

**HANSRAJ MODEL SCHOOL
PUNJABI BAGH, NEW DELHI**

**CURRICULUM PLAN
SESSION: 2024-25**

**CLASS: VII
SUBJECT: ENGLISH**

MONTH	TOPICS / SUB-TOPICS	LEARNING INTENTIONS	ACTIVITIES	ASSIGNMENTS
APRIL	Literature Ch 1: Monkey Trouble	The learners will be able to: <ul style="list-style-type: none"> ● Skim and scan the text. ● Appreciate the sharp mindedness of animals and comprehend the importance of using it in the right direction. ● Identify the turning events in the story. ● Offer variations and suggest an alternate ending to the events. 	<ul style="list-style-type: none"> ★ Sequencing of Events ★ Comic Strips ★ Fish Bone Diagram 	<ul style="list-style-type: none"> ❖ A 1: Short Q/A (Page 6, Part B) ❖ A 2: Diary Entry (Page 8, Writing Skills)
	Literature Ch 2: Birdie, will you pet? (Poem)	The learners will be able to: <ul style="list-style-type: none"> ● Appreciate the genre of poetry. ● Identify the various poetic devices used in the poem. ● Recognise the difference between natural and materialistic things in the world. ● Acknowledge the importance of freedom in life. ● Learn to accept the different preferences and perspectives of different beings. 	<ul style="list-style-type: none"> ★ Graphic Organizer ★ Nest Quest 	<ul style="list-style-type: none"> ❖ A 3: RTCs ❖ A 4: Long Q/A (Central Idea of the Poem)

	<p>Practice Book Unit 1: Articles</p>	<p>The learners will be able to:</p> <ul style="list-style-type: none"> ● Understand the correct usage of articles (a, an and the) on the basis of sounds. ● Frame a range of sentences using specific articles appropriately. ● Locate articles in a text and articulate the use of different articles in it. ● Fill in the gaps inserting the suitable articles. 	<p>★ Locating articles in a Newspaper cutting.</p>	<p>❖ A 5: Practice Sheet ❖ Worksheets 1 to 10 and Do it Yourself (EPB Pages 1 to 11)</p>
	<p>Reader Unit 1: People at Work</p>	<p>The learners will be able to:</p> <ul style="list-style-type: none"> ● Appreciate the concept of 'Dignity of Labour.' ● Acknowledge that the work done by each individual is important and affects our life directly or indirectly. ● Enhance their vocabulary and learn about the synonyms and antonyms. ● Develop scientific understanding behind some superstitions. 	<p>★ Designing an Advertisement.</p>	
	<p>Literature Ch 3: A Hero</p>	<p>The learners will be able to:</p> <ul style="list-style-type: none"> ● Read the text and relate it to their personal experiences. ● Talk about the various qualities that make a person a hero in real life. ● Share about their 'real life heroes' with their peers. ● Comprehend the relevance of courage, strength and age in dealing with nasty situations. ● Learn to face their fears and fight back the odds. ● Predict an alternate ending of the text. 	<p>★ Compare and Contrast between real life heroes and heroes of Literature / Fiction.</p>	<p>❖ A 6: Short Q/A (Page 20, Part B) ❖ A 7: Report Writing (Page 22, Writing Skills)</p>

MAY	Writing Skills Notice Writing	The learners will be able to: <ul style="list-style-type: none"> ● Comprehend the objectives behind drafting a notice. ● Learn about the format and its structure. ● Understand the basic rules for drafting a notice for different purposes, with reference to the language and vocabulary. ● Draft a notice on their own, based on a question provided. 	★ Draft a notice to be put on the School Notice Board.	❖ A 8: Notice Writing (Format and Types - Competitions, Lost and Found, Events)
	Practice Book Unit 2: The Sentence	The learners will be able to: <ul style="list-style-type: none"> ● Identify the Subject and the Predicate in the sentences. ● Unjumble the phrases to make meaningful sentences. ● Fill in the gaps with appropriate Subject or Predicate as per the question. ● Create their own examples of sentences. 	★ Weave a story through pictures.	❖ A 9: Practice Sheet ❖ Worksheets 1 to 11 and Do it Yourself (EPB Pages 12 to 26)
	Practice Book Unit 3: The Compound Sentence	The learners will be able to: <ul style="list-style-type: none"> ● Recall and recapitulate their understanding of the Sentences. ● Distinguish between a Simple Sentence and a Compound Sentence. ● Identify the conjunctions used to make a Compound Sentence. ● Join the Simple Sentences to make a Compound Sentence and vice versa. 	★ Identification of Compound Sentences from Literature Chapter- Fight, Manju, Fight!	❖ A 10: Practice Sheet ❖ Worksheets 1 to 8 and Do it Yourself (EPB Pages 27 to 36)

