

This document outlines the academic goals, the activities and materials used in the Seventh Grade class in order to achieve high academic success. There is a great deal of overlap in the standards within the activities and within the core areas, thus, standards addressed repeatedly throughout the year.

Time period	Standard	Resources (unit in textbook, learning center, recurring activity, other)	Internet/Media/ other resource
Week _1_ to _36_	(1) Reading/Fluency.		
	1 A) adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.	Listen to readers during Reading Journal Time.	Benchmark tests 7 th grade English
Week _1_ to _36_	(2) Reading/Vocabulary Development.		
	(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;	Literature, Language and Literacy Grade 7 Text Book –For every text in this book there is a small ‘fact’ with some questions for exploration along these lines. Everyday Spelling 7 – linguistic root or affix foci covered. Students do one unit about once a fortnight throughout the school year. Everyday Spelling 7 – units 15, 20, 28, 33	
3,7,11,15,19,23,27,31,34	1(B) use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words;	‘Clunk’ words sheet – used with reading log every 4 weeks. Introduce during W 3. Everyday Spelling 7 – in every unit there is lots of scope for this. On week 2 start setting their word work as homework each week until we have a review test every six weeks.	
	(C) complete analogies that	Everyday Spelling 7 – in	Need to get Spelling book worksheets

	describe part to whole or whole to part (e.g., ink:pen as page: ___ or pen:ink as book: ___);	every unit there is lots of scope for this. On week 2 start setting their word work as homework each week until we have a review test every six weeks.	photocopied as weekly homework tasks. http://www.vocabtest.com/
	(D) identify the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (e.g., <i>habeus corpus</i> , <i>e pluribus unum</i> , <i>bona fide</i> , <i>nemesis</i>); and	Worksheet + Answers on Foreign influences on English (Alia's 7 th Grade resources). Common Roman phrases worksheet. Introduce this when studying greek and roman myths.	Foreign Phrases PowerPoint available on SlideShare: http://www.slideshare.net/visualbee/Network/foreign-phrasesthat-are-commonly-used-in-the-english-language
2,5,9,13,17,21,25,29,34 3,7,11,15,19,23,27,31,34	1(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.	Word lists given as homework every week. Ss need to sometimes use a dictionary to find the meaning of these words. Vocabulary Book A or 6th grade word lists for Ss who are behind or Spelling. Everyday Spelling 7 (or 6 or 8 depending on how ahead they are). Dictionary sets (monolingual and bilingual); thesauruses (NEED MORE FOR MIDDLE SCHOOL!) do activity to check clunk words (as above). Dictionary handbook from Everyday Spelling 7 pages 246-251.	Dictionary Challenge Game PDF (Alia file Level1Level2 USB) Need class set of at least 8 dictionaries (one between 2).
Weeks ___ to ___	(3) Reading/Comprehension of Literary Text/Theme and Genre.		
4	3 (A) describe multiple themes in a work of fiction;	After reading the Model Selections (Three Century Women and The Heinenberg Disaster) and Papa's	

		<p>Parrot students identify themes.</p> <p>All Summer in a Day</p> <p>Novel Unit – The Hobbit Alia is making unit plan and resources.</p>	<p>Ideally we'd have a class set of books for The Hobbit.</p>
	<p>3(B) describe conventions in myths and epic tales (e.g., extended simile, the quest, the hero's tasks, circle stories); and</p>	<p>Greek Mythology Unit – Greek Mythology class set (7 books). Alia has a tried and tested unit resource.</p> <p>7th Grade Literature Language and Literacy, Unit 6, Themes in the Oral Tradition – Icarus and Daedlus; Demeter and Persephone Mexican Legend: Popocatepetl and Ixtlaccihuatl</p> <p>Need to make or find new resource to teach these specific features.</p> <p>Fantasy genre – what is it and how similar is it to a modern epic tale (study during The Hobbit).</p>	<p>Fantasy video clip - http://www.youtube.com/watch?v=ax-Np0IdRuM</p>
Q2 W5	<p>3 (C) analyze how place and time influence the theme or message of a literary work.</p>	<p>Novel Unit – The Hobbit – discussion of Tolkien writing from the perspective of WW1 and how this influenced his writing;</p> <p>7th Grade Language, Literature and Literacy – All Summer in a Day (page 102)</p>	<p>Short YouTube clip about the influence of WW1 on Tolkien's Lord of the Rings: http://www.youtube.com/watch?v=IQNP0szeMNQ</p> <p>Background to text – show Ss 3 minutes from Documentary on Venus (2:30-6:00) http://www.youtube.com/watch?v=PRCEH8SSe1Y</p>
Week _5_ to _10_	(4) Reading/Comprehension of Literary Text/Poetry.		

