

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

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"> • <u>Unit 1: House and Home</u> <ul style="list-style-type: none"> ○ Text 1B:- Stolen food (BK pg 6) Grammar <ul style="list-style-type: none"> ➤ Parts of speech: noun, verb, adjective (Reinforcement) (BK pg 7, WB pg 5) ➤ Punctuation: Full stops, commas & capital letters Full stops, inverted commas (quotation marks/speech marks) (WB pg 10) (Reinforcement) (WB pg 6) ➤ Compound sentence (BK pg 7) Creative Writing <ul style="list-style-type: none"> ➤ Introduction to formal email writing ➤ Autobiography writing (BK pg 12) 	<ul style="list-style-type: none"> • PPT • Textbooks: Cambridge Checkpoint English Stage 7 • Cambridge Checkpoint English Stage 7 (Workbook) • Students Companion Lower Secondary • Worksheets
September	Comprehension <ul style="list-style-type: none"> • <u>Unit 2: Tall Tales (pg 13 – 24)</u> <ul style="list-style-type: none"> ○ Text 2A: Jim, the boy who ran away (BK pg 13) • <u>Unit 3: Favorite Things (pg 25 – 39)</u> <ul style="list-style-type: none"> ○ Text 3A: My favorite things (poem) (BK pg 26) Grammar <ul style="list-style-type: none"> ➤ Parts of speech (WB pg 11) ➤ Speech verbs (WB pg 10) ➤ Conjunctions: and, but, so, or (WB pg 12, 13) ➤ Compound adjectives (WB pg 19, 20) ➤ Conditional sentences (BK pg 118 & WB pg 20) Creative Writing	<ul style="list-style-type: none"> • PPT • Textbooks: Cambridge Checkpoint English Stage 7 • Cambridge Checkpoint English Stage 7 (Workbook) • Students Companion Lower Secondary • Worksheets

	<ul style="list-style-type: none"> ➤ Reflective Writing: My Perfect Day (BK pg 38, 39) ➤ Story writing 	
October	<p>Comprehension</p> <ul style="list-style-type: none"> • <u>Unit 4: School Stories (pg 40 – 53)</u> <ul style="list-style-type: none"> • Text 4A: Extract from The Endless Steppe (BK pg 41) • <u>Unit 5: up in the air (pg 54 – 68)</u> <ul style="list-style-type: none"> • Text 5A: Kites (BK pg 55) <p>Grammar</p> <ul style="list-style-type: none"> ➤ Conjunctions (Reinforcement)(WB pg 27) ➤ Narration: Direct & Indirect speech (WB pg 22, 23, 24) ➤ Contractions (WB pg 27, 28) ➤ Speech verbs (WB pg 24) ➤ Compound Sentences (WB pg 27) ➤ Punctuation: Full stops, capital letters, & commas (Reinforcement)(WB pg 7, 8) ➤ Tenses: Past & past perfect tense (copy) <p>Creative Writing</p> <ul style="list-style-type: none"> ➤ Interview writing 	<ul style="list-style-type: none"> • PPT • Textbooks: Cambridge Checkpoint English Stage 7 • Cambridge Checkpoint English Stage 7 (Workbook) • Students Companion Lower Secondary • Worksheets
November	Revision- Mid Year Examination	
December	Mid-Year Examination	

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

Monthly Break up - Original

Month	Syllabus Break Down	Textbooks/ References/ Resources
August	1. Comprehension <ul style="list-style-type: none"> Unit 1: House and Home <ul style="list-style-type: none"> ➤ Text 1B: Stolen food. ➤ Text 1C: Arriving at a new home. 2. Grammar <ul style="list-style-type: none"> Parts of speech: noun, verb, adjective. Punctuation: full stops, commas & capital letters. Compound sentence. 3. Creative Writing <ul style="list-style-type: none"> Writing an acrostic poem. Giving directions & instructions. Informal letter. Autobiography writing. 	Cambridge Checkpoint English Stage 7 Cambridge Checkpoint English Stage 7 (Workbook) Students Companion Lower Secondary Worksheets
September	1. Comprehension <ul style="list-style-type: none"> Unit 2: Tall Tales <ul style="list-style-type: none"> ➤ Text 2A: Jim, the boy who ran away. Unit 3: Favorite Things <ul style="list-style-type: none"> ➤ Text 3A: My favorite things. 2. Grammar <ul style="list-style-type: none"> Parts of speech. Speech verbs. Punctuation: full stops, inverted commas. Conjunctions: and, but, so, or. Compound adjectives. Conditional sentences. 3. Creative Writing <ul style="list-style-type: none"> Urban Legend. Reflective Writing: My Perfect Day 	Cambridge Checkpoint English Stage 7 Cambridge Checkpoint English Stage 7 (Workbook) Students Companion Lower Secondary Worksheets
October	1. Comprehension <ul style="list-style-type: none"> Unit 4: School Stories 	Cambridge Checkpoint English Stage 7