	<p>Literature Ch 5: I Dream a World (Poem)</p>	<p>The learners will be able to:</p> <ul style="list-style-type: none"> ● Appreciate the genre of poetry. ● Identify the various poetic devices used in the poem. ● Enlist the desirable virtues and undesirable vices required to make this world a better place. ● Envision their own 'dream world', categorizing the qualities which are to be added or eliminated from it. ● Ascertain their responsibilities as students in translating the poet's dream world into reality. 	<ul style="list-style-type: none"> ★ Graphic Organizer ★ Pictorial representation of 'The World of my Vision.' 	<ul style="list-style-type: none"> ❖ A 11: RTCs ❖ A 12: Long Q/A (Central Idea of the Poem)
	<p>Reader Unit 2: Relationships</p>	<p>The learners will be able to:</p> <ul style="list-style-type: none"> ● Understand and realize the importance of living with grandparents and other relatives in a joint family. ● Comprehend the pros and cons of living in a nuclear family. ● Relate their personal experiences of living in their respective families. ● Appreciate the sibling relationships and the bond of friendship and share their experiences accordingly. ● Identify the elements of a Formal Letter. 	<ul style="list-style-type: none"> ★ Interact with your grandparents ★ Unjumble the Format (Formal Letter) 	<ul style="list-style-type: none"> ❖ A 13: Formal Letter Writing
<p>JULY</p>	<p>Practice Book Unit 4: Phrases and Clauses</p>	<p>The learners will be able to:</p> <ul style="list-style-type: none"> ● Comprehend the difference between Phrases and Clauses. ● Identify the Phrases and Clauses in sentences. ● Complete the gap filling exercises with appropriate Phrases or Clauses as per the question. 	<ul style="list-style-type: none"> ★ Hint and form phrases. ★ Forming phrases with the given pictures. 	<ul style="list-style-type: none"> ❖ A 14: Practice Sheet ❖ Worksheets 1 and 2 (EPB Pages 37 to 39)

	<p>Practice Book Unit 5: Transitive and Intransitive Verbs</p>	<p>The learners will be able to:</p> <ul style="list-style-type: none"> ● Understand the concept of Transitive and Intransitive Verbs. ● Recognize the Transitive and Intransitive Verbs in sentences. ● Fill in the gaps with Transitive or Intransitive Verbs as per the question. 	<ul style="list-style-type: none"> ★ Provide students with a list of sentences containing both transitive and intransitive verbs. ★ Ask them to categorize the sentences based on whether the verb is transitive or intransitive. 	<ul style="list-style-type: none"> ❖ A 15: Practice Sheet ❖ Worksheets 1 to 11 and Do it Yourself (EPB Pages 57 to 69)
	<p>Literature Ch 4: Fight, Manju, Fight!</p>	<p>The learners will be able to:</p> <ul style="list-style-type: none"> ● Connect the text with the context and relate it with their own life. ● Develop an understanding of the underlying themes of the text, with respect to various relationships. ● Realize the importance of keeping an optimistic approach in life. ● Develop sensitisation towards differently abled people and the challenges faced by them. ● Offer variations and give an ending to the open-ended story. ● Anticipate and predict the events. 	<ul style="list-style-type: none"> ★ Poster on Inclusivity. ★ Achievements of people with special needs. 	<ul style="list-style-type: none"> ❖ A 16: Short Q/A (Page 31, Part B) ❖ A 17: Diary Entry (Page 32, Writing Skills)
	<p>Reader Unit 3: Attitude</p>	<p>The learners will be able to:</p> <ul style="list-style-type: none"> ● Realize the importance of having a positive attitude in life. ● Categorize the qualities of a winner and a loser. ● Comprehend the true meaning of 'happiness'. ● Appreciate the use of 'presence of mind' in adverse situations. 	<ul style="list-style-type: none"> ★ Flip the class 	<ul style="list-style-type: none"> ❖ A 18: Speech Writing

