

Directorate of Education, GNCT of Delhi

Annual Syllabus: Session:2026-27

Class: VII

Subject: English

Textbook-Poorvi Lesson/Poem	Theme	Activities (Listening / Speaking / Exploration)	Grammar & Writing Skills	Literary Devices	Curricular Goals (CG) and Competencies	Learning Outcomes
Lesson 1: The Day the River Spoke	Importance of education, gender equality, curiosity about nature and dreams	<p>Listening – Students listen to five speakers share their views on school life and match each statement to the correct speaker. (<i>Let us listen, p.12</i>).</p> <p>Speaking – Students perform a role-play in which they ask for and give advice in different situations, such as school, sports, and studies. (<i>Let us speak, p.13</i>).</p> <p>Reading – Students read the story and discuss Jahnavi’s dream of going to school and how the river encourages her to pursue education. (<i>Let us discuss, p.3</i>).</p>	<p>Grammar –</p> <p>Nouns: Students identify nouns and sound words from the text and use them correctly in sentences</p> <p>Prepositions: Fill the blank with suitable prepositions – at , in, on, outside, above, between, among , from, for, about, towards, over, down, up , off</p> <p>Adverbs: Fill the blank with suitable adverbs.</p> <p>Writing Skill – Descriptive paragraph: Eg: Students observe nature around them</p>		<p>CG-1: Develops independent reading comprehension and summarising skills by engaging with a variety of texts (stories, poems, extracts of plays, essays, articles, news reports) and shows interest in reading books</p> <p>C1.1: Applies varied comprehension strategies (inference, prediction etc.) to understand different texts</p> <p>CG-2: Attains the ability to write about thoughts, feelings, and experiences of social events (e.g., village fairs, festivals, occasions)</p> <p>C2.1: Uses writing</p>	<p>Students</p> <ul style="list-style-type: none"> • interpret narrative texts, • express ideas orally through discussions and role-plays • write descriptive paragraphs using appropriate vocabulary and grammar • interpret the cultural significance of rivers in Indian traditions (IKS) and express ecological awareness through language

		<p>Exploration – Students discuss why rivers in India are considered sacred and share opinions about languages spoken in their classroom. (<i>Let us explore, p.14</i>).</p>	<p>and write a descriptive paragraph highlighting colours, shapes and movements they notice. (<i>Let us write, p.14</i>)</p>		<p>strategies, such as sequencing ideas, identifying headings/sub-headings and forming clear beginning, ending, and paragraphs</p> <p>CG-3: Develops the capacity for effective communication using language skills for questioning, describing, analysing, and responding</p> <p>C3.1: Writes different kinds of letters and essays using appropriate style and registers for different audiences and purposes</p> <p>CG 5: Develops the ability to recognise basic linguistic aspects (vocabulary and sentence structure) and uses them in oral and written expression</p> <p>C 5.1: Uses appropriate grammar and structure in their writing</p>	<p>skills</p>
<p>Poem 1: Try Again</p>	<p>Perseverance, determination</p>	<p>Listening – Students listen to a story about</p>	<p>Grammar –</p>	<p>Imagery, Simile,</p>	<p>CG-1: Develops independent reading</p>	<p>Students</p> <ul style="list-style-type: none"> • interpret

	<p>and learning from failure</p>	<p>an ant and answer questions to understand the idea of persistence and teamwork. (<i>Let us listen, p.24</i>).</p> <p>Speaking – Students narrate a personal experience when they felt like giving up but continued trying to achieve success. (<i>Let us speak, p.25</i>).</p> <p>Reading – Students read the poem about King Bruce observing a spider and discuss how perseverance leads to success. (<i>Let us discuss, p.19</i>).</p> <p>Exploration – Students create a model of a spider web and discuss how spiders build webs patiently. (<i>Let us explore, p.26–27</i>).</p>	<p>Students identify opposites and contextual meanings of words used in the poem. (<i>Let us learn, p.22–23</i>).</p> <p>Writing Skill – Informal Letter: Eg: Students write a letter explaining how they plan to overcome a difficult situation and continue trying until they succeed. (<i>Let us write, p.26</i>)</p>	<p>Metaphor, Repetition</p>	<p>comprehension and summarising skills by engaging with a variety of texts (stories, poems, extracts of plays, essays, articles, news reports) and shows interest in reading books</p> <p>C1.3: Identifies and appreciates the main idea in the various texts</p> <p>CG-2: Attains the ability to write about thoughts, feelings, and experiences of social events (e.g., village fairs, festivals, occasions)</p> <p>C2.2: Expresses experiences, emotions and critiques on various aspects of their surroundings in writing</p> <p>CG-3: Develops the capacity for effective communication using language skills for questioning, describing, analysing, and responding</p>	<p>theme of perseverance</p> <ul style="list-style-type: none"> • express personal experiences orally • write reflective responses about overcoming challenges • relate the value of perseverance to Indian moral traditions (IKS) and express personal experiences through language skills
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					<p>C 3.1: Writes different kinds of letters and essays using appropriate style and registers for different audiences and purpose</p> <p>CG-4: Explores different literary devices and forms of literature</p> <p>C4.2: Identifies literary devices, such as simile, metaphor, personification (alankaras), hyperbole (athishayokthi), and alliteration (anuprasa), by reading a variety of literature and uses in writing</p> <p>CG 5: Develops the ability to recognise basic linguistic aspects (vocabulary and sentence structure) and uses them in oral and written expression</p> <p>C 5.1: Uses appropriate grammar and structure in their writing</p>	
Lesson 2: Three Days to	Appreciation of nature,	Listening – Students listen to a	Grammar – Students learn		CG-1: Develops	Students <ul style="list-style-type: none"> • Interpret