	<ul style="list-style-type: none"> ➤ Text 4 A: Extract from: The Endless Steppe. • Unit 5: Up in the air ➤ Text 5A: Kites. <p>2. Grammar</p> <ul style="list-style-type: none"> • Conjunctions. • Narration: Direct & Indirect speech. • Contractions • Speech verbs • Expanding notes • Compound Sentences • Punctuation: full stops, capital letters, & commas. • Figures of speech: alliteration, assonance & similes • Tenses: Past & past perfect tense. • Paragraph changes. <p>3. Creative Writing</p> <ul style="list-style-type: none"> • Creating sub-headings. • Interview writing. 	<p>Cambridge Checkpoint English Stage 7 (Workbook)</p> <p>Students Companion Lower Secondary</p> <p>Worksheets</p>
November	Revision for Mid-Year Examination	
December	Mid-Year Examination	
January	<p>1. Comprehension</p> <ul style="list-style-type: none"> • Unit 6: Imaginary Worlds ➤ Text 6A: The Messenger • Unit 7:-Down to Earth ➤ Text 7C: The world in a wall. <p>2. Grammar</p> <ul style="list-style-type: none"> • Tenses: present perfect, simple past, past perfect, past continuous. • Punctuation: Use of comma. • Prepositions. <p>3. Creative Writing</p> <ul style="list-style-type: none"> • Planning and writing a Sci-fi story. • Blurb Writing. 	<p>Cambridge Checkpoint English Stage 7</p> <p>Cambridge Checkpoint English Stage 7 (Workbook)</p> <p>Students Companion Lower Secondary</p> <p>Worksheets</p>
February	<p>1. Comprehension</p> <ul style="list-style-type: none"> • Unit 8: Hidden Treasure ➤ Text 8C: The Knight's riddle. <p>2. Grammar</p> <ul style="list-style-type: none"> • Active & Passive voice. • Changing adjectives to adverb. • Changing adverbs to adjectives. • Complex sentences. • Use of commas in a complex 	<p>Cambridge Checkpoint English Stage 7</p> <p>Cambridge Checkpoint English Stage 7 (Workbook)</p> <p>Students Companion Lower</p>

	<p>sentence.</p> <ul style="list-style-type: none"> • Apostrophe of possession. • Relative Pronouns: whom & whose. <p>3. Creative Writing</p> <ul style="list-style-type: none"> • Writing a story. • Writing an advertisement 	<p>Secondary</p> <p>Worksheets</p>
March	<p>1. Comprehension</p> <ul style="list-style-type: none"> • Unit 9: Meet The Family <ul style="list-style-type: none"> ➤ Text 9A: A day in the life of the goddess Taleju • Unit 10: Mysteries and Puzzles. <ul style="list-style-type: none"> ➤ Text 10A: Guess what happened. <p>2. Grammar</p> <ul style="list-style-type: none"> • Punctuation: dashes. • Comprehension. • Explicit and Implicit Questions. <p>3. Creative Writing</p> <ul style="list-style-type: none"> • Writing a news bulletin. • Play Script Writing 	<p>Cambridge Checkpoint English Stage 7</p> <p>Cambridge Checkpoint English Stage 7 (Workbook)</p> <p>Students Companion Lower Secondary</p> <p>Worksheets</p>
April	Revision for Final Examination	
May	Final Examination	

