

**ST. ALBANS SCHOOL**  
**ENGLISH CURRICULUM (2018-19)**  
**SUBJECT : ENGLISH CLASS : VII**

S.No	Concept	Objectives	Skills	Learning Style	Activities	Subject Integration	Outcome	Assessment
1.	<b><u>PLAY THE GAME</u></b> <u>Hopscotch</u>	To enable the students to- <ul style="list-style-type: none"> <li>•To enhance the reading skills of the children.</li> <li>•To express opinions using context appropriate language.</li> <li>•To develop English language proficiency through deployment of communication skills.</li> <li>•To identify the different types of outdoor games.</li> <li>•To explain the importance of games in one's life.</li> </ul>	To inculcate- <ul style="list-style-type: none"> <li>•Sports skills</li> <li>•Social skills</li> <li>•Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>•Logical</li> <li>• Interpersonal</li> <li>• Creative thinking</li> </ul>	<ul style="list-style-type: none"> <li>•Vocabulary builder</li> <li>• Use chalk to draw a hopscotch pattern on the floor.</li> <li>•Create a diagram with eight sections and number them.</li> </ul>	Games and sports	The students will be able to know the importance of outdoor games and to manage body rhythm and coordination. The students will also be able to develop sportsmanship and right attitude towards team mates.	<ul style="list-style-type: none"> <li>•Dictation</li> <li>•Class test</li> <li>•PPT-1 based on the lesson</li> </ul>
	<u>The Echoing Green</u>	<ul style="list-style-type: none"> <li>• To appreciate the beauty of the poem.</li> <li>• To recite and explain the poem confidently.</li> <li>• To use the images from the poem to convey their ideas.</li> <li>• To list the things needed for a trip.</li> </ul>		<ul style="list-style-type: none"> <li>• Self smart</li> <li>• Logical</li> <li>• Self evaluation.</li> </ul>	Talk in a group	Science- Nature	The students will be able to know the importance of nature.	<ul style="list-style-type: none"> <li>•Recitation</li> <li>•Class test</li> <li>•Class discussion</li> </ul>
2	<b><u>ON THE MOVE</u></b> Those six days	<ul style="list-style-type: none"> <li>•To develop English language proficiency through deployment of communication skills.</li> <li>• To be able to read, o understand and infer.</li> <li>•To share their experience in class.</li> <li>•To be sensitive towards surroundings.</li> <li>•To describe the experiences related to road trips.</li> </ul>	To inculcate- <ul style="list-style-type: none"> <li>•Linguistic skills</li> <li>• Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>•Nature smart</li> <li>•Self smart</li> </ul>	<ul style="list-style-type: none"> <li>• The students will share their own experience with the class mates about road trips.</li> <li>•Write a diary entry.</li> <li>• Decoding the words.</li> <li>• Talk to the class.</li> </ul>	<ul style="list-style-type: none"> <li>•Social Science- Exploring various places- historical &amp; geographical.</li> </ul>	The students would be able to- <ul style="list-style-type: none"> <li>•list the facts about travelling.</li> <li>•describe some negative aspects of road trips.</li> <li>•use new words while framing sentences.</li> <li>•answer the questions related to the story correctly.</li> </ul>	<ul style="list-style-type: none"> <li>•Reading assessment</li> <li>• Dictation</li> <li>• UT based on the story.</li> </ul>

	A Trek through the Himalayas	<ul style="list-style-type: none"> <li>To use the images from the poem to convey the ideas.</li> <li>To enable the students to use specific examples to illustrate an aspect of human behaviour.</li> <li>To share their experiences and adventures through the mighty mountains.</li> <li>To enable the students to recite and explain the poem confidently.</li> </ul>	To inculcate- <ul style="list-style-type: none"> <li>Creative thinking</li> <li>Curiosity and imagination</li> <li>Accountability</li> </ul>	<ul style="list-style-type: none"> <li>Logical</li> <li>Self smart</li> </ul>	<ul style="list-style-type: none"> <li>Talk in a group</li> <li>An interaction with the teacher and their class mates.</li> </ul>	•S.Sc- Mountains & Rivers.	•The students would be able to describe their experiences about trekking through the mighty mountains.	<ul style="list-style-type: none"> <li>Class discussion</li> <li>Reading assessment</li> <li>Dictation</li> <li>Oral and written tests</li> </ul>
3.	<b><u>A LAUGH RIOT</u></b> Henry: A Chameleon	The students will be able to: <ul style="list-style-type: none"> <li>Express themselves independently in grammatically correct language.</li> <li>To enable the students to analyze how the character in the story faced the obstacles courageously.</li> <li>To recognize how the ideas are organised.</li> <li>To understand the importance of animals.</li> </ul>	•Comprehending skills. To inculcate- <ul style="list-style-type: none"> <li>Critical thinking</li> <li>Social skills</li> <li>Problem solving</li> <li>Curiosity and imagination</li> <li>Accountability</li> </ul>	<ul style="list-style-type: none"> <li>Linguistic</li> <li>Interpersonal</li> <li>Intrapersonal</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary Builder- words and phrases to enhance the power of expression.</li> <li>A circle time- ‘Sharing an untold incident’.</li> </ul>	•S.Sc- Importance of animals. •Moral education based on values like love, sympathy and care.	<ul style="list-style-type: none"> <li>The students will be able to know the importance of animals.</li> <li>The students would be able to use new words while framing sentences.</li> <li>Summarize the main events.</li> </ul>	<ul style="list-style-type: none"> <li>Dictation</li> <li>Class discussion</li> <li>Mid Term Exam</li> <li>Diary –entry: ‘ Supposing yourself as the protagonist of the story.</li> </ul>
Packaging for the journey	<ul style="list-style-type: none"> <li>The students will know about the novel based on these three characters. They will be highly motivated to read the novel after knowing this incident.</li> <li>To analyse that time is powerful so it should not be wasted..</li> </ul> <p>The students will know the phrases.</p> <ul style="list-style-type: none"> <li>To derive</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Self evaluation</li> <li>Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>Interpersonal</li> <li>Intrapersonal</li> </ul>	<ul style="list-style-type: none"> <li>Discussion-how one should plan for the trip to avoid chaos.</li> <li>Sharing any such type of incident in class.</li> </ul>	Moral education	<ul style="list-style-type: none"> <li>Understand that despite making various efforts in collecting things at the last moment, one should keep extras of those to avoid chaos.</li> <li>The students will comprehend the lesson which says that everything has to be planned in</li> </ul>	<ul style="list-style-type: none"> <li>Class test</li> <li>Class discussion</li> </ul>	

