

TERM - 2

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)							
3	TOPIC: VOCATION 1. Define vocation. 2. Give few examples of vocation. 3. Where was RN Tagore born? 4. Who wrote our National Anthem?	<ul style="list-style-type: none">- To enable the students to read and appreciate poetry- To enable them to recite poem with proper rhyme and rhythm.	<ul style="list-style-type: none">- To enable the students to understand and appreciate nature.To enable the students to develop imagination and creative skills.	Students will be asked to make a collage on various types of vocation.	SDG's will be integrated in the form of Geography, Art and History.	-The students will learn about various vocation like selling bangles, hawkers, gardener, watchman etc. -In this poem, a child wishes freedom from his routine life.	<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.	<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.	Quiz ,MCQ ,Fill Ups etc will be taken up for differently abled students
3	Tiger Q1 Why is Tiger an endangered animal? Q2 Why are Tigers hunted?	To enable them to recite the poem and learn new words. Students will understand rhyme scheme and poetic devices To enable the students to answer contextual, inferential and extrapolate the	To enable the students to summarise the poem and understand the context. SDG'S will be included to imbibe resilience, tenacity, perseverance, determination, hard work etc	Students will be asked to write a Short Paragraph on importance of conserving nature and natural resources.	students will be asked to make collage on endangered species.	-Students will learn about animal protection. - They will understand empathy and responsibility towards safety of animals. They will	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	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 taken up for slow	Quiz ,MCQ ,Fill Ups etc will be taken up for differently abled students

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4	born?		questions. Students will learn the importance of classroom learning.	University in Shantiniketan in West Bengal.		poem, a child wishes freedom from his routine life.		understand biodiversity.	to identify rhyme scheme and literary devices.	questions will also be taken up.	learners.		
	4. Who wrote our National Anthem?												
	INFORMAL LETTER Which is the oldest means of communication ? -Do you like writing letters to your family and friends? -Name the different types of letters. - Name few other means of communication		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 exchange their ideas and opinions with others.	University in Shantiniketan in West Bengal. - 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 manner		- They will be able to identify rhyme scheme and literary devices. SDG's will be integrated which will help the students to maintain good mental health and wellbeing. - Quality education will be provided by emphasizing the practical implications of education. - Students will learn to maintain good social relations.	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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4	<p>lazy mama</p> <p>Q1What is science fiction?</p> <p>Q2 Is it bad to be lazy ?</p>	<p>To enable the students to comprehend the Story.</p> <p>To enable the students to answer contextual,inferential and extrapolate the questions.</p> <p>- Students will learn the importance of classroom learning .</p>	<p>- To enable the students to summarise the entire story .</p> <p>To enable the student to understand the concept of appraisal verb using the explanation given in word wall.</p>	<p>Students will be divided into groups and will be asked to enact the story.</p>	<p>SDG's will be</p> <p>istudents will be asked to to write a diary entry from the perspective of the mother in the story.</p>	<p>Listening, speaking and vocabulary skills will be enhanced. The students will learn the importance of experimentation and innovation.</p> <p>-Imaginative skills will be enhanced.</p>	<p>Students will learn the art of reading with proper pronunciation and modulation.</p> <p>-Paraphrasing will be done and vocabulary words will be discussed</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>
4	<p>TOPIC:</p> <p>NOUNS & PRONOUNS</p> <p>1.Define nouns and pronouns.</p> <p>2. Give few examples of nouns and pronouns.</p> <p>1. Do you know their types.</p>	<p>Students will be able to define nouns and pronouns.</p> <p>-Identify various objects.</p> <p>-Learn the usage of pronouns.</p>	<p>The students will be asked to solve a worksheet and will be judged by conducting a quiz based on nouns and pronouns.</p>	<p>-Students will be asked to identify different types of nouns in their surroundings,</p> <p>-Students will be asked</p>	<p>SDG's will be integrated which will help the students to</p>	<p>Students will learn to express themselves freely by adopting correct terminology. They will be</p>	<p>Students will be asked to name any person, place, animal or thing. They will be asked to explain both the topics in detail.</p>	<p>Students will be assessed through multiple choice</p>	<p>different levels of achievers will be selected. Extra</p>	<p>Quiz, MCQ ,Fill Ups etc will be taken up for differently abled</p>

