

**Annual Syllabus: Session : 2026-27**

**Class: VIII**

**Subject : English**

<b><u>Textbook - POORVI Lesson/Poem</u></b>	<b><u>THEME</u></b>	<b><u>ACTIVITIES (Listening, Speaking and Exploration)</u></b>	<b><u>GRAMMAR &amp; WRITING SKILLS</u></b>	<b><u>LITERARY DEVICES</u></b>	<b><u>CURRICULAR GOALS/ COMPETENCIES</u></b>	<b><u>LEARNING OUTCOMES</u></b>
<b>Lesson 1 - The Wit that Won Hearts</b>	<p>Wisdom, wit and humour help resolve misunderstandings and restore relationships</p> <p>Importance of empathy, clear communication and emotional intelligence in human interactions.</p>	<p><b>Listening</b> – Students listen to the transcript and - Fill the blanks in the given sentences by selecting the correct options</p> <p>Number the events of the story in the correct order of occurrence. (Let us Listen - page 12)</p> <p><b>Speaking</b> – Students work in pairs and mark the intonation in the given questions. They take turns to practice by saying them aloud with the correct intonation.</p> <p>Using ‘Question Words’ like, ‘What’, ‘Why’, ‘When’, ‘How’, ‘Where’, and ‘Who’, to make some questions. (Let us Speak - page 13,14)</p> <p><b>Exploration</b> – Students read and enjoy the Limericks and create one on their your own.</p>	<p><b>Grammar</b> – <b>Adjectives:</b> Exercises based on use of adjectives.</p> <p><b>Sound Words</b> – Words used to indicate the sound produced e.g. murmur, sighed, mumble, gasped etc.</p> <p><b>Compound Words</b> - When two or more words are combined to create a new word with a distinct meaning. Practice exercises based on it.</p> <p><b>Tenses &amp; Clauses (Main and Subordinate)</b> - Practice exercises based on it.</p>		<p><b>CG-3</b> Students develop the capacity for effective communication using language skills for description, analysis, and response.</p> <p><b>C-3.1</b> Listens critically and raises probing questions about social experiences</p> <p><b>C-3.2</b> Writes different kinds of letters and essays in appropriate style and registers for different media for different audiences and purposes</p>	<p><b>Students:</b></p> <p>Participate in small discussions about the importance of wit, empathy and wisdom.</p> <p>Use newly learnt vocabulary while speaking and writing correct words.</p>

		<p>Visit the library and read a story of their choice. Share its theme and the interesting parts of the story with the classmates and teacher.</p> <p>Make a list of the stories (of wit, humour, and wisdom) that they have read and each student shall read out at least one new story from the list. (Let us Explore - page 16)</p>	<p><b>Writing Skills – Narrative Essay</b> written on a personal experience or an imagined experience e.g. A Lesson in Responsibility</p>			<p>Understand the importance empathy, communication</p>
<p><b>Poem 1 – A Concrete Example</b></p>	<p>Humorous, literal vs symbolic use of language</p> <p>Importance of precision in thinking</p>	<p><b>Listening</b> – Students listen to the transcript about Rock Garden of Chandigarh. As they listen, they answer the questions using one to three exact words from the transcript. (Let us Listen - page 23)</p> <p><b>Speaking</b> – Students take turn to apologize for the given situations (formal/informal) and respond to the apology. (Let us Speak - page 23,24)</p> <p><b>Exploration</b> – Students find out about popular gardens (e.g. Amrit Udyan) in their region and share with the classmates and teacher.</p> <p>Students collect some fallen flowers and leaves from their neighbourhood. Place them in folds of a newspaper carefully</p>	<p><b>Grammar – Nouns:</b> They are essential naming words used to identify entities, including concrete and abstract objects</p> <p><b>Synonyms</b> – Exercises based on synonyms</p> <p><b>Tone</b> – Understanding the tone of the given text/poem</p> <p><b>Writing Skills – Notice Writing:</b> e.g. Drafting a notice informing the students of Grades 6–8 about the inauguration of the Herb Garden.</p>	<p><b>Rhyme Scheme</b></p> <p><b>Refrain</b></p> <p><b>Irony</b></p> <p><b>Pun</b></p>	<p><b>CG-3</b> Students develop the capacity for effective communication using language skills for description, analysis, and response</p> <p><b>C-3.2</b> Writes different kinds of letters and essays in appropriate style and registers for different media for different audiences and purposes</p> <p><b>CG-4</b> Students explore the structure of different literary devices and forms of literature.</p>	<p><b>Students:</b></p> <p>Identify literal and metaphorical meanings of “concrete”</p> <p>Use and explain examples effectively</p> <p>Enhance vocabulary and comprehension of poetic devices</p>