	4A) understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.	<p>Analyzing song lyrics.</p> <p>All page numbers in this box come from Literature and Language 7th Grade class text book:</p> <p>'Fog' (616)</p> <p>Sarah Cynthia Sylvia Stout Would Not Take the Garbage Out. (650)</p> <p>Environmental poetry:</p> <p>Weather 654 - good for repetition and sound devices</p> <p>Train Tune - 659 sound devices...</p> <p>Stopping by woods on a snowy evening. 679</p> <p>Winter (594)</p> <p>The Rider (586).</p> <p>Annabel Lee (668)</p> <p>The Highway Man (630)</p>	Killing Me Softly With His Song - Lyrics on Word Doc and video on youtube.
	4B) analyze the importance of graphical elements (e.g., capital letters, line length, word position) on the meaning of a poem.	<p>Concrete poem --The Seal, 589, Forsythia (mixture of acrostic and concrete).</p> <p>Metaphor/Symbol - Mother to Son (life's not been a crystal stair') 612</p>	
Week _31_ to _36	(5) Reading/Comprehension of Literary Text/Drama.		
	5 A) understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.	Language and Literature 7th Grade - page page 834 to 856 screen play 'The Monsters Are Due on Maple Street'.	http://www.youtube.com/watch?v=gPQtblEofRg for the actual Twilight episode.
	5 B) explain a playwright's use of dialogue and stage directions.	Language and Literature 7th Grade - page 834 to 856 screen play 'The Monsters Are Due on Maple Street'. Group work - Students act out a small section	

		of the screen play, with a focus on understanding stage directions.	
Weeks _1_ to _4_ and then 11- 18	(6) Reading/Comprehension of Literary Text/Fiction.		
	6 (A) explain the influence of the setting on plot development;	All in a Summer's Day (textbook short story).p.102. The Hobbit novel unit.	
	6 (B) analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts; and	The Hobbit novel unit. The Night the Bell Fell (page 162-8) The Hobbit novel unit. Papa's Parrot	Worksheet – Alia 7 th File – Personality adjectives to build up Ss vocabulary for talking about character and character conflict. Direct and Indirect characterization – worksheet and pdf. 'Peter was lazy' characterization workshett.
	6 (C) analyze different forms of point of view, including first-person, third-person omniscient, and third-person limited.	The Three Century Woman and the Heinenberg Disasters My First Free Summer(132) Papa's Parrot (26) An American Childhood (52) The Hobbit novel unit.	Hindenburg disaster http://www.youtube.com/watch?v=2YY0xw5r1ro http://home.mchsi.com/~webclass/P OV%20samples.htm Fiction and non-Fiction - http://www.youtube.com/watch?feature=endscreen&NR=1&v=eMldJBLuQLo Magic trick – fake and non-fake. http://www.youtube.com/watch?v=A44M6liYPXo Show them the scene from the Karate Kid 3 to show the theme of 'working hard' in An American Childhood - http://www.youtube.com/watch?v=uC2fP2Tswu4

Week _19_ to _24	(7) Reading/Comprehension of Literary Text/Literary Nonfiction.		
	7 A) understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding.	Expository Essay work – ‘Life Without Gravity’ (page 424) Reflective Essay – Volar: To Fly (450) - Identifying fact and opinion. - Structure of an reflective essay and compare to an expository essay.	Expository essay song: http://havefunteaching.com/songs/songs-for-kids/expository-writing-song/
	7 B) describe the structural and substantive differences between an autobiography or a diary and a fictional adaptation of it.	Extracts from Anne Frank’s diary and BBC adaption.	http://www.bbc.co.uk/programmes/b00gndt1 and Alia owns the DVD Class set of Anne Frank books at Amicitia. Worksheet for them to compare pages 1-28 of the diary with Episode 1 of the adaption.
Week _5_ to _10	(8) Reading/Comprehension of Literary Text/Sensory Language.		
	8 A) understand, make inferences and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding.	Poetry Unit – teach them about sensory language when writing poetry – Miracles (694) – Imagery Dream poetry Myths and Legends Unit.	http://www.poetryteachers.com/poetclass/lessons/dream.html
	8 B) to determine the figurative meaning of phrases and analyze how an author’s use of language creates imagery, appeals to the senses, and suggests mood.	‘Mother and Son’ poem (612) Activity of collaborative group writing and work with Greek Mythology work.	PowerPoint – ‘Poetry Imagery’ (Alia resource). Activity of describing different items such as flowers, flour, rocks, sand based on sensory detail.
Week _1_ to _4_	(9) Reading/Comprehension of Informational		

