

Love Dale Central School

Curriculum 2022-23

Sub: English

Class : VII

| Month | Book | Chapter/Lesson title | Topics | Activity | Learning Outcome |
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| A P R I L | GRAMMAR | Noun and its types | Noun and its types | | The students will be able to, |
| | | Pronoun and its types | Pronoun and its types | | 1. define and identify the examples of noun. |
| | LITERATURE | Grammar Test | Grammar Test | Letter Writing: sharing your experience about what you learnt from the story. | 2. distinguish between different types of pronoun. |
| | | When Wishes Come True | When Wishes Come True | | 1. solve the questions based on grammar. |
| | | | | | 1. enhance imaginative skill of the students. |
| | | | | | 2. think about their wishes and reflect on them. |
| | The Happy Prince | | | Speaking skill perform a monologue based on the characters of the story. | 3. differentiate between activities related to childhood and adulthood. |
| | | | | | 4. identify the theme of the story. |
| | MCB | A Hero | A Hero | | 1. discuss the theme of the story. |
| | | | | | 2. summarize the story. |
| J U N E | WRITING TASK | Leave Application | Leave Application | Listening to an audio | 3.dramatize the story and its characters. |
| | | | | | 4. re-write the dialogues of the story. |
| | MCB | The Scholarship Jacket | The Scholarship Jacket | | 1. introduce the theme of childhood experiences. |
| | | | | | 2. share their personal experiences. |
| | POEM | The Flower School | The Flower School | Recite a poem with proper intonation, pause & stress. | 3. infer meaning from the context. |
| | | | | | 4. design a comic story based on the episodes of Malgudi Days. |
| | LITERATURE | In the Bazaars of Hyderabad | In the Bazaars of Hyderabad | | 1.explain the format of official letter of application. |
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| | GRAMMAR | Adjectives & its types | Adjectives & its types | Designing a Poster | 1. express opinions clearly, logically and confidently. |
| | | | | | 2. analyse the theme, i.e. to confront a situation, without cowering away and to stand for one's own rights. |
| | WRITING TASK | Notice Writing | Notice Writing | | 3. appreciate the thematic content of the story and think analytically. |
| | | Article Writing | Article Writing | | 4.create the decorative photo string. |
| J U L | LITERATURE | The Night We Won the Buick | The Night We Won the Buick | a word web related to fortune | 1. recognize the poetry as a genre. |
| | | | | | 2.identify the figures of speech |
| | GRAMMAR | Adjectives & its types | Adjectives & its types | | 3. execute a role play. |
| | | | | | 4. re-write a dialogue. |
| | WRITING TASK | Notice Writing | Notice Writing | Creating a poem on their own. | 1. express their thoughts in simple, flawless language. |
| | | Article Writing | Article Writing | | 2. identify the rhyme-scheme. |
| | MCB | The Scholarship Jacket | The Scholarship Jacket | | 3. transform the genre. |
| | | | | | 4. create a poem on their own. |
| | POEM | The Flower School | The Flower School | Recite a poem with proper intonation, pause & stress. | 1. define adjectives and provide its types. |
| | | | | | 2. compare the degree of adjectives. |
| A P R I L | GRAMMAR | Noun and its types | Noun and its types | | 1. acquaint students with the basic formality of notices. |
| | | Pronoun and its types | Pronoun and its types | | 2. discuss the general writing style of notices. |
| | LITERATURE | Grammar Test | Grammar Test | Letter Writing: sharing your experience about what you learnt from the story. | 3. explain master key words/ phrases and useful expressions in notices. |
| | | When Wishes Come True | When Wishes Come True | | 1. inculcate journalistic terms and vocabulary. |
| | | | | | 2. discuss the structure of new articles. |
| | | The Happy Prince | The Happy Prince | | |
| | MCB | A Hero | A Hero | Speaking skill perform a monologue based on the characters of the story. | |
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| | WRITING TASK | Leave Application | Leave Application | | |
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| J U N E | MCB | The Scholarship Jacket | The Scholarship Jacket | Designing a Poster | |
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| | POEM | The Flower School | The Flower School | | |
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| | LITERATURE | In the Bazaars of Hyderabad | In the Bazaars of Hyderabad | Creating a poem on their own. | |
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| | GRAMMAR | Adjectives & its types | Adjectives & its types | | |
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| | WRITING TASK | Notice Writing | Notice Writing | Recite a poem with proper intonation, pause & stress. | |
| | | Article Writing | Article Writing | | |
| J U L | LITERATURE | The Night We Won the Buick | The Night We Won the Buick | a word web related to fortune | |
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| | WRITING TASK | Notice Writing | Notice Writing | Creating a poem on their own. | |
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| | POEM | The Flower School | The Flower School | | |
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| Y | | | | conductor | 3. develop their critical and conceptual knowledge. 4. design a digital collage based on different breeds of dog. |
| | POEM | Two's Company | Two's Company | writing a shory scary story. | 1. make students aware of superstitions. 2. enhance students'bocabulary, relaed to the paranormal. 3.solve some ghost riddles. 4. develop the major components of their own story. |
| | | REVISION FOR PRE-MID TERM EXAM 2022-23 | REVISION FOR PRE-MID TERM EXAM 2022-23 | | |
| A U G U S T | LITERATURE | Mother to Son | Mother to Son | design a thank you card for the special lady of your life | 1. interpret the value of perseverance in life. 2. explain the process of journey of life. 3. explore and develop artistic skills, such as writing dialogues and acting. 4. design a thank you card to the special lady of their life. |