<p>AUGUST</p>	<p>Practice Book Unit 7: Passive voice</p>	<p>The learners will be able to:</p> <ul style="list-style-type: none"> ● Learn about the concept of Subject and Predicate. ● Understand the usage of Passive Voice in everyday conversation. ● Notice the usage of Passive Voice in newspaper headlines, notices etc. ● Understand and practice the rules of changing Active Voice to Passive Voice and vice versa. 	<p>★ Cut the newspaper headlines (written in passive voice) and paste in the notebook.</p>	<ul style="list-style-type: none"> ❖ A 19: Practice Sheet ❖ Worksheets 1 to 10 and Do it Yourself (EPB Pages 82 to 91)
	<p>Literature Ch 6: Stone Soup in Bohemia</p>	<p>The learners will be able to:</p> <ul style="list-style-type: none"> ● Understand the concept of 'presence of mind' in dealing with adverse situations. ● Appreciate the value of wit and intelligence in everyday life. ● Appreciate the importance of an optimistic attitude in dealing with difficult life situations. ● Offer variations and give an alternate ending to the story. ● Anticipate and predict the events. 	<ul style="list-style-type: none"> ★ Locating Bohemia on a map. ★ Vocabulary Worksheets. 	<ul style="list-style-type: none"> ❖ A 20: Short Q/A (Page 41, Part B) ❖ A 21: Report Writing (Page 41, Writing Skills)
	<p>Practice Book Unit 6: Modals</p>	<p>The learners will be able to:</p> <ul style="list-style-type: none"> ● Recognize what Modals are. ● Express attitudes like permission, request, suggestion, advice etc using Modals. ● Identify the rules of using different Modals in different contexts. ● Fill in the gaps using appropriate Modals. 	<p>★ Informal Letter (in the book) using Modals.</p>	<ul style="list-style-type: none"> ❖ A 22: Practice Sheet ❖ Worksheets 1 to 11 and Do it Yourself (EPB Pages 70 to 81)

<p>OCTOBER</p>	<p>Literature Ch 7: A Stormy Adventure</p>	<p>The learners will be able to:</p> <ul style="list-style-type: none"> ● Appreciate and comprehend the story. ● Connect how actions lead to certain results. ● Relate and share about their traveling experiences: adventurous, enjoyable, frightening and difficult. ● Enhance their vocabulary by identifying new words and using them while sharing their stories. ● Appreciate the relevance of staying calm and composed in difficult circumstances. 		<p>❖ Problem Solving Handouts.</p>
	<p>Writing Skills Message Writing</p>	<p>The learners will be able to:</p> <ul style="list-style-type: none"> ● Comprehend the purpose behind writing a message. ● Learn about the format and its structure. ● Understand the basic rules for writing a message. ● Read the telephonic conversation carefully to identify the details correctly. 		<p>❖ A 23: Message Writing based on a Telephonic Conversation.</p>
	<p>Literature Ch 8: The Spider and the Fly (Poem)</p>	<p>The learners will be able to:</p> <ul style="list-style-type: none"> ● Appreciate the genre of poetry. ● Identify the various poetic devices used in the poem. ● Differentiate between a true friend and a flatterer. ● Narrate an incident when some friend helped them in their time of need and they realized that a friend in need is a friend indeed. ● Share an experience wherein they flattered or were flattered by someone to get some work done. 	<p>★ Graphic Organizer ★ Draw insides of the spider parlor with your understanding of the poem.</p>	<p>❖ A 24: RTCs ❖ A 25: Long Q/A (The Poem as a Fable)</p>

	<p>Practice Book Tenses</p> <p>Unit 9: Future Time Reference</p> <p>Unit 10: Perfect Progressive Tenses</p>	<p>The learners will be able to:</p> <ul style="list-style-type: none"> ● Recognise the different Tenses and their structure. ● Understand the forms of Tenses with the help of a timeline. ● Write their schedule for the month using ‘Future Tense’. ● Detect the errors in the passages and replace them with the correct form of Tenses. ● Complete the gap filling exercises with the correct forms of Tenses. 		<ul style="list-style-type: none"> ❖ A 26: Practice Sheet ❖ Worksheets 1 to 11 and Do it Yourself (EPB Pages 105 to 120) ❖ A 27: Practice Sheet ❖ Worksheets 1 to 10 and Do it Yourself (EPB Pages 121 to 134)
NOVEMBER	<p>Literature Ch 9: The Human Robot</p>	<p>The learners will be able to:</p> <ul style="list-style-type: none"> ● Scan the text for specific information. ● Enlist the commonalities and differences between a human and a robot. ● Suggest variations and provide an ending to the open-ended story. ● Develop ideas on how technology can be very beneficial for us, but misusing it can have disastrous consequences. ● Envisage real-life implications of employing robots in day-to-day activities. 	<p>★ Create a Robot of your own. (Presentation / Group Activity)</p>	<ul style="list-style-type: none"> ❖ A 28: Short Q/A (Page 64, Part B) ❖ A 29: Speech Writing (Page 65, Life Skills)