<p>See</p>	<p>sensory perception and empathy towards people with visual impairment</p>	<p>conversation about digital tools that support visually impaired persons and identify correct statements. <i>(Let us listen, p.36).</i></p> <p>Speaking – Students speak for one minute about the sense they value the most and explain why it is important. <i>(Let us speak, p.36).</i></p> <p>Reading – Students read Helen Keller’s reflections on how she would spend three days if she could see and discuss the importance of the five senses. <i>(Let us discuss, p.31).</i></p> <p>Exploration – Students learn about Braille and the Indian Sign Language and discuss accessibility for visually impaired people. <i>(Let us explore, p.37–38).</i></p>	<p>sensory words and modal verbs used in descriptive sentences. <i>(Let us learn, p.34–35).</i></p> <p>Writing – Descriptive Paragraph: Eg: Students write a descriptive paragraph about a place they recently visited using sensory details. <i>(Let us write, p.37).</i></p>		<p>independent reading and comprehension and summarising skills by engaging with a variety of texts (stories, poems, extracts of plays, essays, articles, news reports) and shows interest in reading books</p> <p>C1.1: Applies varied comprehension strategies (inference, prediction etc.) to understand different texts</p> <p>CG-2: Attains the ability to write about thoughts, feelings, and experiences of social events (e.g., village fairs, festivals, occasions)</p> <p>C2.1: Uses writing strategies, such as sequencing ideas, identifying headings/sub-headings and forming clear beginning, ending, and paragraphs</p> <p>CG-3: Develops the capacity for effective communication using</p>	<p>descriptive prose</p> <ul style="list-style-type: none"> • Communicate personal reflections about senses • produce descriptive writing using sensory language. • appreciate sensory awareness and mindful living in alignment with Indian philosophical thought (IKS) and express observations using language skills
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					<p>language skills for questioning, describing, analysing, and responding</p> <p>C 3.1: Writes different kinds of letters and essays using appropriate style and registers for different audiences and purposes</p> <p>CG-5: Develops the ability to recognise basic linguistic aspects (vocabulary and sentence structure) and uses them in oral and written expression</p> <p>C5.1: Uses appropriate grammar and structure in their writing</p>	
<p>Lesson 3: Animals, Birds and Dr. Dolittle</p>	<p>Kindness towards animals, communication with animals, empathy and care for living beings</p>	<p>Listening – Students listen to an announcement about Dr. Dolittle’s new clinic and identify correct details about timings, services and animals treated. (<i>Let us listen, p.55</i>).</p> <p>Speaking – Students</p>	<p>Grammar – Students identify compound words and classify them as hyphenated, open or closed compound words. (<i>Let us learn, p.52–53</i>).</p> <p>Students practice verb forms such as the</p>	<p>Palindrome</p>	<p>CG-1: Develops independent reading comprehension and summarising skills by engaging with a variety of texts (stories, poems, extracts of plays, essays, articles, news reports) and shows interest in reading books</p>	<p>Students</p> <ul style="list-style-type: none"> • interpret narrative texts • communicate through dialogue and role-play • produce formal written

