

Class 7

Section I
Pedagogical processes suggested by NCERT
The learner may be provided opportunities in pairs groups/ individually and encouraged to-
Consciously listen to songs/poems/stories/ prose texts in English through interaction and being exposed to print-rich environment
Participate in different events/ activities in English in the classroom, school assembly; and organised by different Institutions
Listen to English news and debates (TV, Radio) as input for discussion and debating skills
Watch and listen to English movies, serials, educational channels with sub-titles, audio- video materials, teacher reading out from materials and eminent speakers
Share their experiences such as journeys, visits, etc. In pairs /groups
Introduce self, converse with other persons, participate in role play / make speeches, reproduce speeches of great speakers
Summarise orally and in writing a given text, stories, or an event
Learn vocabulary associated with various professions (e.g. Cook, cobbler, farmer, blacksmith, doctor etc)
Read stories / plays (from books/ other sources in English / Braille) and locate details, sequence of ideas and events and identify main idea
Use material from various sources in English and other languages to facilitate comprehension and co-relation
Understand the rules of grammar through a variety of situations and contexts focussing on noun, pronoun, verb, determiners, time and tense, passivation, adjective, adverb, etc.
Think critically on inputs based on reading and interaction and try to provide suggestion/solutions to the problems
Raised. (the themes could be social issues, environment problems, appreciation of culture and crafts)
Refer sources such as dictionary, thesaurus and encyclopaedia to facilitate reading
Read text, both familiar and unfamiliar, and write answers for comprehension and inferential questions
Take dictation of a paragraph with a variety of sentence structures.
Draft, revise and write with appropriate beginning, middle and end, along with punctuation marks
Know the features of various types of writing: messages, emails, notice, letter, report, short personal/ biographical experiences etc.

Use ICT (Net, mobile, website, YouTube, TED talks etc) to browse for information, for projects/PPT discussion, debate etc.
Attempt creative writing, like stories, poems, dialogues, skits etc.
Visit a language laboratory
Write a Book Review

Section II	
Learning Outcomes of NCERT	Measuring the LOs
Answers questions orally and in writing on a variety of texts	Answers questions orally and in writing on a variety of texts – both, familiar as well as unfamiliar
Reads aloud stories and recites poems with appropriate pause, intonation and pronunciation	Reads aloud stories and recites poems with appropriate pause, intonation and pronunciation
Participates in different activities in English such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organised by school and other such organisations	Participates in different activities in English such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organised by school and other such organisations in order to demonstrate fluency and comprehension of the language.
	Introduces self, converses with other persons, participates in role play/makes speeches, reproduces speeches of great speakers
Engages in conversations in English with family, friends, and people from different professions such as shopkeeper, salesperson etc. using appropriate vocabulary	Engages in conversations with family, friends, and people from different professions such as shopkeeper, salesperson etc. in English by using appropriate vocabulary and also learns vocabulary associated with various professions (e.g. cook, cobbler, farmer, blacksmith, doctor etc)
Responds to different kinds of instructions, requests, directions in varied contexts viz. School, bank, railway station	Responds to different kinds of instructions, and requests directions in varied contexts viz. school, bank, railway station
Speaks about excerpts, dialogues, skits, short films, news and debate on TV and radio,	Reads, listens and speaks about excerpts, dialogues, skits, short films, news and debate

audio-video programmes on suggested websites	on TV and radio, audio-video programmes on suggested websites, etc.
	Reads tables, charts, diagrams and maps, and incorporates the information in writing in order to interpret them.
	Raises and responds to questions based on texts (from books or other resources) in order to demonstrate curiosity and inquisitiveness skills.
Reads textual/non-textual materials in English/Braille with comprehension	Reads textual/non-textual materials in English/Braille with comprehension
Identifies details, characters, main idea and sequence of ideas and events in textual / non-textual material	Identifies details, characters, main idea and sequence of ideas and events in textual/non-textual material in order to demonstrate comprehension of text and sequencing skills.
Thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life	Thinks critically about, characters, events, ideas, themes and relates them to life in order to compare and contrast them
Reads to seek information in print / online, notice board, signboards in public places, newspaper, hoardings etc.	Reads and comprehends information in print / online, notice board, signboards in public places, newspaper, hoardings etc. in order to seek/gather information.
Takes notes while teacher teaches /from books / from online materials.	Takes notes while teacher teaches /from books / from online materials.
Infers the meaning of unfamiliar words by reading them in context	Reads unfamiliar words in context in order to infer their meaning.
Refers dictionary, thesaurus and encyclopaedia to find meanings / spelling of words while reading and writing	Refers dictionary, thesaurus and encyclopaedia in order to find meanings / spelling of words while reading and writing and to demonstrate research skills.
Uses appropriate grammatical forms in communication (e.g. Noun, pronoun, verb, determiners, time and tense, passivation, adjective, adverb, etc)	Use the rules of grammar in speech and writing and contexts focusing on noun, pronoun, verb, determiners, time and tense, passivation, adjective, adverb, etc. in order to demonstrate comprehension and knowledge of their usage through a variety of situations.
Reads a variety of texts for pleasure e.g. Adventure stories and science fiction, fairy	Reads a variety of texts for pleasure e.g. adventure stories and science fiction, fairy

