

CLASS: VII
SUBJECT: ENGLISH

Duration/No. of Days	P.K Testing	Learning Objectives		Group Activities & Hand on Learning	Art Integration	Interdisciplinary Linkage & Infusion of life skills	Pedagogical Strategies	Assessment	Feedback & Remedial Teaching	Inclusive practices
		Subject Specific	Behavioral (Application based)							
4	<p><u>Midsummer Night's Dream</u></p> <p>Q1. Do you remember your dreams?</p> <p>Q2. Do you try to interpret them?</p>	<p>After completing the reading, students will be able to:</p> <p>Learners will develop strategies for understanding a short Shakespeare play A Midsummer Night's Dream.</p> <ul style="list-style-type: none"> Learners will develop comprehension and speaking skills by discussing ideas from the play. Learners will develop writing skills through a personalized writing activity based on an element from the play. 	<ul style="list-style-type: none"> To enable the students to imbibe – That dreams are integral part of sleep. Arouse curiosity about magic and dreams. Students will learn to appreciate fiction and drama. 	<p>Ask learners to imagine they could go to sleep tonight and dream about something magical happening. What would they like to dream about? Would they like it to be true when they wake up or only a dream? Brainstorm some ideas on the board, then learners can write about their dream, illustrate it or storyboard it.</p>	<p>SDG's will be integrated with the chapter as they will share their views on dreams and their significance.</p>	<p>-The capability to imagine will be enhanced</p> <p>-Speaking, listening and vocabulary development will be encouraged.</p> <p>-Drama integration will help the students to get ready to collaborate and use creativity to show their thinking.</p>	<p>- The Chapter will be read by the students with modulation.</p> <p>-Important words will be explained along with their meanings.</p> <p>-Students will be able to comprehend the story to answer factual, inferential and evaluative questions.</p> <p>-Vocabulary will be enhanced with synonyms.</p>	<p>-The students will be asked to solve worksheets and will be judged by conducting a quiz based on the chapter.</p>	<p>Different levels of achievers will be selected.</p> <p>Extra class and extra questions will be taken up for slow learners.</p>	<p>Quiz , MCQ , Fill Ups etc will be taken up for slow learners.</p>

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4	<p>An Uncomfortable Bed</p> <p>Q1-Have you played practical jokes on others?</p> <p>Q2 How will you react if someone will make fool of you?</p>	<ul style="list-style-type: none"> - To enable the students to read and appreciate prose - To enable them to read the chapter with proper pronunciation and learn new vocabulary everyday experience. 	<ul style="list-style-type: none"> - To infer how the first-person narration enhances the humour. - express how the narrator causes his own misfortune - explain how the suspense is built up in the story 	<ul style="list-style-type: none"> - Students will be speak about some suspicious activity that they have come across while walking to school. . 	<p>It is not easy to laugh at yourself. Provide instances, real or imagined to prove your point.</p> <p>.</p>	<p>-Students will learn the art of social living and the concept of interdependence and tolerance in a social set up.</p> <ul style="list-style-type: none"> - They will be able to understand importance of human relations. - It will also enable them to comprehend various human emotions. 	<ul style="list-style-type: none"> - Students will learn the art of reading with proper pronunciation and modulation. -Paraphrasing will be done and vocabulary words will be discussed - They will be able to identify rhyme scheme and literary devices. 	<ul style="list-style-type: none"> -Students will be assessed through multiple choice questions, reference to context, competency Based questions will also be taken up. 	<p>different levels of achievers will be selected.</p> <p>Extra class and extra questions will be taken up for slow learners.</p>	<p>Quiz ,MCQ ,Fill Ups etc will be taken up for differently abled students</p>

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	<p>Mother To Son</p> <p>Q. What does your mother often advice you?</p> <p>Q How do you handle problems in life?</p>	<p>1.To enable the students to recite the poem with proper rhythm and intonation etc.</p> <p>2. They will be able to identify rhyme scheme and literary devices.</p>	<p>1.recognize that all people face challenges and obstacles throughout their lives.</p> <p>2.understand that these struggles and difficulties help to shape their identity and influence their perspective on the world.</p> <p>3. reflect upon obstacles that they have overcome and develop an appreciation for their own unique set of life circumstances.</p>	<p>Together with the students, discuss other things that life could be compared to. Write the starter, "Life is..." on the chalkboard. Have the students provide you with 5 to 8 different comparisons. Examples of some commonly suggested metaphors include: "Life is a rollercoaster," "Life is a race," etc.</p>	<p>Make a role play portraying your own real life situation as between mother and son/ mother and daughter</p>	<p>-Students will learn that there will be difficulties throughout the life.</p> <p>- They will be able to understand importance of mothers advice.</p>	<p>- Students will be able to comprehend the poem.</p> <p>-Paraphrasing will be done and vocabulary words will be discussed.</p> <p>- They will be able to identify rhyme scheme and literary devices.</p>	<p>-Students will be assessed through multiple choice questions, reference to context, competency Based questions will also be taken up.</p>	<p>- different levels of achievers will be selected.</p> <p>Extra class and extra questions will be taken up for slow learners.</p>	<p>Quiz ,MCQ ,Fill Ups etc will be taken up for differently abled students</p>

