

| THE WISDOM GLOBAL SCHOOL | | | | | | | |
|--|----------------|--------|-----------|---|---|-------------|--|
| SYLLABUS BIFURCATION | | | | | | | |
| GRADE 7 | | | | | | | |
| SUBJECT:- ENGLISH | | | | | | | |
| NAME OF BOOKS: Oxford Inspire (Content book) | | | | | | | |
| YEAR 2026-26 | | | | | | | |
| NAME OF THE TEACHER:- Mrs. LEENA DAS | | | | | | | |
| S.NO | BOOK NAME | MONTH | CHAPTER | CHAPTER NAME | SUB-TOPICS | NO. OF DAYS | ACTIVITY |
| 1 | Oxford Inspire | APRIL | Chapter-1 | The Boy Who Broke the Bank | READING THE STORY AND DISCUSSION | 4 | Read the story and underline details |
| | | | | | Learning the essential Facts from the Story | 2 | |
| | | | | | makes connections between the events of the story | | |
| | | | | | Having the discussion on the main idea of the story | | |
| | | | | | Talks about the issues that arise in the story | | |
| | | | | | To learn different words and phrases related to the story | | |
| | | | | | appreciates the importance of managing money | 2 | designs a money bank |
| | | | | | To have a class discussion | 1 | |
| To learn about crop Circle | 1 | | | | | | |
| 2 | Oxford Inspire | APRIL | Chapter-1 | Grammar (Non-finite forms of verbs, Transitive and intransitive verbs and phrasal verbs) | Recognizes and uses participles, gerunds and infinitives | 2 | |
| | | | | | Differentiate between transitive and intransitive verbs and use them correctly | | |
| | | | | | identifies phrasal verbs and remembers their meanings | 2 | |
| | | | | | uses phrasal verbs correctly in speech and writing | 2 | |
| | | | | | Revision | 2 | |
| 3 | Oxford Inspire | MAY | Chapter-2 | Looking at the Funny Side | Reads and understands an excerpt from a story | 4 | Make the students work in pair and reimagine the story |
| | | | | | having the discussion on the main idea of the story | 1 | |
| | | | | | Analyzing the main actions of the characters of the story. | 1 | |
| | | | | | Completes a summary of the story | 1 | |
| | | | | | answers questions based on the story | 1 | To have a discussion on other famous folktales |
| | | | | | understands the structure of a script | 1 | |
| | | | | | understands and completes a dialogue, presents a dialogue to the class | 1 | |
| | | | | | | | |
| 4 | Oxford Inspire | MAY | Chapter-2 | POEM - THE STARGAZER | reads and understands the poem | 3 | To learn how to write a poetry |
| | | | | | understands rhyme, rhythm, alliteration and personification | 1 | |
| | | | | | questions and answers based on the poem | 1 | |
| | | | | | To use poetic devices in their own poem | 1 | |
| | | | | | To learn how to write a poetry | 1 | |
| 5 | Oxford Inspire | May | Chapter-3 | Suvira | To read and understand the story about school life | 3 | creates a ball launcher |
| | | | | | To learn how to fame the answers for the requirement of the question arising in the story | 4 | |
| | | | | | reads the story aloud with appropriate voice modulation and pronunciation | | |
| | | | | | to write a short story | | |
| 6 | Oxford Inspire | May | Chapter-3 | Grammar (Principal and dependent clauses, Reflexive pronouns and linking words) | understands and identifies principal and dependent clauses | 3 | |
| | | | | | understands and uses the different reflexive pronouns | 4 | |
| | | | | | understands and uses linking words | | |
| | | | | | learns new vocabulary linked to sports | | |
| | | | | | Revision | 1 | |
| 7 | Oxford Inspire | July | Chapter-4 | Women in Sports | To analyze the action of various characters in the story | 4 | |
| | | | | | To understand the theme and a writing about women and sports | 3 | |
| | | | | | Write through the imagination and inference | 1 | |
| | | | | | To understand the structure of a biography | 2 | |
| | | | | | listens to and understands a sports commentary | | |
| | | | | | To learn how to infer from context | | |
| | | | | | Revision | 1 | |
| 8 | Oxford Inspire | JULY | Chapter 4 | Poem - My Old Football | reads and understands the poem | 3 | Poem composition |
| | | | | | answers questions based on the poem | | |
| | | | | | understands symbolism and puns | | |
| | | | | | uses poetic devices in their own poems | 2 | |
| 9 | Oxford Inspire | August | Chapter-5 | An Uncomfortable Bed | To learn how to listen carefully and assimilate information | 3 | Learn about French art and architecture |
| | | | | | To learn how to help environment | 2 | |
| | | | | | Learn to read and interpret images | | |
| | | | | | Engage in an oral presentation and understand how to assimilate and present information | | |
