



# JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP

## Syllabus Bifurcation: 2025-26

Subject: English

Class: VIII

Term: I

Sl No.	Month	W D	ID	No. of Periods	Chapter/Grammar	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
1	April	13	13	2	Gram (U- 5 Determiners / 8U-8 Verbs)	<ul style="list-style-type: none"> <li>Unit 5: Determiners – Learning Objectives</li> <li>Identify and define different types of determiners (articles, demonstratives, quantifiers, possessives, etc.).</li> <li>Use appropriate determiners in context to modify nouns accurately.</li> <li>Distinguish between definite and indefinite articles (e.g., "the" vs. "a/an").</li> <li>Apply demonstratives (this, that, these, those) correctly in sentences.</li> <li>Use quantifiers (some, any, much, many, few, little) appropriately based on countable and uncountable nouns.</li> <li>Recognize and correct common errors involving determiners in written and spoken English.</li> <li>Unit 8: Verbs – Learning Objectives</li> <li>Understand the definition and function of verbs in a sentence.</li> <li>Identify different types of verbs: main</li> </ul>	Write the suitable determiners for the conversation given and do the dialogue reading.	<b>A Few sample questions will be given as Test to students.</b>	Weekly test-2 (13-6-2025)Gram (U- 5 Determiners / U- 8 Verbs Poem-1 The Ant and the Cricket L-1 The Best Christmas Present in the World diary entry

					<p>verbs, helping (auxiliary) verbs, and linking verbs.</p> <ul style="list-style-type: none"> <li>• Use verbs in various tenses (present, past, future) correctly.</li> <li>• Differentiate between regular and irregular verbs.</li> <li>• Apply subject-verb agreement rules in different sentence structures.</li> <li>• Recognize and use modal verbs (can, could, will, would, etc.) appropriately.</li> <li>• Form and use different verb forms: base form, past tense, past participle, present participle.</li> </ul>			
			2	Gram (U-3 Articles / U-4 Adjectives	<ul style="list-style-type: none"> <li>• Identify and differentiate between indefinite articles ("a," "an") and the definite article ("the").</li> <li>• Understand the rules for using "a" and "an" based on initial sounds of words.</li> <li>• Use articles correctly in sentences to refer to general vs. specific nouns.</li> <li>• Recognize when to omit articles in specific contexts (e.g., with uncountable nouns or proper nouns).</li> <li>• Adjectives</li> <li>• Define adjectives and understand their role in modifying nouns.</li> <li>• Identify adjectives in sentences and understand their placement (before a noun or after linking verbs).</li> <li>• Distinguish between descriptive, quantitative, demonstrative, and comparative/superlative adjectives.</li> <li>• Use adjectives correctly in written</li> </ul>	<p>(Articles)Do this exercise on a sheet of chart paper.Write down any eight rules for the use definite' the'.Next to the rule ,Write a sentence demonstrating each rule.Display the chart.</p> <p>(Adjectives)Describe the object using the positive, the comparative and the superlative degree.</p>	Worksheet	

						<p>and spoken sentences.</p> <ul style="list-style-type: none"> <li>● Compare nouns using comparative and superlative forms</li> </ul>			
				2	Poem-1 The Ant and the Cricket(SEA)	<ul style="list-style-type: none"> <li>● Poem: The Ant and the Cricket</li> <li>● Understand the theme and moral of the poem (importance of hard work, foresight, and responsibility).</li> <li>● Identify the main characters and their traits — the hard-working ant and the careless cricket.</li> <li>● Interpret poetic devices used in the poem (e.g., rhyme, rhythm, personification).</li> <li>● Analyze the consequences of the cricket's actions and how the ant responds</li> <li>● Develop comprehension skills by answering questions based on the poem.</li> <li>● Express personal opinions and make connections to real-life situations related to the poem's message. Recite the poem with proper intonation and expression to reflect its tone and rhythm.</li> <li>● Let me know if you'd like these adapted for a specific grade or curriculum!</li> </ul>	Write a similar Fable which has moral in it.	Class Test/ Worksheet	
				3	L-1 The Best Christmas Present in the World	<ul style="list-style-type: none"> <li>● Understand themes of war, peace, and human connection.</li> <li>● Reflect on the emotional aftermath of war.</li> <li>● Develop skills in letter reading and empathy.</li> </ul>	Imagine yourself as Jim and write a dairy entry or Informal letter about how you feel No man's land with war.	Worksheet	

