



JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP

Syllabus Bifurcation: 2025-26

Subject: English

Class: VII

Term: I

Sl No.	Month	WD	ID	No. of Periods	Chapter/Gr ammar	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
1	April	13	13	3P	Prose-1 Three Questions	<ul style="list-style-type: none"> Understand the moral of the story and the concept of wisdom. Analyze the importance of timing, priorities, and kindness. Develop skills in character study and theme analysis. 	Role play method.	Frame their own questions after each paragraph explained them and answer the questions.	
				2P	Poem-1 The Squirrel	<ul style="list-style-type: none"> Appreciate the simplicity of observing nature. Understand poetic structure and use of imagery. 	Write a poem on your favorite pet	Summary of the poem	
				2P	Supp-1 The Tiny teacher.	<ul style="list-style-type: none"> Learn about the discipline and structure in nature. Understand factual writing with moral insights. 	Write the Questions and answer on their own	Test would be conducted.	
2	June	20	20	2P	Gr-1 Nouns -Kinds of Nouns	<ul style="list-style-type: none"> Define what a noun is and understand its role in a sentence. Identify and differentiate between the various kinds 	Classifying the nouns in their kinds pg5 in the T.B	Worksheet	Weekly Test-2 (13-6-2025) L-1,P-1,Supp-1 Gr-Nouns Narrative

						<p>of nouns:</p> <p>Proper Nouns</p> <p>Common Nouns</p> <p>Collective Nouns</p> <p>Abstract Nouns</p> <p>Material Nouns</p> <ul style="list-style-type: none">• Classify nouns into their correct types with examples.• Use different kinds of nouns correctly in sentences.• Recognize the importance of using specific types of nouns to convey precise meaning.• Develop grammar skills through activities and exercises based on identifying and using different kinds of nouns.			paragraph.
				4P	L 2. The Gift of Chappals	<ul style="list-style-type: none">• Appreciate humor and irony.• Understand themes of kindness, innocence, and misunderstandings.• Identify narrative techniques and character development.	Write the character sketch of the music teacher.	Frame their own questions after each paragraph explained them and answer the questions.	
				Gr 5: 2P	Gr 5: Determiner	<ul style="list-style-type: none">• Understand what	Work in eight groups. Follow the instructions	Open book test	

					<p>s- kinds of determiners</p>	<p>determiners are and their role in sentence structure.</p> <ul style="list-style-type: none">• Identify different kinds of determiners: Articles (a, an, the) Demonstratives (this, that, these, those) Possessives (my, your, his, her, its, our, their) Quantifiers (some, many, much, few, several, all, etc.) Numbers (one, two, first, second, etc.) Distributives (each, every, either, neither) Interrogatives (which, what, whose)• Distinguish between different types of determiners based on their function and usage.• Apply determiners correctly in spoken and written sentences.• Enhance sentence clarity and grammatical accuracy using appropriate determiners.• Practice choosing suitable determiners in context through grammar exercises and activities.	<p>and do the activity.</p> <p>Provide each group with a list of 25 sentences that contain different types of referring determiners and quantifying determiners.</p> <p>Include examples of articles, demonstratives, possessives, quantifiers, determiners of number and determiners of quantity.</p> <p>Give each group a set of six highlighter pens in the following colours: yellow, red, blue, green, pink and orange.</p> <p>Each group must identify and categorise the different types of determiners in the sentences: yellow for articles, red for demonstratives, blue for possessives, green for quantifiers, pink for determiners of number and orange for determiners of</p>		
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							<p>quantity.</p> <p>After identifying the determiners, each group should discuss and present their findings to the class.</p> <p>Each group should explain the rules and usage of each type. set of sample sentences would be given to e</p>		
				P2: 2P	P 2.The Rebel	<ul style="list-style-type: none"> Understand the idea of nonconformity. Discuss social behavior and individuality. Interpret tone and irony. 	<p>Find in the poem an antonym (a word opposite in meaning) for each of the following words.</p> <p>(i) long – (ii) grow – (iii) quietness – (iv) sober – (v) lost –</p>	Worksheet	
				L3:2P	L 3. Gopal and the Hilsa Fish(SEA)	<ul style="list-style-type: none"> Understand satire and exaggeration. Explore themes of wit and intelligence. Develop appreciation for storytelling and visual elements in a comic format. 	Four groups of students will enact the story.	Class test	
				P3: 2P	P3 :The Shed	<ul style="list-style-type: none"> Develop understanding of fear, curiosity, and imagination. 	. Is there a room in your house or a house in your	Worksheet	

