



M	Unit/Chapter	Concepts/Sub topic	Learning Outcomes/ Skills acquired	Essential Questions
APRIL	L  The Brook	Speech Onomatopoeic words	Listening <ul style="list-style-type: none"> <li>To apply their listening skills and knowledge while reading.</li> <li>Comprehend after listening to the audio of the lesson</li> </ul> Speaking <ul style="list-style-type: none"> <li>Identify the poetic device used in the poem.</li> <li>To pronounce the phonic and vocabulary words correctly.</li> <li>Consider and evaluate different viewpoints.</li> </ul> Reading <ul style="list-style-type: none"> <li>Toread the poem with correct pronunciation and intonation.</li> </ul> Writing <ul style="list-style-type: none"> <li>To identify the format of speech</li> <li>Prepare a speech on the topic: River is a Mirror of Life-Save it .</li> <li>To organize and write non – narrative material, using simple organizational devices.</li> </ul>	The poet compares the journey of the brook to the life of a man. Write in your own words how he does so.
	L  The boy with a catapult By BhisamSahni	Types Pronouns	Listening <ul style="list-style-type: none"> <li>To listen to understand ideas and information, by – summarizing main ideas and supporting details.</li> <li>Analyze the relevant details when answering questions or contributing to a shared summary.</li> </ul> Speaking <ul style="list-style-type: none"> <li>To express and present a range of ideas, information, and feelings.</li> <li>To discuss in own words information that is generally accurate and relevant and includes details, examples, anecdotes, or experiences.</li> </ul> Reading <p>To compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> Writing <ul style="list-style-type: none"> <li>To plan their writing by discussing question answers.</li> </ul>	Describe how Bodh Raj was like and how he changed.  Bullying is a problem that not only children but even adults face. What makes someone a bully? Is a bully always physically strong?



<b>MAY</b>	L	<p>Articles</p> <p>Biography Writing</p> <p>Preposition</p> <p>The Ingenious Scientist By Nathaniel Hawthorne</p>	<p>Listening</p> <ul style="list-style-type: none"> <li>To listen to and identify how language, structure and presentation contribute to meaning.</li> </ul> <p>Speaking</p> <ul style="list-style-type: none"> <li>To discuss in own words information that is generally accurate and relevant and includes details, examples or experiences , what they have already studied about Isaac Newton in Science classes.</li> </ul> <p>Reading</p> <p>Intensive and extensive reading of the lesson.</p> <p>Writing</p> <ul style="list-style-type: none"> <li>To comprehend the language and format of Biography writing.</li> <li>Write a biography of Isaac Newton.</li> </ul>	<p>What lesson can we learn from the life of Isaac?</p> <p>What kind of study did Isaac take up at night Describe Isaac's childhood</p>
	L-4	<p>Somebody' s mother By Mary Dow Brine</p> <p>Homophones</p> <p>Simile</p> <p>Paragraph writing</p>	<p>Listening</p> <ul style="list-style-type: none"> <li>To recognize some different forms of poetry.</li> <li>To identify how language, structure and presentation contribute to meaning.</li> </ul> <p>Speaking</p> <ul style="list-style-type: none"> <li>To compose and rehearse sentences orally with a varied and rich vocabulary.</li> <li>To develop their vocabulary through spelling unfamiliar words by applying .</li> </ul> <p>Reading</p> <ul style="list-style-type: none"> <li>To compile and read aloud their own writing, using appropriate intonation.</li> </ul> <p>Writing</p> <p>Identify the poetic device used in the poem-simile</p> <ul style="list-style-type: none"> <li>To prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> <li>To organize paragraphs around a theme.</li> </ul>	<p>If you were to do something very special for an old person , what would it be? Which are the essential ties which bind people, families and friendship.</p>



<b>JUNE</b>	L  A helping hand	Tense Letter to the Editor	<p>Listening</p> <ul style="list-style-type: none"><li>To listen to understand ideas and information by summarizing main ideas and supporting details.</li><li>Listen to the audio given in the textbook and answer the questions.</li></ul> <p>Speaking</p> <ul style="list-style-type: none"><li>To discuss words and phrases that capture the reader's interest and imagination..</li></ul> <p>Reading</p> <ul style="list-style-type: none"><li>To identify how language, structure and presentation contribute to meaning.</li><li>To summarize major ideas after analyzing the story.</li></ul> <p>Writing</p> <ul style="list-style-type: none"><li>To realize the format of a letter.</li><li>Write a letter to the editor.</li></ul>	<p>Give a character sketch of swaminathan.</p> <p>Who was Samuel ? how did swami portray him?</p>
<b>SEPTEMBER</b>	L  The Miller of the Dee By Charles Mackay	Intonation	<p>Listening</p> <ul style="list-style-type: none"><li>Listen the audio of the poem given in the textbook.</li><li>To connect and relate prior experiences, insights and ideas.</li></ul> <p>Speaking</p> <ul style="list-style-type: none"><li>To talk about traditional English folk songs.</li></ul> <p>Reading</p> <ul style="list-style-type: none"><li>To apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words.</li></ul> <p>Writing</p> <ul style="list-style-type: none"><li>Construct a paragraph by using a variety of connecting words to combine ideas and sentences, indicate comparisons, sequence and describe the cause and effect relationships.</li></ul>	<p>What are the benefits of a mill?</p> <p>Compare and contrast the life of the miller with the king.</p>
	L  The face on the wall By EV Lucas	Story writing	<p>To enable students to develop imagination and creativity.</p> <p>Create awareness in students that the superstitions are irrational and misleading.</p> <p>Analyze the poetic devices and literary features used in the poem</p> <p>Develop a sense of responsibility towards environment and endangered species</p> <p>To enable the students to write a story of their own</p>	<p>There are three things that are extraordinary in the story. What are they?</p> <p>Do you believe this story. Why/Why not?</p>