				2	Supple L-1 How the Camel got its Hump	<ul style="list-style-type: none"> <li>● Enjoy mythological storytelling and personification. Understand cause-effect and moral.</li> </ul>	To write the Question and answer of the lesson.	Extracts Test	
				2	Gram (U-21 Sub-Verb Agreement	<ul style="list-style-type: none"> <li>● Unit 21: Subject-Verb Agreement</li> <li>● 1.Understand the basic rule that the subject and verb must agree in number (singular/plural).</li> <li>● 2.Identify the correct verb form for singular and plural subjects in simple and compound sentences.</li> <li>● Recognize and correct common subject-verb agreement errors.</li> <li>● Apply subject-verb agreement rules to more complex sentence structures (e.g., with intervening phrases, indefinite pronouns, or collective nouns).</li> <li>● Practice subject-verb agreement through sentence correction, editing tasks, and writing exercises.</li> <li>● Develop proofreading skills to spot subject-verb agreement issues in written work.</li> </ul>	Select a newspaper articles Identify the subjects in the article.Underline them.Circle all verbs.Use the subjects and verbs in the sentences of your own.Share your sentences with others in your class.	Class Test	

3	June	23	20	4	Poem-2 The Geographical Lesson	<ul style="list-style-type: none"> <li>• Understand human geography and urbanization.</li> <li>• Analyze a poet's philosophical perspective.</li> <li>• Recognize metaphor and imagery.</li> </ul>	<p><b>Mention two things that are Clear from the height. Not clear from the height.</b></p> <p><b>Could take the examples of Bear grylls how he survives in his mission.</b></p>	Worksheet	
				3	Supple L-2 Children at Work	<ul style="list-style-type: none"> <li>• Explore child labor and empathy.</li> <li>• Understand socio-economic challenges.</li> </ul>	<p><b>Group Activity:</b></p> <p>Students will be able to comprehend and write the answers for "What one throws away as waste may be valuable to others. Do you find this sentence meaningful in the context of this story? How?</p>	Worksheet	
				5	L-2 The Tsunami / L-3 Glimpses of the Past(SEA)	<ul style="list-style-type: none"> <li>• Learn about natural disasters and human resilience.</li> <li>• Analyze different perspectives and experiences.</li> <li>• Enhance factual understanding with emotional insights.</li> <li>• Learn about natural disasters and human resilience.</li> <li>• Analyze different perspectives and experiences.</li> <li>• Enhance factual understanding with emotional i</li> </ul>	<p>Do you remember any incident when something that you learnt in the classroom helped you in some way outside the classroom?</p> <p>Write your experience in a paragraph of about 90-100 words or narrate it to the whole class like an anecdote.</p>	Pen & Paper Test	
				5	Gram U-11 Adverbs / U-12 Pronouns / U-14 Preposition U-6 Finite and Non-	<ul style="list-style-type: none"> <li>• Unit 11: Adverbs</li> <li>• Define adverbs and explain their function in modifying verbs, adjectives, and other adverbs.</li> <li>• Identify different types of adverbs (manner, time, place, frequency, degree).</li> </ul>	<p>Do this task in pairs. Write an acrostic poem highlighting the busy life of your city. Use the letters given below or you can use any adverb of your</p>	Class Test	