August

Content	Learning Objectives
1. Comprehension Unit 1: House And Home <ul style="list-style-type: none"> Text 1B:-Stolen Food (BK pg 6) Text 1C: Arriving at a New Home (BK pg 8) 	<ul style="list-style-type: none"> Apply vocabulary-building strategies to improve the analysis of reading. Identify and analyse the main ideas and supporting details of the given text.
2. Grammar <ul style="list-style-type: none"> Parts of speech: noun, verb, adjective (Reinforcement) (BK pg 7, WB pg 5) Punctuation: full stops, commas & capital letters (Reinforcement) (WB pg 6) Compound sentence (BK pg 7) 	<ul style="list-style-type: none"> Identify the following different parts of speech in the given text: <ul style="list-style-type: none"> nouns verbs pronouns adjectives abstract nouns adverbs Provide similar examples as identified parts of speech. Insert the following punctuation marks in the given text: <ul style="list-style-type: none"> full stops commas capital letters Compose a piece of writing with correct punctuation marks. Join sentences using connectives and relative pronouns to form compound sentences. Use commas appropriately in compound sentences.
3. Creative Writing <ul style="list-style-type: none"> Writing an acrostic poem (BK pg 1) Giving directions & instructions (WB pg 1, 2, 3) 	<ul style="list-style-type: none"> Identify the concept of acrostic poem with the help of the given sample. Draft an acrostic poem. Develop awareness for the concept of 'imperative verbs'. Identify imperative verbs in given text. Understand the usage of imperative verbs.

<ul style="list-style-type: none"> • Informal letter (WB pg 3, 4) • Autobiography writing (BK pg 12) 	<ul style="list-style-type: none"> • Use imperative verbs appropriately in instructions and directions. • Infuse directions in writing. • Develop awareness for the differences between formal and informal letters. • Plan an informal letter including all given rubric. • Compose a letter using giving directions. • Identify the pattern and important ingredients of writing an autobiography. • Distinguish between an autobiography and a biography. • Compose an autobiography.
<p>Vocabulary Development: gesticulate, encounter, tyranny, knife edged, fumes and flakes, evaluate, enhance, describe, directions, differentiate, analyse, acrostic, describe, narrate, informal, formal, directions, instructions, imperative, command, letters</p> <p>Practice Questions:</p> <ol style="list-style-type: none"> 1. Put question marks, exclamation marks or full stops in the following sentences: <ul style="list-style-type: none"> ➤ Oh I appear to have dropped my pen down a drain ➤ What did you say I can't hear you 2. Put full stops and commas in the following sentences: <ul style="list-style-type: none"> ➤ When the sun shines which is not very often everybody goes outside to warm up ➤ I don't like potatoes I don't like leeks either I do however enjoy leek and potato soup 3. Combine each of the following pairs of sentences using appropriate relative pronouns and coordinating conjunctions. <ul style="list-style-type: none"> ➤ I have a friend. She lives in New England. ➤ We picked them up early. They still missed their plane. 	

September

Content	Learning Objectives
1. Comprehension Unit 2: Tall Tales <ul style="list-style-type: none"> Text 2A: Jim, The Boy Who Ran Away (BK pg 13) Unit 3: Favourite Things <ul style="list-style-type: none"> Text 3A: My Favorite Things (poem) (BK pg 26) 	<ul style="list-style-type: none"> Develop awareness that there are different types of questions. Categorise question types and develop answers accordingly. Skim and scan the passage according to the requirements.
2. Grammar <ul style="list-style-type: none"> Parts of speech (WB pg 11) Speech verbs (WB pg 10) Punctuation: full stops, inverted commas (quotation marks/speech marks) (WB pg 10) Conjunctions: and, but, so, or (WB pg 12, 13) Compound adjectives (WB pg 19, 20) 	<ul style="list-style-type: none"> Identify the following different parts of speech in the given text: <ul style="list-style-type: none"> nouns adverbs adjectives Convert one part of speech into another, like: relate-relationship, luck – luckily Replace 'said' with more appropriate speech verbs in speech. Construct sentences using suitable speech verbs. Insert following punctuation marks in given text: <ul style="list-style-type: none"> full stops inverted commas Develop a paragraph with the following punctuations: <ul style="list-style-type: none"> full stops inverted commas speech marks Use conjunctions appropriately to join sentences. Use commas appropriately in complex sentences while using conjunctions. Identify the concept of compound adjectives. Use compound adjectives in writing.