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	<ul style="list-style-type: none"> The second voyage of Sindbad the sailor. <p>Q1Did you ever experience any adventure ?</p> <p>Q2Did you prepare an itinerary before embarking on exciting adventure ?</p>	<ul style="list-style-type: none"> To enable the students to read and appreciate prose To enable them to read the chapter with proper pronunciation and learn new vocabulary 	<ul style="list-style-type: none"> To enable the students to imbibe and comprehend the language and vocabulary of the chapter To enable the students know about the treasures hidden in the nature To enable the students to understand how to encounter various challenges during expedition. 	<ul style="list-style-type: none"> Students will be asked to write a Short Paragraph and share their own experiences if they had gone on the expedition or adventure in the past. 	<p>Students will be asked to write or paste pictures of adventurous people.</p>	<p>-Students will learn the art never to give up and face the danger with courage.</p> <ul style="list-style-type: none"> They will be able to understand importance of natural resources. They will be able to understand how to fight and survive all alone . 	<ul style="list-style-type: none"> Students will learn the art of reading with proper pronunciation and modulation. Paraphrasing will be done and vocabulary words will be discussed 	<ul style="list-style-type: none"> Students will be assessed through multiple choice questions, reference to context, competency Based questions will also be taken up. 	<ul style="list-style-type: none"> different levels of achievers will be selected. Extra class and extra questions will be taken up for slow learners. 	<p>Quiz ,MCQ ,Fill Ups etc will be taken up for differently abled students</p>

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4	<p><u>THE LOTTERY TICKET</u> <u>P.K TESTING:</u></p> <p>Q1. Have you ever purchased lottery ticket? Q2. Do you think money can buy everything?</p>	<p>At the end of the lesson the students will be able to:</p> <ol style="list-style-type: none"> Determine the author's purpose in writing the story by using textual information. Relate the moral of the story to their own lives. Students will be able to infer ideas and concepts from details given in the story. 	<ul style="list-style-type: none"> The students will learn new vocabulary words. The teacher will ask some questions to assess understanding of the text they read. They will understand that love for money can destroy one's satisfaction. They will be able to evaluate the depth of personal relationships. SDG's will be integrated in the form of moral values and drawing. 	<ul style="list-style-type: none"> To make them understand that material possessions and wealth do not bring true happiness. They will be asked to make a collage on various lottery tickets and paste it in their notebooks. They will share their experiences and expectations after purchasing a lottery ticket. 	<ul style="list-style-type: none"> SDG'S will be integrated with chapter. Drama integration will help the students to get ready to collaborate and to show their thinking. To enable the students, understand and value human emotions. 	<p>. The capability to imagine will be enhanced -Speaking, listening and vocabulary development will be encouraged. -Drama integration will help the students to get ready to collaborate and use creativity to show their thinking.</p>	<ul style="list-style-type: none"> The Chapter will be read by the students with modulation. - Important words will be explained along with their meanings. Students will be able to comprehend the story to answer factual, inferential and evaluative questions. Vocabulary will be enhanced with synonyms. 	<ul style="list-style-type: none"> The students will be asked to solve worksheets and will be judged by conducting a quiz based on the chapter. 	<p>Different levels of achievers will be selected. Extra class and extra questions will be taken up for slow learners.</p>	<p>Quiz ,MCQ ,Fill Ups etc will be taken up for slow learners.</p>
4	<p><u>THE LAST LEAF</u> <u>P.K TESTING:</u></p> <p>1. Do you think we are somehow connected with nature?</p>	<p>To enable the students to read and comprehend the chapter correctly.</p> <p>To enable the students to appreciate the beauty and style of writing.</p> <p>To enable them to move from factual understanding to critical thinking.</p> <p>To enable them to</p>	<ul style="list-style-type: none"> Students will learn about positive attitude. To enable the students To imbibe social co. Existence and tolerance. 	<ul style="list-style-type: none"> Students will be asked to write a short paragraph about what they would like to remember about their childhood when they grow up. 	<p>SDG'S will be integrated with the chapter. Imaginative skills will be enhanced along with critical thinking by expressing</p>	<p>.Critical and logical thinking will be enhanced. - Collaboration and teamwork will be encouraged. -Imaginative</p>	<ul style="list-style-type: none"> The chapter will be read aloud by the students with modulation of voice, correct pauses. Students will be asked to underline the difficult words and meanings will 	<ul style="list-style-type: none"> The students will be asked to solve worksheets and will be judged by conducting a quiz based on the chapter. 	<p>Different levels of achievers will be selected. Extra class and extra questions will be taken up</p>	<p>Quiz ,MCQ ,Fill Ups etc will be taken up for slow learners.</p>

