

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	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>). 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>). 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>).	Grammar – Nouns: Students identify nouns and sound words from the text and use them correctly in sentences Prepositions: Fill the blank with suitable prepositions – at , in, on, outside, above, between, among , from, for, about, towards, over, down, up , off Adverbs: Fill the blank with suitable adverbs. Writing Skill – Descriptive paragraph: Eg: Students observe nature around them		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 C1.1: Applies varied comprehension strategies (inference, prediction etc.) to understand different texts CG-2: Attains the ability to write about thoughts, feelings, and experiences of social events (e.g., village fairs, festivals, occasions) C2.1: Uses writing	Students • 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

		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>).	and write a descriptive paragraph highlighting colours, shapes and movements they notice. (<i>Let us write, p.14</i>)		strategies, such as sequencing ideas, identifying headings/sub-headings and forming clear beginning, ending, and paragraphs CG-3: Develops the capacity for effective communication using language skills for questioning, describing, analysing, and responding C3.1: Writes different kinds of letters and essays using appropriate style and registers for different audiences and purposes CG 5: Develops the ability to recognise basic linguistic aspects (vocabulary and sentence structure) and uses them in oral and written expression C 5.1: Uses appropriate grammar and structure in their writing	skills
Poem 1: Try Again	Perseverance, determination	Listening – Students listen to a story about	Grammar –	Imagery, Simile,	CG-1: Develops independent reading	Students • interpret

	and learning from failure	an ant and answer questions to understand the idea of persistence and teamwork. (<i>Let us listen, p.24</i>). 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>). 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>). Exploration – Students create a model of a spider web and discuss how spiders build webs patiently. (<i>Let us explore, p.26–27</i>).	Students identify opposites and contextual meanings of words used in the poem. (<i>Let us learn, p.22–23</i>). 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>)	Metaphor, Repetition	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 C1.3: Identifies and appreciates the main idea in the various texts CG-2: Attains the ability to write about thoughts, feelings, and experiences of social events (e.g., village fairs, festivals, occasions) C2.2: Expresses experiences, emotions and critiques on various aspects of their surroundings in writing CG-3: Develops the capacity for effective communication using language skills for questioning, describing, analysing, and responding	theme of perseverance • 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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					C 3.1: Writes different kinds of letters and essays using appropriate style and registers for different audiences and purpose CG-4: Explores different literary devices and forms of literature 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 CG 5: Develops the ability to recognise basic linguistic aspects (vocabulary and sentence structure) and uses them in oral and written expression C 5.1: Uses appropriate grammar and structure in their writing	
Lesson 2: Three Days to	Appreciation of nature,	Listening – Students listen to a	Grammar – Students learn		CG-1: Develops	Students • Interpret

See	sensory perception and empathy towards people with visual impairment	conversation about digital tools that support visually impaired persons and identify correct statements. <i>(Let us listen, p.36).</i> 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> 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> 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>	sensory words and modal verbs used in descriptive sentences. <i>(Let us learn, p.34–35).</i> 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>		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 C1.1: Applies varied comprehension strategies (inference, prediction etc.) to understand different texts CG-2: Attains the ability to write about thoughts, feelings, and experiences of social events (e.g., village fairs, festivals, occasions) C2.1: Uses writing strategies, such as sequencing ideas, identifying headings/sub-headings and forming clear beginning, ending, and paragraphs CG-3: Develops the capacity for effective communication using	descriptive prose - 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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					language skills for questioning, describing, analysing, and responding C 3.1: Writes different kinds of letters and essays using appropriate style and registers for different audiences and purposes CG-5: Develops the ability to recognise basic linguistic aspects (vocabulary and sentence structure) and uses them in oral and written expression C5.1: Uses appropriate grammar and structure in their writing	
Lesson 3: Animals, Birds and Dr. Dolittle	Kindness towards animals, communication with animals, empathy and care for living beings	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>). Speaking – Students	Grammar – Students identify compound words and classify them as hyphenated, open or closed compound words. (<i>Let us learn, p.52–53</i>). Students practice verb forms such as the	Palindrome	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	Students • interpret narrative texts • communicate through dialogue and role-play • produce formal written