					<p><b>Finite</b></p> <ul style="list-style-type: none"><li>● Use adverbs appropriately in sentences to add detail and clarity.</li><li>● Differentiate between adjectives and adverbs.</li><li>● Unit 12: Pronouns</li><li>● Understand the purpose of pronouns and how they replace nouns.</li><li>● Identify different types of pronouns: personal, possessive, reflexive, demonstrative, relative, and interrogative.</li><li>● Use pronouns correctly in sentences to maintain clarity and avoid repetition.</li><li>● Ensure pronoun-antecedent agreement in number and gender.</li><li>● Distinguish between subject and object pronouns in usage</li></ul> <p><b>Unit 14: Prepositions</b></p> <ul style="list-style-type: none"><li>● Learning Objectives:</li><li>● Define prepositions and understand their role in showing relationships between nouns/pronouns and other words.</li><li>● Identify common prepositions of time, place, direction, and cause.</li><li>● Use prepositional phrases correctly in context.</li><li>● Differentiate between prepositions and adverbs when they appear similar.</li><li>● Apply prepositions effectively in writing to improve sentence structure</li><li>● Define finite and non-finite verbs and distinguish between them in a sentence.</li><li>●</li></ul> <ul style="list-style-type: none"><li>● U-6 Finite and Non-Finite</li><li>● Identify finite verbs as those that show tense, number, and person.</li></ul>	<p>choice. Each line must end with an adverb.L,I,V,E,L,Y.</p> <p>Think of five fruits.Write five sentences on each,stating facts about them .Use pronouns in your sentences. Underline the pronouns.</p> <p>Write a paragraph on How I set up my room in the new house.</p> <p>Look for sentences that have finite and</p>		
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					<ul style="list-style-type: none"> <li>● Recognize non-finite verbs, including infinitives, participles, and gerunds.</li> <li>● Differentiate between the roles of finite and non-finite verbs in sentence structure.</li> <li>● Use non-finite verbs (infinitives, participles, gerunds) correctly in writing.</li> <li>● Analyze sentence structure to determine how verbs function within a clause.</li> <li>● Correct grammatical errors related to the misuse of finite and non-finite verbs.</li> <li>● Apply knowledge of finite and non-finite verbs to improve sentence variety and clarity in writing.</li> </ul>	<p>non-finite verbs and write them in your notebooks.</p> <p>Circle the finite verbs and underline the non-finite verbs.</p> <p>State whether the non-finite verbs are gerunds, infinitives or participles.</p> <p>Use them in sentences of your own.</p>		
			3	<p>Writing - Biographical sketch(M.A) &amp; Poster Making(M.A)</p>	<ul style="list-style-type: none"> <li>● Biographical Sketch</li> <li>● Understand the purpose and format of a biographical sketch.</li> <li>● Identify key elements: full name, birth/death (if applicable), early life, education, major achievements, and contribution to society.</li> <li>● Organize facts and events in a logical, chronological, or thematic order.</li> <li>● Use appropriate tenses, transitions, and third-person narrative style.</li> <li>● Develop concise, coherent, and engaging biographical content using factual information.</li> <li>● Enhance research and note-making skills to gather relevant</li> <li>● Poster Making – Learning Objectives:</li> <li>● Understand the format and visual appeal of an effective poster.</li> <li>● Identify the purpose and target audience of the poster (e.g., awareness, events, campaigns).</li> </ul>	<p>Write a biographical sketch about your favorite personality.</p> <p>Make a poster creating awareness .</p>		<p>PT-I Exam (July): <u>Portion</u> Lesson no:1,2 &amp; 3 Grammar: Ch 1 – Ch 5 Writing skills Biographical sketch, Poster Making.</p>

						<ul style="list-style-type: none"> <li>● Use catchy slogans, short phrases, and persuasive language.</li> <li>● Incorporate visuals, layout design, and creative elements to communicate the message clearly.</li> <li>● Demonstrate planning, organizing, and designing skills to create impactful posters.</li> <li>● Evaluate the effectiveness of posters based on clarity, attractiveness, and message</li> </ul>			
4	July	25	20	3	L- 4 Bepin Choudhury's Lapse of Memory	<ul style="list-style-type: none"> <li>● Explore psychological themes like memory and identity.</li> <li>● Develop narrative analysis and inferencing skills.</li> <li>● Appreciate irony</li> </ul>	Have you ever had a similar experience? Kindly share your experience.	Class Test	
				3	L- 5 The Summit within	<ul style="list-style-type: none"> <li>● Reflect on internal vs. external challenges.</li> <li>● Learn about determination and self-awareness.</li> <li>● Develop descriptive and autobiographical understanding.</li> </ul>	Write about the first woman or man who climbed the Mt Everest.	<b>Quiz Creation:</b>  Students will create a quiz based on the lesson content to test their peers.	
				4	Gram U- 13 Conjunctions Unit-1 phrases Unit-2 Noun Phrases	<ul style="list-style-type: none"> <li>● Grammar Unit 13: Conjunctions Identify common conjunctions (e.g., and, but, or, because, so, although).</li> <li>● Understand the role of conjunctions in connecting words, phrases, and clauses.</li> <li>● Use conjunctions correctly in sentences to show relationships between ideas.</li> <li>● Differentiate between coordinating, subordinating, and correlative conjunctions.</li> </ul>	You and your friend plan to go to the market to buy some things for your mother's birthday. Write what you plan to buy and what you intended to do with those things. Write sentences using the three different types of conjunctions.	Worksheet	