						<ul style="list-style-type: none"> Analyze poetic imagery and symbolism. 	neighbourhood/locality where you would rather not go alone, and never at night? If there is such a place and a story to go with it, let others hear all about it."		
				Gr3: 2P	Gr 3: Formation of Adjectives	<ul style="list-style-type: none"> Understand what adjectives are and their function in a sentence. Recognize how adjectives are formed from: Nouns (e.g., hope → hopeful) Verbs (e.g., interest → interesting) Other adjectives (e.g., red → reddish) Identify common suffixes used in forming adjectives such as: -ful, -less, -ous, -ive, -al, -ic, -ish, -able, -y, -en, etc. Analyze patterns in adjective formation to expand vocabulary. Use newly formed adjectives accurately in sentences. Differentiate between base words and their adjective forms in context. Enhance descriptive writing by incorporating a variety of adjectives formed from other word classes. 	<p>Work in five groups. Follow the instructions and do the activity.</p> <p>Each group must choose an object around it. For example, it could be a pen, an orange or the window curtains.</p> <p>Now, one by one, each group says aloud the object it has chosen, for example Group A says orange.</p> <p>The other groups have to say one adjective for the object. No adjective can be repeated. For example, Team B says juicy, Team C says sweet, Team D says round and Team E says tangy.</p> <p>As each group says the adjectives, the teacher</p>	Sample questions as Test.	

							keeps a count of the correct answers and marks the incorrect ones for correction later.		
3	July	25	21		Gr 4: Confusing Adjectives	<ul style="list-style-type: none"> • Identify commonly confused adjectives (e.g., late vs. lately, high vs. tall, economic vs. economical). • Understand the meanings and proper usage of confusing adjective pairs in different contexts. • Distinguish between adjectives with similar forms but different functions or meanings. • Use confusing adjectives correctly in both spoken and written sentences. • Recognize the importance of precise word choice in communication. • Practice editing and revising sentences that misuse confusing adjectives. • Develop confidence in selecting the correct adjective through contextual clues and grammar knowledge. 	<p>Work in four groups of ten members each. Follow the instructions and do the activity.</p> <ul style="list-style-type: none"> • Each group must choose a passage of about 250–300 words from any book of their choice. • The members must make a list of determiners and another list of other kinds of adjectives they find in the passage. • Based on their findings, each group must make a poster, with the separate lists of determiners and other kinds of adjectives. Every member of a group must take part in the activity. • Before presenting the poster, one or two members from each group must read out the passage the group has chosen. 	Worksheet.	

				Gr13: 2P	<p>Gr13: Pronouns- Kinds and Antecedent s.</p>	<ul style="list-style-type: none"> • Understand what pronouns are and their role in replacing nouns in a sentence. • Identify different kinds of pronouns: Personal Pronouns (I, you, he, she, it, we, they) Possessive Pronouns (mine, yours, his, hers, theirs, ours) Reflexive Pronouns (myself, yourself, himself, etc.) Demonstrative Pronouns (this, that, these, those) Interrogative Pronouns (who, what, which, whose) Relative Pronouns (who, whom, whose, which, that) Indefinite Pronouns (someone, anyone, everybody, none, etc.) Reciprocal Pronouns (each other, one another) • Understand what an antecedent is (the noun a pronoun refers to). • Identify the antecedent of a pronoun in a sentence. Ensure pronoun-antecedent agreement in number and gender • Apply various kinds of pronouns correctly in writing and speaking. • Avoid common errors related to unclear or missing antecedents. 	<p>Work in nine groups. Follow the instructions and do the activity.</p> <p>The teacher assigns a type of pronoun to each of the nine groups. There are nine types of pronouns: personal, demonstrative, emphatic, interrogative, relative, possessive, distributive, indefinite, reflexive.</p> <p>Each learner writes any one pronoun assigned to his/her group on a small chit of paper, according to the type of pronoun. The pronouns can be of any type. All the chits are submitted to the teacher, who puts them in a jar. The jar is shaken to mix the chits.</p> <p>Now each learner walks up to the jar and picks one chit. He/she has to say a sentence with the word (pronoun) in the chit. The chit is identified. For example: if a</p>	<p>Students attempt the questions given in textbook on their own.</p>	
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						<p>learner gets the word mine, he/she would be expected to say this: This book is mine. The word mine is a possessive pronoun.</p> <p>Note: For reflexive and emphatic pronouns, the same words serve as both types. So, learners must say the correct type of pronoun as they use it in the sentences.</p>		
				Gr6: 3P	<p>Gr6: verbs-Tenses(simple, continuous , perfect tenses)</p> <ul style="list-style-type: none"> • Understand the concept of tense and its importance in indicating time in communication. • Identify the three main types of tenses: Present Tense Past Tense Future Tense • Recognize the four aspects of each tense: Simple Continuous (Progressive) Perfect Perfect Continuous • Differentiate between the uses of each tense and aspect with examples. • Apply correct tense forms in writing and speaking based on time references. • Form affirmative, negative, 	<p>Follow the instructions and do the activity.</p> <ul style="list-style-type: none"> • Choose any famous personality like an actor, an author or a musician. • Write ten sentences describing this personality. Use as many sentences in the present perfect continuous tense or the past perfect continuous tense. For example, sentences like the following can be written: <p>1. Kiran Desai's first novel, 'Hullabaloo in the Guava Orchard', published in 1998, has</p>	Worksheet	