	<p>Reader Unit 4: Achievers</p>	<p>The learners will be able to:</p> <ul style="list-style-type: none"> ● Realize the importance of maintaining an optimistic approach in life. ● Develop sensitisation towards differently abled people and the challenges faced by them. ● Enlist the qualities which are important for achieving success in life. ● Share about any problems faced by them recently and talk about how they overcame it. ● Comprehend the idea that the seed of achievement lies in the human mind. 	<ul style="list-style-type: none"> ★ Make a collage displaying the achievements of various differently abled people. 	<p>❖ A 30: Article Writing</p>
	<p>Reader Unit 5: The Future World</p>	<p>The learners will be able to:</p> <ul style="list-style-type: none"> ● Imagine some events that they think might occur in the future. ● Recount some changes in the past which can be described as landmarks in the progress of humanity. ● Recognise the important contribution education can make to create an ideal world. ● Predict the plausible effects of environmentally unsound activities by humans. ● Comprehend their role as the future citizens in protecting the environment. 	<ul style="list-style-type: none"> ★ Designing of a cover page for the next edition of the ‘Future Chronicles.’ ★ Make predictions on how the world will change in the coming years. ★ Draft a story about the Future World. 	

DECEMBER	Reader Unit 6: Unity in diversity	The learners will be able to: <ul style="list-style-type: none"> ● Appreciate the fact that however different we all may be, we still belong to one family called 'humanity'. ● Realize that warfare is expensive but peace is priceless and suggest some ways to promote peace. ● Derive a sense of pride in their country's belief in 'Unity in Diversity'. ● List down some values which are essential to promote unity amongst the people of different nations, cultures and religions. 	★ Designing of a pamphlet highlighting the achievements of your school on the occasion of 'Golden Jubilee Celebrations.'	❖ A 31: Informal Letter Writing
	Literature Ch 10: Friends and Flatterers (Poem)	The learners will be able to: <ul style="list-style-type: none"> ● Appreciate the genre of poetry. ● Identify the various poetic devices used in the poem. ● Enlist the traits of a sincere friend and a flattering foe. ● Share their personal experience wherein they marked the difference between sincere appreciation and artificial flattery. ● Narrate an incident when they showered someone with lavish praises to get their work done. 	★ Graphic Organizer ★ Gratitude Card Making (Craft and Designing)	❖ A 32: RTCs ❖ A 33: Long Q/A (Central Idea of the Poem)
	Practice Book Unit 8: Reported Speech	The learners will be able to: <ul style="list-style-type: none"> ● Understand the difference between Direct Speech and Indirect Speech in any conversation. ● Comprehend the basic rules of changing the Direct into Indirect and vice versa. 	★ Enactment (Enact a given situation and report the same to a third person)	❖ A 34: Practice Sheet ❖ Worksheets 1 to 9 and Do it Yourself (EPB Pages 92 to 104)

<p>JANUARY</p>	<p>Literature Ch 11: Chocolates in Your Dreams Too</p>	<p>The learners will be able to:</p> <ul style="list-style-type: none"> ● Appreciate ‘drama’ as a genre of writing. ● Enact the play in the class with correct pronunciation and intonation. ● Relate themselves with the protagonist and scrutinize their lifestyles. ● Understand the importance of leading a healthy lifestyle and plan their own health regime. ● Recognise the relevance of physical activities in leading a healthy life and adapt the same to their life. ● Recall and narrate an interesting dream in the class. 	<p>★ Junk Foods’ alternative recipe.</p>	<ul style="list-style-type: none"> ❖ A 35: Short Q/A (Page 82, Part C) ❖ A 36: RTCs (Page 83, Part D) ❖ A 37: Diary Entry (Page 84, Writing Skills)
	<p>Practice Book Unit 11: Linkers</p>	<p>The learners will be able to:</p> <ul style="list-style-type: none"> ● Understand the need and importance of using various Linkers to join sentences. ● Categorize Linkers under various categories, according to their usage. ● Join the sentences with appropriate Linkers or segregate them as per the question. ● Complete the gap filling exercises. 	<ul style="list-style-type: none"> ★ Look at the pair of pictures and make a comparison between the two. ★ Unjumble the jumbled phrases. 	<ul style="list-style-type: none"> ❖ A 38: Practice Sheet ❖ Worksheets 1 to 9 and Do it Yourself (EPB Pages 135 to 146)