		<p>perform a doctor–patient role play where they discuss problems like cough, sore throat and fatigue and suggest remedies. (<i>Let us speak, p.55–56</i>).</p> <p>Exploration – Students explore the meaning of ‘goshala’, discuss care of animals in ancient India, and suggest ways to care for stray animals. (<i>Let us explore, p.58</i>).</p>	<p>present perfect tense in the context of the story. (<i>p.54</i>).</p> <p>Writing – Notice Writing: Eg: Students draft a notice about an Annual Health Check-up for students, including date, time, and instructions. (<i>Let us write, p.57</i>).</p>		<p>C1.1: Applies varied comprehension strategies (inference, prediction etc.) to understand different texts</p> <p>CG-2: Attains the ability to write about thoughts, feelings, and experiences of social events (e.g., village fairs, festivals, occasions)</p> <p>C2.1: Uses writing strategies, such as sequencing ideas, identifying headings/sub-headings and forming clear beginning, ending, and paragraphs</p> <p>CG-3: Develops the capacity for effective communication using language skills for questioning, describing, analysing, and responding</p> <p>C 3.1: Writes different kinds of letters and essays using appropriate style and registers for different audiences and</p>	<p>communication using correct grammar structures</p> <ul style="list-style-type: none"> interpret the concept of <i>Ahimsa</i> and traditional Indian practices of caring for animals (IKS) and express empathy through language skills
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					<p>purposes</p> <p>CG-5: Develops the ability to recognise basic linguistic aspects (vocabulary and sentence structure) and uses them in oral and written expression</p> <p>C5.1: Uses appropriate grammar and structure in their writing</p>	
<p>Poem 2: A Funny Man</p>	<p>Humour, imagination and playful behaviour</p>	<p>Listening – Students listen to a girl narrating a personal incident and identify the picture that matches the narration and arrange events in sequence. (<i>Let us listen, p.65</i>).</p> <p>Speaking – Students narrate a joke in pairs using appropriate voice modulation and expressions. (<i>Let us speak, p.66</i>).</p> <p>Exploration – Students discuss famous humorous</p>	<p>Grammar – Students learn and practice phrasal verbs such as take up, take off, take after and use them in sentences. (<i>Let us learn, p.63–64</i>).</p> <p>Writing – Students compose a limerick, following the rhyme scheme AABBA and structure provided in the book. (<i>Let us write, p.66</i>).</p>	<p>Alliteration, Imagery, Inversion</p>	<p>CG-1: Develops independent reading comprehension and summarising skills by engaging with a variety of texts (stories, poems, extracts of plays, essays, articles, news reports) and shows interest in reading books</p> <p>C1.3: Identifies and appreciates the main idea in the various texts</p> <p>CG-2: Attains the ability to write about thoughts, feelings, and experiences of social events (e.g., village fairs, festivals,</p>	<p>Students</p> <ul style="list-style-type: none"> • Interpret humour in poetry • narrate jokes confidently • create short poetic compositions using rhyme patterns. • connect humour with Indian storytelling traditions (IKS) and express creative ideas

		<p>characters such as Tenali Rama, Birbal and Mullah Nasruddin and relate humour to storytelling traditions. <i>(Let us explore, p.67).</i></p>		<p>occasions)</p> <p>C2.2: Expresses experiences, emotions, and critiques on the various aspects of their surroundings in writing</p> <p>CG-3: Develops the capacity for effective communication using language skills for questioning, describing, analysing, and responding</p> <p>C 3.1: Writes different kinds of letters and essays using appropriate style and registers for different audiences and purposes</p> <p>CG-4: Explores different literary devices and forms of literature</p> <p>C4.2: Identifies literary devices, such as simile, metaphor, personification (alankaras), hyperbole (athishayokthi), and alliteration (anuprasa), by reading a variety of literature and uses in</p>	<p>through oral and written language skills</p>
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					<p>writing</p> <p>CG 5: Develops the ability to recognise basic linguistic aspects (vocabulary and sentence structure) and uses them in oral and written expression</p> <p>C 5.1: Uses appropriate grammar and structure in their writing</p>	
<p>Lesson 4: Say the Right Thing</p>	<p>Politeness, social etiquette and appropriate communication</p>	<p>Listening – Students listen to a conversation about basic manners and select statements that describe polite behaviour. (<i>Let us listen, p.84</i>).</p> <p>Speaking – Students practice intonation and sentence stress while speaking sentences to convey meaning politely. (<i>Let us speak, p.84</i>).</p> <p>Exploration – Students discuss situations where polite language is necessary</p>	<p>Grammar – Students learn about suffixes such as –ous, –ly, –ing and practise forming words using suffixes. (<i>Let us learn, p.80</i>).</p> <p>Students practise the present perfect continuous tense through contextual exercises. (<i>p.82–83</i>).</p> <p>Students write sentences using appropriate punctuation and types of sentences such as declarative, interrogative,</p>		<p>CG-1: Develops independent reading comprehension and summarising skills by engaging with a variety of texts (stories, poems, extracts of plays, essays, articles, news reports) and shows interest in reading books</p> <p>C1.1: Applies varied comprehension strategies (inference, prediction etc.) to understand different texts</p> <p>CG-2: Attains the ability to write about thoughts, feelings, and experiences of social events (e.g.,</p>	<p>Students</p> <ul style="list-style-type: none"> • interpret dramatic dialogue • practise polite conversation skills • construct grammatically correct sentences using appropriate structures. • relate the use of polite and respectful communication to Indian social