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4	TOPIC – EMAIL WRITING 1.Have you ever heard about an email? 2.Do your relatives send you an email?	-Learn different types and their identification.		to explain the usage of pronouns by describing one of his/her friends.	identify nouns themselves. -Practice through various exercises in Grammar book will be done.	able to know the correct usage of nouns and pronouns in the sentences.		questions, competency Based questions will also be taken up.	class and extra questions will be taken up for slow learners.	students
		1.Students will be able to learn about the importance of email writing. 2.They will be able to express themselves appropriately. 3. They will understand the format of email writing.	To enable the students to: - articulate their thoughts well. - develop communication skills. - express themselves without any inhibition.	Creative skills of the students will be enhanced as collage making competition will be conducted in the class.	SDG's will be integrated which will help the students in writing effective notice	Students will integrate art, language and drawing as they will make a collage with various types of notices. Discussion will be done on the rules for notice writing.	-Email writing will be explained. - Correct format will be discussed. -Students will learn self - expression through formal means of communication.	Students will be assessed through multiple choice questions, 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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3	Helping Hand Q1 How important is it to be help someone? Q2 what do you understand by prosthetic hand?	To enable the students to read and appreciate prose - To enable them to read the chapter with proper pronunciation and learn new vocabulary	To enable the students to imbibe and comprehend the language - To enable the students to understand how to help someone can bring change in life. To enable the students to understand how to encounter various challenges with one hand	Students will be asked to write a Short Paragraph and share their own experiences if they had help someone who was in need . Students will be asked to make a list of things that are special about their school, which they would want to show a new student..	Students will be asked to make flashcards and show the difficulties faced by the person with prosthetic hand.	Students will learn the art never to give up and face the danger with courage. - They will be able to understand importance of natural resources. They will be able to understand how to fight and survive all alone .	Students will learn the art of reading with proper pronunciation and modulation. -Paraphrasing will be done and vocabulary words will be discussed	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
4	PRAGRAPH WRITING Q1-What do you mean by a ;Paragraph’?	-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	-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	-To make students understand that paragraphs play an important role in writing because they	Paragraph will be explained. -Correct format will be discussed. - Students will learn the	Students will be assessed Through multiple choice questions,	different levels of achievers will be selected. Extra class and extra	Quiz, MCQ, Fill Ups etc will be taken up for differently

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4	TOPIC: Reported Speech 1. Do you remember how we use quotation marks in Direct Speech? 2. What do we call the exact words spoken by someone?	<ul style="list-style-type: none">• To enable students to understand the concept of Direct and Indirect Speech.• To identify the changes in tense, pronouns, and adverbs of time/place while converting Direct Speech into Indirect Speech.• To differentiate between Reporting Verb and Reported Speech.	<p>lesson by discovering their hidden skills and talents in writing.</p> <ul style="list-style-type: none">• Students will be able to report real-life conversations accurately.• Will develop confidence in expressing others' ideas without distortion.	<ul style="list-style-type: none">• Pair activity: One student says a sentence in Direct Speech; the other changes it into Reported Speech.• Group game “Reporter’s Desk”: Students act as reporters and report each other’s statements.	<p>text or data and then describe it in simple and clear language.</p> <p>Students prepare a comic strip showing a conversation in Direct Speech, then rewrite it in Indirect Speech below the strip.</p>	<p>provide a framework for organizing your ideas in a logical order</p> <ul style="list-style-type: none">-Using a clear structure for paragraphs helps guide the reader through the written work. <ul style="list-style-type: none">• Link with Social Studies (reporting news/events).• Development of communication and listening skills.	<p>importance of paragraph writing in daily life.</p> <ul style="list-style-type: none">• Explanation with examples on the board.• Rule chart for changes in tense, pronouns, and adverbs.	<p>reference to context, competency Based questions will also be taken up.</p> <p>-</p> <ul style="list-style-type: none">• Oral and written exercises (conversion of sentences).• MCQs, Fill-ups, and Reference-to-	<p>questions will be taken up for slow learners.</p> <ul style="list-style-type: none">• Provide simplified rules and extra oral practice for slow learners.• Encourage peer support through	<p>abled students</p> <p>Quiz ,MCQ ,Fill Ups etc will be taken up for differently abled students</p>

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4	3. How do we report what others say without using their exact words? The Pied Piper of Hamelin Q1 Do you always obey your parents? Q 2 What is the most notorious thing you have ever done?	<ul style="list-style-type: none"> To practice converting sentences from Direct to Indirect Speech and vice versa <p>The Pied Piper of Hamelin Q1 Do you always obey your parents? Q 2 What is the most notorious thing you have ever done? Q3. How did your parents tackle the situation?</p>	<p>To enable the students to imbibe – problem solving, hopefulness and kindness.</p>	<ul style="list-style-type: none"> Worksheet with conversion exercises. <p>Class enactment on the poem will be done by the students using proper costumes and dialogues.</p>		<ul style="list-style-type: none"> Encouraging accuracy, responsibility, and confidence in expression. <p>-Students will learn to express themselves freely through class discussion Science</p>	<ul style="list-style-type: none"> Practice through guided exercises and role play. <p>living and the concept of interdependence</p>	<p>context type questions.</p> <ul style="list-style-type: none"> Extra practice worksheets for slow learners. Peer-checking of answers for instant feedback. <p>-Students will assessed through</p>	<p>buddy pairs.</p> <ul style="list-style-type: none"> Use visual aids (charts with rules). <p>-different levels of achievers will be selected.</p>	

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	Q3. How did your parents tackle the situation?				n.Students will learn to emote and express. the concept of hopefulness and positivity.	,Psychology and food sciencess will be integrated.	and tolerance in a social set up. Students will learn about the honesty about their inability to answer questions.	multiple choice questions, reference to context, competency Based questions will also be taken up.	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
	TENSES Q1-Define noun Q2-What is a verb?	To teach the concept of tenses.	To enable the students to imbibe – -correct rules of grammar	Students will be asked to label the sentences with their appropriate tenses:	SDG'S will be integrated. Exercises will	Intellectual skills be developed	-Students will be explained that the word 'tense' is	Students will be assessed	different levels of achievers	Quiz ,MCQ ,Fill Ups etc will be taken