						<p>and interrogative sentences using various tenses.</p> <ul style="list-style-type: none">• Edit and correct tense errors in sentences and short passages.• Enhance storytelling, reporting, and descriptive writing by using appropriate tenses.	<p>been receiving accolades from many acclaimed people such as Salman Rushdie.</p> <p>2. She said, way back in 2017, that she had been working for more than a decade on her new book.</p>		
				Wr: 1P	Email Writing(M. A)	<ul style="list-style-type: none">• Identify the essential components of an email, including: Recipient address (To) Subject line Greeting Body Closing Signature• Differentiate between formal, semi-formal, and informal email styles, understanding their appropriate contexts and language usage .• Compose clear and effective emails tailored to specific audiences and purposes, such as:<ul style="list-style-type: none">• Requesting information• Making inquiries• Providing updates• Expressing concerns or	<p>Set the Scene: Tell students they have a new pen pal (real or fictional) from another country or school.</p> <p>2. Task: Ask them to write an informal email introducing themselves. They should include:</p> <p>A greeting</p> <p>A short self-introduction (name, age, interests)</p> <p>A description of their school or hobbies</p> <p>A question for the pen</p>	Write a sample of their own.	

						<p>appreciation</p> <ul style="list-style-type: none"> • Apply proper email etiquette, including: • Appropriate tone and language <p>Conciseness and clarity Professional formatting Timely responses Proofread and edit emails to correct grammatical errors, ensure clarity, and maintain a professional tone .</p> <ul style="list-style-type: none"> • Demonstrate the ability to use email as a tool for effective communication in academic, professional, and personal contexts. • Would you like these objectives adapted for a specific grade level or integrated into a lesson plan? 	<p>pal to encourage a reply</p> <p>A closing</p>		
4	August	20	20	P5: 1P	P5.Trees	<ul style="list-style-type: none"> • Understand the significance of trees in our lives. • Interpret figurative language and personification. • Reflect on human-nature relationships. 	<p>With the help of your partner, try to rewrite some lines in the poem, or add new ones of your own as in the following examples.</p> <p>Trees are for birds to build nests in.</p> <p>Trees are for people to sit under.</p>	Test	Weekly Test 10 7/8/2025 L-2,P-2,Gr-5 Email Writing.
				Sup4:2P	Sup4:2P. Sup 4: Chandni	<ul style="list-style-type: none"> • Discuss freedom, bravery, and self-respect. • Appreciate storytelling and 	<p>“Death in an open field is better than life in a small hut,” Chandni</p>	Write the answers on their for the	

						character emotions.	said to herself. Was it the right decision? Give reasons for your answer.	textual exercise.	
				Gr9:3P	Gr 9: Verbs- Finite and Non-	<ul style="list-style-type: none"> Define verbs and differentiate between finite and non-finite verbs. Identify finite and non-finite verbs in sentences. Explain the role of finite verbs in showing tense, number, and person. Describe different types of non-finite verbs: infinitives, participles, and gerunds. Use finite and non-finite verbs appropriately in their own writing. Analyze sentences to recognize how finite and non-finite verbs contribute to meaning. Enhance grammar skills for clearer and more effective communication. 	<p>There must be two buckets near the teachers table.</p> <p>One bucket is for the finite verbs and other bucket is for non finite .Each learner choses one passage from any book office or his/ her choice then passes on the passage to the next person .</p> <p>Now, each learners has a passage with him or her he or she reads the passage and rights down the verbs neatly in different chits of paper. Then then, they walk up to the bucket and put the finite verb in one bucket and non-finite verb in another bucket. Before putting the chits in the buckets is learner calls out the verbs and its types.</p>	Worksheet	
				Gr14:2P	Gr 14: Conjunctio ns and its types.	<ul style="list-style-type: none"> Define conjunctions and understand their role in connecting words, phrases, and clauses. Identify the three main types of conjunctions: coordinating, subordinating, and correlative. 	<p>Each group members decide on any one conjunction.</p> <p>One member from first group must walk up to the board and write the conjunction the group has chosen for example, so.</p>	Worksheet	

