

## CLASS VII

### English (Class VII)

Learning Outcomes	Resources	Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)
<p><b>The learner-</b></p> <ul style="list-style-type: none"> <li>consciously listens to songs/poems/stories /prose texts in English through interaction and being exposed to print-rich environment</li> <li>listens to English news and debates (TV, Radio) as input for discussion and debating skills</li> <li>watches and listens to English movies, serials, educational channels with subtitles, audio-video materials, teacher reading out from materials and eminent speakers</li> </ul>	<p>The theme can be Health and Hygiene</p> <p><a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></p> <p>Use QR code reader form mobile.</p> <p>Use <a href="http://gov.in/WHO/UNICEF">gov.in/WHO/UNICEF</a> sources that are copyright free or in creative commons.</p>	<p><b>WEEK 1</b></p> <p><b>Competency/skill—Listening</b></p> <p>Teachers provide online links to listen to poems /songs/ stories, etc., and ask them to record their comments and ideas.</p> <p>Teachers may ask learners to listen to/see the news and summarise the main points.</p> <p>Learners may listen to audio enabled texts (from audio textbooks of NCERT or any text, if available), share poems, songs, jokes, riddles, tongue twisters, etc.</p> <p>Learners listen to recorded messages. The message can be about how to keep one’s self and community safe during the ongoing Corona virus/COVID 19 outbreak—(For example: By washing their hands with soap for 20 seconds at regular intervals, etc.)</p> <p>Teachers share some links with learners to listen to/ view safety measures in English.</p>
<p><b>The learner -</b></p> <ul style="list-style-type: none"> <li>infers the meaning of unfamiliar words by reading them in context</li> <li>refers to the dictionary, thesaurus and encyclopedia to find meanings / spelling of words while reading and writing</li> </ul>	<p>Online dictionaries <a href="http://www.macmillandictionary.com">www.macmillandictionary.com</a></p> <p>The Free Online English Dictionaries are used for Definitions, meanings, <i>synonyms</i>, pronunciations, games, sound effects, high-quality images at <a href="http://dictionary.cambridge.org/dictionary">dictionary.cambridge.org/dictionary</a></p> <p>QR codes of the textbooks have a few additional activities. These could be used by all learners.</p>	<p><b>WEEK 2</b></p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>The teacher may give examples to use a dictionary as a reference book for finding multiple meanings of a word in a variety of contexts.</li> <li>The teacher may give activities so that learners can understand the use of antonyms (clean/dirty) synonyms (indoor/inside) and homonym (tail/tale).</li> </ul>

**The learner -**

- asks and responds to questions based on texts (from books or other resources) and out of curiosity
- 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
- thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life
- reads to seek information in print / online, notice board, signboards in public places, newspaper, hoardings etc.
- infers the meaning of unfamiliar words by reading them in context.
- reads a variety of texts in English / Braille and identifies main ideas, characters, sequence of ideas and events and relates with his/her personal experiences.
- reads a variety of texts for pleasure e.g. adventure stories and science fiction, fairy tales, biography, autobiography, travelogue, etc. (extensive reading)

**WEEK 3**

**Reading**

- After the learners have listened to the story / text / poem, ask them to read the text on their own.
  - Learners read the text in chunks (the text may be divided into four or five sections). NCERT textbooks are divided into sections followed by oral comprehension check.
  - Comprehension check can be conducted by using
    - ❖ true/false
    - ❖ matching
    - ❖ multiple choices
    - ❖ short answer
    - ❖ gap filling
    - ❖ completion type
    - ❖ word attack
    - ❖ questions and answer
    - ❖ table completion type questions etc.
- <http://ncert.nic.in/textbook/textbook.htm>
- End of the text questions can be attempted by the learners.

<p><b>The learner -</b></p> <ul style="list-style-type: none"> <li>• uses appropriate grammatical forms in communication (e.g. noun, pronoun, verb, determiners, time and tense, passivisation, adjective, adverb, etc)</li> <li>• organises sentences coherently in English / in Braille with the help of verbal and visual clues and with a sense of audience</li> <li>• writes formal letters, personal diary, list, email, SMS, etc.</li> <li>• writes descriptions / narratives showing sensitivity to gender, environment and appreciation of cultural diversity</li> <li>• writes dialogues from a story and story from dialogues</li> <li>• writes a book review.</li> </ul>	<p>Writing activities should be related to the immediate environment of the learner.</p> <p>For example you can ask them to prepare a poster on <b>Staying Healthy And Safe</b> by referring only to resources on gov.in. QR codes of the textbook have some additional activities. These could be used by all learners.</p>	<p><b>WEEK 4</b></p> <p><b>Grammar and Writing</b></p> <p><i>The teacher may</i></p> <ul style="list-style-type: none"> <li>• Give learners examples of the grammar item and then ask the learners to underline the grammar items in the text.</li> <li>• Ask them to look for more examples online and write.</li> <li>• Share the steps in the Process Approach to Writing with the learners.</li> </ul> <p><b>Brainstorming:</b> writing down many ideas that may come to an individual's mind or through discussions, pair work, group work.</p> <p><b>Outlining:</b> organising the ideas into a logical sequence.</p> <p><b>Drafting:</b> writer concentrates on the content of the message (rather than the form).</p> <p><b>Revisions:</b> in response to the writer's second thoughts or feedback provided by peers or teacher, the draft is revised through</p> <p><b>Proof-reading:</b> with an emphasis on form. Correct the language and appropriateness of its use.</p> <p><b>Final draft:</b> write the final draft</p> <p><b>Project</b></p> <p>Learners can be asked to collect all the advertisements /advisories released from by official sources only like gov.in, WHO and UNICEF and make a collage.</p>
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