tales, biography, autobiography, travelogue etc. (extensive reading)	tales, biography, autobiography, travelogue etc. in order to demonstrate extensive reading skills.
Organises sentences coherently in English / in Braille with the help of verbal and visual clues and with a sense of audience	Organises sentences coherently in English / in Braille with the help of verbal and visual clues and with a sense of audience
	Refers to suggested websites and uses all forms of ICT (such as, mobile, YouTube, TED talks, etc) to browse for information in order to prepare for projects/slides/discussions/etc.
Writes formal letters, personal diary, list, email, SMS, etc.	Writes formal letters, personal diary, list, email, SMS, emails, notice, report, short personal/ biographical experiences etc. in order to demonstrate knowledge of the features of the various types of writing.
Writes descriptions / narratives showing sensitivity to gender, environment and appreciation of cultural diversity	Writes descriptions/narratives on various socio-cultural and current issues in order to show sensitivity to gender, environment and appreciation of cultural diversity
Writes dialogues from a story and story from dialogues	writes dialogues from a story and story from dialogues, poems, skits, comic strips, brochures, etc. in order to demonstrate creativity skills.
Visits a language laboratory.	Visits a language laboratory in order to polish speech and pronunciation and learn new words.
Writes a Book Review.	Writes a Book Review in order to learn to think critically and objectively about what he/she has read.

Section III**MAPPING OF GRADE 7 ENGLISH TOPICS WITH LEARNING OUTCOMES ADAPTED BY CBSE: AN ALIEN HAND**

Note: Overall Learning Outcome for the course: demonstrate knowledge, comprehend, analyse and produce information in form of creative writing. They will be able to communicate in English effectively and appropriately in all forums.

Chapter 1	Topic	Learning objectives -	Learning outcomes
The Tiny Teacher	Ants: Intelligent Creatures	use the internet, library, the text and other resources to gather and share information about the qualities, habitat, their eating habits, role of different ants in a colony.	Answers questions orally and in writing on a variety of texts – both, familiar as well as unfamiliar.
		analyse the text to recall, paraphrase, summarize, extract and infer answers to questions based on the text. frame and write answers based on the discussions and reading of the text.	
		present their research and information about ants in the form of an article.	
	Different kinds of ants and their role	compare and contrast the different kinds ants in the colony. demonstrate their knowledge through an activity- picture book: compile a small picture book with pictures of different ants' and their roles in the colony. process information about ants and extract the main message about the value of unity in diversity.	Refers to suggested websites and uses all forms of ICT (such as, mobile, YouTube, TED talks, etc.) to browse for information in order to prepare for projects/slides/discussions/etc.

Chapter 2	Topic	Learning objectives -	Learning outcomes
Bringing Up Kari	Elephant as a pet	recognize the importance of pets.	Answers questions orally and in writing on a variety of texts – both, familiar as well as unfamiliar
		locate the main ideas and message of the text – to respect and love animals as friends. analyse the text to recall, paraphrase, summarize, extract and infer answers to questions based on the text. frame and write answers based on the discussions and reading of the text.	
	Training of Kari	writing- write an essay on their personal experience with animals.	Writes formal letters, personal diary, list, email, SMS, emails, notice, report, short personal/ biographical experiences etc. in order to demonstrate knowledge of the features of the various types of writing.
		describe, organize and construct the sequence of events in the text. identify the need for training of pet animals for communication between animals and humans. use vocabulary related to elephants, their training activities and instructions - verbal or nonverbal.	
research on various animal welfare Acts, and present their work in form of group activity.	Refers dictionary, thesaurus and encyclopaedia in order to find meanings / spelling of words while reading and writing and to demonstrate research skills.		

Chapter 3	Topic	Learning objectives -	Learning outcomes
The Desert	Comprehension	use the internet, library, text and other resources to gather information about the climatic conditions, habitat, vegetation and life in deserts.	Answers questions orally and in writing on a variety of texts – both, familiar as well as unfamiliar

		read, recall, summarize, paraphrase, infer information from the text and answer questions based on it.	
		present their research findings in the form of a group discussion.	Participates in different activities in English such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations in order to demonstrate fluency and comprehension of the language.
	Additional activities based on the theme of deserts	write the difference between hot and cold deserts in form of an article.	Refers to suggested websites and uses all forms of ICT (such as, mobile, YouTube, TED talks, etc) to browse for information in order to prepare for projects/slides/discussions/etc.
		design and create an Encyclopaedia on Desert Life consisting of relevant vocabulary, word search, and information with pictures.	Refers dictionary, thesaurus and encyclopaedia in order to find meanings / spelling of words while reading and writing and to demonstrate research skills.
		present Desert Fables they have read and researched before the class.	Reads a variety of texts for pleasure e.g. adventure stories and science fiction, fairy tales, biography, autobiography, travelogue etc. in order to demonstrate extensive reading skills.

Chapter 4	Topic	Learning objectives -	Learning outcomes
The Cop and the Anthem	Approaching winter	read and locate the main ideas of the text. interpret and discuss how winter symbolizes change, and that everyone, be it animals or human, prepares themselves for seasonal change.	Answers questions orally and in writing on a variety of texts – both, familiar as well as unfamiliar

	Soapy and cops	read, recall, summarize, paraphrase, infer, analyse information from the text and answer questions based on it.	
		apply critical and creative thought in thinking of problems in different and unusual ways, evaluate and find new solutions, or generate new ideas.	
		locate the sequence of events and draw out the main message of the text (the importance of realizing one's mistakes, and making efforts to improve).	
	compose and construct dialogues pertaining to the text. demonstrate grasp of reported speech concepts by using them to frame dialogues and identifying reported speech given in the text. .	Use the rules of grammar in speech and writing and contexts focusing on noun, pronoun, verb, determiners, time and tense, passivation, adjective, adverb, etc. in order to demonstrate comprehension and knowledge of their usage through a variety of situations.	
		read the story silently and aloud with fluency, correct pronunciation and expression. speak about symbolism of seasons, and share personal experience of how they prepare for seasonal change.	Participates in different activities in English such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations in order to demonstrate fluency and comprehension of the language.

