

HANSRAJ MODEL SCHOOL,PUNJABI BAGH,NEW DELHI
CURRICULUM SESSION 2024-25
SUBJECT - ENGLISH

MONTH	TOPIC/ UNIT	LEARNING INTENTIONS	ACTIVITIES	ASSIGNMENTS
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<p>MARCH/ APRIL</p>	<p><u>LITERATURE READER</u></p> <ul style="list-style-type: none"> • How I Taught My Grandmother to Read • The Road Not Taken <p><u>MCB</u> UNIT 1- People</p>	<ul style="list-style-type: none"> • To understand with comprehension • To appreciate the story • To understand the message/ theme • To understand the literary devices and the new words. • To read with proper pronunciation ,pause, intonation, reasonable speed and flow. • To understand the poetic devices and the new words. • To understand the message of the poem. • To be able to think critically and analytically. • To understand the unit. • To be able to use the information provided in the unit for the writing skills. 	<p>(Individual activity) Share one memorable experience that you had with your grandmother</p> <p>(Individual activity) You have to make a choice between two careers and you are unable to decide. Discuss</p> <p>Group Activity Role Play</p>	<p>Textual Questions, Long Questions, MCQ, HOTS</p> <p>SDG 4: Quality Education</p> <p>Textual Questions, RTCs, Poetic Devices used</p> <p>SDG 16: Live in Peace</p> <p>Story Writing (A8)</p>
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	<p><u>WORK BOOK</u></p> <ul style="list-style-type: none"> • Verb forms • Determiners • Future Time Reference <p><u>WRITING SKILL</u></p> <ul style="list-style-type: none"> • Paragraph Writing • Notice Writing 	<ul style="list-style-type: none"> • To be able to learn new structures. • To enable the students to write and speak grammatically correct sentences. • To understand the format . • To enable the students to present relevant ideas and facts with accuracy and fine expression. 		<p>Writing the rules and usage of structures</p> <p>Paragraph Writing- The role of Youth in realising the Dreams of Dr Kalam (A-11)</p>
MAY	<p><u>LITERATURE READER</u></p> <ul style="list-style-type: none"> • A dog named Duke • The Brook 	<ul style="list-style-type: none"> • To understand with comprehension. • To appreciate the story. • To understand the message/ theme. • To understand the literary devices and the new words. • To read with proper pronunciation ,pause, intonation, reasonable speed and flow. • To understand the poetic devices and the new words. • To understand the message of 	<p>(Group Activity) Discussion about different breeds of dogs and their traits.</p> <p>(Individual activity) Personify 'The Brook'. One child will enact as brook and</p>	<p>Textual questions, MCQs, Character Analysis SDG 3: Well Being</p> <p>Back Exercises, Flow Chart, RTCs, Poetic Devices used. SDG14: Protect the Ocean</p>

	<p><u>MCB</u> Unit 2 - Adventure</p> <p><u>WORKBOOK</u> Modals</p> <p><u>WRITING SKILL</u> Informal Letter</p>	<p>the poem.</p> <ul style="list-style-type: none"> To understand the symbolism used in the poem. <ul style="list-style-type: none"> To understand the unit. To apply the knowledge of correct format and content in various writing skills. <p>To learn the correct usage of the Modals.</p> <ul style="list-style-type: none"> To be able to use the topic practically. To understand the rules of the usage of Modals. To understand the common errors in the usage of Modals. <ul style="list-style-type: none"> To understand the format . To enable the students to present relevant ideas and facts with accuracy and fine expression. 	<p>others will interview her.</p> <p>ACTIVITY- Brochure (B7)</p>	<p>Paragraph Writing</p> <p>Practice Exercise</p> <p>Informal Letter - A5</p>
JULY	<p><u>LITERATURE READER</u></p> <ul style="list-style-type: none"> The Man Who Knew Too Much 	<ul style="list-style-type: none"> To understand with comprehension. To appreciate the story. To understand the message/ theme. 	<p>(Group Activity) Spell-O-Check : Make a list of difficult words. Learn the</p>	<p>Short Questions, RTCs, Character Analysis, Diary</p>