	pleasure from the piece.					advance.		
4.	<b><u>ONE WORLD</u></b> The stranger	To enable the students to- • read with correct pronunciation, fluency and comprehension. • identify the features of the story. • welcome the cultures, customs, traditions and languages of others. • understand the feeling of oneness.	To inculcate- • Critical thinking • Social Skills	•Linguistic • Interpersonal • Intrapersonal	•Talk in a Group What does home mean to you? Would you be happy in a home anywhere else in the world? What would/ wouldn't you miss about your present home, if you had to go away for a few months? Make a list. • Think about what makes you an Indian. Make a list. Talk to the class for a minute.	Hindi- Similar stories.	•The students will be aware of surroundings and consciously make efforts to protect the environment and appreciate its beauty. •The students would be able to use new words while framing sentences	• Class discussion • Dictation • Term 1
	Where the mind is without fear	•The students would be told about the poet Rabindranath Tagore and his works. They would be told that he prayed for the world without fear and composed a poem based on his thoughts. • To generate ideas for writing heart touching poem.	To inculcate- •Expression •Social skills •Decision making	•Linguistic • Interpersonal • Intrapersonal	•Recitation-similar to the oral presentation	Social Science-Social structure	• The vocabulary of the students will be enriched. • A sense of rhythm would be developed.	•Recitation •Class discussion
5.	<b><u>HULLO, Mr GHOST!</u></b> Sir Lawley's Ghost	To enable the students to: • read the new words used in the chapter with understanding. • enjoy the elements of humour and suspense. •know the fact that there are no ghosts and one should not be scared of such things. • understand the importance of phrases and expressions in the story.	To inculcate •Critical thinking •Analyse •Articulation of thoughts.	•Logical •Intrapersonal •Interpersonal •Verbal	•Completing a mind map. • Creating a flow chart on board. • Some phrasal verbs used in our practical life. •Use dictionary in the class and frame sentences.	•Hindi- Similar stories.	• The students would know that there are no ghosts but the fear lies within us and we should overcome our fears. •The students would be able to use new words while framing sentences •They would be able to tell the meanings of	• Class test •Class discussion • PPT 2 • Direct & Indirect Speech.