Chapter 5	Topic	Learning objectives	Learning outcomes
Golu Grows a Nose	Golu's big nose	analyse qualities of characters, and how they shape their experiences. for e.g. - golu, a baby elephant, was full of questions and his curiosity led to dangerous experiences. relate the character to personal life and experiences, and present/ show them or discuss those experiences in groups.	Raises and responds to questions based on texts (from books or other resources) in order to demonstrate curiosity and inquisitiveness
		locate central ideas of the text and describe the sequence of events.	
		describe various nouns using different adjectives. develop their vocabulary through the exercises given in the text.	Use the rules of grammar in speech and writing and contexts focusing on noun, pronoun, verb, determiners, time and tense, passivation, adjective, adverb, etc. in order to demonstrate comprehension and knowledge of their usage through a variety of situations.
		use verb forms and phrasal verbs appropriately, and apply them to the given exercises.	
Meeting the crocodile	discuss the meeting of two animals.	Identifies details, characters, main idea and sequence of ideas and events in textual/non-textual material in order to demonstrate comprehension of text and sequencing skills.	
	identify the message from the text to not trust strangers and believe them blindly.		
	read, recall, summarize, paraphrase, infer, analyse information from the text and answer questions based on it.	Thinks critically about, characters, events, ideas, themes and relates them to life in order to compare and contrast them	
	write a character sketch of any of the characters from the text.		

		compose and construct dialogues between golu and the crocodile.	writes dialogues from a story and story from dialogues, poems, skits, comic strips, brochures, etc. in order to demonstrate creativity skills.
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Chapter 6	Topic	Learning objectives -	Learning outcomes
I Want Something in a Cage	Mr. Purcell's Shop	identify how to analyse mood and atmosphere in a text. for .e.g - though the shop had a variety of pets but still the atmosphere of the shop was dull and cheerless.	Raises and responds to questions based on texts (from books or other resources) in order to demonstrate curiosity and inquisitiveness skills.
		describe details provided in the text.	
		construct and compose dialogues pertaining to the text.	Engages in conversations with family, friends, and people from different professions such as shopkeeper, salesperson etc. in English by using appropriate vocabulary and also learns vocabulary associated with various professions (e.g. cook, cobbler, farmer, blacksmith, doctor etc)
	A meeting with the stranger	identify sequence of events and central ideas of the text (freedom). analyse the character of the prisoner, and relate human beings and animals' desire to not be caged. read, recall, summarize, paraphrase, infer, analyse information from the text and answer questions based on it.	Thinks critically about, characters, events, ideas, themes and relates them to life in order to compare and contrast them

		express and share views on the of importance of freedom.	Participates in different activities in English such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations in order to demonstrate fluency and comprehension of the language.
	Set the doves free	write/ compose a story based on the outline given in the text. topic can be related to freedom.write an article comparing and contrasting freedom of human beings, and birds and animals; and/ or the difference between wild/ free and caged animals.	Writes descriptions/narratives on various socio-cultural and current issues in order to show sensitivity to gender, environment and appreciation of cultural diversity

Chapter 7	Topic	Learning objectives -	Learning outcomes
Chandni	Abbu Khan's Pets	read a text and locate its main ideas, sequence of events and character qualities and motivations. for e.g. - though chandni was looked after well, she wanted something more than love; she wanted freedom, and she was ready to pay a high price for it.	Identifies details, characters, main idea and sequence of ideas and events in textual/non-textual material in order to demonstrate comprehension of text and sequencing skills.
		recall, summarize, paraphrase, infer, analyse, and evaluate information from the text and answer questions based on it.	
		recognize the central idea of the text (the importance of freedom) and relate it to earlier chapters with similar message. critically evaluate and justify: "in spite all facilities why did chandni crave for freedom?"	Reads unfamiliar words in context in order to infer their meaning.
develop vocabulary associated with the chapter. recognize how they are employed and use new words in their own sentences.			

	Danger at the Hills	<p>compare, contrast, analyse, interpret, and evaluate information from the text and answer questions based on it.</p> <p>apply critical and creative thought in thinking of problems (text based and extrapolatory) in different and unusual ways, evaluate and find new solutions.</p>	Thinks critically about, characters, events, ideas, themes and relates them to life in order to compare and contrast them.
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CHAPTER 8	TOPIC	LEARNING OBJECTIVES -	LEARNING OUTCOMES
The Bear Story	A wild bear brought up like a human baby.	<p>recognize the sequence of events in the text. locate the central idea or message of a text and apply it to life and personal experiences (understand the importance of love & care for the young ones, be of any creature).</p> <p>compare and contrast with other chapters such as 'i want something in a cage', 'chandni' etc to identify and assess differences in plot and messaging.</p> <p>compare and contrast with 'the jungle book' where the reverse happens.</p> <p>review, recall, rephrase, paraphrase, analyse, interpret, and evaluate information from the text and answer questions based on it.</p>	Identifies details, characters, main idea and sequence of ideas and events in textual/non-textual material in order to demonstrate comprehension of text and sequencing skills.
		<p>use active and passive voice appropriately with the help of dialogues from the text. construct dialogues pertaining to the text.</p>	Writes dialogues from a story and story from dialogues, poems, skits, comic strips, brochures, etc. in order to demonstrate creativity skills.