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	<p>Q3-What do you mean by the word ‘Tense’?</p> <p>TOPIC: Application to class teacher</p> <ul style="list-style-type: none">• Have you ever written a letter to your teacher or principal?• Why do students write applications to the principal?• What important details should be included in an application?	<p>-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</p> <ul style="list-style-type: none">• To enable the students to learn the correct format of an application.• To differentiate between formal and informal letters.• To develop the skill of expressing ideas clearly and politely in writing. <p>To learn how to request leave/permission in a respectful manner</p>	<p>-application of style. -knowledge of the purpose and importance of grammar topics.</p> <ul style="list-style-type: none">• Students will be able to write respectful, concise, and effective applications in real life.• They will develop confidence in formal written communication.	<p>1.You speak 2.They has spoken 3.We had been speaking 4.I shall/will be speaking</p> <ul style="list-style-type: none">• Students will draft a leave application in groups (e.g., for sickness, urgent work, participation in sports).• Peer review: groups will exchange applications and check format, tone, and grammar.• Role play: one student as principal, the other as student reading their application aloud.	<p>be given in BBC as homework and worksheets will be given to revise the topic.</p> <ul style="list-style-type: none">• Students will design an “Application Format Chart” with headings, margins, and neat layout for classroom display.	<p>-Language function and grammatical skills will be developed. -Spoken skills will be improved.</p> <ul style="list-style-type: none">• Link with Moral Education (politeness, respect, discipline).• Life skills: formal communication, responsibility, clarity in expression.	<p>derived from Latin word ‘tempus’ which means ‘Time’. -A verb indicated the time of an action, event or condition by changing its form</p> <ul style="list-style-type: none">• Explanation of format (Date, Receiver’s Address, Subject, Salutation, Body, Closing, Signature).• Writing model applications on the board.• Guided writing followed by independent practice.	<p>Through multiple choice questions, reference to context, competency Based questions will also be taken up.</p> <ul style="list-style-type: none">• Students will write an application for leave on a given situation.• MCQ / Fill in the blanks on format and parts of an application.• Extra practice for slow learners	<p>will be selected. Extra class and extra questions will be taken up for slow learners.</p> <ul style="list-style-type: none">• Provide a sample template for weaker students.• Encourage peer correction and group work.• Use charts/visual aids for memory support.	<p>up for differently abled student</p>

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4	THE FIRST BOOK Q1-Do you like reading books? Q2 Which book have you read recently? Q3. You like E book or real book?	<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"> - They will learn about importance of books. <p>Understand writing and printing in ancient times</p> <p>How writing books have evolved from ancient to</p>	Students will be asked to write a book review of any book.	Students will be asked to make a book cover	-They will understand importance of celebrations - SGD's will be integrate with the	- Students will learn the art of reading with proper pronunciation and modulation. -Paraphrasing	with sentence starters and guided templates. <ul style="list-style-type: none"> • Individual oral feedback on tone and politeness. 	Different levels of achievers will be selected.	stronger students for recitation.

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3	TOPIC: Diary Entry <ul style="list-style-type: none">• Have you ever written your daily experiences in a notebook?• What is the purpose of writing a diary?	<ul style="list-style-type: none">• Learn the correct format of diary entry (date, day, content, signature).• Understand the style: first-person, past tense, and personal tone.• Improve grammar and sentence structure in writing.	modern times <ul style="list-style-type: none">• Express feelings and experiences freely without hesitation.• Develop reflective thinking and self-awareness.• Enhance communication skills through written expression.	<ul style="list-style-type: none">• Students will be given a situation (e.g., a trip, an exciting day in school) and asked to write a diary entry.• Peer-sharing of diary entries (voluntary).	<p>traditions of India).</p> <ul style="list-style-type: none">• Students design a diary cover page.• Connection with Art (design), Psychology (self-expression).	<p>topic in the form of dramatics, social behaviour and moral values.</p> <ul style="list-style-type: none">• Self-management, emotional intelligence, and reflection skills.• Link with History (use of diaries by freedom fighters, Anne Frank’s diary).	<p>will be done and vocabulary words will be discussed</p> <ul style="list-style-type: none">• Teacher models a sample diary entry on the board.• Format (date, day, content, signature) explained.• Emphasis on first-person, past tense, and personal tone.	<p>competency Based questions will also be taken up.</p> <p>>Students attempt a diary entry on a given topic. >Checklist-based evaluation (format, expression, grammar, creativity).</p>	<p>Extra class and extra questions will be taken up for slow learners.</p> <p>different levels of achievers will be selected. Extra class and extra questions will be taken up for slow learners.</p>	<ul style="list-style-type: none">• Use audio of the poem for auditory learners.• Provide extra practice worksheets for differently abled students.• Provide sentence starters for weaker students.• Allow oral narration before writing for hesitant learners.

