

CLASS VII

English (Class VII)

Learning Outcomes	Resources	Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)
<p>The learner-</p> <ul style="list-style-type: none"> consciously listens to songs/poems/stories /prose texts in English through interaction and being exposed to print-rich environment listens to English news and debates (TV, Radio) as input for discussion and debating skills watches and listens to English movies, serials, educational channels with subtitles, audio-video materials, teacher reading out from materials and eminent speakers 	<p>The theme can be Health and Hygiene</p> <p>http://ncert.nic.in/textbook/textbook.htm</p> <p>Use QR code reader form mobile.</p> <p>Use gov.in/WHO/UNICEF sources that are copyright free or in creative commons.</p>	<p>WEEK 1</p> <p>Competency/skill—Listening</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>The learner -</p> <ul style="list-style-type: none"> infers the meaning of unfamiliar words by reading them in context refers to the dictionary, thesaurus and encyclopedia to find meanings / spelling of words while reading and writing 	<p>Online dictionaries www.macmillandictionary.com</p> <p>The Free Online English Dictionaries are used for Definitions, meanings, synonyms, pronunciations, games, sound effects, high-quality images at dictionary.cambridge.org/dictionary</p> <p>QR codes of the textbooks have a few additional activities. These could be used by all learners.</p>	<p>WEEK 2</p> <p>Vocabulary</p> <ul style="list-style-type: none"> 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. The teacher may give activities so that learners can understand the use of antonyms (clean/dirty) synonyms (indoor/inside) and homonym (tail/tale).

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