	The incident in the forest.	recognize the sequence of events in the text, and draw out main ideas of the text.	Thinks critically about, characters, events, ideas, themes and relates them to life in order to compare and contrast them.
		apply critical and creative thought to problem solving by thinking in different and unusual ways about problems. recognize character dilemmas, plot turns and how they are resolved.	
		analyse and assess events in a text and qualities of characters to draw conclusions. for e.g. - to stand up for yourself or other people, and remain calm even in the face of considerable provocation etc..	
		role play and dramatize selected events of the chapter.	Participates in different activities in English such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations in order to demonstrate fluency and comprehension of the language

CHAPTER 9	TOPIC	LEARNING OBJECTIVES -	LEARNING OUTCOMES
A Tiger in the House	A tiger cub brought up in a human household.	understand that young ones of all creatures require love, care and attention and are basically playful and friendly in nature. compare and contrast with other chapters such as 'the bear story', 'i wan something in a cage', 'chandni' etc to recognize and assess differences in plot and messaging.	Identifies details, characters, main idea and sequence of ideas and events in textual/non-textual material in order to demonstrate comprehension of text and sequencing skills.

		<p>compare and contrast with 'the jungle book' where the reverse happens.</p> <p>review, recall, rephrase, paraphrase, analyse, interpret, and evaluate information from the text and answer questions based on it.</p>	
		use reported speech given in the form of bubbles in the text. write dialogues pertaining to the text.	Writes dialogues from a story and story from dialogues, poems, skits, comic strips, brochures, etc. in order to demonstrate creativity skills.
A tiger showing its true wild nature as it grows older.	<p>analyse and assess events in a text and qualities of characters to draw conclusions. discuss nature vs nurture and recognize that every creature has an inherent nature, and sooner or later it tends to act according to it.</p> <p>review, analyse, and evaluate information from the text and answer questions based on it express and justify opinion about 'domesticating' wild animals and keeping them in zoos. debate on nature vs nurture. write an article about freedom of wild animals.</p>	Thinks critically about, characters, events, ideas, themes and relates them to life in order to compare and contrast them.	
Tiger sent to zoo and the resulting consequence.	<p>locate progression and sequence of events in the story. assess and evaluate conditions of nurture, i. e . need for proper care, food, love & attention required by creatures in a zoo.</p> <p>write a diary entry on or as one of the main characters.</p>	Writes formal letters, personal diary, list, email, SMS, emails, notice, report, short personal/ biographical experiences etc. in	

			order to demonstrate knowledge of the features of the various types of writing.
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CHAPTER 10	TOPIC	LEARNING OBJECTIVES - Students are able to	LEARNING OUTCOMES
An Alien Hand	Life on an alien planet	recognize and classify the genre of science fiction, and its elements. identify the science fiction trope of commenting on something familiar by placing it in an unfamiliar set up. for e.g. – using the story to highlight the importance and value of the life sustaining environment on earth. locate the central ideas and events of the text.	Identifies details, characters, main idea and sequence of ideas and events in textual/non-textual material in order to demonstrate comprehension of text and sequencing skills.
		review, recall, rephrase, paraphrase, analyse, interpret, and evaluate information from the text and answer questions based on it.	
		identify and analyse qualities and motivations of characters.	
		transform sentences in grammatically appropriate ways. use the correct form of a sentence in a situation.	Use the rules of grammar in speech and writing and contexts focusing on noun, pronoun, verb, determiners, time and tense, passivation, adjective, adverb, etc. in order to demonstrate comprehension and knowledge of their usage through a variety of situations.
	Arrival of an alien ship.	apply critical and imaginative thought to problem solving by thinking in different and unusual ways about problems. recognize character dilemmas, plot turns and how they are resolved.	Thinks critically about, characters, events, ideas, themes and relates them to life in order to compare and contrast them.

	Fiasco due to Tilloo's carelessness.	assess and evaluate important ideas of the text. for e.g. to teach discipline to children.	
		frame a story based on the pictures provided in the text / write a diary entry by one of the main characters.	Writes formal letters, personal diary, list, email, SMS, emails, notice, report, short personal/ biographical experiences etc. in order to demonstrate knowledge of the features of the various types of writing.

MAPPING OF GRADE 7 ENGLISH TOPICS WITH CBSE ADAPTED LEARNING OUTCOMES: HONEY COMB

Note: Overall Learning Outcome for the course: demonstrate knowledge, comprehend, analyse and produce information in form of creative writing. They will be able to communicate in English effectively and appropriately in all forums.

Chapter 1	Topic	Learning objectives – Students are able to	Learning outcomes
Three Questions	The Three questions by the king	locate the central ideas and events of the text. recognizing qualities of a character and plot development analyse, interpret, and evaluate information from the text and answer questions based on it.	Thinks critically about, characters, events, ideas, themes and relates them to life in order to compare and contrast them.
	Helping the wounded enemy	think critically about ethical considerations: 'to help a person in need builds strong moral character.' recognize character dilemmas, plot turns and how they are resolved. analyse, interpret, and evaluate information from the text and answer questions based on it.	