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3	TOPIC – Verbs Forms	Identify verbs and their three forms (V1, V2, V3). • Differentiate between regular and irregular verbs. • Apply verb forms correctly in different tenses.	Improve accuracy in everyday speaking and writing. • Use correct verb forms while narrating stories/events. • Build confidence in grammar through games and group tasks.	Creative skills of the students will be enhanced as collage making competition will be conducted in the class.	• Students create a verb-tree chart (V1–V2–V3 branches). • Link with Theatre (role-play using action verbs).	• Life skill: Communication of verb forms with clarity, accuracy. • Link with Literature (use of verbs in stories).	• Explicit teaching of verb forms with examples. • Practice through storytelling: students narrate in past tense. • Use of songs/chants for irregular verbs	• MCQs, fill in the blanks, verb-form chart completion. • Application-based exercise: Rewrite sentences in different tenses.	-Different levels of achievers will be selected. Extra class and extra questions will be taken up for slow learners.	• Extra practice sheets for slow learners. • Verb-form flashcards for memory support. • Audio/video aids for differently abled learners.
4	THE FIRST BOOK	- To enable the					- Students	-Students will be assessed through multiple choice questions mreference to		

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3	<p>Q1-Do you like reading books?</p> <p>Q2 Which book have you read recently?</p> <p>Q3. You like E book or real book?</p>	<p>students to read and appreciate prose</p> <p>- To enable them to read the chapter with proper pronunciation and learn new vocabulary</p>	<p>- They will learn about importance of books.</p> <p>Understand writing and printing in ancient times</p> <p>How writing books have evolved from ancient to modern times</p>	Students will be asked to write a book review of any book.	Students will be asked to make a book cover .	<p>They will understand importance of celebrations</p> <p>- SGD's will be integrate with the topic in the form of dramatics, social behaviour and moral values.</p>	<p>will learn the art of reading with proper pronunciation and modulation.</p> <p>- Paraphrasing will be done and vocabulary words will be discussed</p>	<p>context, competency</p> <p>Based questions will also be taken up.</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>-different</p>	<p>Quiz ,MCQ ,Fill Ups etc will be taken up for differently abled students</p> <p>Quiz ,MCQ ,Fill Ups etc</p>

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3	ADJECTIVES Q1.What are Adjectives? Q2.Give two examples of adjective. Articles:	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 two mistakes 4.Demonstrative Adjectives :these books. 5.Interrogative Adjectives:which,whose shoes 6.Possessive Adjectives:our house	-Topic will be taught by the teacher and explained well. -Students will be taught that it is an essential aid to learn English.		levels of achievers will be selected. Extra class and extra questions will be taken up for slow learners	will be taken up for differently abled students.

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	<div>1. What comes before the word <i>apple</i> — “a” or “an”?</div> <div>2. Which article do we use for unique things like <i>the sun</i>, <i>the moon</i>?</div> <div>3. Can you tell the difference between “a book” and “the book”?</div>	<div><ul style="list-style-type: none">To enable students to understand the concept and usage of indefinite articles (a, an) and definite article (the).To differentiate between the rules of using “a” and “an”.To identify situations where “the” is used.To apply correct usage of articles in sentences, paragraphs, and real-life writing.</div>	<div><ul style="list-style-type: none">Students will be able to apply article usage in real communication — writing letters, essays, notices, etc.They will gain confidence in correct English sentence formation.</div>	<div><ul style="list-style-type: none">“Article Hunt”: Students pick nouns from flashcards and decide which article to use.Pair activity: One student gives a noun, the other uses it in a sentence with the correct article.Worksheets with fill-ups and short passages for article insertion.</div>	<div>Students will prepare a chart with examples showing correct and incorrect usage of articles.</div> <div>Creative poster: “Rules of Articles” with pictures (e.g., an apple, a cat, the sun).</div>	<div><ul style="list-style-type: none">Link with Science (the earth, a star, an atom).Development of accuracy, observation, and attention to detail.Enhance communication skills in real-life situations.</div>	<div><ul style="list-style-type: none">Rule-based explanation with examples on the board.Error correction exercises (teacher writes wrong article usage; students correct it).Guided practice followed by independent application in writing tasks.</div>	<div>MCQs, Fill-ups, and Sentence Correction exercises.</div> <div><ul style="list-style-type: none">Students will be given a short paragraph with missing articles to complete.Extra worksheets for slow learners with simple nouns and pictures.Peer assessment for collaborative learning.</div>	<div>different levels of achievers will be selected. Extra class and extra questions</div>	<div><ul style="list-style-type: none">Use of picture cards for weak learners to make article choice easier.Provide rules chart for quick reference.Encourage buddy support in group activities.</div>

[illegible]

