

Standard - VII

English

7.01

Learning Outcome : Answers questions orally and in writing on a variety of texts. (7.01)

Activity Name : It's Question Time

Type of Activity : Individual

Materials Needed : 1. Different types of texts
2. Worksheets

Procedure :

The teacher distributes worksheets containing different types of texts (Poems, News Items, Short Stories and Passages). The teacher can supply the meaning of unfamiliar words if needed. Students go through the given text silently. After that they answer the questions asked by the teacher orally/ in writing.

Prose

Passages

Typically, the lion inhabits grasslands and savannas but is absent in dense forests. It is usually more diurnal than other big cats, but when persecuted it adapts to being active at night and at twilight. In the Pleistocene, the lion ranged throughout Eurasia, Africa and the Americas from the Yukon to Peru but today it has been reduced to fragmented populations in Sub-Saharan Africa and one critically endangered population in western India. It has been listed as Vulnerable on the IUCN Red List since 1996 because populations in African countries have declined by about 43% since the early 1990s. Lion populations are untenable outside designated protected areas. Although the cause of the decline is not fully understood, habitat loss and conflicts with humans are the greatest causes for concern.

One of the most widely recognised animal symbols in human culture, the lion has been extensively depicted in sculptures and paintings, on national flags, and in contemporary films and literature. Lions have been kept in menageries since the time of the Roman Empire and have been a key species sought for exhibition in zoological gardens across the world since the late 18th century. Cultural depictions of lions were prominent in the Upper Palaeolithic period; carvings and paintings from the Lascaux and Chauvet Caves in France have been dated to 17,000 years ago, and depictions have occurred in virtually all ancient and medieval cultures that coincided with the lion's former and current ranges.

Answer the following:

1. Give the suitable title for the above passage
2. Name three places wherein lion is depicted as a symbol.
3. What are the main causes for the decline in lion population?
4. Refer to a dictionary to find out what is a group of lion called?

Poem

Paper Boats

Day by day I float my paper boats one by one down the running stream.

In big black letters I write my name on them and the name of the village where I live.

I hope that someone in some strange land will find them and know who I am. I load my little boats with shiuli flower from our garden, and hope that these blooms of the dawn will be carried safely to land in the night. I launch my paper boats and look up into the sky and see the little clouds setting thee white bulging sails. I know not what playmate of mine in the sky sends them down the air to race with my boats! When night comes I bury my face in my arms and dream that my paper boats float on and on under the midnight stars. The fairies of sleep are sailing in them, and the lading in their baskets full of dreams.

Answer the following:

1. Why was the poet floating the paper boats?
2. What did he load his paper boat with?
3. What did the poet do when the night came?

7.02

Learning Outcome : Reads aloud stories and recites poems with appropriate pause, intonation and pronunciation (7.02)

Activity Name : Read it aloud

Type of Activity : Individual

Materials Needed : Different types of texts

Procedure :

The teacher gives various types of texts to students. Students first read and catch the main idea of the passage. After that they read it aloud with appropriate pause, intonation and pronunciation.

The story of Computer

A computer is a device that can be instructed to carry out sequences of arithmetic or logical operations automatically via computer programming. Modern computers have the ability to follow generalized sets of operations, called programs. These programs enable computers to perform an extremely wide range of tasks.

Computers are used as control systems for a wide variety of industrial and consumer devices. This includes simple special purpose devices like microwave ovens and remote controls, factory devices such as industrial robots and computer-aided design, and also general purpose devices like personal computers and mobile devices such as smartphones.

Early computers were only conceived as calculating devices. Since ancient times, simple manual devices like the abacus aided people in doing calculations. Early in the Industrial Revolution, some mechanical devices were built to automate long tedious tasks, such as guiding patterns for looms. More sophisticated electrical machines did specialized analog calculations in the early 20th century. The first digital electronic calculating machines were developed during World War II. The speed, power, and versatility of computers have been increasing dramatically ever since then.