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OCTOBER	L Macavity, the mystery cat By TS Eliot	Poster making	<p>Listening.</p> <ul style="list-style-type: none"><li>To identify how language, structure and presentation contribute to meaning in poetry.</li></ul> <p>Speaking</p> <ul style="list-style-type: none"><li>To compose and rehearse sentences orally with a varied and rich vocabulary.</li><li>To develop their vocabulary through spelling unfamiliar words by applying</li><li>Reading</li><li>To identify distinctive language, structural and presentational features in their independent reading of texts , especially in poetry.</li></ul> <p>To develop initial ideas and make a note while reading.</p> <p>Writing</p> <p>To write short poems of their own.</p> <p>Identify the poetic device used in the poem.</p>	<p>Can Macavity be ever accused of having committed a crime? Why not?</p> <p>What are the advantages of having a cat at home?</p>



<b>NOVEMBER</b>	L Music and Immortality	Reported Speech  Finite and nonfinite verb	To learn about India's greatest musician Tansen. Understanding the names of some immortal persons in the world of music Differentiate direct and indirect speech Identify the use of direct and indirect speech in our daily communication/ Realize the difference between finite and nonfinite verbs. Use finite and nonfinite verbs in daily communication.	What happened to Tansen as he continued to sing the raga? What was Tansen like as a child?
	L  The most important Day	  Phrases and clauses	Listening • To develop ideas by listening to relevant texts and discuss words and phrases. • Comprehend the message of the story. Speaking • To discuss about the world famous personality, Helen Keller Reading • To recognize how Helen Keller overcame the handicaps of blindness and deafness. Writing • To compose short poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. • Learn about the most important personality, Helen Keller. Identify the difference between phrases and clauses	Despite being visually challenged and without the ability to hear, Helen knew something special was about to happen that day. How?



<b>DECEMBER</b>	L Wandering Singers	collocation	<p>Listening</p> <ul style="list-style-type: none"><li>• To recognize some different forms of poetry.</li><li>• To identify how language, structure and presentation contribute to meaning.</li></ul> <p>Speaking</p> <ul style="list-style-type: none"><li>• To compose and rehearse sentences orally with a varied and rich vocabulary.</li><li>• To develop their vocabulary through spelling unfamiliar words by applying strategies (e.g., phonic knowledge and skills and visual memory, use of common spelling patterns, dictionaries, word walls, etc.</li></ul> <p>Reading</p> <ul style="list-style-type: none"><li>• To identify distinctive language, structural and presentational features in their independent reading of texts.</li><li>• To develop initial ideas and make a note while reading.</li></ul> <p>Writing</p> <ul style="list-style-type: none"><li>• To write short poems of their own.</li></ul>	<ul style="list-style-type: none"><li>• What do the singers sing about?</li><li>• What do you mean by a ballad?</li> <li>• Write a poem on any topic.</li></ul>
<b>JANUARY</b>	L Tom Sawyer	Correlative conjunctions	<p>Listening</p> <ul style="list-style-type: none"><li>• To summarize the main ideas, identifying key details.</li><li>• To identify themes and conventions in a wide range of books.</li></ul> <p>Speaking</p> <ul style="list-style-type: none"><li>• To express a personal viewpoint with supporting details and recognize that it may differ from the other.</li><li>• To explain how new information or ideas have changed their thinking</li></ul> <p>Reading</p> <ul style="list-style-type: none"><li>• To understand and infer ideas from the story ‘ Tom Sawyer’.</li><li>• Develop positive attitudes to reading and understanding of what they read by.</li></ul> <p>Writing</p> <ul style="list-style-type: none"><li>• Develops a complete plot with characters, setting, problems, events and solutions.</li></ul>	<ul style="list-style-type: none"><li>• Motivating others to do a task is not easy and everyone can do it. Express your ideas.</li><li>• What impression do you form about Jim?</li><li>• What offer does Tom make to Jim?</li></ul>



AL AIN JUNIORS SCHOOL  
INDIAN SYSTEM

# SYLLABUS (2017-18)

**GRADE: VII**

Subject: English

Teacher Name: Mrs. SAJITHA SAJEESH

<b>FEBRUARY</b>				
<b>MARCH</b>				