



American Syllabus (SY 2016-2017)
International Jubilee Private School

FIRST TERM

English H.W List: 7
Grade/Section: 7A/B

Date: October 16, 2016

WEEK: Be ready for a Spelling Quiz on OCT 23, 2016 – Exploring Vocabulary Words: bring with you ready 3 column chart, with the following headings; Words, meaning and sentences): Absolutely, civilize, abundant, accompanied, accomplishment, bureau, capital, narrator, congratulations, cringe

Note: There will be Spelling Bee every Wednesday (Find the origin, antonyms and synonyms) Accurate, achievement, adjustable, admit, character, mysterious, consequently, ancestor, anniversary, morale

Note: There will be assessment every Thursday

Practice spelling along with meaning and definition. Click the link below

<http://www.biqiqkids.com/SpellingVocabulary/Lessons/wordlistSpellingSeventhGrade.shtml>

- A. Reading Comprehension: Please take note; answer only the questions according to your novel you are reading. (According to your level)

THE RED PONY

1. What do you make of the ending? Is it hopeful? Hopeless?
2. What was the name of Carl Tiflin's oldest horse that Gitano winds up stealing?
3. Though Carl Tiflin is a tough, virtually emotionless man, he does make one joke in the book. What is it?

A STRONG RIGHT ARM

1. What did Mamie mean when she said her life has been about "tearing down walls to build something better?"
2. Mamie's grandma died. What effect did this have on Mamie?

FRANKENSTEIN

1. What's the point of the frame narrative? Why do we begin and end with Robert Walton? Does he learn a lesson from his encounter with Frankenstein? If so, what is it?
2. What is the interaction of Victor Frankenstein, the monster and Robert Walton with each other?

THE TURN OF SCREW

1. What is your analysis of the title of the story?
2. This novel is highly Structured, Carefully Constructed, fascinating example of the
3. Difference between tone and style. While James adopts a highly emotional, somewhat melodramatic, and intensely personal tone in writing. What is your point of view? Give examples from text

DUBLINERS

1. Discuss the role of story titles in the collection. How does a given title interact with its story and with the titles of other stories? What is the significance of the collection's title?

2. In the first three stories of Dubliners, Joyce uses first-person narration, though for the rest of the collection he uses third-person. What purpose do the two narrative approaches serve?

TRAVELS WITH CHARLEY IN SEARCH OF AMERICA

1. Why is Steinbeck forced to turn back?
2. In what city in Louisiana does Steinbeck decide to stop? Why?

B. English Social:” Persuasive Techniques in Advertising” .Search information about the topic and bring all materials. You should be prepared to make advertisement. **Important Note: Projects made at home are not accepted.**

D. English Writing:

Write an expository essay on the topic given below following exposition rubric

If you were able to write only one book in your lifetime, what type of book would you write and why?

E. GRAMMAR (use of who and whom)

1. Read the newspaper article and mention all “who and whom” related questions. It’s best to read the editorial page
2. Choose the correct answer by putting who and whom
 1. (Who, Whom) so you want to speak to?
 2. If I had known (who, whom) that was, I would have spoken to him.
 3. Next month's speaker will be (whoever, whomever) the committee chooses.
 4. Everyone (who, whom) received an invitation should plan to attend.
 5. He is a person (who, whom), I think, we should honor.
 6. (Who, Whom) did you meet at the mall?
 7. There are several people (who, whom) I believe should be included.
 8. (Who, Whom) do you think will be elected?
 9. He is an author (who, whom), you know, has written three books.
 10. The person for (who, whom) this package was intended does not live here.

E. GRAMMAR (use of who and whom)

1. You are in charge of conducting an interview with the president of most powerful state USA, what questions would you ask him? Which of his policies you will question about? Only use questions related to who and whom. Good Luck!

2. Fill in the blanks with who or whom

1. I met a man today — I had heard is a great writer.
2. Any of you may take the book. I don't care —
3. —did you give that prize to?
4. The man — I thought was my friend betrayed my trust.
5. There was no doubt as to — he referred to.
6. The prize was given to John — the teacher said was very talented.
7. The prize was given to John — the teacher considered very talented.
8. It is Alice — I think is the prettier of the two.
9. Peter is the man — we want to be our next captain.
- 10.—do you think is the smarter of the two?

F. Practice for MAP tests online and don't forget to mention your results

<https://quizlet.com/22476418/spell>

<http://www.toonuniversity.com/flash.asp?err=191>

<http://www.funbrain.com/cgi-bin/root.cgi?A1=s&A2=3&A3=1>

EXPOSITORY WRITING RUBRIC

CATEGORY	4- Exceeds Standard	3- Meets Standard	2- Almost at Standard	1- Below Standard
Introductory paragraph	The introduction is inviting, states the main topic and previews the structure of the paper. Includes all necessary elements of an introductory paragraph.	The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader. Includes all necessary elements of an introductory paragraph.	The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader. Does not include all the necessary elements of an introductory paragraph.	There is no clear introduction of the main topic or structure of the paper. Does not include all the necessary elements of an introductory paragraph.
Body paragraphs organization	Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader. Supportive sentences clarify and explain the topic sentence	Details are placed in a logical order, but the way in which they are presented /introduced sometimes makes the writing less interesting. Supportive sentences clarify and explain the topic sentence	Some details are not in a logical or expected order, and this distracts the reader. Supportive sentences do not always clarify and explain the topic sentence	Many details are not in a logical or expected order. There is little sense that the writing is organized. Supportive sentences do not clarify and explain the topic sentence
Focus on Topic (Content)	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.
Conclusion (Organization)	The conclusion is strong and leaves the reader with a feeling that they understand what the writer is "getting at." Includes all the necessary elements of a closing paragraph	The conclusion is recognizable and ties up almost all the loose ends. Includes all the necessary elements of a closing paragraph	The conclusion is recognizable, but does not tie up several loose ends. Does not include all the necessary elements of a closing paragraph	There is no clear conclusion, the paper just ends. Does not include all the necessary elements of a closing paragraph
Grammar & Spelling (Conventions)	Consistently follows rules for spelling and correct use of grammar. Uses complete sentences and consistently indicates paragraphs.	Generally follows rules for spelling and correct use of grammar. Uses complete sentences generally and indicates paragraphs often.	Mostly does not follow rules of spelling and correct use of grammar. Mostly exhibits errors in sentence structure that impede communication. Generally does not indicate paragraphs	Does not follow rules for spelling and correct use of grammar. Uses sentence structure that makes it quite difficult to understand. Does not use paragraphing.