							new words and pronounce new words correctly.	
6.	<b><u>BUILDING BRIDGES</u></b> Apologize!	<ul style="list-style-type: none"> <li>•To analyse that not understanding a language can cause misunderstanding and lead to a lot of pain.</li> <li>•To comprehend that one should be kind enough to forgive others.</li> <li>•To identify main events and characters in the story.</li> <li>•To make effective use of phrases.</li> <li>•To understand the importance of accepting our faults.</li> </ul>	<ul style="list-style-type: none"> <li>• Study Skills activities e.g., use of dictionary.</li> <li>•Critical appreciation</li> <li>•Analytical skills</li> <li>• Logical skills</li> </ul>	<ul style="list-style-type: none"> <li>•Linguistic</li> <li>•Verbal</li> </ul>	<ul style="list-style-type: none"> <li>•Write a short paragraph on any incident experienced.</li> <li>• Speech on 'POWER OF SORRY'.</li> <li>• Talk in a group.</li> <li>•Identifying facial expressions.</li> </ul>	•S.Sc- Relate to different languages.	<ul style="list-style-type: none"> <li>•The students will be able to understand that miscommunication can cause misunderstanding and leads to pain.</li> </ul>	<ul style="list-style-type: none"> <li>• Class test</li> <li>• Dictation</li> <li>• Diary Entry- Supporting yourself as the protagonist of the story.</li> <li>• Adverbs</li> </ul>
	On being Sarah	<ul style="list-style-type: none"> <li>•To enable the students to believe in hardwork, determination and dedication as the key to success.</li> <li>•To be aware that passion and will power combined with sincere efforts surely helps a person to achieve the set targets.</li> <li>•To understand the sequence of events within the story.</li> <li>•To guide the children to find out the solutions to their problems and confusions.</li> </ul>	<ul style="list-style-type: none"> <li>•Content organisation</li> <li>•Articulation of thoughts</li> <li>• Problem solving skills.</li> </ul>	<ul style="list-style-type: none"> <li>•Linguistic</li> <li>•Verbal</li> <li>• Logical</li> <li>•Interpersonal</li> </ul>	<ul style="list-style-type: none"> <li>• Learning the symbols through chart.</li> <li>• Talk in a group.</li> <li>• Vocabulary builder.</li> <li>•Associating sentences and moods.</li> </ul>	Science- Related to study of brain and its diseases such as Cerebral palsy and its symptoms.	<ul style="list-style-type: none"> <li>•The children will be able to know that success is impossible without will, sincerity, hardwork and dedication.</li> <li>• They will also be able to understand the feelings of the one who suffers from such kind of diseases or who are physically challenged.</li> </ul>	<ul style="list-style-type: none"> <li>•Dictation</li> <li>•Term 2</li> <li>• Class discussion</li> </ul>
7.	<b><u>PICTURES OF THE PAST</u></b> Salim and Tansen	<ul style="list-style-type: none"> <li>•To generate ideas for writing a fun filled story.</li> <li>•To make them understand that a person with determination always outshines others.</li> <li>•To enable the students to develop interest to know the</li> </ul>	To inculcate- <ul style="list-style-type: none"> <li>•Critical thinking</li> <li>•Content organisation</li> <li>•Analytical</li> <li>•Effective communication.</li> </ul>	<ul style="list-style-type: none"> <li>•Music smart</li> <li>•Linguistic Word smart- Learn phrases and their meanings.</li> <li>• Interpersonal</li> <li>• Intrapersonal- An</li> </ul>	<ul style="list-style-type: none"> <li>•Group discussion.</li> <li>•Create a web chart.</li> </ul>	<ul style="list-style-type: none"> <li>• Hindi- Similar stories.</li> <li>•S.Sc- Stories based on Tansen's life and of Mughal era.</li> </ul>	The students will learn to respect one's qualities and will also come to know that every individual is blessed with a different talent.	<ul style="list-style-type: none"> <li>•Class Discussion</li> <li>•Dictation</li> <li>•Term 2</li> </ul>

		<p>various hidden facts about the famous singers.</p> <ul style="list-style-type: none"> <li>•To collect information about the author.</li> <li>•To introspect themselves to find out their talent.</li> </ul>		<p>interaction with the teacher and their classmates.</p>				
8.	The Fabulous, Fabled Silk Road	<ul style="list-style-type: none"> <li>•To make the students aware about the poet Uma Raman.</li> <li>• To read the poem for enjoyment and comprehension.</li> <li>•To give children a rich and enjoyable language- learning experience.</li> <li>•To read silently at varying speeds depending on the purpose of reading.</li> <li>• To comprehend that the poetic device ‘refrain’ add beauty to the poem.</li> <li>•To enable the students to share their individual thoughts.</li> </ul>	<p>To inculcate-</p> <ul style="list-style-type: none"> <li>•Critical thinking</li> <li>•Curiosity and imagination</li> <li>•Accountability</li> <li>•Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>•Naturalistic</li> <li>•Logical reasoning</li> <li>•Verbal</li> </ul>	<ul style="list-style-type: none"> <li>•Class discussion on trade routes.</li> <li>•Discussion on phrases.</li> <li>•Identifying poetic devices such as alliteration and refrain.</li> </ul>	<ul style="list-style-type: none"> <li>•S.Sc-Trade routes between different countries.</li> </ul>	<ul style="list-style-type: none"> <li>•The students will come to know about the arts and inventions of ancient times.</li> <li>•The students would be able to appreciate the poem and its rhythm.</li> <li>•They will also put efforts in collecting information about trade routes.</li> </ul>	<p>Assessment of the poem through various techniques like tests, assignment, recitation and reference to the context.</p>

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**SUBJECT : ENGLISH (WRITING SKILLS) CLASS : VII**