Conventionally, a modern computer consists of at least one processing element, typically a central processing unit (CPU), and some form of memory. The processing element carries out arithmetic and logical operations, and sequencing and control unit can change the order of operations in response to stored information. Peripheral devices include input devices (keyboards, mice, joystick, etc.), output devices (monitor screens, printers, etc.), and input/output devices that perform both functions (e.g., the 2000s-era touchscreen). Peripheral devices allow information to be retrieved from an external source and they enable the result of operations to be saved and retrieved.

7.03

Learning Outcome : **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.(7.03)**

Activity Name : **English club**

Type of Activity : **Group**

Materials Needed : **Dialogue and minimum furniture**

Procedure :

Student plan and stage a small skit. The teacher may assist the students when required. The dialogues can be formed by using the textual passages. The following story of King Midas can be staged by the students.

King Midas

Long long ago there lived a king. His name was Midas; though he was rich he was not happy. He was fond of gold. He wanted to have more gold. He did not have satisfaction. So he was always sad.

One night he saw a fairy in his dream. The fairy was bright and beautiful. He woke up and the fairy was standing before him. Midas did not know what to do. So he stood up and joined his hands and prayed.

The fairy looked at him and said, “Oh king Midas. What is your wish. Tell me, I will grant it to you”

Midas did not expect this. He did not know what to ask. As he was thinking about gold, he asked the fairy, “Oh fairy! Grant me the power to turn everything that I touch into gold”.

The fairy said, ‘good. I have granted your wish “and vanished. Before that the fairy touched Midas with the magic wand. He went to sleep again.

When Midas woke up in the morning he remembered the dream. He touched a cup that was on the table. It turned into gold. He could not believe his eyes. He, then, touched the table. It also turned into gold.

Midas was very happy. He jumped out of his bed and went to his garden. He saw a beautiful rose. It was so fresh and full of fragrance. Midas touched it. It turned into a golden flower. It was yellow. There. There was no beauty. There was no smell. But Midas did not mind those things. He jumped with joy. He started to touch everything in the palace. All turned into gold. He could not drink water. It also turned into gold.

Then his only daughter came there. Midas wanted to tell her about his dream and his power. He touched her. Immediately she also turned into a golden statue.

When Midas saw that golden statue, he broke into tears. “What is this? I am unable to talk to my daughter” He cried. He Shouted. There was no use, of crying. There was no one to help him. All servants ran away from him.

Then the fairy appeared before him
“Are you happy oh, King” asked the fairy.
The king did not answer.

“Why? What happened? Are you not satisfied with your power to turn every-thing into gold,” asked the fairy.

The king knelt before the fairy. “I am sorry. I do not want this power. Please take it back. “Midas was begging he fairy. The fairy took back the power from Midas, and said, “Oh, Maidas your daughter is here, with blood and flesh. She is not a golden statue. Now you can touch her. Nothing will happen to her.”

Midas touched his daughter. She was not a golden statue. The other things also got back their original shape. The servant came back to work.

Midas was happy and his love for gold left him forever.

The teacher asked the students to prepare the skit.

English Debate

English club can be arranged for debates on various topics of interest and make students speak for and against the given proposition.

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Suggested Topics

- Army service should be made compulsory for students
- Children should not be allowed to use internet
- Cell phone is a boon.

7.04

Learning Outcome : **Engages in conversations in English with family, friends, and people from different professions such as shopkeeper, salesperson etc. using appropriate vocabulary (7.04)**

Activity Name : **Pick and speak**

Type of Activity : **Pair**

Materials Needed : **White sheets**

Procedure :

The teacher forms pairs among the class. For each pair, the teacher creates situations. The pairs receive 5 words related the situation / Profession. The Students speak to each other using the given words anywhere in their dialogue.

Eg. Words like Stethoscope, Injection, Fever, Thermometer and Pills are given. The students, while engaging in the dialogue use the words in their dialogue.

7.05

Learning Outcome : Responds to different kinds of instructions, requests directions in varied contexts viz. school, bank, railway Station (7.05)

Activity Name : Instruct your inquisitor

Type of Activity : Individual/ Group / Pair

Materials Needed : Chalk, white paper

Procedure :

The students are divided into pairs. One student acts as Inquisitor and another Student act as Instructor. The Inquisitor inquires, relevant to the situation created by the teacher and the Instructor directs the inquisitor.