					<ul style="list-style-type: none"> <li>● Construct complex and compound sentences using appropriate</li> <li>● Unit-1Identify phrases in sentences.</li> <li>● Students will be able to recognize and underline different types of phrases in written texts</li> <li>● Distinguish between different types of phrases.</li> <li>● Students will be able to define and differentiate between noun phrases, verb phrases, prepositional phrases, adjective phrases, and adverb phrases.</li> <li>● Construct sentences using various types of phrases.</li> <li>● Students will demonstrate the ability to write original sentences that include specific types of phrases.</li> <li>● Analyze the function of phrases within sentences.</li> <li>● Students will explain how a phrase contributes to the meaning or structure of a sentence.</li> <li>● Revise sentences to improve clarity and detail using phrases.</li> <li>● Students will enhance their writing by incorporating more descriptive or precise phrases.</li> <li>● Define and identify noun phrases in sentences.</li> <li>● Students will be able to recognize a noun phrase and distinguish it from other types of phrases.</li> <li>● Identify the components of a noun phrase.</li> <li>● Students will be able to label the head noun and its modifiers (e.g., determiners, adjectives, prepositional phrases).</li> <li>● Unit-2 Explain the function of noun</li> </ul>	<p>Identify the noun phrases from any of the newspapers or magazines you read.</p>		
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						<p>phrases in a sentence.</p> <ul style="list-style-type: none"><li>● Students will understand and describe how noun phrases function as subjects, objects, or complements.</li><li>● Construct noun phrases of varying complexity.</li><li>● Students will create simple and expanded noun phrases using adjectives, determiners, and postmodifiers.</li><li>● Use noun phrases to enhance writing.</li><li>● Students will improve sentence detail and clarity by incorporating descriptive noun phrases into their writing.</li></ul>			
				5	Writing - REPORT /Story writing/Summary writing	<p><b>Report Writing – Learning Objectives:</b></p> <ul style="list-style-type: none"><li>● Understand the structure and format of a formal report (heading, introduction, body, conclusion).</li><li>● Identify the purpose and audience of a report (e.g., news, event, survey).</li><li>● Present information in a clear, concise, and objective manner.</li><li>● Use appropriate language, tone, and tenses (typically past tense and third person).</li><li>● Organize ideas logically using paragraphs and linkers for cohesion.</li><li>● Develop skills in observing, recording, and reporting real or fictional events.</li></ul> <hr/> <p><b>Story Writing (M.A) – Learning Objectives:</b></p> <ul style="list-style-type: none"><li>● Understand the elements of a story:</li></ul>	To write a sample of Report writing,story writing ,summary writing.	Worksheet	

						<p>setting, characters, plot, conflict, and resolution.</p> <ul style="list-style-type: none"> <li>● Develop original ideas and write creatively with a clear beginning, middle, and end.</li> <li>● Use vivid descriptions, dialogues, and narrative techniques effectively.</li> <li>● Apply correct grammar, punctuation, and sentence variety to enhance readability.</li> <li>● Build coherence and flow through well-connected events and logical sequencing.</li> <li>● Enhance imagination and emotional expression through storytelling.</li> </ul> <hr/> <p><b>Summary Writing – Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>● Identify the main ideas and key supporting points in a passage or text.</li> <li>● Paraphrase information without copying exact words or including personal opinions.</li> <li>● Organize ideas in a logical and concise manner.</li> <li>● Maintain clarity and coherence using linking words and transitions.</li> <li>● Write summaries within a specified word limit, preserving the original meaning.</li> <li>● Develop reading comprehension</li> </ul>			
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				5	Supple -3 'The Selfish Giant'	<ul style="list-style-type: none"> <li>● Appreciate themes of kindness and transformation.</li> <li>● Understand allegory and symbolism.</li> </ul>	<b>Role play of the lesson.</b>		
4	August	20	20	5	Poem- 4 The Last Bargain	<ul style="list-style-type: none"> <li>● Reflect on true happiness and the value of freedom.</li> <li>● Appreciate symbolism and theme. Develop interpretation skills.</li> </ul>	<b>Activity</b> Read the poems of Rabindranath Tagore and express your views about it.	<b>Peer Editing Tak:</b> Students write dialogues on the given scenario and swap their written dialogues.	Weekly test-11 13-8-2025. Poem 4,5 Prose L-4 Grammar-U13 Conjunctions
				4	Supple L-4 The Treasure with in	<ul style="list-style-type: none"> <li>● Reflect on individual potential beyond academics.</li> <li>● Appreciate autobiographical narrative and humor.</li> </ul>	What can schools do to draw out the best in unusual learners? suggest whatever seems reasonable to you.	<b>Worksheet</b>	
				2	Poem-5 The School Boy	<ul style="list-style-type: none"> <li>● Understand a child's perspective on education.</li> <li>● Explore themes of freedom and nature.</li> <li>● Analyze tone and poetic devices.</li> </ul>	<b>Activity</b> An interesting discussion on different types of school. Supported by pictures from magazines/newspapers. May ensure_a village school where children are sitting on the floor; another school where	<b>Worksheet</b>	
				2	Gram (U-7 Verbs (Tense)	Unit 7: Verbs (Tenses) Learning Objectives: <ul style="list-style-type: none"> <li>● Understand the concept of verb tenses and their role in indicating time in a sentence.</li> <li>● Identify and differentiate among the</li> </ul>	<b>Activity</b> "Select some advertisements. Identify sentences that have the following	<b>Worksheet</b>	