and 31-36	Text/Culture and History		
	9A) analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.	The Monsters Are Due on Maple Street – context of the Cold War. All Summer in a Day – allusions to the Holocaust. The Hobbit – WW1 influence on Tolkien	Activity – Ss fill in grid on author's purpose.
5	9B) explain the difference between the theme of a literary work and the author's purpose in an expository text.	Work on authorial purpose (activity of identifying purpose when reading. Expository text – Life without Gravity). Authorial purpose following on from All Summer in a Day.	Paper Quizes printed from Internet on author's purpose.
Week 19 to 24	(10) Reading/Comprehension of Informational Text/Expository Text.		
	(A) evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning;	Expository Essay work – Life without Gravity (page 424) and expository essays in the 7 th Grade Benchmark test 2009 -	
	10(B) distinguish factual claims from commonplace assertions and opinions;	Expository Essay work – Life without Gravity (page 424) – identifying fact and opinion.	Prentice Hall 'Skill Builder' Book 2 for Grade 6 – photocopy of pages 29 and 32.
	10 (C) use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text; and	Hearing Voices (Benchmark tests) US expository essay (Benchmark tests). Expository Essay work – Life without Gravity (page 424)	Prentice Hall 'Skill Builder' Book 2 for Grade 6 – photocopy of pages 29 and 32. Ss don't write on the sheet, but write the title 'Analyzing An Expository Passage'. They read the passage to themselves and answer the questions in their books.
	10(D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres,	Peer reading of one another's expository essays.	

	and support those findings with textual evidence.		
Weeks _19 to _24	(11) Reading/Comprehension of Informational Text/Persuasive Text.		
	11 (A) analyze the structure of the central argument in contemporary policy speeches (e.g. argument by cause and effect, analogy, authority) and identify the different types of evidence used to support the argument	<p>Page 500 – ‘The Eternal Frontier’.</p> <p>- What do you think are the most important areas for a government to spend money on (what about education and the environment?)</p> <p>Ss could research what Moroccan government spends money on and if they agree.</p> <p>Need to look for more interesting resource here.</p>	
	11 (B) identify such rhetorical fallacies as ad hominem, exaggeration, stereotyping, or categorical claims in persuasive texts.	<p>Page 500 – ‘Eternal Frontier’</p> <p>Need to find more relevant to Morocco than US government spending.</p>	<p>http://en.wikipedia.org/wiki/Ad_hominem</p> <p>United Nations World Atlas</p>
Weeks _19_ to _24_	(12) Reading/Comprehension of Informational Text/Procedural Texts.		
	12(A) follow multi-tasked instructions to complete a task, solve a problem, or perform procedures; and	<p>Play games from the English Games Box – they have to work out what to do.</p> <p>Memorise and order instructions game.</p> <p>Making a pizza – informational text as part of end of Chapter 1 assessment (page 192-3)</p>	

		Page 622 – Technical Directions – How to Download Ringtones for a Cell Phone (Ss could modernise this for how to download an app).	
	12(B) explain the function of the graphical components of a text.	Page 283 – Mongoose on the Loose Magazine article with maps and charts.	
Weeks ___ to ___	(13) Reading/Media Literacy.		
	(A) interpret both explicit and implicit messages in various forms of media;	Adverts analysed during work on Non-fiction and persuasive texts. Watching The Hobbit film and looking for extra themes or modern interpretations.	
	13(B) interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message;	The Hobbit film.	
	(C) evaluate various ways media influences and informs audiences; and	Adverts analysed during work on Non-fiction and persuasive texts. Watching The Hobbit film and looking for extra themes or modern interpretations.	
	13 (D) assess the correct level of formality and tone for successful participation in various digital media.	Texting with grammar activity – to insert 2013-14	
Weeks _1 to _4 and 19-24	(14) Writing/Writing Process.		
	14 (A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining	Writing your own expository essay – a research paper on a topic of your choice.	KWL sheets (hard copies taken as a photocopy from 6 th Grade Teacher Resource Book).