| | MCB | The Diary of a Space Traveller (Seen Passage) | The Diary of a Space Traveller (Seen Passage) | | 1. discuss the theme 'space' meaning a strong desire to travel. 2. build their vocabulary on words related to space. 3. identify a travelogue. |
| | | The Narayanpur Incident | The Narayanpur Incident | reading a book of favourite freedom fighter | 1. develop the National Integration. 2. inculcate the values like respect for nation. |
| | POEM | Trains | Trains | visit to a railway station and note down the observations | 1. discuss the importance of trains. 2. identify and describe the parts of steam and electric trains. 3. enjoy the genre of travel literature. |
| | | | | | 1. recognize that articles are always used with nouns. 2. use articles correctly in sentences. |
| | GRAMMAR | Articles | Articles | | 1. recognize the relevance of learning. 2. promotes better retention of learning. 3. improve communication effeciency. |
| | ALS | Assessment of Listening & Speaking | Assessment of Listening & Speaking | audio along with the assessment | |
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| S E P T E M B E R | LITERATURE | Packing | Packing | | 1. develop interest in the story. 2. explain the sequence of events in the story. 3. promote inferential skills based on the reading of the text. 4. collect information about their dream destination. |
| | | Experiments | Experiments | | 1. develop a wider understanding about a vacation. 2. explain the theme of the story. 3. relate their own experiences with the characters and incidents. 4. share their ideas and strengthen their ability to use persuasive language. |
| | MCB | The one Who Survived (Seen) | The one Who Survived (Seen) | | 1. inculcate the qualities like having good heart, patience and being helpful. |
| | WRITING TASK | Speech Writing | Speech Writing | | 1. demonstrate rhetorical flexibility. 2. deliver interesting speeches. |
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| | | REVISION AND MID TERM EXAM | REVISION AND MID TERM EXAM | | |
| O C T O B E R | MCB | Something Wonderful Happens When You Plant a Seed | Something Wonderful Happens When You Plant a Seed | Plantation Drive | 1.discuss the theme which is an ispirational story about a Kenyan environmentalist. 2. drive home the need to preserve as well as respect our environment. 3. acknowledge the importance of environment conservation and the efforts made by people to that end. 4. create a clay pot and grow a plant in it. |
| | | Flames in the Forest | Flames in the Forest | Listening Activity: Listen to the audio based on natural disaster | 1. discuss the theme which is that, in times of adversity, sometimes people show their best qualities by helping one another. 2.summarize characters and their motivations. 3. build the student's vocabulary by learning about words related to storms, and about phrasal verbs and collocations. |
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| | | | | | 4. create a poster on disaster-preparedness. |
| | POEM | The River | The River | Speaking: Reciting a poem | 1.reinforce the theme about our environment. 2. answer factual questions related to the erosional and despositional functions of the river. 3. identify and appreciate the use of poetic devices. 4. summarize the poem. |
| | GRAMMAR | Verbs and Adverbs | Verbs and Adverbs | | 1. define and provide examples of verbs and adverbs. |
| N O V E M B E R | MCB | Bidesia Babu (Seen Passage) | Bidesia Babu (Seen Passage) | | 1. predict the theme revolving around an accidental invention and appreciate the humour of the text. 2. discuss that an invention should benefit the society and work as a solution to a problem or crisis. 3. discuss how the author creates humour in the story. 4. relate to the story, extend it to their personal experiences and enact the story. |
| | | Too Many Professors | Too Many Professors | Draw a caricature | 1.discuss the theme which is humurous account of an invention gone wrong. 2. interpret humorous science fiction. 3. summarize how humour is created through puns. 4. draw a caricature. |
| | POEM | Goodbye Party for Miss Pushpa T.S. | Goodbye Party for Miss Pushpa T.S. | Reciting a poem | 1. reinforce the theme of humour. 2. infer meaning from poem. 3. identify and appreciate the use of language to create humour in the poem. 4. re-write the poem in the form of speech. |
| | GRAMMAR | Conjunctions | Conjunctions | | 1. identify words that function as conjunctions. 2. use conjunctions to link simple sentences together. |
| | W. TASK | Diary Entry | Diary Entry | | 1. dscuss the format and sample of diary. 2. develop feelings and emotions. |
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| D E C E M B E R | MCB | Guilty (Seen Passage) | Guilty (Seen Passage) | Role Play | 1. discuss the characters of the play. 2. inculcate the values like honesty, truthful, listening to elders, etc. |
| | LITERATURE | Michael | Michael | Dramatization | 1. engage in discussion using persuasive language. 2. draw inferences. 3. enact the characters of the play. 4. summarize the story. |
| | W. TASK | | E-mail | | 1. revise the rules of writing emails in English. 2. discuss the steps of email writing. |
| J A N U A R Y | W. TASK | Story Writing with clues | Story Writing with clues | | 1. engage students' imagination and can be turned into fun, collaborative and communicative experience. 2. develop writing skills in the context of writing a short story. |
| | | A Letter to Editor | A Letter to Editor | | 1. explain the purpose of writing a letter to an editor. 2. demonstrate the ability to use appropriate, persuasive language and grammar in formal writing. |
| | GRAMMAR | Modals | Modals | | 1. differentiate between different modal auxiliaries. 2. demonstrate an ability to reason deductively using modal forms. |
| | | SNAP TESTS | SNAP TESTS | | 1. discuss the theme of the story. |
| | | ALS | ALS | Listening Activity | |
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