					<p>three main tenses: present, past, and future.</p> <ul style="list-style-type: none"> <li>Recognize and use different forms of tenses:</li> <li>Simple (e.g., He plays, She played)</li> <li>Continuous/Progressive (e.g., He is playing, They were playing)</li> <li>Perfect (e.g., She has played, He had played)</li> <li>Perfect Continuous (e.g., They have been playing)</li> <li>Use correct tense forms in context while speaking and writing.</li> <li>Identify tense errors in sentences and correct them.</li> <li>Understand how verb tense affects the meaning and clarity of a sentence or text.</li> <li>Apply appropriate tenses when narrating events or describing situations.</li> </ul>	<p><b>forms of verbs.</b>  <b>transitive verbs</b>  <b>intransitive verbs,main verbs,auxiliary verbs,action verbs, state verbs.</b></p>		
			5	<p>Gram: U-9 Verbs (modals) U-10 (Transitive/Intransitive)</p>	<p>Unit 9: Modals (Verbs)</p> <ul style="list-style-type: none"> <li>1. Identify common modal verbs (e.g., can, could, may, might, must, shall, should, will, would).</li> <li>2. Understand the different functions of modal verbs (ability, permission, obligation, advice, possibility, necessity, etc.).</li> <li>3. Use modal verbs correctly in sentences to express different meanings.</li> <li>4. Distinguish between present and past forms of modals (e.g., can/could, will/would).</li> </ul>	<p>Being kind towards animals is a moral duty of every individual. We see that the extreme climate conditions in Delhi make it quite challenging for stray dogs and cats to survive. Make a list of five should, must, ought to or can do sentences and five don'ts that people must consider. Write full sentences using appropriate..</p>	Worksheet	

						<ul style="list-style-type: none"> <li>● 5. Apply modals appropriately in real-life contexts (e.g., making suggestions, giving advice, asking for permission)</li> <li>● Unit 10: Transitive / Intransitive Verbs</li> <li>● 1. Define and differentiate between transitive and intransitive verbs.</li> <li>● 2. Identify whether a verb is transitive or intransitive in a sentence.</li> <li>● 3. Use transitive verbs correctly with a direct object.</li> <li>● 4. Use intransitive verbs correctly without a direct object.</li> <li>● 5. Avoid common errors involving misplaced objects or incomplete verb structures.</li> <li>● Identify modal verbs and understand their function in a sentence.</li> <li>● Differentiate between transitive and intransitive verbs.</li> <li>● Recognize the structure and usage of modal verbs with both transitive and intransitive verbs.</li> <li>● Construct grammatically correct sentences using modals with transitive and intransitive verbs.</li> <li>● Analyze the meaning and context of modal verb usage in spoken and written English.</li> <li>● Apply modal verbs appropriately to express ability, permission, obligation, possibility, and advice.</li> <li>● Demonstrate understanding through guided exercises, sentence correction, and short paragraph</li> </ul>			
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						<p>writing.</p> <ul style="list-style-type: none"> <li>Let me know if you want this tailored for a specific age group or level (e.g., ESL beginners, intermediate students, etc.).</li> </ul>			
				2	WS: Summary writing	<ul style="list-style-type: none"> <li>Identify the main ideas and key supporting points in a passage or text.</li> <li>Paraphrase information without copying exact words or including personal opinions.</li> <li>Organize ideas in a logical and concise manner.</li> <li>Maintain clarity and coherence using linking words and transitions.</li> <li>Write summaries within a specified word limit, preserving the original meaning.</li> </ul>	Activity: Write the summary of your favorite lesson.	Worksheet	
5	September	20	14			<b>Term- I Revision &amp; Examination.</b>	<u>Term-1 Portion</u> Lesson no 1 - 4, poem -1 to 3, Supp-L-1 to 4 Grammar Chapter 1 - Chapter 12 Writing skills: Biographical sketch, Report writing, story writing, summary writing.		



