relation between the theme and other components of the text.• Provide evidence from a poem to support an interpretive point of view.
2. Extended Reading <ul style="list-style-type: none">• Chapters 17 – 22	<ul style="list-style-type: none">• Recollect the major events of the novel.• Describe the plot of the story.• Explain some of the themes that run throughout the tale.• Prepare the character description of all the major characters of the novel.

	<ul style="list-style-type: none">Identify the tone of the story with evidence.
3. Prose <ul style="list-style-type: none">Media	<ul style="list-style-type: none">Understand the purpose of media.Perceive the concept of audience.Identify and analyse audience.
4. Drama <ul style="list-style-type: none">Chapter 12	<ul style="list-style-type: none">Identify the following purpose of comedy in a drama:<ul style="list-style-type: none">➤ to entertain the audience➤ cause the audience to laugh➤ provide humor➤ to poke fun at other people or society➤ to laugh at ourselves➤ create comedy through➤ comic situation➤ comic characters➤ humor in languageDescribe serious drama as a genre.Describe tragedy as a genre.Develop a serious drama using:<ul style="list-style-type: none">➤ target audience and theme➤ the problem➤ setting

Topic 1: Poetry

Vocabulary:

Academic terms

enjambment, irony, ambiguity, free verse poetry, imagery, simile, metaphor, rhythm, form, structure

Key words

rough, analyse, employ, jerking, coarse salt, sprang out, lithe, pretend

Practice Questions:

- What lines in the poem suggest sight imagery? Explain.
- How effective are simile and metaphor?
- What are the feelings of the speaker towards rough children?
- How would you feel if you were in same situation?
- Comment on effective use of irony.

Surf the net

<https://www.reference.com/art-literature/themes-parents-kept-children-were-rough-stephen-spender-23c946fc1f1a0a57>

<https://docs.google.com/document/d/1zroYS0dvSqsdgrFvnc3iD-2Yil1ztE1GrQJq9ecLyE/edit#>

<https://poemanalysis.com/my-parents-by-stephen-spender-poem-analysis/>

Topic 2: Extended Reading

Vocabulary:

Academic terms

tone, imagery, figurative language, compare, contrast, comprehend, illustrate, infer, theme, social classes, epigraph, mistaken identity, social classes

Key words

ruffian, whither, contemptuously, cadences, contriving, sublimities, eloquence, deity, ejaculating, hostilities, prodigious, bombardment, prudently, stumble, semi-consciousness, grisly thing, baffle,

demented, hermit, apprehensions, treachery

Practice Questions:

- What impression is created by the thieves gathering?
- Is it believable that Edward manages to survive on streets?
- What connection is there between King and Miles Hendon?
- What assumptions can be made about economic condition of common people after Edward's meeting with hermit?
- What are the results of King James's ruling?

Surf the net

[The Prince and the Pauper Summary - eNotes.com](https://www.shmoop.com/literature-glossary/)

<https://www.shmoop.com/literature-glossary/>

<https://www.shmoop.com/the-prince-and-the-pauper/>

Topic 3: Prose

Vocabulary:

Academic terms

electronic media, print media, junk mail, brochures, fanzines, target audience, inherent drama

Key words

popular culture, comics, advertising, magazines, celebrity, trends, media-saturated culture

Practice Questions:

- How is the text structured?
- How are the lines arranged?
- Specify the age, social status, shared interests of the target audience.
- What is the purpose behind various types of media?
- What is media?

Surf the net

<http://mediaknowall.com/gcse/keyconceptsgcse/keycon.php?pageID=audience>

<https://www.slideshare.net/alevelmedia/media-audiences-an-introduction>

Topic 4: Drama

Vocabulary:

Academic terms

exaggerated events, slapstick, puns, verbal wits, comedy, drama, tragedy, resolution, hyperbole, slapstick

Keywords

society, clumsy, habits, behavior, comic, tragic, somber, consequences

Practice Questions:

- What elements made the scene comic?
- Were there different levels of comedy?
- Is it better to employ one type of comic device or a variety?
- How would you organize different devices in a script?
- How can the conflict be developed and intensified in the course of the play?