7.06

Learning Outcome : Speaks about excerpts, dialogues, skits, short films, news and debate on TV and radio, audio- video programme on suggested websites (7.06)

Activity Name : Voice your opinion

Type of Activity : Individual

Materials Needed : Video equipment / Internet

Procedure :

Students watch a short film including cartoons on You Tube and present his or her views on the short film. For example. www.kalviamuthu.com

Alice in the Wonderland by Lewis Carroll, Christmas Carol by Charles Dickens

The teacher can supply a model template/ a worksheet to record his views so that he/she can present them before his classmates.

Model Template:

1. Name of the Short Film:
2. Author:
3. The main characters
4. Settings:
5. The gist of the story:
6. What I like in the film(2 lines):
7. What I don't like in the film(2 lines):

7.07

Learning Outcome : Asks and responds to questions based on texts (from books or other resources) and out of curiosity (7.07)

Activity Name : Curiously yours

Type of Activity : Individual/ Pair

Materials Needed :

Procedure :

The teacher presents the following isolated facts about dolphins.

- Dolphins are a widely distributed and diverse group of aquatic mammals.
- some dolphins can travel at 55.5 km/h (34.5 mph)
- In addition to their streamlined bodies, some can slow their heart rate to conserve oxygen. Some can also re-route blood from tissue tolerant of water pressure to the heart, brain and other organs

Now the teacher throws some questions to kindle the curiosity of the students

What is very unique about dolphins?

How do they communicate?

Do they respond to the language of the humans?

Students do a little bit of research and brainstorming and answer the questions raised by the teacher.

7.08

Learning Outcome : **Reads textual/ non-textual materials in English/ Braille with comprehension (7.08)**

Activity Name : **It's time to read**

Type of Activity : **Individual**

Materials Needed : **News items culled out from newspapers**

Procedure :

The teacher culls out some selected news items from newspapers and distributes the same to students. Students read them silently and use a dictionary if needed. Then the teacher has a small discussion with them individually so as to ensure their reading comprehension.

The Hindu

Dated -22-10-2018 Chennai Edition

Spread over 8 hectares, it is second such facility in Chennai

North Chennai is not just attracting the attention of film makers but also the authorities. In this part of the city marked by shortage of green space, a sprawling botanical garden, spanning eight hectares of land, has come up in Madhavaram.

Established by the State Horticulture Department, the garden, which had a soft launch last week, is the second in Chennai, the first one being Semmozhi Poonga. Broadly, it is divided into sections for fruits, medicinal plants, indoor plants, cactus and ornamental arboretum, apart from one for protected cultivation. "We are also planning a section for 27 birthstars (nakshatram), which are specified in the Hindu almanac," said an official of the Horticulture Department. About 200 varieties of ornamental plants will soon be available in Madhavaram for sale.

The latest addition to the city will also perform the educative role, by providing training to interested persons for growing and maintaining ornamental gardens and impart training on farming. Audio visual/ virtual reality shows have also been planned.

The main challenge faced by the department behind the setting up of the garden is the “unsuitability” of the place, from the climate point of view. “It is not that difficult to establish it in a hilly area where you have temperate climate but not in a tropical place,” the official explained.

An entry fee of Rs. 15 has been fixed for adults and Rs. 10 for children. For those who are keen on knowing more about horticulture, Rs. 50 will be collected from adults and Rs. 25 for children. Each visitor will be able to watch a power-point presentation and get a plant, in addition to refreshments.

Commenting on the government’s initiative towards north Chennai, T.K. Shanmugam, former secretary of North Chennai district unit of the Communist Party of India (Marxist), said that when compared to south Chennai, the northern part has only a handful of gardens and parks which, he contends, is due to the “apathy” of the government over the years towards the area. In recent years, Murasoli Maran Park had come up in Perambur and it is being “maintained well,” he said. Otherwise, people in northern part of Chennai have to struggle a lot, be it for infrastructure or for the creation of parks and gardens, said Mr. Shanmugam, a long-time resident of two important localities of the north Chennai – Vysarpadi and Kodungaiyur.