<ul style="list-style-type: none"> Conditional sentences (BK pg 118 & WB pg 20) 	<ul style="list-style-type: none"> Identify three types of conditional sentences. Compose a paragraph using conditional sentences.
<p>3. Creative Writing</p> <ul style="list-style-type: none"> Urban Legend (BK pg 16) Reflective Writing: My Perfect Day (BK pg 38, 39) 	<ul style="list-style-type: none"> Identify the concept of an urban legend with the help of given sample. Compose an urban legend to include the following: <ul style="list-style-type: none"> ➤ characters ➤ content ➤ setting ➤ moral ➤ suspense ➤ horror Identify the concept of reflective writing with the help of given sample. Compose a reflective essay.

Vocabulary Development:

dreadful, foible, inauspicious, gradual, morsel, urban legend, reflection, reflective, summary, brief, describes, horror, suspense, moral, feelings, emotion, opinion, fears, anxieties

Practice Questions:

- Put full stops, inverted commas, comma and apostrophe in the following sentences:
 - You're right he said
 - Thinking back she said he didn't expect to win
- Identify compound adjective in the following sentences.
 - Diana submitted a 6-page document.
 - She adopted a two-year-old cat.
- Conditional sentences

First Conditional: real possibility

IF	condition	Result
	present simple	WILL + base verb
If	it rains	I will stay at home.

Second Conditional: unreal possibility or dream

IF	condition	result
	past simple	WOULD + base verb
If	I won the lottery	I would buy a car.

Third Conditional: no possibility

	condition	Result
	Past Perfect	WOULD HAVE + Past Participle
If	I had won the lottery	I would have bought a car.

October

Content	Learning Objectives
1. Comprehension Unit 4: School Stories <ul style="list-style-type: none"> Text 4A: Extract from The Endless Steppe (BK pg 41) Unit 5: Up in the Air <ul style="list-style-type: none"> Text 5A: Kites (BK pg 55) 	<ul style="list-style-type: none"> Analyse the text and answer the given questions. Discuss texts in which characters, events and settings are portrayed in different ways
2. Grammar <ul style="list-style-type: none"> Conjunctions (Reinforcement) (WB pg 27) Narration: Direct & Indirect speech (WB pg 22, 23, 24) Contractions (WB pg 27, 28) Speech verbs (WB pg 24) 	<ul style="list-style-type: none"> Join sentences using conjunctions to form complex sentences. Use conjunctions in complex sentences to develop a paragraph. Punctuate direct speech using the following: <ul style="list-style-type: none"> ➤ commas ➤ speech marks Change direct speech to indirect speech. Change indirect speech to direct speech. Identify contractions Write full forms of contractions Replace 'said' with more appropriate speech verbs in speech. Construct sentences using suitable speech verbs.

<ul style="list-style-type: none"> • Expanding notes (BK pg 40, WB pg 21) • Compound Sentences (WB pg 27) • Punctuation: full stops, capital letters, & commas (Reinforcement) (WB pg 7, 8) • Figures of speech: alliteration, assonance & similes • Tenses: Past & past perfect tense (copy work) • Paragraph changes (BK pg 60, 61) 	<ul style="list-style-type: none"> • Arrange the given notes logically and systematically. • Write a paragraph with the help of given phrases and notes. • Punctuate compound sentences correctly with commas. • Write compound sentences using the following: <ul style="list-style-type: none"> ➤ connectives ➤ relative pronouns. • Insert punctuation marks appropriately in given text. • Use the following in a composition: <ul style="list-style-type: none"> ➤ full stops ➤ capital letters ➤ commas • Identify alliteration, assonance and similes in the given text. • Identify the difference between assonance and consonance. • Make sentences using the given similes and alliteration. • Identify the time and situation in which perfect tenses are used. • Construct sentences in perfect tenses. • Identify the places in a text where a change in paragraph should be inserted. • Write essays using distinct paragraphs.
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3. Creative Writing

- Creating sub-headings
(WB pg 29, BK pg 56)
- Interview writing
(WB pg 30, 31, 32, 33)
- Divide a text into many parts.
- Suggest suitable sub-headings to paragraphs in a text, considering the content.
- Extract content points from a given text.
- Develop awareness about the types of question asked by an interviewer depending upon the person getting interviewed.
- Compose questions for an informal interview.
- Interview a favorite personality.