**Syllabus Bifurcation: 2025-26**

**Subject: English**

**Class: VIII**

**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	18	19	3	L-6 This is Jody's Fawn.(SEA)	<ul style="list-style-type: none"> <li>● L-6: This is Jody's Fawn – Learning Objectives</li> <li>● Comprehend the theme of empathy, responsibility, and the bond between humans and animals.</li> <li>● Understand the characters and their motivations, especially Jody's compassion and maturity.</li> <li>● Identify and interpret key events and emotions in the story</li> <li>● Enhance vocabulary through context-based understanding of new words from the lesson.</li> <li>● Develop inferencing skills by analyzing character actions and predicting outcomes.</li> <li>● Express personal opinions and reflections related to the themes of the story.</li> <li>● Practice narrative techniques such as sequencing and describing events.</li> </ul>	Write a paragraph writing about the importance of saving and conserving animals .	<b>Worksheet</b>	



				3	<p>Supple L-5 Princess September / L-6 The Fight</p>	<ul style="list-style-type: none"> <li>● L-5: Princess September – Learning Objectives</li> <li>● Understand the moral of the story about freedom, love, and letting go.</li> <li>● Identify the contrast between confinement and freedom through the metaphor of the bird.</li> <li>● Analyze character traits of Princess September and her sisters.</li> <li>● Develop reading comprehension through interpretation of events and dialogue.</li> <li>● Enhance vocabulary and language skills through context.</li> <li>● Express opinions on the theme and characters in both written and oral form.</li> <li>● Practice storytelling and summarizing with clarity and coherence.</li> <li>● L-6: The Fight</li> <li>● Understand the themes of friendship, rivalry, and personal growth.</li> <li>● Identify how conflict and resolution play out in the story.</li> <li>● Analyze the character development of Ranji and Suraj.</li> <li>● Improve critical thinking by discussing non-violent conflict resolution.</li> <li>● Expand vocabulary and understand figurative expressions in the story.</li> <li>● Retell the story or its events in their own words, enhancing sequencing and summarizing skills.</li> <li>● Engage in discussions and debates on</li> </ul>	<p>Role play by students.</p>	<p>Class Test/ Worksheet</p>	
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						similar real-life situations.			
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				3	<p>Gram U- 15 Voice / U- 24 Direct and indirect</p>	<ul style="list-style-type: none"> <li>• U-15: Voice (Active and Passive)</li> <li>• Learning Objectives</li> <li>• Understand the concept of active and passive voice.</li> <li>• Identify sentences in active and passive voice.</li> <li>• Learn the rules of transformation from active to passive and vice versa.</li> <li>• Apply correct tense, subject-object changes, and verb forms in passive constructions.</li> <li>• Use passive voice appropriately in formal or objective writing.</li> <li>• Avoid common errors when changing voice.</li> <li>• U-24: Direct and Indirect speech</li> <li>• Understand the difference between direct and indirect speech.</li> <li>• Identify and use the correct reporting verbs.</li> <li>• Learn the rules for changing pronouns, verb tenses, time expressions, and word order.</li> <li>• Convert statements, questions, commands, and requests from direct to indirect speech.</li> <li>• Use punctuation accurately in direct speech.</li> <li>• Develop confidence in reporting dialogues and conversations in writing.</li> </ul>	<p>Do this task in pairs. Think about a recent event in school, such as the Annual Sports Day, the Children's day celebration or the Annual Function . Collaborate and write about it with your partner. Then , identify the sentences in the active and the passive voice in your write up.</p> <p>Browse the newspaper for any featured interview. Report at least four questions and the answers given. Cut out the interview and display it to your class .</p>	Worksheet	
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				2	L-7 A visit to Cambridge(S EA)	<ul style="list-style-type: none"> <li>● "A Visit to Cambridge" – Learning Objectives (SEA-Based)</li> <li>● Understand the main theme of courage, determination, and positivity in the face of physical challenges.</li> <li>● Appreciate the inspiring personality of Stephen Hawking and his achievements despite his disability.</li> <li>● Identify the key events and sequence of the narrator's visit to Cambridge.</li> <li>● Develop empathy and respect for individuals with disabilities.</li> <li>● Improve comprehension through inference, vocabulary, and character analysis.</li> <li>● Practice speaking and writing skills by expressing personal reflections or summarizing the lesson.</li> <li>● Engage in SEA (Subject Enrichment Activity) like role play, interview simulation, or poster making based on the lesson.</li> </ul>	Excerpt from travelogue highlighting exchange view between two extraordinary persons on what it means to be 'differently abled'.	Worksheet	
				3	writing: Biographical account / Diary account(M.A )	<ul style="list-style-type: none"> <li>● Retrieve key events and characters from the story.</li> <li>● Describe the personality traits of the two owls and how the narrator's family reacted to them.</li> <li>● Identify instances in the story where human-animal bonding is shown &amp; relate them too their own experiences or pets.</li> <li>● Compare the behavior of the two</li> </ul>	Write a biographical sketch of the famous personality you like and adore.	Worksheet	