As for the Horticulture Department’s plans for the rest of the State, another official said that the idea is to create at least one horticulture park or garden in every district. Collectors have been asked to identify suitable sites in this regard. The department is attaching priority to set up form such a garden in Jawadhu Hills in Tiruvannamalai district, Yelagiri hills in Vellore, Sirumalai in Dindigul and Nagore in Nagapattinam, the official added.

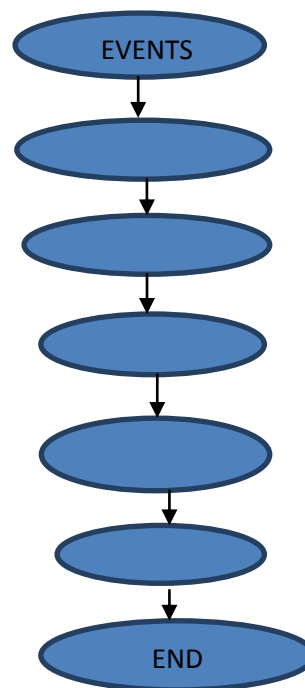
7.09

Learning Outcome	:	Identifies details, characters, main idea and sequence of ideas and events in textual / non – textual material (7.09)
Activity Name	:	Story Scanner
Type of Activity	:	Individual
Materials Needed	:	White paper
Procedure	:	

The teacher gives a template and short story to the story. The students probe into the story and fill the template.

Model Template:

Place:
Time:
Characters:
Protagonist:
Plot:
Theme:
Moral:



7.10

Learning Outcome : **Thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life (7.10)**

Activity Name : **Critical Corner**

Type of Activity : **Individual**

Materials Needed : **Small texts**

Procedure :

An incident (real or fictitious) is narrated by the teacher. The narration is left unfinished. The students are asked to complete the narration using their creativity and critical thinking.

THE WOODEN BOWL

A frail old man went to live with his son, daughter-in-law, and a four-year old grandson. The old man's hands trembled, his eyesight was blurred, and his step faltered. The family ate together nightly at the dinner table. But the elderly grandfather's shaky hands and failing sight made eating rather difficult. Peas rolled off his spoon onto the floor. When he grasped the glass often milk spilled on the tablecloth. The son and daughter-in-law became irritated with the mess. "We must do something about grandfather," said the son. I've had enough of his spilled milk, noisy eating, and food on the floor. So the husband and wife set a small table in the corner. There, grandfather ate alone while the rest of the family enjoyed dinner at the dinner table. Since grandfather had broken a dish or two, his food was served in a wooden bowl. Sometimes when the family glanced in grandfather's direction, he had a tear in his eye as he ate alone. Still, the only words the couple had for him were sharp admonitions when he dropped a fork or spilled food. The four-year-old watched it all in silence.

One evening before supper, the father noticed his son playing with wood scraps on the floor. He asked the child sweetly, "What are you making?" Just as sweetly, the boy responded, "Oh, I am making a little bowl for you and mama to eat your food from when I grow up." The four-year-old smiled and went back to work. The words so struck the parents that they were speechless. Then tears started to stream down their cheeks. Though no word was spoken, both knew what must be done. That evening the husband took grandfather's hand and gently led him back to the family table.

For the remainder of his days

The wise parent realizes that every day that building block is being laid for the child's future.

7.11

Learning Outcome : **Reads to seek information in print / online, notice board, signboards in public places, newspaper, hoardingsetc.(7.11)**

Activity Name :

Type of Activity : **Individual**

Materials Needed :
1. Newspaper clips containing advertisement,
2. Internet sites
3. Wall posters
4. Sign boards (traffic)

Procedure :

The teacher displays Newspaper clips that contain advertisements / wall posters / traffic signals / and allow students to read the advertisement and signs. Then the teacher asks a student to tell what the given advertisement / sign indicates. Similarly each student is given a sign/ advertisement and they come out with the meaning of the advertisement / sign.