Vocabulary Development:

state, reported, direct, formal, evaluate, analyze, describe, differentiate, opinions, facts, severely, grudgingly, mysterious, heartening, squirm, diary, maintain, consecutive, summary, brief, content, main, focal, comprise

Practice Questions:

1. Underline the conjunctions in the following sentences and tick to indicate whether they are coordinating or subordinating.
 - She will not come **unless** you invite her.
 - Unless is a coordinating conjunction
 - Unless is a subordinating conjunction
2. Change the direct speech into indirect speech
 - She says, "What time will you be home?"
3. Change the indirect speech into direct speech
 - He said he was going to the cinema.
4. Write the full form of contractions.
 - can't
 - don't
 - I've
5. Rewrite the sentences putting in the capital letters, full stops, apostrophe and commas.
 - the childrens books were all left in the following places: mrs smiths room mr powells office and the caretakers cupboard
 - Tims gran a formidable woman always bought him chocolate cakes sweets and a nice fresh apple
6. Rewrite the following sentences using the tense indicated in the brackets.
 1. He is crying at the top of his voice. (Past perfect)
 2. I know it is not the right thing to do. (Simple past)

November**Revision for Mid-Year Examination****December****Mid-Year Examination****January**

Content	Learning Objectives
1. Comprehension Unit 6: Imaginary Worlds <ul style="list-style-type: none"> Text 6A: The Messenger (BK pg 70) Unit 7:-Down to Earth <ul style="list-style-type: none"> Text 7C: The World in a Wall (BK pg 88) 	<ul style="list-style-type: none"> Skim and scan the passage according to the requirements. Analyze the text and answer the given questions. Use basic punctuation when reading orally, notice errors and begin correcting mistakes.
2. Grammar <ul style="list-style-type: none"> Tenses: present perfect, simple past, past perfect, past continuous (BK pg 80 & WB pg 39) Punctuation: Use of comma (WB pg 37, 38) Prepositions (Bk pg 89, 90, WB: pg 46) 	<ul style="list-style-type: none"> Identify the correct required tense in given sentences. Insert appropriate required tense in a given incomplete text. Develop appreciation for the usage of comma. Insert a pair of commas in given text to indicate non-essential clause. Insert prepositions appropriately in a given text. Use time prepositions in a piece of writing.
3. Creative Writing <ul style="list-style-type: none"> Planning and writing a Sci-fi story (BK pg 73) Blurb Writing (BK pg 76) 	<ul style="list-style-type: none"> Plan a story to include the following important components: <ul style="list-style-type: none"> ➤ the plot ➤ setting ➤ characters ➤ problem, crisis and solution Write a story using the plot sensibly and logically. Write a blurb for a given story.
Vocabulary Development: task, mission, set forth, allocate, frame, assign, summarize, basics, intrigue, accusation, opponents, treachery, expelled, planning, brainstorm, blurb, summarize, suspense, conclusion, ending, lesson,	

science, horror, suspense, moral, characters, fascinating

Practice Questions:

1. Rewrite the given sentences using the tense indicated in the brackets.
 - a) The cow is grazing in the open field. (past perfect)
 - b) He dug the grave last night. (present continuous)
2. Rewrite the sentences putting in the commas where necessary in the given text.
 - a) The girl with the bright friendly smile wore a bright green scarf to celebrate St. Patrick's Day.
 - b) She was as a matter of fact mainly interested in showing off her vocabulary.
3. Insert prepositions appropriately in the given sentences.
 - a) I haven't been to the theatre _____ a long time.
 - b) They are called _____ different names.