						<p>owls and analyze how each added fun &amp; chaos to the family.</p> <ul style="list-style-type: none"> <li>● Distinguish between emotional and humorous moments in the story.</li> <li>● Express their opinions on keeping wild animals as their pets.</li> </ul>	<p>Write a diary entry about the best day of your life and the significant event that happened</p>		
				5	<p>Gram Unit-16 - Sentences-form and structure</p> <p>Unit-17- Transformation of sentence</p> <p>unit-18 Kinds of Subordinate (dependent) clauses</p>	<ul style="list-style-type: none"> <li>● Unit-16 Identify the different types of sentences: simple, compound, and complex.</li> <li>● Recognise the key components of a sentence: subject, verb, and object.</li> <li>● Construct grammatically correct sentences using a variety of sentence structures.</li> <li>● Differentiate between independent and dependent clauses.</li> <li>● Apply knowledge of sentence form to improve clarity and variety in writing.</li> </ul> <p>Unit-17</p> <ul style="list-style-type: none"> <li>● Edit and revise writing to ensure sentence structure is accurate and effective.</li> <li>● Use punctuation appropriately to mark sentence boundaries and structure (e.g., commas, full stops, conjunctions)</li> <li>● Understand how sentence structure affects tone, meaning, and style in writing.</li> <li>● Understand the concept of sentence transformation and its purpose in writing and communication.</li> </ul>	<p>Identify an extract in your English reader that uses short sentences and write it down. Then rewrite the paragraph by combining the simple sentences as compound or complex sentences, and the compound and complex sentences as simple ones. Read aloud your answer in class.</p>		

- Recognise changes in structure, tense, and word order during sentence transformation.
- Apply appropriate grammatical rules to transform sentences without changing their meaning.
- Demonstrate the ability to transform sentences across various sentence types with accuracy.
- Compare and evaluate transformed sentences to ensure grammatical correctness and meaning retention.
- Use sentence transformation to improve writing variety, clarity, and expression.
- Define subordinate (dependent) clauses and explain how they differ from independent clauses.

#### **Unit-18**

- Identify the three main kinds of subordinate clauses:
- Noun clauses
- Adjective (relative) clauses
- Adverb clauses
- Recognise the function of each type of subordinate clause in a sentence.
- Analyse how subordinate clauses add detail, explanation, or conditions to main clauses.
- Construct sentences using each type of subordinate clause accurately.

						<ul style="list-style-type: none"> <li>● Use appropriate subordinating conjunctions or relative pronouns to introduce dependent clauses.</li> <li>● Evaluate and edit sentences to ensure correct clause integration and punctuation.</li> <li>● Apply knowledge of subordinate clauses to enhance sentence complexity and writing clarity.</li> </ul>			
7	November	22	22	4	L-8 A Short Monsoon Diary	<ul style="list-style-type: none"> <li>● Define and explain the purpose of commas and semicolons in sentences.</li> <li>● Insert commas and semicolons in a given set of sentences.</li> <li>● Compare how the meaning or structure of a sentence changes when commas or semicolons are used correctly.</li> </ul>	Do you notice the changes that occur in nature as the seasons change? Write five or six sentences about what you see in nature in the months of May, August and December.	Worksheet	Weekly Test:13 (13/11/2025) <u>Portion</u> Lesson no 5 Supp lesson 5 Gr U-15 Biographical sketch (WS)
				2	P-5 On the grasshopper and cricket	<ul style="list-style-type: none"> <li>● Understand the Theme:</li> <li>● Identify and explain the central theme of the poem — the continuity of nature's music and beauty through all seasons.</li> <li>● Discuss how Keats celebrates nature as a source of eternal inspiration.</li> <li>● Analyze Literary Devices:</li> <li>● Recognize and explain the use of imagery, personification, metaphor, and symbolism in the poem.</li> <li>● Understand how the grasshopper and cricket symbolize the enduring voice</li> </ul>	Read moral story and write the summary of it	worksheet	