7.12

Learning Outcome : **Takes notes while teacher teaches / from books / from online materials (7.12)**

Activity Name : **Note taking**

Type of Activity : **Individual/ Pair**

Materials Needed : **Topic cards, Encyclopaedia and Internet**

Procedure :

The teacher allots a separate topic card to all students. Students explore the school library and internet to accumulate and assimilate all possible and relevant information by taking notes, and then they arrange the information in a logical sequence and present it to the teacher.

Suggested Topics

1. Global warming
2. Nuclear power generation
3. Marine life
4. Genetic engineering
5. Legends of Indian cricket

7.13

Learning Outcome : **Infers the meaning of unfamiliar words by reading them in context (7.13)**

Activity Name : Guess the meaning

Type of Activity : **Individual**

Materials Needed : Vocabulary charts and Colour charts

Procedure :

- Camouflage
- Retrieve
- Relish
- Heist
- Observe
- reprimand

The teacher displays a vocabulary chart and asks the students to go through them. Students read the words silently and try to understand the meaning. Now the teacher writes simple sentences on black board using those words. So that students can infer the meaning of those words from the context.

1. The army **camouflage** themselves with leaves, before they went into enemy camp.
2. The police **retrieved** the stolen money from the thief.
3. I always **relish** Chinese food.
4. The Police arrested the thieves involved in the Bank **heist**.
5. We **observed** one minute of silence for our former President.
6. My father **reprimanded** me for getting low marks in the examinations.

7.14

Learning Outcome : **Refers dictionary, thesaurus and encyclopaedia to find meanings/ spelling of words while reading and writing (7.14)**

Activity Name : **Dig in to your dictionary**

Type of Activity : **Individual**

Materials Needed : **word list, worksheet and a dictionary (preferably Bilingual)**

Procedure :

The teacher prepares a set of words for every individual student. Each student is asked to arrange those words in alphabetical order and find the meaning using a dictionary or thesaurus.

A model list:

1. Swindle
2. Emphasise
3. Bifurcate
4. Chisel
5. Contribute
6. Familiarise
7. Peculiar
8. Obvious
9. Devote

7.15

Learning Outcome : Reads a variety of texts for pleasure e.g. adventure stories and science fiction, fairy tales, biography, Autobiography, travelogue etc. (extensive reading) (7.15)

Activity Name : It's Story Time

Type of Activity : Individual

Materials Needed : Biography Collections, Travelogue, Letters Written by Eminent personalities, Fictional and Non – Fictional and Adventurous Story Books

Procedure :

Each student is issued with a story book of their interest. They are granted sufficient time to complete reading the story. After completion, each student comes forward and narrates the story in brief and adds why he likes the story, the interesting fact in the story the impression that the story creates in him, and any other idea that the students feels is relevant to convey.

7.16

Learning Outcome : Uses appropriate grammatical forms in Communication (e.g. noun, pronoun, verb, determiners, time and tense, passivisation, adjective, adverb, etc) (7.16)

Activity Name : Fun with Grammar

Type of Activity : Individual

Materials Needed :

1. A set of picture cards,
2. Worksheets
3. A dictionary

Procedure :

The teacher displays the picture one by one. Students frame appropriate and grammatically correct sentences. They may consult the dictionary if they so desire.



7.17

Learning Outcome : Organises sentences coherently in English / in Braille with the help of verbal and visual clues and with a sense of audience (7.17)

Activity Name : Write a Paragraph

Type of Activity : Individual

Materials Needed : Verbal clues (cards)

Procedure :

The teacher distributes the worksheet which has the topic printed at the top and verbal clues given below. Students compose a small paragraph using the verbal clues given.

My Locality

- Situated in a quite surroundings.
- 5 kms from the bus stand.
- All essential services are easily accessible.
- Very little air and noise pollution.
- Streets are broad and neat.
- Very moderate population

7.18

Learning Outcome : Writes formal letters, personal diary, list, email, SMS, etc (7.18)

Activity Name : Letter writing

Type of Activity : Individual

Materials Needed : Letter Writing Templates, a dictionary

Procedure :

The teacher gives the letter template to the students. They discuss among themselves and come out with details to be written in that letter.

Write a letter to your classmate about a cricket match you watched recently in television.