		and put a pile of books on them. After one week, take them out and use them to make a card, wall hanging or any other artwork. (Let us Explore - page 25,26)			<b>C-4.2</b> Identifies literary devices such as simile, metaphor, personification, hyperbole, and alliteration by reading a variety of literature	
<b>Lesson 2 – Wisdom Paves the Way</b>	<p>Wisdom is more powerful than physical strength.</p> <p>Importance of presence of mind in difficult situations.</p> <p>How quick and intelligent decisions lead to success.</p>	<p><b>Listening</b> - Students listen to the transcript of four people sharing their thoughts on why they enjoy witty characters in stories. As they listen, they match given statements to the speakers. (Let us Listen - page 42)</p> <p><b>Speaking</b> – Students take turns to say the given sentences aloud by stressing on the highlighted words. (Let us Speak - page 43)</p> <p><b>Exploration</b> – Students present the enactment of the play ‘Wisdom Paves the Way’ with the help of the given steps ensuring the use of correct intonation and sentence stress.</p> <p>Students go to the library and read the stories associated with : Vikramaditya and Betal Tenali</p>	<p><b>Grammar</b> – Noun forms of the Textual words.</p> <p><b>Modal Verbs:</b> may, must, will, shall, would, can, ought to, might, could, need to etc.</p> <p>Practice Exercises on <b>Exclamatory Sentences</b></p> <p><b>Writing – Formal Letter Writing.</b> E.g. Write a letter of complaint to the Commissioner, Municipal Corporation or the Sarpanch, Gram Panchayat to look into the matter of bad condition of roads and take necessary action.</p>		<p><b>CG-3</b> Students develop the capacity for effective communication using language skills for description, analysis, and response.</p> <p><b>C-3.1</b> Listens critically and raises probing questions about social experiences</p> <p><b>C-3.2</b> Writes different kinds of letters and essays in appropriate style and registers for different media for different audiences and purposes</p> <p><b>CG-5</b> Students develop the ability to recognize basic linguistic aspects (vocabulary and sentence structure) and</p>	<p><b>Students:</b></p> <p>Refer to dictionary to find meanings of unfamiliar words.</p> <p>Respond to recall and comprehension questions from a short text.</p> <p>Use newly learnt vocabulary while speaking and writing correct words. Identify problem and solution</p>

		Rama Gopal the Jester Panchatantra Tales etc. (Let us Explore - page 44,45)			use them in oral and written expression.  <b>C-5.1</b> Identifies the basic linguistic aspects such as sentence style, punctuation, tense, gender, and parts of speech while reading different forms of literature	Write formal letters to Editor, Business letters, Enquiries etc. independently.
<b>Lesson 3 – A Tale of Valour : Major Somnath Sharma and the Battle of Badgam</b>	The chapter highlights supreme courage and selfless sacrifice for the nation.  Unwavering dedication to duty even in the face of death.  Leadership, bravery and determination in times of war.  Inspires readers to value	<b>Listening</b> – Students listen to a transcript about the Param Vir Chakra. As they listen, they complete the sentences by filling in the blanks with one or two exact words or phrases they hear. (Let us Listen - page 66)  <b>Speaking</b> – In groups of 4–5, students speak about how they propose to serve the nation (Let us Speak - page 66)  <b>Exploration</b> – Students find out more about gallantry awards.  They also find out the key roles of women in the Indian Army.	<b>Grammar – Synonyms</b> -Exercises based on synonyms  <b>Verbs</b> - Exercises based on verbs  <b>Collective Nouns</b> – Practice exercises based on collective nouns  <b>Subject-Verb Agreement</b> - Practice exercises based on Subject-Verb Agreement  <b>Writing – Formal Letter Writing (Letter of Enquiry)</b> e.g. Your school wishes to organize a visit to a Memorial in your city. Write a letter to the in charge of that		<b>CG-5</b> Students develop the ability to recognize basic linguistic aspects (vocabulary and sentence structure) and use them in oral and written expression.  <b>C-5.1</b> Identifies the basic linguistic aspects such as sentence style, punctuation, tense, gender, and parts of speech while reading different forms of literature  <b>CG-3</b> Students develop the capacity for effective communication using language skills for	<b>Students :</b>  Understand themes of courage  Use speech transformation correctly  Write detailed character analysis  Communicate effectively using proper grammar and