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5.	2. Have you experienced losing faith and hope?	comprehend various human emotions.			themselves freely by putting their own emotions into writing. -Sketching will be integrated,	thinking skills will be developed. -Oral and written communication.	be explained too. -Students will be asked to write competency based questions and reference to context.		for slow learners.	
	<u>MONDAY MORNING:</u> <u>P.K TESTING:</u> 1. Do you remember any teacher from your childhood days whom you were reprimanded by more often.?	-Enabling the students to explore imagination-the theme of the story. -Reading and comprehending a short story. -Exploring the characteristics of a short story. To enable the students to identify famous works of R.K NARAYAN and his first novel SWAMI AND FRIENDS.	-The students will understand and emphasize the education of social barriers like caste, religion, rich -poor, superstitions etc.	-Students will be asked to discuss the main characters, the central message of the story and the importance of friendship and human relationships. -They will also be asked about the protagonist of the story. -Students will be asked to make a collage listing their five best friends, writing a few qualities of each one of them along with their pictures.	SDG'S will be integrated with the chapter and imaginative skills will be enhanced along with critical thinking. -Sketching will be integrated	The capacity to imagine will be enhanced in the students. - Speaking, listening and vocabulary will be encouraged. -The students will learn how to behave in the world. They will examine British colonial rule through the lens of an ordinary boy's relatable childhood.	-Students will be able to comprehend the story, learn sequencing to answer inferential, evaluative and reference to context questions. Students will share the meanings and pronunciations of words and phrases.	-The students will be asked to solve worksheets and will be judged by conducting a quiz based on the chapter.	Different levels of achievers will be selected-Extra class and extra questions will be taken up for slow learners.	Quiz ,MCQ ,Fill Ups etc will be taken up for slow learners.

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4	<p>THE BROOK: P.K TESTING: Q1. Have you ever seen a flowing brook? Q2. What thoughts come to your mind when you see a brook? Q3. Where does the brook end?</p>	<p>To enable the students to understand the poem properly. To enable their power of imagination and creativity. To enable the students to appreciate a piece of poetry. To enable the students to recite the poem with proper rhythm and intonation. To develop their aesthetic sense.</p>	<p>The students will understand the importance of resilience and perseverance.</p> <p>Aesthetic sense will be developed.</p> <p>They should be able to analyze the structure and language needed for notice writing.</p>	<p>The students will be asked to draw a flow chart indicating the course of the brook.</p> <p>Students will draw beautiful journey of brook in the form of flow chart in their notebooks.</p> <p>Creative skills will be enhanced as collage making competition will be conducted in the class.</p>	<p>SDG's will be integrated which will help the students to respect and adore nature and sensitize the children to take care of life below water.</p> <p>Students will also learn about the changes in climate due to pollution of water bodies.</p>	<p>Students will learn to express themselves The students will understand that ups and down do not deter the brook from its journey Similarly human beings should also take the hurdles and sorrow in their stride and never give up.</p> <p>- Students will integrate art, language and drawing as they will make a collage with various types of notices and</p>	<p>Poem will be read by the students with modulation . - Line by line explanation of the poem will be done. -Students will underline difficult words and their meaning. - They will be explained poetic devices and rhyme scheme.</p> <p>- Students will learn about dialogue writing . -Paraphrasing will be done and vocabulary words will be discussed Nouns and verbs will also be discussed .</p> <p>Students will be able to read the</p>	<p>-Students will be assessed through multiple choice questions, reference to context, competency Based questions will also be taken up.</p>	<p>-different levels of achievers will be selected. Extra class and extra questions will be taken up for slow learners.</p>	<p>Quiz ,MCQ ,Fill Ups etc will be taken up for slow learners.</p>