5	ACTIVE AND PASSIVE VOICE Q1 How many types of voice are there? Q2 What is active voice? Q3 What is passive voice?	To enable the students to develop basic skills of grammar. -will be able to apply rules of grammar. -write appropriately -Knowledge of purpose and importance of grammar topics.	To enable the students to imbibe – -correct rules of grammar -application of style. -knowledge of the purpose and importance of grammar topics.	-Students involvement in explanation of the certain concepts by asking them to frame questions and giving answers. -Model exercise of each topic will be given. - Class quiz will be conducted.	SDG ‘S will be included to imbibe curiosity, confidence ,rules ,etc.	Students will be able to use important rules. -application of knowledge, -knowledge of purpose and importance of grammar topics.	-Students will be able to share their personal experiences. - Students will be able to understand and express in more creative form	Students will be assess ed through multiple choice questions, reference to context, competency Based questions will also be taken up.	different levels of achievers will be selected.E xtra class and ex tra questions will be taken up for slow learners.	Quiz ,MCQ ,Fill Ups etc will be taken up for differently abled students
	PREPOSITIONS	. To enable the students to develop basic skills of grammar. -will be able to apply rules of grammar. -write appropriately Knowledge of purpose and importance of grammar topics.	To enable the students to imbibe – -correct rules of grammar -application of style. -knowledge of the purpose and importance of grammar topics	-. Students involvement in explanation of the certain concepts by asking them to frame questions and giving answers. -Model exercise of each topic will be given. - Class quiz will be conducted.	. SDG ‘S will be included to imbibe curiosity, confidence ,rules ,etc	. Students will be able to use important rules. -application of knowledge, -knowledge of purpose and importance of grammar topics	-Students will be able to share their personal experiences. - Students will be able to understand and express in more impressive manner	Students will be assess ed through multiple choice questions, reference to context, competency Based questions will also be taken up.	different levels of achievers will be selected.E xtra class and ex tra questions will be taken up for slow learners.	

TERM - I

CLASS: VII

SUBJECT: ENGLISH

Dur atio n/N o. of Day s	P.K Testing	Learning Objectives		Group Activities & Hand on Learning	Art Integrat ion	Interdisci plinary Linkage & Infusion of life skills	Pedagogical Strategies	Assessment	Feedback & Remedial Teaching	Inclusive practices
		Subject Specific	Behavioral (Application based)							
3	The Shooting stars Q1-do you like watching the night sky? Q2- what fascinates you the most in skies?	- To enable the students to read and appreciate poetry - To enable them to recite poem with proper rhyme and rhythm.	- To enable the students to understand and appreciate nature. To enable the students to develop imagination and creative skills.	Students will be asked to write a Short Paragraph on significance living and appreciating each day of life.	Students will make a sketch to compare and contrast the day sky and the night sky.	-Students will learn the art of appreciating nature and beauty. - They will also be able to enhance their skills of observation and imagination.	- 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.	-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 differently for abled students
4	The three bears The three bears	To enable the students to read, understand and appreciate literary - compositions. - To enable them to read with proper pronunciation and modulation.	- To enable the students to know and understand the flora and Fauna of hills. - -To enable the students to understand the concept of living in harmony with nature.	Students will be asked to write a Short Paragraph on importance of conserving nature and natural resources.	Students will make a collage showing flora, fauna, and lifestyle of hilly regions.	-Students will learn the art of social	Students will learn the art of reading with proper pronunciation and modulation. -Paraphrasing will be done and vocabulary words will be discussed	Students will be assessed through multiple choice questions, reference to context,	different levels of achievers will be selected. Extra class and extra questions will be	Quiz ,MCQ ,Fill Ups etc will be taken up differently for abled students

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4	INFORMAL LETTER Which is the oldest means of communication? -Do you like writing letters to your family and friends? -Name the different types of letters. - Name few other means of communication	-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 exchange their ideas and opinions with others.	- 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 manner	SDG’s will be integrated which will help the students to maintain good mental health and wellbeing. - Quality education will be provided by emphasizing the practical implications of education. - Students will learn to maintain good social relations.	Students will be able to write a paragraph as their intellectual skills will be developed. -Imaginative thinking skills will be developed.	- They will be able to identify rhyme scheme and literary devices. The students will be asked to write letter to their classmates and share their experiences.	competency Based questions will also be taken up. -Students will be assessed Through multiple choice questions, reference to context, competency Based	taken up for slow learners. 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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4	<p>TOPIC: THE COFFEE LEGEND</p> <p>1.Do you like beverages</p> <p>2.Name few beverages</p> <p>3.Name the state which is the largest producer of coffee in India.</p>	<p>To enable the students to:</p> <ul style="list-style-type: none"> - understand the discovery and origin of coffee. - the need of experimentation. - analyse that chance favours the trained mind. 	<p>Students will learn new vocabulary words.</p> <p>-Human beings are inclined to do experimentation and love innovation which leads to wonderful discoveries.</p> <p>-They will learn the concept of ‘serendipity’</p>	<p>Students will be divided into groups and will be asked to enact the story.</p>	<p>SDG’s will be integrated in the form of Art and Geography. The students will be asked to draw coffee beans and discuss their shape and aroma.</p>	<p>Listening, speaking and vocabulary skills will be enhanced. The students will learn the importance of experimentation and innovation.</p> <p>-Imaginative skills will be enhanced.</p>	<p>- Students will learn the art of reading with proper pronunciation and modulation.</p> <p>-Paraphrasing will be done and vocabulary words will be discussed</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>
4	<p>TOPIC: NOUNS & PRONOUNS</p> <p>1.Define nouns and pronouns.</p>	<p>Students will be able to define nouns and pronouns.</p> <p>-Identify various objects.</p>	<p>The students will be asked to solve a worksheet and will be judged by conducting a quiz based on nouns and pronouns.</p>	<p>-Students will be asked to identify different types of nouns in their surroundings,</p>	<p>-SDG’s will be integrated which will help the students to</p>	<p>Students will learn to express themselves freely by adopting</p>	<p>Students will be asked to name any person, place, animal or thing. They will be asked to</p>	<p>Students will be assessed through multiple</p>	<p>different levels of achievers will be selected.</p>	<p>Quiz, MCQ ,Fill Ups etc will be taken up for differently abled</p>