Week 1-2	appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	Autobiographical writing – first week, they can choose topic (personal interest). Writing a lyric. My Wonderland (creative writing) and Greek myth – they can select a genre...	
Week 1 Poetry – 5-10	14 (B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;	Writing your own expository essay – a research paper on a topic of your choice (main idea and supporting detail). Autobiographical writing (sequence of events) Writing a lyric. My Wonderland (creative writing).	
	(C) revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed;	Writing your own expository essay – a research paper on a topic of your choice. Writing a lyric. My Wonderland (creative writing).	
	(D) edit drafts for grammar, mechanics, and spelling; and	For above writing projects	
	(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	For above.	
Weeks 25 to 30	(15) Writing/Literary Texts.		
	15 (A) write an imaginative story that (i)	We explore setting when reading Mexican	

	sustains reader interest;(ii) includes well-paced action and an engaging story line;(iii) creates a specific, believable setting through the use of sensory details;(iv) develops interesting characters; and(v) uses a range of literary strategies and devices to enhance the style and tone;	Legend – Popocatepetl and Ixtlacchiuatl (Myths2) Writing your own Greek Myth	
	15 (B) write a poem using: (i) poetic techniques (e.g., rhyme scheme, meter); (ii) figurative language (e.g., personification, idioms, hyperbole); and (iii) graphic elements (e.g., word position).	Writing a lyric Writing a poem in iambic pentameter (Sarah Cynthia...) Writing a poem based on a comic strip. Writing a concrete and acrostic poem.	
Weeks _1_ to _4_	(16) Writing.		
	16A) write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.	Autobiographical writing – Writing in response to reading An American Childhood extract. Ss write about a project they put a lot of energy into and the results of it. Reflective Group Essay on a personal narrative.	Show them the scene from the Karate Kid 3 to show the theme of ‘working hard’. http://www.youtube.com/watch?v=uC2fP2Tswu4
Week _19_ to _24_	(17) Writing/Expository and Procedural Texts.		
	17 (A) write a multi-paragraph essay to convey information about a topic that:(i) presents effective introductions and concluding paragraphs;(ii) contains a clearly stated purpose or controlling idea;(iii) is logically organized with appropriate facts and details and includes no extraneous information or	Writing an expository essay on a subject of your choice.	

	inconsistencies;(iv) accurately synthesizes ideas from several sources; and(v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs;		
1	17 (B) write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context;	Beginning of the year about myself letter. Writing a letter to Ms Michelle to ask for something persuasively.	
	17(C) write responses to literary or expository texts that demonstrate the writing skills for multi-paragraph essays and provide sustained evidence from the text using quotations when appropriate; and	Essay on how the Hobbit builds up suspense.	
	17 (D) produce a multimedia presentation involving text and graphics using available technology.	?? Could do this with the greek mythology unit?Need to make or find new resource to teach these specific features.	
Weeks 19_ to 24_	(18) Writing/Persuasive Texts.		
	18 (A) establishes a clear thesis or position;	Write a persuasive speech representing either the prosecution or the defence in a mock courtroom trial (Who is to blame? – Alia resource ethical dilemma situation). Write a persuasive letter to Ms Michelle.	Alia resources Non-Fiction Unit 7 th Grade.
	18 (B) considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments; and	Courtroom debate work on an issue as above. Write a persuasive letter to Ms Michelle.	Alia resources Non-Fiction Unit 7 th Grade.
	18 (C) includes evidence that is logically organized	Courtroom debate work on an issue as	Alia resources Non-Fiction Unit 7 th Grade.

	to support the author's viewpoint and that differentiates between fact and opinion.	above. Write a persuasive letter to Ms Michelle.	
Weeks 1_ to 36	(19) Oral and Written Conventions/Conventions.		
	19 (A) identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: (i) verbs (perfect and progressive tenses) and participles;(ii) appositive phrases; (iii) adverbial and adjectival phrases and clauses; (iv) conjunctive adverbs (e.g., consequently, furthermore, indeed);(v) prepositions and prepositional phrases and their influence on subject-verb agreement;(vi) relative pronouns (e.g., whose, that, which); (vii) subordinating conjunctions (e.g., because, since); and (viii) transitions for sentence to sentence or paragraph to paragraph coherence;	Grammar activity warmer – every week for 15 minutes. ESL Ss take extra programme on weekends Need to find additional program..	Past simple and present perfect - http://www.youtube.com/watch?v=N7pP-5M2nU Grammar Matters Unit 4 PowerPoint
	19 (B) write complex sentences and differentiate between main versus subordinate clauses; and	Grammar activity warmer – every week for 15 minutes. ESL Ss take extra programme on weekends .	Grammar Matters Unit 4 PowerPoint
	19 (C) use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses.	Grammar activity warmer – every week for 15 minutes. ESL Ss take extra programme on weekends Need to find additional program..	- Introduce Simple, compound and complex sentences http://www.youtube.com/watch?v=DvhC0eS1b3g Compound sentences – Justin Beiber song http://www.youtube.com/watch?v=6p