		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>). 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>).	present perfect tense in the context of the story. (<i>p.54</i>). 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>).		C1.1: Applies varied comprehension strategies (inference, prediction etc.) to understand different texts CG-2: Attains the ability to write about thoughts, feelings, and experiences of social events (e.g., village fairs, festivals, occasions) C2.1: Uses writing strategies, such as sequencing ideas, identifying headings/sub-headings and forming clear beginning, ending, and paragraphs CG-3: Develops the capacity for effective communication using language skills for questioning, describing, analysing, and responding C 3.1: Writes different kinds of letters and essays using appropriate style and registers for different audiences and	communication using correct grammar structures 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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					purposes CG-5: Develops the ability to recognise basic linguistic aspects (vocabulary and sentence structure) and uses them in oral and written expression C5.1: Uses appropriate grammar and structure in their writing	
Poem 2: A Funny Man	Humour, imagination and playful behaviour	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>). Speaking – Students narrate a joke in pairs using appropriate voice modulation and expressions. (<i>Let us speak, p.66</i>). Exploration – Students discuss famous humorous	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>). Writing – Students compose a limerick, following the rhyme scheme AABBA and structure provided in the book. (<i>Let us write, p.66</i>).	Alliteration, Imagery, Inversion	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 C1.3: Identifies and appreciates the main idea in the various texts CG-2: Attains the ability to write about thoughts, feelings, and experiences of social events (e.g., village fairs, festivals,	Students • 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

		characters such as Tenali Rama, Birbal and Mullah Nasruddin and relate humour to storytelling traditions. <i>(Let us explore, p.67).</i>			occasions) C2.2: Expresses experiences, emotions, and critiques on the various aspects of their surroundings in writing CG-3: Develops the capacity for effective communication using language skills for questioning, describing, analysing, and responding C 3.1: Writes different kinds of letters and essays using appropriate style and registers for different audiences and purposes CG-4: Explores different literary devices and forms of literature 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	through oral and written language skills
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					writing CG 5: Develops the ability to recognise basic linguistic aspects (vocabulary and sentence structure) and uses them in oral and written expression C 5.1: Uses appropriate grammar and structure in their writing	
Lesson 4: Say the Right Thing	Politeness, social etiquette and appropriate communication	Listening – Students listen to a conversation about basic manners and select statements that describe polite behaviour. (<i>Let us listen, p.84</i>). Speaking – Students practice intonation and sentence stress while speaking sentences to convey meaning politely. (<i>Let us speak, p.84</i>). Exploration – Students discuss situations where polite language is necessary	Grammar – Students learn about suffixes such as –ous, –ly, –ing and practise forming words using suffixes. (<i>Let us learn, p.80</i>). Students practise the present perfect continuous tense through contextual exercises. (<i>p.82–83</i>). Students write sentences using appropriate punctuation and types of sentences such as declarative, interrogative,		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 C1.1: Applies varied comprehension strategies (inference, prediction etc.) to understand different texts CG-2: Attains the ability to write about thoughts, feelings, and experiences of social events (e.g.,	Students • 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

		and suggest appropriate responses during social interactions. (<i>Pre-reading discussion, p.70</i>).	exclamatory and imperative. (<i>p.83</i>). 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>)		village fairs, festivals, occasions) C2.1: Uses writing strategies, such as sequencing ideas, identifying headings/sub-headings and forming clear beginning, ending, and paragraphs CG-3: Develops the capacity for effective communication using language skills for questioning, describing, analysing, and responding C 3.1: Writes different kinds of letters and essays using appropriate style and registers for different audiences and purposes CG 5: Develops the ability to recognise basic linguistic aspects (vocabulary and sentence structure) and uses them in oral and written expression	values (IKS) and apply it in speaking and writing tasks
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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	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>). Speaking – Students discuss imaginative inventions and explain how the invention works and how it helps people. (<i>Let us speak, p.106</i>). Exploration – Students think about real-life inventions and discuss how creativity and curiosity help inventors solve problems. (<i>Let us explore, p.108</i>).	Grammar – Students practice modal verbs and sentence structures used to express possibility, ability and suggestion. (<i>Let us learn, p.102–103</i>). Binomials: Use of suitable Binomials in sentence formation Tenses: Use of Simple Past and Past Perfect Tense with appropriate time expressions to describe past events. (<i>Let us learn, p.104</i>). 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>).	Onomatopoeia	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 C1.1: Applies varied comprehension strategies (inference, prediction etc.) to understand different texts CG-2: Attains the ability to write about thoughts, feelings, and experiences of social events (e.g., village fairs, festivals, occasions) C2.1: Uses writing strategies, such as sequencing ideas, identifying headings/sub-headings and forming clear beginning, ending, and paragraphs	Students • 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