S.No	CONCEPT	OBJECTIVE	SKILL	LEARNING STYLE	ACTIVITY	SUBJECT INTEGRATION	OUTCOME	ASSESSMENT
1.	DIARY ENTRY	<ul style="list-style-type: none"> <li>•To enable the students to get acquired with a personal form of writing.</li> <li>• They would be taught the specific format of diary entry and that it is written in first person.</li> </ul>	<ul style="list-style-type: none"> <li>•Interpersonal</li> <li>•Effective written communication</li> <li>•Imaginative</li> <li>•Creativity</li> <li>•Analytical</li> <li>• ordering details</li> <li>•Content organisation</li> <li>• Imaginative</li> </ul>	<ul style="list-style-type: none"> <li>•Verbal/ Linguistic</li> <li>•Interpersonal</li> <li>•Intrapersonal</li> <li>•Logical</li> </ul>	<ul style="list-style-type: none"> <li>•Individual diary entry.</li> </ul>	<ul style="list-style-type: none"> <li>• Hindi- Diary entry</li> </ul>	<ul style="list-style-type: none"> <li>• They would be able to express themselves using their imagination and creativity.</li> <li>• Use effective language with choice of appropriate words, proper punctuation and grammatical accuracy.</li> <li>•Use the appropriate words, maintain the accuracy and fluency and error free language.(language as well as grammar)</li> </ul>	<ul style="list-style-type: none"> <li>•Class discussion</li> <li>•Practice work</li> <li>•U.T</li> <li>•TERM-1</li> <li>•Tests</li> </ul>
2.	STORY WRITING	<ul style="list-style-type: none"> <li>•To enable the students to write a readable story based on some points. They would be told that they should have the whole plot clear in their mind and the main points arranged in the proper order.</li> <li>•To enable the students to anchor their thoughts around a theme or message and then decide upon the sequence of events to make a readable story. They would be guided to build up their story from outlines given to them.</li> </ul>	<ul style="list-style-type: none"> <li>•Interpersonal</li> <li>•Effective written communication</li> <li>•Imaginative</li> <li>•Creativity</li> <li>•Analytical</li> <li>• ordering details</li> <li>•Content organisation</li> <li>• Imaginative</li> </ul>	<ul style="list-style-type: none"> <li>•Verbal/ Linguistic</li> <li>•Interpersonal</li> <li>•Intrapersonal</li> <li>•Logical</li> </ul>	<ul style="list-style-type: none"> <li>•To conclude a story in an innovative way.</li> <li>•Presenting an innovative end of a given story.</li> </ul>	<ul style="list-style-type: none"> <li>•Hindi – Story writing</li> </ul>	<ul style="list-style-type: none"> <li>•They would be able to connect the various points given in the outline to create an effective story. They would learn to use dialogues and in between and conclude the story in an interesting manner.</li> <li>• Use effective language with choice of appropriate words, proper punctuation and grammatical accuracy.</li> <li>•Use the appropriate words, maintain the accuracy and fluency and error free language.(language as well as grammar)</li> </ul>	<ul style="list-style-type: none"> <li>•Class discussion</li> <li>•Practice work</li> <li>•U.T</li> <li>•TERM-1</li> <li>•Tests</li> </ul>

S.No	CONCEPT	OBJECTIVE	SKILL	LEARNING STYLE	ACTIVITY	SUBJECT INTEGRATION	OUTCOME	ASSESSMENT
3.	NOTICE WRITING	<ul style="list-style-type: none"> <li>•The students would be able to-</li> <li>•Express themselves independently in grammatically correct language using the required format.</li> <li>•use focussed, relevant and original content with appropriate choice of words.</li> <li>•Convey precise information like what, when, why, where for whom etc. to readers within prescribed word limit.</li> </ul>	<ul style="list-style-type: none"> <li>•Interpersonal</li> <li>•Effective written communication</li> <li>•Imaginative</li> <li>•Creativity</li> <li>•Analytical</li> <li>• ordering details</li> <li>•Content organisation</li> <li>• Imaginative</li> </ul>	<ul style="list-style-type: none"> <li>•Verbal/ Linguistic</li> <li>•Interpersonal</li> <li>•Intrapersonal</li> <li>•Logical</li> </ul>	Group Activity- To write notice for class. ( Topic- Class rules or to maintain code of conduct.)	Hindi- Notice Writing	<p>The students will be able to</p> <ul style="list-style-type: none"> <li>•Write a notice on a given topic having all the required information, clear purpose depending on the audience, one is writing for.</li> <li>• use simple sentences maintaining accuracy and fluency with no grammatical errors.</li> </ul>	<ul style="list-style-type: none"> <li>•Class discussion</li> <li>•Practice work</li> <li>•TERM-1</li> </ul>
4.	LETTER WRITING (Formal letter, Informal letter and Email)	<ul style="list-style-type: none"> <li>•Expand notes into a piece of writing.</li> <li>•Express their ideas or feelings to their relatives, friends with suitable style format.</li> <li>• learn systematic presentation of ideas with a beginning, middle and end.</li> <li>•learn to write in a personal or formal style</li> <li>•To enable the students to write in an appropriate style for communication-coherent planning, organizing and presenting ideas.</li> <li>•E mail – To enable the students to exchange messages electronically using computers. They would be taught the format and creating an e-mail ID and the structure</li> </ul>	<ul style="list-style-type: none"> <li>•Interpersonal</li> <li>•Effective written communication</li> <li>•Imaginative</li> <li>•Creativity</li> <li>•Analytical</li> <li>• ordering details</li> <li>•Content organisation</li> <li>• Imaginative</li> <li>• Adaptability</li> </ul>	<ul style="list-style-type: none"> <li>•Verbal/ Linguistic</li> <li>•Interpersonal</li> <li>•Intrapersonal</li> <li>•Logical</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•To write a letter to the editor.</li> <li>• Reading out a letter to the editor from a newspaper in the class.</li> <li>• Writing and sending an email to a family member or friend.</li> </ul>	•Hindi- letter writing	<ul style="list-style-type: none"> <li>•Write an informal letter or email expressing their thoughts clearly and precisely maintain accuracy and fluency.</li> <li>• Use effective language with choice of appropriate words, proper punctuation and grammatical accuracy.</li> <li>•Use the appropriate words, maintain the accuracy and fluency and error free language.(language as well as grammar)</li> <li>• E mail- They would be able to send any textual data, images and audio and video files in less time and at a nominal cost.</li> </ul>	<ul style="list-style-type: none"> <li>•Class discussion</li> <li>•Practice work</li> <li>•TERM-1</li> </ul>