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						<p>comic. -They will also improve upon their imagination and skill. -Creative skills will be enhanced as collage making competition will be conducted in the class.</p>	<p>poem with proper pronunciation and voice modulation.</p>			

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5	NOTICE WRITING Q1-Have you ever read the school notice boards? Q2-Why is the use of a notice board?	<ul style="list-style-type: none"> -The students should learn about the importance of notice writing. -They should be able to learn the format of notice writing. -They should understand that it is widely used by individuals and organizations to announce events and celebrations, births and deaths, occasions like inaugurations and sales, to issue public instructions . 	<ul style="list-style-type: none"> -They should be able to analyze the structure and language needed for notice writing. 	<ul style="list-style-type: none"> -Creative skills will be enhanced as collage making competition will be conducted in the class. 	<ul style="list-style-type: none"> -SDG'S will be integrated with the chapter.Students should feel that writing an effective notice is a kind of art that can be acquired with practice. 	<ul style="list-style-type: none"> -Students will integrate art, language and drawing as they will make a collage with various types of notices and comic. -They will also improve upon their imagination and skill. -Creative skills will be enhanced as collage making competition will be conducted in the class. -Discussion will be done on the rules for writing a notice 	<ul style="list-style-type: none"> - Notice will be explained. -Correct format will be discussed. - Students will learn self expression through a formal means of communication. 	<ul style="list-style-type: none"> - Students will be assessed Through multiple choice questions, reference to context, competency Based questions will also be taken up 	<ul style="list-style-type: none"> - different levels of achievers will be selected. Extra class and extra questions will be taken up for slow learners 	<ul style="list-style-type: none"> - Quiz ,MCQ ,Fill Ups etc will be taken up for differently abled student

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4	PARAGRAPH WRITING Q1-What do you mean by a Paragraph? Q2-	-To teach the students concept of paragraph writing . -To give them knowledge how to write accurately. -To inculcate the spirit of one's writing	-Students will organize their collective thoughts or ideas into a well written paragraph -They will appreciate the lesson by discovering their hidden skills and talents in writing.	-Value-points will be given to the students. They will frame a paragraph about the school-campus.	-SDG'S will be integrated with the chapter. Students should learn to analyze and explain a text or data and then describe it in simple and clear language.	-To make students understand that paragraphs play an important role in writing because they provide a framework for organizing your ideas in a logical order -Using a clear structure for paragraphs helps guide the reader through the written work.	-Paragraph will be explained. -Correct format will be discussed. - Students will learn the importance of paragraph writing in daily life.	Students will be assessed Through multiple choice questions, reference to context, competency Based questions will also be taken up.	different levels of achievers will be selected. Extra class and extra questions will be taken up for slow learners.	Quiz ,MCQ ,Fill Ups etc will be taken up for differently abled student
2	INFORMAL LETTER Which is the oldest means of communication ? -Do you like writing letters to your family	-Students will be able to compose a well structured letter, effectively and creatively.. -Students will be able to improve social skills-' thank you' and offering help or support. -Students will be able to	- To enable the students to articulate their thoughts well. - To develop their skill of expressing themselves without any inhibition. - Imbibe the skill of maintaining good relations with family and friends.	-One letter will be cut into four pieces; different pieces will be handed to different groups. The class will be divided into two groups and the students will be asked to organize the content in a coherent	SDG's will be integrated which will help the students to maintain good mental health and wellbeing. - Quality	-Students will be able to write a paragraph as their intellectual skills will be developed. -Imaginative thinking skills will be developed.	- The students will be asked to write letter to their classmates and share their experiences.	-Students will be assessed Through multiple choice questions, reference to context, competency Based	different levels of achievers will be selected. Extra class and extra questions will be	Quiz ,MCQ ,Fill Ups etc will be taken up for differently abled student