		<p>and suggest appropriate responses during social interactions. (<i>Pre-reading discussion, p.70</i>).</p>	<p>exclamatory and imperative. (<i>p.83</i>).</p> <p>Writing Skill – Short Story Writing: Write a short story showing how polite and appropriate language can help resolve a misunderstanding between two people. Give your story a suitable title and organise it with a clear beginning, middle and ending. (<i>Let us write, p.86</i>)</p>		<p>village fairs, festivals, occasions)</p> <p>C2.1: Uses writing strategies, such as sequencing ideas, identifying headings/sub-headings and forming clear beginning, ending, and paragraphs</p> <p>CG-3: Develops the capacity for effective communication using language skills for questioning, describing, analysing, and responding</p> <p>C 3.1: Writes different kinds of letters and essays using appropriate style and registers for different audiences and purposes</p> <p>CG 5: Develops the ability to recognise basic linguistic aspects (vocabulary and sentence structure) and uses them in oral and written expression</p>	<p>values (IKS) and apply it in speaking and writing tasks</p>
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					C 5.1: Uses appropriate grammar and structure in their writing	
Lesson 5: My Brother's Great Invention	Creativity, imagination and problem-solving through inventions	<p>Listening – Students listen to a conversation between Anita and Toby (a Martian) and identify the correct statements about Toby's life and habits. <i>(Let us listen, p.105).</i></p> <p>Speaking – Students discuss imaginative inventions and explain how the invention works and how it helps people. <i>(Let us speak, p.106).</i></p> <p>Exploration – Students think about real-life inventions and discuss how creativity and curiosity help inventors solve problems. <i>(Let us explore, p.108).</i></p>	<p>Grammar – Students practice modal verbs and sentence structures used to express possibility, ability and suggestion. <i>(Let us learn, p.102–103).</i></p> <p>Binomials: Use of suitable Binomials in sentence formation</p> <p>Tenses: Use of Simple Past and Past Perfect Tense with appropriate time expressions to describe past events. <i>(Let us learn, p.104).</i></p> <p>Writing – Creative Paragraph: Eg: Students write a short paragraph describing an imaginary invention and how it would help people in daily life. <i>(Let us write, p.107).</i></p>	Onomatopoeia	<p>CG-1: Develops independent reading comprehension and summarising skills by engaging with a variety of texts (stories, poems, extracts of plays, essays, articles, news reports) and shows interest in reading books</p> <p>C1.1: Applies varied comprehension strategies (inference, prediction etc.) to understand different texts</p> <p>CG-2: Attains the ability to write about thoughts, feelings, and experiences of social events (e.g., village fairs, festivals, occasions)</p> <p>C2.1: Uses writing strategies, such as sequencing ideas, identifying headings/sub-headings and forming clear beginning, ending, and paragraphs</p>	<p>Students</p> <ul style="list-style-type: none"> • understand imaginative narratives • discuss ideas confidently • express creativity through writing • recognise creativity and innovation as part of evolving Indian knowledge traditions (IKS) and express imaginative ideas through language skills

					<p>CG-3: Develops the capacity for effective communication using language skills for questioning, describing, analysing, and responding</p> <p>C 3.1: Writes different kinds of letters and essays using appropriate style and registers for different audiences and purposes</p> <p>CG 5: Develops the ability to recognise basic linguistic aspects (vocabulary and sentence structure) and uses them in oral and written expression</p> <p>C 5.1: Uses appropriate grammar and structure in their writing</p>	
Poem 3: Paper Boats	Childhood imagination, dreams and hope	Listening – Students listen to a conversation between a girl and her father about the art of origami and identify the true statements	Grammar – Students form phrases by combining words such as <i>wings</i> , <i>waves</i> , <i>dreams</i> with nouns using “ of ” phrases (e.g., wings of the	Imagery, Symbolism, Alliteration	CG-1: Develops independent reading comprehension and summarising skills by engaging with a variety of texts (stories, poems, extracts of plays, essays,	Students <ul style="list-style-type: none"> • interpret poetic imagery • present ideas confidently