Tirunelveli,
23 Oct 2018.

Dear _____,

I am O.K. How are you? Recently I watched the _____ between India and _____ held at _____ on _____ (date). It was an interesting match India piled up a total of _____ in _____ overs. In reply _____ scored only _____ run in _____ overs. _____ was awarded the man of the match. Hope to see you soon.

Yours lovingly,
XXXXXXXXXX

7.19

Learning Outcome : Writes descriptions / narratives showing sensitivity to gender, environment and appreciation of cultural diversity (7.19)

Activity Name : A Narration on Flood Relief Operation

Type of Activity : Individual

Materials Needed : Work sheets, newspapers, magazines and internet facility

Procedure :

Students write on an incident they witnessed recently. They form small groups and work out the detailed to be included in the narration. The teacher supplies them with enough resource materials (newspapers, magazines, etc.). Students can access the internet if they so desire. A model topic is presented below. (Recent Floods in Tamil Nadu.)

The Fury of Mother Nature

- Unusual rainfall during the monsoon
- All major rivers flowing above the danger mark
- Many residential areas submerged
- Army in rescue operation
- Many people / organisations volunteered
- News media contributed
- Rescue material distributed
- More number of people evacuated
- Nation showed solitary with the affected people

7.20

Learning Outcome : Writes dialogues from a story and story from dialogues.(7.20)

Activity Name : Compose a dialogues

Type of Activity : Individual

Materials Needed : Story sheet

Procedure :

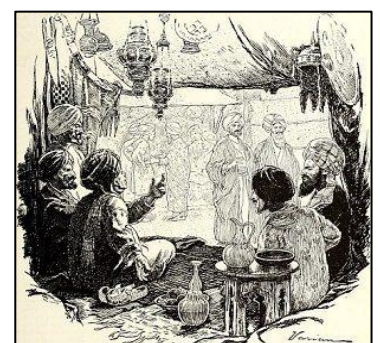
Birbal Finds a Thief - Akbar & Birbal English Stories for Kids

One fine morning, a minister went to Emperor Akbar's court to tell the Emperor some bad news. His gold coins were all gone! They must have been stolen the night before!

Emperor Akbar was shocked to hear this. The place where the minister lived was the safest in the kingdom. Surely no one could have broken into the house to steal the coins! It must have been one of the other ministers who lived there, too, who took the coins.

But who? The Emperor asked Birbal how to solve the case.

Birbal called for a donkey to be tied to a pole at the place where the minister lived. He ordered all the ministers to lift the donkey's tail and say, "I did not steal the coins." Then each of them must come to the palace later that day. When each of the ministers was at the palace, Birbal



said, “Now each of you must turn your hand up, so I can see the palm of your hand.” This was odd and the ministers did not know what to think of it. But they did as they were bid.

The Emperor asked Birbal how to solve the case.

When Birbal looked at the hand of each minister he saw that each one of them, except Alim Khan, had a black patch of paint on their palm.

You see, Birbal had painted the donkey's tail with a black coat of paint! He knew that the one minister, who was guilty, in fear, would not touch the donkey's tail.

And so once again Birbal proved how clever he was, and he was rewarded by the Emperor with 1000 gold coins.

Read the above story and frame a dialogue in three parts.

7.21

Learning Outcome : Visits a language laboratory.(7.21)

Activity Name : Visit to language laboratory

Type of Activity : Individual

Procedure :

The students visit the language lab and makes use of phonetic software. They practise by imitation. After that the students read out a piece of news or poetry with correct pronunciation.

7.22

Learning Outcome : Writes a Book Review.(7.22)

Activity Name : Book Review

Type of Activity : Individual

Materials Needed : 1. Story books, 2. Adventure Stories, 3. Biography, 4. Spiritual books, 5. Collection of Quote book, 6. Travelogue, 7. Biographies etc.

Procedure :

The teacher provides a template to each student along with a book of their interest. The students are instructed to read the book that is provided to them and fill in the template.

<u>Model Template</u>	
Title	:
Author	:
Publisher	:
Published on	:
Edition	:
Charters	:
Summary / Review:	