		of an email address.							
5.	ARTICLE WRITING	<p>The students will be able to-</p> <ul style="list-style-type: none"> <li>• develop quick thinking skills.</li> <li>•organise their thoughts in a coherent manner</li> <li>•Use fluent and accurate language.</li> <li>• Infer the information from a diagram, table, pie chart to a written form.</li> </ul>	<ul style="list-style-type: none"> <li>•Critical thinking</li> <li>•Effective written communication</li> <li>• Creative and Interpretative</li> </ul>	<ul style="list-style-type: none"> <li>•Verbal/ Linguistic</li> <li>•Interpersonal</li> <li>•Intrapersonal</li> <li>•Logical</li> </ul>	<ul style="list-style-type: none"> <li>• To read interesting articles from the newspapers or magazines and discuss in class.</li> <li>•Writing article based on the current social issues published in the Students' newspaper edition.</li> </ul>	<ul style="list-style-type: none"> <li>• Hindi – Article writing</li> </ul>	<ul style="list-style-type: none"> <li>•The students will be -</li> <li>•express their thoughts creatively and coherently.</li> <li>•Use vocabulary expressing their emotions and feelings on a given topic or current issue.</li> <li>•present ideas systematically with a beginning, middle and end.</li> <li>•Know that the content must have clear purpose.</li> </ul>	<ul style="list-style-type: none"> <li>•Class discussion</li> <li>•Practice work</li> <li>•U.T</li> <li>•TERM</li> <li>•Tests</li> </ul>	

S.N o	CONCEPT	OBJECTIVE	SKILL	LEARNING STYLE	ACTIVITY	SUBJECT INTEGRA TION	OUTCOME	ASSESSMENT
6.	BIO SKETCH	To enable the students to write the personal profile of a person in brief. It would include person's name, place of residence, education, occupation, life and activities and other important details. They would be taught to interpret certain facts.	<ul style="list-style-type: none"> <li>●To inculcate Critical thinking</li> <li>●Effective written communication</li> <li>●Analyzation of information</li> </ul>	<ul style="list-style-type: none"> <li>•Verbal/ Linguistic</li> <li>•Interpersonal</li> <li>•Intrapersonal</li> <li>•Logical</li> </ul>	<ul style="list-style-type: none"> <li>●Class discussion</li> </ul>	Hindi – Write a Bio sketch	<ul style="list-style-type: none"> <li>● They would be able to describe the person's personality and provide an explanation why he/ she acted in certain ways. They would learn to present the facts and tell what those facts mean.</li> </ul>	<ul style="list-style-type: none"> <li>•Practice work</li> <li>•U.T</li> <li>•TERM-1</li> <li>•Tests</li> </ul>
7.	SPEECH WRITING	<ul style="list-style-type: none"> <li>•To enable the students to use an appropriate style to communicate and coherent presentation of ideas.</li> <li>• They would be taught to start it with a formal address and conclude it with a 'Thank You' though the style is conversational.</li> </ul>	<ul style="list-style-type: none"> <li>•Critical thinking</li> <li>•Effective written communication</li> <li>• Creative and Interpretative</li> <li>•Initiation</li> </ul>	<ul style="list-style-type: none"> <li>•Verbal/ Linguistic</li> <li>•Interpersonal</li> <li>•Intrapersonal</li> <li>•Logical</li> <li>• A sense of responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• Delivering a speech</li> <li>•Pamphlet- Based on a current topic was made.</li> </ul>	•Hindi - Speech	<ul style="list-style-type: none"> <li>• They would be able to construct a speech based on a major idea along with supporting ideas. They would learn to write with a specific purpose.</li> </ul>	<ul style="list-style-type: none"> <li>•Practice work</li> <li>•U.T</li> <li>•TERM</li> <li>•Tests</li> </ul>

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**SUBJECT : ENGLISH (GRAMMAR) CLASS : VII**