	honour, commitment and national pride	They make a list of the patriotic songs in any language, including songs from their own region (Let us Explore - page 68,69)	memorial requesting for information regarding available dates for visits, duration of the tour, any entry fee etc.		description, analysis, and response.  <b>C-3.1</b> Listens critically and raises probing questions about social experiences  <b>C-3.2</b> Writes different kinds of letters and essays in appropriate style and registers for different media for different audiences and purposes	sentence structure.  Use nouns, verbs and SVA in verbal and written communication
<b>Poem 2 – Somebody’s Mother</b>	Empathy and kindness  Respect for elders and human dignity  Small acts of help make a big difference	<b>Listening</b> – Students listen to the transcript of a woman reading a special broadcast of the news. As they listen, they arrange the pictures in the correct sequence of the events that took place/ complete the sentences. (Let us Listen - page 78)  <b>Speaking</b> – Students read aloud the list of words from the poem that end in ‘-ed’  Students work in pairs and Narrate an incident where you helped someone in the past. Take turns to speak and use the cue cards given below (Let us Speak - page 79)	<b>Grammar :</b>  <b>Adjectives</b> :Exercises based on adjectives  <b>Synonyms and Antonyms:</b> Practice Exercises based on it  <b>Idioms:</b> Matching idioms with their meanings  <b>Writing: Diary Writing</b> – e.g. Write a diary entry of a day you helped someone in need.	<b>Simile</b>  <b>Alliteration</b>  <b>Repetition</b>  <b>Rhyme Scheme</b>  <b>Imagery</b>  <b>Tone</b>	<b>CG-3</b> Students develop the capacity for effective communication using language skills for description, analysis, and response  <b>C-3.2</b> Writes different kinds of letters and essays in appropriate style and registers for different audiences and purposes	<b>Students:</b>  Understand the value of compassion  Respond to questions with appropriate emotion  Apply grammar structures confidently

		<p><b>Exploration:</b> Students work in groups to find out the names of countries that refer to their country as ‘motherland’ and a few others as ‘fatherland’.</p> <p>Students make a gratitude card (Using recycled material) for their mother/grandmother to thank her for at least five things that she does for them. They also write two things that they would do regularly to help them. (Let us Explore - page 80,81)</p>		<b>Analogy</b>		<p>Write diary on the given topics coherently and clearly.</p> <p>Uses antonyms and idioms in their day to day activities and communication</p>
<p><b>Lesson -4</b> Verghese Kurien — I Too Had A Dream</p>	<p>Leadership and service</p> <p>Innovation in agriculture</p> <p>Personal values shaping public impact</p>	<p><b>Listening</b> – Students listen to the transcript about Evelyn Glennie’s journey in overcoming her hearing loss through music and turning a physical disability into a success story. After listening, students do the exercises based on it. (Let us Listen - page 93)</p> <p><b>Speaking</b> – Students read the highlighted words in the given sentences from the text to understand different sounds and correct syllable stress according to the part of speech.</p> <p>Students understand the Pausing and chunking techniques used</p>	<p><b>Grammar:</b> <b>Synonyms &amp; Antonyms:</b> Practice Exercises based on it</p> <p><b>Rearranging jumbled words and phrases into meaningful sentences.</b></p> <p><b>Prepositional Phrases:</b> Practice Exercises based on it</p> <p><b>Contractions</b> – e.g. you’re, they’re, it’s etc.</p> <p><b>Punctuation Marks -</b> Shorter en dash (–) and the longer em dash (—)</p>		<p><b>CG-3</b> Students develop the capacity for effective communication using language skills for description, analysis, and response</p> <p><b>C-3.2</b> Writes different kinds of letters and essays in appropriate style and registers for different media for different audiences and purposes</p>	<p><b>Students:</b> Recognize the impact of individual contributions</p> <p>Write biographies effectively</p> <p>Use grammar accurately</p>