					CG-3: Develops the capacity for effective communication using language skills for questioning, describing, analysing, and responding C 3.1: Writes different kinds of letters and essays using appropriate style and registers for different audiences and purposes CG 5: Develops the ability to recognise basic linguistic aspects (vocabulary and sentence structure) and uses them in oral and written expression C 5.1: Uses appropriate grammar and structure in their writing	
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 • interpret poetic imagery • present ideas confidently

		from the conversation. (Let us listen, p.114). 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). Exploration – Students explore the significance of shiuli flowers in literature and identify fragrant plants in their locality. (Let us explore, p.116).	wind). (<i>Let us learn, p.113</i>). 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>).		articles, news reports) and shows interest in reading books C-1.3: Identifies and appreciates the main idea in the various texts CG-2: Attains the ability to write about thoughts, feelings, and experiences of social events (e.g., village fairs, festivals, occasions) C2.2: Expresses experiences, emotions and critiques on various aspects of their surroundings in writing CG-4: Explores different literary devices and forms of literature 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	• 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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					CG 5: Develops the ability to recognise basic linguistic aspects (vocabulary and sentence structure) and uses them in oral and written expression C 5.1: Uses appropriate grammar and structure in their writing	
Lesson 6: North, South, East, West	Travel experiences and geographical diversity of India	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>). 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>). Exploration – Students solve a crossword identifying	Grammar – Students practice subject-verb agreement and complete sentences using correct verb forms. (<i>Let us learn, p.130</i>). 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>).		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 C1.1: Applies varied comprehension strategies (inference, prediction etc.) to understand different texts CG-2: Attains the ability to write about thoughts, feelings, and experiences of social events (e.g., village fairs, festivals,	Students • 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)

		Indian states, rivers and heritage places and research unique cultural festivals or places. <i>(Let us explore, p.134–135).</i>			occasions) C2.1: Uses writing strategies, such as sequencing ideas, identifying headings/sub-headings and forming clear beginning, ending, and paragraphs CG-3: Develops the capacity for effective communication using language skills for questioning, describing, analysing, and responding C 3.1: Writes different kinds of letters and essays using appropriate style and registers for different audiences and purposes CG 5: Develops the ability to recognise basic linguistic aspects (vocabulary and sentence structure) and uses them in oral and written expression C 5.1: Uses appropriate	and express understanding through language skills
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					grammar and structure in their writing	
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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	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> 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> Exploration – Students research the Atal Tunnel and learn about the history of Indian Railways and railway engineering.	Grammar – Students practice ‘used to’ and ‘would’ to describe past habits and routines. <i>(Let us learn, p.152).</i> Students also learn punctuation using the colon and the semicolon in sentences and paragraphs. <i>(p.152).</i> Writing – descriptive paragraph – Eg: Students write a descriptive paragraph about their experience of a train journey including sights, sounds and feelings.		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 C1.1: Applies varied comprehension strategies (inference, prediction etc.) to understand different texts CG-2: Attains the ability to write about thoughts, feelings, and experiences of social events (e.g., village fairs, festivals, occasions)	Students • 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

		<i>(Let us explore, p.156).</i>	<i>(Let us write, p.155).</i>		C2.1: Uses writing strategies, such as sequencing ideas, identifying headings/sub-headings and forming clear beginning, ending, and paragraphs CG-3: Develops the capacity for effective communication using language skills for questioning, describing, analysing, and responding C 3.1: Writes different kinds of letters and essays using appropriate style and registers for different audiences and purposes CG 5: Develops the ability to recognise basic linguistic aspects (vocabulary and sentence structure) and uses them in oral and written expression C 5.1: Uses appropriate grammar and structure in their writing	
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Poem 4: Travel	Love for journeys, curiosity and adventure	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>). 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>). Exploration – Students explore information about heritage mountain railways of India and discuss adventurous railway journeys. (<i>Let us explore, p.165</i>).	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>). Writing – Students compose a diamante poem connecting the themes “reading” and “adventure”. (<i>Let us write, p.163–164</i>). Character Description	Rhyme Scheme, Personification, Symbolism, Imagery	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 C-1.3: Identifies and appreciates the main idea in the various texts CG-2: Attains the ability to write about thoughts, feelings, and experiences of social events (e.g., village fairs, festivals, occasions) C2.2: Expresses experiences, emotions and critiques on various aspects of their surroundings in writing CG-4: Explores different literary devices and forms of literature C4.2: Identifies literary devices, such as simile,	Students • 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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					metaphor, personification (alankaras), hyperbole (athishayokthi), and alliteration (anuprasa), by reading a variety of literature and uses in writing CG 5: Develops the ability to recognise basic linguistic aspects (vocabulary and sentence structure) and uses them in oral and written expression C 5.1: Uses appropriate grammar and structure in their writing	
Lesson 8: Conquering the Summit	Determination, courage and resilience inspired by Arunima Sinha	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>). Speaking – Students participate in a role-play discussing whether physical education and adventure sports	Grammar – Students learn the correct usage of Parts of Speech. (<i>Let us learn, p.171</i>). Students also practice articles (a, an, the) in contextual sentences. (<i>p.172</i>). Identification of Error (Error Correction Skills)		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 C1.1: Applies varied comprehension strategies (inference, prediction	Students • understand inspirational biographies • express views confidently • write formal communication using appropriate grammar and vocabulary