Correct answers to the Three questions	<p>apply critical and imaginative thought to problem solving by thinking in different and unusual ways about problems.</p> <p>assess and evaluate the main ideas of the text. for e.g. - the significance of the present, the person who is important at present and the task or work done at present.</p> <p>analyse, interpret, and evaluate information from the text and answer questions based on it.</p>	
	<p>develop vocabulary. use new words appropriately in different context. construct sentences employing new words.</p>	<p>Refers dictionary, thesaurus and encyclopaedia in order to find meanings / spelling of words while reading and writing and to demonstrate research skills</p>
	<p>express an opinion and debate on 'forgiving our enemies is better than punishing them'. or 'do you think non-violence is a sign of cowardice?'</p>	<p>Participates in different activities in English such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations in order to demonstrate fluency and comprehension of the language</p>
	<p>write a diary entry related to the text and/ or students' personal experience.</p>	<p>Answers questions orally and in writing on a variety of texts – both, familiar as well as unfamiliar</p>

Poem 1	Topic	Learning objectives -	Learning outcomes
The Squirrel	Reading of the poem aloud	read and recite the poem with correct pronunciation and intonation.	Reads aloud stories and recites poems with appropriate pause, intonation and pronunciation

		use the internet, library and other resources to research on different types of squirrels, their habitat and food discuss in groups details of information gathered from research.	Refers dictionary, thesaurus and encyclopaedia in order to find meanings / spelling of words while reading and writing and to demonstrate research skills.
Physical appearance and behaviour of the squirrel		develop vocabulary. use new words encountered in the poem appropriately. construct sentences employing new words	
		explain, process details of physical and behavioural characteristics of the squirrel.	Answers questions orally and in writing on a variety of texts – both, familiar as well as unfamiliar
		recall, paraphrase, analyse, interpret, and evaluate information from the text and answer questions based on it.	
		frame appropriate sentences using verbs and adjectives given in the text.	Use the rules of grammar in speech and writing and contexts focusing on noun, pronoun, verb, determiners, time and tense, passivation, adjective, adverb, etc. in order to demonstrate comprehension and knowledge of their usage through a variety of situations.
		compose a small song or poem on any animal of their choice.	
Literary Devices	identify and use poetic devices in the poem such as alliteration, , metaphor	Identifies and appreciates significant literary elements such as – metaphor, imagery, symbol, simile, onomatopoeia, intention/point of view, rhyme scheme, etc.in order to demonstrate understanding of their significance in literature and narratives.	

CHAPTER 2	TOPIC	Learning objectives –	LEARNING OUTCOMES
A Gift of Chappals	A pet cat	use the internet, library and other resources to research on the role of cats in indian history, their representation in egyptian history.	Refers dictionary, thesaurus and encyclopaedia in order to find meanings / spelling of words while reading and writing and to demonstrate research skills.
		use the 'if clause' appropriately. write sentences with 'if' clauses.	Use the rules of grammar in speech and writing and contexts focusing on noun, pronoun, verb, determiners, time and tense, passivation, adjective, adverb, etc. in order to demonstrate comprehension and knowledge of their usage through a variety of situations.
		locate main ideas of the text, for e.g. - the value of pets, reaction to various unfamiliar situations and acts of charity.	Identifies details, characters, main idea and sequence of ideas and events in textual/non-textual material in order to demonstrate comprehension of text and sequencing skills.
	The music teacher	assess qualities of characters and their motivations, and write character-sketches.	
	The charity incident	analyse situations and evaluate responses to them. recognize the importance of empathy, and apply it in situation based scenarios (given from the text/ extrapolatory/ group discussion)	
		formulate an opinion and debate on 'how much generosity is good enough?'	Participates in different activities in English such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations in order to demonstrate fluency and comprehension of the language.

Poem 2	Topic	Learning objectives –	Learning outcomes
The Rebel	Thinking out of the box	apply creative and critical thought towards problem solving. recognize multiple perspectives evidenced in the text. analyse and respond to open-ended questions from the text.	Answers questions orally and in writing on a variety of texts – both, familiar as well as unfamiliar
	Comprehension	recall, summarize, paraphrase, assess and infer answers to questions from the text orally and in written form.	
	Different reactions of the rebel	locate the central message of the text, i.e. it is possible to have different opinions on the same situation. discuss and relate multiple perspectives and reactions from their personal experiences.	Raises and responds to questions based on texts (from books or other resources) in order to demonstrate curiosity and inquisitiveness skills.
	Literary Devices	identify and use poetic devices given in the poem such as alliteration	Identifies and appreciates significant literary elements such as – metaphor, imagery, symbol, simile, onomatopoeia, intention/point of view, rhyme scheme, etc.in order to demonstrate understanding of their significance in literature and narratives.

Chapter-3	Topic	Learning objectives –	Learning outcomes
Gopal and the Hilsa Fish	Hilsa fish season	recognize the genre of folk tales and graphic text (comic strip). use the text, library, internet to gather information about the importance of hilsa fish in eastern culture.	Reads a variety of texts for pleasure e.g. adventure stories and science fiction, fairy tales, biography, autobiography, travelogue etc. in order to demonstrate extensive reading skills.

		use the concept of reported speech given in the form of bubbles in the text. compose dialogues pertaining to the text.	Writes dialogues from a story and story from dialogues, poems, skits, comic strips, brochures, etc. in order to demonstrate creativity skills.
		create a story based on pictures provided in the text.	
	Challenge by the king to Gopal	apply creative thought towards problem solving.	Thinks critically about, characters, events, ideas, themes and relates them to life in order to compare and contrast them
	Winning of the Challenge by Gopal	identify and assess the central ideas/ message of the text, for e.g. - to stand up for yourself or other people, and remain calm even in the face of considerable provocation.	Identifies details, characters, main idea and sequence of ideas and events in textual/non-textual material in order to demonstrate comprehension of text and sequencing skills.
		role play or dramatize selected events of the chapters.	Participates in different activities in English such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations in order to demonstrate fluency and comprehension of the language.