		<p>when speaking, to organize information for the listener. (Let us Speak - page 94,95)</p> <p><b>Exploration :</b>In groups of four, students research more information about White, Green and Blue revolutions.</p> <p>Students Discuss, in groups, about Financial Literacy</p> <p>Students find more about Vocational training for people in rural regions as provided by the Jan Shikshan Sansthan (JSS) by visiting the given link. (Let us Explore - page 96,97)</p>	<p><b>Writing : Informal Letter Writing</b> – e.g. Write a letter to your grandparents thanking them for the valuable lessons they have taught you. Include how their wisdom has shaped your values and behaviour in life.</p>			<p>Write proper informal letters using correct contractions and punctuations.</p>
<p><b>Lesson 5 – The Case of the Fifth Word</b></p>	<p>Mystery and problem solving</p> <p>Logical thinking</p> <p>Observation and inference</p>	<p><b>Listening</b> – Students listen to the transcript of a podcast about ways of improving observation skills. As they listen, they do the exercises based on it. (Let us Listen - page 117)</p> <p><b>Speaking</b> : Students read the given words from the text loudly with the help of pronunciation guide given in bracket.</p>	<p><b>Grammar:</b> <b>Phrasal Verbs</b> : e.g. make of, put on, figure out etc. Practice Exercises based on it</p> <p><b>Direct – Indirect Speech</b> : Practice Exercises based on it</p> <p><b>Homonyms</b> :Practice Exercises based on it</p> <p><b>Writing :Report Writing</b> – e.g. Now, As a member</p>		<p><b>CG-3</b> Students develop the capacity for effective communication using language skills for description, analysis, and response.</p> <p><b>C-3.1</b> Listens critically and raises probing questions about social experiences</p>	<p><b>Students :</b></p> <p>Improve logical reasoning</p> <p>Write coherent narratives</p>

		<p>Conduct a group discussion on the topic, ‘The Interesting Aspects of a Mystery Story’. (Let us Speak - page 118)</p> <p><b>Exploration</b> : Students visit the library and look for an encyclopedia and thesaurus and check how it is different from a dictionary. Play a language game—Name the Mystery Object (Let us Explore - page 121)</p>	<p>of the Art and Craft Club, write a report on an ‘Inter-school Art Exhibition’ organised by your school. Include the necessary details.</p> <p><b>Character Sketches of Main Characters</b></p>		<p><b>C-3.2</b> Writes different kinds of letters and essays in appropriate style and registers for different media for different audiences and purposes</p>	<p>Understand inference from clues</p> <p>Use phrasal verbs and homonyms while communicating</p> <p>Writes reports on multiple topics relevant to them.</p>
<p><b>Poem :3 The Magic Brush of Dreams</b></p>	<p>Imagination and creativity</p> <p>Using talent for good, not greed</p> <p>Kindness, selflessness vs selfishness.</p>	<p><b>Listening</b> – Students listen to a transcript match statements. (Let us Listen - page 132)</p> <p><b>Speaking</b> : Students read the sentences from the text with the falling tone and learn about Intonation</p> <p>Students work in pairs and take turns to make requests for the given formal and informal situations. (Let us Speak - page 133)</p> <p><b>Exploration</b> : Students are asked to create a magical object and make a drawing with all its details and mention its special quality.</p>	<p><b>Grammar:</b> Expressions that convey a sudden feeling or reaction e.g. ouch!,hey!, oops! Etc.</p> <p><b>Writing :Imaginative/Descriptive essay</b> – e.g. Imagine you stumbled upon a magical book in the library. The book transported you to a different time period. Describe your experience and an important learning</p>	<p><b>Poetry Genre</b></p> <p><b>Rhyme Scheme</b></p> <p><b>Imagery</b></p> <p><b>Repetition</b></p>	<p><b>CG-1</b> Students develop independent reading comprehension and summarizing skills of a variety of texts (stories, poems, extracts of plays, essays, articles, and news reports).</p> <p><b>C-1.1</b> Identifies main points and summarizes from a careful reading of the text and responds coherently</p> <p><b>C-1.2</b> Makes own judgments and choices and evaluates the different</p>	<p><b>Students:</b></p> <p>Recall events in order</p> <p>Differentiate between selfish and selfless uses of power</p> <p>Use new vocabulary correctly.</p> <p>Write imaginative and descriptive essays.</p>