		should be encouraged in schools. (<i>Let us speak, p.173</i>). Exploration – Students research adventure sports in India and prepare an information booklet about famous Indian mountaineers. (<i>Let us explore, p.175</i>).	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>).		etc.) to understand different texts CG-2: Attains the ability to write about thoughts, feelings, and experiences of social events (e.g., village fairs, festivals, occasions) C2.1: Uses writing strategies, such as sequencing ideas, identifying headings/sub-headings and forming clear beginning, ending, and paragraphs CG-3: Develops the capacity for effective communication using language skills for questioning, describing, analysing, and responding C 3.1: Writes different kinds of letters and essays using appropriate style and registers for different audiences and purposes CG 5: Develops the	interpret resilience and determination through Indian achievers' experiences (IKS) and express ideas through language skills.
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					ability to recognise basic linguistic aspects (vocabulary and sentence structure) and uses them in oral and written expression C 5.1: Uses appropriate grammar and structure in their writing	
Lesson 9: A Homage to Our Brave Soldiers	Patriotism, sacrifice and respect for soldiers	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>). 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>). Exploration – Students design a badge of honour for soldiers and present a	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>). Students also practices Subordinating conjunctions such as <i>because, unless, when, where, though</i>. (<i>p.195</i>). And Clauses: Identification and use of main clause and subordinate clause in complex sentences. Students analyze		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 C1.1: Applies varied comprehension strategies (inference, prediction etc.) to understand different texts CG-2: Attains the ability to write about thoughts, feelings, and experiences of social events (e.g., village fairs, festivals, occasions)	Students • 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

		collage about people whose bravery inspires them. <i>(Let us explore, p.198).</i>	sentences and identify clause structures. <i>(Let us learn, p.196)</i> 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>		C2.1: Uses writing strategies, such as sequencing ideas, identifying headings/sub-headings and forming clear beginning, ending, and paragraphs CG-3: Develops the capacity for effective communication using language skills for questioning, describing, analysing, and responding C 3.1: Writes different kinds of letters and essays using appropriate style and registers for different audiences and purposes CG 5: Develops the ability to recognise basic linguistic aspects (vocabulary and sentence structure) and uses them in oral and written expression C 5.1: Uses appropriate grammar and structure in their writing	
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Poem 5: My Dear Soldiers	Respect, gratitude and admiration for soldiers	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>). Speaking – Students practise reciting the poem “My Dear Soldiers” with proper pause, expression and voice modulation. (<i>Let us speak, p.204</i>). Exploration – Students find poems or stories about soldiers in regional languages and present them in the classroom. (<i>Let us explore, p.205</i>).	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>). 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>).	Imagery, Repetition, Alliteration	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 C-1.3: Identifies and appreciates the main idea in the various texts CG-2: Attains the ability to write about thoughts, feelings, and experiences of social events (e.g., village fairs, festivals, occasions) C 2.2: Expresses experiences, emotions and critiques on various aspects of their surroundings in writing CG-3: Develops the capacity for effective communication using language skills for questioning, describing, analysing, and	Students • 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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					responding C 3.1: Writes different kinds of letters and essays using appropriate style and registers for different audiences and purposes CG-4: Explores different literary devices and forms of literature 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 CG 5: Develops the ability to recognise basic linguistic aspects (vocabulary and sentence structure) and uses them in oral and written expression C 5.1: Uses appropriate grammar and structure in their writing	
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Lesson 10: Rani Abbakka	Courage, leadership and resistance against colonial powers	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>). 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>). 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>).	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>). Students also practise spelling patterns using ‘ie’ and ‘ei’ words such as <i>seize, receive, them</i>. (<i>p.215</i>). Use of Dictionary(for vocabulary and pronunciation support) Use of Silent letters in Pronunciation 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>).	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 C1.1: Applies varied comprehension strategies (inference, prediction etc.) to understand different texts CG-2: Attains the ability to write about thoughts, feelings, and experiences of social events (e.g., village fairs, festivals, occasions) C2.1: Uses writing strategies, such as sequencing ideas, identifying headings/sub-headings and forming clear beginning, ending, and paragraphs CG-3: Develops the capacity for effective	Students • 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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					communication using language skills for questioning, describing, analysing, and responding C 3.1: Writes different kinds of letters and essays using appropriate style and registers for different audiences and purposes CG 5: Develops the ability to recognise basic linguistic aspects (vocabulary and sentence structure) and uses them in oral and written expression C 5.1: Uses appropriate grammar and structure in their writing	
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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