	<ul style="list-style-type: none"> The Solitary Reaper <ul style="list-style-type: none"> Lord Ullin's Daughter 	<ul style="list-style-type: none"> To understand the literary devices and the new words. To read with proper pronunciation ,pause, intonation, reasonable speed and flow. To understand the poetic devices and the new words. To understand the message and impact of music . To read with proper pronunciation ,pause, intonation, reasonable speed and flow. To understand the poetic devices and the new words. To understand the message of the poem. To enable the students to think critically and analytically. 	<p>spellings. Divide the class in teams. Organise a Spell-O-Check competition</p> <p>While going to a village ,you heard and enjoyed a folk song by a group of children. You did not understand the language but it was melodious. Share your experience with the class.</p> <p>Divide the class into pairs: Discuss :Was Lord Ullin right to be against the matrimonial choice of his daughter?</p>	<p>Entry SDG 17: Mechanism And Partnerships To Reach The Goals.</p> <p>Question Answers, RTCs, Long Qustions, Poetic Devices used. SDG 16: Live In Peace</p> <p>RTCs, Long Questions, Poetic Device used. SDG 8: Decent Work For All</p>
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	<u>WORKBOOK</u> Reported Speech	<ul style="list-style-type: none"> • To learn the correct usage of the Reported Speech. • To understand the rules of the usage of Reported Speech. • To understand the common errors in the usage of Reported Speech. • To be able to write grammatically correct sentences in Direct and Indirect Speech. • To enable the students to change the sentences from Direct to Indirect Speech and vice-versa. 	ACTIVITY- Reported speech board game	Writing rules Practice Exercises
AUGUST	<u>LITERATURE READER</u> <ul style="list-style-type: none"> • Villa For Sale <u>MCB</u> Unit 3- Environment	<ul style="list-style-type: none"> • To understand with comprehension. • To appreciate the story. • To understand the message/ theme. • To understand the literary devices and the new words. <ul style="list-style-type: none"> • To enable the students to understand the unit. • To be able to use the information 	Just a minute –pick out good or bad features of the villa as you wish, now speak before the class about your wish of buying or selling of the villa.	Textual Questions, Character Growth, Writing Skills. SDG 3: Well Being Letter Writing