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	<p>and friends? -Name the different types of letters. - Name few other means of communication</p>	exchange their ideas and opinions with others.		manner	<p>education will be provided by emphasizing the practical implications of education. - Students will learn to maintain good social relations.</p>			questions will also be taken up.	taken up for slow learners	
4	<p>NOUNS Q1. What are nouns? Q2 Name the objects that you see around yourself. Q3.How many types of nouns are there</p>	<p>-Students will be able to define noun - Identify various objects (door, ceiling etc.) - Use correct pronunciation while defining nouns - Use listening skills and subtle clues to solve answers.</p>	-The students will be asked to solve a worksheet and will be judged by conducting a quiz based on the topic. This will make them familiar with the topic.	-Students will sit or stand in a standard hot potato circle.A simple song will be sung and they will be asked to pass the ball around the circle,when the music stops, the teacher calls out a noun.The student holding the ball then has to spell out the plural version of the noun.	- SDG'S will be integrated which will help the students to identify nouns themselves -Practice through various exercises in Grammar will be done.	Students will learn to express themselves freely by adopting the correct terminology. --acquire appropriate language, expression	-Students will be asked to name any person, place, thing or any animal.Further they will be explained the topic in detail. In this way they will be able to comprehend the topic easily.	- Students will be assessed Through multiple choice questions, reference to context, competency Based questions will also be taken up.	- different levels of achievers will be selected. Extra class and extra questions will be taken up for slow learners	Quiz ,MCQ ,Fill Ups etc will be taken up for differently abled student

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4	TENSES Q1-Define noun Q2-What is a verb? Q3-What do you mean by the word 'Tense'?	-To teach the concept of tenses. -To make them understand the usage of tenses and three forms. -To make them able to differentiate between different forms of tenses. -To make them enable to give examples of different forms of tenses.	To enable the students to imbibe – -correct rules of grammar -application of style. -knowledge of the purpose and importance of grammar topics.	-Students will be asked to label the sentences with their appropriate tenses: 1.You speak 2.They has spoken 3.We had been speaking 4.I shall/will be speaking	SDG'S will be integrated. Exercises will be given in BBC as homework and worksheets will be given to revise the topic.	-Intellectual skills be developed -Language function and grammatical skills will be developed. -Spoken skills will be improved.	-Students will be explained that the word 'tense' is derived from Latin word 'tempus'which means 'Time'. -A verb indicated the time of an action, event or condition by changing its form	Students will be assessed Through multiple choice questions, reference to context, competency Based questions will also be taken up.	- different levels of achievers will be selected. Extra class and extra questions will be taken up for slow learners.	Quiz ,MCQ ,Fill Ups etc will be taken up for differently abled student
4	ADJECTIVES Q1.What are Adjectives? Q2.Give two examples of adjective.	-To enable the students to identify different kinds of adjectives and their usage. -To enable the students to speak and write correct English. -To make the students aware of the correct usage of adjectives.	-Students will solve the worksheet as a test. They will write few adjectives for their friends.	-Students will solve the worksheets as a test. They will write a few adjectives for their friends.	SDG'S will be integrated with the topic. Adjectives will be discussed further and explained that it is an essential aid to learn English.	-Adjective will be defined and explained with examples. Ex.A cruel master My aunt -Kinds of adjectives will be explained with examples. 1.Adjectives of Quality:honest boy, easy questions. 2.Adjectives of Quantity:some salt 3.Adjectives of	-Topic will be taught by the teacher and explained well. -Students will be taught that it is an essential aid to learn English.	-Students will be assessed Through multiple choice questions, reference to context, competency Based questions will also be taken up.	-different levels of achievers will be selected. Extra class and extra questions will be taken up for slow learners	Quiz ,MCQ ,Fill Ups etc will be taken up for differently abled students.

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4	<p>ACTIVE AND PASSIVE VOICE</p> <p>Q1 How many types of voice are there?</p> <p>Q2 What is active voice?</p> <p>Q3 What is passive voice?</p>	<p>-Children should be able to differentiate between active e and passive voice.</p> <p>-To identify the voice of the verb in each sentence.</p> <p>-To enable them to rewrite the sentence changing the voice from active to passive and vice versa.</p>	<p>To enable the students to imbibe –</p> <p>-correct rules of grammar</p> <p>-application of style.</p> <p>-knowledge of the purpose and importance of grammar topics.</p>	<p>-Students involvement in explanation of the certain concepts by asking them to frame questions and giving answers.</p> <p>-Model exercise of each topic will be given.</p> <p>- Class quiz will be conducted.</p>		<p>Number:two mistakes</p> <p>4.Demonstrative Adjectives :these books.</p> <p>5.Interrogative Adjectives:which,whose shoes</p> <p>6.Possessive Adjectives:our house</p>		<p>-Students will be able to share their personal experiences.</p> <p>- Students will be able to understand the plot and character of the story.</p>	<p>Students will be assessed Through multiple choice questions, reference to context, competency Based questions will also be taken up</p>	<p>different levels of achievers will be selected. Extra class and extra questions will be taken up for slow learners</p>	<p>Quiz ,MCQ ,Fill Ups etc will be taken up for differently abled students.</p>