Poem 3	Topic	Learning objectives -	Learning outcomes
eThe Shed	Comprehension	recognize the main ideas and mood of the poem, that is, the fears and insecurities of a small child in the in the poem.	Answers questions orally and in writing on a variety of texts – both, familiar as well as unfamiliar
		develop vocabulary by searching for the words/phrases related to location and the dilapidated condition of the shed; and identifying new words used in the poem.	Refers dictionary, thesaurus and encyclopaedia in order to find meanings / spelling of words while reading and writing and to demonstrate research skills.

		create spooky stories and write them as 'real' experiences.	Writes formal letters, personal diary, list, email, SMS, emails, notice, report, short personal/ biographical experiences etc. in order to demonstrate knowledge of the features of the various types of writing.
	Literary Devices	identify and use poetic devices in the poem. e.g.: alliteration, repetition.	Identifies and appreciates significant literary elements such as – metaphor, imagery, symbol, simile, onomatopoeia, intention/point of view, rhyme scheme, etc.in order to demonstrate understanding of their significance in literature and narratives.

Chapter 4	Topic	Learning objectives -	Learning outcomes
The Ashes That Made Trees Bloom	Introduction to the two old couples	recognize elements of a japanese folk tale. compare with indian folk tale studied earlier. assess important ideas from the text for e.g. - the importance of good values in asian culture. recognize and locate character and plot development, and sequence of events. assess, analyse, infer answers to questions based on the text.	Identifies details, characters, main idea and sequence of ideas and events in textual/non-textual material in order to demonstrate comprehension of text and sequencing skills.
	The dog indirectly helps the good couple three times but does	use question words in the text, form antonyms by adding prefixes and employ the correct article. compose dialogues pertaining to the text.	Writes dialogues from a story and story from dialogues, poems, skits, comic strips, brochures, etc. in order to demonstrate creativity skills.

	exactly opposite to the bad couple	apply critical and creative thought to problem solving in textual and extrapolatory situations.	Thinks critically about, characters, events, ideas, themes and relates them to life in order to compare and contrast them
	The tragic end of the bad couple and the universal message to the readers	assess important ideas of the story, such as to stand up for yourself or other people, and remain calm even in the face of considerable provocation.	
		role play and dramatize selected events of the chapter.	Participates in different activities in English such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations in order to demonstrate fluency and comprehension of the language.
		write a diary entry as one of the characters of the story.	Writes formal letters, personal diary, list, email, SMS, emails, notice, report, short personal/ biographical experiences etc. in order to demonstrate knowledge of the features of the various types of writing.

Poem 4	Topic	Learning objectives -	Learning outcomes
Chivvy	Comprehension	locate the main ideas, events and their sequencing in the text. draw out messages such as the importance of good manners and etiquette at home and public places. recall, analyse, assess, infer answers based on questions from the text.	Answers questions orally and in writing on a variety of texts – both, familiar as well as unfamiliar
		list down and present instructions by the children for the elders to follow (group work).	Participates in different activities in English such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations in order to

			demonstrate fluency and comprehension of the language.
	Comprehension Literary Devices	identify and use poetic devices in the poem. e.g.: alliteration	Identifies and appreciates significant literary elements such as – metaphor, imagery, symbol, simile, onomatopoeia, intention/point of view, rhyme scheme, etc.in order to demonstrate understanding of their significance in literature and narratives.

Chapter 5	Topic	Learning objectives –	Learning outcomes
Quality	The Boot Shop	locate the main ideas, plot and character development in the text such as the importance of 'quality' in the world of competition and consumerism in reference to the main character of the story.	Thinks critically about, characters, events, ideas, themes and relates them to life in order to compare and contrast them. Use the rules of grammar in speech and writing and contexts focusing on noun, pronoun, verb, determiners, time and tense, passivation, adjective, adverb, etc. in order to demonstrate comprehension and knowledge of their usage through a variety of situations
	The Artist's End	perform a role play on what has led to his downfall in spite of his abilities as a good bootmaker.	
	The Boot Shop Gessler Brothers	describe various nouns using different adjectives. develop their vocabulary through exercises given in the text.	
use verb forms and phrasal verbs appropriately, and apply them to the given exercises.			

	Gessler Brothers	debate on quality versus artificiality. is the art of the artist replaced by machine?	Participates in different activities in English such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations in order to demonstrate fluency and comprehension of the language.
		write a diary entry to express the feelings of an artist.	Writes formal letters, personal diary, list, email, SMS, emails, notice, report, short personal/ biographical experiences etc. in order to demonstrate knowledge of the features of the various types of writing.
		writing –write a story based on the outlines given in the text.	

Poem 5	Topic	Learning objectives -	Learning outcomes
Trees	Comprehension	locate the main ideas and events of the text. assess its message of the importance and uses of trees.	Answers questions orally and in writing on a variety of texts – both, familiar as well as unfamiliar
		prepare their own mind-maps to recall the uses of trees.	Reads tables, charts, diagrams and maps, and incorporates the information in writing in order to interpret them.
		use phrasal verbs appropriately in their own sentences.	Use the rules of grammar in speech and writing and contexts focusing on noun, pronoun, verb, determiners, time and tense, passivation, adjective, adverb, etc. in order to demonstrate comprehension and knowledge of their usage through a variety of situations.