	<p><u>WORKBOOK</u></p> <ul style="list-style-type: none"> Connectors <ul style="list-style-type: none"> The Passives <p><u>WRITING SKILL</u></p> <ul style="list-style-type: none"> Dialogue Writing 	<p>provided in the unit for the writing skills.</p> <ul style="list-style-type: none"> To learn the correct usage of the topics. To enable the students to write and speak grammatically correct sentences. To be able to use connectors such as 'but', 'if', 'and', 'therefore', 'because' etc. <ul style="list-style-type: none"> To learn the correct usage of Active Passive Voice. To be able to use the topic practically. To understand the rules of the usage of Active Passive Voice. To understand the common errors in the usage of Active Passive Voice. <ul style="list-style-type: none"> Improving communication and expression Learning to write dialogue that is clear, concise, and expressive. Developing skills to convey emotions, thoughts, and intentions effectively through dialogue. 	<p>Real time conversation between two students</p>	<p>Speech Writing</p> <p>Practice Exercise</p> <p>Tabular Chart</p> <p>Practice Exercise</p> <p>Dialogue Writing (C5)</p>
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<p>OCTOBER</p>	<p><u>LITERATURE READER</u></p> <ul style="list-style-type: none"> • Oh, I wish I'd looked after me teeth • Bestseller <p><u>MCB</u> Unit 4- The class IX radio and video show</p> <p><u>WORKBOOK</u> Prepositions</p>	<ul style="list-style-type: none"> • To read with proper pronunciation, pause, intonation, reasonable speed and flow. • To understand the poetic devices and the new words. • To understand the message of the poem. • To understand with comprehension. • To understand with comprehension. • To appreciate the story. • To understand the message. • To understand the literary devices and the new words. • To enable the students to understand the unit. • To be able to use the information provided in the unit for writing skills. • To learn the correct usage of the 	<p>(Individual Activity) Just a Minute : Do's And Don'ts for having healthy teeth.</p> <p>(Pair Work) Pick out any three qualities of John. Form groups of four. Each group will choose a quality to talk about in the class for about 1 min.</p> <p>GROUP ACTIVITY- A video to be submitted (B3)</p>	<p>RTCs, Long Questions, Poetic Devices used. SDG 12: Responsible Consumption By All</p> <p>Back Exercises, Competency based Questions, Character Analysis, Question Answers. SDG 8: Decent Work For All</p> <p>Practice</p>
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	<p><u>WRITING SKILL</u></p> <ul style="list-style-type: none"> • Notice Writing 	<p>Prepositions.</p> <ul style="list-style-type: none"> • To understand the common errors in the usage of Prepositions. 	<p>Completing the incomplete format</p>	<p>Exercise</p> <p>Practice Questions</p>
NOVEMBER	<p><u>LITERATURE READER</u></p> <ul style="list-style-type: none"> • Keeping it from Harold • The Seven Ages <p><u>MCB</u> Unit 5- Mystery</p>	<ul style="list-style-type: none"> • To understand with comprehension. • To appreciate the story. • To understand the message. • To understand the literary devices and the new words. • Students will demonstrate an understanding of Shakespeare's text by interpreting meaning through discussion, movement, and writing. • Students will be able to understand that Shakespeare's words and ideas are still relevant and applicable today. • To be able to understand the unit. • To be able to use the information provided in the unit for writing 	<p>Vocabulary Chart</p> <p>Group activity STAGE THE AGE staging seven ages through any medium of art-music, poem, drawing, comic strip, dramatise etc.</p>	<p>Question Ans, Long Questions, Writing Skills. SDG 17: Mechanism & Partnership To Reach Goals</p> <p>Question Answers, RTCs, Competency based Questions SDG 16: Live In Peace</p> <p>E -mail Writing</p>

	<u>WRITING SKILL</u> <ul style="list-style-type: none"> • Informal letter 	skills. .		Letter Writing
DECEMBER	<u>LITERATURE READER</u> <ul style="list-style-type: none"> • Song of the rain <u>MCB</u> Unit 6- Children <u>WRITING SKILL</u> Dialogue Writing	<ul style="list-style-type: none"> • To read with proper pronunciation, pause, intonation, reasonable speed and flow. • To understand the poetic devices and the new words • To understand the message of the poem. • To be able to understand the unit. • To be able to use the information provided in the unit for writing skills. • Understanding the basics of dialogue writing. • Learning the basic techniques and principles of writing effective dialogue, including punctuations, formatting, and structure. 	Writing a poem	MCQs, Poetic devices used, RTCs. SDG 6: Water And Sanitation For All Paragraph Writing Dialogue Writing- D4,5,6,7
JANUARY	<u>LITERATURE READER</u> <ul style="list-style-type: none"> • The Bishop's Candlesticks 	<ul style="list-style-type: none"> • To understand with comprehension. • To appreciate the imagination involved in this story. • To understand the message/ 	(Individual activity) What would you do if someone is caught while	Textual Questions, Plot Analysis, Vocabulary, Long Questions.

	<p><u>MCB</u> Unit 7 - Sports and Games</p> <p><u>WRITING SKILL</u> Paragraph Writing</p>	<p>theme.</p> <ul style="list-style-type: none"> ● To be able to learn new vocabulary. ● To be able to understand the unit. ● To be able to use the information provided in the unit for the writing skills 	<p>stealing a book from your bag?</p> <p>Designing a we chart on various benefits of sports</p>	<p>SDG 8: Decent Work For All</p> <p>Writing a bio sketch of a sportsperson.</p> <p>Writing a paragraph on contemporary issues.</p>