		<p>from the conversation. (Let us listen, p.114).</p> <p>Speaking – Students present a craft item made from eco-friendly materials and describe how they made it and why it is special. (Let us speak, p.115).</p> <p>Exploration – Students explore the significance of shiuli flowers in literature and identify fragrant plants in their locality. (Let us explore, p.116).</p>	<p>wind). (<i>Let us learn, p.113</i>).</p> <p>Writing – Diary Entry – Eg: Students write a diary entry describing their experience of a rainy day using the format provided. (<i>Let us write, p.116</i>).</p>		<p>articles, news reports) and shows interest in reading books</p> <p>C-1.3: Identifies and appreciates the main idea in the various texts</p> <p>CG-2: Attains the ability to write about thoughts, feelings, and experiences of social events (e.g., village fairs, festivals, occasions)</p> <p>C2.2: Expresses experiences, emotions and critiques on various aspects of their surroundings in writing</p> <p>CG-4: Explores different literary devices and forms of literature</p> <p>C4.2: Identifies literary devices, such as simile, metaphor, personification (alankaras), hyperbole (athishayokthi), and alliteration (anuprasa), by reading a variety of literature and uses in writing</p>	<ul style="list-style-type: none"> • write reflective personal narratives • appreciate Indian literary heritage and nature-centred imagination in Tagore’s work (IKS) and express reflections through language skills
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					<p>CG 5: Develops the ability to recognise basic linguistic aspects (vocabulary and sentence structure) and uses them in oral and written expression</p> <p>C 5.1: Uses appropriate grammar and structure in their writing</p>	
<p>Lesson 6: North, South, East, West</p>	<p>Travel experiences and geographical diversity of India</p>	<p>Listening – Students listen to a girl speaking about how Agartala got its name and answer multiple-choice questions about agarwood and its uses. <i>(Let us listen, p.131).</i></p> <p>Speaking – Students discuss their travel preferences (mode of travel, destinations, activities) and explain their choices using given sentence starters. <i>(Let us speak, p.132).</i></p> <p>Exploration – Students solve a crossword identifying</p>	<p>Grammar – Students practice subject-verb agreement and complete sentences using correct verb forms. <i>(Let us learn, p.130).</i></p> <p>Writing – Formal Application: Eg: Students write a formal application to the principal requesting leave to attend a family event. <i>(Let us write, p.133).</i></p>		<p>CG-1: Develops independent reading and summarising skills by engaging with a variety of texts (stories, poems, extracts of plays, essays, articles, news reports) and shows interest in reading books</p> <p>C1.1: Applies varied comprehension strategies (inference, prediction etc.) to understand different texts</p> <p>CG-2: Attains the ability to write about thoughts, feelings, and experiences of social events (e.g., village fairs, festivals,</p>	<p>Students</p> <ul style="list-style-type: none"> • interpret travel narratives • communicate preferences orally • write formal applications using appropriate language structures • interpret India’s cultural and geographical diversity as part of Indian knowledge systems (IKS)

		<p>Indian states, rivers and heritage places and research unique cultural festivals or places. (<i>Let us explore, p.134–135</i>).</p>		<p>occasions)</p> <p>C2.1: Uses writing strategies, such as sequencing ideas, identifying headings/sub-headings and forming clear beginning, ending, and paragraphs</p> <p>CG-3: Develops the capacity for effective communication using language skills for questioning, describing, analysing, and responding</p> <p>C 3.1: Writes different kinds of letters and essays using appropriate style and registers for different audiences and purposes</p> <p>CG 5: Develops the ability to recognise basic linguistic aspects (vocabulary and sentence structure) and uses them in oral and written expression</p> <p>C 5.1: Uses appropriate</p>	<p>and express understanding through language skills</p>
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grammar and structure in their writing

Note: The above-mentioned syllabus is to be completed by 05th September 2026

MID-TERM EXAMINATION

Text book- Poorvi lesson/poem	Theme	Activities (Listening / Speaking / Exploration)	Grammar & Writing Skills	Literary Devices	Curricular Goals (CG) and Competencies	Learning Outcomes
Lesson 7: The Tunnel - Ruskin Bond	Adventure, courage and friendship in the jungle	<p>Listening – Students listen to an audio guide describing a museum treasure hunt and mark the correct route on a given map. <i>(Let us listen, p.153).</i></p> <p>Speaking – Students perform a role-play giving directions to reach a trekking site using phrases such as “turn left”, “take the next right”, and “go straight”. <i>(Let us speak, p.154).</i></p> <p>Exploration – Students research the Atal Tunnel and learn about the history of Indian Railways and railway engineering.</p>	<p>Grammar – Students practice ‘used to’ and ‘would’ to describe past habits and routines. <i>(Let us learn, p.152).</i></p> <p>Students also learn punctuation using the colon and the semicolon in sentences and paragraphs. <i>(p.152).</i></p> <p>Writing – descriptive paragraph – Eg: Students write a descriptive paragraph about their experience of a train journey including sights, sounds and feelings.</p>		<p>CG-1: Develops independent reading comprehension and summarising skills by engaging with a variety of texts (stories, poems, extracts of plays, essays, articles, news reports) and shows interest in reading books</p> <p>C1.1: Applies varied comprehension strategies (inference, prediction etc.) to understand different texts</p> <p>CG-2: Attains the ability to write about thoughts, feelings, and experiences of social events (e.g., village fairs, festivals, occasions)</p>	<p>Students</p> <ul style="list-style-type: none"> • interpret narrative texts • describe experiences effectively • use appropriate grammatical structures in writing. • recognise Indian infrastructural development and engineering achievements (IKS) and describe experiences using language skills