S.No	CONCEPT	OBJECTIVE	SKILL	LEARNING STYLE	ACTIVITY	SUBJECT INTEGRATION	OUTCOME	ASSESSMENT
1.	MODALS	<ul style="list-style-type: none"> <li>To enable the students to be aware of correct grammatical structures.</li> <li>To know the details of correct usage of grammar.</li> </ul>	To inculcate- <ul style="list-style-type: none"> <li>Effective written communication</li> <li>Could suggests general ability or permission to do something; was able to suggests ability in a particular situation.</li> </ul>	<ul style="list-style-type: none"> <li>Linguistic</li> <li>Interpersonal</li> <li>Intrapersonal</li> <li>Logical</li> <li>Discussing various exercises with the teacher/ classmates and writing answers in the notebook.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss with the classmates which activities are possible and then make sentences using can and can't.</li> </ul>	Framing the sentences using modals. <ul style="list-style-type: none"> <li>Science-I can solve this equation.</li> <li>Physical Education – You are putting on weight. You should take regular exercise.</li> </ul>	<ul style="list-style-type: none"> <li>The students will learn to use modals to give advice, seek or give permission, make suggestions, make polite requests, give invitations etc.'</li> </ul>	<ul style="list-style-type: none"> <li>Practice work</li> <li>U.T</li> <li>TERM-1</li> <li>Tests</li> </ul>
2.	ACTIVE & PASSIVE VOICE	To enable the students to express a fact where the subject doesn't act, but suffers the action done by something or by someone. To teach them to narrate the steps they had followed while preparing a particular dish or accomplishing a particular task.	To inculcate- <ul style="list-style-type: none"> <li>Effective oral and written communication.</li> <li>Social skill</li> </ul>	<ul style="list-style-type: none"> <li>Linguistic</li> <li>Interpersonal</li> <li>Intrapersonal</li> <li>Logical</li> <li>Naturalistic</li> </ul>	Sharing the recipe of one's favourite dish with others.	Arts- How to make a paper bag. <ul style="list-style-type: none"> <li>Procedure writing – how to make tea.</li> </ul>	They would be able to share the procedure to accomplish any given task.	<ul style="list-style-type: none"> <li>Practice work</li> <li>U.T</li> <li>TERM-1</li> <li>Tests</li> </ul>
3.	EDITING/ OMISSION	<ul style="list-style-type: none"> <li>To enable the students to be aware of correct grammatical structures.</li> <li>To know the details of correct usage of grammar.</li> </ul>	<ul style="list-style-type: none"> <li>The students will comprehend that a sentence, if not completely framed, doesn't give a sense. They will evaluate that a sentence should contain the required grammatical</li> </ul>	<ul style="list-style-type: none"> <li>Linguistic</li> <li>Interpersonal</li> <li>Intrapersonal</li> <li>Logical</li> <li>Naturalistic</li> <li>Listening to the teacher's explanation of how to pick out error regarding parts of speech /</li> </ul>	Filling in the Gaps: Teacher will speak out sentences with one word wrong or missing in each line and insert the appropriate words.	Sanskrit- To write wrong/ incomplete sentences on the black-board and asking the students to complete them by putting the correct or missing words.	Students will be able to write sentences with correct grammatical structures.	<ul style="list-style-type: none"> <li>Practice work</li> <li>U.T</li> <li>TERM</li> <li>Tests</li> <li>Pen Paper Test</li> </ul>

			structure. They will analyse and understand the importance of correct sentence formation for a better communication.	spellings/ tense and replace it with the correct word and where and why to put the required word.				
4.	MODALS	<ul style="list-style-type: none"> <li>•To enable the students to be aware of correct grammatical structures.</li> <li>•To know the details of correct usage of grammar.</li> </ul>	<p>To inculcate-</p> <ul style="list-style-type: none"> <li>•Effective written communication</li> <li>•<u>Could</u> suggests general ability or permission to do something; was able to suggests ability in a particular situation.</li> </ul>	<ul style="list-style-type: none"> <li>•Linguistic</li> <li>• Interpersonal</li> <li>• Intrapersonal</li> <li>•Logical</li> <li>•Discussing various exercises with the teacher/ classmates and writing answers in the notebook.</li> </ul>	<ul style="list-style-type: none"> <li>•Discuss with the classmates which activities are possible and then make sentences using can and can't.</li> </ul>	<p>Framing the sentences using modals.</p> <ul style="list-style-type: none"> <li>• Science-I can solve this equation.</li> <li>•Physical Education – You are putting on weight. You should take regular exercise.</li> </ul>	<ul style="list-style-type: none"> <li>• The students will learn to use modals to give advice, seek or give permission, make suggestions, make polite requests, give invitations etc.'</li> </ul>	<ul style="list-style-type: none"> <li>•Practice work</li> <li>•U.T</li> <li>•TERM</li> <li>•Tests</li> <li>• Pen Paper Test</li> </ul>
5.	NON FINITES	<ul style="list-style-type: none"> <li>• To enable the students to be aware of correct grammatical structures.</li> <li>•To know that Non-finites retain the same form whatever be the subject in a sentence.</li> </ul>	<p>To inculcate-</p> <ul style="list-style-type: none"> <li>• Effective written communication</li> </ul>	<ul style="list-style-type: none"> <li>•Linguistic</li> <li>• Interpersonal</li> <li>• Intrapersonal</li> <li>•Logical</li> <li>•Naturalistic</li> </ul>	<ul style="list-style-type: none"> <li>•To speak out the sentences using the Non-finites in the class.</li> </ul>	<ul style="list-style-type: none"> <li>•Science – To frame various sentences using Non-finites</li> </ul>	<p>The students would frame sensible and grammatically correct sentences.</p>	<ul style="list-style-type: none"> <li>•Practice work</li> <li>•U.T</li> <li>•TERM</li> <li>•Tests</li> </ul>