(Let us Explore - page 136)

texts (stories, poems,  
extracts of plays)

**Note: Above mentioned Syllabus is to be completed by 05th September 2026.**

**MID TERM EXAMINATION**

<b><u>POORVI</u> <u>Lesson/Poem</u></b>	<b><u>THEME</u></b>	<b><u>SUGGESTED ACTIVITIES</u></b>	<b><u>GRAMMAR &amp; WRITING SKILLS</u></b>	<b><u>LITERARY DEVICES</u></b>	<b><u>CURRICULAR GOALS/COMPETEN CIES</u></b>	<b><u>LEARNING OUTCOMES</u></b>
<b>LESSON : 6 Spectacular Wonders</b>	<p>The lesson highlights the awe-inspiring natural wonders of India</p> <p>The importance of preserving our natural heritage for future generations.</p> <p>Inspires students to</p>	<p><b>Listening</b> – Students listen to a transcript between a brother and sister discussing a natural phenomenon. As they listen, they mark the true statements from the given statements. (Let us Listen - page 148)</p> <p><b>Speaking</b> : Students work in groups to make a presentation on a place of interest in and around their region that people like to visit. They may use the given guidelines to make their presentation. (Let us Speak - page 149)</p>	<p><b>Grammar :</b></p> <p><b>Synonyms</b> - Practice Exercises based on it</p> <p><b>Binomials - a pair of fixed words joined by ‘and’ or ‘or’</b> - Practice Exercises based on it</p> <p><b>Adjectives</b> - - Practice Exercises based on it</p> <p><b>Participles (present and past)</b> - Practice Exercises based on it</p> <p><b>Verbs (Gerunds)</b> - Practice Exercises based on it</p>		<p><b>CG-2</b> Students attain the ability to write about thoughts, feelings, and experiences of social events (village fairs, festivals, occasions)</p> <p><b>C-2.1</b> Uses strategies to organize ideas and information to write for an intended purpose and audience</p> <p><b>C-2.2</b></p>	<p><b>Students :</b></p> <p>Identify key details</p> <p>Compare different wonders</p> <p>Use precise language</p> <p>Write various stories, diary</p>