			<p>DSjOcFM3U</p> <p>Activity on making compound sentences.</p> <p>BBC work on identifying compound or complex sentences</p> <p>http://www.bbc.co.uk/skillswise/topic/connectives</p>
Weeks _1_ to _36_	(20) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation.		
	20(A) use conventions of capitalization; and	Handwriting/ punctuation activity warmer – every week for 15 minutes. ESL Ss take extra programme on weekends. Need to find additional program.	
	20(B) recognize and use punctuation marks including: (i) commas after introductory words, phrases, and clauses; and 20 (ii) semicolons, colons, and hyphens.	Grammar activity warmer – every week for 15 minutes. ESL Ss take extra programme on weekends. Need to find additional program..	Alia has lots of saved resources.
Weeks __ to __	(21) Oral and Written Conventions/Spelling.		
	21A) spell correctly, including using various resources to determine and check correct spellings.	Everyday Spelling 7 – in every unit there is lots of scope for this. On week 2 start setting their word work as homework each week until we have a review test every six weeks.	
Week _19_ to _24_	(22) Research/Research Plan.		
	22 (A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major	Expository essay work. Ancient Greece Research Assignment	

	research topic; and		
28	22 (B) apply steps for obtaining and evaluating information from a wide variety of sources and create a written plan after preliminary research in reference works and additional text searches.	Expository essay work. Ancient Greece Research Assignment	Sources cited worksheet.
Weeks _19_ to _24_	(23) Research/Gathering Sources.		
	23 (A) follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies;	Need to look into books available in the school to base research topic options on. Need to plan how to do good internet research. Greek myth research	
	23 (B) categorize information thematically in order to see the larger constructs inherent in the information;	Greek myth research	
	23 (C) record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format; and	Expository essay Greek myth research	Sources cited and bibliography resource.
	23 (D) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.	Need to make or find new resource to teach these specific features.	
Weeks _19_ to _24_	(24) Research/Synthesizing Information.		
	24 (A) narrow or broaden the major research question, if necessary, based on further research and investigation; and	KWL – collaborative learning activity with peers to broaden research	
	24 (B) utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one	Incorporate this into the expository essay research. Need to find resources.	

	source is more useful than another.		
Weeks _1_ to _36_	(25) Research/Organizing and Presenting Ideas.		
	25 (A) draws conclusions and summarizes or paraphrases the findings in a systematic way;	Reading activities workbook 6-7 grades – the skill of drawing conclusions. Ancient Greece Research	
	25 (B) marshals evidence to explain the topic and gives relevant reasons for conclusions;	Expository essay work and writing essays on fiction. Ancient Greece Research	
	25 (C) presents the findings in a meaningful format; and	Expository essay work and writing essays on fiction. Ancient Greece Research	
	25 (D) follows accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas.	Expository essay work and writing essays on fiction. Ancient Greece Research	
Week _29_ to _24_	(26) Listening and Speaking/Listening.		
	26 (A) listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims;	Feedback and judgement during courtroom drama.	
	26(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems; and	Need to find resources.	
	26(C) draw conclusions about the speaker's message by considering verbal communication	Book report listening activity – need to develop	

	(e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions).		
11-19	(27) Listening and Speaking/Speaking.		
	27A) present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively.	The Hobbit film.	
Week _28_ to _29_	(28) Listening and Speaking/Teamwork.		
	28 A) participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.	Research project on Ancient Greece.	

Week	Resource
Q1 W4	Show them the scene from the Karate Kid 3 to show the theme of 'working hard' in An American Childhood - http://www.youtube.com/watch?v=uC2fP2Tswu4
Q1 W5	Background to All Summer in a Day-- show Ss 3 minutes from Documentary on Venus (2:30-6:00) http://www.youtube.com/watch?v=PRCEH8SSe1Y http://www.youtube.com/watch?annotation_id=annotation_607839&feature=iv&src_vid=Ehgs3qazcvw&v=TIWhZZDJY BBC work on identifying compound or complex sentences http://www.bbc.co.uk/skillswise/topic/connectives

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