| | | | | | Engage in observation and field work | 1 | |
| | | | | | Learn the difference between bullying and joking, and how to avoid bullying | | |
| | | | | | Learns some facts about French art and architecture | | |
| 10 | Oxford Inspire | August | Chapter 5 | Grammar (Simple, compound and Complex sentences, sentences with if, forming compound and blended words) | understands and identifies complex sentences | 2 | article writing |
| | | | | | understands the third if conditional and forming compound words | 1 | |
| | | | | | To read and understand the story and its content and events | 4 | |

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| 11 | Oxford Inspire | SEPTEMBER | Chapter 6 | The Light Upon the Moor | To understand facts and ideas from the text and its main concept used in the text | 2 | learns about fingerprint analysis | | |
| | | | | | To use critical analysis and critical thinking while reading a text | | | | |
| | | | | | Use own voice to connect text to experience | | | | |
| | | | | | To discuss about time travel and encountering difficult and a strange things | 1 | makes a fingerprint kit | | |
| | | | | | to uderstand the structure of a comic strip and creates a dialogue | 1 | | | |
| | | | | | discuss the importance of intonation | 1 | | | |
| | | | | | Writing for a comic strip | 1 | writing for a comic strip | | |
| giving and taking direction, making polite request | 1 | | | | | | | | |
| Midterm Assessments | | | | | | | | | |
| 12 | Oxford Inspire | SEPTEMBER | Chapter 6 | Poem - The Cabin of Mystery | To read and understand the poem | 3 | use imagery from the poem to draw sketches | | |
| | | | | | To learn about the poet and the translator | | | | |
| | | | | | To learn how to analyze, comprehend and appreciate the poetry | 4 | | | |
| | | | | | To learn the literary devices used in the poem | | | | |
| 13 | Oxford Inspire | OCTOBER | Chapter 7 | In Father's Presence | To write the poem using the literary device anastrophe | 3 | learns the importance of work-play balance | | |
| | | | | | Remember to sequence of the events from the story | | | | |
| | | | | | Learn to summarize the story | | | | |
| | | | | | Learn to analyze the character's Actions | | | | |
| | | | | | Write through imagination and inference | 4 | | uses proverbs and idioms in sentences | |
| | | | | | Use their own voice to connect text to experience | | | | |
| | | | | | discusses the importance of studying regularly | | | | |
| | | | | | learns the importance of work-play balance | | | | |
| | | | | | learns about fictional places | | | | |
| | | | | | Come up with a new language and create vocabulary in New World | | | | |
| 14 | Oxford Inspire | OCTOBER | Chapter 7 | Grammar: Active and Passive voice | understands and identifies active and passive voice | 6 | Direct and indirect speech | | |
| | | | | | understands the difference between direct and reported speech | | | | |
| | | | | | To learn how to spot the Grammatical errors | | | | |
| | | | | | Revision | 2 | | | |
| | | | | | | | | | |
| 15 | Oxford Inspire | NOVEMBER | Chapter 8 | The Post Office | To read and understand the expressions of dialogues per their emotions in the play | 3 | Play wright | | |
| | | | | | To understand the character's actions and their reactions in the play | | | | |
| | | | | | To understand the facts and events from a play and analyze the characters and their actions | 3 | | | |
| | | | | | To Learn how to draw a character's cage with the help of word imagery | | | | |
| | | | | | To learn what is the difference between a play and a story | 3 | | | |
| | | | | | Learn how to convert or play into a story | | | | |
| | | | | | Learn how to listen carefully and assimilate information | 4 | | | |
| | | | | | To learn to distill details from a conversation | | | | |
| To learn how to listen to classmates in respond | | | | | | | | | |
| 16 | Oxford Inspire | NOVEMBER | Chapter 8 | Poem: The Flower School | To read and understand the message of the poem | 3 | | | |
| | | | | | To learn about the poet and the other English poets | 4 | | | |
| | | | | | To understand how to comprehend, analyze and appreciate poetry | | | | |
| | | | | | understands onomatopoeia and writes a short story | | | | |
| | | | | | | | | | |
| 17 | Oxford Inspire | DECEMBER | Revision of Integrated Grammar | | | | | | |
| 18 | Oxford Inspire | JANUARY | | | | | | | |
| Revision of framing the short answers and log answers | | | | | | | | | |
| | FINAL TERM ASSESSMENTS | | | | | | | | |