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3	2. Give few examples of nouns and pronouns. 1. Do you know their types.	-Learn the usage of pronouns. -Learn different types and their identification.		-Students will be asked to explain the usage of pronouns by describing one of his/her friends.	identify nouns themselves. -Practice through various exercises in Grammar book will be done.	correct terminology. They will be able to know the correct usage of nouns and pronouns in the sentences.	explain both the topics in detail.	choice questions, competency Based questions will also be taken up.	Extra class and extra questions will be taken up for slow learners.	students
	TOPIC – NOTICE WRITING 1.Have you ever read the school notice board. 2.What is the use of notice board?	1.Students will be able to learn about the importance of notice writing. 2.They will be able to express themselves appropriately. 3. They will understand the format of notice writing.	To enable the students to: - articulate their thoughts well. - develop communication skills. - express themselves without any inhibition.	Creative skills of the students will be enhanced as collage making competition will be conducted in the class.	SDG's will be integrated which will help the students in writing effective notice	Students will integrate art, language and drawing as they will make a collage with various types of notices. Discussion will be done on the rules for notice writing.	-Notice writing will be explained. - Correct format will be discussed. -Students will learn self - expression through formal means of communication.	Students will be assessed through multiple choice questions, 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
4	Helping Hand	- To enable the	- To enable the students to imbibe and comprehend		Students will be asked to	-Students will	- Students will	Students will	Different	Quiz, MCQ, Fill Ups etc

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4	Q1 How important is it to be help someone? Q2 what do you understand by prosthetic hand?	students to read and appreciate prose - To enable them to read the chapter with proper pronunciation and learn new vocabulary	the language - To enable the students to understand how to help someone can bring change in life. To enable the students to understand how to encounter various challenges with one hand	- Students will be asked to write a Short Paragraph and share their own experiences if they had help someone who was in need . Students will be asked to make a list of things that are special about their school, which they would want to show a new student..	make flashcards and show the difficulties faced by the person with prosthetic hand.	learn the art never to give up and face the danger with courage. - They will be able to understand importance of natural resources. They will be able to understand how to fight and survive all alone .	learn the art of reading with proper pronunciation and modulation. -Paraphrasing will be done and vocabulary words will be discussed	be assessed through multiple choice questions, reference to context, competency Based questions will also be taken up.	levels of achievers will be selected. Extra class and extra questions will be taken up for slow learners.	will be taken up for differently abled students
	PRAGRAPH WRITING Q1-What do you mean by a ;Paragraph’?	-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	-To make students understand that paragraphs play an important role in writing because they provide a framework for organizing your	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	different levels of achievers will be selected. Extra class and extra questions will be taken up	Quiz, MCQ, Fill Ups etc will be taken up for differently abled students

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4	<p>TOPIC: Reported Speech</p> <ol style="list-style-type: none"> Do you remember how we use quotation marks in Direct Speech? What do we call the exact words spoken by someone? How do we report what others say without using 	<ul style="list-style-type: none"> To enable students to understand the concept of Direct and Indirect Speech. To identify the changes in tense, pronouns, and adverbs of time/place while converting Direct Speech into Indirect Speech. To differentiate between Reporting Verb and Reported Speech. To practice converting sentences from Direct to 	<ul style="list-style-type: none"> Students will be able to report real-life conversations accurately. Will develop confidence in expressing others' ideas without distortion. 	<ul style="list-style-type: none"> Pair activity: One student says a sentence in Direct Speech; the other changes it into Reported Speech. Group game "Reporter's Desk": Students act as reporters and report each other's statements. 	<p>clear language.</p> <p>Students prepare a comic strip showing a conversation in Direct Speech, then rewrite it in Indirect Speech below the strip.</p>	<p>ideas in a logical order</p> <ul style="list-style-type: none"> -Using a clear structure for paragraphs helps guide the reader through the written work. <ul style="list-style-type: none"> Link with Social Studies (reporting news/events). Development of communication and listening skills. Encouraging accuracy, responsibility, 	<ul style="list-style-type: none"> Explanation with examples on the board. Rule chart for changes in tense, pronouns, and adverbs. Practice through guided exercises and role play. 	<p>will also be taken up.</p> <ul style="list-style-type: none"> - <ul style="list-style-type: none"> Oral and written exercises (conversion of sentences). MCQs, Fill-ups, and Reference-to-context type questions. Extra practice worksheets 	<p>for slow learners.</p> <ul style="list-style-type: none"> Provide simplified rules and extra oral practice for slow learners. Encourage peer support through buddy pairs. 	<p>Quiz ,MCQ ,Fill Ups etc will be taken up for differently abled students</p>