February

Content	Learning Objectives
1. Comprehension Unit 8: Hidden Treasure <ul style="list-style-type: none">Text 8C: The Knight's Riddle (BK pg 105)	<ul style="list-style-type: none">Analyse the text and answer the given questions.Apply strategies to comprehend words and ideas.
2. Grammar <ul style="list-style-type: none">Active & Passive voice (WB pg 52)Changing adjectives to adverbs and adverbs to adjectives (WB pg 53)Complex sentences (WB pg 54)Use of commas in a complex sentence (WB pg 54)Apostrophe of possession (Reinforcement) (BK pg 103 & WB pg 55)	<ul style="list-style-type: none">Identify active and passive voice in given text.Construct sentences in the following:<ul style="list-style-type: none">➤ active voice➤ passive voiceConvert active voice to passive voice.Convert passive voice to active voice.Use adjectives and adverbs correctly in textChange adjectives to adverbs.Change adverbs to adjectives.Form complex sentences using non-essential clauses and participles.Join sentences using the following:<ul style="list-style-type: none">➤ connectives➤ participles➤ relative pronounsUse apostrophe of possession appropriately in text and in writing.

<ul style="list-style-type: none"> Relative Pronouns: whom & whose (BK pg 100 & WB pg 51) 	<ul style="list-style-type: none"> Use relative pronouns to join sentences and form complex sentences.
3. Creative Writing <ul style="list-style-type: none"> Writing a story (BK pg 107) Writing an advertisement 	<ul style="list-style-type: none"> Identify the elements of story writing. Write a story including all the important components. Develop awareness for the pattern of writing advertisement with the help of the given sample. Compose an advertisement by using descriptive language.

Vocabulary Development:

fortunate, standard, knight, riddle, assess, narrate, chronicle, outline, relate, convert, illustrations, advertisement, promotion

Practice Questions:

- Change the active voice to passive voice.
 - Sam repaired the car.
- Change the passive voice to active voice
 - The bills used to be paid by Jerry.
- Read each sentence. Change the adjective into an adverb and write the adverb on the line that follows the sentence.
 - The swift runner won the race. He ran swiftly.
- Combine the following pairs of simple sentences into complex sentences.
 - John went to the movies. He had a lot of work to do.
- Write the correct form of the possessives into the blanks (apostrophes).
 - I met Mandy's sister yesterday. (Mandy)

March

Content	Learning Objectives
1. Comprehension Unit 9: Meet the Family <ul style="list-style-type: none"> Text 9A: A day in the Life of the Goddess Taleju (BK pg 110) Unit 10: Mysteries and Puzzles <ul style="list-style-type: none"> Text 10A: Guess What Happened (BK pg 125) 	<ul style="list-style-type: none"> Skim and scan the passage according to the requirements. Analyze the text and answer the given questions. Build vocabulary by reading. Develop sentences to determine meaning and point of view.
2. Grammar <ul style="list-style-type: none"> Punctuation: dashes (WB pg 58) 	<ul style="list-style-type: none"> Distinguish between the usage of commas and dashes. Insert dashes where required in given text.

<ul style="list-style-type: none"> • Explicit and Implicit Questions (WB pg 127) • Facts and Opinions (WB pg 60) • Spelling Rules (WB pg 56) 	<ul style="list-style-type: none"> • Recognize the explicit and implicit meanings of the text. • Identify the difference between facts and opinions. • Differentiate the importance of facts and opinions. • Understand spelling rules
3. Creative Writing <ul style="list-style-type: none"> • Writing a news bulletin (WB pg 60) • Play Script Writing 	<ul style="list-style-type: none"> • Develop awareness for the components included in a news bulletin. • Compose a news bulletin. • Discuss appropriate usage of play script writing. • Plan a play script to include the following: <ul style="list-style-type: none"> ➤ the descriptions ➤ title ➤ characters ➤ settings

Vocabulary Development:

palanquin, incarnation, ritual, elaborate, incense, characterize, portray, distinguish, sketch, illuminate, explicit, implicit

Practice Questions:

1. Insert dashes where necessary.
 - a. He was seen—not for the first time—at the beach before school.
 - b. We will invite Susan--she is the new girl next door--to our party.
2. Identify the difference between facts and opinions.
 - a. Rida is my best friend.
 - b. Sara is the most intelligent girl in our class.
 - c. Every star you see in the sky is bigger and brighter than the sun.

April

Revision for Final Examination

May

Final Examination