						<ul style="list-style-type: none"> ● Explain the function and examples of each type of conjunction. ● Differentiate between coordinating, subordinating, and correlative conjunctions in sentences. ● Use various types of conjunctions correctly in speaking and writing. ● Construct complex and compound sentences using appropriate conjunctions. ● Analyze the effect of conjunctions on sentence structure and meaning. 	<p>Now, this group calls out anyone other group randomly. Now, the group which is called 4th has to come at the front of the class. The members have to inform a sentence with the conjunction the previous group has written on the board. However each member of the group will orally present the sentence in terms post of for the example given here, it will be like this</p>		
				Gr11:2P	Gr 11: Verbs-Modals	<ul style="list-style-type: none"> ● Identify common modal verbs such as can, could, may, might, shall, should, will, would, must, and ought to. ● Explain the different uses of modals (e.g., ability, permission, obligation, advice, possibility, necessity). ● Differentiate between modals used for present, past, and future contexts. ● Apply modals correctly in forming sentences for various communicative purposes. ● Analyze the nuances and degrees of meaning expressed by different 	<p>Write a short story, incorporating at least three different modal verbs.</p> <p>Then, work in pairs and exchange your story with a partner.</p> <p>The partner's task is to identify and underline the modal verbs used in the story.</p> <p>Then, in pairs, discuss whether the modals were used appropriately. Discuss if improvements can be made.</p>	Sample questions as Test.	

						<p>modals (e.g., certainty vs. possibility).</p> <ul style="list-style-type: none"> Construct grammatically correct sentences using a variety of modal verbs. Enhance writing and speaking by using modals appropriately to express attitude, probability, and necessity. 			
				Wr: 2P	Wr: Informal and Formal	<ul style="list-style-type: none"> Define informal and formal language and understand their key differences. Recognize when to use formal or informal language based on audience, purpose, and context. Identify features of formal language (e.g., complete sentences, sophisticated vocabulary, passive voice) and informal language (e.g., contractions, slang, casual tone). Compare examples of formal and informal expressions in speaking and writing. Apply appropriate language style in academic writing, professional communication, and casual conversation. 	Write a sample letter for both formal and informal letters of your own.	Class test	
				L6: 2P	L 6. Expert Detectives	<ul style="list-style-type: none"> Develop critical thinking and logical reasoning. Explore character interaction and subplot development. 	Play detectives with each other. Find a person in your class (or some other acquaintance) to speak	Class test	

						<ul style="list-style-type: none"> Understand narrative voice and perspective. 	<p>to. Find out the answers to the questions given below. Be careful to ask your questions in a polite and inoffensive way. Do not force the person to answer you. Then allow the person to ask you the same questions.</p> <p>(i) Name?</p> <p>(ii) What newspapers or magazines does the person read?</p> <p>(iii) How long has the person lived at the current address?</p> <p>(iv) What does she/he do during the day, i.e. the daily routine?</p> <p>(v) What do neighbours and friends say about the person?</p> <p>(vi) Who are his/her visitors and what are his/her eating habits? (You can ask a few others about this.)</p> <p>(vii) What do you think about the person?</p>		
				L6: 2P	L6.Mystery of the Talking Fan	<ul style="list-style-type: none"> Appreciate humor and sound imagery. Explore onomatopoeia and poetic rhythm. 	Is there a 'talking fan' in your house? Create a dialogue between the fan and a mechanic.	Class Test	
				Wr:2P	Wr: Book Review (M.A)	<ul style="list-style-type: none"> Identify key elements of a book review: summary, analysis, evaluation, and 	Make a book review of the book you recently read or of your	To review the book they like the most.	