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	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	- 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.	Science ,Psychology and food sciencess will be integrated. Intellectual skills be developed -Language function and grammatical skills will be developed. -Spoken skills will be improved.	questions. -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	questions will also be taken up. Students will be assessed Through multiple choice questions, reference to context, competency Based questions will also be	will be taken up for slow learners different levels of achievers will be selected. Extra class and extra questions will be taken up for slow	Quiz ,MCQ ,Fill Ups etc will be taken up for differently abled student

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	<p>TOPIC: Application to principal</p> <ul style="list-style-type: none">• Have you ever written a letter to your teacher or principal?• Why do students write applications to the principal?• What important details should be included in an application?	<ul style="list-style-type: none">• To enable the students to learn the correct format of an application.• To differentiate between formal and informal letters.• To develop the skill of expressing ideas clearly and politely in writing. <p>To learn how to request leave/permission in a respectful manner</p>	<ul style="list-style-type: none">• Students will be able to write respectful, concise, and effective applications in real life.• They will develop confidence in formal written communication.	<ul style="list-style-type: none">• Students will draft a leave application in groups (e.g., for sickness, urgent work, participation in sports).• Peer review: groups will exchange applications and check format, tone, and grammar.• Role play: one student as principal, the other as student reading their application aloud.	<ul style="list-style-type: none">• Students will design an “Application Format Chart” with headings, margins, and neat layout for classroom display.	<ul style="list-style-type: none">• Link with Moral Education (politeness, respect, discipline).• Life skills: formal communication, responsibility, clarity in expression.	<ul style="list-style-type: none">• Explanation of format (Date, Receiver’s Address, Subject, Salutation, Body, Closing, Signature).• Writing model applications on the board.• Guided writing followed by independent practice.	<p>taken up.</p> <ul style="list-style-type: none">• Students will write an application for leave on a given situation.• MCQ / Fill in the blanks on format and parts of an application.• Extra practice for slow learners with sentence starters and guided templates.• Individual oral feedback	<p>leaners.</p>	<ul style="list-style-type: none">• Provide a sample template for weaker students.• Encourage peer correction and group work.• Use charts/visual aids for memory support.

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4	<p>TOPIC: Wandering Singers</p> <p>1. Do you like to listen to songs/poems? 2. Have you ever seen folk singers or street performers? 3 What is the meaning of “wandering”?</p>	<ul style="list-style-type: none">• Understand the theme of freedom and joy in the poem.• Learn poetic devices like repetition and alliteration.• Build vocabulary related to travel and music.	<ul style="list-style-type: none">• Develop self-confidence through recitation.• Express creativity by composing 2–3 new lines of a song.• Appreciate cultural diversity and teamwork during group work.	Students will be divided into groups and will be asked to enact the story.	<ul style="list-style-type: none">•Students draw/paint musical instruments used by folk singers.• Link with Music & Social Studies (folk	<ul style="list-style-type: none">• Social Studies (nomadic communities, culture).• Music (folk tunes).• Life skills: Teamwork, creativity, and	<ul style="list-style-type: none">• Explanation of poetic devices (alliteration, repetition).•Paraphrasing each stanza.• Discussion on poet’s message.	<p>on tone and politeness.</p> <ul style="list-style-type: none">• Recitation with correct pronunciation and intonation.• Short questions, RTC, MCQs.• Creative task: Write 4	Different levels of achievers will be selected. Extra class and extra questions will be taken up for slow learners.	<p>stronger students for recitation.</p> <ul style="list-style-type: none">• Use audio of the poem for auditory learners.• Provide extra practice worksheets for

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3	<p>TOPIC: Diary Entry</p> <ul style="list-style-type: none">• Have you ever written your daily experiences in a notebook?• What is the purpose of writing a diary?	<ul style="list-style-type: none">• Learn the correct format of diary entry (date, day, content, signature).• Understand the style: first-person, past tense, and personal tone.• Improve grammar and sentence structure in writing.	<ul style="list-style-type: none">• Express feelings and experiences freely without hesitation.• Develop reflective thinking and self-awareness.• Enhance communication skills through written expression.	<ul style="list-style-type: none">• Students will be given a situation (e.g., a trip, an exciting day in school) and asked to write a diary entry.• Peer-sharing of diary entries (voluntary).	<p>traditions of India).</p> <ul style="list-style-type: none">• Students design a diary cover page.• Connection with Art (design), Psychology (self-expression).	<p>appreciation of diversity.</p> <ul style="list-style-type: none">• Self-management, emotional intelligence, and reflection skills.• Link with History (use of diaries by freedom fighters, Anne Frank’s diary).	<ul style="list-style-type: none">• Teacher models a sample diary entry on the board.• Format (date, day, content, signature) explained.• Emphasis on first-person, past tense, and personal tone.	<p>lines of a new “wandering song.”</p> <ul style="list-style-type: none">• Students attempt a diary entry on a given topic.• Checklist-based evaluation (format, expression, grammar, creativity).	<p>different levels of achievers will be selected. Extra class questions will be taken up for slow learners.</p>	<p>differently abled students.</p> <ul style="list-style-type: none">• Provide sentence starters for weaker students.• Allow oral narration before writing for hesitant learners.
3	<p>TOPIC – Verbs Forms</p> <ul style="list-style-type: none">• What is a verb? Can you give an example?			<p>Creative skills of the</p>					<p>-Different</p>	