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6.	REPORTED SPEECH	<ul style="list-style-type: none"> <li>To enable the students to report the actual words of the speaker in their own words.</li> <li>To aware them of the difference between direct and indirect speech.</li> </ul>	<ul style="list-style-type: none"> <li>The students will learn various changes to be made regarding pronouns, tenses and others like 'today' into 'that day'. They will comprehend that the tense of the reported speech never changes if the reporting verb is in present/ future tense. They will convert the given dialogues in their own language applying certain rules.</li> </ul>	<ul style="list-style-type: none"> <li>Linguistic</li> <li>Interpersonal</li> <li>Intrapersonal</li> <li>Logical</li> <li>Discussing various exercises with the teacher/ classmates and writing answers in the notebook.</li> </ul>	<ul style="list-style-type: none"> <li>A dialogue between two students and the third student reporting their dialogue in his own language.</li> </ul>	<ul style="list-style-type: none"> <li>Science- Writing definitions (a definition is always written in direct speech).</li> </ul>	<ul style="list-style-type: none"> <li>The students will be able to report the direct words of the speaker in their own words keeping in mind the certain changes to be made.</li> </ul>	<ul style="list-style-type: none"> <li>Practice work</li> <li>U.T</li> <li>TERM</li> <li>Tests</li> <li>Black board tests</li> </ul>
7	SENTENCES ( SIMPLE, COMPOUND AND COMPLEX )	<ul style="list-style-type: none"> <li>To enable them to differentiate between simple, compound and complex sentences.</li> </ul>	<ul style="list-style-type: none"> <li>The students will comprehend the structure of three kinds of sentences.</li> <li>They will analyse that a simple sentence can be short as well as long.</li> <li>They will evaluate that a sentence may have a double subject or double object but it is a simple sentence if it has one finite verb.</li> </ul>	<ul style="list-style-type: none"> <li>Linguistic</li> <li>Interpersonal</li> <li>Intrapersonal</li> <li>Logical –They will self study, add to their knowledge about sentences, interacting among themselves to sort out correct answers.</li> <li>Naturalistic</li> </ul>	<ul style="list-style-type: none"> <li>Black-board Interaction</li> </ul>	<ul style="list-style-type: none"> <li>Hindi- Identifying the types of sentences.</li> </ul>	<ul style="list-style-type: none"> <li>The students will be able to classify simple, compound and complex sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Practice work</li> <li>U.T</li> <li>TERM</li> <li>Tests</li> </ul>
8	NOUNS	To enable the students to identify different types of nouns in their own creative writing.	Logical reasoning	<ul style="list-style-type: none"> <li>Word smart</li> <li>Intrapersonal</li> </ul>	Hindi	Word game (example of different kinds of nouns)	Students will be able to identify nouns and will use them appropriately in sentences and in creative writing.	<ul style="list-style-type: none"> <li>Practice work</li> <li>U.T</li> <li>TERM</li> <li>Tests</li> </ul>
9	ADJECTIVES	To enable the students to understand why adjectives are called describing words;	Improved writing skills; students will be able to express their thoughts using the most appropriate describing words.	<ul style="list-style-type: none"> <li>Logical</li> <li>Interpersonal</li> <li>Intrapersonal</li> </ul>	Hindi	Crossword puzzle (to fill in suitable adjective)	Students will be able to use correct helping verbs; identify singular/plural	<ul style="list-style-type: none"> <li>Practice work</li> <li>U.T</li> <li>TERM</li> <li>Tests</li> </ul>

		how they add to the meaning of noun and kinds of adjectives.					verbs; subject verb agreement while framing sentences.	
10	VERBS: TENSES	<ul style="list-style-type: none"> <li>Identifying different forms of verb; subject verb agreement.</li> <li>The students will learn the correct usage of different tenses.</li> </ul>	•Creative writing skills	<ul style="list-style-type: none"> <li>Linguistic</li> <li>Interpersonal</li> <li>Intrapersonal</li> <li>Logical</li> </ul>	•The students will write diary entry and article writing using correct tenses.	•S.Sc-The events that took place in past e.g. India became republic in 1950.	•Students will be able to use correct helping verbs; identify singular/plural verbs; subject verb agreement while framing sentences.	<ul style="list-style-type: none"> <li>Practice work</li> <li>U.T</li> <li>S.A</li> <li>Tests</li> </ul>
11	PREPOSITIONS	•To enable the students to build a relation between two main factors of a sentence to make it meaningful.	To develop effective and oral communication skills.	<ul style="list-style-type: none"> <li>Linguistic</li> <li>Interpersonal</li> <li>Intrapersonal</li> <li>Logical</li> <li>Discussing various exercises with the teacher/ classmates and writing answers in the notebook.</li> </ul>	Some students would be directed to do some specific actions which would be used to frame sentences having various prepositions.	Hindi, Science	•The students will be able use prepositions appropriately in sentences and in creative writing.	<ul style="list-style-type: none"> <li>Practice work</li> <li>U.T</li> <li>S.A</li> <li>Tests</li> </ul>
12	CONJUNCTIONS	•To enable the students to connect two or more than two words, phrases or sentences. To teach them to express their thoughts in a compact manner.	To inculcate effective and oral communication; articulation of thoughts and ideas.	<ul style="list-style-type: none"> <li>Linguistic</li> <li>Interpersonal</li> <li>Intrapersonal</li> <li>Logical</li> <li>Naturalistic</li> </ul>	Chit game-Chits would be prepared which will have two sentences with the same subject. Students will pick a chit and combine the sentences.	•Science, Social Science	•They would develop the capability to convey their ideas or opinions in short and concise way.	<ul style="list-style-type: none"> <li>Practice work</li> <li>U.T</li> <li>S.A</li> <li>Tests</li> </ul>