Surf the net

<https://screencraft.org/2017/05/03/writing-comedy-screenplay-makes-us-laugh/>

<https://study.com/academy/lesson/tragedy-in-drama-classical-to-modern.html>

February

Content	Learning Objectives
1. Poetry: <ul style="list-style-type: none">Seven ages of man	<ul style="list-style-type: none">Identify the following examples of figurative language in the poem:<ul style="list-style-type: none">➤ alliteration➤ metaphors➤ symbolism➤ onomatopoeia➤ hyperbole➤ imageryAssess the mood and tone of the poem.Develop appreciation for Shakespeare’s words and ideas and discuss how they are still relevant and applicable.Compare and contrast the different ages of man identified in the monologue.
2. Extended Reading <ul style="list-style-type: none">Chapters 23-28	<ul style="list-style-type: none">Recollect the major events of the novel.Describe the plot of the story.Explain some of the themes that run throughout the tale.Prepare the character description of all the major characters of the novel.Identify the tone of the story with evidence.
3. Prose <ul style="list-style-type: none">Media (Stereotype)	<ul style="list-style-type: none">Identify how the following are associated with stereotype in media:<ul style="list-style-type: none">➤ gender➤ race➤ age group➤ stereotype in other areasDescribe the effects of stereotyping.Describe the purpose of stereotyping.
<p><u>Topic 1: Poetry</u></p> <p>Vocabulary: <u>Academic terms</u> hyperbole, symbolism imagery, simile, word play, form and metre <u>Key words</u> stage, merely, infant, mewling, puking, whining, satchel, furnace, woeful ballad</p> <p>Practice Questions:</p> <ul style="list-style-type: none">Comment what atmosphere is created by various poetic devices?Explain allegory and its effect.Describe the third and fourth stages of man.Describe the seven stages in a man’s life.What are the attributes of each stage according to the poet?What justification can be produced to defend the statement that these stages are universal? <p>Surf the net http://www.cpalms.org/Public/PreviewResourceLesson/Preview/48639 https://www.thoughtco.com/shakespeares-seven-ages-of-man-2831433</p>	

Topic 2: Extended Reading

Vocabulary

Academic Terms

compare, contrast, comprehend, illustrate, infer, theme, social classes, epigraph, mistaken identity, social classes

Key words

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

Practice Questions:

- What is the author’s purpose of writing ‘The Prince and The Pauper’?
- What are some of the reasons that Miles’s family acted strange?
- Is Edward mature enough to understand Miles’s tragedy?
- How can we say he is a good friend?
- How did the experience in prison shape Edward’s character?

Surf the net

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

Topic 3: Prose

Vocabulary:

Academic Terms

representation, stereotype, gender, sublimation, adbuster

Key words

commercial, community, idea, advertisement, compile, message, argument, assumption, intention, reverse

Practice Questions:

- How is a particular group, race or gender portrayed in different media?
- How realistic or accurate is this portrayal?
- What are some of the reasons for the stereotyped portrayal?
- Why would people consider this advertisement offensive?

March

Content	Learning Objectives
1. Extended Reading <ul style="list-style-type: none">• Chapters 29-33	<ul style="list-style-type: none">• Discuss the likes and dislikes in the story.• Recreate the ending independently.• Comment on the change of lifestyle of Tom and Edward due to the switch• Record different elements of tension and suspense throughout the story.
2. Prose <ul style="list-style-type: none">• Narration	<ul style="list-style-type: none">• Identify the following elements of narration in the given text:<ul style="list-style-type: none">➤ point of view➤ perspectives➤ style• Compose the following styles of narration:<ul style="list-style-type: none">➤ angry-critical➤ sarcastic –ironic➤ humorous-lighthearted and entertaining

	<ul style="list-style-type: none">➤ reflective- philosophical➤ casual/ informal-casual➤ formal-conventional• Differentiate between ‘point of view’ and ‘style’.• Interpret and analyse the narrative style of the selected text.
<p><u>Topic 1: Extended Reading</u></p> <p>Vocabulary <u>Key words</u> grandeur, coronation, vassals, largess, fealty, relict, remonstrance</p> <p>Practice Questions:</p> <ul style="list-style-type: none">• Why was King Edward VI reign considered to be merciful? Support the answer with evidence.• Recreate the character of Tom of the using comedy.• Give the story a tragic ending. <p><u>Topic 2: Prose</u></p> <p>Vocabulary: <u>Academic terms</u> reliability, credibility, narrative attitude /tone, perspective, omniscient, point of view, observer, advantage</p> <p>Practice Questions:</p> <ul style="list-style-type: none">• How many perspectives are given?• How would you describe the tone of the text?• How does this tone affect the style of writing? <p>Surf the net: https://www.fromwhisperstoroars.com/blog-1/2018/1/11/understanding-the-7-key-elements-of-a-narrative</p>	

April

Revision for Final Examination

May

Final Examination