	admire and appreciate the country's landscapes and each phenomenon.	<p><b>Exploration</b> : Students explore more about Man-made Wonders</p> <p>Students learn about some micro-planktons in the sea that are bioluminescent. They can look out for it when they visit a field or a place with a wetland. (Let us Explore - page 150)</p>	<p><b>Writing - Descriptive essay – e.g.</b> Write a descriptive essay for your school magazine describing anything from nature that attracted your attention. It may be an object, a place, or an event experienced by you.</p>		Expresses experiences, emotions, and critiques on the various aspects of their surroundings in writing	entry etc. based on their own experiences.
<b>Lesson 7: The Cherry Tree</b>	<p>How Patience, care and time help a small seed grow into a strong and beautiful tree.</p> <p>It highlights the deep bond between humans and nature</p> <p>Importance of responsibility and dedication in caring for living things</p>	<p><b>Listening</b> – Students listen to a transcript between a son and his mother. As they listen, they select true statements from the given statements (Let us Listen - page 170)</p> <p><b>Speaking</b> : Students work in pairs and read aloud the words from the text and write the number of syllables in each word</p> <p>Students speak about Van Mahotsav Diwas and its significance. (Let us Speak - page 170)</p> <p><b>Exploration</b> – Students find more information about Indian environmentalists and share with the class (Let us Explore - page 171)</p>	<p><b>Grammar – Punctuation Marks -</b> Full stop (.), Comma (,), Question Mark (?), Exclamation Mark (!), Colon (:), Semicolon (;), Apostrophe ( ' ), Quotation Marks ( " " ), Dash ( – or — ), Capitalization Rules</p> <p><b>Tenses - Simple Past, Past Progressive and Past Perfect Tenses -</b> Practice Exercises based on it</p> <p><b>Antonyms -</b> Practice Exercises based on it</p> <p><b>Writing – Article Writing – e.g.</b> Write an article for the school magazine on 'Trees–Our Lifeline'</p>		<p><b>CG-1</b> Students develop independent reading comprehension and summarizing skills of a variety of texts (stories, poems, extracts of plays, essays, articles, and news reports).</p> <p><b>C-1.1</b> Identifies main points and summarizes from a careful reading of the text and responds coherently</p> <p><b>C-1.2</b> Makes own judgments and choices and evaluates the different texts (stories, poems, extracts of plays)</p>	<p><b>Students :</b></p> <p>Recognize themes of change</p> <p>Use descriptive vocabulary</p> <p>Interpret symbolism in text</p> <p>Use correct tense in written and verbal communication Write articles for newspapers, magazines on topics given.</p>

<p><b>Poem 4 : Harvest Hymn</b></p>	<p>Gratitude to nature and divine blessings</p> <p>Celebration of harvest and farmers' hard work</p> <p>Harmony between humans and earth</p>	<p><b>Listening</b> – Students listen to a transcript about paddy cultivation. As they listen, they do exercises based on it. (Let us Listen - page 181)</p> <p><b>Speaking</b> : Students say such words aloud where some letters are not pronounced e.g. knife, honest etc.</p> <p>Students work in groups and make a presentation (using given prompts) on any popular dish made during the harvest festival in their region. (Let us Speak - page 182)</p> <p><b>Exploration</b> – Using the given link, students learn more about other kinds of millets.</p> <p>Students talk to the elders in their house and learn a song sung on a harvest festival and share it with the classmates (Let us Explore - page 184)</p>	<p><b>Grammar – Synonyms</b> -Practice Exercises based on it</p> <p><b>Archaic words</b> - Practice Exercises based on it</p> <p><b>Writing – Slogan Writing</b> – e.g. Your school wishes to express gratitude to the farmers who play an important role in providing us the food on our plates. Draft a creative slogan to be put up on the school notice board.</p>	<p><b>Imagery</b></p> <p><b>Alliteration</b></p> <p><b>Simile</b></p> <p><b>Metaphor</b></p> <p><b>Personification</b></p> <p><b>Symbolism</b></p> <p><b>Repetition</b></p>	<p><b>CG-4</b> Students explore the structure of different literary devices and forms of literature.</p> <p><b>C-4.2</b> Identifies literary devices such as simile, metaphor, personification, hyperbole, and alliteration by reading a variety of literature</p>	<p><b>Students :</b></p> <p>Appreciate the role of nature and community in harvest.</p> <p>Use new vocabulary in speaking and writing.</p> <p>Interpret poetic expressions and imagery.</p> <p>Write slogans using various literary devices like simile or alliteration.</p>
<p><b>Lesson -8 : Waiting for the Rain</b></p>	<p>Human struggle and resilience</p>	<p><b>Listening</b> – Students listen to a transcript about weather forecast. As they listen, they fill in the blanks with the exact word they listen to.</p>	<p><b>Grammar – Adjectives &amp; Nouns</b> - Practice Exercises based on it</p>		<p><b>CG-1</b> Students develop independent reading comprehension and summarizing skills of a</p>	<p><b>Students :</b></p> <p>Understand narrative structure</p>