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4	<ul style="list-style-type: none"> Do you know the three forms of verbs (V1, V2, V3)? 	Identify verbs and their three forms (V1, V2, V3). <ul style="list-style-type: none"> Differentiate between regular and irregular verbs. Apply verb forms correctly in different tenses. 	Improve accuracy in everyday speaking and writing. <ul style="list-style-type: none"> Use correct verb forms while narrating stories/events. Build confidence in grammar through games and group tasks. 	students will be enhanced as collage making competition will be conducted in the class.	<ul style="list-style-type: none"> Students create a verb-tree chart (V1–V2–V3 branches). Link with Theatre (role-play using action verbs). 	<ul style="list-style-type: none"> Life skill: Communication clarity, accuracy. Link with Literature (use of verbs in stories). 	<ul style="list-style-type: none"> Explicit teaching of verb forms with examples. Practice through storytelling: students narrate in past tense. Use of songs/chants for irregular verbs 	<ul style="list-style-type: none"> MCQs, fill in the blanks, verb-form chart completion. Application-based exercise: Rewrite sentences in different tenses. 	levels of achievers will be selected. Extra class and extra questions will be taken up for slow learners.	<ul style="list-style-type: none"> Extra practice sheets for slow learners. Verb-form flashcards for memory support. Audio/video aids for differently abled learners.
	<p>THE FIRST BOOK</p> <p>Q1-Do you like reading books?</p> <p>Q2 Which book have you read recently?</p> <p>Q3. You like E book or real book?</p>	<p>- To enable the students to read and appreciate prose</p> <p>- To enable them</p>	<p>- They will learn about importance of books.</p> <p>Understand writing and printing in ancient times</p>	Students will be asked to write a book review of any book.	Students will be asked to make a book cover .	They will understand importance of celebrations	- Students will learn the art of reading with proper pronunciation and modulation.	-Students will be assessed through multiple choice questions mreference to context,	different levels of achievers will be selected.	Quiz ,MCQ ,Fill Ups etc will be taken up for differently abled students

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3	ADJECTIVES Q1.What are Adjectives? Q2.Give two examples of adjective.	to read the chapter with proper pronunciation and learn new vocabulary	How writing books have evolved from ancient to modern times	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.	- SGD's will be integrate with the topic in the form of dramatic s,social behaviou r and moral values.	- Paraphrasing y will be done and vocabulary words will be discussed	competenc y Based questions will also be taken up.	Extra class and extra question s will be taken up for slow learners	Quiz ,MCQ ,Fill Ups etc will be taken up for differently abled students.
		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.			Adjective will be defined and explained with examples. Ex.A cruel master My aunt -Kinds of adjectives will be explained with examples.	-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 leaners	

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3	Articles: 1. What comes before the word <i>apple</i> — “a” or “an”? 2. Which article do we use for unique things like <i>the sun</i> , <i>the moon</i> ?	<ul style="list-style-type: none">To enable students to understand the concept and usage of indefinite articles (a, an) and definite article (the).To differentiate between the rules of using “a” and “an”.	<ul style="list-style-type: none">Students will be able to apply article usage in real communication — writing letters, essays, notices, etc.They will gain confidence in correct English sentence formation.	<ul style="list-style-type: none">“Article Hunt”: Students pick nouns from flashcards and decide which article to use.Pair activity: One student gives a noun, the other uses it in a sentence with the correct article.	Students will prepare a chart with examples showing correct and incorrect usage of articles.	1.Adjectives of Quality:honest boy, easy questions. 2.Adjectives of Quantity:some salt 3.Adjectives of two mistakes 4.Demonstrative Adjectives :these books. 5.Interrogative Adjectives:which,whose shoes 6.Possessive Adjectives:our house <ul style="list-style-type: none">Link with Science (the earth, a star, an atom).Development of accuracy,	<ul style="list-style-type: none">Rule-based explanation with examples on the board.Error correction exercises (teacher writes	<ul style="list-style-type: none">MCQs, Fill-ups, and Sentence Correction exercises.Students will be given a short paragraph	different levels of achievers will be selected. Extra class and extra questions	<ul style="list-style-type: none">Use of picture cards for weak learners to make article choice easier.

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	3. Can you tell the difference between “a book” and “the book”?	<ul style="list-style-type: none">To identify situations where “the” is used.To apply correct usage of articles in sentences, paragraphs, and real-life writing.		<ul style="list-style-type: none">Worksheets with fill-ups and short passages for article insertion.	Creative poster: “Rules of Articles” with pictures (e.g., an apple, a cat, the sun).	observation, and attention to detail. <ul style="list-style-type: none">Enhance communication skills in real-life situations.	wrong article usage; students correct it). <ul style="list-style-type: none">Guided practice followed by independent application in writing tasks.	with missing articles to complete. <ul style="list-style-type: none">Extra worksheets for slow learners with simple nouns and pictures.Peer assessment for collaborative learning.		<ul style="list-style-type: none">Provide rules chart for quick reference.Encourage buddy support in group activities.