		<p><i>(Let us explore, p.156).</i></p>	<p><i>(Let us write, p.155).</i></p>	<p>C2.1: Uses writing strategies, such as sequencing ideas, identifying headings/sub-headings and forming clear beginning, ending, and paragraphs</p> <p>CG-3: Develops the capacity for effective communication using language skills for questioning, describing, analysing, and responding</p> <p>C 3.1: Writes different kinds of letters and essays using appropriate style and registers for different audiences and purposes</p> <p>CG 5: Develops the ability to recognise basic linguistic aspects (vocabulary and sentence structure) and uses them in oral and written expression</p> <p>C 5.1: Uses appropriate grammar and structure in their writing</p>	
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<p>Poem 4: Travel</p>	<p>Love for journeys, curiosity and adventure</p>	<p>Listening – Students listen to an announcement about a school trip to the National Science Centre and identify incorrect information in the statements. (<i>Let us listen, p.162</i>).</p> <p>Speaking – Students practise pronunciation of the letter ‘c’ and identify the difference between hard and soft sounds in words such as <i>cat</i> and <i>city</i>. (<i>Let us speak, p.163</i>).</p> <p>Exploration – Students explore information about heritage mountain railways of India and discuss adventurous railway journeys. (<i>Let us explore, p.165</i>).</p>	<p>Grammar – Students identify expressions from the poem such as <i>miles away</i> and <i>cinders red</i> and match them with their meanings. (<i>Let us learn, p.161</i>).</p> <p>Writing – Students compose a diamante poem connecting the themes “reading” and “adventure”. (<i>Let us write, p.163–164</i>).</p> <p>Character Description</p>	<p>Rhyme Scheme, Personification, Symbolism, Imagery</p>	<p>CG-1: Develops independent reading comprehension and summarising skills by engaging with a variety of texts (stories, poems, extracts of plays, essays, articles, news reports) and shows interest in reading books</p> <p>C-1.3: Identifies and appreciates the main idea in the various texts</p> <p>CG-2: Attains the ability to write about thoughts, feelings, and experiences of social events (e.g., village fairs, festivals, occasions)</p> <p>C2.2: Expresses experiences, emotions and critiques on various aspects of their surroundings in writing</p> <p>CG-4: Explores different literary devices and forms of literature</p> <p>C4.2: Identifies literary devices, such as simile,</p>	<p>Students</p> <ul style="list-style-type: none"> • interpret poetic imagery • develop pronunciation skills • create short poetic compositions creatively • relate the idea of journeys to Indian philosophical and cultural perspectives (IKS) and express thoughts through language skills
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					<p>metaphor, personification (alankaras), hyperbole (athishayokthi), and alliteration (anuprasa), by reading a variety of literature and uses in writing</p> <p>CG 5: Develops the ability to recognise basic linguistic aspects (vocabulary and sentence structure) and uses them in oral and written expression</p> <p>C 5.1: Uses appropriate grammar and structure in their writing</p>	
<p>Lesson 8: Conquering the Summit</p>	<p>Determination, courage and resilience inspired by Arunima Sinha</p>	<p>Listening – Students listen to five speakers sharing their views about adventure sports and match the statements with the correct speaker. (<i>Let us listen, p.173</i>).</p> <p>Speaking – Students participate in a role-play discussing whether physical education and adventure sports</p>	<p>Grammar – Students learn the correct usage of Parts of Speech. (<i>Let us learn, p.171</i>).</p> <p>Students also practice articles (a, an, the) in contextual sentences. (<i>p.172</i>).</p> <p>Identification of Error (Error Correction Skills)</p>		<p>CG-1: Develops independent reading comprehension and summarising skills by engaging with a variety of texts (stories, poems, extracts of plays, essays, articles, news reports) and shows interest in reading books</p> <p>C1.1: Applies varied comprehension strategies (inference, prediction</p>	<p>Students</p> <ul style="list-style-type: none"> • understand inspirational biographies • express views confidently • write formal communication using appropriate grammar and vocabulary