						<p>of poetry and nature.</p> <ul style="list-style-type: none"><li>● Explore Poetic Structure:</li><li>● Identify the sonnet form (Petrarchan) used in the poem.</li><li>● Understand the structure (octave and sestet) and how it contributes to the development of the poem’s meaning.</li><li>● Interpret Language and Tone:</li><li>● Analyze the poet’s language, tone, and mood and how they reflect Keats's appreciation for nature.</li><li>● Discuss how the poem transitions from the summer voice of the grasshopper to the winter song of the cricket.</li><li>● Develop Critical Thinking:</li><li>● Compare the poem’s treatment of nature with other Romantic poems or nature-themed poetry.</li><li>● Reflect on how Keats uses natural imagery to represent poetic inspiration that never dies.</li><li>● Enhance Communication Skills:</li><li>● Express personal responses to the poem in both oral and written form.</li><li>● Use evidence from the text to support interpretations and evaluations.</li></ul>			
				4	Supple L-8 Jalebis	<ul style="list-style-type: none"><li>● Develop skills in reading humorous narrative</li><li>● The story can be used to discuss the ethics of dishonesty and the</li></ul>	Share any incidents which happened with you and how you dealt with it.	Worksheet	



					<p>importance of integrity.</p> <ul style="list-style-type: none"> <li>Students can explore the themes of responsibility, honesty, and the potential consequences of lying.</li> </ul>			
				5	<p>Gram Unit-19 Relative clauses U- 20 Conditional Type 1,2,3</p>	<ul style="list-style-type: none"> <li>Define the terms subject, predicate and object.</li> <li>Know the role of each part in a sentence.</li> <li>Summarize how a sentence is formed using the three parts.</li> <li>Insert a suitable predicate or an object in a sentence.</li> <li>Assess whether a sentence has all three required parts.</li> <li>Generate original sentences using subjects, predicates and objects.</li> </ul>	<p>Write five results of the following situation:If my parents had taken up the new job ,in a new country.</p>	Class test
				5	<p>Gram U- 22 Punctuation, U-23 Parallelism in Structure.</p>	<ul style="list-style-type: none"> <li>Unit 22: Punctuation – Learning Objectives</li> <li>Identify and correctly use common punctuation marks (periods, commas, semicolons, colons, apostrophes, quotation marks, etc.).</li> <li>Understand the rules governing the use of each punctuation mark in writing.</li> <li>Use punctuation to dialogue s zr dialogue meaning, indicate pauses, and structure sentences.</li> <li>Recognize punctuation errors in sentences and revise them for correctness.</li> <li>Apply punctuation rules to improve clarity and readability in their own</li> </ul>	<p>Browse through a newspaper.Identify five headlines ,convert those headlines to sentences as reported by journalist add more details use quotation mark</p>	Worksheet

					<p>writing.</p> <ul style="list-style-type: none"> <li>Unit 23: Parallelism in Structure – Learning Objectives</li> <li>By the end of this unit, students will be able to:</li> <li>Define parallelism and explain its importance in writing.</li> <li>Identify parallel and non-parallel structures in sentences.</li> <li>Revise sentences to create structural balance and improve flow.</li> <li>Apply parallel structure in lists, comparisons, and correlative constructions (e.g., either/or, neither/nor).</li> <li>Enhance the clarity, rhythm, and persuasiveness of their writing using parallel structure.</li> </ul>	<p>Complete this activity using a newspaper. Select a newspaper article. Identify at least three instances of Parallelism or similar structures in the news items . Note the structures in your notebook Use the structures in sentences of your own.</p>		
			2	Writing skills Formal and Informal	<ul style="list-style-type: none"> <li>Understand the Purpose and Format</li> <li>Identify the key differences between formal and informal letters.</li> <li>Understand the structure and layout of each type of letter.</li> <li>Develop Appropriate Tone and Language</li> <li>Use formal language for official and professional communication.</li> <li>Use casual, friendly language for personal letters.</li> <li>Master Key Components</li> <li>Learn to write proper salutations,</li> </ul>	<p>Create a situation by students and publish an article so the student may draft a letter to the editor of a newspaper or magazine.</p>	Open book test	

					<p>introductions, body paragraphs, and closings in both formats.</p> <ul style="list-style-type: none"><li>● Practice organizing content logically and coherently.</li><li>● 4. Enhance Writing Clarity and Accuracy.</li><li>● Use correct grammar, punctuation, and spelling.</li><li>● Ensure clarity of message and purpose.</li><li>● Apply Skills in Practical Contexts</li><li>● Write letters for real-life scenarios (e.g., job application, complaint, invitation, or thank-you notes).</li><li>● Edit and revise drafts for improvement.</li></ul>			
8	December January					<p>Weekly Test:31 (31/01/2026) <u>Portion</u> Lesson no L-8,supp-8 Gr-U-22 Formal letter writing.</p>		
9	February				<p>Revision For Term-II Exam</p>	<p><u>Term-2 Portion</u> Lesson no 5 to 8, P-4,Supp-L-,5,6,8, Grammar Chapter 15 Chapter 24 Writing skills:formal and informal letter writing, Biographical sketch,Diary Entry.</p>		