						<p>recommendation.</p> <ul style="list-style-type: none"> Summarize the main ideas, characters, and plot of a book clearly and concisely. Analyze the author's style, themes, and effectiveness in conveying the message. Evaluate the strengths and weaknesses of a book with reasoned argument. Express personal opinions about the book in a formal and structured way. Organize and write a coherent, engaging, and grammatically correct book review. Develop critical thinking and writing skills through the review process. 	favorite one.		
				LSup5;2P	Sup 5: The Bear Story	<ul style="list-style-type: none"> Understand themes of companionship and trust. Analyze humor and surprise in storytelling. 	Most people keep dogs and cats as pets. Can you think of some unusual pets that people keep?	Write the textual exercise on their own.	
5	September	20	14			Term- I Revision	<p>Term-1 Portion</p> <p>Lesson no 1,2,3,4</p> <p>P-1,2,3,4</p> <p>Grammar Chapter 1 - Chapter 12</p> <p>Email writing ,Report</p>		<p>PT:1 Portion</p> <p>Lesson no 1 to 3</p> <p>Poem 1&2</p> <p>Gr:1 to 4</p> <p>WS:Email writing ,Report Writing,</p>

							Writing,Descriptive Writing,story writing .		
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Term-1 Portion

Lesson no 1,2,3,4

P-1,2,3,4

Grammar Chapter 1 - Chapter 12

Email writing , Report Writing, Descriptive Writing, Story writing .



JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP

Syllabus Bifurcation: 2025-26

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Class: VII

Term: II

Sl No.	Month	WD	ID	No. of Periods	Chapter/Grammar	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
6	October	19	19	L7: 3P	L 7. Invention of Vita-Wonk	Chapter/Grammar <ul style="list-style-type: none"> Engage with imaginative writing and fantasy. Analyze plot development and language use. Understand the role of invention and creativity in stories. 	i) Make a list of the trees Mr Wonka mentions. Where do these trees grow? Try to find out from an encyclopedia. Write a short paragraph about two or three of these trees. (ii) Name some large trees commonly found in your area. Find out something about them (How old are they? Who planted them? Do birds eat their fruit?), and write two or three sentences about each one of them.	Worksheet	
				Gr15:2 P	Gr15: Voices	<ul style="list-style-type: none"> Define voice in grammar and understand the difference between active and passive voice. 	Each learner must have a yellow square piece of paper and a blue square piece of paper with him/her.	Class Test/ Worksheet	

						<ul style="list-style-type: none"> Identify sentences written in active and passive voice. Explain how the focus of a sentence changes when shifting from active to passive voice. Recognize when it is appropriate to use passive voice in writing. Convert sentences from active voice to passive voice and vice versa. Apply the correct voice in different types of writing (narrative, academic, formal). Analyze the effect of voice on clarity, emphasis, and tone in communication. Enhance writing skills by choosing the appropriate voice for different purposes. 	<p>Each learner must write a sentence either in the active voice or in the passive voice. The sentences must be written in different chits. The chits must be given to the teacher, who jumbles it and keeps it with her.</p> <p>Then, the teacher reads out the sentences one at a time. As each sentence is read out, the learners need to identify the voice of the sentence and show the yellow paper for active voice and the blue paper for the passive voice. The teacher may confirm the learner's answer if required.</p>		
				Gr24:3 P	Gr 24: Direct and Indirect Speech	<ul style="list-style-type: none"> Identify the differences between direct and indirect speech in sentences. Recognize the punctuation rules for direct speech (quotation marks, commas). Understand the changes required when converting direct speech to indirect 	<p>Ask questions to each other and answer them. Then, the learner who had asked the question reports it in indirect speech. For example, it can be done like this:</p> <p>Learner 1: Where did you go during the</p>	Worksheet	

						<p>speech (e.g., tense change, pronoun change, word order).</p> <ul style="list-style-type: none">• Convert sentences from direct speech to indirect speech and vice versa.• Use appropriate reporting verbs (e.g., said, told, asked) in indirect speech.• Apply correct grammar and punctuation while writing or speaking reported statements, questions, and commands.• Enhance communication skills by accurately reporting what others have said.	<p>vacation? Learner 2: I went to Kerala during the vacation. Learner 1: My friend said that she had gone to Kerala during the vacation.</p> <p>Learner 1: How will you get back home? Learner 2: I will take an auto rickshaw back home. Learner 1: My friend said that she would take an auto rickshaw back home.</p>		
				P7:2P	P 7. Dad and the cat and the Tree.(SEA)	<ul style="list-style-type: none">• Enjoy humor and family dynamics.• Recognize rhyme, repetition, and narrative flow.	<p>Do you find the poem humorous? Read aloud lines which make you laugh.</p>	Worksheet	
				P8: 1P	P 8. Garden Snake	<ul style="list-style-type: none">• Address fears and misconceptions about nature.• Analyze moral perspective and poetic tone.	<p>Write a paragraph about how to protect the creatures in the nature.</p>	Worksheet	
				Sup6:2P	Sup6:2P Sup 6: A Tiger in the House (SEA)	<ul style="list-style-type: none">• Reflect on domestication and natural instincts• Explore themes of	<p>Have you heard of the Society for Prevention of Cruelty to Animals</p>	Class Test/ Worksheet	