	<p>Importance of patience and hope</p> <p>Rural life and connection with nature</p>	<p>(Let us Listen - page 197)</p> <p><b>Speaking</b> : Students imagine the Rain and the Earth have a conversation and work in pairs and present the role-play.</p> <p>Students practice saying the given tongue twister as fast as they can. (Let us Speak - page 198)</p> <p><b>Exploration</b> – Students find out about Agriculture as a vocation and other related vocations, such as horticulture etc.</p> <p>Students find out about forecasts, advisories and several other weather related services from the given link. (Let us Explore - page 200)</p>	<p><b>Tenses - Simple Present Tense, Present Progressive Tense, Present Perfect Tense</b> - Practice Exercises based on it</p> <p><b>Determiners</b> – Articles, Demonstrative, Possessive, Definite Numeral, Indefinite Numeral, Distributive etc. - Practice Exercises based on it</p> <p><b>Homophones</b> - Words that are pronounced the same as other words but differ in meaning or in spelling are called homophones - Practice Exercises based on it</p> <p><b>Writing – Formal Letter Writing</b> -e.g. Write a letter to the Councillor of your Municipal ward, requesting her/him to set up a rain water harvesting unit. Provide suggestions to address the issue.</p>		<p>variety of texts (stories, poems, extracts of plays, essays, articles, and news reports).</p> <p><b>C-1.1</b> Identifies main points and summarizes from a careful reading of the text and responds coherently</p> <p><b>C-1.2</b> Makes own judgments and choices and evaluates the different texts (stories, poems, extracts of plays)</p>	<p>Express emotions through writing</p> <p>Use correct tense forms and determiners.</p> <p>Identify and distinguish between homophones, homonyms etc. and use them.</p>
<p><b>Lesson 9- Feathered Friend</b></p>	<p>Curiosity and friendship in an unusual setting</p>	<p><b>Listening</b> – Students listen to a transcript between Monika and Toby. As you listen, they do exercises based on it. (Let us Listen - page 217, 218)</p>	<p><b>Grammar – Adjectives</b> - Practice Exercises based on it</p>		<p><b>CG-1</b> Students develop independent reading comprehension and summarizing skills of a</p>	<p><b>Students :</b> Understand narrative events clearly</p>

	<p>Small actions can have big impact</p>	<p><b>Speaking</b> : Students read the given words from the text aloud and circle the letters that are not pronounced (silent letters).</p> <p>Students work in pairs and use the given situations to ask for and give suggestions. (Let us Speak - page 218)</p> <p><b>Exploration</b> – Students find out about Astronauts living in space stations and how they do things differently, how they manage the routine tasks in the absence of gravity</p> <p>Students work in groups of four, look at the pictures and make a bird feeder with cardboard, chart paper, etc. (Let us Explore - page 200)</p>	<p><b>Merged words</b> - Merged words are made by combining two words. Practice Exercises based on it</p> <p><b>Tenses - Simple Present, Present Progressive, Simple Future, Future Perfect, Future Progressive</b> - Practice Exercises based on it</p> <p><b>Writing – Article Writing</b> – e.g. write an article titled ‘The Importance of Internet’ with the help of the social media web.</p>		<p>variety of texts (stories, poems, extracts of plays, essays, articles, and news reports).</p> <p><b>C-1.1</b> Identifies main points and summarizes from a careful reading of the text and responds coherently</p> <p><b>C-1.2</b> Makes own judgments and choices and evaluates the different texts (stories, poems, extracts of plays)</p>	<p>Draw connections between story and real science</p> <p>Use new vocabulary in context</p>
<p><b>Poem 5- Magnifying Glass</b></p>	<p>Power of observation and curiosity</p> <p>Hidden beauty and wonder in everyday objects</p>	<p><b>Listening</b> – Students listen to a transcript between a father and daughter about lesser-known Indian inventions. As they listen, they mark true statements from those given (Let us Listen - page 227)</p>	<p><b>Grammar – Collective Nouns</b> - Practice Exercises based on it</p> <p><b>Idioms / Idiomatic expressions</b> - Practice Exercises based on it</p>	<p><b>Rhyme Scheme</b></p> <p><b>Simile</b></p> <p><b>Alliteration</b></p> <p><b>Metaphor</b></p>	<p><b>CG-5</b> Students develop the ability to recognize basic linguistic aspects (vocabulary and sentence structure) and use them in oral and written expression.</p>	<p><b>Students :</b> Understand theme of exploration and curiosity.</p> <p>Identify poetic devices in text. Write descriptive</p>