		<p>should be encouraged in schools. (<i>Let us speak, p.173</i>).</p> <p>Exploration – Students research adventure sports in India and prepare an information booklet about famous Indian mountaineers. (<i>Let us explore, p.175</i>).</p>	<p>Writing – Formal Letter:Eg : Students write a formal letter requesting the Principal to organise an excursion or join an adventure club.(<i>Let us write, p.174</i>).</p>		<p>etc.) to understand different texts</p> <p>CG-2: Attains the ability to write about thoughts, feelings, and experiences of social events (e.g., village fairs, festivals, occasions)</p> <p>C2.1: Uses writing strategies, such as sequencing ideas, identifying headings/sub-headings and forming clear beginning, ending, and paragraphs</p> <p>CG-3: Develops the capacity for effective communication using language skills for questioning, describing, analysing, and responding</p> <p>C 3.1: Writes different kinds of letters and essays using appropriate style and registers for different audiences and purposes</p> <p>CG 5: Develops the</p>	<ul style="list-style-type: none"> • interpret resilience and determination through Indian achievers' experiences (IKS) and express ideas through language skills.
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					<p>ability to recognise basic linguistic aspects (vocabulary and sentence structure) and uses them in oral and written expression</p> <p>C 5.1: Uses appropriate grammar and structure in their writing</p>	
<p>Lesson 9: A Homage to Our Brave Soldiers</p>	<p>Patriotism, sacrifice and respect for soldiers</p>	<p>Listening – Students listen to a speech about a girl’s dream of joining the Indian Armed Forces and complete a table with correct information about a Braveheart. <i>(Let us listen, p.220).</i></p> <p>Speaking – Students discuss different professions shown in pictures and describe which profession they dream of pursuing and how they would prepare for it. <i>(Let us speak, p.197).</i></p> <p>Exploration – Students design a badge of honour for soldiers and present a</p>	<p>Grammar – Students learn the use of prefixes such as dis-, im- and un- to form new words and practise using them in sentences. <i>(Let us learn, p.194).</i></p> <p>Students also practices Subordinating conjunctions such as <i>because, unless, when, where, though.</i> <i>(p.195).</i></p> <p>And</p> <p>Clauses: Identification and use of main clause and subordinate clause in complex sentences. Students analyze</p>		<p>CG-1: Develops independent reading comprehension and summarising skills by engaging with a variety of texts (stories, poems, extracts of plays, essays, articles, news reports) and shows interest in reading books</p> <p>C1.1: Applies varied comprehension strategies (inference, prediction etc.) to understand different texts</p> <p>CG-2: Attains the ability to write about thoughts, feelings, and experiences of social events (e.g., village fairs, festivals, occasions)</p>	<p>Students</p> <ul style="list-style-type: none"> • understand patriotic texts • express aspirations confidently • use vocabulary and grammar structures accurately • understand values of duty, sacrifice, and national service in Indian ethos (IKS) and express respect through language skills