	Literary Devices	identify and use poetic devices in the poem such as alliteration, anaphora etc.	Identifies and appreciates significant literary elements such as – metaphor, imagery, symbol, simile, onomatopoeia, intention/point of view, rhyme scheme, etc.in order to demonstrate understanding of their significance in literature and narratives.
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Chapter 6	Topic	Learning objectives –	Learning outcomes
Expert Detectives	A suspicious character rouses the curiosity of children	recognize the genre and elements of an indian mystery story	Identifies details, characters, main idea and sequence of ideas and events in textual/non-textual material in order to demonstrate comprehension of text and sequencing skills.
		speaking skills- role play and dramatize selected events of the chapter.	
		develop vocabulary, apply various meanings to the same word, and recognize subtle differences between similar words.	
	Two siblings debating about the suspicious character	apply critical and creative thought to problem solving, and generate new solutions. recognize and assess character dilemmas and plot twists and how they are resolved.	Thinks critically about, characters, events, ideas, themes and relates them to life in order to compare and contrast them.
Final judgement regarding the suspicious character left to readers.	assess, analyse and evaluate key arguments and plot developments to drive home a point.	Takes notes while teacher teaches /from books / from online materials.	
	debate on a topic related to the text .		Participates in different activities in English such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations in order to

			demonstrate fluency and comprehension of the language.
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Poem 6	Topic	Learning objectives -	Learning outcomes
Mystery of the Talking Fane	Comprehension	recognize and apply rhyming words and rhyme scheme of the poem.	Answers questions orally and in writing on a variety of texts – both, familiar as well as unfamiliar
		writing skills- create dialogues between the mechanic and the fan.	Refers to suggested websites and uses all forms of ICT (such as, mobile, YouTube, TED talks, etc.) to browse for information in order to prepare for projects/slides/discussions/etc.
	Literary Devices	identify and use poetic devices in the poem such as personification, simile, metaphor, onomatopoeia etc.	Identifies and appreciates significant literary elements such as – metaphor, imagery, symbol, simile, onomatopoeia, intention/point of view, rhyme scheme, etc.in order to demonstrate understanding of their significance in literature and narratives.

Chapter 7	Topic	Learning objectives -	Learning outcomes
The Invention of Vita-Wonk	Wonka-vite and the need to invent Vita-wonk	recognize genre and elements of a science fiction and fantasy tale. locate main ideas, events and their sequencing as well as assess development of key characters.a	Identifies details, characters, main idea and sequence of ideas and events in textual/non-textual material in order to demonstrate comprehension of text and sequencing skills.

	The various ingredients for inventing Vita-wonk	write dialogues pertaining to the text.	writes dialogues from a story and story from dialogues, poems, skits, comic strips, brochures, etc. in order to demonstrate creativity skills.
		apply critical and creative thought to problem solving, within the text and extrapolated scenarios, in terms of plot and character dilemmas, and assess how they are/ can be resolved.	Thinks critically about, characters, events, ideas, themes and relates them to life in order to compare and contrast them
	The effect of Vita-wonk	recognize and analyse main ideas of a text, such as to stand up for yourself or other people, and remain calm even in the face of considerable provocation.	
		role play and dramatize selected events of the chapter.	Participates in different activities in English such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations in order to demonstrate fluency and comprehension of the language.
	write a diary entry as one of the characters in the chapter.	Writes formal letters, personal diary, list, email, SMS, emails, notice, report, short personal/ biographical experiences etc. in order to demonstrate knowledge of the features of the various types of writing.	

Poem 7	Topic	Learning objectives -	Learning outcomes
Dad and the Cat and the Tree	Comprehension	recognize and analyse mood and tone of the poem. demonstrate appreciation of the humor by recognition of poetic techniques, style and its ideas.	Answers questions orally and in writing on a variety of texts – both, familiar as well as unfamiliar

		recite the poem with correct pronunciation and intonation.	Reads aloud stories and recites poems with appropriate pause, intonation and pronunciation
		create a poem that has humorous elements in it on the topic of your choice.	Writes formal letters, personal diary, list, email, SMS, emails, notice, report, short personal/ biographical experiences etc. in order to demonstrate knowledge of the features of the various types of writing.
	Literary Devices	identify and use poetic devices in the poem such as alliteration, repetition etc.	Identifies and appreciates significant literary elements such as – metaphor, imagery, symbol, simile, onomatopoeia, intention/point of view, rhyme scheme, etc.in order to demonstrate understanding of their significance in literature and narratives

CHAPTER 8	TOPIC	Learning objectives	LEARNING OUTCOMES
Fire: Friend and Foe	How Fire is Caused?	analyse and recognize symbolism. for e.g. - the symbolism of fire (fire is a friend and a dangerous enemy. fire is a boon if it is kept under control but can be dangerous if we are careless).	Answers questions orally and in writing on a variety of texts – both, familiar as well as unfamiliar
	Fire is a good servant but a bad master	locate the main ideas of the text. evaluate the title of the text.	
	How Fire is Caused? Fire: A friend or Foe	identify the verbs in the simple present tense from the text 'fire: friend and foe' (avoiding passive verbs).	Use the rules of grammar in speech and writing and contexts focusing on noun, pronoun, verb, determiners, time and tense, passivation, adjective, adverb, etc. in order to demonstrate comprehension and

			knowledge of their usage through a variety of situations.
		share ideas/views with the class on how fire is our friend / our foe.	Participates in different activities in English such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations in order to demonstrate fluency and comprehension of the language.
	Fire is a good servant but a bad master	write an article on the topic- fire: a friend or foe using information from the text and beyond.	Writes formal letters, personal diary, list, email, SMS, emails, notice, report, short personal/ biographical experiences etc. in order to demonstrate knowledge of the features of the various types of writing.