	<p>Science and imagination bring deeper perception</p>	<p><b>Speaking</b> : Students pronounce words with /v/ sound and /f/ sound</p> <p>Students speak about any five things that they would like to take along to space.</p> <p>Students speak about their wonder invention and give reasons for the choice of their invention. (Let us Speak - page 228)</p> <p><b>Exploration</b> – Students read about ancient Indian scholars, like Āryabhaṭa, Bhāskarachārya II, Varāmihira etc. (Let us Explore - page 230, 231)</p>	<p><b>Suffix</b> – ish, added to some nouns to make adjectives</p> <p><b>Writing – Dialogue Writing/ Creating a Conversation</b> -e.g. Deepa and Asma, members of the Science Club have a conversation to take a decision about making a model for an upcoming Science Fair. Create this conversation between Deepa and Asma.</p>	<p><b>Imagery</b></p>	<p><b>C-5.1</b> Identifies the basic linguistic aspects such as sentence style, punctuation, tense, gender, and parts of speech while reading different forms of literature</p>	<p>passages using sensory details.</p> <p>Recognize the role of Indian Knowledge Systems by understanding the scientific temperament and observational skills of ancient Indian scholars and connect these with the poem’s theme of curiosity, discovery and deeper perception.</p>
<p><b>Lesson 10- Bibha Chowdhuri: The Beam of Light that Lit the Path for Women in Indian Science</b></p>	<p>Role of women in science</p> <p>Challenges faced by pioneers</p> <p>Inspiration and perseverance</p>	<p><b>Listening</b> – Students listen to a transcript of a podcast about Artificial Intelligence. As they listen, they answer the given questions (Let us Listen - page 244)</p> <p><b>Speaking:</b> Students, in a group of five, conduct a panel discussion on the topic, ‘Evaluating the Impact of Mobile Phones— Beneficial or Harmful’, based on the given cues.</p>	<p><b>Grammar – Antonyms-</b> Practice Exercises based on it</p> <p><b>Suffix</b> -e.g. -ship, -ment, -hood</p> <p><b>Active voice / Passive voice</b> - Practice Exercises based on it</p> <p><b>Abbreviations &amp; Clipping</b> - Practice Exercises based on it</p>		<p><b>CG-5</b> Students develop the ability to recognize basic linguistic aspects (vocabulary and sentence structure) and use them in oral and written expression.</p> <p><b>C-5.1</b> Identifies the basic linguistic aspects such as sentence style,</p>	<p><b>Students:</b></p> <p>Recognize contributions of women scientists</p> <p>Write biographies with key details</p> <p>Use appropriate</p>

		<p>(Let us Speak - page 245)</p> <p><b>Exploration</b> – Students learn about Augmented Reality and Virtual Reality</p> <p>Students learn about a new set of National Awards in the field of Science, Technology and Innovation known as ‘Rashtriya Vigyan Puraskar’.</p> <p>Students learn about women pioneers from different fields. (Let us Explore - page 247)</p>	<p><b>Writing: Report Writing-</b> e.g. Your school recently hosted the Zonal Science Exhibition, write a report on the exhibition to be published in your school magazine.</p>		<p>punctuation, tense, gender, and parts of speech while reading different forms of literature</p>	<p>connectors and tense</p>
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**Note:**

- ❖ **Above mentioned Syllabus is to be completed by 30<sup>th</sup> January 2027**
- ❖ **Revision of syllabus for Annual Examination.**
- ❖ **Whole syllabus will be evaluated in the Annual Examination.**

- Encourage loud reading of stories in class. Use the same to practice very short and short answer type questions
- Each Chapter/ Poem from the Text book- Poorvi has a connecting theme. This will guide pedagogy and suggest topics for writing skills.
- Activities are only suggestive in Nature, meant to enhance teaching learning processes.
- The Writing Section Topics must be done in class using both Verbal and Visual inputs.