S.No	CONCEPT	OBJECTIVE	SKILL	LEARNING STYLE	ACTIVITY	SUBJECT INTEGRATION	OUTCOME	ASSESSMENT
13.	CLAUSES	<ul style="list-style-type: none"> <li>To enable the students to differentiate between a phrase a clause.</li> <li>Identification of Noun, Adverb and Adjective Clauses.</li> </ul>	<ul style="list-style-type: none"> <li>The students will analyse that a clause has one finite verb whereas a sentence can have more than one finite verb.</li> <li>They will comprehend what Principal and Subordinate Clauses are. Self upgradation will be possible through the understanding of proper sentence construction.</li> <li>They will evaluate which clause is introduced by what e.g- Adverb Clauses are introduced by because, where, as soon as etc.</li> </ul>	<ul style="list-style-type: none"> <li>Word- smart, Interpersonal and Intrapersonal</li> <li>Discussion among classmates, teacher and the students to sort out correct answers, writing answers in the notebook.</li> </ul>	<ul style="list-style-type: none"> <li>Blackboard activity- completing the sentences using Principal/ Subordinate Clause.</li> <li>Identifying Noun, Adverb and Adjective Clauses.</li> <li>Show and tell – Showing pictures of persons, things and animals and they will define them using appropriate Relative Clause.</li> </ul>	<ul style="list-style-type: none"> <li>Hindi- Complete the sentences using either Principal or Subordinate Clause.</li> </ul>	<ul style="list-style-type: none"> <li>The students will be able to classify different types of clauses.</li> <li>The children will complete the sentences using suitable clauses.</li> <li>Complete the sentences e.g. Fill ups-A person <b>who treats sick people</b> is called a doctor.</li> </ul>	<ul style="list-style-type: none"> <li>Practice work</li> <li>TERM</li> <li>Tests</li> <li>Adding Noun, Adverb or Adjective Clause as per instructions.</li> </ul>

**ST.ALBANS SCHOOL**

**ENGLISH CURRICULUM (2018-19)**

**SUBJECT : ENGLISH**

**CLASS : VII**

**GENERAL OBJECTIVES**

S.No		OBJECTIVES	OUTCOME
1.	READING	<p>To enable the students to :</p> <ul style="list-style-type: none"> <li>●read a variety of print texts including drama, poetry, fiction and non-fiction.</li> <li>●Seek meaning in reading using a variety of strategies such as prior knowledge, inferring, predicting and confirming.</li> <li>●read fluently and view the given text for information and enjoyment.</li> <li>●deduce the meaning of graphical texts.</li> <li>●identify rhetorical devices, figures of speech and explain them.</li> </ul>	<ul style="list-style-type: none"> <li>●They should be able to:</li> <li>● understand a text i.e. drama, poetry ,fiction and non-fiction.</li> <li>●They would be able to read and answer the questions or give the explanation based on given text and would be able to summarize main and supporting ideas in the form of notes/ points and make connections between them.</li> </ul>
2.	LISTENING	<ul style="list-style-type: none"> <li>●Listen to a wide range of oral texts, summarize, record and respond to them.</li> <li>●Listen critically for specific information.</li> <li>●exhibit comprehension of oral texts by recording main or supporting ideas.</li> <li>● listen to and share ideas, viewpoints and reflect an understanding of concepts.</li> </ul>	<ul style="list-style-type: none"> <li>● Listen and understand a range of oral text, interpret it and respond to it.</li> <li>● They would be able to share ideas and views, they would be able to answer the questions based on the given texts and would be able to distinguish between facts and opinions.</li> </ul>
3.	SPEAKING	<ul style="list-style-type: none"> <li>●To enable the students to communicate confidently and effectively in spoken language in a wide range of situations, speak confidently in public.</li> <li>● Use appropriate vocabulary, use the appropriate tone, gestures, postures, pauses and maintain eye contact while speaking.</li> </ul>	<ul style="list-style-type: none"> <li>● The students would be able to communicate confidently and effectively with others using appropriate vocabulary, tone, gestures, postures, pauses and maintain eye contact while speaking. They would be able to exhibit skills of making oral presentations.</li> </ul>
4.	WRITING	<p>To enable the students to:</p> <ul style="list-style-type: none"> <li>●write factual description of a place, object, person or process</li> <li>● present arguments and opinions.</li> <li>●express themselves through letters, articles, diary- entries, e-mails.</li> <li>●expand notes into a piece of writing.</li> <li>●use proper punctuation and appropriate words.</li> </ul>	<ul style="list-style-type: none"> <li>●The students would be able to write factual description, articles, diary-entry, letters, e-mails etc. in the appropriate style and format. They would be able to coherent ideas and organise them into main and supporting ideas.</li> <li>●The students would be able to understand that an effective writing includes- choice of appropriate words, systematic presentation of ideas, proper punctuation, grammatical accuracy, correct spellings and legible handwriting.</li> </ul>