POEM 8	TOPIC	Learning objectives	LEARNING OUTCOMES
Meadow Surprises	Comprehension	locate and relate the main ideas of the text, i.e. that nature is an important aspect of our life. analyse and assess responsibility the text places on us, i.e., it offers us a lot so we need to maintain the balance.	Answers questions orally and in writing on a variety of texts – both, familiar as well as unfamiliar
	Comprehension Presentation - Written and verbal.	apply and employ phrases used in the poem in their own sentences.	Use the rules of grammar in speech and writing and contexts focusing on noun, pronoun, verb, determiners, time and tense, passivation, adjective, adverb, etc. in order to demonstrate comprehension and knowledge of their usage through a variety of situations.

		construct a poem on any topic of their choice. e.g. trees, flowers, wind, etc.	writes dialogues from a story and story from dialogues, poems, skits, comic strips, brochures, etc. in order to demonstrate creativity skills.
		use the internet, library and other resources to search for various facts/reasons on pollution and deforestation that destroys nature, both flora and fauna. speaking skills - present the research in groups.	Refers to suggested websites and uses all forms of ICT (such as, mobile, YouTube, TED talks, etc.) to browse for information in order to prepare for projects/slides/discussions/etc.
	Literary Devices	identify and use poetic devices given in the poem such as alliteration, personification etc.	Identifies and appreciates significant literary elements such as – metaphor, imagery, symbol, simile, onomatopoeia, intention/point of view, rhyme scheme, etc.in order to demonstrate understanding of their significance in literature and narratives.

Chapter 9	Topic	Learning objectives -	Learning outcomes
A Bicycle in a Good Repair	The Bicycle Ride	relate to personal experience of riding bicycles. locate main ideas, events and their sequencing in a text.	Engages in conversations with family, friends, and people from different professions such as shopkeeper, salesperson etc. in English by using appropriate vocabulary and also learns vocabulary associated with various professions (e.g. cook, cobbler, farmer, blacksmith, doctor etc.,)
	The bicycle Inspection and Repair work Confusion and disability to mantle the bicycle back.	speaking skills- share their experiences individually or in groups of riding and repairing a bicycle. discuss experience of conversations with bicycle repairmen etc.	

	Confusion and disability to mantle the bicycle back.	frame a story based on the incident provided in the text.	Writes formal letters, personal diary, list, email, SMS, emails, notice, report, short personal/ biographical experiences etc. in order to demonstrate knowledge of the features of the various types of writing.
	The Bicycle Ride The bicycle Inspection and Repair work	apply the modal auxiliaries used with verbs given in the text. write dialogues pertaining to the text.	Use the rules of grammar in speech and writing and contexts focusing on noun, pronoun, verb, determiners, time and tense, passivation, adjective, adverb, etc. in order to demonstrate comprehension and knowledge of their usage through a variety of situations.
		apply critical and creative thought to problem solving, vis-à-vis plot development and character dilemmas..	Thinks critically about, characters, events, ideas, themes and relates them to life in order to compare and contrast them
		assess qualities of characters and their development in the story, and write character sketches.	
assess message of the story, i.e. to say a definitive 'no' to the person who may unwittingly hurt us.			

Poem 9	Topic	Learning objectives -	Learning outcomes
Garden Snake	Comprehension	locate the main ideas of the poem, for e.g. - to appreciate nature and its creatures rather than getting scared of it.	Answers questions orally and in writing on a variety of texts – both, familiar as well as unfamiliar
		use library, internet and other resources to gather information on garden snakes such as their habitat, food habits etc.	Organizes sentences coherently in English / in Braille with the help of verbal and visual clues and with a sense of audience
		presentation of research in the form of a ppt.	

			Refers to suggested websites and uses all forms of ICT (such as, mobile, YouTube, TED talks, etc.) to browse for information in order to prepare for projects/slides/discussions/etc.
		compare and contrast poisonous and non-poisonous snakes, and express the analysis in the form of paragraph writing.	Thinks critically about, characters, events, ideas, themes and relates them to life in order to compare and contrast them
	Comprehension Literary Devices	identify and use poetic devices given in the poem such as alliteration, personification, inversion etc.	Identifies and appreciates significant literary elements such as – metaphor, imagery, symbol, simile, onomatopoeia, intention/point of view, rhyme scheme, etc.in order to demonstrate understanding of their significance in literature and narratives.

Chapter 10	Topic	Learning objectives –	Learning outcomes
The Story of Cricket	Detailed description of cricket equipments	compare and contrast dimensions and description of the equipments used in ancient and modern cricket.	Thinks critically about, characters, events, ideas, themes and relates them to life in order to compare and contrast them
	History of cricket in India	locate the main ideas of the text and events therein, i.e. the origin (England) and growth of cricket in india.	
	Media and cricket	assess and analyse the reasons for the popularity and growth of cricket on indian and international grounds.	
		develop vocabulary by conducting a word search based on cricket equipments	Refers dictionary, thesaurus and encyclopedia in order to find meanings /

			spelling of words while reading and writing and to demonstrate research skills.
		write descriptions of people related to cricket.	Answers questions orally and in writing on a variety of texts – both, familiar as well as unfamiliar
	Comprehension Check	review and analyse the text to infer answers to questions based on the text. frame and write answers on their own based on discussions and reading of the text.	