						attachment and survival.	(SPCA)? What do they do?		
				Gr 17: 2P	Gr U 17: Question Tags, Transformation of Sentences	<ul style="list-style-type: none"> • Understand the concept and purpose of question tags. • Identify the correct structure of question tags based on sentence type (positive/negative) • Form accurate question tags using appropriate helping verbs and pronouns. • Apply question tags correctly in spoken and written English to confirm information or seek agreement. • Define sentence transformation and its importance in grammar and writing. • Identify different types of sentence transformation (e.g., affirmative to negative, active to passive, direct to indirect, simple to complex, exclamatory to assertive). • Transform sentences without changing the original meaning. • Apply transformation techniques to improve sentence variety and writing style. • Enhance grammar flexibility and overall communication skills. 	<p>Each group will be assigned a kind of sentence among assertive, interrogative, imperative and exclamatory sentences.</p> <p>Now, each group has to create a poster explaining the type of sentence it received with relevant examples. The poster can also discuss how and when the type of sentence is used.</p> <p>Each group has to then present it to a junior class. It has to also solve their doubts, if any. The poster should be given to the class it is being presented to.</p>	Dictation	

				<div>4Gr19: 1P</div> <div>Gr19: Clauses and its Types</div> <div>Gr 18: Sentences: - 'Phrases and its types</div> <div>Gr 20: Subordinate Clauses-Kinds</div>	<ul style="list-style-type: none">• Define what a clause is and distinguish it from a phrase.• Identify the two main types of clauses: independent and dependent (subordinate) clauses.• Recognize different types of dependent clauses: noun clauses, adjective clauses, and adverb clauses.• Explain the role of each type of clause within a sentence.• Analyze sentences to locate and classify the clauses correctly.• Construct sentences using different types of clauses to enhance writing.• Transform simple sentences into complex ones by adding dependent clauses• Enhance understanding of sentence structure to improve grammar and writing skills.	<p>Work in the same six groups as the previous activity. Follow the instructions and do the activity.</p> <p>All the sentences created in the previous exercise must be written down separately on different sheets of paper.</p> <p>The sheets of paper will then be randomly distributed in the class among the six groups. Each group will get five sheets of paper. Now, the groups will have to identify whether the subordinate clauses in the sentences it has received is a noun clause, an adverb clause or an adjective clause.</p> <p>Once they have marked the answers, they must pass on the sheets with the other groups in an anti-clockwise manner. The groups will then assess each other's answers. After the assessment, the sheets will be submitted to the teacher for feedback.</p>	Worksheet	
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				Gr18:1 P	Sentences: Phrases and its types	<ul style="list-style-type: none"> Understand what a phrase is and how it differs from a clause. Identify and define different types of phrases Use various types of phrases correctly in writing to add detail and clarity. Define a phrase as a group of related words without a subject-verb combination. Recognize that phrases function as a single part of speech within a sentence. 	<p>Analyze how phrases enhance the meaning and complexity of sentences.</p> <p>Edit writing to include a variety of phrases for style and clarity.</p>	Worksheet	
				Gr20:2 P	Subordinate clause-kinds	<ul style="list-style-type: none"> Understand what a subordinate clause is and how it differs from an independent clauses Identify different kinds of subordinate clause. Use subordinate clauses correctly to create complex and meaningful sentences. Define a subordinate clause as a group of words that has a subject and a verb but cannot stand alone as a complete sentence. Recognize that subordinate clauses depend on main clauses to complete their meaning. 	<p>Write complex sentences using different kinds of subordinate clauses.</p> <p>Combine simple sentences by adding subordinate clauses for variety and depth.</p>	Exercise G (Grammar Book)	
7	November	22	22	Gr21:2 P	Gr21: Relative Pronouns and Relative Clauses	<ul style="list-style-type: none"> Identify the five main English relative pronouns (who, whom, whose, which, that) in sentences 	Analyze a short reading passage (150–200 words) and underline all relative	Worksheet	Weekly Test-4 6/11/2025 L-7,P-7,Gr-15