		<p>collage about people whose bravery inspires them. (<i>Let us explore, p.198</i>).</p>	<p>sentences and identify clause structures. (<i>Let us learn, p.196</i>)</p> <p>Writing – Informal Letter: Eg: Students write a letter to a friend explaining how Armed Forces contribute during natural calamities and development activities.(<i>Let us write, p.198</i>).</p>		<p>C2.1: Uses writing strategies, such as sequencing ideas, identifying headings/sub-headings and forming clear beginning, ending, and paragraphs</p> <p>CG-3: Develops the capacity for effective communication using language skills for questioning, describing, analysing, and responding</p> <p>C 3.1: Writes different kinds of letters and essays using appropriate style and registers for different audiences and purposes</p> <p>CG 5: Develops the ability to recognise basic linguistic aspects (vocabulary and sentence structure) and uses them in oral and written expression</p> <p>C 5.1: Uses appropriate grammar and structure in their writing</p>	
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<p>Poem 5: My Dear Soldiers</p>	<p>Respect, gratitude and admiration for soldiers</p>	<p>Listening – Students listen to the poem “A Soldier’s Pride” and complete missing words while listening carefully to the recitation. <i>(Let us listen, p.203).</i></p> <p>Speaking – Students practise reciting the poem “My Dear Soldiers” with proper pause, expression and voice modulation. <i>(Let us speak, p.204).</i></p> <p>Exploration – Students find poems or stories about soldiers in regional languages and present them in the classroom. <i>(Let us explore, p.205).</i></p>	<p>Grammar – Students identify terrains mentioned in the poem such as valleys, deserts and marshes and learn vocabulary through collocations like <i>scorching sun</i> and <i>lonely expanses</i>. <i>(Let us learn, p.202).</i></p> <p>Writing Skill – acrostic poem: Eg: Students compose an acrostic poem using the word “SOLDIER” and write a short note expressing gratitude to soldiers. <i>(Let us write, p.205).</i></p>	<p>Imagery, Repetition, Alliteration</p>	<p>CG-1: Develops independent reading and summarising skills by engaging with a variety of texts (stories, poems, extracts of plays, essays, articles, news reports) and shows interest in reading books</p> <p>C-1.3: Identifies and appreciates the main idea in the various texts</p> <p>CG-2: Attains the ability to write about thoughts, feelings, and experiences of social events (e.g., village fairs, festivals, occasions)</p> <p>C 2.2: Expresses experiences, emotions and critiques on various aspects of their surroundings in writing</p> <p>CG-3: Develops the capacity for effective communication using language skills for questioning, describing, analysing, and</p>	<p>Students</p> <ul style="list-style-type: none"> • appreciate patriotic poetry • recite confidently • create creative poetic compositions • appreciate national pride and leadership values reflected in Indian thought (IKS) and express gratitude through language skills
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					<p>responding</p> <p>C 3.1: Writes different kinds of letters and essays using appropriate style and registers for different audiences and purposes</p> <p>CG-4: Explores different literary devices and forms of literature</p> <p>C4.2: Identifies literary devices, such as simile, metaphor, personification (alankaras), hyperbole (athishayokthi), and alliteration (anuprasa), by reading a variety of literature and uses in writing</p> <p>CG 5: Develops the ability to recognise basic linguistic aspects (vocabulary and sentence structure) and uses them in oral and written expression</p> <p>C 5.1: Uses appropriate grammar and structure in their writing</p>	
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<p>Lesson 10: Rani Abbakka</p>	<p>Courage, leadership and resistance against colonial powers</p>	<p>Listening – Students listen to a narration about the freedom fighter Rani Gaidinliu and complete a table with key information about her life and achievements. (<i>Let us listen, p.220</i>).</p> <p>Speaking – Students practise pronunciation and stress patterns in words such as <i>vassal, successor, rash, league</i>, and <i>resolve</i>. (<i>Let us speak, p.221</i>).</p> <p>Exploration – Students prepare a presentation about famous women warriors of India such as Rani Chennamma, Rani Durgavati or Captain Lakshmi Sehgal. (<i>Let us explore, p.222</i>).</p>	<p>Grammar – Students learn rules for reported speech (direct and indirect speech) and practise transforming dialogues into indirect speech. (<i>Let us learn, p.217–219</i>).</p> <p>Students also practise spelling patterns using ‘ie’ and ‘ei’ words such as <i>seize, receive, them</i>. (<i>p.215</i>).</p> <p>Use of Dictionary(for vocabulary and pronunciation support)</p> <p>Use of Silent letters in Pronunciation</p> <p>Writing – Dialogue Writing: Eg: Students write a dialogue between two students discussing the contribution of women in building the nation.(<i>Let us write, p.221</i>).</p>		<p>CG-1: Develops independent reading comprehension and summarising skills by engaging with a variety of texts (stories, poems, extracts of plays, essays, articles, news reports) and shows interest in reading books</p> <p>C1.1: Applies varied comprehension strategies (inference, prediction etc.) to understand different texts</p> <p>CG-2: Attains the ability to write about thoughts, feelings, and experiences of social events (e.g., village fairs, festivals, occasions)</p> <p>C2.1: Uses writing strategies, such as sequencing ideas, identifying headings/sub-headings and forming clear beginning, ending, and paragraphs</p> <p>CG-3: Develops the capacity for effective</p>	<p>Students</p> <ul style="list-style-type: none"> • understand historical texts • discuss inspiring personalities • apply grammatical structures accurately in writing • interpret indigenous resistance and historical leadership in Indian history (IKS) and express understanding through language skills.
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					<p>communication using language skills for questioning, describing, analysing, and responding</p> <p>C 3.1: Writes different kinds of letters and essays using appropriate style and registers for different audiences and purposes</p> <p>CG 5: Develops the ability to recognise basic linguistic aspects (vocabulary and sentence structure) and uses them in oral and written expression</p> <p>C 5.1: Uses appropriate grammar and structure in their writing</p>	
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Note:
The above-mentioned syllabus is to be completed by 30th January 2027.
Revision of Syllabus for Annual Examination.
The whole syllabus will be evaluated in the Annual Examination.

ANNUAL EXAMINATION