						<p>with 90% accuracy</p> <ul style="list-style-type: none"> • Differentiate between defining (restrictive) and non-defining (non-restrictive) relative clauses, correctly labeling at least 8 out of 10 example sentences. • Correctly punctuate non-defining relative clauses (using commas) in 4 out of 5 writing task. • Transform pairs of simple sentences into a single complex sentence by choosing the appropriate relative pronoun, achieving at least 80% accuracy on a written exercise. • Produce three original sentences incorporating both defining and non-defining relative clauses in a short paragraph (80–100 words) that is grammatically correct and coherent. • Use relative clauses accurately in spoken English by participating in a pair-share activity, with peer feedback confirming correct usage in 4 out of 5 attempts. 	<p>clauses, then explain in one sentence the function of each clause</p>		
				Wr: 2P	Wr: 2P Wr: Travelogue writing (M.A)	<ul style="list-style-type: none"> • Define & identify at least five key features of a travelogue (e.g. descriptive narrative, 	<p>Publish & present their final travelogue to the class (or on a class blog) in a 2-minute</p>	Worksheet	

						<p>sensory details, chronological sequence, personal reflection, atmospheric setting) in three out of four sample text.</p> <ul style="list-style-type: none"> Analyze a model travelogue passage (200–250 words) and annotate at least four distinct narrative techniques (such as metaphor, anecdote, dialogue, and vivid imagery) with 90% accuracy. Plan their own travelogue by completing a structured graphic organizer (including introduction, body-events, reflective insights, and conclusion) for a chosen destination within one 45-minute class. Compose a first draft of a 200–250-word travelogue that: <ul style="list-style-type: none"> uses at least three sensory modalities (sight, sound, smell, taste, touch) includes two examples of figurative language (simile, metaphor, personification) <p>Students must meet at least 4 of 5 rubric criteria (content, organization,</p>	<p>oral reading, demonstrating clear pacing, expressive tone, and eye contact at least 80% of the time (as measured by a simple self-assessment checklist).</p>		
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						<p>language use, voice, mechanics).</p> <p>Peer-review a classmate's draft by providing at least three constructive comments—two on content/imagery and one on organization/clause variety—in a 20-minute workshop.</p> <p>Revise their travelogue incorporating peer feedback to improve their rubric score by at least one performance level (e.g., from “developing” to “proficient”.</p>			
				L8:3P	L 8. A Homage to our Brave Soldiers	<ul style="list-style-type: none"> ● Appreciate patriotic values and sacrifice. ● Develop empathy and respect for soldiers and national heroes. ● Reflect on courage, duty, and service to the nation. 	Find out any poem or story in your mother tongue/ context about the sacrifices/ bravery of soldiers. Make a presentation in the class.	Open book test	
8	December	26	26	P9:3P	P 9. Meadow Surprises (SEA)	<ul style="list-style-type: none"> ● Observe and appreciate the small wonders of nature. ● Develop visual imagery and descriptive understanding. 	<p>Activity</p> <p>Watch a tree or a plant, or walk across a field or park at the same time everyday for a week. Keep a</p>	Worksheet	

							diary of what you see and hear. At the end of the week, write a short paragraph or a poem about your experiences. Put your writing up on the class bulletin board.		
				Sup7:2 P	Sup 7: An Alien Hand	<ul style="list-style-type: none"> • Stimulate imagination and curiosity about the unknown. • Understand science fiction as a genre. 	Do you think there is life on other planets? Can you guess what kind of people there may be on them? In what ways are they likely to be different from us?	Class Test/ Worksheet	
				Gr16:3 P	Gr:16 Punctuation	<ul style="list-style-type: none"> • Identify eight common English punctuation marks (period, comma, question mark, exclamation point, colon, semicolon, apostrophe, quotation marks) and state their primary function in writing, with 90% accuracy on a matching quiz. • Apply commas correctly in compound sentences, introductory phrases, and lists, punctuating at least 9 out of 10 practice sentences without error • Distinguish between colon and semicolon usage, correctly choosing the appropriate mark in 8 out of 10 multiple-choice items • Demonstrate correct 	<p>Edit a peer's paragraph (100–120 words) for punctuation errors—identifying and correcting at least five different mistake types—and explain each correction in one sentence.</p> <p>Produce a 200-word descriptive paragraph on a familiar topic, using at least four different punctuation marks accurately (including one colon or semicolon), with no more than two punctuation errors as assessed by the teacher rubric.</p>	Worksheet	

						<p>apostrophe use for possession and contractions by rewriting 5 faulty sentences into grammatically correct ones with 100% accuracy</p> <ul style="list-style-type: none"> • Format dialogue properly by inserting quotation marks, commas, and end-punctuation in a 150-word passage, achieving at least 8 out of 10 rubric points for mechanics. 			
				Gr22:4 P	Gr22: Conditionals-Type 0 And Type 1	<ul style="list-style-type: none"> • Identify the form and function of Zero and First Conditionals, correctly matching clauses to “if + present simple → present simple” (Type 0) and “if + present simple → will + base verb” (Type 1) in 9 out of 10 example sentence • Differentiate between Zero and First Conditional contexts—scientific facts/routines versus real future possibilities—by labeling at least 8 of 10 short scenarios accurate. • Transform pairs of simple sentences into Type 0 conditional sentences (e.g. “Water freezes at 0°C. Ice forms.” → “If water freezes at 0°C, ice forms.”) with 100% accuracy across given prompts. Compose Type 1 	Analyze a 150-word reading passage by underlining all conditional clauses and classifying each as Type 0 or Type 1, then explaining one real-world use for each in one sentence each.	Class Test/Worksheet	

					<p>conditional sentences to talk about future real possibilities (e.g. "If it rains tomorrow, I will stay home."), achieving at least 8 correct sentences out of 10 in a written exercise.</p> <ul style="list-style-type: none"> Analyze a 150-word reading passage by underlining all conditional clauses and classifying each as Type 0 or Type 1, then explaining one real-world use for each in one sentence each. 			
				4Gr23: 2P	<p>Gr23: Sentences-Simple, Compound and Complex</p> <ul style="list-style-type: none"> Define and identify simple, compound, and complex sentences. Distinguish between simple, compound, and complex sentence structures. Construct examples of each type of sentence. Use different sentence types to improve writing clarity and variety <p>Specific Learning Objectives:</p> <ul style="list-style-type: none"> For Simple Sentences Recognize a simple sentence as one independent clause with a subject and a predicate. Write clear and complete simple sentences. 	<p>Each group has to digitally present the types of sentences. It also has to explain the difference in the three types suitably.</p> <p>Each member of a group will take one type of sentence: simple, compound and complex. Each member must write at least two examples of the type he/she has received.</p>	Worksheet	

						<ul style="list-style-type: none"> • Differentiate a simple sentence from fragments and run-on sentences • For Compound Sentences: Identify compound sentences as two independent clauses joined by a coordinating conjunction (for, and, nor, but, or, yet, so) or a semicolon. <p>Correctly use coordinating conjunctions (FANBOYS) to connect clauses.</p> <p>Write compound sentences to show relationships like contrast, addition, choice, or cause and effect.</p> <ul style="list-style-type: none"> • For Complex Sentences: Recognize complex sentences as sentences that include an independent clause and at least one dependent (subordinate) clause. <p>Identify common subordinating conjunctions (because, although, since, when, etc.).</p> <p>Write complex sentences</p>			
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						to show relationships like time, cause, condition, and contrast.			
				Wr:1P	Wr: Autobiography Writing(M.A)	<ul style="list-style-type: none"> ● Understand the purpose and features of an autobiography. ● Recall and organize personal life events chronologically or thematically. ● Write a structured and engaging autobiography using narrative techniques. ● Reflect on personal experience ● Define what an autobiography is and distinguish it from other forms of writing like biography and memoir. ● Identify key elements of an autobiography (setting, characters, conflict, resolution, reflection). ● Brainstorm and select important life events and memories to include. ● Organize ideas logically with a clear beginning, middle, and end. ● Use vivid descriptions, dialogue, and personal voice to bring the story to 	<p>Break your life into major sections. Examples:</p> <p>Chapter 1: Beginnings (Birth and early childhood)</p> <p>Chapter 2: School Days (Elementary to high school)</p> <p>Chapter 3: A Turning Point (A major life event)</p> <p>Chapter 4: Who I Am Today</p>	Open book test	

						<p>life.</p> <ul style="list-style-type: none"> ● Apply correct grammar, spelling, punctuation, and paragraphing. ● Reflect on personal growth, challenges, and achievements. ● Analyze how specific experiences shaped identity and perspective. ● Express emotions and thoughts authentically. ● Develop a unique writing style that conveys personality and voice. 			
8	December	26	26			Revision			
	January					Revision			<u>PT-2 Portion</u> Lesson no 7 P8 & 9 supp-6 Grammar Ch:17to Ch:18 Wr: Formal letter and Informal letter writing
9	February					Revision For Term-II Exam L-5 to P-9 Supp -5,6,7 Gr-13 to 24 Writing and skills. Descriptive writing skills ,Article Writing, narrative			Weekly Test-11 24-1-2026 Gr 17,I-8, Wr:Travelogue writing

						writing, notice writing.			
10	March					Term Examination			